

PSYC85H3 Summer 2022 Syllabus v. 2.0 (May 3rd, 2022)

PSYC85H3 Y LEC01 2022: History of Psychology

University of Toronto, Scarborough

PSYC85: History of Psychology

Summer 2022

Instructors: Vignash Tharmaratnam, B.Sc., M.A. (vignash.tharmaratnam@mail.utoronto.ca) and
Angela M. Smith, B.A., M.A. (amoriah.smith@mail.utoronto.ca)

Teaching Assistants: Victoria Oldemburgo de Mello (victoria.mello@mail.utoronto.ca)
Nicole Cosentino (nicole.cosentino@mail.utoronto.ca)

For ALL Course Questions/Accommodations: C85.historyofpsych@gmail.com

Lectures (online and asynchronous, all recorded)

Vignash (May 9th - June 20th) – livestreamed every Wednesday from 3-5 pm

Angela (June 21 - Aug. 8th) – asynchronous (released Wednesday at 3 pm)

**Note: the lectures will not cover all of the readings, but you are responsible for all of the readings assigned for the midterm and final*

Office: Online via Zoom

Student Hours:

Vignash (May 9th - June 20th) – Tuesdays from 3-4 pm (or via appointment)

Angela (June 21 - Aug. 8th) – Tuesdays from 11 -12 pm (or via appointment)

Victoria – TBD

Nicole – TBD

Course description: In this course we will survey the development of the discipline of Psychology from its roots in philosophy and physiology to the present day. The course will focus both on the evolution of ideas, and on the works of the most important theorists, researchers, and practitioners in the field. Key ideas that are linked to major debates and controversies in the field will be highlighted throughout the course.

Goals of the course: The course offers an overview of developments in psychology both as a profession and as a discipline. Special attention is given to:

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

Textbook:

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

- Rentable on RedShelf (click hyperlink above)

Angela: Schultz, D. P., & Schultz, S. E. (2011). A history of modern psychology (10 ed.). Boston, MA: Cengage Learning.

- PDF of text will be uploaded to Quercus

Grading Summary

Midterm exam (35%) (outside class time, **in person** - date TBA)

- The midterm exam will consist of multiple-choice questions covering the first half of the course. **Content covered will include all lecture and textbook material assigned for the first half of the course.** Exam coverage will be announced in more detail once the date has been set.

1st Half Paper (15%) - Due week of June 27th

- 3-5 page essay exploring the overarching themes of the first half of the course, more details as the course progresses

2nd Half Project (15%) - Due week of August 1st

- More information TBA

Final exam: (35%) (during the exam period, **in-person**)

- The final exam will consist of multiple choice questions covering the second half of the course. *This is a non-cumulative final*, and the questions will cover only the last half of the course. **Content covered will include all lecture and textbook material assigned for the last half of the course.** Exam coverage will be announced in more detail once the date has been set.

Tentative Schedule and Readings

- Weekly readings may shift slightly depending on how much content gets covered in lecture every week, please make sure to have readings done before every lecture.

| Date | Readings |
|--------|-------------------------------------------------------------------------------|
| May 2 | No Lecture |
| May 9 | Course Overview |
| | Chapters 1 - Psychology and History (Benjafield) |
| | Chapters 2 - Touchstones: The Origins of Psychological Thought (Benjafield) |
| May 16 | Chapters 3 - Touchstones: From Decartes to Darwin (Benjafield) |
| May 23 | Chapters 4 - The Nineteenth-Century Transformation of Psychology (Benjafield) |
| May 30 | Chapters 5 - Wundt and his Contemporaries (Benjafield) |

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|----------|-----------------------------------------------------------|
| June 6 | Chapter 6 - Williams James (Benjafield) |
| June 13 | Chapter 8 - Structure or Function? (Benjafield) |
| June 20 | Reading Week |
| June 27 | Chapter 9 - Behaviourism: Antecedent Influences (Schultz) |
| July 4 | Ch 10: Behaviourism: The Beginnings (Schultz) |
| July 11 | Ch 11: Behaviourism: After the Founding (Schultz) |
| July 18 | Ch 12: Gestalt Psychology (Schultz) |
| July 25 | Ch 13: Psychoanalysis: The Beginnings (Schultz) |
| | Ch 14: Psychoanalysis: After the Founding (Schultz) |
| August 1 | Ch 15: Continuing Developments in Psychology (Schultz) |

