

UNIVERSITY OF VICTORIA
Psychology 210 - Section A01 Spring 2021
Conceptual foundations of Psychology
CRN 23681

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Course Overview

This course provides students with the background necessary to facilitate a full appreciation of upper-level courses. Current problems in psychology are examined with reference to outstanding past and present persons and issues.

In the past, people have reported that they took this course because it was required and that they considered history to be "a thing of the past." Others, myself included, believe that a great deal can be gained by understanding the history of the ideas and practices of our discipline. This includes understanding the various connections that have formed between psychologist's goals and practices and the values and expectations of the members of the societies that such "professional psychologists" serve. Studying the history of psychology may also benefit today's students (tomorrow's psychologists) by helping us to avoid repeating past mistakes and accepting the stale recycling of old ideas.

Beyond these pragmatic contributions, this course offers an opportunity to develop "perspective" on psychology that can be synthesized through a detailed analysis and understanding of the ebb and flow of various "paradigms" of psychology and science.

Admittedly, there are a number of perspectives one may take in understanding the history of any modern discipline. In tracing the contributions of various men and women to the establishment of modern psychology, two approaches have commonly been used: the *zeitgeist* (socio-cultural factors) and the "*great scholar*" perspectives. This course makes use of both of these perspectives as it traces the development of psychology as a modern scientific discipline from its beginning in 19th century philosophy and physiology.

A consideration of the dominant worldviews of natural and human science is also made, providing a background context out of which one can view the emergence of the major schools of 19th century psychology. This course examines the arrival and development of the *schools* of Consciousness or Mentalism (Wundt, Kulpe & Titchener), Unconscious Minds (Fechner, Freud & Jung), Functional Pragmatism (Darwin, James & Dewey), and

the subsequent development of the streams of academic and applied psychology. This course will trace the contributions of several "great scholars" but will also focus on the cultural settings of 19th and 20th century Germany, Britain, Austria, Canada, and the United States as part of a "zeitgeist approach."

Historian R.G. Collingwood contends that history is "living" in the minds of those who engage with it, part of their lives and their identity. In considering one's role in the history of psychology, it is meaningful to talk about Erik Erikson's notion of identity. Erikson was keenly interested in constructing psycho-histories of famous people by revealing their struggles with ideologies as the guiding ideals (guide-posts) of their unfolding identities. The issue of psychology being in a state of identity crisis is repeatedly acknowledged throughout the history of psychology. By encouraging you to think about these historical theories of psychology as ideologies of psychology, it should be possible for you to consider the acceptance of a theoretical perspective in psychology as involving the formation of *your* identity. In so far as this course offers a diversity of approaches to psychology, it is expected that you will have an abundance of ideologies of psychology from which to develop your future identity as a professional or lay psychologist.

With this general perspective in mind the class activities and the term paper topics have evolved as parts of this course where each of you are encouraged to take an active role in the historical construction of the subject of psychology.

Against this backdrop, you will be exposed to historical accounts of the psychological sub-fields of biological, clinical, cognitive, educational, evolutionary, humanistic, gestalt, psychoanalytical, testing, and more. You will be encouraged to think about these sub-fields as possible ideologies for the future of psychological practice. Remember that it is through you and the practices that you follow that the history and identity of psychology as a scientific discipline will continue to develop and unfold.

Grading: The Marks will be distributed among the course across the following grading activities:

Class Activities	weekly	10 %
Discussions	weekly	5%
Exams (3) Quiz	Feb 4	15%
Midterm	Mar 4	20%
Final exam	Apr exams	30 %
Term Paper	Apr 2	20 %
		100%

Activities:

There are 14 activities for the course and students are expected to complete 10 of these by making posts on the discussion boards inside brightspace. For these activities

students will be asked to generate answers to the [study questions](#) and key concepts that coincide with each lecture topic. There will be 10 marks allocated for original postings to the discussion board.

Discussion Postings:

In addition to making original (activity) posts to the discussion board, students will also be expected to reply to other students' postings. There will be 5 marks allocated to replies to other students' postings. Through these activity and discussion postings we will simulate what would normally be in-class discussions.

