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Office Hours: T-Th 8:30 - 9:30

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Or by appointment

TEXTS: Benjamin, L. T., Jr. (Ed.) (1997). **A History of Psychology: Original Sources and Contemporary Research** (2nd ed.). New York: McGraw-Hill. DO NOT BUY THIS BOOK. IT WILL BE LOANED TO YOU.

Benjamin, L. T., Jr. (1991). **Harry Kirke Wolfe: Pioneer in Psychology**. Lincoln: University of Nebraska Press. DO NOT BUY THIS BOOK. IT WILL BE LOANED TO YOU.

Grob, G. N. (1994). **The Mad Among Us: A History of the Care of America's Mentally Ill**. Cambridge, MA: Harvard University Press. (paperback)

Scarborough, E., & Furumoto, L. (1987). **Untold Lives: The First Generation of American Women Psychologists**. New York: Columbia University Press. (Paperback)

COURSE GOALS: History of psychology courses are often required at the undergraduate and graduate levels in programs of psychology. Principally such courses serve an integrating function, organizing what one has learned in previous psychology courses into a better conceptual understanding. As such, few courses, if any, can offer as much as the history of psychology course can in terms of an increased awareness of the roots of contemporary psychology. Indeed, the history course offers the best foundation for understanding the present. Further, the history of psychology course can teach us many lessons such as the continuity of ideas, the role of the Zeitgeist in history, and the existence of psychology in the broader contexts of science and society. In addition to an appreciation of our past and an understanding of the present, you should learn some humility for your own views and increase your tolerance for the views of others.

This course will focus largely on the history of modern psychology (mostly American psychology), chiefly since 1879. It will begin with an emphasis on historiography, that is, the theory and methods of doing history. Following that will be an in-depth look at the history of the care of America's mentally ill, coverage that examines the evolution of mental asylums and the growth of American psychiatry. We then will look at the philosophical and physiological viewpoints that led to the birth of the "new" psychology in Germany. The emphasis of the course will be on the major systems (or schools) of psychology, namely structuralism, functionalism, behaviorism, psychoanalysis, and Gestalt psychology. In addition to the history of the science of psychology, there will be considerable emphasis on the history of psychological practice in America, focusing chiefly on four applied specialties: clinical, counseling, industrial/organizational, and school psychology. Further, this course will cover the lives and

accomplishments of the first generation of American women psychologists in an attempt to see psychology's history "through their eyes." (This material continues to be missing from the standard histories of psychology.)

The texts for this class are only a beginning. It is hoped (indeed, expected) that you will be stimulated to go beyond these sources and to read in the primary literature that makes up the corpus of early psychological knowledge and to read in the historical research in psychology today. History is not dead subject matter to be gleaned from a textbook; it is a vital area of research, currently enjoying a great deal of activity. One of the goals of this course is to introduce you to the numerous published and unpublished sources of historical material in psychology and to involve you in research projects using those materials.

ASSIGNMENTS AND EVALUATION POLICIES: You are expected to read all of the text material as indicated on the course outline PRIOR to the time this material will be discussed in class. A number of the classes will be devoted to discussion and it is expected that you will participate from an informed perspective. Your grade for this course will be based on three assignments. The first is a paper based on research in the TAMU collection of mental asylum reports housed in the Cushing Library; the second is a set of discussion questions that you will write based on a number of the assigned readings; the third is a major research paper on a topic of your choice.

Asylum Report Paper (counts 25% of your grade): The first book you will read in this course is Gerald Grob's **The Mad Among Us**, a book that details the evolution of mental asylums in America. These asylums typically published annual reports detailing their demographics and activities. More than 800 of those reports from the 19th and 20th centuries are located in the Special Collections of the Cushing Library at Texas A&M (see listing on Benjamin's web site). Based on what you learn from Grob as well as your perusal of a sample of the asylum reports, you are free to choose any topic for your paper such as administrative issues, patient demographics, treatments, economic issues, or political concerns. Your research might focus on a single asylum or on several. It might focus on a short time frame, perhaps a single year, or treat the issue over time. Typically the best papers are those that ask a **specific question** that can be answered within the reports in the TAMU collection. The choice of topic is totally yours. A preliminary description of the topic should be submitted **no later than September 25**. The paper should be based largely on information gathered from the asylum reports, although other sources can be consulted. Maximum length for this paper is six typed pages, double spaced (not including references). This paper will be **due at the beginning of class on October 11**.