Course Policies

TL;DR

- Please use the course message boards for any general or content-specific questions.
- If you have questions that can't be answered via the discussion boards, it is best to visit us during our student hours or send a brief email to **C85.historyofpsych@gmail.com**.
- We will do our best to answer your questions within 24 hours during weekdays; expect a longer delay if you email between Friday afternoon and Sunday evening.
- Please do not email us the night before an assignment is due. If you email us within 24 hours of a class or due date, we may not be able to respond to you in time.

Getting Answers to Your Questions:

During the semester it is likely that you'll need to get clarification on a topic covered in lecture or the readings or something about the course itself (i.e., test dates). When dealing with these issues emailing us and/or the Teaching Assistants SHOULD BE A LAST RESORT. Below are the steps you should take BEFORE emailing:

- 1) Read the Syllabus: Answers to questions like "when is the first test?" are found in the syllabus. Emails containing such questions will be ignored.
- 2) Go to the Source Material: In lecture we will cover a variety of different papers and studies. Lecture slides and the textbooks will always provide the reference for the material being discussed. If you didn't quite understand a specific concept we discussed – use the reference, look up the article, and read it for yourself. See if you can answer your own question using the primary text.
- 3) Discussion Boards: On Quercus there will be a discussion board for general FAQ's as well as discussion boards for each lecture. All questions should be posted to the relevant discussion board. The lecturers and the TAs will be monitoring these boards closely and will answer questions that have been posted. Please allow up to one business day for responses to discussion board questions and note that the discussion boards will not be monitored during weekends or holidays. Emails with content questions that have not been posted to the discussion board will be ignored.

4) Email: If you've completed all of these steps and you still require clarification then email us at **C85.historyofpsych@gmail.com**. Please note email messages must come from a "utoronto" account and must have PSYC85 in the subject line or else they will be ignored.

If you encounter a personal matter that requires you to get in touch with the lecturers, please don't hesitate to send them a direct email. Please note that email messages must come from a "utoronto" account and must have PSYC85 in the subject line or they will be ignored. Please allow up to one business days for a response before sending any subsequent emails. Please note that emails sent on weekends or holidays will not be read until the next business day.

Grades and Grade Disputes

We take student evaluation very seriously and are guided by the goal of providing assignments and tests that fairly evaluate a student's grasp of the material covered in lectures and the assigned readings. Please review the Arts and Science grading policy to understand what the grade you receive on an assignment or test means (<http://writing.utoronto.ca/advice/general/grading-policy>).

If you have concerns about the grade you received, please follow these steps:

1. Contact your TA during student hours where your work can be discussed in more detail. Please note that TAs do not have the power to change a student's grade without the lecturers' approval.
2. If after this meeting you continue to have concerns about your grade, email your lecturers requesting your work be re-evaluated. They will then personally evaluate your work and provide you with feedback and a final decision regarding your grade. Relative to the grade assigned to you by the TA, the lecturer's evaluation could result in your grade going up, down, or remaining the same. The lecturer's decision is final and any further grade disputes will have to be made via a formal petition.

When considering whether you would like the lecturers to re-evaluate your work you should consider that there are only three valid arguments that can be made to justify your grade being changed. 1) A clerical error has been made, 2) an error was made by either the lecturers or the Teaching Assistant when grading the assignment, or 3) there was something unfair about the assignment or test itself.

Requests for grades to be altered must be accompanied by a clear explanation regarding which of these arguments applies to your particular case. Requests for grade changes for a reason not listed above will be ignored.

Each student's final grade will be round to the nearest whole percentage using standard rounding practices. For instance, a final grade of 79.5% will rounded to 80% and a final grade of 79.4% will be rounded to 79%. Requests for a final grade to be changed in order to reach a higher GPA category will be ignored.

