

## COURSE DESCRIPTION

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This course provides an overview of the history of psychology from the late 17th century to the present. Important empirical findings in psychology and related disciplines will be examined in terms of their historical background and theoretical impact. Emphasis will be placed on understanding progress in the various subfields of psychology, as well as critically evaluating issues that influence the reconstruction of psychology's past. In addition, the contribution of Canadian researchers to the emergence of contemporary psychology will be discussed.

### Prerequisite:

PSYC 100/6.0

## COURSE AUTHOR

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Mary C. Olmstead, Professor

## INITIAL DEVELOPMENT DATE

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Summer 2022

## LEARNING OUTCOMES

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1. Describe philosophical traditions that laid the groundwork for modern psychology;
2. Identify key events in the history of scientific and applied psychology;
3. Outline key perspectives in scientific, applied, and professional psychology;
4. Identify important figures in the emergence of psychology and describe their contribution to the field;
5. Describe how psychology has and continues to shape society;
6. Evaluate a Canadian contribution to the development of scientific and applied psychology.

## UNIVERSITY OPERATING DATES

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<b>May 2</b>	Tuition due
<b>May 9</b>	Classes start
<b>May 13</b>	Last day to add courses
<b>May 20</b>	Last day to drop courses without financial penalty

<b>Jul 1</b>	Last day to drop without academic penalty
<b>Jul 29</b>	Classes end

## TIMELINE

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The Course Timeline shows all relevant course dates, including assessments, as well as links to other important course information. As dates may change, you should consult the Timeline each time you log in to the course.

Please note, some students may see an onQ Calendar for their course. However, the onQ calendar does not display all dates associated with your course assignments. For complete information all of your assignments in this course and the start and close dates, please refer to the **Course Timeline**.

If there are discrepancies between dates in the course onQ site, the Timeline will be considered accurate.

All times are in Kingston time (Eastern Time).

## LAND ACKNOWLEDGEMENT

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To begin, let us acknowledge that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to be live, learn and play on these lands.

To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today.

To read more about the history of the land, see the Queen's Encyclopedia at <http://www.queensu.ca/encyclopedia/t/traditional-territories>

## EQUITY, DIVERSITY, AND INCLUSIVITY STATEMENT

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Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect and systemic discrimination exists within our institutional structures, policies and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith and socioeconomic status, among other examples. In this class I will work to promote an anti-discriminatory, anti-racist and accountable environment where everyone feels welcome. Students in

this class are encouraged to participate during class discussions and to support others in their participation. Because the class will represent a diversity of individuals, beliefs, backgrounds, and experiences, every member of this class is asked to show respect for every other member.

## NAME/PRONOUN

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Knowing and applying students' names and pronouns is a crucial part of developing a productive learning environment that fosters safety, inclusion, and personal dignity. This is an important part of the inclusion work here at Queen's

If you wish to change how your name appears in onQ and on class lists, please follow these steps. You may also use this process to add your pronouns to the appearance of your name.

1. Log into SOLUS.
2. Click on Personal Information tab.
3. Click on the Names tab
4. Click on the Add New Name tab
5. Choose Preferred from the Name Type drop down menu
6. Enter your preferred name.
7. Click Save.

Please allow 24 to 48 hours for your preferred name to be registered within the system. If you have further questions or concerns please contact ITS at Queen's University.

## COURSE TEXTBOOK

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### Required Textbook:

Fancher, R.E., & Rutherford, A. (2017). *Pioneers of Psychology*. 5th edition. New York: W.W. Norton & Company, Inc.

## EDUCATIONAL TECHNOLOGIES

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Please follow these instructions for accessing PeerScholar.

Getting started with PeerScholar.

## PRIVACY STATEMENT FOR THIRD-PARTY SOFTWARE

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This course makes use of PeerScholar for purposes of peer review. Be aware that by logging into the site, you will be leaving onQ, and accessing PeerScholar's website. Your independent use of this site, beyond what is required for the course (for example, purchasing the company's products), is subject

to PeerScholar's terms of use and privacy policy.

You are encouraged to review:

- these documents using the link(s) below before using the site.
- the applicable privacy statements before using the site.

PeerScholar: <https://docs.cogneeto.com/?doc=pp>

All other required and recommended materials will be available through onQ.

