

Psychology 312A (001) History of Psychology (3 credits)

Syllabus; January - April 2024

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Course description: This course is designed to introduce students to topics and issues concerning the History of Modern Psychology, and how those items relate to the present day. The course emphasises thinking, discussing, and writing about these topics and issues in a critical and coherent manner.

Course goals and learning outcomes: Upon completion of this course, you will have been exposed to the research methods and ideas in the history of psychology from the 19th century through to the 21st century. You should also gain a sense of your own historical roots within psychology, learning that modern ideas develop from a chain of ideas that flow from the past through to the present.

Course materials: You are responsible for obtaining the course materials. They are:

(1) A textbook - *A Brief History of Modern Psychology (3rd Edition)* by Ludy T. Benjamin Jr. You can rent an e-version of the textbook for 150 days from the publisher Wiley (www.wiley.ca). [They used to do a 120 day rental, which was a few \$ cheaper, so you might ask about that as well.]

(2) Podcasts from the "This Week in the History of Psychology" (TWITHOP; and TWITHOP Shorts) by Christopher Green. These podcasts are freely available online (e.g., Apple Podcasts). They can also be accessed on Christopher's website: <http://www.yorku.ca/christo/podcasts/>.

(3) Audiovisuals are available through youtube (links are provided in the syllabus).

(4) Readings available through the UBC library.

Evaluation: Evaluations will be based on (a) weekly quizzes, (b) an exam on March 26th, and (c) a reflective journal that contains your personal response to material discussed in class.

Attendance Policy: You are expected to attend all the classes in person.

Course policies: Course materials and items discussed in class may be quizzed or examined. Answers to the quizzes, the exam, and your diary are to be delivered in hard copy. Quizzes and the exam are "closed book" with no computer assistance permitted. To respect the privacy of all the students, no recordings of the classes are to be made (academic concessions are the exception). And to respect the comments of one another during class discussion, computers (e.g., laptops, tablets, phones) are to be put away.

Grade Breakdown:

Weekly Quizzes	30%
Exam	50%
Reflective Journal	20%
Total	100%

1. Weekly Quizzes (30%)

At the start of every class (save for the first class and the day of the exam) you will receive a quiz lasting approximately 10-15 minutes. The quiz will concern the materials assigned for that class (e.g., readings, podcasts, audiovisuals). Each quiz is worth 3% of your final grade. Missed quizzes will be assigned a 0. There are 11 quizzes in total. Your lowest grade will be dropped.

2. Exam (50%)

The in-class exam (March 26th) will consist of short answer questions and one essay question. It will cover assigned course materials (e.g., readings, podcasts, audiovisuals), *and* items discussed in class up to the end of March 21st. *There will be no make-up exam.* This means that if you miss the exam you will receive a 0. The *only* exception to this is a valid concession. If you miss the exam and are an Arts student, review the Faculty of Arts' academic concession page and then complete Arts Academic Advising's online academic concession form, so that an advisor can evaluate your concession case. If you are a student in a different Faculty, please consult your Faculty's webpage on academic concession, and then contact me where appropriate.

3. Reflective Journal (20%)

In general, this should involve a brief description of the issue ("What happened?"), your interpretation of it ("What does it mean?"), your evaluation (e.g., "How is it useful?"), and finally, its relevance to the future (e.g., "How might it be applied?"). The aim here is not just to consider what the issue was, but your experience/interpretation of that issue, your consideration of what it means, and how that analysis/insight might be relevant in the future. Your reflective journal should cover at least 8 weeks of the course (excluding the exam), from January 9 - April 8. Entries should consider issues that were discussed in class and/or issues relevant to the assigned material (e.g., material in the textbook, assigned readings/podcasts/etc.). Maximum total length of the reflective journal is 1500 words. Your typed reflective journal is due, in hard copy, at the start of the final class on April 9th, and should include a total word count. Late reflective journals will lose 2 marks per day (e.g., for the first 24 hrs late your maximum grade will be 18/20; the next 24 hrs late the maximum grade will be 16/20, etc.). Late hard copies are to be placed in my pigeon-hole in the Psychology mailroom in the Kenny Building.

Useful resources

- 1) <https://www.salford.ac.uk/sites/default/files/2021-11/Writing%20A%20Reflective%20Log.pdf>
- 2) <https://www.ivoryresearch.com/library/other-articles/reflective-logs-and-reflective-diaries/>
- 3) <https://www.student.unsw.edu.au/examples-reflective-writing>
-- Most relevant: "A journal", and "Learning Journal (weekly reflection)" example

University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the UBC Senate website <https://senate.ubc.ca/policies-resources-support-student-success>.

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, *is to be original work done independently by you*. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see <https://learningcommons.ubc.ca>.

