

Psychology 480: History and Systems of Psychology
105 Morrill 12:00 – 12:50 MWF

Spring 2010

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Required Textbook: Hunt, M. (2007). *The Story of Psychology*. (2nd ed.) New York: Anchor.

Required Readings: In order to keep the costs down for students, I am using a trade paperback supplemented by web-based readings, rather than a regular textbook. Readings are listed in the syllabus, and posted/linked on the BlackBoard website for this course. (Note: Readings are posted under *Course Documents/Journal articles and other readings*. There are more readings posted than are actually required for the class.) *This course relies heavily on Blackboard, so you should be familiar with it. If you need help, let me know by phone or email.*

Course Description: Historical development of scientific psychology. Emphasis on the development of various systems of psychology in America. Capstone experience. Prereq: PSYC 351 or Senior standing.

Course Objectives:

1. Survey the historical development of modern psychology, starting with its roots in philosophy and natural science. A major focus will be on experimental psychology as it began in 19th century German universities and continued in America. Another main focus will be on the development of clinical psychology.
2. Read original work by significant historical figures in psychology, as well as original papers by historians. These will furnish material for lecture, discussion, a book report, and term paper.
3. Make the history of psychology personally relevant to you. For the class paper, you will choose a topic in psychology in which you have a strong interest, and examine it from a historical perspective.
4. Have fun. The history of psychology is full of interesting people, events, and controversies. By the time we're done with this class, I hope you'll agree that the history of psychology is important and far from boring.

Evaluation procedures: Grades will be based on a total of 600 points. There will be four exams, a class paper, quizzes, and a book report. The exams and the paper are each worth 100 points, 40 points will be allocated to quizzes on assigned reading, 50 points to a book report (or optional group project). I also require you to complete an on-line tutorial on plagiarism (<http://www.indiana.edu/~istd/>), for 10 points. I expect you to keep up with lectures and assignments, including reading the assigned material before lecture. Grades are assigned on basis of percentage of total points (90%=A, 80%=B, 70%=C, etc.)

Missed exams/Late Assignments: Please let me know *beforehand* if you have to miss a scheduled exam or can't complete an assignment on time. We will work something out. Letting me know *after* you don't show up will have worse consequences.

Academic Dishonesty: *Cheating and plagiarism will not be tolerated.* Depending on the severity of the offense, penalties can range from failure for an assignment to failure for the class. Coursework must be completed in a manner consistent with NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct (<http://www.ndsu.nodak.edu/policy/335.htm>). The definitions of cheating and plagiarism used in this course are attached to the end of this syllabus.

Special needs: Any students who need special accommodations for learning or who have special needs should share these concerns or requests with the instructor.

Syllabus – readings are indicated for each topic, and should be completed in advance of the

lecture. Key: **BB**=Article posted or linked on BlackBoard website for this course; **SP#** = Story of Psychology/chapter number; **CL**=Classics in the History of Psychology website: <http://psychclassics.yorku.ca/> .

The **UNITs** indicated on the syllabus are groups of related material that indicate a rough timeline for the course. Each **UNIT** should take about 1-2 weeks.

I. Introduction: History & Historiography of Psychology **UNIT 1**

BB: The New History of Psychology: A Review and Critique – *B. Lovett*

BB: The Origins of the Psychological Experiment as a Social Institution - *K. Danziger*

II. The Origins of Psychology **UNIT 2**

A. Philosophy

SP: Prologue

SP1: The Conjecturers

SP2: The Scholars

SP3: The Protopsychoanalysts

B. Mesmerism, Phrenology, Physiology, & Psychophysics

SP4: The Physicalists

C. Darwin and the Theory of Natural Selection

Google Video: *Darwin's Dangerous Idea*, [Part 1](#) & [Part 2](#) (2001):

Also see American Museum of Natural History on-line exhibit: **Darwin**

<http://www.amnh.org/exhibitions/darwin/>

EXAM 1 **Monday, February 8**

III. Pioneers of Modern Psychology

BB: The Origins of the Psychological Experiment as a Social Institution
- *K. Danziger*

A. Wundt and German Psychology **UNIT 3**

SP5: First Among Equals: Wundt

BB: Wundt's American Doctoral Students – *L. Benjamin, M. Durkin, M. Linke, M. Vestal, & J. Acord*

B. James and American Psychology **UNIT 4**

SP6: The Psychologist *Malgré Lui*: William James

BB: The Productive Paradoxes of William James – *G. Allport*

Other American Pioneers

1. G. Stanley Hall

2. The First Women and Minority Psychologists

BB: Placing Women in the History of Psychology: The First American Women Psychologists - *L. Furumoto & E. Scarborough*

BB: Francis Cecil Sumner: Father of Black American Psychologists – *R. Guthrie*

C. Freud and Psychoanalysis

SP7: Explorer of the Depths: Sigmund Freud

BB: The Return of the Repressed: Psychology's Problematic Relations With Psychoanalysis, 1909-1960 – *G. Hornstein*

UNIT 5

EXAM 2 **Monday, March 8**

➔ **Book Report due week of Exam 2**

IV. The Growth of Scientific Psychology

UNIT 6

A. Brass Instrument Psychology

BB: The Psychology Laboratory at the Turn of the 20th Century – *L. Benjamin*

BB: Psychological Instruments at the Turn of the Century – *R. Evans*

B. Structuralism & Functionalism: Foundations of American Psychology

CL: Titchener, Edward B. (1898a). The Postulates of a Structural Psychology. *Philosophical Review*, 7, 449-465.

