



**Department of Psychology**  
**Psychology 405 (L01) – Contemporary Theories in Psychology**  
**Winter 2011 – Course Outline**

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<b>Instructor:</b>	Dr. Hank Stam	<b>Lecture Location:</b>	SS 010
<b>Phone:</b>	403-220-5683	<b>Lecture Days/Time:</b>	TR 12:30-13:45 (75 m)
<b>Email:</b>	<a href="mailto:stam@ucalgary.ca">stam@ucalgary.ca</a>	<b>Office Hours:</b>	TR 2:00-3:00 (or by appointment)
<b>Office:</b>	Admin 251C		

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### **Course Description and Goals**

This course will focus on two interrelated sets of issues: (a) a critical examination of selected major theories and systems in twentieth century psychology, and (b) the development of new theory and methods of inquiry that have evolved from the critiques of these theories. In the process of examining these issues we will discuss the nature of science and psychology's place in science, and such concepts as theory, explanation, reductionism, determinism, intentionality and agency.

To emphasize theory is not to disparage research but to examine the presumed goal of all scientific activity, namely the development of theoretical statements which have as their aim either explanation (that is, they are 'true' statements about the world) or a pragmatic function (they allow the user to do things in the world not possible without the theory). Further, we will examine the questions that have been asked about the relationship between data and theory in science generally and in psychology in particular.

The course will then attempt to understand the relationship between explanations that work at different levels. Is a biological (physiological/neurological) explanation preferred over a psychological one? Is a cognitive or a behavioral explanation a 'true' explanation? Are 'explanations' preferred over 'reasons' in psychology? Is data more important than theory, or is theory required so that we can 'see' the data? All of these questions take place in a social and historical context that will be discussed as the course proceeds.

What then of particular theoretical claims in psychology? We will examine some foundational topics to evaluate the nature of knowledge claims about these topics and the different ways of evaluating these claims.

Note that in this course we will be following a problem-based approach. This means that the lectures, readings, class discussions, as well as your own background and knowledge and your use of other sources such as libraries and the web are all resources for you to solve a set of practical problems in psychology. Of course, these are not problems that are amenable to easy solutions but instead are the problems that form the center of debates and discussions in contemporary theoretical work. The aim of this course is to provide you with the

understanding of fundamental problems in psychological theory and to provide you with the tools to seek out possible solutions. I have divided the course into roughly seven major problem areas that we will cover in turn (see the Timetable). These are: 1. Foundations & Science, 2. Reductionism and Determinism, 3. Behaviorism, 4. Functionalism, 5. Cognitivism, 6. Evolution, 7. Human development and sociality, 8. Abnormality and Culture, 9. Meaning and Language, 10. Reflexivity and research practices.

### **University of Calgary Curriculum Objectives**

This course is directly relevant to the core competencies. We will be engaged in addressing theoretical frameworks that form the foundations of critical and creative thinking in the discipline and that are focused on the analysis of problems at a foundational level. Much of this will require exposure to and mastery of abstract reasoning. The evaluations you will complete are designed to require you to engage in effective communication strategies and to require that you gather and organize information from diverse sources. It is expected that this course will generate insight into the production and maintenance of knowledge in psychology and will enhance your interpretive and assessment skills with respect to the evaluation of knowledge claims.

### **Prerequisites**

Psychology 205 – Principles of Psychology, or equivalent and one senior half course in psychology.

### **Required Text & Readings**

For this course you will need a required set of readings and one textbook:

1. The readings for the course will be available on the web or will be available electronically through the library. There will be no need to purchase them.
2. There is one textbook:  
Dupré, J. (2001). *Human nature and the limits of science*. Oxford. (bookstore)

I will be posting Powerpoint notes, readings and information on where to obtain readings that are on the web in addition to any announcements on Blackboard (see [blackboard.ucalgary.ca](http://blackboard.ucalgary.ca) to log in).

