

University of British Columbia  
**PSYCHOLOGY 312A-001**  
**History of Psychology**  
**(3 credits)**

*Course Outline*

Course Weeks	January 13 <sup>th</sup> – April 8 <sup>th</sup> , 2015
Course Dates	Tuesdays 5-7:30pm
Room	Buchanan A102
<b>Instructor</b>	<b>Dr. Andrea Perrino</b>
E-Mail	aperrino@psych.ubc.ca
Office Hours	By appointment, generally before class
Office	Pond/Audain Arts Centre, 4037
Teaching Assistant	Jennifer Yip
E-mail:	jenniferyip@psych.ubc.ca
Office:	Kenny 2011
Office Hours:	By appointment

**1. Course Description:** The purpose of the course is to understand the origins of the field of psychology. Students will be able to discuss the development of the differing schools of psychological thought, and appreciate the prominent individuals who were pivotal in its inception and progress. Beyond historical understanding, students will be encouraged to think critically and creatively. Students will choose to either reflect on one's own personal interests and individual journey in the field, or delve deeper into the influence of social, political and economic factors on the development of the area of psychology. This will be accomplished by means of discussion within the class, and in the preparation and completion of the assignment and exams.

**2. Prerequisites:** Enrolment in this course is restricted to 2<sup>nd</sup> year + standing students who have successfully completed either: PSYC 100 or the equivalent (PSYC 101, PSYC 102), and 6 credits of 200-level Psychology (but not 205 or 263), and indicated a Psych Major or Psych Honours specialization.

**3. Format of the course:** The format of the course will be lectures with active in-class discussions.

**4. Assigned Textbook and Readings (Required):**

Schultz, D. P., Schultz, S.E. (2012). *A History of Modern Psychology* (10<sup>th</sup> Ed). Belmont CA: Wadsworth.

(Although I empathize with the cost of textbooks, I suggest that you purchase the current edition as it contains information not found in previous editions, and the examinations will certainly be based on the 10<sup>th</sup> edition. Used copies can be found as well as electronic formats).

**5. Course Requirements and Grading:**

- i. In-class Exam (30%): a 2:00 hour in-class test
- ii. 1-essay OR creative assignment (25%): individual or partnered
- iii. Final Exam (45%): 2.5 hour exam, scheduled by Registrar (generally non-cumulative), time and location scheduled by the University

*More details.....*

### **i. Exams**

You are responsible for all material in the textbook, and any assigned readings, and all lecture material (which will differ as well as reflect content in the text).

The exams will be presented in multiple-choice (this format may be presented as an answer sheet in scantron format), fill-in-the-blank, matching, and short answer format. You **MUST** have a HB pencil and eraser each time you write an exam for electronic scoring (the machine will not accept pen).

### **ii Assignment:**

*You have a choice between writing an essay individually or a creative collaboration:*

#### **Essay paper topics**

**1.** You will research a prominent psychologist, and compare and contrast this information with that of your own experiences. You will provide interesting details from the life of the psychologist, (show the “human-side”), and explain his/her journey in psychology, including how the time/zeitgeist affected the contributions to psychology. Also include how this person made change to society at the time he/she was living as well as into the present day. At the same time you are describing this individual, you will compare and contrast yourself with that of the prominent psychologist. Highlight similarities and differences as you describe your own life thus far in terms of your interests in psychology; avoid describing how you are similar “as a person” to the prominent psychologist, although you should highlight how you have journeyed in the field of psychology thus far: what brought you here at this time and place, what affected your decisions, what were the influences on you (be sure to include both personal and societal), what/who were your obstacles and inspirations. Then, describe how you may have already influenced others, or transformed thinking. Finally, provide realistic forecasts of how you believe your own work and interests will make change in the future. Who and what may you affect? How may you be affected in the future by the work you do, the people you encounter?

**OR**

**2.** Choose a prominent psychologist NOT found in the textbook and you will trace his/her journey in psychology. The content of the essay will include research and content specifically describing how this individual became interested in the area and how s/he contributed and made change in psychology. Described in the paper is the influence of the zeitgeist, the many influential people and events that shaped the person and the choices the individual made. Finding and presenting interesting details regarding his/her childhood or surprising facts regarding his/her life and involvement in psychology (and outside of psychology), is encouraged. The last part of your essay is a hypothetical depiction of what the psychologist would think of psychology today. In which area of current psychology would the prominent individual psychologist work? What type of research would s/he be doing? Perhaps s/he would be working outside of an academic position? What would they think of our current zeitgeist? Be sure that this “creative” portion of the essay has roots in what you learned about the individual given the research you conducted. For example, J.S. Mill would likely be pleased to hear that women can vote, and that women have academic positions. He likely would be working in an industrial-organizational psych lab that examines sexism in the workforce, and he likely would attend theatrical presentations that mix live theatre with film or other media (...and then this is backed up by your research on J.S. Mill).

