

PSYC85H3 Summer 2024 Syllabus

PSYC85H3 Y LEC01 2024: History of Psychology
University of Toronto, Scarborough
Summer 2023

Instructor: Vignash Tharmaratnam, B.Sc., M.A . (vignash.tharmaratnam@mail.utoronto.ca)
TAs: Aqsa Zahid (aqsa.zahid@mail.utoronto.ca)
Sherry Huang (sherrylongfeng.huang@mail.utoronto.ca)

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

Lectures are in-person in IC220 Wednesdays from 9-11 am

Student Hours:

Vignash - Wednesdays from 2-3 pm (or via appointment) via Zoom
TAs – TBD

Course Learning Outcomes

Prerequisites: [PSYB07H3 or STAB22H3 or STAB23H3] and PSYB70H3 and [1.0 additional credit at the B-level in PSY courses]

Corequisites: None

Exclusions: PSY450H

Recommended Preparation: None

Credit Value: 0.5

Course description: In this course we will survey the developments in Western philosophy and science which influenced the emergence of modern psychology in the second half of the Nineteenth Century. Three basic problems are considered: mind-body, epistemology (science of knowledge), and behaviour/motivation/ethics. We begin with the ancient Greek philosophers, and then consider the contributions of European scholars from the Fifteenth through Nineteenth Centuries. Twentieth Century schools are discussed including: psychoanalysis, functionalism, structuralism, gestalt, behaviourism, and phenomenology.

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:

[John G. Benjafield A History of Psychology \(4th Edition\)](#) Rentable on RedShelf (click hyperlink)

Grading Summary

Midterm test (40%) (outside class time, in person - date TBA)

- The midterm test 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.

Term Paper Outline (5%) - Due June 17th

- An outline for the term paper, acting as a rough guide for writing the final term paper. More details as the course progresses.

Term Paper (15%) - Due July 26st

- 4-6 page essay debating the impact of rationalism and empiricism on psychology, more details as the course progresses.

Final exam: (40%) (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
Wed May 8	Course Overview Chapters 1 - Psychology and History Chapters 2 - Touchstones: The Origins of Psychological Thought
Wed May 15	Chapters 3 - Touchstones: From Descartes to Darwin
Wed May 22	Chapters 4 - The Nineteenth-Century Transformation of Psychology
Wed May 29	Chapters 5 - Wundt and his Contemporaries
Wed Jun 5	Chapter 6 - Williams James
Wed Jun 12	Chapter 8 - Structure or Function?
Wed Jun 19	Chapter 7 - Freud and Jung
Wed Jun 26	Chapter 9 - Behaviourism

Wed Jul 3	Chapter 10 - Gestalt Psychology and the Social Field
Wed Jul 10	Chapter 13 - Developmental Psychology
Wed Jul 17	Chapter 14 - Humanistic Psychology
Wed Jul 24	Chapter 15 – Cognitive Psychology
Wed Jul 31	Catch-Up Lecture

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.

Quercus Information

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for **PSYC85H3- History of Psychology**. You may need to scroll through other cards to find this. Click on the **PSYC85H3- History of Psychology** link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column. **SPECIAL NOTE ABOUT GRADES POSTED ONLINE:** Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

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 to 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>).

Policies & Statements

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Academic Integrity

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 in papers and assignments include 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, cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University.

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

University Land Acknowledgement

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Accommodations

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.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) 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.

Use of Generative Artificial Intelligence Tools

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.

Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.

Recording of Classroom Material by Students

Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

Video Recording and Sharing (Download Permissible; Re-use Prohibited)

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

For questions about the recording and use of videos in which you appear, please contact your instructor.