**University of Florida**

**College of Public Health & Health Professions Syllabus**

**CLP 7934, History of Psychology (3 credit hours)**

**Course Number: 26857, Spring 2023**

Meeting time/place: not applicable

Delivery Format: Online/asynchronous

Course Website or E-Learning: <http://elearning.ufl.edu>

|  |  |
| --- | --- |
| **Category** | **Entry** |
| **Instructor Name** | Michael Marsiske |
| **Office** | HPNP 3159 |
| **Phone Number** | (352) 273-5097 |
| **Email Address** | marsiske@phhp.ufl.edu  |
| **Response/feedback policy** | within 24 hours (48 hours weekends/closures) |
| **Office Hours** | By appointment |
| **Preferred course communications** | Via email |

## Prerequisites

Open to doctoral students in Clinical and Health Psychology, Counseling Psychology, and School Psychology. All others must petition

## PURPOSE AND OUTCOME

### Course Overview

Explores the intellectual history and contemporary diversity of psychology in dialogue with a cultural understanding about the nature of the person. Topics include: Historical relativism; American Psychological Association and the acknowledgment of past harms; creating space for the contributions of members of historically excluded groups; pre-scientific psychology; physiology/psychophysics; birth of German psychology; origins and early schools of American psychology; applied psychology; psychoanalysis behaviorism, emergence of psychology as a profession; psychology of social action and social change; cognitive psychology.

The History of Psychology is a fundamental course for the student of psychology because it draws on research in many areas of psychology that remain relevant today. The course also lends itself to a critical re-evaluation of the discipline's history in light of the cultural values that surrounded the emergence of psychology as a field of inquiry. We will explore a variety of ideas, theories, and famous experiments while providing a vantage point to trace the background and evolution of psychology.

### Relation to Program Outcomes

This course is required in Clinical and Health Psychology, Counseling psychology, and School Psychology in fulfillment of one their “discipline-specific knowledge” requirements.

### Relevance to Diversity, Equity, Inclusion and Accessibility

A consistent focus in this class is on the cultural origins of modern psychology, but also with a focus on historically excluded contributors, and specifically psychology's role in fostering anti-black, racist, and morally problematic practices.

### For Accreditation Site Visitors

Brief summaries of readings are offered in the weekly schedule below, but a full reference list is provided in the appendix of this syllabus

### Course Objectives and/or Goals

By the end of this course, students will be able to:

* Discuss the philosophical and scientific foundations of psychology.
* Describe how developments in other scientific and philosophical systems have influenced the growth of psychology.
* Critically examine problems, questions, and assumptions of various schools of thought such as functionalism, psychoanalysis, behaviorism, and Gestalt, existential-phenomenology, humanistic and experimental psychology.
* Identify significant figures within each system and describe their contributions.
* Describe the current state of psychology and explain why some systems have survived and some have vanished.
* Describe the historical events and scientific discoveries that have influenced psychology and explain how future discoveries might continue to do so.
* Demonstrate an ability to conduct research on a one's own academic lineage and synthesize your findings in a written report.

## Instructional Methods

This is an asynchronous, online course. Class interaction will take place in the form of guided online discussions. Student mastery is assessed with weekly quizzes and a final exam. Personal relevance is explored through an academic family tree exercise.

# DESCRIPTION OF COURSE CONTENT

# Topical Outline/Course Schedule

(note: Readings are sometimes on topics ahead of the current week, to help prepare you for later weeks)