## **COPYRIGHT OF COURSE MATERIAL**

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Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

## **NETIQUETTE**

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In any course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions, and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

## SUGGESTED TIME COMMITMENT

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Students can expect to spend, on average, 10-12 hours per week completing relevant readings, assignments, and course activities.

## COURSE ANNOUNCEMENTS

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Throughout the course, I encourage you to routinely check the Announcements section of the course homepage. I encourage you to actively check the course onQ main page for course announcements throughout the semester for reminders and additional course information or learning opportunities.

## COURSE QUESTIONS AND CONTACTING THE TEACHING TEAM

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The teaching team contact information is located on the Homepage of the course (see “Teaching Team”).

For general questions about the course, please post to the Course Questions Forum.

Throughout this course, you may come upon some general questions about the course and assignments. If you think that your question may benefit other students, you are invited to post your question in the Course Questions discussion forum. Feel free to help answer your peers’ questions on this forum. The teaching team will monitor this discussion forum and answer questions. Most questions are answered within 24 hours. Any other questions that you would prefer to share privately, please contact me or your TA at one of the emails listed at the top of this syllabus. The teaching team contact information is located on the homepage of the course

## QUEEN'S EMAIL

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The university communicates with students via Queen’s email. Please check your email regularly to ensure you do not miss important information related to your course.

## COURSE FEEDBACK

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At various points during the course, I may ask you to take part in a variety of feedback activities, such as surveys and questionnaires. This feedback enables my teaching team and me to make any adjustments necessary to improve your learning environment. Additional feedback may be requested throughout the course. All surveys are anonymous and are directly related to activities, assessments, and other course material.

## WEIGHTING OF ASSESSMENTS

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**Assessments**

**Weight**

**Alignment with CLOs**

Reflective Thinking Study Group Forum	0% (bonus mark of 2% possible)	
Quizzes (best 10 of 12)	20%	CLO 1, 2, 3, 4, 5
Commentaries (complete 3 of 6)	25%	CLO 1, 2, 3, 4, 5, 6
Peer-Reviewed Paper	25%	CLO 2, 3, 5, 6
<ul style="list-style-type: none"> <li>• Part 1: Topic and Resources (5%)</li> <li>• Part 2: Paper Submission (10%)</li> <li>• Part 3: Peer Review (10%)</li> </ul>		
Non-Proctored Final Exam	30%	CLO 1, 2, 3, 4, 5, 6

## DESCRIPTION OF LEARNING ACTIVITIES AND ASSESSMENTS

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### Reflective Thinking Study Group Forum

Within the first week of term, you will be automatically placed in a small study group via the discussion forum. These study groups are designed to provide you with the opportunity to interact with other students in the class, particularly to discuss course material and assignments. You are encouraged to interact with other group members on a regular basis, including preparing for unit quizzes and the final exam. These reflective thinking study group discussions are not marked. However, groups that engage in ongoing and supportive discussions through the term will receive up to 2% bonus marks at the end of term.

### Commentaries

At various points throughout the term, you will be presented with a commentary that will include a resource that complements the textbook reading, and a discussion prompt that encourages you to think critically about the material presented in that module. These may include scientific articles, podcasts, online videos, or Tedtalks. Each resource is associated with a discussion prompt that requires you to apply knowledge from the textbook reading and to reflect on your own learning in that module. Response to the discussion prompts are to be submitted as written commentaries via the discussion forum. Throughout the term you will be presented with 6 commentaries, and you will be required to submit a total of 3 commentaries over the entire term. You are free to select which commentaries you submit, adhering to the due dates listed in the course timeline.

Please see the course Timeline for further details.

### Quizzes

Each week includes an online quiz consisting of multiple choice questions, randomly selected from a database. These quizzes are open book, and designed to help you practice and apply your knowledge of the course concepts to gauge your understanding of the textbook material.

At the completion of the term, the two lowest quiz marks will be dropped, and a final cumulative mark on the remaining 10 quizzes will constitute toward your final grade.

Please see the course Timeline for further details.

### Peer-Reviewed Paper

For this assignment, you will write a paper on a Canadian contribution to the development of modern psychology. This peer-reviewed paper consists of three parts. Each part has a different deadline which can be found on the course Timeline. For the first part, you will select your topic and resources, and submit to the teaching team for approval and feedback. For the second part, you will write your paper on a Canadian contribution to the development of modern psychology. After the paper submission deadline, you will be automatically assigned to review five of your peers' work via a platform called PeerScholar (see Quick Links above). The third part of this assessment requires you to peer-review your peers' work within PeerScholar, providing insightful suggestions and comments.

