

PsyC85 – The History of Psychology
Summer 2021 Offering
Syllabus

Contact Details:

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Textbook:

[John G. Benjafield: A History of Psychology \(4th Edition\)](#)

Lectures:

All online and provided asynchronously. I created the lectures last summer and thus have them all ready and will release them all at the beginning of the term. Rather than posting 2-hour lectures “old school” style, I will discuss some of the information from the week’s readings across 3 to 6 shorter lectures each week. Note that the lectures will not cover all of the readings, but you are responsible for all of the readings.

Assessment:

There will be a midterm in this course worth 30% of your grade. In addition, there will be two peerScholar activities, one that will run during the 4th week of the summer term worth 10%, and a second that will run during the 8th week and worth 15%. Each will require you to do produce short audio casts related to historical figures, then providing feedback to peers, then learning from the feedback you received. Finally, there will be a cumulative Final Exam worth 45% of the grade.

Overview:

Not everyone finds history fascinating ... OK, maybe only a few do ... but having an understanding of where current practices, beliefs and ideas came from is critical to being a scholar in any area. In Psychology, the way we do science now is but one example of a continually evolving set of questions and methods, and seeing that “big picture” allows you to have a much deeper understanding of the limits of current approaches.

In this history course we will cover the following topics

- The philosophical contributions of the ancients.
- The emergence of science during the Renaissance.
- French, English, and German contributions to psychology.
- Major developments related to psychology in the 19th century.
- The founding of experimental psychology.
- Schools of psychology including: behaviourism, structuralism, phenomenology, existentialism, functionalism, cognitivism, and neuroscience.
- Developments in the 21st century

Living History – The peerScholar Activities

I won't lie to you, history courses can be difficult to teach in an engaging way and thus they can be difficult to learn as well. It will sometimes seem like you are just learning about a list of people and what they thought or did, one after another after another. This can get a bit mind numbing!

In an attempt to make it a little more interesting you will do two peerScholar activities along the way. I'll provide a much fuller description of the activities as we get to them, but here is the basic notion I have in mind ...

peerScholar 1: Your Chance to Be a Star Baby!

- A movie director approaches you and asks if you'd like to be in the next blockbuster movie she is creating. The movie includes a time machine that is used to transport historical figures of psychology into the present. When they arrive in the “present” they learn all about pandemic, and they give their reactions to it. That is, given their expertise and perspective on psychology, they find some aspect or aspects of the pandemic they feel they can comment on.
- The director is going to allow you to try out for the movie, acting as one of the historical figures
- In the first (i.e., Create) part of this peerScholar activity you will be asked to record a 3 minute audio clip in character, speaking as that figure would about some aspect of the pandemic

- In the next (i.e., Assess) part you will listen to the clips submitted by 5 of your peers – each playing a different historical figure from the one you were. Your task will be to respond to what they said, again in character. This time though we’ll just ask you to react to what was said, but to do so as if you had respect for and deep knowledge of that person .. you will show your understanding of them in how you respond.
- Finally, in the final (Reflect) phase you will see how other characters responded to your audio clip, and you will reply to them, as though you are exchanging short letters.
- The Director (i.e., the TAs) will look at your work (your initial audio clip and your subsequent responses to others) and will judge from how well you have shown knowledge of your character, and of the characters you interacted with.

peerScholar 2 – Contributing to the Psychological Community

Did you know there is a Museum of the History of Psychology? There is! And they want to work with us. So part of this activity will involve getting to know someone from the museum who will also give you a virtual tour! But they’d also like you to help them educate the public about the History of Psychology.

I want you to understand that the things you are learning and doing in this class can have value outside of the class. Audio casts of various sorts are very popular with those who like to learn while living life. So, in collaboration with the museum, we are going to create short (7 segment) audio “journeys” that will introduce listeners to the history of specific areas of psychology. Here’s how it will work ...

You will work as groups of 4 (I know! But it’s good for you and I’ll do all I can to make the group work work!). Each group will choose one subject area from the list below.

Biological / Neuroscience	Behavioural	Social
Developmental	Cognitive	Clinical

Within that chosen area, each group will ultimately tell the history of that area across 7 3-minute audio clips (a “journey” that the listener can take 3 mins at a time). How do you capture the history of an area in 7 short audio clips? I will leave that up to you to decide (though I will give you some guidance). But this is all about you being creative and living the life of a historian.

You will submit all 7 audio files (i.e., the journey you have created) in the Create Phase, and then during Assess you will assess and provide feedback to the other groups who did the same area as you did (about 4 or 5 groups will do each area). In the Reflect phase you will see the feedback given to your groups work and will be asked to react to it.