| Week | Date to complete quiz by 11:59 pm | Date to submit discussion posts by 11:59 pm | Topic(s) | Readings (Benjamin values are 3rd edition)) | Other notes / due dates |
| --- | --- | --- | --- | --- | --- |
| 1 | 1/17 | 1/23 | Historical relativism | Inwood, K., & Maxwell-Stewart, H. (2020). Furumoto, L. (2003). Rutherford, A., & Davidson, T. (2019). Harris, B. (2009).  |  |
| 2 | 1/24 | 1/30 | American Psychological Association and the acknowledgment of past harms | Hoffman, D.H., et al. (2015). (Hoffman Report). *(Read pages pp 1-10 and 64-72)*American Psychological Association (2021). Apology to People of Color for APA’s Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy in U.S.Akbar, M., et al. (2022). Racial equity action plan. |  |
| 3 | 1/31 | 2/6 | Unacknowledged contributions | Black, S. R., Spence, S. A., & Omari, S. R. (2004). Furumoto, L., & Scarborough, E. (2002). Gul, P., et al. (2013). Burton, M., & Ordóñez, L. H. G. (2015).  |  |
| 4 | 2/7 | 2/13 | Pre-scientific psychology  | Benj Ch01 |  |
| 5 | 2/14 | 2/20 | Physiology/psychophysics  | Benj Ch02 |  |
| 6 | 2/21 | 2/27 | Birth of German psychology | Benj Ch03 |  |
| 7 | 2/28 | 3/6 | Origins of American psychology  | Benj Ch04 |  |
| 8 | 3/7 | 3/20 | Early schools of American psychology | Benj Ch05 |  |
| 9 | 3/21 | 3/27 | Applied psychology  | Benj Ch06 |  |
| 10 | 3/28 | 4/3 | Psychoanalysis  | Benj Ch07 |  |
| 11 | 4/4 | 4/10 | Behaviorism  | Benj Ch08 |  |
| 12 | 4/11 | 4/17 | Emergence of psychology as a profession  | Benj Ch09 |  |
| 13 | 4/18 | 4/24 | Psychology of social action and social change  | Benj Ch10 | Family tree assignment due Monday 4/11 at 11:59 pm |
| 14 | 4/25 | n/a | Cognitive psychology | Benj Ch11 |  |
|  |  |  | Final exam is Monday, May 1, 10:00 a.m - 12:00 p.m., online in Canvas (50 questions, two hours) |  |  |

## Caveat:

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced via Canvas or class email distribution, and the student is personally responsible for obtaining updated information regarding those changes.

## Course Materials and Technology

Reading materials:

There are two kinds of readings for this course. One book is **required** for the course (both the first and second semester) and is listed below. Additional supplemental required and recommended materials (journal articles, sample syntax, websites) will be made available via Canvas as the course progresses, typically as Adobe pdf files. Books have been ordered through the University of Florida's "Text Adoption" service and should be available at any participating bookstore. In addition to UF-affiliated bookstores, you may be able to find an affordable e-book version at [VitalSource](http://vitalsource.com), or competitively priced hardcopy books at [BigWords](http://bigwords.com) (which compares multiple sellers).

##### *Required*

Benjamin Jr, L. T. (2018). A brief history of modern psychology (3rd edition). John Wiley & Sons.

Additional readings as indicated, made available via class website. Complete references for the reading materials may be found in the appendix to this syllabus

### Additional Recommended Resources:

For the academic family tree assignment (described below), several resources may be of use to you:

- interview with your mentor

- existing family tree at https://academictree.org/

- review the acknowledgment section of dissertations (where available, via ProQuest database at the UF library) to see who is thanked as Chair

### Software/computing resources:

All students must also be able to access course materials, which will be distributed electronically as Microsoft PowerPoint, Microsoft Word (PHHP currently supports the most recent version of Office), or Adobe Acrobat files. This software is available free to UF students via [Office365 link](http://www.it.ufl.edu/2015/01/free-office-365-downloads-available-to-faculty-and-staff/) or via the [App Server](http://apps.ufl.edu). In the first class, all students will complete an e-mail roster; students are responsible for updating the instructor on e-mail changes throughout the term. **All** class materials will be distributed by e-mail or Canvas site, so regular and frequent checking is a necessity. If you have internet access issues, you can connect via wifi in most campus buildings, and can also use computer in most UF libraries and computer laboratories. See <https://uflib.ufl.edu/using-the-libraries/computers-and-equipment/> and <https://labs.at.ufl.edu/>

For technical support for this class, please contact the UF Help Desk at:

* [Learning-support@ufl.edu](file:///C%3A%5CUsers%5Chackg%5CDesktop%5CLearning-support%40ufl.edu)
* (352) 392-HELP - select option 2
* <https://lss.at.ufl.edu/help.shtml>

Technology access provided by the University of Florida

Although the University of Florida requires students to have continuous access to a computer, resources are available to students to help students who may not have hardware and software access. As noted by the UF Computing Policy, "[t]he university provides both physical and virtual computer labs that include access to numerous software packages. While the university provides these services to all students, they are not intended as the sole means for students to meet this requirement. The university has also negotiated free or discounted student options for many software packages which are available through Software Licensing Services." Student computer labs are available at all UF libraries, including Smathers, Marston Science, Education Library, and the Health Science library in Communicore. Most software and personal storage space can be accessed without charge at the university virtual server <https://apps.ufl.edu>. Secure, encrypted University of Florida file storage is available via UF-branded Dropbox, Google Drive and Microsoft OneDrive services.

