

Psych 3HP3 – History of Psychology – Winter 2016

Instructor: Dr. Scott Watter **Office:** Psychology 408, ext. 23031 Syllabus v.1a, updated 5 Jan 2016.

Contact:

- **To contact the instructor, please EMAIL: watter@mcmaster.ca , and put “3HP3” in the subject line**
- this is *by far* the quickest and most reliable way to contact me! (***Don't forget to include “3HP3” !!!***)
- **Please send email from your McMaster account!!! – hotmail, yahoo, etc. is often filtered as spam!!!**

Classes: Monday, 9:30am-11:20am, and Wednesday 10:30am-11:20am, BSB-136.

TAs : Sarah Lade (lades@) Kaian Unwalla (unwallk@) Jessica Cali (calij@)

Tutorials and Office Hours:

There are NO additional scheduled tutorials or office hours for this course. If you need to speak with the instructor or TAs, please do so at class, or send email. If you need to meet or discuss things outside of our regular class time, you are welcome to email and set up a time to meet outside of class; if you need to discuss private issues, please email me at watter@mcmaster.ca.

Online Course Content – Avenue to Learn:

In this course we will be using Avenue to Learn, McMaster’s online course content system. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

The course website is available to registered students by logging into Avenue: <http://avenue.mcmaster.ca>
You will need to learn how to use Avenue to Learn to access the course content, announcements, and discussions. Detailed instructions for logging in and using Avenue to Learn can be found on the website above.

Text / Reference Materials:

We will be using the following textbook throughout the course:

A History of Psychology (3rd or 4th Edition), by John G. Benjafield. (Oxford University Press).

Using an alternative textbook that covers the same basic topics (see schedule of topics below) would be fine – please check with the instructor about specific books. You might also find these resources useful:

- Classics in the History of Psychology <http://psychclassics.yorku.ca/>
- The Internet Encyclopedia of Philosophy <http://www.iep.utm.edu/>

Course objectives and content:

The primary objective of this course is to learn about and understand the progression of ideas, philosophy, and schools of thought from ancient Greece to present day, with respect to the development of modern Psychology, and to the development of Philosophy of Mind and the Philosophy of Science more generally. The class will focus on discussing and understanding major scientific and philosophical movements and ideas in their historical context, and in contrast with their modern-day descendants. Successful students will demonstrate a deep conceptual understanding of the material and demonstrate the synthesis of insightful comparisons between schools of thought and their related ideas, through oral discussion in class and through written assignments throughout the semester.

CHANGES IN COURSE REQUIREMENTS:

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

ASSESSMENT:

Your assessment in this class will be primarily based on a series of written assignments (details below). Your demonstration of understanding and insight through the quality of contributions to class discussion throughout the semester will also be considered. There are no midterm or final examinations for this course. All of this assessment is designed to encourage and assess critical thinking and writing, with respect to issues and themes within History of Psychology, and Philosophy of Science more generally. Assessment is as follows:

2/3 weight – 3 longer writing assignments; Assignments #1 & #2 can be revised & resubmitted; #3 cannot.
1/3 weight – best 8 of 11 weekly short discussion papers based on the chapter/topic readings for that week.

All writing assignments/papers will get a letter grade. The final grade for the course will be the average of accumulated letter grades, weighted as above. Your writing is the most direct and objective representation of your understanding in the course that we can assess, hence this grading scheme. That said, the general structure of the class is built around discussion within class. To the extent that you demonstrate your knowledge to us (the instructor and the TAs) in class, though the QUALITY (relevance, insight, etc) of your contribution to in-class discussion, we will be able to consider this in adjusting your final grade. (Note that there is no requirement to participate in class – with excellent assignments, you can get a top grade for the class. High-quality contribution to class discussion is another way to demonstrate your understanding in class, and will be considered along with writing performance for adjusting final grades.)

