PSYO 3581: HISTORY OF PSYCHOLOGY I
Fall 2026

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LSC 3320 (PSYCHOLOGY)

CLASS: MONDAY & WEDNESDAY, 1:05-2:25 P.M.
CLASSROOM: LSC 214
OFFICE HOURS: MONDAYS AND WEDNESDAYS, 11:45-12:45 P.M.

This class is mostly about ideas. I expect, therefore, our classes to be forums for discussion of these ideas. That means engage with the ideas and come to class prepared.

Some of the ideas you'll come across will probably seem strange, others will be hard to grasp, some may be familiar, but others may seem like foolishness. Some ideas may challenge your own personal views. Some of the views expressed by historical figures or by your fellow classmates may make you excited, angry, or frustrated. You may be amused, perhaps even despairing. All this shows engagement with the material and evidence that you are thinking.

Importantly, though, I ask you to come to class with an open mind, ready to try out different ideas, hear different viewpoints, and show respect for those who disagree with you, whether long-dead thinkers or peers in the classroom. You certainly can – and in many cases will – have strong views, which you can defend with passion. But as much as you want others to respect your passion, please respect others' points of view too.

The class discussions should, as much as possible, show intellectual debate and reasoned argument. You should be able to defend your views and respond to challenges from others. It is not sufficient in an academic setting to stick with an idea simply because you like it or it is an idea you have adopted from others or have cherished for many years. If that is the kind of defence of an idea that you bring to class, expect others to challenge you. This doesn't mean you can't have the view you have, nor does it mean you must change your view. But it does mean you should expect to have the foundations of your view tested.

Throughout, I expect you to come to class prepared – having read the assigned material and thought about the issues – so that you can contribute to the discussion or debate. At times the readings may be difficult or dry, but I hope that throughout there will be ideas and issues that you will find interesting and challenging.

This class may be one of the most memorable you take in your university career; some students have told me as much and I do hope it turns out to be one of your best. To this end, I encourage you to be motivated, interested, and hard working in this class. I encourage you also to come and see me to discuss what you are thinking and writing about in this class. If you are keen, enthusiastic, and keep on top of the material, I am confident that you – and the rest of us – will have a great term.

COURSE DESCRIPTION (CALENDAR)

Drawing on writings from antiquity to the early years of the 20th century, we explore the nature of historical explanation, explanation in science, knowledge and truth, life, human nature, the domains of animal and man, neuroscience, and personality. Usually offered in the Fall term.

Prerequisites: PSYO 1011 or 1012 or equivalent, or Instructor's consent.

COURSE OBJECTIVES/LEARNING OUTCOMES

- Learn about the long history of psychological ideas and concepts
- Develop a deeper understanding through reflective writing
- Read original source material and be able to explain it
- Debate issues in an informed and reasoned manner

In addition, the learning objectives include class and tutorial attendance, active notetaking and class engagement, and reading the material. These are essential components of learning and success in the course.

COURSE MATERIAL

The text reading chapters will be posted on Brightspace.

The journal article readings are available through the Dalhousie Libraries. I recommend you download these articles in PDF format and print them so you can easily access them in class and are not distracted by a screen.

The text chapters attempt to follow the style, and in some places the content, of an earlier book written for this class by the previous instructor, Dr. Jim Clark, who taught Dalhousie's *History of Psychology* course very successfully for decades.

ADDITIONAL READINGS

You need to find the following additional readings for each section/chapter of the course:

1. History of Psychology at Dalhousie

2. History and Psychology

Brock, A. C. (2006). Rediscovering the history of psychology: Interview with Kurt Danzinger. *History of Psychology*, *9*(1), 1-16.

Brock, A. C. (2016). The future of the history of psychology revisited. *History of Psychology*, *19*(3), 175-191.

Green, C. D. (2021). Theaching the history of psychology. *Canadian Psychology*, *62*(4), 400-408. https://doi.org/10.1037/cap0000294

Winston, A. S. (1998). "The defects of his race": E. G. Boring and antisemitism in American psychology, 1923-1953. *History of Psychology*, *1*(1), 27-51.

Ball, L. C. (2012). Genius without the "great man": New possibilities for the historian of psychology. *History of Psychology*, *15*(1), 72-83.

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3. Explanation and Science

Nicolas, S., & Ferrand, L. (1999). Wundt's laboratory at Leipzig in 1891. *History of Psychology*, *2*(3), 194-203.

Croce, P. J. (1999). Physiology as the antechamber to metaphysics: The young William James's hope for a philosophical psychology. *History of Psychology*, *2*(4), 302-323.

