



Society for the Teaching of Psychology (APA Division 2)
OFFICE OF TEACHING RESOURCES IN PSYCHOLOGY (OTRP)
 Department of Psychology, Georgia Southern University, P. O. Box 8041, Statesboro, GA 30460-8041

PSYCHOLOGY 351
HISTORY OF PSYCHOLOGY
 Spring 2000

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Office hours: Mon & Wed 9:30-11:30
 Friday 1-3
 and by appointment

Course Description:

This course addresses the roots of modern psychological thought and methodology, from their origins in philosophy and the natural sciences through the refinement of psychology in its current form. In addition to learning about the major schools of psychology (e. g., Behaviorism, Psychoanalysis), we will explore how cultural forces shape psychological theories and the experiences of the women and men who develop them.

Course Goals:

- To learn about the progression of ideas and methodologies as people's explorations of the mind and behavior evolved from philosophizing to using the scientific method.
- To learn about the major figures and schools of thought in psychology's history.
- To recognize the impact of the *Zeitgeist*, or spirit of the times, on the people who developed psychological theory and research.
- To recognize the role of women and people of color in the history of psychology, both as researchers and as subjects of research.
- To recognize history's constructed nature and limitations.
- To learn about the history of psychology not only from the readings and from the instructor, but also through interactions with your colleagues.

Required Readings:

- Goodwin, C. J. (1999). A history of modern psychology. New York: John Wiley and Sons.
- Supplemental reading packet on reserve in Lipscomb Library.

Evaluation:

Background Review Quiz: In Psych 101/102, you were exposed to basic summaries of the History of Psychology. Because of recurring themes and overlapping movements within psychology's history, it will help your comprehension of the course material if you review a summary early in the course. There is a reserve reading (Roediger et al.) on which you will take a short quiz to ensure your memory is refreshed.

Exams: There will be four exams. Three exams during the semester will be take-home exams that are to be completed WITHOUT assistance from any source (human, text, web, etc.) and will cover the readings and lecture and discussion material only for that unit (that is, they

are not cumulative). The self-scheduled final exam will be cumulative with emphasis on the material since the previous exam. Exams may contain any type of question but will emphasize integrative essay writing, and hence will take several hours. You will always have at least 7 days to complete the exam. The goal of these exams will be to evaluate your knowledge and understanding of course concepts and your ability to apply and integrate them, rather than the rote memorization of the textbook.

Reports on Original Writings: Because textbook summaries of early psychologists' theories and research programs cannot convey what the authors' original writings can, students will read some of these original works and will share their findings with their classmates. Specifically, each student will choose one topic from the attached "Guidelines for Reports on Original Writings" and will select two articles or book sections by a relevant author. The student will then write a short (6-8 page) paper on these original writings and will present her work orally on the day we discuss the relevant material.

Class Participation: We are fortunate to have a small class size this semester. It is vitally important to your own education and that of your classmates that all students participate in class activities and discussions. For each class period in which there is ample opportunity for participation, you will receive a grade for your contributions, using the following criteria as a guide:

- A insightful, active, informed participation
- B substantive, quality contributions that facilitate the discussion
- C relevant comments made
- D present but no contribution made, or irrelevant comments made
- F unexcused absence

Late Assignment/Missed Exam Policy: Please note that except for health or family emergencies, all exams must be taken and all assignments must be turned in on the dates listed here (unless explicitly changed by the instructor). Except for genuine and documented emergencies, make-up tests will not be given and late assignments will receive significant grade penalties.

CHECK YOUR EMAIL! I will periodically send you notes via email informing you about class schedule or readings changes, formats of exams, etc. You are responsible for the information contained in the email, whether or not it is also announced in class.