Further information about academic regulations, course withdrawal dates and credits can be found in the University Calendar. You are encouraged to read this material. If you run into trouble and need information about studying, preparing for exams, note taking or time management, free workshops and advice are available from the Student Resources Centre, which can be reached through the School and College Liaison Office at 822-4319.

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Schedule & Class Topics

Week 0, January 9

Course Description & Syllabus

Week 1, January 16

Prescientific Psychology

Reading: Textbook, Chapter 1

Reading: Laukaityte, U. (2018). Mesmerising Science: The Franklin Commission and the Modern Clinical Trial, *The Public Domain Review*.
<https://publicdomainreview.org/essay/mesmerising-science-the-franklin-commission-and-the-modern-clinical-trial>

Week 2, January 23

Physiology, Psychophysics, and the Science of Mind

Reading: Textbook, Chapter 2

Podcasts: This Week In The History of Psychology (TWITHOP)

April 8-14. Stanley Finger on the trailblazing neurologist, Paul Broca, and his patient, 'Tan'

Sep 11-17. Malcolm Macmillan on the life and myth of Phineas Gage (**Not** the 50 min one!)

Week 3, January 30

Germany and the Birth of a New Science

Reading: Textbook, Chapter 3

Podcast: TWITHOP

Nov 20-26. David Robinson on the founder of experimental psychology Wilhelm Wundt

Week 4, February 6

Origins of Scientific Psychology in America

Reading: Textbook, Chapter 4

Podcasts: TWITHOP

Sep 25-Oct 1. Michael Sokal on James McKeen Cattell's 1917 dismissal from Columbia U

Mar 25-31. Katharine Milar on the first woman president of the APA, Mary Whiton Calkins.

Week 5, February 13
The Early Schools of American Psychology

Reading: Textbook, Chapter 5

Podcasts:

Jan 14-20. C. James Goodwin on E. B. Titchener's "Society of Experimental Psychologists."

Oct 16-22. John Shook on the life of the founder of the modern American school system, John Dewey.

Audiovisual:

Obstacles Faced by Women Psychologists in the 1800s:
https://youtu.be/JjvW1p8W7hl?si=PclkTmqSEvv5rC_F

----- **Reading Week: February 19-23** -----

Week 6, February 27
The Birth of the New Applied Psychology in America

Reading: Textbook, Chapter 6

Podcast: TWITHOP

Nov 27-Dec 3. William Tucker on the controversial ideas of personality theorist Raymond B. Cattell.

Audiovisual:

Lillian Gilbreth: Pioneering Inventor, Unladylike2020, American Masters, PBS
<https://www.youtube.com/watch?v=kfTEvJ-kr4I>

Week 7, March 5
Psychoanalysis

Reading: Textbook, Chapter 7

Raymond E. Fancher, R. E. (1998). *Introduction to "The Origin and Development of Psychoanalysis." Sigmund Freud (1910).*
<http://psychclassics.yorku.ca/Freud/Origin/intro.htm>

Raymond E. Fancher, R. E. (1998). Commentary on "The Origin and Development of Psychoanalysis." Sigmund Freud (1910).
<http://psychclassics.yorku.ca/Freud/Origin/commentary.htm>

Podcasts: TWITHOP

Aug 28-Sep 3. Raymond Fancher on Sigmund Freud's only trip to the United States

Week 8, March 12
Behaviourism

Reading: Textbook, Chapter 8

Podcast: TWITHOP (Shorts)

2012 - Little Albert: A neurologically impaired child

Reading: Powell, R. A., Digdon, N., Harris, B., & Smithson, C. (2014). Correcting the record on Watson, Rayner, and Little Albert: Albert Barger as “Psychology’s lost boy”. *American Psychologist*, 69(6), 600–611.

Week 9, March 19
The New Profession of Psychology

Reading: Chapter 9

Reading: Taylor, E. (2000). Psychotherapeutics and the problematic origins of clinical psychology in America. *American Psychologist*, 55 (9), 1029-1033.

Podcast: TWITHOP

Sep 4-10 David Baker on David Shakow's 1947 report to the APA that guides the training of clinical psychologists to the present day

Exam Q & A, and Review

Week 10, March 26
In Class Exam

Week 11, April 2
A Psychology of Social Action and Social Change

Reading: Chapter 10

Podcasts: TWITHOP

Feb 25-Mar 3 William Tucker on the career of the controversial intelligence man, Cyril Burt

Oct 23-29. Lawrence Stern on the intelligence of James McConnell's cannibalistic flatworms.

Mar 18-24 Wade Pickren on pioneering African-American psychologist, Oran Eagleson

Week 12, April 9
Cognitive Psychology

Reading: Chapter 11 & Epilogue