# ACADEMIC REQUIREMENTS AND GRADING

### Matching quizzes (1% each)

Each week, there is a matching quiz to take (linking each named individual to the major idea or contribution they are responsible for). Matching quizzes are due Tuesdays at 11:59 pm. You must complete the quiz before further content can be unlocked.

### Multiple choice quizzes (2% each)

Each week, there is a 10-item multiple choice quiz to take, with content drawn from the week's readings. Multiple choice quizzes are due Tuesdays at 11:59 pm. You must complete the quiz before further content can be unlocked.

**Discussion board contributions (3% each)**

Each week, in the six days following the submission of quizzes, students are expected to make at least three contributions to the discussion board for that week. One post is an original reaction or thought to the reading materials of the week. Two additional posts should be in response to posts made by others in the class. All discussions must be posted by the *Monday following the quizzes* by 11:59 pm.

It is expected that comments will be reflective and demonstrate effort to process the week's content. Some example stems for these kinds of responses follows below, but these are examples only.

* "I had a negative reaction to .... because..."
* "I was surprised to read that .... because..."
* "The way I can most see myself using what we read this week in my own work is..."
* "I wondered if the concept of .... is related to the contemporary concept of .... because...."
* "It is scary to think the whole field of .... is premised on .... because ...."
* "@user I reacted to your post about critical perspectives on psychological history. I find myself in substantial agreement, but I mostly want to emphasize...."
* "@user I disagreed with your position that ....'s theory is still relevant to today's work, because I think it has been supplanted by... As an example of this..."

### Academic Family Tree assigment (9%)

# The academic family tree is your personal academic lineage. Starting with you, how many generations back can you go? You should construct a tree diagram that lists each person in your lineage. Many psychologists can trace their roots back to Wundt, James, or Piaget (but not all). In addition to (1) the tree diagram, (2) provide a brief summary of each person on the list (research interests, institutions attended), (3) and your reactions to your lineage. Were you surprised? What is your reaction to being placed in this particular line of succession? Do you feel an obligation to extend the tree? What other reactions do you have. It is generally expected that, in addition to the tree diagram, most students will be able to complete the remainder of the assignment in 2-4 double spaced pages. Please be sure to write in APA style (cover page with title and your name; double spaced in Arial 11 point, Times New Roman 12 point, or their equivalent; running head with your name on every page. Be sure all consulted sources are clearly cited and appear in an APA-style reference list).

# Note, the definition of "mentor" will vary. Most of you will chose your current doctoral supervisor as your mentor. But you, and especially your faculty advisors, may have multiple lineages. For example, I have three separate lineages that I trace -- one through my undergraduate mentors (2 of them), one through my doctoral mentor, and one through my post-doctoral mentor. You may use your discretion in selecting the lineage you want to talk about.

# The class may contain two or more students from the same lab/collective. In this case, it is fine if the students collaborate on the mentor interview, searching the AcademicTree site, or other research methods. However, the construction of the tree in your document, and the supplemental text you write, should be individual and non-collaborative.

### Final Multiple Choice Examination (10%)

*Multiple choice examination* – This two-hour exam will be scheduled during the UF Exam period (details below). The exam will consist of 50 multiple choice questions; The exam will be administered via Canvas ("quizzes" tab) on Monday, May 1, 10:00 a.m - 12:00 p.m.