Lecture Recordings & Course Materials

- Do not download, copy, or share any course or student materials without our explicit permission.
- The lectures for this course will be recorded on video and will be available to students in the course for viewing remotely and after each session. Do not download the lecture videos.
- Course materials are provided for the exclusive use of enrolled students. We do not want to discover that a student has put any of these materials into the public domain, has sold these materials, or has given these materials to a person or company that is using them to earn money. The University will support us in asserting and pursuing our rights, and our copyrights, in such matters.

AccessAbility Statement

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 us and/or the AccessAbility Services as soon as possible. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Late Assignments

Unless you have legitimate documentation for a late assignment, 10% of the total value of the assignment will be deducted for each day that it is late. An assignment is considered late as soon as the due date and time passes (i.e., one minute past the stated deadline), so you are strongly encouraged to submit your assignments early in order to avoid any technical delays. Difficulties with the Quercus portal will not be accepted as a legitimate reason for a late assignment. If you have legitimate documentation to explain your late assignment, you must follow the departmental policy outlined below.

Plagiarism Check on Assignments

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>).

Department of Psychology Missed Term Work Policy, SUMMER 2022

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

Note:

- 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.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office [petition process](#).

The email address to submit missed term work accommodation requests in PSYC85H3 is: C85.historyofpsych@gmail.com

ILLNESS OR EMERGENCY accommodations:

For missed work due to ILLNESS OR EMERGENCY, complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#).

2. Declare your absence on [ACORN](#) (Profile & Settings > Absence Declaration)
3. Email **both** of the following items to the course email **within 2 business days** of the missed work:

- the [Request for Missed Term Work Accommodations Form](#)

AND

- a screenshot of your Self-Declared Absence on ACORN

Note: If you are unable to submit your request within 2 business days, you must still email your instructor within the 2 business day window to explain the nature of the delay. Exceptions to the 2 business day deadline will only be made under exceptional circumstances.

- *If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.*

ACADEMIC CONFLICT accommodations:

For missed term work due to an ACADEMIC CONFLICT (e.g. two midterms at the same time):

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Take screenshots of your course Quercus pages that demonstrate the conflict.
3. Email the form and screenshots to the course email 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. Requests sent after the activity deadline may not be accommodated.

Note:

- *Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.*

- *Back-to-back tests/quizzes are not considered conflicts. Only overlapping activities are conflicts.*

- *Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.*

RELIGIOUS CONFLICT accommodations:

For missed term work due to a RELIGIOUS CONFLICT:

1. Complete the [Request for Missed Term Work Accommodations Form](#).

2. Email the form to the course email 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. Requests sent after the activity deadline may not be accommodated.

ACCESSABILITY SERVICES accommodations:

For missed *TERM TESTS* due to ACCESSABILITY REASONS:

- Contact your AccessAbility consultant and have them email the course email detailing accommodations required.

For missed *ASSIGNMENTS* due to ACCESSABILITY REASONS:

- If your desired accommodation is within the scope of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days):

1. Complete the [Request for Missed Term Work Accommodations Form](#).

2. Email the form ***AND*** your Accommodation Letter to the course email specifying how many days extension you are requesting.

- If your desired accommodation is outside the scope of your Accommodation Letter (e.g. 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 the course email detailing the accommodations required.

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. 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. **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 the instructor’s response to resume work on your assignment**. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you’re able, and email it to your instructor.

For an **anticipated absence** (e.g. a scheduled surgery or an illness with a prolonged recovery period), if you would like to request accommodations in advance, submit a [Verification of Illness Form](#) completed by your doctor AND the [Request for Missed Term Work Accommodations Form](#) to the course email. Absences can be declared up to 14 days into the future on ACORN.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, 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.** E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up term test, you must submit *another* [Request for Missed Term Work Accommodations Form](#) and declare your extended absence on ACORN. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.

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/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) 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; and
- When you knew or ought to have known you were doing it.

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; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Note: You may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly

change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the Code of Behaviour on Academic Matters. It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre. If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.