

## History of Psychology (PSYC 4611) Winter 2017

Department of Psychology

Lakehead University

**Mondays 8:30 am – 11:30 am: Orillia, OA 2020; Thunder Bay ATAC 5041**

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**Office Hours:** Tuesday 11:30 am – 12:30 pm, Wednesdays 10:00 am – 11:00 am

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### *Course Description:*

Thinkers have long speculated about the human mind and behaviour, but it has only been within the past 150 years that psychology has stood on its own as a distinct discipline. Prior to the founding of psychology as a distinct discipline psychological matters were typically considered within the context of moral and socio-political philosophy. Central to these speculations was the effort to ground or justify society on conceptions of human nature with differing conceptions of human nature grounding different forms of society. What this history suggests is that psychological theorizing was and, perhaps still is, motivated less by known facts about the mind and behaviour than political concerns.

In this course we will examine the history of Western psychological theorizing from its beginnings in ancient Greece, through to the great schools of psychology in the first half of the last century. The aim is both to build a familiarity with psychology's intellectual origins and to foster an awareness of its many false steps, dead-ends, and alternative pathways in order to gain a better appreciation of the social, cultural, and, above all, psychological influences on the theorizing of psychologists. In the end, students will hopefully gain a better appreciation of why contemporary psychology takes the shape it does.

### *Required Text:*

In an effort to keep costs down and in order to provide some flexibility in the topics covered and their order, there will be no textbook for this class. Instead, a collection of weekly readings will be posted online on the moodle site for the class. The reprints will consist of a collection of book chapters, textbook chapters, and research papers. Some of the readings are designated as required readings, meaning that you will be examined on their contents in the weekly quizzes. The other readings are recommended meaning that reading them will aid in understanding the materials covered in the lectures. However, the questions based on the recommended readings could also appear as bonus mark questions on the weekly quizzes and can appear on the midterm and final. In other words, it is conceivable that you could score 100% on the quizzes without ever reading the assigned readings; however, for the midterm and final you cannot score 100% without reading at least some, but not all, of the recommended readings.

### *Learning Objectives and Outcomes:*

- acquire a familiarity with and an understanding of the intellectual precursors to contemporary psychology, such that you can analyze, evaluate and debate the influence they have had on contemporary practice in psychology;

- to gain an understanding of social, cultural, and psychological milieu in which psychologists have and continue to work within such that you can analyze, evaluate and debate the influence they have had on contemporary practice in psychology;
- enhance skills in locating, analyzing, and evaluating historical sources relevant to the discipline;
- enhance skills in the composition and presentation of research findings.

*Schedule of Lectures (this schedule might alter somewhat as the term progresses):*

Date	Topic	Reading
Jan. 9	Why Do Psychologists Believe What They Do?	Required: Course Outline; Sowell 's <i>A Conflict of Visions</i> (see Sowell's discussion of his book at <a href="https://www.youtube.com/watch?v=OGvYqaxSPp4">https://www.youtube.com/watch?v=OGvYqaxSPp4</a> and the brief summary of the book at <a href="https://www.youtube.com/watch?v=GkCSbANBeul">https://www.youtube.com/watch?v=GkCSbANBeul</a> )  Recommended: Bloor's <i>Knowledge and Social Imagery</i> , Brown's <i>Hierarchy, History, and Human Nature</i> , Pinker's <i>The Blank Slate</i> and Sulloway's <i>Born to Rebel</i>
Jan. 16	Psychohistory	Required: Carey <i>Cognitive Domains as Modes of Thought</i>  Recommended: Leary <i>Psyche's Muse</i> , Sperber's <i>Explaining Culture</i>
Jan. 23	catch-up	
Jan. 30	Ancient Greece	Required: Thorne and Henley, <i>Chapter 2</i>  Recommended: LeBond <i>Biological Bias of Aristotle</i>
Feb. 6	Medievals to the Early Moderns	Required: Leahey <i>Chapter 4</i>  Recommended: Galileo <i>The Assayer</i> , Loeb <i>The Standard Theory</i>
Feb. 13	The Enlightenment: Radical, Moderate, and Counter.	Required: Israel <i>Interpreting the Enlightenment: The Argument</i>  Recommended: Blom <i>Encyclopedie</i> ; Israel <i>Philosophy and the Social Hierarchy</i> , Loeb <i>Hume's Attack on Continental Metaphysics</i>
Feb. 27	*** Midterm	
	Probability and Statistics	Required: Daston <i>Classical Probability in the Enlightenment</i>
Mar. 6	The Mechanization of Physiology	Required: Schultz & Schultz <i>Chapter 3</i>

