



Department of Psychology
Psychology 305 (L01) – History of Psychological Thought
Fall 2017

Instructor:	Dr. Hank Stam	Lecture Location:	PF114
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Office Hours:	T 3:00-4:00		

Course Description and Goals

The calendar gives you the following description, “The roots of psychological thought in Western culture, and the relationship between theories of human nature and changing social institutions.” That description could easily fill an encyclopedia, so let’s break it down.

This course is a history of psychological thought and concentrates on the North Atlantic world (i.e., Europe and North America). Although it is not *directly* a history of the *discipline* of psychology per sé, our aim is to conclude the course by examining the emergence and structure of the discipline of psychology and its unique place in the contemporary world. It is not so much a search for *antecedents* and *forerunners* of psychology that will occupy us because a search for antecedents already assumes that what we know in the present is the best possible knowledge. This leads us to treat the past as a mere prologue to some better understanding that is manifested in present-day knowledge. In that case the study of the past would largely be concerned with trivia or remain of antiquarian interest. We are not interested in a museum tour. Instead we will want to know how thinking about human nature involves ways of living and hence the practical everyday conduct of life is tied up with our knowledge of ourselves. Ultimately, this is a course that tries to answer the question: *what is psychology?*

This course is thus concerned with thinkers, scholars, scientists and social movements and how these interweave to produce unique positions on the problems of (a) the nature of the *universe*, (b) the nature of *life*, and in particular (c) the nature of the *human*. In moving to the twentieth-century we will want to concern ourselves with the relationship between theories of human nature and changing *social institutions* as the latter are important sources and places for trying to understand what theorists thought was of value in understanding mind and what constituted conduct. We will limit ourselves to what has traditionally been called “western” thought beginning with early European thought and ending with twentieth-century psychologists. We will cover only *some* of the important developments along the way, namely those that are viewed as major turning points for the understanding of human nature. There is much that will by necessity have to be left out, but I will try to give what we do cover a level of coherence. Ultimately it is your task to make sense of the history of how we have tried to make sense of this strange and wonderful thing we call human nature.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Demonstrate knowledge of historical positions over the time covered in the course	Midterms and Final Exam	1,5	C
Assess and critically evaluate historical ideas and trends from a variety of perspectives	Midterms and Final Exams, Key Questions	1,2,4,5	C
Formulate positions on important questions in the history of mind and human action	Key Questions	1, 2	C
Analyze and integrate multiple historical sources and issues in the history of psychology	Final Exam	1,2	C
Articulate positions of major psychological theories in novel ways	Debate	7	C

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advance

University of Calgary Curriculum Objectives: This course is directly relevant to the core competencies. We will be engaged in addressing historical perspectives and theoretical frameworks that form the foundations of critical and creative thinking in the discipline and that are focused on the analysis of problems at a foundational level. Much of this will require exposure to, and mastery of, abstract reasoning. The tests and assignment you will complete are designed to require you to engage in effective communication strategies and will require that you gather and organize information effectively. It is expected that this course will generate insight into how knowledge is produced, how psychological knowledge came into existence as a separate category of knowing, and it will enhance your interpretive and assessment skills with respect to the evaluation of knowledge claims.

Prerequisites: Psychology 200 and 201

Required Text: John Benjafield (2010). *A History of Psychology* (4th edition). Oxford University Press.

Course Notes: All class notes will be posted on D2L for which you are automatically registered if you are registered in this class. You can find our 305 notes by logging into D2L.

Assessment Methods:

Your total grade will be based on three midterm exams (written), key questions, and a final exam. Midterms will be held as follows:

1. Midterm I: Thursday, October 5 (15% of final grade)
2. Midterm II: Tuesday, November 7 (20% of final grade)

These midterms will consist of written responses to short answer questions on the material covered immediately prior to the test. The first test is worth less to give you some experience with the nature of these tests. Please do not ask me to discount earlier tests in favor of later tests as this will not be done.

The Midterms will be written in the *first 40 minutes* of the class. The remaining time will be devoted to regular class time.

3. The Great Debate: Thursday, December 7 (25% of final grade)

Psychology in the 20th century was dominated by three great movements and one movement that influenced it from without: Behaviorism, Cognitivism, Humanism, and Psychoanalysis. All of these have left their traces on contemporary psychology. In the final class we will have a one-and-a-half hour debate between these four positions. You must divide yourself into four teams and prepare accordingly. Your teams will be made up of three debaters each plus others who will prepare material – more details will be provided after the first two weeks of class. By October 10 I will want you to decide which team you will join. We will discuss this further in class, and I will coach all teams prior to the event itself.

