

History of Psychology

Psychology 3000A

Summer 2016

Instructor: Deanna L. Forrester

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Office Hours: By appointment

Class Time: Mondays and Wednesdays from 9:00 – 11:50am

Classroom: AH116

Course Description:

In this class we are going to explore both the philosophical background to psychology as an academic discipline and the history of psychology as a field. We will examine the ideas of specific philosophers and schools of thought focusing on how they provided the foundation for later psychological thinking. We will try to uncover some of the historical events and colourful personalities that have affected the trajectory of psychology as a science and profession.

Topics will include ideas about the mind; key historical and social events that shaped the field; when and how psychology became a science; and the life histories of major contributors to the discipline. Although this class will be primarily lecture oriented—your thoughts, reflections, and questions will be essential in making this a worthwhile experience.

Course goals:

History of Psychology is a course of study exploring the foundations of the discipline by looking at the ideas of individuals who contributed to psychology as a social science.

One of the primary goals of this class is for students to learn the philosophical roots and historical events that have shaped the field of psychology. It is important for students to describe how historical trends and events have influenced the development of psychology as a scientific discipline. And to demonstrate an understanding of major questions that have driven psychological thought throughout its history

A second goal of this course is for students to describe the key contributions of major figures in the history of psychology and be able to relate the major perspectives to the individuals who are responsible for articulating them.

And finally, a third goal of this course is for students to increase their ability to (a) think critically about the science of psychology, (b) analyze psychological theory, research, and practice in a historical context, and (c) develop ideas, critiques, and conclusions of their own.

Required Reading:

Blum, D. (2011) *Love at Goon Park: Harry Harlow and the science of affection*. Basic Books. ISBN: 978-0465026012

Required disciplinary note

All students in the course are subject to the student discipline policy for academic and non-academic offenses in accordance with the University Calendar.

Grading:

The following ranges will be employed in assigning grades in this course:

A+	95 – 100	C+	67 – 69.9
A	90 – 94.9	C	64 – 66.9
A-	85 – 89.9	C-	60 – 63.9
B+	80 – 84.9	D+	56 – 59.9
B	75 – 79.9	D	50 – 55.9
B-	70 – 74.9	F	< 50

In accordance with the University of Lethbridge Calendar,

A = Excellent

B = Good

C = Satisfactory

D = Poor

F = Fail

Evaluation:**1. Midterm tests - Each test will be worth 35% of final grade**

Two in-class tests will consist of multiple-choice and/or fill-in-the-blank questions based on the lecture material, the reading material, the films and any classroom discussion. The tests are conceptually cumulative.

Test 1 – May 23rd 35%

Test 2 – June 6th 35%

2. Final Exam – June 20th - 30% of final grade

The final exam will be similar in format to the midterm exams. It will consist of multiple choice and/or fill-in-the-blank questions and (at least) one long answer question. All exam questions will be based on the lecture material, the reading material, and any classroom discussion. **The final exam will be conceptually cumulative.**

Missed Exam Policy

With the exception of *extreme* extenuating circumstances (e.g., prolonged illness, accident, or bereavement), all students must write their exams within the designated period. Should you find yourself in an extreme situation, please contact me immediately so that I may assist you in understanding your options. Medical reasons must be supported by a physician's statement that you were either unable to attend university for the *entirety* of designated exam period, or that your performance would be seriously affected by your condition during the exam period. Acceptable medical documentation must include the physician's name and contact information. Similar documentation is required for any non-medical reason (e.g., bereavement). Without documentation, a grade of zero (0%) will be recorded for any student who does not write the exam during the designated period.

Extra Credit for Research Participation:

Students have an opportunity to add up to 2% bonus points ("study credits") to their overall grade in this course by participating in active research of Psychology Department faculty members. This participation allows you to gain personal experience in psychology research projects, provides an opportunity to witness what goes on in the psychology labs, and introduces you to senior undergraduate and graduate students conducting their own research projects. Available studies will be listed and described on the Sona System at: <http://psychleth.sona-systems.com>, beginning on or about May 8, 2016. **Your username and password will be sent to your U of L email account by the departmental Administrative Assistant.** Each project usually requires one hour or less of your time, but this will depend on the individual research project. In recognition of your time and the fact that you are learning about the discipline of psychology beyond what you acquire in the classroom setting, an extra credit of 1% to 2% per study in which you participate will be added to your course grade.

Note: that there is no guarantee that all students who wish to participate will be able to achieve the maximum extra credit. As these are bonus points, students who choose not to participate are not disadvantaged. If you are in two Psychology courses that allow credit, you may not sign up for the same study twice. Please use the login for each course so the system will put it into the correct class. Because research studies start at various points throughout the semester, additional projects that were not originally listed may show up, so be sure to check the system periodically. The last date to participate in research studies is June 15, 2016. If you experience problems with the Sona System, or have questions about participating in research projects, please contact Leanne Wehlage-Ellis at wehlage@uleth.ca.

Students with Special Needs

If you have a *documented* condition that prevents you from fully participating in this course, including evaluation procedures, it is your responsibility to contact your Instructor regarding your individual situation. No accommodations will be given without official notification from the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>).

Course Rules and Regulations

Students are responsible for familiarizing themselves with the Academic Regulations and Policies contained within the University of Lethbridge Academic Calendar (<https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2015-16/part04.pdf>).

As per the University Calendar, Section 5.h.1.: "*When a student disrupts instructional activities, the instructor may exclude the student immediately from instructional space and/or from future scheduled instructional meetings of that course pending further actions by the Dean.*"

When students talk &/or giggle amongst themselves during lecture, it disrupts instructional activities and, consequently, your Instructor must respond according to the University Calendar regulation. To minimize other forms of disruption, turn off your cell phone or any other noise-emitting device prior to the beginning of class. Avoid engaging in off-task Internet use (e.g., Facebook, YouTube, Texting) during lectures as it distracts you and others around you.

With respect to these and other personal issues, students should email the instructor directly <deanna.forrester@uleth.ca> and the appropriate accommodations will be made.