### **Evaluation**

**Course Requirements:** 3 Mini-Papers, 2 Term-Tests and a Final Exam.

I. Three Mini-papers: due as outlined below:

1. Tuesday, February 1 (10%)
2. Tuesday, March 8 (12%)
3. Tuesday, April 12 (16%, 8% for presentation, 8% for paper)

Your paper will address the questions outlined in the attached course timetable. The first mini-paper is worth only 10% of your final grade, a chance to get warmed up to this kind of

assignment. The second is worth 12% and third is worth (8 + 8) 16% each. In total, this means that your papers add up to 38% of your total grade.

In grading your papers I will be looking for the following: (a) clarity of language use and presentation, writing style and overall format and (b) the content of the argument or case you make, its relationship to the literature you cite and the general strength of your case. 'Strength' can mean both logical structure and rhetorical force; this will depend in part on how you are answering a question. In general, (a) and (b) here are, metaphorically, like 'artistic impression' and 'technical merit' in figure skating competitions (I have borrowed this metaphor from Dr. Marini in Education). By having you write multiple papers and tests (instead of one large one) the assessment ought to approach validity and reliability.

Use current material from the literature. This you can find in volumes of journals such as Psychological Review, Brain and Behavioral Sciences, American Psychologist, Canadian Psychology, Theory & Psychology, Philosophical Psychology, Journal for the Theory of Social Behaviour, Cognition, or other major publications which are available in our library or occasionally, on the web. Beware of the quality of web-based materials. If you are writing a paper with an historical emphasis, use original sources. Ask me if you are uncertain about an article or a journal. Your papers should be approximately 1,000 words in length, maximum, or about 4 typed, double-spaced pages - they can be shorter, depending on how well you present your case. I expect typed work in all instances.

You can be late with one of the three papers (3 days maximum) without asking me or requiring permission. More than one late will require an excuse or I will deduct 1 point-per-day for lateness.

Please note that, despite the use of Blackboard and other web resources, I will not accept papers that are sent to me electronically. It is difficult and tedious to grade material on a computer screen and therefore I will only accept hard copies of your papers.

II. Two term-tests: These tests will consist of very short answer questions based on the readings and lecture material (14% and 20% for a total of 34%).

1. Thursday, February 10
2. Thursday, March 17

III. Final Exam: On Thursday, April 14 you will receive a list of about 10 questions. Some of these questions will appear on the Registrar Scheduled, final exam. (value is 28%).

### **MINI-PAPERS**

1. Find one experimental or empirical study in any of the journals of the American Psychological Association (do not use any other journals) from 2009-2011 only (a regular article in one of the journals listed below, not a short-report, a review article or any other non-empirical paper). Failure to follow these instructions will mean I will not read your paper. Your article should be an analysis of the way in which a reductive strategy has been used. That is, some very ordinary phenomenon (e.g., feeling sad) has been transformed into a scientific object (e.g., depression) using some set of tools. Evaluate this research study from the perspective of our class discussion and the readings. Note any distinctions between 'fact' and 'data' or between 'theory' and 'data'. How are the data produced, how are they made 'visible',

how are they turned into a theoretical product? Finally, how is the entire article produced as a piece of 'science'? Attach a copy of the article to your paper.

Due: Thursday, February 1.

2. Coin a new term (a neologism) to describe a new or different phenomenon not typically described or discussed in psychology, or a new angle on an old problem. Write a mini-theory describing this phenomenon. You should develop a clear argument in your paper. I will be posting several examples of good papers from previous years on Blackboard.

Due: Tuesday, March 8.

3. Group project: or this particular project you will choose a group project with up to 3 other people (maximum 4 people to a group) but you will still have to hand in an individual paper. The group will take a contemporary problem in psychology and design a new theory. The theory must either have obvious methodological or practical implications. By the beginning of March (that is by March 1) you need to hand in exactly what project your group will work on and the names of your group members. You will present your project in the last week of class. I will use your group projects to design a question for the final exam. (8% for group presentation, 8% for paper)

Due: Tuesday, April 12.

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List of APA journals for Assignment 1 (only) – your article must come from this list, any other source will be disallowed!

