Course Syllabus: PSY450H1S – *History of Psychology*

**Course Information**
*Semester:* Winter/Spring 2022  
*Time:* Thursdays, 2:00pm – 5:00pm  
*Location:* Online (Zoom; before Jan 31st); SS 1087 (after Jan 31st)

**Course Instructor:**
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*Office Hours:* By appointment  
*Location:* Online (Zoom)

**Teaching Assistant:**
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*Office Hours:* By appointment  
*Location:* Online

**Course Description**

In this course you will learn about psychology’s complicated history and will be introduced to the “history of psychology”, the subdiscipline tasked with investigating and interpreting this history. Psychologists have long used historical narratives to depict the discipline’s past, define its present and predict its future. However, actual historical investigations often complicate and undermine these narratives. A key theme in this course is the indeterminate relationship psychology has with its own history and the resulting conflicts within the history of psychology: what should be the goal of the history of psychology and how should it be practiced? We will explore these questions by studying both judgments of “what happened” in psychology’s development and also the work involved in making (and evaluating) these judgments.

This course is also an opportunity to practice engaging with interdisciplinary critiques of psychology. By learning how to look at psychology through a historical and/or critical lens, you will also learn how to *respond* to these approaches. Thus, by the end of this course you should not only have a more holistic understanding of the field’s development, but also some sense of the different ways the field has been perceived, studied, critiqued and defended.

**Course Schedule**
1. Jan 13th – Lecture 1: Intro & Syllabus  
2. Jan 20th – Lecture 2: Perspectives in the History of Psychology
5. Feb 11th – Lecture 5: The Behaviorists and the Gestalt Psychologists
6. Feb 17th – Term Test 1
7. Feb 24th – Reading Week (No Classes)
8. Mar 3rd – Lecture 6: Cold War Psychology
10. Mar 17th – Lecture 8: The History of Homosexuality Research in Psychology
12. Mar 31st – Lecture 10: Current Issues and Course Recap
13. Apr 7th – Term Test 2

Mark Breakdown

| Topic Proposal | (Feb 14th – 2% bonus on final essay) |
| Test 1 | (Feb 17th – 20%) |
| Essay Outline | (Mar 17th – 20%) |
| Test 2 | (April 7th – 20%) |
| Final Essay | (April 15th – 40%) |

Course Format

Until Jan 31st: Lectures will be conducted online from 2pm to 5pm every Thursday. A Zoom link+password will be posted to the class Quercus page (see Announcements) and the link should work for each lecture. A U of T Zoom account will be required for authentication (see https://utoronto.zoom.us/ if you do not have one). For the online classes having both a microphone and camera is recommended but not required. A recording of the lecture will be posted to Quercus 1-2 days after. Please do not share lecture recordings with anyone outside the course. Timed tests will be hosted through Quercus, thus it is important that you have a reliable internet connection. Please let me know if you have any specific circumstances that may make attendance and participation in this course difficult.

Academic Integrity

The University of Toronto takes plagiarism very seriously. In a 400-level course it is assumed that you already understand what does or does not constitute plagiarism. Not all plagiarism is intentional and accidents do happen – however, the university does not officially distinguish between intentional and unintentional plagiarism. Because this course’s term paper may be different than what some of you are used to, I strongly urge you to review APA guidelines for proper use and citation of direct quotes – understanding how to do this properly will help you to build a strong final paper and avoid accidental plagiarism.
If you feel uncertain, don’t be afraid to check with myself or the TAs whether something you have written will count as plagiarism (or breech any other aspect of the Academic Code of Behavior). Academic integrity is a shared responsibility and we are here to help. You may also consult the following resources:

- [https://www.arts.c.utoronto.ca/student-academic-integrity-osai/academic-misconduct](https://www.arts.c.utoronto.ca/student-academic-integrity-osai/academic-misconduct)
- [https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html)
- [https://sidneysmithcommons.arts.c.utoronto.ca/how-can-i-cite-properly/](https://sidneysmithcommons.arts.c.utoronto.ca/how-can-i-cite-properly/)

**Accommodations and Accessibility - General**

Accessibility is important. The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. You have the right to sign up with accessibility services and request accommodations. Further, the current pandemic and shift to online teaching has likely introduced new barriers to education beyond what is usually covered by accessibility services. Do not hesitate to let me know if you have any accessibility issues that affect your experience in this course, even if you are not registered with accessibility services. I hope to keep this course as accessible as possible.

For more information on services and resources available to students, you may contact Tanya Lewis, Director of Academic Success and Accessibility Services, at (416) 978-6268; tanya.lewis@utoronto.ca. You may also consult the following resources to learn more about the University of Toronto’s accessibility policy, including how to register with accessibility services:

- [https://studentlife.utoronto.ca/task_levels/accessibility-and-academic-accommodations/](https://studentlife.utoronto.ca/task_levels/accessibility-and-academic-accommodations/)
- [https://studentlife.utoronto.ca/service/accessibility-services-registration-and-documentation-requirements/](https://studentlife.utoronto.ca/service/accessibility-services-registration-and-documentation-requirements/)

**Religious Accommodations**

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.
Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting http://www.studentlife.utoronto.ca/as/new-registration. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Specific Medical Circumstances