4. Each week there will be a “Key Question” presented in class for the next class. This is a discussion question that you will take up with others in brief group discussions every class. Two of these discussions will have to be handed in during the term for 5% each (total, 10%). That is, you will answer the ‘key question’ following the class discussion and hand in your answer the next week. Any ideas not your own should be properly referenced. It should not be longer than 500 words and can be handed in during any week from September 19 to December 7. Note that you cannot hand in questions after the fact, that is, if a question say, is discussed in class on October 21 then your write-up of this question can be handed in only on October 28 and will not be accepted at a later date. All Key Questions must be handed in as hard copy only.

5. Final Exam: A take-home final exam will be given to you in the last class of term, Dec. 7. You

will have exactly one week to complete this final exam and hand it in (30% of final grade). Since this is a final exam, there will be no extensions given unless there is a legitimate, documented medical excuse. The final exam must be handed in electronically.

Department of Psychology Suggested Grade Distribution Policy

The distribution of grades in Psychology courses (the percentage of A grades, B grades, etc.) ought ideally to be similar to the distribution of grades in other courses in the Faculty of Arts. The Department monitors the grade distributions of 200-, 300-, and 400-level courses in the Faculty to ensure that the grade distributions in Psychology courses are comparable. Based on these reviews, students may expect that 1) up to 30% of grades in 200- and 300-level psychology courses will be "A" grades (A+, A, and A-), and 2) up to 40% of grades 400-level psychology courses will be "A" grades.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

The final percentage obtained in the course will be assigned according to the following scale:

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Fall 2017 – Lecture Schedule

Date	Topic/Activity/Readings/Due Date
<i>M Sep 11</i>	<i>University Lectures begin.</i>
T Sep 12	What is history? What is the history of psychology? Chapter 1
R Sep 14	The Hellenistic and Roman Worlds Chapter 1
T Sep 19	Plato and Aristotle, the Middle Ages Chapter 2
R Sep 21	Medieval Thought Chapter 2
<i>F Sep 22</i>	<i>Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.</i>
<i>M Sep 25</i>	<i>Last day to add or swap full courses (Multi-term) and Fall Term half courses. Last day for change of registration from audit to credit or credit to audit.</i>
T Sep 26	From Descartes to the 19 th Century Chapter 3
R Sep 28	Darwin and the new sciences Chapter 3
F Sep 29	<i>Fee payment deadline for Fall Term full and half courses.</i>
T Oct 3	The Nineteenth Century Chapter 4
R Oct 5	First Midterm & Sciences of Mind preceding Psychology Chapter 4
<i>M Oct 9</i>	<i>Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>
T Oct 10	Wilhelm Wundt Chapter 5
R Oct 12	German Origins of Psychology Chapter 5
T Oct 17	Freud and the Therapeutic Revolution Chapter 7
R Oct 19	Psychologies of the Unconscious Chapter 7
T Oct 24	William James and Consciousness Chapter 6
R Oct 26	American Psychology gets its start Chapter 6
T Oct 31	Psychology of Adaptation: Structure or Function? Chapter 8
R Nov 2	Precursors to Behaviorism Chapter 8 & 9
T Nov 7	Second Midterm & Behaviorism Chapter 9 & 12
T Nov 9	No class, Dr. Stam at conference
<i>F Nov 10-12</i>	<i>Reading Days. No lectures.</i>
<i>M Nov 13</i>	<i>Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>
T Nov 14	Gestalt Psychology Chapter 10
R Nov 16	Social Psychology Chapter 10
T Nov 21	Developmental Psychology Chapter 13

R Nov 23	Developmental Psychology	Chapter 13
T Nov 28	Humanistic Psychology	Chapter 14
R Nov 30	Cognitive Psychology	Chapter 15
T Dec 5	Cognitive Psychology & The Future of Psychology	Chapter 15 & 16
R Dec 7	Debate day & Final Exam	
<i>F Dec 8</i>	<i>Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.</i>	
<i>Dec 11-21</i>	<i>Fall Term Exam Period.</i>	

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost

associated with this Statement. Students who miss a test/exam have up to 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Campus Mental Health Strategy

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation. The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is Dec 8, 2017.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suypaca@ucalgary.ca

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and still receive a tuition fee refund is September 22, 2017. Last day for registration/change of registration is September 25, 2017. The last day to withdraw from this course is December 8, 2017.