		Recommended: Hall <i>Vitalism and Its Critics in German</i> , Wertheimer <i>Chapter 6</i>
Mar. 13	Darwin and the Functionalists	Required: Buxton <i>Chapter 5</i>  Recommended: Degler <i>In Search of Human Nature</i> , Dewey <i>The Influence of Darwinism on Philosophy</i> , King, Viney, & Woody <i>Chapter 9</i> (pp. 185-198)
Mar. 20	Behaviourism	Required: Benjafield <i>Chapter 9</i>  Recommended: Mills <i>Shaping a Profession</i>
Mar. 27	Cognitive Revolution	Required: Pickren & Rutherford <i>Chapter 13</i>
Apr. 3	catch-up	

## Assessments:

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|------------|-----|
| 1) Quizzes | 30% |
| 2) Midterm | 20% |
| 3) Paper   | 30% |
| 4) Final   | 20% |

## Description of Assessments:

### Weekly Quizzes

**Each week**, starting on the second week of lectures and excluding the last week of lectures, there will be a short quiz (approximately 5-10 multiple-choice questions) at the beginning of the lecture. The quizzes will test you on the previous week's notes and required readings. There might also be bonus mark questions (one or two) based on the previous week's recommended readings. These bonus mark questions will typically be worth less than a full mark, but the marks so derived will be added on top of the quiz total. For example, there might be 8 questions based on materials covered in the lecture that are worth a full mark each. This quiz would then be out of 8 marks. However, in addition to these 8 questions, there might be an additional 2 questions based solely on the recommended readings. These questions might be worth ½ a mark each such that if you answered all 10 questions correctly, you would receive a mark of 9 out of 8 for that quiz. All bonus marks will factored into your grade except that if you receive more than 100% on the quiz portion of your grade (as a result of bonus marks) your overall quiz mark will be capped at 100%.

In total, there will be a total of 10 quizzes. Each quiz will be converted into a percent mark and your 2 worst quiz marks in terms of this percent mark will be dropped. In other words, your quiz mark will be based on your 8 best quiz marks out of 10. There will be no make-up quizzes if you miss one, however, quiz absences may be excused if you can provide documentation (e.g., a doctor's note) backing legitimate absences such as illness.

**\*\*Note:** on the first quiz and only the first quiz, the *contents of the course outline* will be considered testable material.

## *Midterm*

There will be a midterm exam on Feb. 27<sup>th</sup> that will test all the lecture and reading material covered up until and including the material on the Enlightenment. The midterm will consist of multiple choice questions like the quizzes. Both the required and the recommended readings will be tested on the midterm; however, for the recommended readings you will only be required to answer a subset of the questions on the recommended readings – i.e., you might be required to answer 10 out of 20 questions on the recommended readings. Hence, you need not read all of the recommended readings, only a subset of them.

Note that the midterm is currently scheduled to fall on the sixth week of lectures. This is only tentative. The midterm will fall on the week after we finish covering the Enlightenment, which may or may not be the sixth week.