Term Paper:

It is expected that each student will take an historical perspective in writing a term paper on some issue or person from the history of psychology*. The paper is to be 6 pages (1500 words) typed double space (12 point font only) in the standard APA style. If you are not familiar with this style of referencing and paper writing please take a look at the [APA publication manual](#) (6th edition). In taking a historical perspective there are several alternatives that you may wish to pursue.

Topics:

1) Choose a person in the history of psychology and provide an account of the development and/or the influences on/of this person's work. In doing so, you may wish to consider the relationships between this person and his or her family, community, society or culture. You also may wish to consider the relationships between this person as a teacher (or as a student) where the student is usually either seen developing the teacher's perspective in one direction or found rebelling from it. Related to this approach is the "schools" approach where one examines the emergence, development, or influence of a "school" or ideology of psychology upon a specific person, another "school", the discipline in general, or society in some important way.

2) Choose a seminal issue or idea from the history of psychology and carefully examine two or more perspectives on that issue. In taking this approach it is important, as in the first approach, to consider the ideas as they have changed (or been maintained) by different people at different times (or in different places). For example, the "mind-body" problem is one such issue that plays a central role in the development of most ideologies of psychology. As such, one may consider how people have resolved this issue over time or how someone has resolved it in response to another person's resolution.

Basically, **the bottom line is, choose a topic in the history of the practice of psychology about which you will provide one or another kind of historical account.** That means you will provide an account of some psychological issue(s) or person(s) in a manner that explicitly recognizes the role of history in regard to your topic.

Good Papers:

Most people want to get good marks even if they don't expect an "A+" on their papers. It is a good idea, however, to point out a few things regarding the creation a good paper. Typically, good papers are those that take a *critical* perspective on the topic that they are presenting. To be critical does not mean that you simply have to be negative and try to put down some theory or perspective. Being critical involves the careful examination and explanation of issues pertaining to the creation and development of theories or ideologies of psychology. Consider going to original sources in providing a critical examination of some ideas, and try to provide your reader with an understanding or explanation of the central issue of the perspective that you are examining.

In the course we will consider "traditional" and "critical" perspectives on history, represented by the "insider" and "outsider" views. In order to receive top marks on the paper on must go beyond a "traditional" accounting of historical events or ideas and rather provide a "critical" account that more deeply examines the historical development or importance of the person or ideas covered.

Additionally, the papers that generally receive excellent marks are those which are well thought out, well organized, and clearly presented. If you have the greatest ideas in the world they are not worth much if you cannot express them clearly. Take the time to think about the topic you choose and start thinking about it soon.

Exams:

There will be three exams over the semester, each based upon study questions that form the basis of the activities and discussion postings.

The **Quiz** will be comprised of providing a definition and statement of importance for three key concepts based upon the list of concepts covered in topics one and two of the course.

The **Midterm** will cover topics three, four, and five of the course and the midterm will also involve defining three key concepts as well as answering one essay question.

The **Final exam** will involve answering two essay questions take from the second half of the course and also be based upon the study questions that will be covered in the activities. All exams will be on Brightspace at the specified times and dates.

• **Note: If you miss an exam due to illness:**

1. Contact Dr. Tonks by [email](#) as soon as possible.
2. Submit medical documentation to Dr. Tonks when you return.
3. Upon receipt of acceptable documentation, you will be informed when the make-up exam will be held. You must write the make-up exam at the designated time.
 - Make-up examinations can be scheduled with Dr. Tonks.
 - Students who miss an exam and do not contact Dr. Tonks within 2 days of the exam date or who do not submit medical documentation within 5 days will be deemed to have not completed a course requirement, and will receive an *N* grade (failure due to not completing a course requirement) for the course.

Students registered with CAL who require special arrangements for exams should discuss such arrangements with Dr. Tonks. A referral from the Student Services office may be required in order to receive accommodations.

Textbook:

Benjafield, J. G. (2015). A history of psychology: Oxford University Press: Don Mills.

In general, this course addresses scholars through chronological order, however, the chapters in the book will not be read in strict numerical order but in an order that follows the lecture topics.

