

Psychology 312

History of Psychology

University of British Columbia; Jan 7, 2025 – Apr 27, 2025; **3 credits**
Tuesdays and Thursdays 9:30-11:00 am; KENNY 4001

Course description

This course is designed to introduce students to topics and issues concerning the history of modern psychology, and to relate those items to the present day. The course emphasizes thinking, discussing, and writing about these topics in a critical and coherent manner.

This class is delivered **in person**. Because this is a discussion- and presentation-heavy course that deals with sensitive material, it will **not be available as a recording**.

Learning goals

Over the course of this term, you will learn to:

1. Describe psychological research methods and ideas as they developed between the 19th to 21st centuries;
2. Identify links between modern psychological research and ideas (possibly your own!) and their historical antecedents;
3. Navigate the published literature within the history of psychology: locating sources, evaluating and summarizing content, and sharing your findings;
4. Create and deliver academic presentations about the history of psychology and participate in respectful discussion with your peers.

Acknowledgment

Psyc 312 is held on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) People. The land it is situated on has always been a place of learning for Indigenous Peoples who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. Practices in Psychology and Neuroscience have sometimes significantly harmed Indigenous people, as well as members of other marginalized groups, and these harms still continue today. We will discuss our course material in this context and consider together our discipline's path forward.

Teaching team

**Dr. Jill Dosso** (she/her)

Course Instructor

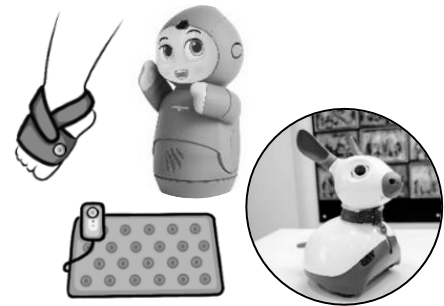
What shall I call you? Jill or Dr. Dosso (“Daws-oh”)**Email:** jill.dosso@ubc.ca**Office:** Kenny 1007**Office hours:** You may drop-in on Thursdays 2-3 pm [via Zoom](#) or email to set up an in-person visit**Grayson Mullen** (he/him)

Teaching Assistant

What shall I call you? Grayson or Mr. Mullen**Email:** gmullen@psych.ubc.ca**Office hours:** To be arranged via email.**Welcome to Psyc 312!**

I am a Lecturer (teaching-focused faculty member) in the Psychology department and hold a PhD in Neuroscience. Related to the topics covered in this course, I recently completed a postdoctoral fellowship with UBC Neurology at BC Children’s Hospital. There, I explored the perspectives of older adults, people with lived experiences of dementia, and children with anxiety towards ethically complex emerging technologies such as social robotics and health wearables. I see this work as deeply connected to psychology’s long history of grappling with ethics around consent, inclusion, and vulnerable populations.

I look forward to getting to know you this term! – *Jill*



Course calendar information

Strongly recommended: PSYC 101 and one of PSYC 216, 217, or 277.

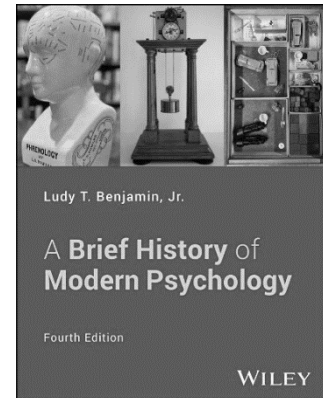
Restricted to Psychology Major or Psychology Honours students (or with permission from the course instructor)

Required textbook

To succeed in this course, you **must** obtain a copy of the textbook: Benjamin Jr, L. T. (2023) *A Brief History of Modern Psychology* (4th Edition). John Wiley & Sons.

The UBC Bookstore sells the text as both **hard copy** (\$99) and **ebook** (\$66.50). You might also choose to rent the **ebook** (~\$27) directly from the publisher: <https://www.wiley.com/en-ca/A+Brief+History+of+Modern+Psychology%2C+4th+Edition-p-9781394206650>

You may also obtain a secondhand copy from the source of your choosing – though do get the 4th edition!



Canvas

Course materials will be available via Canvas: **canvas.ubc.ca**. This may include:

- Class slides, typically uploaded after class
- Announcements about the course
- Discussion threads which can be used to discuss and clarify material

I will sometimes make announcements about the class via Canvas (e.g., when exam marks are posted or if class is cancelled). Please configure your account to receive these notifications:

Account → Notifications → Announcements → Notify me right away

Assessment breakdown

1. Group seminar project (15%)
2. In-class mini quizzes (20%)
3. An individual presentation + accompanying written submission (25%)
4. Peer evaluations + questions (5%)
5. Final exam (35%)

Group seminar project (15%)

Groups of 3-5 students will be created in the first few weeks of class. As a group, you will select one class reading and be responsible for 20-25 minutes of class time (see Schedule), during which you will deliver a short presentation and facilitate the class discussion.