The exam will cover all content in readings from the semester. Weekly quizzes are close in content and format to the actual exam questions, and each week will also have a study guide (major concepts to be examined from that week). The exam requires a good internet connection; on-campus possibilities will be discussed in class closer to the final exam date. **This is an open book exam, so you may consult any references you wish to, including the textbook, class notes, internet, etc.**

## Grading

| Item | Requirement | Due date (due at 11:59 pm unless otherwise noted) | % of final grade (must sum to 100%) |
| --- | --- | --- | --- |
|  | Matching quiz | 1/17 | 1% |
|  | Multiple choice quiz | 1/17 | 2% |
|  | Discussion board contributions | 1/23 | 3% |
|  | Matching quiz | 1/24 | 1% |
|  | Multiple choice quiz | 1/24 | 2% |
|  | Discussion board contributions | 1/30 | 3% |
|  | Matching quiz | 1/31 | 1% |
|  | Multiple choice quiz | 1/31 | 2% |
|  | Discussion board contributions | 2/6 | 3% |
|  | Matching quiz | 2/7 | 1% |
|  | Multiple choice quiz | 2/7 | 2% |
|  | Discussion board contributions | 2/13 | 3% |
|  | Matching quiz | 2/14 | 1% |
|  | Multiple choice quiz | 2/14 | 2% |
|  | Discussion board contributions | 2/20 | 3% |
|  | Matching quiz | 2/21 | 1% |
|  | Multiple choice quiz | 2/21 | 2% |
|  | Discussion board contributions | 2/27 | 3% |
|  | Matching quiz | 2/28 | 1% |
|  | Multiple choice quiz | 2/28 | 2% |
|  | Discussion board contributions | 3/6 | 3% |
|  | Matching quiz | 3/7 | 1% |
|  | Multiple choice quiz | 3/7 | 2% |
|  | Discussion board contributions | 3/20 | 3% |
|  | Matching quiz | 3/21 | 1% |
|  | Multiple choice quiz | 3/21 | 2% |
|  | Discussion board contributions | 3/27 | 3% |
|  | Matching quiz | 3/28 | 1% |
|  | Multiple choice quiz | 3/28 | 2% |
|  | Discussion board contributions | 4/3 | 3% |
|  | Matching quiz | 4/4 | 1% |
|  | Multiple choice quiz | 4/4 | 2% |
|  | Discussion board contributions | 4/10 | 3% |
|  | Academic family tree | 4/11  | 9% |
|  | Matching quiz | 4/11 | 1% |
|  | Multiple choice quiz | 4/11 | 2% |
|  | Discussion board contributions | 4/17 | 3% |
|  | Matching quiz | 4/18 | 1% |
|  | Multiple choice quiz | 4/18 | 2% |
|  | Discussion board contributions | 4/24 | 3% |
|  | Matching quiz | 4/25 | 1% |
|  | Multiple choice quiz | 4/25 | 2% |
|  | Final exam | 5/1, 10:00 a.m - 12:00 p.m. (noon) in Canvas (50 questions, two hours) | 10% |

### Point system used (i.e., how do course points translate into letter grades).

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Percentage or points earned in class** | **93%-100%** | **90%-92%** | **87%-89%** | **83%-86%** | **80%-82%** | **77%-79%** | **73%-76%** | **70%-72%** | **67%-69%** | **63%-66%** | **60%-62%** | **Below 60%** |
| **Letter Grade equivalent** | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Letter****Grade** | **A** | **A-** | **B+** | **B** | **B-** | **C+** | **C** | **C-** | **D+** | **D** | **D-** | **E** | **WF** | **I** | **NG** | **S-U** |
| **Grade****Points** | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.67 | 1.33 | 1.0 | 0.67 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s [Grade Policy regulations](http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx). **Please be aware that grades below B-minus are not acceptable grades for graduate students in CHP.**

## **Response/feedback policy**.

The instructor will respond to communications (emails, phone calls, communications through Canvas, anonymous comment form) within 24 hours during the work week, and within 48 hours during weekends or university closures. If closures are due to inclement weather or emergency, responses may be slower.

## **Exam Policy**.

Final exam is Monday, May 1, 10:00 a.m - 12:00 p.m., online in Canvas (50 questions, two hours), and will cover all readings throughout the semester.

## Policy Related to Extra Credit

Occasionally, homework may include the opportunity for bonus points. These extra credit problems will be optional.