For 2021 S-term, a Verification of Illness (also known as a "doctor’s note") is temporarily not required. Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration. The declaration is available on ACORN under the Profile and Settings menu. Students should also advise their instructor of their absence. If an absence extends beyond 14 consecutive days, or if you have a non-medical personal situation preventing you from completing your academic work, you should connect with your College Registrar. They can provide advice and assistance reaching out to instructors on your behalf. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Assignments & Tests

Term Tests (40% - 20% for each test test):

You will complete two tests throughout the term. They will not be content-cumulative. Tests will be timed (2 hrs) and hosted on the course Quercus page during class time. Due to the online format, these tests will be open book. You may consult notes/readings/lecture slides during the test. Answers should be in full sentences using your own words – do not simply copy from the lecture slides or readings. This is also not an excuse to forgo studying – the longer you spend searching for answers the less time you have to craft a strong essay response.

Tests are divided into two sections:

1) A “short” answer section worth 15 points (e.g., point-form/paragraph answers to sets of questions). There will be four short answer sections, each worth 5 points and you will choose which three sections you want to answer.
2) A “long” answer section worth **25 points** where you will respond to a given essay question.

Tests only cover material from lectures and the required readings. You do not have to read or study supplemental readings. Short answers should only be responded to with material from lectures and required readings. You are allowed to incorporate supplemental readings into your long answer response if you feel it will help you make your argument. If you choose to do this, make sure to clearly cite which supplemental reading you are referencing.

**Term Paper Project (60% - outline worth 20%; final paper worth 40%):**

Your term paper should engage in an argumentative historical analysis of a topic in psychology’s history (e.g., focusing on the history of a construct, theory, psychologist, method). The paper should be APA format and between 8-12 pages (not including title page or references). A strong essay will draw on both internalist and externalist perspectives and use a balance of primary and secondary sources to make a specific and novel argument. You have a lot of freedom in terms of the questions and topics you want to cover, so long as your paper demonstrates an attempt at making a successful historical argument. This is a major component of this course and you are urged to start developing your topic as early as possible so that you will have time to refine your ideas and gather appropriate sources.

**Informal Topic Proposal (2% bonus):**

To ensure your topic is both relevant and feasible you are encouraged to email both myself and the TA (or both) with your idea for a topic. This could simply be a brief paragraph describing your idea (or ideas) or a list of a few preliminary research questions related to this topic. This is not a formal assignment, but students who complete this by Feb 14th will receive a 2% bonus on their final essay mark.

In trying to develop your topic and research questions, it might help to ask yourself the following questions:

1) What “areas” of psychology are most relevant?
2) Who are the “key figures” or “historical actors” (not necessarily just psychologists)?
3) What are some of the important events, developments or controversies?
4) What is the most relevant time frame?
5) What do we know about it? What do we not know about it? A strong critical analysis should also consider: what do we think we know and does it hold up to scrutiny?

**Essay Outline (20%):**
The essay outline should be about 2 pages double-spaced. It should: a) briefly describe your topic, b) clearly state your central argument/thesis, and c) briefly outline the key steps you plan to take to support that argument. You have some freedom in how you can communicate this, so long as you meet these three criteria (e.g., you can provide a skeleton of the paper with topic sentences/headings or you can try to write an introduction-like paragraph that outlines the paper).

Along with the outline, you must also include a preliminary references section divided into primary and secondary sources – with at least 2-3 references for each.

**Late Policy and Missed Tests**

Late submissions will be penalized 5% per weekday late. If you have circumstances that may prevent you from submitting on time you are encouraged to discuss them with me ahead of time. If you miss a test for whatever reason, that test’s portion of your final grade will be redistributed among the remaining assignments and tests. There are no make-up tests. In the event that you miss a test please let me know within 1 week of the missed test. You should also submit an absence declaration through ACORN.

**Course Readings**

Readings will be a combination of primary and secondary sources, all of which will be posted on Quercus. The reading list is divided into required readings and “supplemental readings”. Both the lectures and tests will assume you have done the required readings. Supplemental readings are completely optional. They are intended to expand on the lecture material and/or provide further examples of primary and secondary sources in the history of psychology.

**Lecture 1 – Intro & Syllabus**

No Readings

**Lecture 2 – Perspectives in the History of Psychology**


**Supplemental:**


Lecture 3 – The “New” Psychology and the Origins of the Psychological Experiment


Supplemental:


Baldwin, J. (1892). The psychological laboratory in the University of Toronto. *Science,* 19 (no. 475), 143-144.


Lecture 4 – Functionalism, Testing & Eugenics


Historical chronology accompanying the APA’s apology to people of colour: https://www.apa.org/about/apa/addressing-racism/historical-chronology

Supplemental:


Lecture 5 – The Behaviourists & the Gestalt Psychologists


*Supplemental:*


**TEST 1**

No readings (review required readings from weeks 2-5)

Lecture 6 – Cold War Psychology


*Supplemental:*


Lecture 7 – Social and/or Personality Psychology

Supplemental:

Lecture 8 – The History of Homosexuality Research in Psychology

Supplemental:

Lecture 9 – The Cognitive Turn and “Scientific Revolutions”
Supplemental:

Lecture 10 – Current Issues and Course Recap

Supplemental:

TEST 2

No Readings (review required readings from lectures 6-10)