Please see the course Timeline for further details.

### Final Exam

This course includes an open-book final exam which will be scheduled during the regular exam period. The exam will cover material from the entire course and will include multiple-choice questions, short-answer questions that can be answered in 1-2 paragraphs, and broader questions that require a 4-5 paragraph response.

Please see the course Timeline for further details.

## LATE ASSIGNMENT SUBMISSION POLICY

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Check the Timeline for details on assignment deadlines. Students should be familiar with the submission process for each assignment in advance of the assignment deadline. Students are responsible for ensuring effective internet connection in order to participate in the course and to submit assignments. An inability to access the internet at the time of an assignment deadline is NOT an acceptable excuse for submitting an assignment late.

If you are unable to meet a deadline due to extenuating circumstances, complete a request for extended Academic Consideration by clicking on the link at the bottom of the right-hand column of the home page. If this request is approved by the Faculty of Arts and Science, you can then contact the instructor to arrange alternative makeup assignments.

## GRADING SCHEME AND METHOD

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All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

#### Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

## ACADEMIC SUPPORT

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All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact **Student Academic Success Services (SASS)**. SASS offers many different ways to receive support:

- Free online or in-person appointments to get personalized support on writing and academic skills from expert staff and trained peers.
- Workshops and drop-in programs. SASS' Events Calendar lists events coming soon.
- Online resources that provide strategies for academic skills and writing development at university.



- If English is not your first language, SASS has specific resources for English as Additional Language students, including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

## ACCOMMODATIONS FOR DISABILITIES

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Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities.

The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, please visit the QSAS website

**Students with course accommodations should send their accommodation requests to ASO and their instructor as soon as possible to make the appropriate arrangements, using the widget located on the course homepage.**

## ACADEMIC CONSIDERATIONS FOR STUDENTS IN EXTENUATING CIRCUMSTANCES

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Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.),
- Responses to traumatic events (e.g., death of a loved one, divorce, sexual assault, social injustice, etc.),
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.).

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the Senate Policy on Academic Consideration for Students in Extenuating Circumstances.

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on Academic Consideration in Extenuating Circumstances and submit a request via the Academic Consideration Request Portal. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once Academic Consideration has been granted. Any delay in contact may limit the options available for Academic Consideration.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science Academic Consideration website. ASO courses include links to information on **Academic Accommodation** on your **Course Homepage** in onQ.

Please see the Teaching Team page for all contact information regarding Academic Accommodations and Considerations.

## ACADEMIC INTEGRITY

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Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity: honesty, trust, fairness, respect, responsibility and courage. These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website, and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

You may benefit from visiting these websites for further tips on what constitutes plagiarism and how to avoid it.

- Avoiding Plagiarism: Paraphrasing
- Quoting and Paraphrasing

## TURNITIN STATEMENT

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This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service, which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin's Privacy Policy.

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

As a student, you have the right to opt out of Turnitin. You must notify the instructor by the end of Week 3 of the term, and make arrangements for additional work or alternative strategies to ensure the integrity of the work. In such instances, the instructor is still expected to ensure the integrity of your work.

## TECHNOLOGY REQUIREMENTS

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Please note that mobile devices are not recommended for the course as they cause several known issues in onQ.

### Computer Specifications

- Windows 8.1 or newer
- OS X 10.13 (High Sierra) or newer
- Dual Core 2 GHz processor
- 4 GB RAM
- Soundcard
- USB headset
- Webcam

### Supported Browsers

- Chrome (preferred - latest version)
- Firefox (latest version)
- ***Safari is not recommended as it causes several known issues in onQ***
- ***Edge is not recommended as it causes several known issues in onQ***

### Internet Connection

- Wired high speed access: Cable or better
- ***Wifi is not recommended***
- A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended
- Click here for an Internet speed test

**Java**

- Latest version

**Media Player**

- HTML5 compatible

**Adobe Reader**

- Latest Version

**STUDENTS STUDYING OR TRAVELLING ABROAD**

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If you plan to travel, we strongly recommend that you confirm Internet availability in your host country prior to departure. In the past, students in other countries have been blocked from accessing certain websites relevant to their courses, as well as onQ. It is the responsibility of all students to book travel around course work, as we cannot change the format or timing on assessments or assignments as a result of travel plans.