NOTE! - Missed Assessment:

All excuses for missed assignments, absences, etc. must be submitted through the office of the Associate Dean of your faculty. It is **YOUR** responsibility to speak with your professor as soon as possible.

Assignments 1-3:

The course involves three major writing assignments during the semester. For each assignment, you will need to write a 4 page paper in response to a given class-related question. For each assignment, you will have the choice of one of two different topics (for example, you might have a choice of writing a paper about the historical scientific and philosophical events that gave rise to Freudian analysis, or writing about how ideas about evolution from Darwin & contemporaries influenced the development of experimental science and psychology; note, these are just examples – the actual topic questions may be different to these).

These topics will primarily address issues related to our current class readings. Specific requirements regarding what to address in these papers will be given along with the questions. Question topics will be given out in class early in the semester. For assignments 1 and 2, you will have the opportunity to revise and resubmit your assignment in response to feedback and critique from your professor and the class TAs. The grading structure for these assignments will be discussed in class and posted online early in the semester.

Each paper has a MAXIMUM length of 4 pages of text, double spaced, 12 point Times, Times Roman, Times New Roman, or similar font, not including a title/cover page (name, student number, class info, etc). You do not need a reference section (also not counted in the page limit), but you should reference any sources that you use beyond the textbook. **Any additional text over 4 pages will not be read or considered for your grade** – the ability to express your ideas concisely is a part of your assessment here.

PAPER RESUBMISSIONS for #1 and #2: For RESUBMISSIONS of papers #1 and #2, we are primarily looking for you to have thought about and improved the conceptual aspects of the paper. Are you expressing your ideas more clearly?; are the ideas you are expressing more refined / more relevant / better connected to the rest of your argument?; does the structure of your paper now let the reader better understand and follow the sequence or comparison of ideas you are trying to communicate? It is very important to note that simply changing the things a grader has circled on your paper is unlikely to be sufficient here – you need to think about the question, your goals, and the meaning of the feedback you have been given, and try to meaningfully improve the paper you have written.

COVER LETTER FOR PAPER RESUBMISSIONS: Importantly, for RESUBMISSIONS, your resubmitted paper should also include an additional 1-page cover letter, that describes the changes you have made to the paper, and why you have made them (eg, the grader commented that I needed to think more about X; in response, I have incorporated more information about how X relates to the main question). This cover letter will help whoever is grading your paper to see what you have been working on, and will help them to see where you have improved your paper. You will get more information and guidance on this process in class.

Weekly Short Question Responses:

There will be 11 questions/topics assigned throughout the semester, for which you will need to write a concise one page (approximately 300 word) discussion paper that addresses the conceptual issues in the question. There are 11 assignments in total; we will count your best 8 out of 11 scores towards your final grade. Missing a paper earns zero/F for that week's question. A top grade (A or A+) reflects good and thoughtful consideration of several important issues (A+ will be unusual); a grade of B reflects simply summarizing the text, with limited synthesis or linking ideas in answer to the question; a grade of C or less reflects simple summarizing and little more, a minimal attempt to address any topic, or failure to submit on time.

These questions will be relevant to the week's readings, and will help you to prepare and focus on major topics that we will be discussing in class. Note that these papers are very short, and the questions will not be simple ones. You need to write concisely, and cut to the chase to express some interesting ideas in response to these questions. The expectation is that you should have some interesting things to contribute to the class discussion, at minimum, from having written this brief paper every week. You may want to bring a copy to refer to in class.

SUBMITTING YOUR WORK:

Long papers (1 to 3) and revisions: submit in TWO formats – a paper copy is due at the beginning of class on the due date, **AND** an electronic copy is due via Avenue at the same time or earlier (i.e. you have to send this before you come to class). Your electronic copies **MUST** be submitted to the correct dropbox on Avenue in one of the following formats: Microsoft Word (.doc), Rich Text Format (.rtf), plain text (.txt), or PDF (DO NOT use other word processing formats, eg open XML – convert to .rtf please).