Final grades will be computed as follows:

	<u>Date Due</u>	<u>Weight</u>
Background Review Quiz	January 27	25 points
Exam 1	February 10-17	100 points
Exam 2	March 2-16	100 points
Exam 3	April 6-13	100 points
Report on Original Writings	see syllabus	125 points
Class Participation		100 points
Final Exam	self-scheduled	<u>125 points</u>
		675 points

Final grades will be computed as a percentage of possible points you earn:

A	93-100%	627-675 points
A-	90-92.9%	607-626 points
B+	87-89.9%	587-606 points
B	83-86.9%	560-586 points

B-	80-82.9%	540-559 points
C+	77.79.9%	519-539 points
C	73-76.9%	492-518 points
C-	70-72.9%	472-491 points
D+	67-69.9%	452-471 points
D	60-66.9%	405-451 points
F	0-59.9%	0-404 points

PSYCHOLOGY 351 CLASS SCHEDULE

(Tentative: subject to some modification.)

WEEK	DATE	TOPIC	READINGS
1	T 1/18 Th 1/20	Introduction to the course Introduction to studying history	Goodwin ch. 1
2	T 1/25 Th 1/27 BACKGROUND REVIEW QUIZ	Philosophical Roots: Fundamental Questions and Descartes Philosophical Roots: Empiricists & Associationists	Goodwin ch 2 pp. 24-34 Roediger et al. Goodwin ch 2 pp. 34-54
3	T 2/1 Th 2/3	Physiological Roots: Localization of function Physiological Roots: Psychophysics	Goodwin ch. 3 Goodwin ch. 4 pp. 85-92
4	T 2/8 Th 2/10 TAKE-HOME EXAM 1 DISTRIBUTED	The founding of psychology Wundt & Titchener	Scarborough ; Goodwin ch. 4 pp. 92-117 Goodwin ch. 7 pp. 182-199
5	T 2/15 Th 2/17 TAKE HOME EXAM 1 DUE	Titchener: An oral history by RMWC's Cora Friedline Charles Darwin & Francis Galton	Goodwin ch. 5
6	T 2./22 Th 2/24	William James & G. Stanley Hall Functionalism	Goodwin ch. 6 Goodwin ch. 7 pp. 199-215; Shields (A)
7	T 2/29 Th 3/2 TAKE-HOME EXAM 2 DISTRIBUTED	Applied psychology: The Lynchburg Story (Film) Applied psychology: Eugenics and Mental Testing	Goodwin ch. 8 pp. 217-242 Goodwin ch. 8 pp. 242-254
8	SPRING BREAK		
9	T 3/14 Th 3/16 TAKE-HOME EXAM 2 DUE	History of psychology at R-MWC Gestalt Psychology	Murray & Rowe; Rowe & Murray Goodwin ch. 9
10	T 3/ 21 T 3/23	Behaviorism: Pavlov and Watson Later Behaviorism	Goodwin ch. 10 Goodwin ch. 11
11	T 3/28 Th 3/30	Behaviorism Continued Early History of Treatments for Mental Illness	Goodwin ch. 12 pp. 358-368
12	T 4/4 T 4/6 TAKE-HOME EXAM 3 DISTRIBUTED	Psychoanalysis of Sigmund Freud and Descendants Clinical Psychology Continued	Goodwin ch. 12 pp. 368-396
13	T 4/11 Th 4/13 TAKE HOME-EXAM 3 DUE	Cognitive Psychology VPA: NO CLASS	Goodwin ch. 13

14	T 4/18	Women in the history of psychology	Stevens & Gardner; Furumoto (both); Shields (B) Goodwin ch 14 pp. 425-429
	Th 4/20	Women in the history of psychology	
15	T 4/25	African-Americans in psychology	Clark & Clark; Guthrie; Goodwin ch 14 pp. 429-432
	Th 4/27	Course Wrap-up: What's in Psychology's Future?	Barnes; Goodwin ch 14 pp. 432-441
Finals Week		Final Exam (cumulative) -- Self-Scheduled	

HONOR CODE

Please note that all exams and written assignments in this class are pledged work under the R-MWC honor code. I encourage you to study with other students in the class for the exams and to discuss with them course material; however, your exams and report on original writings should be your work alone. You may have a student in the course proofread your paper and/or listen to a practice presentation. It is a violation of the honor code in this class to look at exams from previous offerings of this course, whether taught by the same or a different instructor. It is an honor violation to provide me or other students in the course with false information in order to obtain special consideration for illness or a personal problem. If you need clarification about how the honor code applies in this course, I will be happy to meet with you to discuss it.

