

**Faculty of Health  
Department of Psychology  
PSYC 3125 3.0 Section A  
HISTORY OF PSYCHOLOGY  
Fall 2016**

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**Fridays, 11:30am-2:30pm  
Vari Hall B**

**Instructor and T.A. Information**

Instructor: Laura Ball  
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**Course Prerequisite(s): Course prerequisites are strictly enforced.**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

**Course website: [Moodle](#)**

**Course Description**

This course presents a way of understanding the discipline of Psychology, through an exploration of selected topics and notable figures. Students will also be exposed to the “History of Psychology” as an area of active research with its own distinct methodologies, and learn how such research contributes to the broader discipline of Psychology.

**Learning Outcomes**

Upon completion of this course, students should be able to:

1. Understand the historical foundations of the discipline.
2. Demonstrate an awareness of how the field of Psychology has been shaped by its historical context.

**Specific Learning Objectives**

Demonstrate a knowledge of the various historical methodologies and their use in constructing current research in the History of Psychology.

## Required Text

Benjamin, L. T., Jr. (2014). *A brief history of modern psychology* (2<sup>nd</sup> Ed.). Hoboken, NJ: Wiley.

- Hard copy (paperback) is available through the York bookstore and [Amazon](#).
- E-book (Kindle) is available through [Amazon](#).

Any additional assigned readings, lecture outlines, and course materials will be available on Moodle. Students are expected to check Moodle regularly for updates.

## Course Requirements and Assessment

This course will assess students on both the content and the methods of the history of psychology. Students will receive 15% of their final grade before the drop date deadline.

Assessment	Date of Evaluation	Weighting
Written Assignment #1	September 23rd	10%
Exam #1	October 21st	30%
Written Assignment #2	November 11th	10%
Final Paper	December 2nd	20%
Exam #2	TBD (Dec 7-22)	30%
Total		100%

## Description of Assignments

The exams in the course will be non-cumulative, and will cover the content of the assigned readings and lectures. The two written assignments will be designed to provide guidance in completing the final paper. Detailed descriptions and rubrics for the written components will be on Moodle.

Students who complete the Academic Integrity tutorial may be eligible for a 5% bonus on their final grade (with a final grade not exceeding 100% in the course). Proof of completion should be sent to the Teaching Assistant by end of day on December 2<sup>nd</sup> to be eligible for these bonus marks.

### *Guidelines for Written Work:*

For all written work, correct spelling and grammar (US or UK) is assumed. Instant and text messaging short-forms (leet) are not acceptable in written work. It is expected that students will put their name and student number on all work. Students will submit written assignments via Moodle in Microsoft Word – or Word compatible – formats (.doc, .docx).

The current APA style is expected for all work. If you are not familiar with the 6<sup>th</sup> edition, 5<sup>th</sup> edition is acceptable. If you do not have access to the guide, the 5<sup>th</sup> edition can be found in the library. Information about the new style guide can be found at: <http://www.apastyle.org/>

If you need assistance with your writing, the Centre for Academic Writing is an excellent resource to draw on. You can visit them online at: <http://writing-centre.writ.laps.yorku.ca/>

## Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and exams will bear both a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.).

(For a full description of York grading system see the York University Undergraduate Calendar - [calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes](http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes))

## Late Work/Missed Tests or Exams

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Assignments received **after 11:59pm** on the specified due date will be **penalized 2% for every day** they are late. You are expected to work on the assignments throughout the semester, therefore late penalties will not be waived except in exceptional cases of long-term, documented illnesses.