<http://psychclassics.yorku.ca/Titchener/structuralism.htm>

CL: Angell, James Rowland. (1907). The Province of Functional Psychology. *Psychological Review*, 14, 61-91.

<http://psychclassics.yorku.ca/Angell/functional.htm>

C. Behaviorism

UNIT 7

SP9: The Behaviorists

CL: Watson, J. B. (1913). Psychology as the Behaviorist Views it. *Psychological Review*, 20, 158-177.

<http://psychclassics.yorku.ca/Watson/views.htm>

CL: Watson, J. & Rayner, R. (1920). Conditioned Emotional Reactions. *Journal of Experimental Psychology*, 3, 1-14. <http://psychclassics.yorku.ca/Watson/emotion.htm>

BB: Whatever Happened to Little Albert? - *B. Harris*

D. Gestalt Psychology

UNIT 8

SP10: The Gestaltists

V. World War II and the Blossoming of Psychology

UNIT 9

BB: Psychology in the War – *W. Hunter*

BB: American Psychologists and Wartime Research on Germany, 1941-1945 – *L. Hoffman*

Google video: John Huston's [Let There Be Light \(1946\)](#)

EXAM 3 Wednesday, April 14

VI. Major Contemporary Areas

A. Clinical Psychology

UNIT 10

SP8: The Measurers

CL: Witmer, L. (1907). Clinical psychology. *Psychological Clinic*, 1, 1-9

<http://psychclassics.yorku.ca/Witmer/clinical.htm>

BB: Clinical Psychology Training: A History of Ideas and Practices Prior to 1946 – *D. Routh*

BB: The Affirmation of the Scientist-Practitioner: A Look Back at Boulder – *D. Baker & L. Benjamin*

BB: The Boulder Model's Fatal Flaw – *G. Albee*

SP17: The Psychotherapists

BB: The Effects of Psychotherapy: An Evaluation - *H. Eysenck*

BB: Morrissey, J.P. & Goldman, H.H. (1986). Care and Treatment of the Mentally Ill in the United States: Historical Developments And Reforms. *The Annals of The American Academy Of Political And Social Science*; 484; 12-27.

B. Developmental Psychology

SP 12: The Developmentalists

C. Social Psychology

SP 13: The Social Psychologists

D. Cognitive Psychology

SP 16: The Cognitivists

→ Term Paper due week before finals

FINAL EXAM **Monday, May 10, 1-3 pm**

ADDENDUM: Cheating And Plagiarism

Cheating: For the purposes of this class, cheating can be defined as any use of fraud or deceit in an attempt to influence the grade on an assignment or test.

Plagiarism (from the Modern Language Association of America Handbook, 1988, New York; 21-23):

Plagiarism is the act of using another person's ideas or expressions in your writing without acknowledging the source. In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else. You may certainly use another person's words and thoughts in your writing, but you must acknowledge the authors. Failure to do so can bring severe penalties, up to expulsion from a class.

Examples:

The most blatant form of Plagiarism is to repeat as your own someone else's sentences, more or less verbatim. Suppose, for example, that you want to use the material in the following passage, which appears on page 906 in Volume I of the *Literary History of the United States*.

The major concerns of Dickinson's poetry early and late, her "flood subjects," may be defined as the seasons and nature, death and a problematic afterlife, the kinds and phases of love, and poetry as the divine art.

If you write the following without any documentation, you have committed plagiarism:

The chief subjects of Emily Dickinson's poetry include nature and the seasons, death and the afterlife, the various types and stages of love, and poetry itself as a divine art.

But you may present the information if you credit the authors:

Gibson and Williams (1993) suggest that the chief subjects of Emily Dickinson's poetry include death, love, and poetry as a divine art.

Other forms of Plagiarism include repeating someone else's particularly apt phrase without appropriate acknowledgment, paraphrasing another person's argument as your own, and presenting another's line of thinking as though it were your own.

IF YOU HAVE ANY DOUBT ABOUT WHETHER OR NOT YOU ARE COMMITTING PLAGIARISM, CITE YOUR SOURCE OR SOURCES.

For more on plagiarism and how to avoid it, see the following websites:

<http://www.utoronto.ca/writing/plagsep.html>

<http://www.aug.edu/sociology/plagiarism.html>
<http://www.lemoyne.edu/library/plagiarism/>