For these two options (1 and 2), the assignments will be a min. of 8 pages, max of 12 pages of written content, double-spaced, 11 point, Times New Roman, with 1-inch margins. Do be vigilant regarding organization and writing style (correct grammatical structure, spelling, etc), and be sure to include a proper cover sheet (e.g., the date, name, student number, e-mail addresses, and course information). As a reminder, do reference in APA style. The reference page will consist of a minimum of 15 references, which you will append to the text (and not included in the page count). To lessen the probability of marking bias, and to avoid destroying your fellow classmates' papers, please refrain from using presentation folders, slip covers or plastic covers. Do staple your paper together securely.

*OR for this last option, you will work as 2 self-chosen partners (and you obtain the same grade)*

**3.** You will produce a “newspaper” that chronicles the events during one of psychology’s key dates. The newspaper will include such topics as news features relating to events in psychology, as well as classifieds, ads, obituaries, and anything else that emerges from your collective creativity. A reader of your newspaper should learn something about what happened of importance to psychology in a particular year, and should also learn something about the historical context in which these events occurred. Here are the guidelines:

- Pick a year that has significance in psychology. For instance, if you chose 1890, your paper would have a big story on William James and publication of his new book, and perhaps other stories on the statehood for Idaho and Wyoming. For each story, of course, you would have to search for more information than you’ll find in any textbook. There are lots of websites with “timeline” kind of information and you will be better at searching for it than I am.
- The paper must contain a minimum of three big stories that are psychology specific or some topic very, very, very closely related to psychology. Following this, the paper should include a balance of political, historical, economic, and cultural stories. These stories will NOT be cut-paste from the Internet or any historical newspaper articles. You will write the stories based on the research you find.
- Each newspaper should be “place based” (Germany, or the US, or Russia) but you can extrapolate to another country if it applies (e.g., World War or a conference that took place internationally). Also, you need not write in another language! Phew!
- The newspaper will be dated December 31 of the year chosen, you will have a creative title although it will be structured as a special edition featuring the “Year in Review.” Events within one year on either side of the key date year may be used (e.g., if the year is 1892, an advertisement on the upcoming World’s Fair in Chicago, held in 1893, could be included).
- The newspaper will be 8 pages long, being 4 pages back to front and must be done on a larger size 11x14 paper. I strongly encourage you to import images into your pages, but at least 80% of the newspaper should be text information. Be creative in the text and font presentation (similar to a newspaper).
- You will append a reference page to the pack of your newspaper, and use at least 12 references, with the majority being from psychology. You likely will have several more, considering that you will reference any websites that provide information on historical events, or advertisements, etc.

*FOR ALL OF THE ASSIGNMENTS:*

Please submit papers in class only (not under the door/mailbox) of the Proff or TA, or at the psych office or via e-mail or any other electronic method). This will be done at the start of class, in case we end the lecture early that day.

More information on these exciting assignments can be provided in the lecture. You are welcome to discuss these with your TA, and myself at any time for further details or assistance as well.

## **6. Policies:**

*Attendance and class participation* – The purpose of the lectures will be to amplify, explain, exhibit, and expand on the material in the texts. Although there naturally will be overlap, unique material will be presented in lecture – pictures, movie clips, demonstrations of some of the experiments (if I can make them happen!). Showing interest and involving yourself in class discussions are strongly encouraged for learning enhancement.

*Communication* – all announcements regarding class schedule or content changes, practice exams, policies, and other information will be presented at the start of a lecture, and via electronically. If you are late, rely on your fellow classmates in order to obtain this information. Also, you are responsible for obtaining any lecture notes you have missed via a fellow classmate.

Email or other electronic communication: Please ensure that your address is up-to-date with the University system, and do check it regularly. If you e-mail me, please permit more than 24 hours before a response can be expected. If you have questions that require a long response or discussion, we would be happy to help you “in person”. I will stay as long as necessary after class to ensure all question are addressed.

*Electronics* – Simply put, be considerate to your fellow students and the instructor by turning off any and all electronics beyond that of a laptop for note taking purposes. If you decide to text or surf, or your phone rings in lecture, you will be asked to leave the room. Furthermore, no electronics can be used during an exam.

*Food and Scents*– If you would like to bring food to class, simply be considerate of the students who surround you (and the instructor) by refraining from very odorous food or noisy wrapping. Additionally, please refrain from wearing scents to class as many people (including your instructor) may have severe allergies to many airborne fragrances (e.g., skin creams, hairspray, cologne/perfume).

**\*\*\*BIG DEAL OF WHICH TO BE AWARE\*\*\***

This may be different from other courses that you have taken in the past.

***Missed exams, or assignments that are not submitted in class on the required date will be graded at 0%.***

For the paper, it is unlikely that any extension will be provided, since you will be able to begin the paper following the first class. Please ensure your hardware is working well (e.g., avoid all technical problems), you have reliable transportation and budget your time wisely. For the exams, do attend and be on time. If you are late, you will not be permitted to write if any one person has completed and left the room.