Weekly short papers: submit online via Avenue only – these must be submitted on Avenue BEFORE class.

Class Contribution:

In-class discussion is a large part of what makes a successful senior seminar-style class. We will have a good deal of discussion in class relating to our readings, and larger issues relating to psychology and philosophy of science more broadly. **Please come to class ready to contribute and interact** – critical thinking about the assigned readings is an important aspect of this. Much of the time spent in class will involve discussion and collaborative development of important topics. Contribution to and participation in this process is one of the things that will help you consolidate these ideas, and is the whole point of this kind of class.

An online discussion board will also be available, for additional/continued discussion of topics from class.

PLEASE NOTE! – Class Attendance Is Important!

Because a great deal of the organizational and informational content of this class will be delivered during our weekly meeting times, class attendance is extremely important. If you know in advance that you must miss a meeting, then please let us know in advance. Any excuses for missed assessment must be submitted through the office of the Associate Dean of your faculty, as described above under “Missed Assessment”.

Academic Integrity Policy:

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Final Grades:

Final grades (as discussed above in “ASSESSMENT”) will be calculated as the accumulated average of all letter grades for written assignments, with 2/3 weighting for the three long assignments, and 1/3 weighting for the best 8 of 11 short weekly assignments. Quality of contribution to in-class discussion will be considered as an adjustment factor for final grades – specifically, excellent in class performance will be considered as an additional positive contribution that may increase your grade, if the in-class contribution is assessed to be better than your written performance. (Note that lack of in-class contribution will not detract from your written assessments in computing final grades.)

Class Schedule: NOTE: Please check Avenue for any extra readings each week!

Date	Activity	Reading (chapters)
Jan 6	Introduction; Course Syllabus; Some initial thoughts	
Jan 11, 13	Origins – Plato & Aristotle Big Ideas in Life, Philosophy, Science, and (eventually) Psychology. *Short Qs #1 DUE MONDAY.	1, 2
Jan 18, 20	Origins – Descartes; British Empiricism; Darwin; etc. *Short Qs #2 DUE MONDAY.	3
Jan 25, 27	19 th Century Science (incl. Physiology) & Emerging Psychology *Short Qs #3 DUE MONDAY.	4
Feb 1, 3	Birth of Modern Psychology: Wundt & contemporaries in Germany (Mon); William James (Wed) *Short Qs #4 AND ***Long Paper #1 DUE MONDAY.	5, 6
Feb 8, 10	Freud and Jung; Psychoanalysis. *Short Qs #5 DUE MONDAY. *** (get your Paper #1 back in class WED.)	7
Feb 15, 17	WINTER BREAK – NO CLASSES THIS WEEK	
Feb 22, 24	Structuralism (Titchener) vs Functionalism; Research Methods; Intelligence *Short Qs #6 AND ***Long Paper #1 Revision DUE MONDAY!	8, 11
Feb 29, Mar 2	Behaviourism (continued in Learning Theories, Ch 12, in a few weeks) *Short Qs #7 DUE MONDAY.	9
Mar 7, 9	Gestalt Psychology; Social Psychology *Short Qs #8 AND ***Long Paper #2 DUE MONDAY.	10
Mar 14, 16	Humanistic Psychology *Short Qs #9 DUE MONDAY. *** (get your Paper #2 back in class WED.)	14
Mar 21, 23	Theories of Learning; Developmental Psychology *Short Qs #10 DUE MONDAY.	12, 13
Mar 28, 30	Cognitive Psychology *Short Qs #11 AND ***Paper #2 Revision DUE MONDAY!	15
Apr 4, 6	The future? – Cognition, Neuroscience, other paradigms? ***Paper #3 DUE MONDAY!	16

*** Note: You do not have to resubmit Papers #1 and/or #2 if you don't want to; resubmission cannot lower the original grade you got for the initial submission of each paper.