Discussion Questions (count 25% of your course grade): Discussion questions are scheduled for 16 of the reading assignments. You are **required** to submit two questions each for **12 (and only 12)** of those assignments. The reading assignments for which discussion questions may be submitted are indicated on the course outline by a double asterisk (**). The questions will be due at the beginning of the class. Both questions should be typed on a single, full sheet of paper with your name typed in the upper left-hand corner. Some of these questions will be used for class discussion. Credit for the "half page concept/name" paper due on Nov 8

will be added to this grade, and will be explained in class. **This brief paper is required of everyone.** Grading of the questions will be on a three-point scale: 3 = above average, 2 = average, 1 = below average. The best questions will be those that raise issues of greatest importance, that call for analyses beyond the information in the reading, that integrate the readings, that seek to resolve apparent disagreements in the readings, that raise historiographic concerns, or that relate the current readings to earlier course readings.

Major Research Paper (counts 50% of your grade): The topic of your paper will be up to you but approval of all topics must be made in advance by the instructor and must be made **no later than September 18**. This research project is to result in a **historical** paper, the details of which will be explained in class (see pp. 5-6 for additional information). Should you take this assignment seriously, there is no reason why you should not be able to produce a manuscript of publishable quality. A major factor in determining whether or not the paper will be publishable is its originality, that is, doing something that is not already part of the historical literature. The other major determining factor is, of course, the quality of the paper itself. I encourage you to make the extra effort to add a scholarly article to your curriculum vita. The research paper is **due at the beginning of class on November 29**.

Note: Late Papers and Questions. All papers and questions are due at the beginning of class. That means by 12:45 p.m. Any papers/questions turned in after that time will be assessed a penalty of 5% off for each 24-hour period they are late. This measure is established to ensure fair treatment of all students.

ATTENDANCE POLICY: Attendance will not be taken in this class. Attendance is the sole responsibility of the student. Having said that, please be aware that much of the learning in this class occurs as a result of class discussions. You are expected to contribute to those discussions.

COURSE OUTLINE

DATE	TOPIC	READING
Aug 28	Introduction to the Course (Syllabus)	
Aug 30	A Research Program in the History of Psychology; Historiography Autobiography & Paper Topic Ideas Due	Grob B: Ch. 1 **
Sept 4	Visit to Cushing Library Historiography (continued)	Grob
Sept 6	First Century of the New Psychology: An Overview (handout)	Grob Oxford Hist.

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Sept 11	First Century (continued) Research Methods and Sources in the History of Psychology (see guide on web site)	Grob
Sept 13	Discussion: A History of the Care of America's Mentally Ill	Grob **
Sept 18	Philosophical, Physiological, & Psychophysical Antecedents of Scientific Psychology Major Paper Topic Finalized	B: 22-26, 48-53 62-65, 73-87
Sept 20	Wilhelm Wundt and the Founding of Experimental Psychology	B: 120-126 ** 145-167 **
Sept 25	Wundt and the Nobel Prize Asylum Paper Topic Submitted for Feedback	
Sept 27	Letters from Leipzig: Cattell and Wundt (1884-1886)	B: 282-295 ** Wolfe ix-xi, Wolfe 1-57
Oct 2	Discussion: Wundt's Forgotten American Student - H. K. Wolfe	Wolfe 58-141 **
Oct 4	No classes: Happy 125 th Birthday Texas A&M	
Oct 9	E.B. Titchener's Structuralism	B: 168-202 **
Oct 11	Discussion: Asylum Papers Asylum Papers Due at Beginning of Class	
Oct 16	Discussion: Asylum Papers (continued)	
Oct 18	Evolution and Individual Differences: Charles Darwin and Francis Galton	B: 203-239 **
Oct 23	William James & G. Stanley Hall: Beginnings of American Functionalism	B: 240-281 ** B: 296-298
Oct 25	Archival Research: In class projects	