Lichtman, R. (2008). Preface to a history of psychology and torture. *Capitalism Nature Socialism, 19*(1), 41-48. https://doi.org/10.1080/10455750701859406

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4. Knowledge and Truth

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5. Life and Human Nature

Wentworth, P. A. (1999). The moral of her story: Exploring the philosophical and religious commitments in Mary Whiton Calkins' self-psychology. *History of Psychology*, *2*(2), 119-131.

Coon, D. J. Salvaging the self in a world without soul: William James's The Principles of Psychology. *History of Psychology*, *3*(2), 83-103.

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6. Animals and Man I

Brinkman, R. J., Hage, J. J., Oostra, R.-J., & van der Horst, C. M. (2019). Andreas Vesalius (1515-1564) on animal cognition. *Psychonomic Bulletin & Review*, *26*, 1588-1595.

Muckler, F. A. (1963). On the reason of animals: Historical antecedents to the logic of modern behaviorism. *Psychological Reports*, *12*, 863-882.

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7. Animals and Man II

Mills, W. (1899). The nature of animal intelligence and the methods of investigating it. *Psychological Review*, *6*(3), 262-274.

Thorndike, E. L. (1899). A reply to "The nature of animal intelligence and the methods of investigating it". *Psychological Review*, *6*(4), 412-420.

Ruiz, G., & Sánchez, N. (2014). Wolfgang Köhler's *The Mentality of Apes* and the animal psychology of his time. *Spanish Journal of Psychology*, *17*(e69), 1-25.

Skinner, B. F. (1960). Pigeons in a pelican. *American Psychologist*, *15*(1), 28-37.

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8. Brain and Behaviour

Finger, S., & Eling, P. (2022). The quest for objectivity and measurements in phrenology's "bumpy" history. *History of Psychology*, *25*(3), 211-244.

Staub, M. E. (2016). The other side of the brain: The politics of split-brain research in the 1970s. *History of Psychology*, *19*(4), 259-273.

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9. Character and Temperament

Cimino, G., & Foschi, R. (2014). Northerners versus southerners: Italian anthropology and psychology faced with the "southern question". *History of Psychology*, *17*(4), 282-295.

Mollaret, P. (2009). Using common psychological terms to describe other people. *Theory & Psychology*, *19*(3), 315-334.

OFFICE HOURS

My office hours are Mondays and Wednesdays, 11:45-12:45 p.m. If you want to make an appointment to see me at a different time, contact me by e-mail and we can arrange a mutually convenient time.

ACADEMIC INTEGRITY

Academic integrity, with its embodied values, is seen as a foundation of Dalhousie University. It is the responsibility of all students to be familiar with behaviours and practices associated with academic integrity. Instructors are required to forward any suspected cases of plagiarism or other forms of academic cheating to the Academic Integrity Officer for their Faculty.

The Academic Integrity website (http://academicintegrity.dal.ca) provides students and faculty with information on plagiarism and other forms of academic dishonesty and has resources to help students succeed honestly. The full text of Dalhousie's ***Policy on Intellectual Honesty*** and ***Faculty Discipline Procedures*** is available here:

http://www.dal.ca/dept/university_secretariat/academic-integrity/academic-policies.html

AI

In this course, AI use is governed by the same expectations that apply to all academic work under Dalhousie's academic-integrity regulations. AI use that replaces or obscures your own intellectual work is unauthorized assistance and a form of academic misconduct. You are also responsible for protecting the privacy and intellectual property of others.

You are not permitted to use AI technology to brainstorm, draft, write, edit, or otherwise prepare work for assessment in this class. Use of such assistance is akin to having another person write or otherwise produce part or all of the work you submit for assessment.

We will discuss this issue in class early in the term. You are welcome to discuss this further with Dr. Juckes outside of class, too.

REFERENCING/CITATION

You must cite your sources in your Term Project. Follow the in-text citation format of the *Publication Manual of the American Psychological Association* (7th ed.) in the following ways.

i. If paraphrasing or quoting from the course text (Chapters on Brightspace) it is sufficient to identify the chapter and page, and, if appropriate, the original author. For example, an idea mentioned in chapter 2 and not quoted from another source, could be cited simply: (Chapter 2, p. 6). If there is an author involved, mention that name in your text in your citation: For example, as Aristotle noted... (p. 23) **or** (Aristotle, cited in Chapter 2, p. 6).
ii. If using a listed reading (Additional Readings), identify the author, year, and page number, for example: (Brock, 2006, p. 2).
iii. If using a source not included in the course reading list (i.e., something you are adding from your own research), you should include an in-text citation following the APA: (Author(s), year, page). If you include one or more of these sources, you will need to include an APA-formatted reference list showing the complete source information on its own page at the end of your submission.

The downloadable PDF **APA Quick Guide** from the Dalhousie Libraries provides a comprehensive summary:
https://cdn.dal.ca/content/dam/dalhousie/pdf/library/Style_Guides/apa_style7.pdf

COURSE REQUIREMENTS

The class focuses on reading, writing, thinking, and discussing ideas, and the elements that will make up your final mark reflect this. Below are the categories that will determine your final grade.