## Add/Drop Deadlines

For a list of all important dates please refer to: [Important Dates](#)

Important dates	Fall (F)	Year (Y)	Winter (W)
Last date to add a course <b>without</b> permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 18
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 5	Oct. 19	Feb. 1
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	March 10
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)	Nov. 12 - Dec. 5	Feb. 11 - Apr. 5	March 11 - Apr. 5

## Information on Plagiarism Detection

Turnitin will be used for final papers. Papers scoring over a threshold of 30% in Turnitin will be examined more closely by the course instructor. If plagiarism is detected, the course instructor will follow York's policy and guidelines. It is highly recommended that students complete the online Academic Integrity tutorial that is available on York's website and on Moodle ([http://www.yorku.ca/tutorial/academic\\_integrity/index.html](http://www.yorku.ca/tutorial/academic_integrity/index.html)).

## Electronic Device Policy

Electronic devices are encouraged in the classroom, as they can substantially enhance learning for students. You are welcome to use laptops, tablets, smartphones, smart watches, and recording

devices. If a recording device is to be used, you should inform the Course Instructor (though no rationale is required). All devices should be turned on “silent” mode during class time. Vibration settings, ringing, texting, or responding to calls during class time is disrespectful to the Course Instructor, your TA, and fellow students, and is discouraged. Checking social media sites, checking email, or playing games may also be disruptive in class. Though, should you want to engage in the latter, as they can be done quietly, please sit at the back of the room so as not to disturb your fellow students. During exams, all electronic devices should be turned off, and stored in a bag or under a chair while the exam is in progress.

## **Attendance Policy**

You are expected to attend all lectures and to complete all weekly readings before attending the lecture. As the content discussed during lecture will assist students in completing their assignments, and will be eligible to be tested on the exams, it is recommended that if you cannot attend a class that you arrange to get notes from another student.

### *Guidelines for In-Class Participation:*

Students in the class are expected to uphold the York University Student Code of Conduct. It states that:

“Students are expected to conduct themselves in a way that supports research, teaching and learning, and that promotes an atmosphere of civility, diversity, equity and respect in their interactions with others. They should strive to make the campus safe, to support the dignity of individuals and groups, and to uphold essential freedoms.”

More information on the York University Student Code of Conduct can be found at:

<http://www.yorku.ca/scdr/codeofconduct.html>

## **Communication Policy**

Communications regarding the course and the assignments are encouraged in class or via email. For emails, please use the following format:

- Please put “PSYC 3125A” in the subject header to ensure quicker response times
- Address the TA and Course Instructor by name
- Write in full sentences
- Please sign your emails with your full name and student number to all communications

During the week (Monday-Friday), the Course Instructor and TA will respond to all emails within 48 hours. Messages sent over the weekend may not be read until Monday morning.

## **Guidelines for Sickness Due to Flu**

If you are sick with a fever or chills, do not come to class. Make an appointment with your healthcare provider and, if you miss a test or an exam, get the appropriate documentation.

In case of an outbreak of flu, check <http://www.yorku.ca/epp/status.htm> for further information.

## **Academic Integrity for Students**

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

## **Test Banks**

The use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited too; buying or selling test banks.

## **Electronic Devices During a Test/Examination**

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

## **Academic Accommodation for Students with Disabilities**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement

**Policy:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

**Course Materials Copyright Information:**

These course materials are designed for use as part of the PSYC 3125 3.0A course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#)