Oct 30	Beginnings of Business Psychology	B: 557-563 ** B: 584-606 **
Nov 1	Early Animal Psychology: Thorndike, Pavlov, Kellogg	B: 335-389 **
Nov 6	Watsonian and Skinnerian Behaviorism: Psychotechnologies	B: 390-439 **
Nov 8	Origins of School, Clinical, and Counseling Psychology Half-page paper due on assigned concept or name	B: 88-119 B: 564-584
Nov 13	Psychoanalysis	B: 488-524 **
Nov 15	Leta Hollingworth's Research on Sex Differences	SF: 1-107 B: 316-334 **
Nov 20	Discussion: Scarborough & Furumoto Book	SF: 109-201 **
Nov 22	Holiday	
Nov 27	Gestalt Psychology: Germany to America	B: 525-556 **
Nov 29	American Popular Psychology Magazines Major Papers Due at Beginning of Class	
Dec 4	American Psychology's Social Agenda: Kenneth B. Clark and Brown vs. Board of Education	B: 607-645 **
Dec 12	Discussion of Major Papers	

 * B = Benjamin
 SF = Scarborough & Furumoto

Information on PSYC 619 Research Paper

Typing/Printing Instructions: The paper should be typed/printed, double-spaced on 8 & 1/2 x 11 inch paper. The paper should not be stapled or bound in a folder. Instead, use a binder clip or paper clip to hold it together. I will write directly on the paper so if you want a clean copy, you should photocopy the paper before you give it to me. I prefer that you not use erasable typing paper, or if you do use it, give me a copy that is on photocopy or bond paper.

Length: There are no restrictions on the length of the paper. It should be whatever length is required to cover your topic -- no more, no less! Typically, student papers in this class have ranged between 20 and 50 pages. In my experience, few of the topics selected for this class can be adequately covered in less than 20 pages. However, grades are not based on "weight" of the pages; rambling on to increase bulk, or adding material that is of little relevance to the topic will subtract from the grade.

Grading: Your paper will be graded on two criteria, each receiving equal weight: Content and clarity of presentation. Content refers to the information contained within the paper, the thoroughness of your literature search, the selection of the most relevant and important works, reliance on primary sources where possible, use of historical context, analysis and synthesis of the literature on your topic, and the conclusions you draw from that analysis. Clarity of presentation refers to your organization of information, your ability to demonstrate understanding of the topic through the ease with which you communicate it to the reader, grammatical style including sentence and paragraph structure, reference style within the body of the paper and the reference section at the end (**APA Publication Manual**, 4th or 5th editions should be used), the accuracy of those references, and the absence of sexist language. Be sure you know the difference between a bibliography and a reference section.

Choosing a Topic: The year 1950 is a boundary year for your papers. That is, no topic will be approved that focuses on history as recent as the last 50 years. You can use sources published after 1950 but the history of your subject cannot go beyond that year. Many students tend to select topics that are rather grandiose. Such topics typically cannot be adequately researched in a semester. My advice is to select a narrower topic that is doable in the time frame allowed for the research and writing. I am always more impressed with a small question that is well researched and written than a big question that is only partially covered.

On August 30, you should give me a piece of paper with your name on it and three topics of interest. Those topics should not be too vague (e.g., "cognitive psychology"); rather, they should attempt as narrow a focus as is possible (e.g., "Work barriers for married women in early 20th-century America"). They need not be as specific as the second of those examples; however, you are encouraged to approach that level as best you can. You should then come see me in the next few days to discuss your topic ideas. More than half of the time the final topic will be generated in those discussions by combining your knowledge of your interests and my familiarity with the history of psychology. It is not my intent to force a topic on you or to select your topic; instead my function is to ensure, as best as I can, that you choose a topic that is doable given available resources and a one-semester time limit. Do not panic too soon in this process. Indeed, panic is not permitted until the fourth week of class.

A final topic list will be generated by the fourth week of class (September 20). It is possible to change topics after that date. Usually those changes involve a further narrowing of the original topic; very rarely is a total change in topic possible. As indicated elsewhere in the syllabus, I hope you will select a topic that is potentially publishable.

Deadline for the Research Paper: All major research papers will be due at the BEGINNING of

class on November 29. You are being given more than three months notice of this deadline, thus there should be no excuses for late papers. Penalties for late papers are described in the syllabus and, as indicated earlier, are intended to ensure fair treatment of all students.