

History of Psychology
Psychology 3000B
Spring 2011

Instructor: Deanna L. Forrester

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Office Hours: Wednesday from 1:00 – 2:00pm or by appointment

Class Time: Monday, Wednesday, Friday from 11:00 – 11:50am

Classroom: B730

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 (How's that for ambitious?!). 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 colorful 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:

Goodwin, C. J. (2011) *A History of Modern Psychology* (4th ed.). Hoboken, N.J: John Wiley. ISBN 978-1-1180-1145-4

Grading:

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

A+ > 89.5	C+ 66.5-69.4
A 84.5-89.4	C 63.5-66.4
A- 79.5-84.4	C- 59.5-63.4
B+ 76.5-79.4	D+ 56.5-59.4
B 73.5-76.4	D 50-56.4
B- 69.5-73.4	F <49.9

In accordance with the University of Lethbridge Calendar,

- A = Excellent
- B = Good
- C = Satisfactory
- D = Poor
- F = Fail

Evaluation:**Tests:****Midterm tests - Each test will be worth 25% of final grade (50% in total)**

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 – Feb 15th 25%

Test 2 – April 3rd 25%

Written Assignments:**Written Assignment number one: Annotated Bibliography – 20% of final grade****Due: March 8th in class (late assignments will not be accepted)**

This assignment gives students some experience searching for resources, both electronic and print. Choose a topic from the list that I will supply, or to come up with one on your own. If you choose your own topic please make sure to run it by me before you do the assignment (email will be sufficient). You are expected to find a minimum of 7 electronic and/or print resources that are appropriate for your topic and write brief descriptions of the content of each of the resources. Keep in mind that the majority of your references must be from peer-reviewed resources. In addition to writing a summary of the content, you will also be expected to explain **why** you are using that particular resource. What will that particular resource contribute to your final paper? Why have you chosen it? This explanation need not be more than a sentence or two.

There are two types of resources that I anticipate that you will use for this assignment:

Part I. Electronic Resources: You probably know more about Internet searching than I do, but the simplest way to start is with a general Google search for your topic or person. Another place to start is the website for the Society for the History of Psychology. The annotations for this part of the project should

describe other links at the site and provide a general description of what is to be found at the site and why you feel it is relevant to your topic.

Part II. Print resources: This means hitting the library or the library databases and looking for such things as books, chapters in edited books, journal articles, and obituaries. The way to search is to use *PsycINFO*, psychology's premier database. You can get to it from the library's homepage and it is easy to use. Indeed, by this point in your university career, you should be very familiar with it. *PsycINFO* includes references to and abstracts of virtually everything published in psychology and psychology-related fields since 1887. If you find a journal article that is available electronically, it is still a journal article and belongs in this category, not in the category of "electronic resources."

Example:

Topic: Henry Goddard's Study of the Kallikaks

Website Resource #1:

<http://www.indiana.edu/~intell/kallikak.html>

This website is part of a broader site on the history of mental testing. It describes Goddard's study of the "Kallikak" family, in which he argued that feeble-mindedness was inherited and that the environment had little to do with it. The site includes photos from the book and photos from the alleged "touch-up" that occurred with the book's photos. The site includes links to an extensive set of references and to the contributors to the site. The main parts of the site, linked to the opening page, are called: introduction, Goddard's research, the Kallikak family, Deborah Kallikak, Goddard's recommendations, consequences, the controversial photos, and Goddard's regrets.

Print Resource #1:

Fancher, R. E. (1987). Henry Goddard and the Kallikak family photographs. *American Psychologist*, 42, 585-590.

This article examines a claim made by Stephan Gould that Goddard deliberately doctored the photographs of members of the "bad" side of the Kallikak family in his famous study. The "doctored" photos seemed to make the eyes darker, and Gould claimed that Goddard wanted to make it clearer to the viewer that the photos were of feeble-minded people. Fancher was able to show that alternative explanations existed, including the fact that such retouching was sometimes done in those days to protect the identity of the person in the photo. Also, Fancher argued, because Goddard believed that the feeble-minded generally looked "normal," it is doubtful that he would have been motivated to make them look subnormal.

