

830:470

History of Psychology

MTH 10:20-11:40 Fall 2016

D. Wilder

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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 in the Western world with a focus on 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 paths Psychology has taken over the past century. Although the formal discipline of Psychology did not emerge until late in 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 these 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 (p. 4), there are supplementary readings listed on pp.5-6 of the syllabus. These readings are articles or excerpts from writings by psychologists who will be discussed in class.

Power point slides are posted in the Resources section of the sakai site corresponding to the class topics. They do not cover all the course material and are not a substitute for attending class.

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

	<u>Points</u>	<u>% of total points</u>
2 hourly exams (50 points each)	100	57%
Final exam (30 points)	30	17%
Abstracts from 8 articles (3 pts. each)	24	14%
Attendance	10	6%
2 Class surveys (5 points each)	10	6%
<b>Total possible points</b>	<b>174</b>	

**(Note: There is no extra credit.)**

**Hourly exams:** Each exam will consist of some combination of multiple choice, matching, or short answer items. **If you miss an exam, a make-up will be given providing that you have an acceptable excuse (e.g., illness with documentation). I have tried to avoid religious holidays when scheduling the exams. However, if I have missed one that applies to you, it is your obligation to let me know before the exam that you will not be in class. A make-up exam must be completed within a week of the original exam. The TA will handle make-up exams. If you miss an exam and do not promptly contact the TA within 24 hours of the exam, you forfeit the opportunity for a make-up.**

**Final Exam:** A set of essay questions will be posted at sakai during the last week of classes. You will have the time between then and the scheduled final exam (**12/20 12-3 pm**) to prepare answers. At the final exam I will select a subset of those questions for you to answer. You should prepare answers in advance, but you may not bring them or any notes to the exam.

**Attendance:** Attendance will be taken at every class. For each class you attend (except the two exam dates – 10/31, 12/8), you will earn ½ of a point up to a maximum of 10 points (attending 20 classes).

**Class surveys:** There will be 2 class surveys. The first will take place during the initial class; the 2<sup>nd</sup> later in the semester. I will announce the 2<sup>nd</sup> one in advance.

**Abstracts:** There are 14 supplementary readings for the course. Submit an abstract of any 8 of the readings. Each abstract should summarize the key points the author makes and be no longer than 1 page. **Abstracts are due on the dates listed next to the Readings below. Abstracts are to be emailed to me NO LATER THAN 10 A.M. ON THE DUE DATE. (The date and time that appears in the email I receive will be used to determine whether the abstract is on time or late.) Late abstracts will not receive credit. Keep a copy of your email submissions.** (If you do an abstract for reading 7, you only need to do an abstract for 1 of the 5 lectures in Freud's talks.)

**Grading:** My preference is to use the following straightforward scale:  
A = 156 and above (90%), B+ = 151-155 (87%), B = 139-150 (80%), C+ = 133-138 (77%), C = 121-132 (70%), D = 104-120 (60%). However, I may adjust the scale depending on class performance. The final grade cutoffs will be no higher than those listed above.

**Sakai site:** The Resources tab at the course sakai site contains some of the power points that will be covered in class. I suggest you print them and bring them to the relevant classes to use as a foundation for the material covered in class. In addition, announcements will be posted at sakai for any changes that may occur in assignments or classes during the semester. Exam and assignment scores will be posted at gradebook.

**Classroom behavior:** To minimize disruption to others and to protect my fragile ego, please do not use your phone or computer for tasks unrelated to the course. Feel free to ask questions and add relevant information from other classes.

**Rutgers Academic Integrity Policy:**

<http://academicintegrity.rutgers.edu/academic-integrity-policy/>

Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

All suspected cases of cheating and plagiarism will be referred to the Office of Judicial Affairs. The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy>

Rutgers definition of plagiarism:

Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate

indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.

Additional resources for information on plagiarism:

*The Camden Plagiarism Tutorial (INTERACTIVE):*

<http://library.camden.rutgers.edu/EducationalModules/Plagiarism/>

*Consult Don't Plagiarize: Document Your Research! For tips about how to take notes so that you don't plagiarize by accident.* [http://www.libraries.rutgers.edu/avoid\\_plagiarism](http://www.libraries.rutgers.edu/avoid_plagiarism)