For [student evaluations of teaching](https://ufl.blueera.com/ufl/), all members of the class will be awarded one (1) bonus point if 80% of the enrolled class completes evaluations, and two (2) bonus points if 100% of the enrolled class completes evaluations.

## Policy Related to Make up Exams or Other Work

As a preface to all evaluative components of the course, we want to encourage you to please reach out to the instructional team if circumstances arise where you need to be absent or submit late work. We will try to balance professionalism with compassion so that we can make alternative plans, when necessary, to help you be successful in this course while prioritizing your emotional and physical well-being. If at all possible, please reach out before missing a class or other work.

It is my intent that all assignments will be turned in on time (see dates on course schedule below). Assignments cannot be made-up except in the case of extreme circumstances that meet the criteria of the University of Florida policy for an excused absence. Make-ups are only given for illnesses that require medical treatment, valid emergencies, and valid scheduling conflicts. With this said, as described above, please do not hesitate to reach out if special circumstances occur, and we will work with you as best as possible.

For quizzes and discussion board comments, submitting late will come at a slight cost (point reductions as described below). This is meant to encourage to submit even if work is late, because point deductions will be relatively small at first. Hopefully, you can think of this as a price you’re willing to pay to maximize your well being while still turning in work for partial credit. We can accept work late for up to seven days, following the point reduction schedule below.

With regard to missing or incomplete assignments, the following policies apply:

* While it is your responsibility to check that the correct assignment has been submitted to e-learning on time, we will let you know when we notice.
* If a personal concern (e.g., physical, social or mental health situation) arises, please reach out to the instructional team, who will discuss a plan that supports you and your participation in the course. Note, conference attendance or doctoral qualifying examinations or thesis/dissertation defenses are not generally excused reasons for lateness/missing work.
* The general lateness policy is that your final points will be reduced by 10% a day (starting immediately after the missed deadline). You may find this point cost a worthwhile compromise to help you manage your personal situation. If the instructional team notices unsubmitted/late work, we will check in with you to see if we can better understand the situation, and to explore how we can best help you to succeed and prioritize your psychological and/or physical/material needs.

|  |  |  |
| --- | --- | --- |
| Item | Late category | Penalty |
| 1 | 1 minute to 24 hours late  |  10% of maximum deducted from achieved grade |
| 2 | 1 day + 1 minute late to 48 hours late  |  20% of maximum deducted from achieved grade |
| 3 | 2 days + 1 minute late to 72 hours late  |  30% of maximum deducted from achieved grade |
| 4 | 3 days + 1 minute late to 96 hours late  |  40% of maximum deducted from achieved grade |
| 5 | 4 days + 1 minute late to 120 hours late  |  50% of maximum deducted from achieved grade |
| 6 | 5 days + 1 minute late to 144 hours late  |  60% of maximum deducted from achieved grade |
| 7 | 6 days + 1 minute late to 168 hours late  |  70% of maximum deducted from achieved grade |
| 8 | 7 days + 1 minute late or longer |  100% of maximum deducted from achieved grade |

Note: uploading the wrong document is same-as-late, even if you have documentation that you completed the document on time. It is your responsibility to verify that you have uploaded the correct document. (This only applies to your Academic Family Tree assignment. You should open or download your uploaded Family Tree document and double- or triple-check that you have uploaded the right one).

* We will reach out when we notice a wrong document has uploaded, but by then time may have elapsed.
* Please reach out to the instructional team with concerns.

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from elearning when the problem was reported to them. The ticket number will document the time and date of the problem. Please e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

## Incomplete grades:

An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has 1) completed a major portion of the course with a passing grade, 2) been unable to complete course requirements prior to the end of the term because of extenuating circumstances, and 3) obtained agreement from the instructor and arranged for resolution (contract) of the incomplete grade. Instructors assign incomplete grades following consultation with Department Chairs, and changes to incomplete grades must be approved by the College and University.

## Policy Related to Required Class Attendance

As an online, asynchronous class, there are no class meetings to attend. Students are expected to meet all deadlines for quizzes, discussions, the Academic Family tree, and the final exam. If something interferes with your ability to complete these assignments on time, please reach out for assistance if needed.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the [Registrar website](http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic_regulations/academic_regulations_013_.htm) for additional details.

