

830:470

History of Psychology

MW 3:20-4:40 Fall 2012

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**Text:** L. Benjamin, A Brief History of Modern Psychology. Wiley-Blackwell (2006)  
ISBN: 9781405132060

This course surveys the development of Psychology as an academic and applied discipline chiefly in the U.S. The goal of the course is to familiarize you with the major ideas and advocates that have shaped the growth of Psychology. Although the formal discipline of Psychology did not emerge until the latter half of the 19<sup>th</sup> century, we will begin by tracing its roots in the domains of Philosophy and Physiology. Then we shall consider the rise of several “schools” of Psychology in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries and ultimately the decline of formal schools during the second half of the 20<sup>th</sup> century. The latter period has been characterized by an increasingly eclectic and interdisciplinary approach to Psychology.

In addition to chapters from the text (reading assignments on p.3), there will be supplementary readings posted at the Sakai site for this class. These readings are brief articles or excerpts from original writings by some of the early psychologists.

Power point slides are posted in the Resources section of the Sakai site corresponding to the date and topics to be covered in class. These slides contain material around which the class discussion and lecture will focus.

**Evaluation:** Your grade will be based on the number of points you accumulate. Points are earned from:

6 quizzes (each worth 20 points; 5 highest quizzes count toward grade)	100 points
Final paper	30 points
First class exercise	5 points

Your final grade will be based on a total of 135 points (5 highest quizzes, final exam, class exercise).

**Quizzes:** Quizzes will focus on the ideas, research, and people discussed in class (much of which is also in the text). The purpose of having frequent quizzes is to ensure that you are keeping pace with the class material and readings. Each quiz will consist of some combination of multiple choice, matching, or short answer items. Quizzes will be scored and returned one week after administration. If you take all 6 quizzes, I will count the 5 highest scores. If you miss a quiz, you receive a 0 for that quiz, so the first quiz you miss will be the quiz that is dropped in the calculation of your grade. Let me repeat for emphasis: the first missed quiz (regardless of reason) will be the automatic dropped quiz. There will be NO make-ups for the first missed quiz.

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Final paper: The paper will be the final exam for the course. It is due on the date of the scheduled final exam (**noon, Friday Dec. 21**). You may submit the paper early if you wish -- 2 copies, a paper copy and an electronic copy. Once again, please note that both the paper and electronic copies are due no later than noon on Friday Dec. 21.

*Details of Paper assignment:* Given that you have taken multiple psychology courses, you have surely been exposed to some ideas and research that have piqued your interest and, perhaps, will serve as a basis for your career. The purpose of the paper is to trace the development of the research or phenomenon that interests you over the past century as Psychology has emerged as a discipline.

Your assignment is to select an empirical or theoretical paper that discusses a specific topic in any area of psychology. Then you are to trace the development of research on that question or phenomenon over the past century. **A one paragraph description of your topic along with a reference to the article is due on October 31 (paper copy to be handed in at class or in my mailbox; no email submission).**

Examples of topics: Use of fear in persuasion, Conformity, Helping, Aggression, Localization of brain functions, Neural transmission, Short term memory. Perceptual illusions, Obsessive-compulsive disorder, Phobia, Intelligence, Moral development, etc.....

(Note, these examples are just off the top of my head. You are free to pick any topic of your choosing so long as it is grounded in Psychology.)

*Content of paper:*

1. Begin with a description of a recent article (within past 20 years) that will serve as your basis for “going back” to trace the development of the work.
2. In your paper summarize the methods and research findings as your topic has developed. Note changes in methods and findings that have occurred over the years.
3. Relate your observations to other trends in Psychology during the time periods of the articles (for this you can rely on the book and class notes).

*Format:*

1. Paper should be written in APA style.
2. Length of paper: approximately 15 pages of text + references.

**Two requests:**

1. Don't wait until end of course to see me for advice on how to improve your grade. There is **no** extra credit.
2. To make class as pleasant as possible for your fellow students, please turn off your cell phones and sit at the back of the class if you plan to leave early.

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List of Topics and Readings:

Date	Topic	Text Chapter	Readings
9/5	Overview and 5 point class exercise		
<i>Part 1: Roots of Psychology: Philosophy</i>			
9/10-12	Pre-Enlightenment		
9/17-19	Enlightenment to 19 <sup>th</sup> century		
<b>9/24</b>	<b>Quiz 1: classes 9/6-20</b>		
<i>Part 2: Roots of Psychology: Physiology and Natural Science</i>			
9/24-26	Brain Mapping and Psychophysics	1, 2	
10/1-3	Evolution and Intelligence		1
<b>10/8</b>	<b>Quiz 2: chapter 1, 2, readings 1-2, and classes 9/27-10/7</b>		
<i>Part 3: Founding of Psychology and First Schools</i>			
10/8-10	Voluntarism and Structuralism	3, 5 (to p.84)	2
10/15-17	Functionalism	4, 5 (p.84 to end)	3
<b>10/22</b>	<b>Quiz 3: chapters 3, 4, 5, readings 3-6, and classes 10/11-21</b>		
10/22	Emergence of Psychology as a Profession	6	4, 5
10/24-29	Psychoanalytic Psychology	7	6
<b>10/31</b>	<b>Quiz 4: chapters 6, 7, readings 7-11. and classes 10/25-11/1</b> <b>Paper topic due</b>		
<i>Part 4: Major 20<sup>th</sup> Century Schools of Psychology</i>			
10/31-11/5	Behaviorism	8	7, 8
11/7-12	Neobehaviorism & Radical Behaviorism		9
11/14-19	Gestalt Psychology	11 (pp.196-203)	10
<b>11/26</b>	<b>Quiz 5: chapter 8, 11 (196-203), readings 12-18, and classes 11/4-18</b>		
11/26-28	Humanistic (Third Force) Psychology	9	11
<i>Part 5: Psychology at the end of the 20<sup>th</sup> Century</i>			
12/3	Social Action Research	10	12
12/5-10	Psychology as Areas	11 (p. 204 to end)	13
<b>12/12</b>	<b>Quiz 6: chapters 9, 10, 11 (204-end), readings 19-24, and classes 11/29-12/9</b>		
<b>12/23</b>	<b>Final Paper due by noon - paper copy in my mailbox at 101 Tillett and email submission of paper [Word .doc attachment] to <a href="mailto:dawilder@rci.rutgers.edu">dawilder@rci.rutgers.edu</a></b>		

### Index of Readings

Numbered readings below correspond to reading assignment numbers on the *List of Topics and Readings*. Reading can be accessed at web address provided. All readings are taken from Classics in the History of Psychology (<http://psychclassics.yorku.ca>).

1. **Binet, Alfred.** (1905/1916). [New methods for the diagnosis of the intellectual level of subnormals](#). In E. S. Kite (Trans.), *The development of intelligence in children*. Vineland, NJ: Publications of the Training School at Vineland. (Originally published 1905 in *L'Année Psychologique*, 12, 191-244.)  
<http://psychclassics.yorku.ca/Binet/binet1.htm>
2. **Cattell, James McKeen.** (1928). [Early psychological laboratories](#). *Science*, 67, 543- 548.  
<http://psychclassics.yorku.ca/Cattell/earlylabs.htm>
3. **James, William.** (1884). [What is an emotion?](#) *Mind*, 9, 188-205.  
<http://psychclassics.yorku.ca/James/emotion.htm>
4. **First two meetings of APA - 1892 and 1893**  
<http://psychclassics.yorku.ca/APA/meeting1.htm>  
<http://psychclassics.yorku.ca/APA/meeting2.htm>
5. **Fullerton, Hugh S.** (1921). [Why Babe Ruth is greatest home-run hitter](#). *Popular Science Monthly*, 99 (4), 19-21, 110.  
<http://psychclassics.yorku.ca/Fullerton/>
6. **Freud, Sigmund.** (1910). [The origin and development of psychoanalysis](#). *American Journal of Psychology*, 21, 181-218. (5 lectures)  
<http://psychclassics.yorku.ca/Freud/Origin/index.htm>
7. **Watson, John B.** (1913). [Psychology as the behaviorist views it](#). *Psychological Review*, 20, 158-177  
<http://psychclassics.yorku.ca/Watson/views.htm>
8. **Watson, John B. & Rayner, Rosalie.** (1920). [Conditioned emotional reactions](#). *Journal of Experimental Psychology*, 3, 1-14.  
<http://psychclassics.yorku.ca/Watson/emotion.htm>
9. **Tolman, Edward, C.** (1948). [Cognitive maps in rats and men](#). *Psychological Review*, 55(4), 189-208.  
<http://psychclassics.yorku.ca/Tolman/Maps/maps.htm>

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10. **Wertheimer, Max.** (1938). [Laws of organization in perceptual forms](http://psychclassics.yorku.ca/Wertheimer/Forms/forms.htm). In W. Ellis, W (Ed. & Trans.), *A source book of Gestalt psychology* (pp. 71-88). London: Routledge & Kegan Paul. (Original work published in 1923 as Untersuchungen zur Lehre von der Gestalt II, in *Psychologische Forschung*, 4, 301-350.)  
<http://psychclassics.yorku.ca/Wertheimer/Forms/forms.htm>

11. **Maslow, Abraham H.** (1943). [A theory of human motivation](http://psychclassics.yorku.ca/Maslow/motivation.htm). *Psychological Review*, 50, 370-396.  
<http://psychclassics.yorku.ca/Maslow/motivation.htm>

12. **Hollingworth, Leta S.** (1916). [Social devices for impelling women to bear and rear children](http://psychclassics.yorku.ca/Hollingworth/children.htm). *American Journal of Sociology*, 22, 19-29.  
<http://psychclassics.yorku.ca/Hollingworth/children.htm>

13. **Miller, George A.** (1956). [The magical number seven, plus or minus two: Some limits on our capacity for processing information](http://psychclassics.yorku.ca/Miller/). *Psychological Review*, 63, 81-97.  
<http://psychclassics.yorku.ca/Miller/>