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Office hours: M 1-2 and by appointment

Text: L. Benjamin, *A Brief History of Modern Psychology*. Wiley-Blackwell (2014)
(or an earlier edition published in 2006 or 2007)

This course surveys the growth of Psychology as an academic and applied discipline chiefly in the U.S. The goals of the course are 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. They do not cover all the course material and are not a substitute for coming to class.

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

6 quizzes (each worth 15 points; 5 highest quizzes count toward grade)	75
Final exam	30
Group power point presentation	20
Attendance	10
Total possible points	135

(Note: There is no extra credit.)

Quizzes: Quizzes will focus on the material discussed in class, the textbook, and the readings. 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 within one week. If you take all 6 quizzes, I will count the 5 highest scores. **If you miss a quiz (regardless of reason), 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. If you miss a second quiz, then a make-up will be given providing that you have an acceptable excuse (e.g., illness with documentation). Quizzes will be given at the beginning of the class period. You will have 20 minutes to complete each quiz.**

Final Exam: Six essay questions will be posted on sakai during the last week of classes.. You will have the time between then and the scheduled final exam to prepare answers to the questions. At the final exam I will select three of those questions (each worth 10 points) for you to answer. (You are encouraged to prepare answers in advance, but you may not bring them or any notes to the exam.)

Group Presentation: Based on your interests you will be assigned to small groups (~4 persons). Each group will present a 15 minute review that traces the history of a specific topic in Psychology accompanied by power points. Presentations will be followed by 5-10 minutes of questions and discussion with the class. The purpose of this assignment is to discover how issues in Psychology that interest you have developed over the life of the discipline and to encourage you to think about how those interests can be linked to other work in Psychology.

Attendance: Attendance will be taken at the beginning of every class. For each class you attend, you will earn ½ of a point up to a maximum of 10 points (20 classes).

Grading: My preference is to use the following simple, straightforward scale:
A = 122 and above (90%), B+ = 117-121 (87%), B = 108-116 (80%), C+ = 103-107 (77%), C = 94-102 (70%), D = 81-93 (60%). However, I may adjust the scale depending on how well the class does. The final grade cutoffs will be no higher than those listed above.

Classroom behavior: To minimize disruption, please turn off your cell phones. Feel free to ask questions and add relevant information from other classes.

Academic integrity: Simple: don't cheat on exams; don't plagiarize the work of others when presenting your group projects. Briefly, plagiarism occurs when a person takes the ideas or writings of others and uses them without acknowledging the sources.

Topics and Readings

Date	Topic	Text Chapters	Readings
9/3	Overview, class questionnaire, beginnings		
9/8	No class		
<i>Part 1: Roots of Psychology: Mental Philosophy</i>			
9/10	Pre-Enlightenment		
9/14-17	Enlightenment and 19 th century	1	
9/21	Quiz 1: chapter 1 and classes 9/3-17		
<i>Part 2: Roots of Psychology: Physiology and Natural Science</i>			
9/21-28	Brain Mapping and Psychophysics	2	
10/1-8	Evolution and Intelligence		1, 2
10/5	Quiz 2: chapter 2 and classes 9/21-10/1		
<i>Part 3: First Schools of Psychology</i>			
10/12	Voluntarism and Structuralism	3, 5	
10/15	Functionalism	4	3
10/15	Quiz 3: chapter 3, 5 (Structuralism) readings 1, 2 and classes 10/5-12		
10/19	Emergence of Psychology as a Profession	6	4
10/22-26	Psychoanalytic Psychology	7	5
10/26	Quiz 4: chapters 4, 6 readings 3, 4 and classes 10/15-19		
<i>Part 4: Major 20th Century Schools of Psychology</i>			
10/29	Behaviorism	8	6, 7
11/2-5	Neobehaviorism & Radical Behaviorism		8
11/9	Quiz 5: chapters 7, 8, readings 5-8 and classes 10/26-11/5		
11/9	Gestalt Psychology	11	9
11/12-16	Humanistic (Third Force) Psychology	9	10, 11
11/19	Quiz 6: chapters 9, 11 readings 9-11 and classes 11/9-16		
<i>Part 5: Psychology in the 20th Century</i>			
11/19-23	Social Action Research	10	
11/30-12/7	Class presentations		
12/10	Psychology in 2 nd half of the 20 th century		12
12/16	Final Exam 12-3 pm		

Readings

Numbered readings below correspond to *Readings* listed on the previous page. These readings can be accessed at web addresses provided below. All readings are taken from Classics in the History of Psychology (<http://psychclassics.yorku.ca>).

1. **Darwin, Charles.** (1874). *The descent of man*. Part One: Descent or Origin of Man (ch 5). <http://psychclassics.yorku.ca/Darwin/Descent/descent5.htm>
2. **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>
3. **James, William.** (1884). [What is an emotion?](#) *Mind*, 9, 188-205.
<http://psychclassics.yorku.ca/James/emotion.htm>
4. **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/>
5. **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>
6. **Watson, John B.** (1916). [Behavior and the concept of mental disease](#). *Journal of Philosophy, Psychology, and Scientific Methods*, 13, 589-597.
<http://psychclassics.yorku.ca/Watson/mental.htm>
7. **Watson, John B. & Rayner, Rosalie.** (1920). [Conditioned emotional reactions](#). *Journal of Experimental Psychology*, 3, 1-14.
<http://psychclassics.yorku.ca/Watson/emotion.htm>
8. **Breland, Keller & Breland, Marian.** (1961). [The misbehavior of organisms](#). *American Psychologist*, 16, 681-684.
<http://psychclassics.yorku.ca/Breland/misbehavior.htm>
9. **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>

10. **Eysenck, Hans J.** (1952). [The effects of psychotherapy: An evaluation](http://psychclassics.yorku.ca/Eysenck/psychotherapy.htm). *Journal of Consulting Psychology*, 16, 319-324
<http://psychclassics.yorku.ca/Eysenck/psychotherapy.htm>

11. **Szasz, Thomas S.** (1960). [The myth of mental illness](http://psychclassics.yorku.ca/Szasz/myth.htm). *American Psychologist*, 15, 113-118
<http://psychclassics.yorku.ca/Szasz/myth.htm>

12. **Bruner, Jerome S. & Goodman, Cecile C.** (1947). [Value and need as organizing factors in perception](http://psychclassics.yorku.ca/Bruner/Value/). *Journal of Abnormal and Social Psychology*, 42, 33-44.
<http://psychclassics.yorku.ca/Bruner/Value/>