			Mark
1. Walking Tour Report			5
2. In-class Tests	**Best 3 of 4***	x 20	60
3. Term Project	**Due:** December 7 (beginning of class)		20
4. Attendance			5
5. Participation			10
			100

* ***To count the best three quiz marks, you must complete all four quizzes. Failure to write a quiz will earn zero and this mark will not be dropped.***

1. Walking Tour Report:

   Following the walking tour of Psychology's history at Dalhousie, you will write a brief (up to 500-word, approximately two double-spaced pages) report reflecting your thoughts and reflections on the exercise (i.e., what you learned, why it is important, etc.). Submit one, double-sided page with your name in the upper right of p. 1.

2. In-class Tests:

   Each test will be completed in one class period.
   Each test will cover relevant chapters, additional readings (see Additional Readings, above), and related in-class lecture content.

   Test 1: Chapters 1 and 2
   Test 2: Chapters 3 and 4
   Test 3: Chapters 5 and 6
   Test 4: Chapters 7, 8, and 9

   Structure of each test:

i. Multiple choice (10 x 1 mark)	10
ii. Sentences (10 x 1 mark)	10
iii. Short answers (4 of 6 x 5 marks)	20
iv. Bonus (e.g., matching, crossword)	
TOTAL	**40**

2. Term Project:

   Make an appointment to meet with Dr. Juckes during the first two weeks of term to discuss which of the following options to pursue and what is involved:
   i. Weekly journal reflections on progress of understanding (10+).
   ii. Commentaries on chapters/papers (10+).
   iii. Development of a particular issue/question (10+ entries).

Note: Given this component is completed outside of class, be sure to do your own work and not use AI or other prohibited aids.

3. Attendance:

   Attend all classes and you will earn 5 points. For each class missed, your attendance mark will drop 0.5 points.

4. Participation:

   Your participation mark will be determined based on your preparation (e.g., reading material ahead of class), attentiveness to class, engagement with the reading material, and contribution to class discussion.

GRADE CONVERSION

Your mark for the class will be converted to a letter grade using the Faculty of Science's conversion. I might scale marks; and have done so in the past.

Letter	**A+**	**A**	**A-**	**B+**	**B**	**B-**	**C+**	**C**	**C-**	**D**	**F**
%	90-100	85-89.9	80-84.9	75-79.9	70-74.9	65-69.9	62-64.9	58-61.9	55-57.9	50-54.9	< 50

ILLNESS

If you are ill or have another valid reason for missing class or a test, you must send me an email (tjuckes@dal.ca) prior to the beginning of class informing me of your illness. As soon as possible thereafter, you should see me to discuss your absence and how the missed class/test might be made up.

Do not submit a Student Declaration of Absence form; the email you send will be sufficient.

COURSE SYLLABUS APPENDIX

The following site contains important additional information that forms part of this course outline. Please review the various components listed.

https://dalu.sharepoint.com/sites/learn-teach/SitePages/syllabus-appendix.aspx

"This Appendix is a supplement to your course syllabus. It outlines student supports available to all Dalhousie students, and University-wide statements, policies, and guidelines applicable to your academic studies."

CLASS SCHEDULE

WEEK		DATE	CLASS CONTENT/READING	ASSESSMENT
0	Sept	9	Introduction	
1		14	Walking Tour	
		16*	**1. History of Psychology at Dalhousie**	**Walking Tour report**
2		21*	**2. History and Psychology**	
		23*	Brock, Brock, Green	
3		28*	Winston, Ball	
4		**30**	**RECONCILIATION DAY … No Classes**	
	Oct	5		**Test 1 (Chs. 1 & 2)**
		7*	**3. Explanation and Science**	
5		**12**	**THANKSGIVING DAY … No Classes**	
		14*	Nicholas, Croce, Lichtman	
6		19*	**4. Knowledge and Truth**	
		21*	**5. Life and Human Nature**	
7		26		**Test 2 (Chs. 3 & 4)**
		28*	Wentworth, Coon, Clark	
8	Nov	2*	**6. Animals and Man I**	
		4*	Brinkman, Muckler	
	NOV	**9–13**	**STUDY BREAK**	
9		16*	**7. Animals and Man II**	
		18		**Test 3 (Chs. 5 & 6)**
10		23*	Thorndike, Mills	
		25*	Ruiz, Skinner	
11		30*	**8. Brain and Behaviour**	
	Dec	2*	Finger, Staub	
12		7*	**9. Character and Temperament**	**Term Project**
		8*	Cimino, Mollaret	
		9		**Test 4 (Chs. 7, 8, & 9)**

* Attendance mark classes