# Religious Observances Policy

We conduct this class in accordance with the University of Florida [Religious Observances policy](https://administrativememo.ufl.edu/2018/10/uf-religious-observances-policy-3/), which states (in part): "Students and faculty must work together to allow students the opportunity to observe the holy days of his or her faith. A student needs to inform the faculty member of the religious observances of his or her faith that will conflict with class attendance, with tests or examinations, or with other class activities prior to the class or occurrence of that test or activity. The faculty member is then obligated to accommodate that particular student’s religious observances. Because our students represent a myriad of cultures and many faiths, the University of Florida is not able to assure that scheduled academic activities do not conflict with the holy days of all religious groups. We, therefore, rely on individual students to make their need for an excused absence known in advance of the scheduled activities….For University of Florida Students, the following guidelines apply: Students, upon prior notification of their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances…A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure. "

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# STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

## Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs [website](http://www.multicultural.ufl.edu).

### Instructor Diversity Statement

Consistent with the Inclusive Environment statement elsewhere in this syllabus, I embrace non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act. But non-discrimination is for me, personally, too passive a phrase. I celebrate, value, and welcome the diversity of backgrounds and experiences that we collectively bring to the classroom.

I approach life, and this class, as a White male who has been in university environments since 1983 (first as undergraduate, then graduate student, then postdoctoral fellow and faculty member). I bring an international, if Western, perspective. I was born in Canada (and lived there for my first 22 years) and identify as a German-Canadian (my parents were born in Germany). My graduate work was in rural Pennsylvania. I speak English, German, and some French. I lived in Berlin, Germany as a postdoctoral fellow from 1992-1995. Prior to coming to the University of Florida, I was on the faculty of Wayne State University in Detroit. Thus, I bring exposure to a variety of urban, suburban environments across three countries.

I have profound sensorineural hearing loss in both ears (and have since I was 18 months old). I was raised in a time and environment where deafness was deficit, and where compensating and mainstreaming was viewed as the sole pathway to success. I have come slowly to understanding that I am differently abled, and to realize the many ways in which I have compensated for hearing loss through my life. The global pandemic was a time of great eye-opening for me, as I realized how poorly I could hear in classroom and meeting settings. The Zoom-years have been transformative for me (with the ability to adjust digital audio, use automatic captions, and see faces close up to support lip reading).

My goal is to serve as an instructor and mentor who serves diverse students from historically excluded groups to achieve their goals in my classes and laboratory environment. I will continue to seek funding to support the training of doctoral students from historically excluded groups. In my role as Director of Graduate Programs in the Department of Clinical and Health Psychology, I will continue to strive to recruit, retain, and foster well being in students from diverse and under-represented groups. Moreover, I will strive to incorporate and increase consideration of diversity in my teaching materials and methods. I view it as my responsibility to support students from diverse backgrounds to find their voices in class, and to use my diverse background to foster a sensitive and welcoming environment that supports growth and achievement in students my laboratory and classroom environments.

## Expectations Regarding Course Behavior

As a matter of mutual courtesy, please let the instructor know when you’re going to be late with an assignment. Please try to do any of these as little as possible. Students who have extraordinary circumstances preventing completion should explain these circumstances to the course instructor prior to the scheduled class, or as soon as possible thereafter. The instructor will then make an effort to accommodate reasonable requests.

### Recommended statement from the Chief Diversity Officer

People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions-including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

## Communication Guidelines

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For extra help:

The instructional team will make every effort to support students in understanding course content and reading materials. The following resources are available for this purpose:

*Class Discussion.* The class question-and-answer discussion board will occur in Canvas (“Discussion” link), and will be monitored by the entire instructional team. These questions will not be anonymous. If you need to post an anonymous question, there is a link for doing so in the Course Hub in Canvas

**Note #1**: You can receive notifications whenever the discussion board is updated. Simply hit the green bookmark next to \*each\* discussion topic

**Note #2:** In the interests of treating this class as a “mutually tended garden”, we’d ask you to prioritize posting discussion board questions rather than emailing individual questions:

1. your classmates can share in the insights by reading the discussion board
2. the instructional staff does not end up answering the same question multiple times.
3. you benefit from the possibility of receiving responses from any of the instructional members, rather than just the person you e-mailed.

