



UNIVERSITY OF ALBERTA
DEPARTMENT OF PSYCHOLOGY

History of Abnormal Psychology
PSYCO 405
Section B7
Winter 2021

Instructor: Jay Brinker

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Zoom Seminar Meetings: Tuesdays and Thursdays: 3:30 – 4:50

Zoom Office Hours: Tuesdays and Thursdays: 3:00 – 3:30

Course Description: This course will explore some pervasive themes psychology's history through readings selected from the first half of the 20th century. We will examine how the development and dissemination of knowledge has changed and how cultural factors interacted with psychology's development.

Course Prerequisites: PSYCO 104 or SCI 100, PSYCO 105, STAT 141 or 151 and PSYCO 239

It is important to prepare yourself for this course through a review of the prerequisite material. Students who do not have the required prerequisites at the time of taking this course should not expect supplementary support from the instructor.

Course Objectives and Expected Learning Outcomes: At the conclusion of this course students will have an overview of the history of mental illness as presented in the longest running journal on the topic and some of the cultural factors relating to it. The course will take particular interest in the way abnormal psychology is conceived of, described and explained in these writings. A significant learning outcome of this course is to be able to clearly and concisely convey ideas in writing and verbally with a group.

Students will be sharing their writing and assignments with classmates for peer review. This will not be anonymous. You will also be sharing samples of writing in Zoom meetings and providing feedback.

Week/ Starting	Topic/Reading
Week 1 Jan 11	Tuesday - Welcome and Course Introduction Thursday – General Writing Issues and Choosing a topic
Week 2 Jan 18	Tuesday 1906 – On the pathogenesis of some impulses, Pierre Janet Thursday – Thesis Statement
Week 3 Jan 25	<i>Monday – Proposal Due</i> Tuesday 1908 – Rationalization in Everyday Life, Jones Thursday – The essay outline
Week 4 Feb 1	Tuesday 1912 – A Short Study in Dislike, Tait Thursday – Building an Argument
Week 5 Feb 8	<i>Monday – Paper Outline Due</i> Tuesday 1914 – Artificial dreams and lying, Brill Thursday – Introductory Paragraphs
Week 6 Feb 15	**Reading Week** No Meetings – No Office Hours
Week 7 Feb 22	<i>Monday – Introductory Paragraph Due</i> Tuesday – 1917 – Eupathics: A program for mental hygiene, Myerson 1925 Thursday – Introductory Paragraphs II
Week 8 Mar 1	<i>Monday – Peer Reviews of Introductory Paragraphs Due</i> Tuesday – 1921 – A quest for Objectivity Thursday – Using Feedback Effectively
Week 9 Mar 8	Tuesday – 1925 – A plea for the training of psychologists, Crane Thursday – Writing Concisely and Clearly, Sentence Structure
Week 10 Mar 15	Tuesday – 1926 – The development of a mental hygiene program in a college or university, Harrington Thursday – Paragraph Structure
Week 11 Mar 22	Tuesday – 1930 – Methods for preventing annoyances Thursday – Editing
Week 12 Mar 29	<i>Monday – Full Draft of Paper Due</i> Tuesday – 1932 – Student’s reactions to Abnormal Psychology Thursday – 1935 – Propensity of Genius to Solitude
Week 13 Apr 5	<i>Monday – Peer Reviews of Drafts Due</i> Tuesday – 1940 – Another Psychologist Analyzed Thursday – 1941 – Criteria for mental hospitalization, Page & Page
Week 14 April 12	Tuesday 1944 – Toward a professional code for psychological consultants, Sutich Thursday – 1947 – A case of anxiety neuroses before and after lobotomy, Babcock <i>Friday – Final Paper Due</i>

Required Textbook:

Required readings will be available via eClass.

Required Course Materials

You will need the means to access the internet and to use the Zoom meeting platform for weekly meetings and office hours. You must have a microphone to communicate in Zoom meetings. A video camera is recommended but is not required. You will need Microsoft Word to submit your written assignments.

Students can download Microsoft Office for free from IST

(https://ualberta.onthehub.com/WebStore/ProductsByMajorVersionList.aspx?cmi_cs=1&cmi_mnuMain=70eccc40-3868-e311-93f8-b8ca3a5db7a1)

Communication and Questions ****Important****

Please consider posting questions about your assignments on eClass and in the Zoom Meetings. This is a very important way for everyone in the course to share the learning experience. I understand that it can be confronting and possibly embarrassing to post questions in a public forum but it is generosity of spirit to let your classmates learn from your questions and my answers to your questions!

Questions on eClass will be answered during regular business hours

Grade Evaluation:

Grades will be assigned in percentages and will be converted to letter grades based *approximately* on the below table. Your final grades will be calculated in accordance with the University of Alberta letter grading system and will reflect your performance in relation to the rest of the class. Grades may be adjusted at the end of semester.

Letter	Approximate %	Pts	Descriptor
A+	92 – 100%	4.0	Excellent
A	88 – 91.99%	4.0	
A-	84 – 87.99%	3.7	
B+	78 – 83.99%	3.3	Good
B	74 – 77.99%	3.0	
B-	70 – 73.99%	2.7	
C+	65-69.99%	2.3	Satisfactory
C	60 – 64.99%	2.0	
C-	55 – 59.99%	1.7	
D+	53 – 54.99%	1.3	Poor
D	50 – 52.99%	1.0	Minimal Pass
F or F4	0 – 49.99%	0	Failure

****NOTE**** This grading system is an approximation. Grades may be adjusted at the end of semester to better reflect your overall performance in the course.