*Notice that the reference to the print resource is in perfect APA format—I am sure that yours will be as well (hint); as the website references, the URL is sufficient

Written Assignment number two: End of Term Paper – 30% of final grade

Due: April 19th before 4:00 PM

Using one of the suggested topics or coming up with an idea of your own (run it by me before you do the work), you will be expected to write a final term paper as your end of term evaluation. You will be expected to follow APA format (yes, this is a psychology class) and you will be expected to use peer-reviewed sources to support your ideas. Your peer-reviewed sources should be properly cited and referenced. You are free to include any non-peer reviewed sources that you find useful (such as websites) but they too must be properly cited and referenced. Your paper must be double-spaced and you must use an APA approved 12 pt. font. I know this sounds picky, but it's just so much easier for me to read and therefore easier to mark.

The end of term paper is due on Wednesday April 18th 2012. Only hard copies of papers will be accepted, NO electronic versions will be accepted. No late papers will be accepted unless prior approval is granted by the instructor.

(1) Given the nature of the course material, a diversity of viewpoints will inevitably exist in the classroom. Voicing well-reasoned disagreement with others viewpoints is perfectly fine (even encouraged!); being disrespectful towards others is not (see Section 6.b.I)

(2) As per the University Calendar, Section 6.h.I.:

"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 amongst themselves during lectures it disrupts instructional activities and, consequently, I will respond accordingly. On this note, please turn your cell phones off prior to the beginning of the lecture. Please do not use the internet during lectures.

(3) All questions pertaining to the course material should be asked during class. Chances are if you have a question then the answer will be beneficial to the entire class. If you email the instructor with a question, rather than replying by email the instructor may respond to the question in class so that all the students can benefit from the reply. Unfortunately, to be fair, the instructor will not respond to question about tests or assignments on the day they are due even if the email is received the day before.

(4) Following tests, and assignments the instructor will be available to meet with you, discuss your test results and show you the correct answers. See the instructor for available meeting times. Students who wish to meet with the instructor to discuss their results should come prepared with specific questions and explain why they think there might a problem with a particular question (i.e., "I think I should have gotten a mark for this because on page XX of the textbook, it says "XXXX"). If students meet with the instructor as part of a fishing expedition for marks (i.e., "I think I should have gotten a mark for this! Tell me why I didn't!" or "Why is this wrong?!"), then the student risks having marks deducted. If a legitimate error on the instructor's part has been made please contact the instructor immediately so that she may rectify

the situation.

(5) Students can write missed tests if they provide documentation from a doctor stating that they were ill on the day of the quiz or test and that their performance would have been seriously affected by this illness. Students can hand in an assignment late without penalty if they were ill for the entire week prior to the assignment being due and their doctor's note states this and that their performance would have been seriously affected by this illness. If a student was the exclusive caregiver of a family member that was ill, then they must provide a doctors note stating this. Documentation must have the doctor's name, address and phone number. Non-medical reasons for missed tests (i.e., a death in the family) must also be supported with appropriate documentation.

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. If you email the instructor be sure to include your course number in the subject line. At the beginning of the message, state to whom the message is addressed (Dear Deanna) and please use correct grammar and spelling. End the message with your name (Sincerely, XXXX). Messages that do not follow this professional format will be deleted without a response.

(6) My course notes/powerpoint presentations will not be provided to students. I will, however, send students selected slides from my powerpoint presentations that contain graphics that are not available in the textbook. In such cases, I will notify students in class that such a slide will be emailed to them. I reserve the right to decide which slides will be emailed to students in this manner.

(7) I will not provide study guides.

(8) Additional work will not be assigned for those who wish to improve their grades.

(9) I will not change the weight of the test and assignments if you do better on one compared to the other(s).

(10) If you miss any of the films shown in class, they cannot be borrowed from the instructor and there will not be a second screening.

(11) Late assignments will receive a zero.