Make no assumptions. If you believe that you do have a valid reason to miss an exam or the deadline of a paper you (or a caregiver or friend) *must* contact the instructor to discuss your situation, **previous to the exam or paper deadline time and date (no later than 24 hours before; not the day of, nor after the exam)**. Valid documentation for any and all cases must be available and provided to the instructor as soon as possible. Do not assume that if you report illness or other situation (via email or otherwise) that you will be accommodated. Valid documentation ***is absolutely required***. Other reasons that will **not** be accommodated include: being too busy, or too many assignments from other courses, missing a bus/flight, forgetfulness, family obligations, vacations or upcoming travel plans, work scheduling, or simply unable to complete the assignment or attend the exam (this is not an exhaustive list). Each case will be judged individually, and the documents must be presented previous to any decisions on accommodations or makeup exams. Also note that current psychological issues (depression, stress or anxiety, etc), or physical disabilities or injuries will not be diagnosed by your instructor. We work in communication jointly with Arts Advising, and with the Access and Diversity Centre. Accommodation will take place in the case when a student with a disability has registered with the Access and Diversity Resource Centre. The University also accommodates students whose religious obligations conflict with attendance, and

examinations. Please let your instructor know in advance- in the first week of class, if you will require any special requirements as such.

If a make-up exam is scheduled, this will take place within the shortest time period possible (within a few days to a week), and it may conflict with other courses, times or commitments. Make-up exams for mid-terms cannot be provided after several weeks have passed. A unique exam will be created for you, and the exam may be in any form.

*Something else to consider, regarding the assignments and exams....*

Midterm exams can be reviewed with your TA, for 1 week following the grade posting. If there is any dispute, note that both instructors reserve the right to remark the entire exam and the grade that was originally assigned can either change to an increase or decrease or remain the same. Review of multiple choice questions would be for learning purposes only (and not alteration).

It is a university regulation that if you wish to dispute your final exam it can only take place with special written request from the Dean's Office. During this viewing, discussion of grades is not permitted, but for learning purposes only. If you believe that an error has been made in the marking of your final examination, you may make an official request from the Registrar's Office (within 4 weeks of the announcement of the final grades). The examination remains the property of the university.

Finally, note that during exams, the instructor and invigilators reserve the right to move students in their seating arrangement with no explanation provided.

## **7. Psychology Department's Policy on Grade Distributions and Scaling**

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the mean grade in a 300-level class is 70 for a good class, 68 for an average class, and 66 for a weak class, with a standard deviation of 13. The corresponding figures for 100- and 200-level Psychology courses are 67, 65, and 63, with a standard deviation of 14. **Scaling** is likely to be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Grades are not official until they appear on a student's academic record.

## **8. Academic Dishonesty**

*Short version: Don't try it, don't do it.* The consequences are more grave than you may think: you will fail the course, and/or will be expelled from University, and unable to attend any other post-secondary institution in the future (it HAS happened!).

*Long version: Psychology Department's Position on Academic Misconduct*

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that, can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *TurnItIn*--a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a

zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. Do **not** use Google/Yahoo/MSN Search/etc. to find articles for assignments in this course (unless instructed to do so). **Do** use any of the indexes and databases listed under Indexes and Databases, Subject Resources, OneSearch or Metasearch on the Library's website at <http://www.library.ubc.ca>. (Not sure which index to use? Click HELP on the library homepage at [www.library.ubc.ca](http://www.library.ubc.ca) or try Subject Resources.)

If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

## 9. Finally....

Further information about academic regulations, course withdrawal dates and credits can be found in the [University Calendar](#). If you run into trouble and need information about studying, preparing for exams, note-taking or time-management, free workshops and advice are available from the Student Resources Center.

### **Schedule of Topics and Assigned Readings**

\*Note\*: This list is meant for general reference, as a guide. It will likely undergo changes and adjustments given presently unforeseen circumstances. *Please be aware that changes and announcements that are pertinent to you will be emailed or provided in the beginning of the lectures.*

<b>WEEK</b>	<b>Topics or Exams</b>	<b>Readings</b>
Jan 12	Introduction to course, outline review Why study this stuff?	Chpt 1
Jan 19	In the beginning...	Lecture only
Jan 26	Philosophical Influences	Chpt 2
Feb 2nd	Physiological Influences, New Psych	Chpt 3, 4
Feb 9	Structuralism and <i>Exam Prep</i>	Chpt 5
<i>Feb 16</i>	READING WEEK	
<i>Feb 24</i>	<i>MIDTERM EXAM (from Chpts 1-5, + lecture)</i>	
March 3	Functionalism	Chpt 6, 7
March 10	Applied Psych	Chpt 8
March 17	Behaviourism and Post Behaviourism	Chpt 9, 10, 11
<i>March 17</i>	<i>Paper Due</i>	
March 24	Gestalt	Chpt 12
March 31	Psychoanalysis and After	Chpt 13, 14
April 7	Humanistic Psych Contemporary Psychology	Chpt 15 Lecture only