

WESTERN UNIVERSITY
LONDON CANADA

Department of Psychology
Fall 2026

Psychology 3950F Section 001

HISTORY OF PSYCHOLOGY

1 Calendar Description

A survey of the major ideas and scholars important to the development of Western psychology, examined from an historical and sociocultural perspective. Recommended for those thinking of graduate work in clinical psychology. CPA accredited programs require coursework on this topic and most will accept this course as fulfilling the criterion.

Antirequisites: Psychology 3893F/G (King's).

Prerequisites: Both Psychology 2801F/G (or one of Health Sciences 2801A/B, Psychology 2840F/G, Psychology 2855F/G) and Psychology 2811A/B (or one of Biology 2244A/B, Economics 2122A/B, Economics 2222A/B, Geography and Environment 2210A/B, Health Sciences 3801A/B, MOS 2242A/B, Psychology 2830A/B, Psychology 2850A/B, Sociology 2205A/B, Statistical Sciences 2035, Statistical Sciences 2141A/B, Statistical Sciences 2143A/B, Statistical Sciences 2244A/B, Statistical Sciences 2858A/B, the former Social Work 2207A/B), or the former Psychology 2820E, or both the former Psychology 2800E and the former Psychology 2810.

3 lecture hours; Course Weight: 0.5

Unless otherwise stated, students are responsible for ensuring that they have successfully completed all prerequisites prior to enrolling. Where prerequisites have not been met, the instructor may require the student to withdraw from the course. In accordance with Western policy, this decision is not subject to appeal.

In the event of a discrepancy between this outline and Senate or University policies, the latter shall prevail. The instructor reserves the right to modify elements of this course outline for pedagogical or operational reasons. Any such changes will be communicated to students in a timely manner.

2 Course Information

Instructor:	Dr. Paul Tremblay
Office & Phone:	SSC 6336 519-661-2111 x85644
Office Hours:	Monday afternoons 1:30 – 3:30 pm or by appointment

Email: ptrembla@uwo.ca

Teaching Assistant: TBD

Office: TBD

Office Hours: TBD

Email: TBD

Time and Location of Classes: Monday 9:30 am – 12:30 pm

3 Course Materials

Required text:

Henley, T. B. (2024). *An Introduction to the History of Psychology (9th ed.)*. Boston, MA: Cengage Learning. (\$108.35 to \$196.95)

This text is also available as an e-book: \$77.95

4 Course Objectives and Learning Outcomes

In this course, we will explore the historical development of psychology by tracing the philosophical and scientific origins of enduring concepts, including consciousness, affect, the unconscious, habituation, representation, the self, and psychopathology. Many of the questions and ideas that intrigued and engaged earlier philosophers, psychologists, physicians and scientists continue to shape contemporary research and debate. Although the course introduces major figures and influential schools of thought in psychology, its primary emphasis is on a historical-developmental approach that follows the evolution of enduring problems across centuries. Rather than focusing exclusively on pioneers and periods, we will investigate how recurring questions have been reformulated, contested, and revisited across different historical contexts.

We will examine how the intellectual, social, and scientific conditions, developments in research methods and technologies and major world events contributed to emergence of modern psychology. Throughout the course, we will investigate patterns of continuity and change, including the rise, decline, transformation, and re-emergence of ideas, as well as competing approaches to understanding psychological phenomena.

A central underlying objective of the course is the development of historical thinking. To support this goal, the course draws on *The Big Six Historical Thinking Concepts* (Seixas & Morton, 2013): Historical Significance, Evidence, Continuity and Change, Cause and Consequence, Historical Perspectives, and the Ethical Dimension. These concepts provide a framework for evaluating why particular ideas mattered and how historical claims are supported by evidence. They also help us understand how intellectual traditions change over time, how historical actors and social conditions interact, how present-day assumptions can shape interpretations of the past, and how historical understanding can inform contemporary life.

The following table outlines the course learning outcomes and how they are assessed.