Following your seminar date, you will hand in to me: any slides you used, any pre-written discussion prompts or other materials that you prepared, and a Team Log. Late submission of this material will be subject to a 10% per day penalty. A detailed grading rubric for group seminar projects is posted on the course Canvas page.

In-class mini quizzes (20%)

Dates on which we cover a new chapter of the textbook will begin with a short in-class mini-quiz (see Schedule). This quiz will be delivered via Canvas but will have an access code that will only be given to students who are attending class in person that day.

Plan to bring a laptop to class if possible; if this is sometimes not possible, you will have the option to complete the quiz on paper.

There will be 11 quizzes and your lowest 3 marks will be dropped; 2.5% per quiz.

Individual presentation + written submission (25%)

In the final third of the class, you will prepare and deliver a 5-minute oral presentation (+2 minutes for class questions) that extends past the material covered in the textbook. You may select a topic such as:

- a) the contributions of an under-recognized or marginalized figure from the history of psychology
- b) the evolution of a psychological concept throughout history

On the day of your in-class presentation, you will hand in to me a copy of your slides as well as a 750-1000-word written reflection. The reflection may closely duplicate the presentation and must cite and meaningfully engage with at least 5 academic sources. Late submission of this material will be subject to a 10% per day penalty. A detailed grading rubric will be posted on the course Canvas page.

Peer evaluations and questions (5%)

While listening to your peers' individual presentations, you will complete and submit simple peer evaluations. These must be submitted during class time; there is no late submission option.

Each peer evaluation will consist of 1-2 rating scales and one question you have for the speaker. Your peer evaluations will be graded for two things: number submitted (25+ for the full grade) and question quality (perceptive and varied questions will receive the full grade). A full rubric will be made available on Canvas.

Final exam (35%)

The exam will be a mix of multiple choice and written questions. It will be designed to assess your knowledge as well as your ability to apply and connect what you have learned.

All course content (lectures, class discussions, group seminar presentations, textbook reading) is potentially examinable *except* individual student presentations.

Further details will be provided in advance of the exam.

Exam policies:

- The final exam will take place during final exam period (April 12-27), which is decided by the university and announced in late February. Do not make travel plans for the final exam period until the final exam is announced. Pre-booked travel will **not** be accepted as a valid excuse to miss the exam.
- You will not be allowed to write an exam if (1) you are more than 30 minutes late, or (2) another student has already submitted their exam and left the exam room--whichever occurs first.
- The Teaching Team reserve the right to move you to a new seat without providing an explanation.
- Exams will be available to review with your TA after they are graded. Most requests for grade adjustments can be settled directly with your TA. In cases of a dispute that cannot be satisfactorily resolved, I (Dr. Dosso) will regrade the relevant portion of your exam – this can result in an increase *or* decrease in grade.
- Any grading disputes (other than calculation errors) must be brought to the Teaching Team within 2 weeks of exam grades being released.

Course policies: accommodations

This is a class that prioritizes attendance. Missed mini quizzes and peer evaluations can not be made up but both are graded such that you can miss a few without incurring any penalty.

Under UBC's academic concession policy, students may seek academic concession for any of three reasons: (1) conflicting responsibilities; (2) medical circumstances; and (3) compassionate grounds (e.g., family bereavement).

If you need to request academic concession for the group seminar project or your individual presentation, please contact me (Dr. Dosso) as soon as possible (ideally before the assessment). I will supply you with a Student Self Declaration Form so that your concession case can be evaluated. I may send you to your faculty Academic Advising if I feel ill-equipped to judge the nature of your hardship. Concessions may take one of two forms: (1) a make-up assessment such as an additional paper, or (2) a re-weighting of your grade onto future course components.

If you need to request academic concession for the final exam, please arrange this through Arts Academic Advising or your relevant faculty advising office. If you are granted deferred standing for the course, you will write the final exam at a later date. This final exam will differ from the version used for the rest of the class.

Course policies: software & generative AI

The assessments in this course are designed to help you *think* and *write* more clearly in your future careers. Dr. Anna Rogers said recently, “automating the work meant for building up your mental muscles makes as much sense as having someone to go to the gym instead of you. Technically, some pushups will be performed, but you would miss the point of the exercise.”

