

830:470

History of Psychology

TF 10:20-11:40 Spring 2014
Tillett 257

D. Wilder

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TA:

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Office hours: T 1-2 and by appointment

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

This course surveys the growth of Psychology as an academic and applied discipline chiefly in the U.S. The goal of the course is both to familiarize you with the major ideas that have shaped the development of Psychology and to provide a context for the directions Psychology has taken over the past century. Although the formal discipline of Psychology did not emerge in the U.S. until late in the 19th 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 19th and early 20th centuries and ultimately the decline of formal schools during the second half of the 20th 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 are supplementary readings available at the websites listed on p. 4 of the syllabus. These readings are 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 topics to be covered in class. These slides contain material around which the class 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
7 abstracts (3 points each)	21 points
Final exam	24 points
Total points	145
Extra credit: 2 additional abstracts (6 points maximum)	

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 will 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.**

Abstracts: There are 9 supplementary readings (p. 4 below). These are articles or portions of papers written by some of the psychologists whose work we will note in class. The purpose of assigning these readings is to expose you to the thoughts and writing styles of past psychologists. A brief abstract (maximum of one page double spaced) will be due on the date listed next to the article number on the syllabus (p. 3). You are required to do abstracts on 7 of the 9 readings. You may do an 8th and 9th abstract for extra credit (3 points possible for each). Each abstract must be submitted by 5 p.m. on the due date for that reading. Submit your abstracts to the TA by email. The abstract should be in the body of the email or attached as a Word document. Late abstracts will NOT be accepted. An abstract will be awarded 3 points if it accurately summarizes the article; no points if it does not.

Final Exam: Eight essay questions will be posted at sakai on the last day of class (5/2). You will have the time between 5/2 and 5/14 (date of final) to prepare answers to the questions. At the final exam I will select 4 of those questions for you to answer. (You are encouraged to prepare answers in advance, but you may not bring them or any notes to the exam.) The questions on the final exam will focus on the major themes and competing views of psychology that emerged during the 19th and 20th centuries.

Grading: My preference is to use the following simple, straightforward scale:
A = 131 and above (90%), B+ = 126-130 (87%), B = 116-125 (80%), C+ = 112-115 (77%), C = 102-114 (70%), D = 87-101 (60%). However, I may adjust the scale downward depending on how well the class does. The final grade cutoffs will be no higher than those listed above.

Miscellaneous:

- 1. The only extra credit is the potential for 3 or 6 extra points if you complete an 8th or 9th abstract.**
2. To minimize class disruption, please turn off your cell phones and sit at the back of the class if you plan to leave early. Please do not disturb others by using your cell phone in class for any purpose.
3. Attendance: I do not require attendance; however, I will occasionally take attendance to get a sense of who regularly comes to class. This information is useful when discussing performance with students.

Topics and Readings

Date	Topic	Text Chapters	Readings (date due)
1/21	Overview and class exercise		
<i>Part 1: Roots of Psychology: Philosophy</i>			
1/24-	Pre-Enlightenment		
1/28-31	Enlightenment to 19 th century		
2/4	Quiz 1: classes 1/21-1/31		
<i>Part 2: Roots of Psychology: Physiology and Natural Science</i>			
2/4-7-11	Brain Mapping and Psychophysics	1, 2	
2/14-18	Evolution and Intelligence		1 (2/18)
2/21	Quiz 2: chapter 1, 2, reading 1, and classes 2/4-2/18		
<i>Part 3: Founding of Psychology and First Schools</i>			
2/21-25	Voluntarism and Structuralism	3, 5 (to p.84)	
2/28-3/4	Functionalism	4, 5 (p.84 to end)	2 (3/4)
3/7	Quiz 3: chapters 3, 4, 5, reading 2, and classes 2/21-3/4		
3/7	Emergence of Psychology as a Profession	6	3 (3/7)
3/11-14-25	Psychoanalytic Psychology	7	4 (3/14)
3/28	Quiz 4: chapters 6, 7, readings 3-4, and classes 3/7-3/25		
<i>Part 4: Major 20th Century Schools of Psychology</i>			
3/28-4/4	Behaviorism	8	5 (4/4)
4/8-11	Neobehaviorism & Radical Behaviorism		6 (4/8)
4/15	Gestalt Psychology	11 (pp.196-203)	7 (4/15)
4/18	Quiz 5: chapter 8, 11 (196-203), readings 5-7, and classes 3/28-4/15		
4/18-22	Humanistic (Third Force) Psychology	9	8 (4/22)
<i>Part 5: Psychology in the latter decades of the 20th Century</i>			
4/25	Social Action Research	10	9 (4/25)
4/29-5/2	Psychology as Areas of Interest	11 (p. 204 to end)	
5/2	Quiz 6: chapters 9, 10, readings 8-9, and classes 4/18-4/29		
5/14	Final Exam 8:00-11:00 a.m. (Tillett 257)		

Readings

Numbered readings below correspond to reading assignment numbers on the previous page. Readings can be accessed at web addresses 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. **James, William.** (1884). [What is an emotion?](#) *Mind*, 9, 188-205.
<http://psychclassics.yorku.ca/James/emotion.htm>
3. **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/>
4. **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>
5. **Watson, John B.** (1913). [Psychology as the behaviorist views it](#). *Psychological Review*, 20, 158-177
<http://psychclassics.yorku.ca/Watson/views.htm>
6. **Tolman, Edward, C.** (1948). [Cognitive maps in rats and men](#). *Psychological Review*, 55(4), 189-208.
<http://psychclassics.yorku.ca/Tolman/Maps/maps.htm>
7. **Wertheimer, Max.** (1938). [Laws of organization in perceptual forms](#). 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>
8. **Maslow, Abraham H.** (1943). [A theory of human motivation](#). *Psychological Review*, 50, 370-396.
<http://psychclassics.yorku.ca/Maslow/motivation.htm>
9. **Hollingsworth, Leta S.** (1916). [Social devices for impelling women to bear and rear children](#). *American Journal of Sociology*, 22, 19-29.
<http://psychclassics.yorku.ca/Hollingsworth/children.htm>