

COURSE SYLLABUS



COURSE TITLE: PSYC-210-History of Psychology

CLASS SECTION: 001

TERM: 2026F

COURSE CREDITS: 3

DELIVERY METHOD(S): face to face on campus

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Ləkʷəŋən (Songhees and Kosapsum) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

INSTRUCTOR DETAILS

NAME: Dr. Randal Tonks
EMAIL: tonks@camosun.ca
OFFICE: Ewing 240
HOURS: Mon & Wed 14:30-15:30

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

This course traces the origins and growth of psychological thought. The emphasis will be on larger social-historical contexts that shaped thoughts about human psychology. The topics will cover contributions of early Greek thinkers, medieval and renaissance scholars, formal beginnings, and development of the discipline in the last two centuries.

PREREQUISITE(S):

All of:

- C in PSYC 110

And one of:

- C in PSYC 120; C in PSYC 130; C in PSYC 164; C in PSYC 171

CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a student will be able to:

Demonstrate understanding of the perspectives in the philosophy of science including epistemology and ontology through written essays.

Demonstrate an appreciation for the impact of social context or zeitgeist on the development of a scientific discipline through written essays.

Apply the historiographic and the psycho-biographical approach to history.

Identify and critique the philosophical and practical foundations to contemporary psychology.

Make connections among various psychological perspectives or schools that have arisen in the 20th century.

Compare and contrast the relationship between pure and applied psychology.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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.

Required Materials

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.

In Class Activities:

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 20 marks allocated for group or individual work done in class discussion periods.

Online Discussion Postings:

Students can make original (activity or question) posts to the discussion board and can also reply to other students postings. There will be 5 marks allocated to original postings or replies other students' postings. Through these activity and discussion postings we will simulate what would normally be in-class discussions.

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 one essay question taken 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 specified times and dates.

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 8 pages (2000 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 one 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.

With respect to your understanding of the grading expectations of the instructor--who will be marking the papers, you will be asked to hand in a one page outline of your paper topic by week 5 of the semester in order to facilitate clear communication between the instructor and students. The term paper will be due at the end of the 12th week of classes.

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1	Introduction to the course Benjafield J.G. (2015). A history of Psychology. Chapter 1 (pp. 1-14). 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	Introduction . . . History of Psychology & Worldviews Benjafield:Ch 2 (pp. 16-38); Ch 3 (pp.44-49).	
Week 3	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	Wundt, Consciousness and the Beginnings Benjafield: Ch 3 (pp. 64-67); Ch 4 (pp. 77-95); Ch 5 (all) Ch 8 (pp.174-180).	Quiz
Week 5	Freud, the Unconscious and Psychoanalysis Benjafield: : Ch 7 -(all).	
Week 6	Freud Continued	
Week 7	Canada: Psychology in the New World part I.... 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	America and Functionalism: The New World part II Benjafield: Chapter 6 (all); Chapter 8 (pp. 180-186); Chapter 13 (pp. 329-336).	Midterm
Week 9	Applied Psychology in North America: The New World part III Benjafield: Chapter 8 (pp. 187-198).	
Week 10	Rise of Behaviorism and Gestalt Psychology Benjafield: Chapter 9 (pp. 208-226); Chapter 10 (pp.238-256); Chapter 8 (pp. 198-204).	*Remembrance Day
Week 11	Behaviourism & Logical Positivism in 20th Century Science Benjafield: Chapter 11 (pp.272-290); Chapter 12 (pp. 293-314).	
Week 12	Canadian Psychology: WWII and the aftermath Benjafield: Chapter 12 (pp. 312-325).	Paper – Due
Week 13	Neo-Behaviorism and Social Constructionism Benjafield: Chapter 9 (pp. 227-235); Chapter 13 (pp. 352-356); Chapter 16 (pp. 441-447).	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 14	Explosion of Diversity, ... into the Future Benjafield: Chapter 10 (pp 257-270); Chapter 13 (pp 340-352); Chapter 14 (all) Chapter 16 (pp. 448-455).	
Exam Period	Final Exam	Due Dec 15

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
In Class Activities	20%
Online Discussion postings	5%
Quiz	10%
Midterm	20%
Final Exam	20%
Term Paper	25%
TOTAL	100%

COURSE GUIDELINES & EXPECTATIONS

SCHOOL OR DEPARTMENTAL INFORMATION

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies;

demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines:

<https://camosun.ca/cal>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal (see [Medical/Compassionate Withdrawals policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education.

To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.