Generative AI tools such as ChatGPT or CoPilot are error-prone. They are known to fabricate non-existent scientific articles, and their output can constitute academic misconduct if it recycles text from other sources without attribution. Misrepresenting the output of these tools as though it is your own work (e.g., copy-pasting full sentences without citation) is likely to be considered as academic misconduct.

With all of this in mind, the course policies for such tools are:

- 1) You are permitted to use AI tools for formative work such as gathering information or brainstorming. However, you may not use them to produce the text of the work you will be submitting for a grade.
- 2) You may not use these tools as the source of information for a claim in your work. In other words, you cannot state that something is true because an AI told it to you in the form of a fact. You are accountable to verify all information they provide and identify alternative, more reliable sources.

This is an evolving topic in higher education. I welcome your engagement on the AI policy for this course!

Course policies: copyright

All materials of this course (course handouts, lecture slides, assessments, etc.) are the intellectual property of the Teaching Team, for use in this course by students currently enrolled in PSYC 312. It is **unacceptable** to share any of these materials beyond our course, including by posting on file-sharing websites (e.g., CourseHero, Google Drive). It is **unacceptable** to copy and paste sentences from course materials (e.g., definitions) into for-profit software (e.g., Quizlet, ChatGPT) for use in studying. Please respect our work and follow copyright law.

Accessing support

We want you to succeed in this course! There are a number of systems and resources available to you.

Support needed: I need disability-related accommodations such as transcription or extra time on exams

- Please connect with the Centre for Accessibility, who will coordinate accommodations with the teaching team on your behalf: <https://students.ubc.ca/about-student-services/centre-for-accessibility>

Support needed: I need to miss a day of class

- You do not need to let anyone know. If you have questions, use the Discussion Threads on Canvas and/or attend office hours.

Support needed: I have questions about course content, even after reviewing my notes and the posted slides

- Everyone can benefit when we discuss course material together. Ask your question in class or post on the Canvas discussion boards for the course and seek support from your peers and the teaching team there.

Support needed: I would like support on how to study / I would like to review an exam / I would like to discuss a grading decision / I would like to talk to someone about career paths in Psychology / I have a question about course content that is too complex for Canvas

- Email your very knowledgeable TA or visit their office hours. They will direct you on to me (Dr. Dosso) when appropriate

Support needed: I am experiencing some personal hardships or challenges and would like to develop a plan with someone one-on-one

- Please visit me during office hours or send me an email (jill.dosso@ubc.ca). If you would like to meet outside of scheduled office hours, please offer a few possible times you are available in your initial email

We aim to reply to all emails within 48 hours on weekdays. Please use your UBC email account and use "PSYC 312" in the subject line so we don't miss your message.

Classroom Conduct

Our classroom is a place where you should feel safe and respected. Productive classroom discussion, debate, and intellectual engagement are encouraged. Any behaviour on your part that compromises this environment will **not** be tolerated and you will be asked to leave.

Laptops and similar devices can be effective learning tools and are welcome in class. However, if you are using them for non-class-related activities it can be distracting for others. So, if you plan to use devices for any non-class-related activities, please sit towards the back of the room.

In this course, we may occasionally host guest experts. You are expected to behave with **the utmost respect** in recognition of their generosity in sharing with us or you will be asked to leave. You must also respect any private or sensitive information that they share with us.

Grading Standards

Note: this policy is set for the entire Psychology department.

In the Psychology Department, we aim to offer learning experiences that welcome and challenge all students to engage meaningfully in our discipline. We strive for grades that accurately reflect student learning and achievement of course learning objectives, rather than solely reflecting their performance relative to others.

In Psychology at UBC-V, we employ department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections. For each Course Section, instructors should aim for a grade average in the following Target Ranges (before any bonus HSP points are added, but including any mandatory HSP points): B- (68-71%) in Introductory 100-level and 200-level courses; B (72-75%) in Intermediate 300-level courses; B+ (76-79%) for Advanced 400-level courses and Selective-Entry lower-level courses (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365). Ranges are intended to provide some flexibility to instructors and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses.

During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. At the end of the course, if the average falls outside the Target Range (either direction), instructors will typically be expected to use a linear transformation to adjust final grades (i.e., add or subtract the same number of points to all students' marks, while ensuring no student fails the course due to this transformation). If a course mean falls in within one +/- letter grade band above the Target Range (e.g., in the B+ range for Intermediate courses), and the instructor believes these grades to be justified, the instructor may submit a justification request using the departmental approval final grades submission form, and the grades may stand. This Upper Range is intended to inspire further excellence in learning and teaching, and allow for the possibility that some classes select for higher performing students. Courses with means exceeding the Upper Range will be expected to provide justification as well as use a linear transformation to fall within the Upper Range.