Grade Composition:

Evaluation	Weight	Due
1. Term Paper Proposal	5%	Monday Jan 25
2. Term Paper Outline	5%	Monday Feb 8
3. Introductory Paragraph	5%	Monday Feb 22**
4. Peer Review of Introductory Paragraph	5%	Monday March 1**
5. Draft of final paper	15%	Monday Mar 29**
6. Peer Review of Draft	5%	Monday April 5**
7. Term Paper	40%	Friday April 16
8. Discussion Lead	10%	
9. Context Topics 10 of 15	10%	

**** These assignments will NOT be accepted Late. Failure to submit Assignments 3 and 5 will mean you cannot participate in the peer review – you will receive a grade of 0 for both the assignment and the peer review.**

Discussion Lead

Each week we will be discussing different articles from The Journal of Abnormal Psychology/Journal of Abnormal and Social Psychology. Two students will lead the discussions for each article. Students will submit discussion summaries of no more than one page. The discussion summaries will include;

1. something about the article that is different from modern academic literature on the topic (or as close as possible), how it is different, and why that difference is meaningful and
2. two questions to pose to the class about the article. You will be marked on what you submit but **you must attend the meeting to present the discussion points to receive marks.**

The discussion lead summaries must be submitted by the time the relevant Zoom meeting begins.

NOTE If you cannot lead the discussion on the week assigned to you, you must arrange with another student to swap weeks, so if you feel like you're getting sick you will want to reach out to your classmates early. Both you and the student you are swapping with must email to confirm the swap.

Leading the discussion is an important learning outcome of the course so students will not be exempt from this activity. If you suffer from anxiety, I am happy to work with you to polish your discussion points and practice presenting them to the group. In a way, this might be less anxiety provoking because you only need to read your discussion points. You will not be graded on your responses to the points raised by your classmates.

Context Topics

For each article discussion students will be assigned a topic to build the context for the year the article was written. Students will be rotated through the different topics over the course of the semester. The information they find about their topic must be submitted by 11:55pm the day before the relevant meeting.

Contributions can be photos/images, sound/video files or links, PDF documents, or written information. These contributions will be marked as Pass (1) or fail (0). If you submit a) information about your assigned topic and year b) are able to discuss possible connections between your contribution and the content of the reading, you will be given full marks. If your assignment is late or is not submitted you will receive a grade of 0.

You must attend the meeting and be prepared to share your contribution to receive your grade.

The 10 highest grades of the 15 context topic contributions will be included in your final grade. This will account for illness, personal issues or technical issues that prevent you from completing the context topics or attending the meetings. Because of this, there will be no extensions for these.

WRITTEN ASSIGNMENTS – Due by 11:55pm on dates listed above:

There are several small assignments all contributing to and working toward the final paper and two assignments where students will review and provide feedback for their classmate's assignments.

Full instructions for each assignment are posted on eClass.

Policy on Late Work:

Assignments that are accepted late, regardless for the reason, will be penalized 5% of the assignment percentage grade per each calendar day (or part thereof) up to a maximum of one week at which point you will receive a grade of 0. For example, if you submit the final paper between 11:55pm on the due date and 11:54pm on the next calendar day, you would lose 5%. All assignments will be submitted via eClass and technical difficulties with this process will NOT be accepted as exemption from the late penalty. Submit your assignments early to avoid these problems.

****Assignment 3 – Introduction Paragraph and Assignment 5 – Draft of final Paper will not be accepted late FOR ANY REASON. This is because late assignments would cut into the time needed to do the peer review and all students deserve equal time to complete those peer reviews. If you do not submit one or both of these assignments, you cannot take part in the corresponding peer review and you will receive a grade of 0 for both.**

****Assignments 4 and 6 will not be accepted late FOR ANY REASON because this will cut into the time the student has to use their feedback in writing their next assignment.**

Your classmates are relying on you.

Student Responsibilities:

Academic Integrity: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Recording of Zoom Meetings: Only the writing meetings are recordable and this is **allowed only with the prior written consent of the instructor** and as a part of an approved accommodation plan.

Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Disclaimer: Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the Accessibility Resources webpage.

<https://www.ualberta.ca/current-students/accessibility-resources/index.html>

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](https://www.ualberta.ca/current-students/academic-success-centre/index.html) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

<https://www.ualberta.ca/current-students/academic-success-centre/index.html>

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](https://www.ualberta.ca/current-students/centre-for-writers/index.html) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

<https://www.ualberta.ca/current-students/centre-for-writers/index.html>

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](https://www.ualberta.ca/current-students/wellness/index.html) webpage.

<https://www.ualberta.ca/current-students/wellness/index.html>

Office of the Student Ombuds:

The [Office of the Student Ombuds](https://www.ualberta.ca/current-students/ombuds/index.html) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

<https://www.ualberta.ca/current-students/ombuds/index.html>

Learning and working environment:

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](https://calendar.ualberta.ca/content.php?catoid=20&navoid=4939#Evaluation_Procedures_and_Grading_System) section of the University Calendar.

https://calendar.ualberta.ca/content.php?catoid=20&navoid=4939#Evaluation_Procedures_and_Grading_System

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