## *Paper*

You are presumably studying psychology because you might someday apply what you learn to explain or predict people's thoughts and/or actions. What I would like you to do for this paper is you explain the thoughts, ideas, or actions of a figure from the history of psychology in terms of a contemporary, scientific, psychological theory. The only "catch" is that the person you are analyzing will likely be dead. Regardless, you likely will not be able to assess the person directly but will have to rely on what they wrote or others have written about them. So suppose, for example, you chose to write on Sir Cyril Burt, a British psychologist who claimed that IQ is largely inherited. Why did Burt think this? One proposal from social psychology is that there is a fundamental attribution error, whereby we tend downplay the role of the environment and focus, instead, on internal causes when explaining the thoughts and behaviours of others. You might argue that Burt's hereditarian theorizing is a good example of the fundamental attribution error.

In writing this paper you will be expected to: 1) introduce the person you are writing about and his or her thoughts, ideas, or behaviours that you aim to explain, 2) introduce and explain the theory that you intend you use to explain your chosen person, and 3) provide an account of the person's thoughts, ideas, or behaviours in terms of the psychological theory. In providing your account of the person, you should strive to provide documentation or sound arguments for each substantive claim that you make. Suppose you try to explain Rene Descartes' philosophy in as, in part, a psychological consequence of his fear of eternal damnation should he be considered a sinner. Don't simply assume, for example, that Descartes would have feared this because he was Christian. Instead, try to provide evidence (e.g., from something he wrote) that backs this up. Also, don't try to analyze mundane facts about a person – i.e., everyday thoughts and actions that characterize most people. For example, Charles Darwin married and had children. Don't try to explain why Charles Darwin married and had children.

Your paper should be 1500-2500 words long (not including the reference section); however, the length of the paper is less important than the strength and completeness of your arguments. If you write 3000 words and say nothing of substance and fail to construct a coherent argument, then you will not get a good mark. However, if you only write 1000 words yet address the three points above and make a convincing argument, then you will get a good mark. The citations and referencing should adhere to APA format (<http://owl.english.purdue.edu/owl/resource/560/01/>) and it is due by 11:59 pm on the Friday, April 8, 2016 (emailed submissions are acceptable), though you may submit the paper at any time before then.

## *Late Submission Policy*

Late papers will incur a penalty of a 10% reduction in the paper mark for each day the paper is late. For example, if you submit a paper two days late and the mark you would have otherwise received for the paper is 80%, then the mark you would receive on the paper is  $80\% - 2 \times 10\% = 60\%$ . Exceptions may be granted in extenuating circumstances.

## Final

The final exam will follow the same format as the midterm and will cover the remaining material not covered by the midterm

**\*\*Note:** For the weekly quizzes, midterm, and final, students are encouraged to submit their own multiple choice questions. If they are appropriate (I might edit them some), there is a good chance that I will include them on the quiz, midterm, or final.

## Academic Misconduct

From University Regulations, Regulation IX:

"The University takes a most serious view of offences against academic honesty such as Plagiarism, cheating and impersonation. Penalties for dealing with such offences will be strictly enforced.

The "Code of Student Behaviour and Disciplinary Procedures" including sections on Plagiarism and other forms of misconduct may be found on the Lakehead University Senate website. See the Code under Policies - Student Related in the University Policies at [policies.lakeheadu.ca](http://policies.lakeheadu.ca).

The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly.

- (a) The minimum penalty for a candidate found guilty of Plagiarism, or of cheating on any part of a course will be a zero for the work concerned.
- (b) A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated Plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

Students disciplined under the Code of Student Behaviour and Disciplinary Procedures may appeal their case through the Judicial Panel.

Note: "Plagiarism" shall be deemed to include:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.
2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given.
3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body

of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given.”

A listing of University Regulations can be found at:

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=21&chapterid=3506&loaduseredits=False>

The code of student behaviour and disciplinary procedures can be found at:

<https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/code-of-student-behaviour-and-disciplinary-procedures>

### *Lakehead University Grade Standings*

As indicated above, Lakehead University's grade standings are as follows:

A+	90 to 100%	Excellent
A 1 <sup>st</sup> class standing	80 to 89%	Very Good
B	70 to 79%	Above Average / Good
C	60 to 69%	Average
D	50 to 59%	Below Average
E Failed	40 to 49%	Inferior
F Failed	1 to 39%	Failure