## Course Schedule:

Date	Topic & Readings	Deadlines
Sept 9	<p><i>Welcome &amp; Introduction</i></p> <p>Syllabus            Vaughn-Blount, K., Rutherford, A., Baker, D., &amp; Johnson, D. (2009).            History's mysteries demystified: Becoming a psychologist-historian.  <i>American Journal of Psychology</i>, 122(1), 117-129.</p>	
Sept 16	<p><i>Before There Was Psychology...</i></p> <p>Textbook Ch. 1            Sommer, A. (2012). Psychical research and the origins of American            psychology: Hugo Munsterberg, William James, and Eusapia Palladino.  <i>History of the Human Sciences</i>, 25(2), 23-44,            doi:10.1177/0952695112439376</p>	
<b>Sept 21</b>	<b><i>Last day to drop without permission of the Course Instructor</i></b>	
Sept 23	<p><i>Sensing our Environment</i></p> <p>Textbook Ch. 2            Furumoto, L. (1994). Christine Ladd-Franklin's color theory: Strategy            for claiming scientific authority? <i>Annals of the New York Academy of            Sciences</i>, 727, 91-100. doi:10.1111/j.1749-6632.1994.tb27502.x</p>	<p><b>Written Assignment            #1            10%</b></p>
Sept 30	<p><i>Psychology is Born</i></p> <p>Textbook Ch. 3 &amp; 4            Araujo, S. de F. (2014). Bringing new archival sources to Wundt            scholarship: The case of Wundt's assistantship with Helmholtz.  <i>History of Psychology</i>, 17(1), 50-59. doi:1-1037/a0035564</p>	
<b>Oct 5</b>	<b><i>Last day to drop with permission of the Course Instructor</i></b>	
Oct 7	<p><i>Be True to Your School</i></p> <p>Textbook Ch. 5            Green, C. D., Feinrer, I., &amp; Burman, J. T. (2013). Beyond the schools of            psychology 1: A digital analysis of psychological review, 1894-1903.  <i>Journal of the History of the Behavioural Sciences</i>, 49(2), 167-189.            doi:10.1002/jhbs.21592</p>	
Oct 14	<p><i>Psychology – What is it Good For?</i></p> <p>Textbook Ch. 6            Bunn, G. C. (1997). The lie detector, Wonder Woman and liberty: The            life and work of William Moulton Marston. <i>History of the Human            Sciences</i>, 10(1), 91-119. doi:10.1177/095269519701000105</p>	

<b>Date</b>	<b>Topic &amp; Readings</b>	<b>Deadlines</b>
Oct 21	<i>Exam #1</i>  Covers all readings and lectures from Sept 9 – Oct 14	<b>Exam #1</b> <b>30%</b>
Nov 4	<i>Psychoanalyze This!</i>  Textbook Ch. 7 Hornstein, G. A. (1992). The return of the repressed: Psychology's problematic relations with psychoanalysis, 1909-1960. <i>American Psychologist</i> , 42, 585-590. doi:10.1037/0003-066x.47.2.254	
Nov 11	<i>Rats, Mazes &amp; the Black Box</i>  Textbook Ch. 8 Rutherford, A. (2000). Radical behaviorism and psychology's public: BF Skinner in the popular press, 1934-1990. <i>History of Psychology</i> , 3(4), 371-395. doi:10.1037/1093-4510.3.4.371	<b>Written Assignment</b> <b>#2</b> <b>10%</b>
<b>Nov 11</b>	<b><i>Last day to drop without receiving a grade</i></b>	
Nov 18	<i>Let's Get Clinical!</i>  Textbook Ch. 9 Baker, D. B., & Benjamin, L. T., Jr. (2000). The affirmation of the scientist-practitioner: A look back at Boulder. <i>American Psychologist</i> , 55(2), 241-2417. doi:10.1037/0003-066X.55.2.241	
Nov 25	<i>The Personal is Political</i>  Textbook Ch. 10 Rutherford, A., Vaughn-Blount, K., & Ball, L. C. (2010). Responsible opposition, disruptive voices: Science, social change, and the history of feminist psychology. <i>Psychology of Women Quarterly</i> , 34, 460-473. doi:10.1111/j.1471-6402.2010.01596.x	
Dec 2	<i>Language, and Mind, and AI, Oh My!</i>  Textbook Ch. 11 Greenwood, J. D. (1999). Understanding the "cognitive revolution" in psychology. <i>Journal of the History of the Behavioral Sciences</i> , 35(1), 1-22.	<b>Final Paper</b> <b>20%</b>
Dec 7-22	<i>Exam #2</i>  Covers all readings and lectures from Nov 4 – Dec 2	<b>Exam #2</b> <b>30%</b>

\*Schedule is subject to change. Students should check Moodle regularly for updates\*