For these reasons, we will tend to anonymize any emailed questions that seem to have wide utility, and post answers on the discussion board. If you are afraid that your question will give away the answer, please think about how to rephrase it so that it does not give away the answer.

Office Hours and Appointments*.* The TAs and Dr. Marsiske have office hours by appointment for extra help. Note, though, that these are not intended as a venue for, in essence, re-teaching the course. Instructional staff is more than willing to help, but students *must* first complete these steps before requesting additional assistance:

* Review the blog in case it provides clarification
* Re-examine the notes from class
* Listen to the accompanying audio.
* Read (or re-read) the readings from that week.

In reviewing the above resources, students are asked to write down specific questions about the material that is causing confusion. If you have put in the work to improve your understanding, then the instructional staff can build on all your preparatory work and really help you over the “humps”.

## Academic Integrity

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](https://sccr.dso.ufl.edu/process/student-conduct-code/). Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## Online Faculty Course Evaluation Process

***For*** [***student evaluations of teaching***](https://ufl.blueera.com/ufl/)***, all members of the class will be awarded one (1) bonus point if at least 80% of the enrolled class completes evaluations, and two (2) bonus points if 100% of the enrolled class completes evaluations.***

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [https://ufl.bluera.com/ufl/](https://urldefense.proofpoint.com/v2/url?u=https-3A__ufl.bluera.com_ufl_&d=DwMFAg&c=sJ6xIWYx-zLMB3EPkvcnVg&r=y2HjEMjRMHJhfdvLrqJZlYczRsfp5e4TfQjHuc5rVHg&m=WXko6OK_Ha6T00ZVAsEaSh99qRXHOgMNFRywCoehRho&s=itVU46DDJjnIg4CW6efJOOLgPjdzsPvCghyfzJoFONs&e=). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## Expectations regarding face-to-face meetings/classes, if they should occur

*We do not have formally scheduled in person instructional sessions, because the course is coded as "online". You are encouraged to schedule all office hours or requests for extra help via Zoom. In the unlikely event of an in person meeting,*

* + - The instructor welcomes your wearing face coverings during class and within buildings.
		- The instructor welcomes your maintaining physical distancing (6 feet between individuals) or interacting outdoors where possible.
		- If sanitizing supplies are available, please feel welcomed to wipe down your seating area prior to or after the meeting
		- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)), or any respiratory virus, the instructor recommends that you work remotely until symptoms have passed and/or you have obtained a negative test result. You may also consult the [UF COVID-19 information pages](https://coronavirus.ufhealth.org/) for the latest guidance.
			* Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

## Class recording and privacy

There are no synchronous class meetings. Students will be identified in their class discussion posts (and in any submitted quiz work, and the Family Tree). This will only be visible to members of the class. Please do not share materials generated by classmates outside of the class. As in all courses, unauthorized sharing of course materials and student generated responses is prohibited.

# SUPPORT SERVICES

## Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the [Dean of Students Office](http://www.dso.ufl.edu) within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

## Campus Resources

### Health and Wellness

* *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](https://umatter.ufl.edu/) to refer or report a concern and a team member will reach out to the student in distress.
* *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](https://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.
* *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](https://shcc.ufl.edu/).
* *University Police Department*: [Visit UF Police Department website](https://police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).
* *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road,
* Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](https://ufhealth.org/emergency-room-trauma-center).

### Academic Resources

* *E-learning technical support*: Contact the [UF Computing Help Desk](http://helpdesk.ufl.edu/) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
* [*Career Connections Center*](https://career.ufl.edu/): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
* [*Library Support*](https://cms.uflib.ufl.edu/ask): Various ways to receive assistance with respect to using the libraries or finding resources.
* [*Teaching Center*](https://teachingcenter.ufl.edu/): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
* [*Writing Studio*](file:///C%3A%5CUsers%5Cmarsiske%5CDownloads%5Cwriting.ufl.edu%5Cwriting-studio%5C)*:* 2215 Turlington Hall*,* 352-846-1138. Help brainstorming, formatting, and writing papers.
* *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information](https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/).
* *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process](https://distance.ufl.edu/getting-help/student-complaint-process/).

Please do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

**Appendix**

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