Grades are not official until they appear on students' academic record. Students will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	A	85-89%
A-	80-84%	B+	76-79%
B	72-75%	B-	68-71%
C+	64-67%	C	60-63%
C-	55-59%	D	50-54%
F	0-49%		

Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to TurnItIn – a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

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 individuals. 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 Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>) and read the University's Policy 69 (available at <http://www.universitycounsel.ubc.ca/policies/policy69.html>).

Acknowledgment

This course has been developed with reference to materials from a number of colleagues, particularly Drs. Alan Kingstone, Lily May, Luke Clark, Steven Barnes, and Eva Zysk.

Wellness Resources

This is a list of resources you may want to use in support of your learning and mental health as a student.

Academic and Learning Resources

Academic Advising, Peer Coaches and Tutors, Study Spaces, etc.

<https://students.ubc.ca/enrolment/academic-learning-resources>

Chapmans Learning Commons

Find where to borrow equipment, tutoring advice, writing advice, assignment calculators, events and workshops, even meditation spaces!

<https://learningcommons.ubc.ca/>

Writing Consultants

You can get help with your writing here. They also provide workshops and seminars on writing.

<https://writing.library.ubc.ca/>

WriteAway

eTutoring service that provides writing assistance (for free!)

<https://writeaway.ca/university-british-columbia-learning-support-services>

Policies and Resources to Support Study Success

Site with a lot of links from senate policy, to information on crisis support, religious observances, etc.

<https://senate.ubc.ca/vancouver/policies-resources-support-student-success/>

The Kaleidoscope

A confidential peer-run mental health support group that takes place on campus at least once a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general. Registration is not required to attend the group. See the website for meeting times and locations.

<https://the-kaleidoscope.com/>

Counselling Services

Counselling services offers a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend group counseling, or to document an illness if you should require academic concession.

www.students.ubc.ca/livewell/services/counselling-services

Phone: 604-822-3811

SpeakEasy

A student run service that offers confidential support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community.

www.ams.ubc.ca/services/speakeasy/

Phone: 604-822-9246

SHARE

Self Harm Anonymous Recovery and Education is a program designed to promote self care and educate about self harm. SHARE support groups meet biweekly; times and locations can be found on their website.

www.vivreshare.org

UBC Wellness Centre

Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex and more.

www.students.ubc.ca/livewell/services/wellness-centre

Phone: 604-822-8450

Centre for Accessibility

The Centre for Accessibility provides accommodations for students living with physical or mental disabilities across their classes

<https://students.ubc.ca/about-student-services/centre-for-accessibility>

Phone: 604-822-5844

Student Health Services

Student health provides students with a variety of healthcare related services to help you maintain your health while studying. Access to doctors and registered nurses.
www.students.ubc.ca/livewell/services/student-health-service
 Phone: 604- 822-7011

Mood Disorders Clinic UBC

A psychiatric program designed specifically to treat individuals living with depression or bipolar disorder.
www.ubc-mooddisorders.vch.ca/

Mental Health Awareness Club

A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.
www.ubcmhac.sites.olt.ubc.ca/

Pacific Spirit Addiction Services

A free and confidential service for young adults up to the age of 24. Services include counseling, access to an addiction physician - including usage of a methadone maintenance program - and a drug education series.
 3rd Floor, 2110 West 43rd Ave Vancouver
 Phone: 604-267-3970

AMS Food Bank

If you are in a financial emergency AMS food bank can provide you with a food hamper. You are able to use the service up to 6 times each term.
www.ams.ubc.ca/services/food-bank/

UBC Psychology Clinic

Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees.
www.clinic.psych.ubc.ca

BC Crisis Center

Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.
www.crisiscentre.bc.ca
 Phone: 604-872-3311

Distress Line

If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line, without a wait or busy signal.
 Phone: 1-800-Suicide (784-2433)

Empower Me

Empower Me offers mental health counselling in person, by telephone, by video-counselling, or by e-counselling. This support is available 24/7 and is free of charge for students who are members of the AMS/GSS Student Health Plan.
 Phone: 1-884-741-6389

What Helps What Hurts

Know someone who is depressed, anxious, or suffering from a mood / anxiety disorder but not quite sure how to help them? This website provides resources for you to know what hurts and what helps.
<https://whathelpswhathurts.com/>