Psychology 351 Supplementary Reading List Spring 2000

- Barnes, R. D. (1998). Psychology in the year 2050. The Virginia Psychologist, 42 (2), 1.
- Clark, K. B., & Clark, M. P. (1950). Emotional factors in racial identification and preference in Negro children. Journal of Negro Education, 19, 341-350.
- Guthrie, R. V. (1998). Psychometric Scientism. In Even the rat was white: A historical view of psychology (chapter 3). Boston: Allyn & Bacon.
- Furumoto, L. (1990). Mary Whiton Calkins. In O'Connell, A. N., & Russo, N. F. (Eds.). Women in psychology: A bio-bibliographic sourcebook. New York: Greenwood Press.
- Furumoto, L. (1992). Joining separate spheres -- Christine Ladd-Franklin, woman-scientist (1847-1930). American Psychologist, 47, 175-182.
- Murray, F. S., & Rowe, F. B. (1979). Psychology laboratories in the United States prior to 1900. Teaching of Psychology, 6, 19-21.
- Roediger, H. L., Capaldi, E. D., Paris, S. G., Polivy, J., & Herman, C. P. (1996). Sections on the history of psychology (pp. 3-12). In Psychology (4th ed.). St. Paul, MN: West.
- Rowe, F. B., & Murray, F. S. (1979). A note on the Titchener influence on the first psychology laboratory in the South. Journal of the History of the Behavioral Sciences, 15, 282-284.
- Scarborough, E. (1992). Mrs. Ricord and psychology for women, circa 1840. American Psychologist 47, 274-280.
- Shields, S. A. (A) (1975). Functionalism, Darwinism, and the psychology of women: A study in social myth. In Benjamin, L. T. Jr. (1988). A history of psychology: Original sources and contemporary research. New York: McGraw-Hill.
- Shields, S. A. (B) (1975). Ms. Pilgrim's progress: The contributions of Leta Stetter Hollingworth to the psychology of women. American Psychologist, 30, pp. 852-857.
- Stevens, G., & Gardner, S. (1982). Chapter 2: Where have all the women gone? (pp. 13-47). In The women of psychology: Volume I: Pioneers and innovators. Cambridge, MA: Schenkman Publishing Company.

Guidelines for Reports on Original Writings

As you will learn, reading secondary reports of a scholar's work is a poor substitute for examining his or her original writings (primary sources). This assignment has three main aims. First, students will gain experience reading and reporting on primary source material. Second, the class as a whole will gain exposure to a broader and/or deeper coverage of many psychologists' work than the text alone provides. Third, this assignment will contribute to a classroom climate in which students learn from one another as well as from the readings and the instructor.

Selecting a topic:

Below is a list of topics covered in this course. Identify your top four topic preferences by January 20. You may want to consider the timing in the semester of the topic (see attached class schedule). I will inform you of your topic and tentative presentation date by January 21.

The assignment:

Select two original writings relevant to your topic. You may select two by the same author, or one by each of two authors. To select the readings, read the relevant chapter in your text to get an overview of the general topic. Then, consult Psychological Abstracts, the references section in your text and other history of psychology texts in the library, the book collection in our library, and/or me. Whenever possible, at least one of the readings must be an empirical report (that is, a scientific article presenting a study). Be sure both readings are by the psychologists themselves. **You must check your selection of readings with me at least one week prior to your report date.** The quality and appropriateness of the articles you choose will determine the value of the assignment for you as well as for your classmates.