The TAs will also assess the journeys AND they will assess the quality of the feedback you give. A specific grading rubric laying out all the details of this will be provided soon.

Based on the above, we will identify the “two best journeys” within each of the six areas. People from the Museum of the History of Psychology will then listen to those 12 journeys (the best two within each of the six areas) and will choose a winner in each area.

Those that will then be featured on Trebble.com as audio journeys the general public can listen to ... all six will be made available as a set of related journeys. So if your work is great, you will be helping to inform the world about the history of psychology!

Grade Breakdown

Midterm	30%
peerScholar 1	10%
peerScholar 2	15%
Final Exam	45%

Learning Outcomes

Whenever we create courses now we are encouraged to explicitly state what we hope you will gain by being a student in this course. Here are the outcomes I am striving for ...

Students who engage in this course in a conscientious manner will leave it with ...

- a much clearer understanding of how the psychology we practice now, in our labs and in our clinics, came to be the way it is
- a strong sense of the primary individuals that have shaped psychology, along with the roles they played, the questions they were focused on, and the impact they had
- a strong appreciation for how adopting a scientific approach has moved psychological knowledge along in a way that would not be possible otherwise, and how specific aspects of that approach came to be
- practice writing (and debating) professionally, in ways that are context appropriate while be clear and effective
- practice thinking critically and creatively, and both giving and responding to feedback in positive ways

Official Syllabus Stuff

Psychology Department Missed Term Work Policy, SUMMER 2021

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

Notes:

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: <http://www.utoronto.ca/registrar/missing-examination>
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office: <https://www.utoronto.ca/registrar/term-work>

Accommodations for Illness or Emergency:

For missed work due to ILLNESS OR EMERGENCY, please complete the following **two-step** process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>) and email it to Keely Hicks at keely.hicks@utoronto.ca ,
and
2. **Declare your absence** on [ACORN](#) (Profile & Settings > Absence Declaration)

Deadline: You must complete the above steps **within 3 business days** of the missed work.

Note: For this semester, we do not require any additional supporting documentation (ex. medical notes) to support your missed term work accommodation request.

Accommodations for Academic Conflicts:

For missed term work due to an ACADEMIC CONFLICT (i.e. two midterms scheduled at the same time), please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing "Other" as your reason for missed work and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Note: Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts.

Note: Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules may not necessarily be accommodated.

Accommodations for Religious Conflicts:

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing “Other” as your reason for missed work and noting “Religious conflict” in the space provided.
2. Email the form to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Accommodations for Time Zone Conflicts:

If you are physically in a different time zone and a quiz or midterm is scheduled outside of 7:00am to midnight in your local time, please complete the following process:

1. Complete the **Time Zone Conflict Form** (<https://uoft.me/PSY-TimeZone>), and
2. Email the form to Keely Hicks (keely.hicks@utoronto.ca)

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible, if it was not possible to identify the conflict earlier.

Accommodations for Students Registered with AccessAbility Services:

For missed **TERM TESTS** due to ACCESSABILITY REASONS:

- **Contact your AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing accommodations required.

For missed **ASSIGNMENTS** due to ACCESSABILITY REASONS:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” and you need 3 days):
 1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>).
 2. Email the form and your **Accommodation Letter** to Keely Hicks (keely.hicks@utoronto.ca).
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” but you need more time than that):
 1. **Contact your AccessAbility consultant** and have them email Keely Hicks (keely.hicks@utoronto.ca) detailing the accommodations required.

Accommodation Procedure:

Within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any). **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for an instructor response to resume work on your assignment.** Extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor, noting that you have submitted your Missed Term Work Accommodations Request Form to Keely.

Note that ACORN will not allow you to declare **future absences.** For something like a scheduled surgery or an illness with a prolonged recovery period, if you would like to request accommodations in advance of the assignment deadline or midterm you should submit a Verification of Illness Form (<http://uoft.me/UTSC-Verification-Of-Illness-Form>) completed by your doctor, along with this form to Keely Hicks (keely.hicks@utoronto.ca).

Completion of this form does not guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation.** Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

(E.g.) If you are given an extension but are still sick and need more time, or if you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form and declare your extended absence on ACORN.

Importance of Three Business Day window:

If you are unable to submit your documents within the three business day window, **you must email Keely (keely.hicks@utoronto.ca) within the three business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under **exceptional circumstances.**

Questions?

If you have any questions about this Missed Term Work policy, please contact Keely Hicks (keely.hicks@utoronto.ca) **well before** the date of the test / assignment deadline to describe your circumstances and inquire about procedures.