Learning Outcome	Learning Activity	Assessment
Depth and Breadth of Knowledge Demonstrate broad knowledge of the historical development of psychology, including the philosophical, scientific, and interdisciplinary influences that shaped major psychological concepts, theories, and methods.	Lectures Weekly written reflections Historical timeline Essay	Weekly written reflections Historical timeline Essay Exam
Knowledge of Methodologies Analyze how research methods, technologies, standards of evidence, and historical inquiry have shaped the development of psychological knowledge over time	Lectures Weekly written reflections Historical timeline Essay	Weekly written reflections Historical timeline Essay Exam
Application of Knowledge Apply historical perspectives and evidence to critically examine the development, transformation, and continuing influence of psychological ideas	Weekly written reflections Historical timeline Essay	Weekly written reflections Historical timeline Essay Exam
Communication Skills Communicate historical information, analyses, and arguments through clear, well-structured, and evidence-based written and visual presentations.	Engage in class discussion Weekly written reflections Historical timeline Essay	Weekly written reflections Historical timeline Essay Exam
Awareness of Limits of Knowledge Demonstrate an awareness of the evolving nature of psychological knowledge by recognizing how theories, concepts, and methods are continually refined, challenged, and reinterpreted across historical contexts	Lectures Weekly written reflections Essay	Weekly written reflections Essay Exam
Autonomy and Professional Capacity Demonstrate independent and responsible engagement with historical scholarship by researching, evaluating, and synthesizing evidence to support informed interpretations of psychological ideas.	Weekly written reflections Historical timeline Essay	Weekly written reflections Historical timeline Essay

5 Evaluation

Proposal for Historical Timeline and Essay: 6% of final grade

Historical Timeline Digital Poster: 15% of final grade

Essay: 25% of final grade

Point of View Weekly Entries. Written reflections to weekly lecture questions: 24% of final grade

Final exam: 30% of final grade

Point of View Weekly Entries. At the end of each of the first 11 lectures, a question related to the lecture and possibly to the discussion in class will be provided in Brightspace. Students will be invited to write a short answer (maximum of 200 words) and submit on the same day by 11:55 pm (midnight) as a Word document in Brightspace. Attending lectures will help you write a response to this question. However, you are still encouraged to write a response if you missed the lecture. **Each individual reflection will be marked out of 3 point each, and your best 8 will be counted toward the 24% of your overall grade. It is your responsibility to ensure that you write at least 8 reflections during the semester. Late submissions will not be accepted.**

Exam. The final exam will be scheduled by the registrar for the December exam period. The exam will consist of short answer and short essay questions on the 12 lectures.

Proposal for Historical Timeline and Essay (Due date: Oct 12, 11:55pm). Students will select a topic of interest in psychology that has a rich history. You are strongly encouraged to have your topic approved by the instructor or TA prior to submitting the proposal. The Historical Timeline will help structure the Essay which will be written on the same topic. The length of the proposal should be 250 to 500 words max. A rubric and examples of topics will be provided in Brightspace. Late assignments will be deducted 10% of the 6 points per day. Essays will be submitted through OWL with Turnitin enabled.

Historical Timeline Digital Poster (Due date: Nov 9, 11:55pm). Your timeline should include at least 10-12 events/milestones. Further instructions and examples will be provided in Brightspace and class.

Essay (Due date: Dec 7, 11:55 pm). Your essay will be on the same topic as your timeline. Specific grading criteria will be discussed in class, and a rubric will be available on Brightspace. The essay should be written in APA Style (7th edition), 12-point font, double spaced, 2500 words (+/- 150 words) not including your Reference section.

The evaluation and testing formats for this course were created to assess the learning objectives as listed in section 4 and are necessary for meeting these learning objectives. All evaluations listed in this course outline are required components of the course and together account for 100% of the final grade. Weightings and assessment formats may be adjusted where required to support course learning objectives, with appropriate notice to students.

Policy on Missing Coursework

Final Exam. The final exam is scheduled by the Office of the Registrar and requires formal supporting documentation. Students who receive academic consideration for an exam will be given an opportunity to write a makeup exam. The makeup may adhere to a different format from the original exam.

Essay is the Designated Assessment. If you require an extension for the essay you will need to submit a request with academic counselling.

Undocumented 48-hour extension for Historical Timeline poster. You will be allowed a 48-hour extension if requested without penalty for this component.

Students who encounter extenuating circumstances affecting their academic responsibilities may submit a request for academic consideration in accordance with Western University's Academic Consideration policies. Requests must be submitted through the [Student Absence Portal](#) and may require supporting documentation.

Because this is an essay course, as per Senate Regulations, you must pass the essay component to pass the course. That is, the average mark for your written assignments must be at least 50%.

This course is exempt from the Senate requirement that students receive assessment of their work accounting for at least 15% of their final grade at least three full days before the date of the deadline for withdrawal from a course without academic penalty.

Course grades within the Psychology Department are expected to be distributed around the following averages:

70%	1000-level to 2099-level courses
72%	2100-2999-level courses
75%	3000-level courses
80%	4000-level courses

In the event that course grades are significantly higher or lower than these averages, instructors may be required to make adjustments to course grades. Such adjustment might include the normalization of one or more course components and/or the re-weighting of various course components.