<http://academicintegrity.rutgers.edu/resources-for-students>

### **Student-Wellness Services:**

#### **Just In Case Web App**

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

#### **Counseling, ADAP & Psychiatric Services (CAPS)**

**(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)**

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

#### **Violence Prevention & Victim Assistance (VPVA)**

**(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)**

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

#### **Disability Services**

**(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

#### **Scarlet Listeners**

**(732) 247-5555 / <http://www.scarletlisteners.com/>**

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

**Topics and Readings**

<u>Date</u>	<u>Topic</u>	<u>Chapters</u>	<u>Readings</u>
<b><i>Part 1: Roots of Psychology: Mental Philosophy</i></b>			
9/8	Overview, class questionnaire		
9/12-15	Greek Philosophy, Scholasticism, Renaissance		
9/19-22	Enlightenment to Romanticism (19 <sup>th</sup> century)	1	
<b><i>Part 2: Roots of Psychology: Physiology and Natural Science</i></b>			
9/26-9/29	Physiological Roots	2	
10/3-6	Psychophysics		
10/10-13	Evolution and Intelligence		1, 2, 3
<b><i>Part 3: First Schools of Psychology</i></b>			
10/17-20	Voluntarism and Structuralism	3, 5	
10/24-27	Functionalism	4	4, 5
<b>10/31</b>	<b>Exam 1: chapters 1, 2, 3, 4, 5 and classes 9/12-10/27</b>		
11/3	Emergence of Psychology as a Profession	6	6
11/7-10	Psychoanalytic Psychology	7	7
<b><i>Part 4: Major 20<sup>th</sup> Century Schools of Psychology</i></b>			
11/14-17	Behaviorism	8	8, 9
11/21-22	Neobehaviorism & Radical Behaviorism		10, 11
11/28	Gestalt Psychology	11	12, 13
12/1-5	Humanistic (Third Force) Psychology	9	14
<b>12/8</b>	<b>Exam 2: chapters 6, 7, 8, 9, 11 and classes 11/3-12/5</b>		
<b><i>Part 5: Psychology in the 20<sup>th</sup> Century</i></b>			
12/12	Social Action Research	10	
	Contemporary Psychology		
<b>12/20 Tuesday</b>	<b>Final Exam 12-3 pm</b>		

## 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>).

**Abstracts:** Submit an abstract of any 8 of the readings. Each abstract should summarize the key points the author makes and be no longer than 1 page. **Abstracts are due on the dates listed next to the Readings below. Abstracts are to be emailed to me AND to the TA NO LATER THAN 10 A.M. ON THE DUE DATE. (The date and time that appears in the email I receive will be used to determine whether the abstract is on time or late.) Late abstracts will not receive credit. Keep a copy of your email submissions.** (If you do an abstract for reading 7, you only need to do an abstract for 1 of the 5 lectures in Freud's talks.)

1. **Darwin, Charles.** (1874). [The descent of man](http://psychclassics.yorku.ca/Darwin/Descent/descent5.htm). Part One: Descent or Origin of Man (ch 5). <http://psychclassics.yorku.ca/Darwin/Descent/descent5.htm> *Due 10/10, 10 a.m.*
2. **Binet, Alfred.** (1905/1916). [New methods for the diagnosis of the intellectual level of subnormals](http://psychclassics.yorku.ca/Binet/binet1.htm). 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> *Due: 10/13, 10 a.m.*
3. **Terman, Lewis M.** (1916). The uses of intelligence tests. *The measurement of intelligence* (Chapter 1). Boston: Houghton Mifflin. <http://psychclassics.yorku.ca/Terman/terman1.htm> *Due: 10/13, 10 a.m.*
4. **James, William.** (1884). [What is an emotion?](http://psychclassics.yorku.ca/James/emotion.htm) *Mind*, 9, 188-205. <http://psychclassics.yorku.ca/James/emotion.htm> *Due: 10/24, 10 a.m.*
5. **Munsterberg, Hugo** (1893) Psychological Laboratory of Harvard University. <http://psychclassics.yorku.ca/Munster/Lab/> *Due: 10/27, 10 a.m.*
6. **Fullerton, Hugh S.** (1921). [Why Babe Ruth is greatest home-run hitter](http://psychclassics.yorku.ca/Fullerton/). *Popular Science Monthly*, 99 (4), 19-21, 110. <http://psychclassics.yorku.ca/Fullerton/> *Due: 11/3, 10 a.m.*
7. **Freud, Sigmund.** (1910). [The origin and development of psychoanalysis](http://psychclassics.yorku.ca/Freud/Origin/index.htm). *American Journal of Psychology*, 21, 181-218. (5 lectures) <http://psychclassics.yorku.ca/Freud/Origin/index.htm> *Due: 11/10, 10 a.m.*

8. **Watson, John B.** (1916). [Behavior and the concept of mental disease](http://psychclassics.yorku.ca/Watson/mental.htm). *Journal of Philosophy, Psychology, and Scientific Methods*, 13, 589-597.  
<http://psychclassics.yorku.ca/Watson/mental.htm> *Due: 11/14, 10 a.m.*
9. **Watson, John B. & Rayner, Rosalie.** (1920). [Conditioned emotional reactions](http://psychclassics.yorku.ca/Watson/emotion.htm). *Journal of Experimental Psychology*, 3, 1-14.  
<http://psychclassics.yorku.ca/Watson/emotion.htm> *Due: 11/14, 10 a.m.*
10. **Breland, Keller & Breland, Marian.** (1961). [The misbehavior of organisms](http://psychclassics.yorku.ca/Breland/misbehavior.htm). *American Psychologist*, 16, 681-684.  
<http://psychclassics.yorku.ca/Breland/misbehavior.htm> *Due: 11/22, 10 a.m.*
11. **Harlow, Harry F.** (1958). The nature of love. *American Psychologist*, 13, 673-685.  
<http://psychclassics.yorku.ca/Harlow/love.htm> *Due: 11/22, 10 a.m.*
12. **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> *Due: 11/28, 10 a.m.*
13. **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/> *Due: 11/28, 10 a.m.*
14. **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> *Due: 12/1, 10 a.m.*