Behavioral Neuroscience;	JEP: General; JEP: Applied;
Developmental Psychology;	JEP: Human Perception and Performance
Experimental and Clinical Pharmacology;	JEP: Learning, Memory, and Cognition
Health Psychology;	Journal of Family Psychology
Journal of Abnormal Psychology;	Journal of Personality and Social Psychology
Journal of Applied Psychology;	Neuropsychology
Journal of Comparative Psychology;	Professional Psychology: Research & Practice
Journal of Consulting and Clinical Psychology;	Psychological Assessment
Journal of Counseling Psychology;	Psychological Methods
Journal of Educational Psychology;	Psychology and Aging;
Journal of Experimental Psychology (JEP):	Psychology, Public Policy, and Law.
Animal Behavior Processes;	

### Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

**Tentative Lecture Schedule & Readings**

Date	Topic/Activity/Readings/Due Date
T Jan 11	Theories, Facts & Data: What are they, how do they work?
R Jan 13	Theories, Facts & Data, part II.
T Jan 18	History and Philosophy of Science
R Jan 20	Reductionism
F Jan 21	Last day to drop a course with no W grade and tuition refund.
M Jan 24	Last day for registration/change of registration.
T Jan 25	Reductionism, Determinism and Neuroscience.
R Jan 27	Behaviorism
T Feb 1	Functionalism - First paper due.
R Feb 3	Cognitive science, cognitive psychology
T Feb 8	Consciousness
R Feb 10	Midterm I
T Feb 15	Evolutionary Psychology
R Feb 17	Evolutionary Psychology
T Feb 22	Reading days. No lecture.
R Feb 24	Reading days. No lecture.
T Mar 1	Human Development
R Mar 3	Alterity, social nature of human life
T Mar 8	Hermeneutics - Second paper due.
R Mar 10	Hermeneutics II
T Mar 15	Culture
R Mar 17	Midterm II
T Mar 22	Social mind, social self
R Mar 24	Narrative
T Mar 29	Narrative
R Mar 31	Phenomenology
T Apr 5	The self
R Apr 7	Language and the nature of the self
T Apr 12	Class presentations; third and last paper due.
R Apr 14	Class presentations (Last day to participate in research and allocate research credits)
F Apr 15	Last day to withdraw.
Apr 18-29	Final exam (scheduled by the Registrar)

**Reappraisal of Grades**

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15

days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

### **Absence From A Test/Exam**

Students who miss a term test due to a valid and documented official University reason (illness, domestic affliction, or religious conviction) have 48 hours to contact AND schedule a makeup test with the instructor. The onus is on the student to have a makeup test approved and scheduled within 48 hours, or the makeup test option is forfeited. The same process applies to missed makeup tests. At the instructor's discretion, the makeup test may differ significantly in form and/or content from the missed test. However, the makeup test cannot differ in weight (% of final grade) from the missed test. Except in extenuating circumstances (a documented official University medical excuse), a makeup test must be written within 2 weeks of the missed test. Absence from a final exam, and deferral of a final exam, are handled by Enrolment Services (see [http://www.ucalgary.ca/registrar/deferred\\_final](http://www.ucalgary.ca/registrar/deferred_final)). Students absent from a final exam must notify the instructor within 48 hours and must then apply for an official deferred final exam no later than the deadline indicated in the Examinations Schedule.

### **Freedom of Information and Protection of Privacy (FOIP) Act**

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 275), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

### **Course Credits for Research Participation (Max 2% of final grade)**

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course,**

**including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **Apr 14<sup>th</sup>, 2011**

### **Evacuation Assembly Point**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

### **Student Organizations**

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 403-220-5567.

**Student Union VP Academic:** Phone: 403-220-3911 [suyvaca@ucalgary.ca](mailto:suypaca@ucalgary.ca)

**Student Union Faculty Rep.:** Phone: 403-220-3913 [socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)

### **Student Ombudsman's Office**

The Office of the Student Ombuds provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca) (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

### **Safewalk**

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year. Call 403-220-5333.

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Jan 21<sup>st</sup>, 2011**. Last day for registration/change of registration is **Jan 24<sup>th</sup>, 2011**. The last day to withdraw from this course is **Apr 15<sup>th</sup>, 2011**.