

Psych 3HP3 – History of Psychology – Winter 2018

Instructor: Dr. Scott Watter **Office:** Psychology 408, ext. 23031 Syllabus v.1a, updated 7 Jan 2018.

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!!! – gmail, etc. is often filtered as spam!!!**

Classes: Monday, 9:30am-11:20am, and Thursday 9:30am-10:20am, ABB-B118.

TAs : Jenna Boyd (boydje2@) Lauren Cudney (cudneyl@) Victoria Stead (steadvi@)

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:

1) You will write 5 papers, all with similar requirements (length, etc), and equally weighted. We will consider a weighted average of your 5 paper grades (with more weighting towards your better scores, and less weight towards your worst scores) to determine your final class grade. We will most likely offer an **OPTIONAL** sixth paper at the end of term, if you want to try to increase your grade (by replacing one of the main 5 paper scores with this one). **These paper scores will count for 90% of your total course grade.**

2) In addition, you will submit very short **WEEKLY** reading summaries/questions relevant to the weekly readings. Details of topics/requirements will be given each week. These will be due **ON PAPER** at the start of **MONDAY** classes, **IN CLASS** every week. Each week's submission is graded as pass/fail with respect to sufficient content, worth 1% of your total grade, with potential partial credit (0.5%) if your submission is insufficient. Not submitting on time earns 0% for the week. The point of these submissions is to encourage you to engage with the weekly readings, and think about weekly topics before we discuss them in class. If you are absent, please email me ASAP – I would suggest you don't both with MSAF for these small things. I would like to be reasonable about being accommodating to real demands you have on your time; that said, I would also like you to participate in the course to some degree. You will have opportunity to submit a minimum of 11 weekly summaries (possibly one or two more, depending on the term schedule). **A maximum of 10 of these can count for a maximum of 10% of your final course grade.** (Note that it will be very hard to get a top mark in this class if you do not submit these short weekly summaries.)

3) 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 absolute **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.) Put another way, if you show us in class that you have good insight/knowledge/etc, we will consider this in deciding your final grade. (And if you don't, we will just use your paper 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.

In addition, **PLEASE** email me ASAP if you have missed a paper deadline, or whatever else. I would prefer you to submit work than to not – please get in touch and we will try to figure things out.

Paper Instructions:

The course involves five 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. 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 approximately every 2 weeks. 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), references, etc. Any additional text over 4 pages will not be considered for your grade – the ability to express your ideas concisely is a part of your assessment here. These papers should include CITATIONS of relevant source material, and should include evidence that you have done some research and reading of other sources in putting together your papers. Specific requirements for citations, referencing primary literature, etc, will be given along with each paper (and may well be a little different for each assignment, depending on topic).

SUBMITTING YOUR WORK:

Please submit electronic copies (Word .doc or .docx, PDF, or .txt/.rtf formats – please not other formats, eg open XML files) to the appropriate dropbox on Avenue. We will let you know if we also need paper copies for particular assignments. Due dates will be posed on Avenue throughout the term in advance of deadlines.

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.

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.

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

Date	Activity	Reading (chapters)
Jan 4	Introduction; Course Syllabus; Some initial thoughts	
Jan 8, 11	Origins – Plato & Aristotle Big Ideas in Life, Philosophy, Science, and (eventually) Psychology.	1, 2
Jan 15, 18	Origins – Descartes; British Empiricism; Darwin; etc.	3
Jan 22, 25	19 th Century Science (incl. Physiology) & Emerging Psychology	4
Jan 29, Feb 1	Birth of Modern Psychology: Wundt & contemporaries in Germany (Mon); William James (Thurs) PAPER #1 – Due Jan 29	5, 6
Feb 5, 8	Structuralism (Titchener) vs Functionalism; Research Methods; Intelligence	8, 11
Feb 12, 15	Freud and Jung; Psychoanalysis. PAPER #2 – Due Feb 12	7
Feb 19, 22	WINTER BREAK – NO CLASSES THIS WEEK	
Feb 26, Mar 1	Behaviourism (continued in Learning Theories, Ch 12, in a few weeks) PAPER #3 – Due Feb 26	9
Mar 5, 8	Gestalt Psychology; Social Psychology (AND/OR Clinical)	10
Mar 12, 15	Humanistic Psychology (AND/OR Clinical) PAPER #4 – Due March 12	14
Mar 19, 22	Theories of Learning; Developmental Psychology (OR Clinical)	12, 13
Mar 26, 29	Cognitive Psychology PAPER #5 – Due March 26	15
Apr 2, 5	The future? – Cognition, Neuroscience, other paradigms?	16
Apr 9	Wrap up	