Syllabus of Readings

Week 1 - Jan 12 - Introduction to History and the Philosophy of Science

Benjafield J.G. (2015). A history of psychology. Ch 1 (pp. 1-14) Ch 16 (pp.432-440; 445-446)

Week 2 - Jan 19 - . . . Introduction . . . History of Psychology & Worldviews

Benjafield: Ch 2 (pp. 16-38); Ch 3 (pp.44-49)

Week 3 - Jan 26 - Darwin, Evolution, Adaptation and Individual Differences

Benjafield: Ch 2 (pp. 39-41); Ch 3 (pp. 49-63; 68-74); Ch 4 (pp.95-103).

Week 4 – Feb 2 - Wundt and the Beginnings

Benjafield: Ch 3 (pp. 64-67); Ch 4 (pp. 77-95); Ch 5 (all) Ch 8 (pp.174-180)

--- Thursday Feb 4 [\[Quiz\]](#) 16:30-17:00

Week 5 - Feb 9 - Freud and Psychoanalysis

Benjafield: : Ch 7 -(all)

Week 6 - Feb 16 Reading Break

Week 7 - Feb 23- Canada & Common Sense and William James' Pragmatism

Benjafield: Ch 6 (all); Supplemental Reading:

Tolman C.W. (1996). Opposition to the ideal system as leitmotif in nineteenth century Anglo-Canadian psychology. Canadian Psychology, (37), 137-144.

Week 8 – Mar 2 – Dewey & Applied Psychology

Benjafield: Ch 8 (pp. 180-198); Ch 13 (pp. 329-336)

--- Thursday Mar 4 [Midterm](#) 16:30-18:00

Week 9 - Mar 9 - Rise of Behaviorism and Gestalt Psychology

Benjafield: Ch 9 (pp. 208-226); Ch 10 (pp.238-256l); Ch 8 (pp. 198-204)

Week 10 - Mar 16 - Behaviourism & Logical Positivism in 20th Century Science
Benjafield: Ch 11 (pp.272-290); Ch 12 (pp. 293-314)

Week 11 -Mar 23 - Canadian Psychology: WWII and the aftermath
Benjafield: Ch 12 (pp. 312-325)

Week 12 - Mar 30 - Apr 6 - Neo-Behaviorism and Social Constructionism
Benjafield: Ch 9 (pp. 227-235); Ch 13 (pp. 352-356); Ch 16 (pp. 441-447)
[Paper - Due]

Week 13 - Mar - Explosion of Diversity, ... into the Future
Benjafield: Ch 10 (pp 257-270); Ch 13 (pp 340-352); Ch 14 (all) Ch 16 (pp. 448-455).

It is important that we all stay healthy,

Here is some information and resources on [Student Wellness](#)

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp

Undergraduate Grading Scale

Passing Grades	Grade Point Value	Percentage *	Description
A+	9	90 – 100	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of
B	5	73 – 76	
B-	4	70 – 72	

			students.
C+	3	65 – 69	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	2	60 – 64	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
D	1	50 – 59	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
COM	Excluded Grade	N/A	Continuing . Denotes the first half of a full-year course.
CTN	Excluded Grade	N/A	
	Failing Grades	Grade Point Value	Percentage *
			Description
E	0	0 – 49	Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.
F	0	0 – 49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0 – 49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
	Temporary Grade	Grade Point Value	Percentage *
			Description
INC	N/A	N/A	Incomplete . Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1 for Winter Session courses and by October 1 for Summer Session courses. Such courses are identified in the course listings.
DEF	N/A	N/A	Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See Deferred Status .
INP	N/A	N/A	In Progress . Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a COOP Work Term, or other activity approved by the academic unit, intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.

CIC	N/A	N/A	Co-op Interrupted Course . See " General Regulations: Undergraduate Co-op ".
Grade Note			Note
AEG	N/A	N/A	Aegrotat . Transcript notation accompanying a letter grade, assigned where documented illness or similar affliction affected the student's performance or prevented completion of all course work.
WE	N/A	N/A	Withdrawal under extenuating circumstances . The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.

* The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.

UNIVERSITY OF VICTORIA
Department of Psychology
Important Course Policy Information
Spring 2021

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the UVic Calendar January 2021.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction

Refer to the course outline

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItem=polices. It is of utmost importance that students who do their work honestly be protected from those who do not.

Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

Plagiarism. You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

1. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar January 2021.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

The Ombudsperson's office: <https://uvicombudsperson.ca/tips/plagiarism/>

The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.

1. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
2. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf