



PSYC85 – History of Psychology

Course Syllabus Summer 2011

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Overview:

This course surveys the developments in Western philosophy and science that influenced the emergence of European psychology in the second half of the 19th century, and American psychology soon thereafter.

In particular we will begin with the ancient Greek philosophers, and consider the contributions of European scholars from the 15th through 19th centuries. The 20th Century schools of psychoanalysis, functionalism, structuralism, gestalt, behaviorism, and phenomenology will also be covered.

This course emphasizes the role of social-societal-historical context in the development of psychological thought, and the progress of this discipline in North America. To compensate for the sometimes limiting impact of social context we will also study psychologists who were marginalized in the past due to factors such as race and gender.

Objectives:

By the end of this course you should be able to:

- Create a timeline of the major schools of thought as discussed in this course (e.g., British Empiricism, behaviorism)
- Compare and contrast scholars (e.g., Descartes, Locke, James, Wundt) based on their views given the three fundamental themes (mind/body, epistemology, morality).
- Differentiate between psychology as a discipline and psychology as a profession.
- Differentiate between internal and external factors that shaped the history of psychology, and use this distinction to critically assess psychology as it is today.

Class Dates:

Mondays, May 9th – August 8th, 11 am – 1 pm, Room SY 110

Required Readings:

Textbook: Benjafield's (2010). *A history of psychology* (3rd Ed.)

Other Readings and Resources:

The History of the Behavioral Sciences
History of Psychology
History of the Human Sciences

These are supplementary resources, but it's definitely worth exploring these journals! You can access them through the UofT Library **PsycInfo** portal.

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Contact: 416-287-7560 or ability@utsc.utoronto.ca

Evaluation:

Each of the following are worth 1/3 of your final course grade:

Midterm Test

- Multiple Choice + Short Answer questions
- Tentatively booked for **Monday, June 27**, during class.

Final Exam

- Multiple Choice + Short Answer questions
- TBA (sometime during examination period which is August 12 to 27th, 2011).

Paper

- 15 pages double-spaced, not including references and title page.
- No table of contents or abstract required.
- APA formatting applies.
- Written on a topic of your choice related to the history of psychology.
- You should explore changes within and external to the field of psychology which influenced the development of your topic.
- Topic should be approved by course instructor before you begin writing.

Lecture and Reading Schedule:

Date	Lecture	Readings
May 9	Lecture 1: Introduction and Historiography	Chapter 1
May 16	Lecture 2: The Ancients through St. Aquinas	Chapter 2
May 23	Victoria Day. No class.	Chapter 11
May 30	Lecture 3: Scientific Revolution through Enlightenment	Chapter 3
June 6	Lecture 4: British Empiricists through Phrenology	Chapter 3
June 13	Lecture 5: Flourens and Darwin through Eugenics	Chapter 4
June 20	Lecture 6: Wundt and Psychology in Germany	Chapter 5
June 27	Tentative Midterm Date. More details to come.	
July 4	Lecture 7: Gestalt vs. American Psychology	Chapter 10; Chapter 6
July 11	Lecture 8: Structural Psychology through Mental Testing	Chapter 8; Chapter 9
July 18	Lecture 9: Neo and Radical Behaviorism	Chapter 12
July 24	Drop Date for Y summer courses.	
July 25	Lecture 10: World War II, Cognitive Psychology & Freud	Chapter 7; Chapter 15
August 1	Civic Holiday. No class.	
August 8	Lecture 11: Abnormal and Humanistic Psychology	Chapter 14

Academic Integrity:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences include but are not limited to: IN PAPERS AND ASSIGNMENTS: Using someone else's ideas or words without appropriate acknowledgement. Submitting your own work in more than one course without the permission of the instructor. Making up sources or facts. Obtaining or providing unauthorized assistance on any assignment. ON TESTS AND EXAMS: Using or possessing unauthorized aids. Looking at someone else's answers during an exam or test. Misrepresenting your identity. IN ACADEMIC

WORK: Falsifying institutional documents or grades. Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see www.utoronto.ca/academicintegrity/resourcesforstudents.html).