After reading the articles, you have three tasks to complete:

- (1) **Paper:** In your paper (6-8 pages), you will present and analyze the content of the two articles. Relate the specific content of your articles to broader themes in (a) the author's work, (b) the main topic (e.g., Gestalt psychology), and (c) the history of psychology as a whole. *This paper is due at class time on your presentation date. THE PAPER IS NOT TO BE A GENERAL REVIEW OF THE PERSON'S LIFE AND WORK; IT SHOULD BE SPECIFIC TO THE ORIGINAL WRITINGS AND THEIR BROADER CONTEXT.* Note that while this paper is relatively short, the expected quality is very high. The quality of your analysis and your writing will both figure very strongly in the grade. A good paper will demonstrate your deep understanding of the entire relevant area/school of psychology and the author's work in general as well as of the specific two original writings.
- (2) **Oral Report:** You will present the highlights of the articles and your analysis, generally during the last 20 minutes of class on your assigned date. We will have spent the first part of class also on that topic, so your classmates will have a general understanding of the topic but will not know about your specific subject matter. Practice your presentation until it is smooth and professional. Provide a handout to the class that will help their understanding of the organization of your presentation and will facilitate their notetaking. Indeed, the material you present in class may be covered on exams.

Evaluation of this project:

The paper and oral report will be evaluated independently of each other. The paper is worth 75 points, the oral report 50 points. Oral reports will be graded by your classmates as well as by me. In evaluating both the written and oral component, I will look for clarity of presentation of ideas, organization of paper/presentation, professionalism, understanding of the articles, their relation to the author's work, and to the themes of the course as a whole.

TOPIC	SUGGESTED AUTHORS	TENTATIVE DATE
A. Physiological roots: Localization of function	Pierre Florens, Paul Broca, Franz Gall, Carl Wernicke, G. Fritsch & E. Hitzig, Karl Lashley, W. Penfield	2/1
B. Physiological Roots: Psychophysics	Hermann von Helmholtz, Ernst Weber, Gustav Fechner	2/3
C. Early German psychology	Wilhelm Wundt, Georg Muller, Hermann Ebbinghaus, Franz Brentano, Carl Stumpf, Oswald Kulpe	2/8
D. Structuralism	Edward Bradford Titchener	2/10
E. Forerunners of functionalism	Charles Darwin, Francis Galton, George Romanes	2/17
F. William James or G. Stanley Hall	William James or G. Stanley Hall	2/22
G. Functionalism	John Dewey, James Angell, H. Carr, Robert Woodworth	2/24
H. Applied Psychology: I/O	Hugo Munsterberg, Walter Dill Scott	3/2
I. Applied psychology: Mental testing	J. M. Cattell, A. Binet, Henry Goddard, David Wechsler	3/2
J. Antecedents of Behaviorism	Edward L. Thorndike, Ivan Pavlov	3/21
K. Behaviorism	John Watson, Mary Cover Jones	3/21
L. Behaviorism after Watson	B. F. Skinner, E. Tolman, Edwin Guthrie, Clark Hull, Albert Bandura, Julian Rotter	3/23 or 3/28
M. Gestalt Psychology	Max Wertheimer, Kurt Koffka, Wolfgang Kohler, Kurt Lewin	3/16
N. Psychoanalysis	Sigmund Freud	4/4
O. Psychoanalysis after Freud	Anna Freud, C. Jung, A. Adler, K. Horney, G. Allport, Henry Murray, Erik Erikson	4/4 or 4/6
P. Clinical Psychology	Lightner Witmer	4/6
Q. Humanistic Psychology	Abraham Maslow, Carl Rogers	4/6
R. Cognitive Psychology	George Miller, Ulric Neisser, many contemporary psychologists	4/11
S. Women in the history of psychology	Leta Stetter Hollingworth, Margaret Washburn, Mary Whiton Calkins, Christine Ladd-Franklin, Ruth Howard	4/18 or 4/20
T. African-Americans in psychology	Kenneth and Mamie Phipps Clark, Ruth Howard, Claude Steele, Francis Sumner	4/25

Name: _____ Phone: _____

Preferences for Report on Original Writings:

	TOPIC LETTER	TOPIC NAME
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

Turn this in by Thursday, January 20.