Policy on Grade Rounding

Course grades are rounded to the nearest whole number. No additional assignments will be offered to enhance a final grade. Requests to change a grade because it is needed for a future program will not be considered.

6 Assessment/Evaluation Schedule

Proposal for Historical Timeline and Essay: Due Oct 12, 11:55pm

Historical Timeline Digital Poster: Due Nov 9, 11:55pm

Essay: Due Dec 7, 11:55 pm

Point of View Weekly Entries. Due 11:55pm on the same day as the lecture

Final exam: Scheduled by the registrar for the December exam period

7 Class Schedule

1. SEP 14. Introduction Ch 1

2. SEP 21. Early Philosophical Ideas Ch 2, 3

3. SEP 28. Renaissance, Empiricism Ch 4, 5

4. OCT 5. Rationalism, Romanticism, Existentialism Ch 6, 7

5. OCT 12. Early Approaches, Psychophysics Ch 8, 9

-----Reading week-----

6. OCT 26. Evolution, Individual Differences, Functionalism Ch 10, 11

7. NOV 2. Behaviourism, Neobehaviourism, Gestalt Psychology Ch 12, 13, 14

8. NOV 9. Early Considerations of Mental Illness Ch 15

9. NOV 16. Psychoanalysis, Humanistic Psychology Ch 16, 17

10. NOV 23. Psychobiology Ch 18

11. NOV 30. Cognitive Psychology Ch 19

12. DEC 7. Current Trends Ch 20

8 Academic Integrity

Scholastic offences are treated seriously at Western University. Students are expected to understand and comply with the University's standards of academic integrity. Scholastic offences may result in penalties up to and including expulsion from the University. Please read [Western's Scholastic Offences](#) policy for definitions and examples of Scholastic offences.

Statement on Use of Electronic Devices

No electronic devices are permitted during the exam.

Plagiarism Detection Software

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western and Turnitin.com.

Use of AI

Responsible use of artificial intelligence (AI) tools is **permitted** in this course as a support for learning, not as a substitute for critical thinking or scholarly work. All use of artificial intelligence tools must comply with Western University's academic integrity standards.

Students may use AI tools (e.g., ChatGPT, Claude, Copilot) for:

- Brainstorming ideas or refining research questions
- Improving clarity, grammar, or organization
- Preliminary or background exploration of topics

AI must not be used to:

- Generate full drafts or final versions of assignments
- Replace analysis, interpretation, or synthesis
- Fabricate, misrepresent, or cite sources that the student has not independently consulted
- Bypass engagement with course materials

You are ultimately responsible for all work submitted under your name. AI output should be critically evaluated, substantially revised, and integrated thoughtfully, not copied verbatim.

All written assignments must include a brief AI Usage Statement, indicating:

- Which tools were used (if any)
- The purpose for which they were used
- How the output was modified and incorporated

Assignments submitted without an AI Usage Statement will not be accepted. Misuse of AI or failure to disclose its use may constitute a scholastic offence and will be addressed in accordance with Western University's academic integrity policies. Students are responsible for ensuring that all work complies with Western's scholastic integrity standards.

9 Academic Accommodations and Accessible Education

Western University is committed to providing an accessible learning environment. Students with disabilities or medical conditions requiring accommodation are encouraged to contact Accessible Education as early as possible. Accommodations will be implemented in accordance with University policy. Please review [Western's policy on academic accommodations](#) for student with disabilities. Accessible Education provides supports and services to students with disabilities at Western. If you think you may qualify for ongoing accommodation that will be recognized in all your courses, visit [Accessible Education](#) for more information. Email: aeu@uwo.ca Phone: 519 661-2147

10 Absence & Academic Consideration

Please review Western's policy on [Academic Considerations](#):

11 Other Information

Helpful Websites

- Western's academic policies are available at the [Office of the Registrar](#).
- Departmental policies are available at the [Psychology Department website](#).
- Learning supports available at [Learning Development & Success](#).

Well-being

Western University provides a range of supports to promote student well-being. Students are encouraged to seek assistance when needed. Students who are in emotional/mental distress should refer to [Health and Wellness at Western](#) for a complete list of options about how to obtain help. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you.

Grade Appeals

If you wish to appeal a grade, please read the [policy documentation](#) on requests for relief. Please first contact the course instructor. If your issue is not resolved, you may make your appeal in writing to the Undergraduate Chair in Psychology (psyugrd@uwo.ca).

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