

COURSE OUTLINE
Psyc 6020 -- Historical & Theoretical Foundations of Psychology A
Fall 2008 -- Thursday, 11:30-2:30, Vari Hall 1152A

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BSB 286

This course will focus on the development of scientific and applied psychologies, ca. 1850-1950.

The required readings each week typically consist of three chapters/articles. These are drawn from textbooks, from the scholarly secondary literature on the history of psychology, and from primary source historical documents. There are a number of electronic media sources as well (videos, podcasts). These will be presented in class. Most, but not all, are also available online.

Students are expected to do the required readings before each class, to attend every class, and to actively participate in class discussion every week. Starting in the fourth week, there will be weekly written assignments due on a wiki specially designed for this course. Students are expected to have completed these assignments before class in the fourth, sixth, and eighth weeks.

Textbook: Benjamin, L. T. (2007). *A Brief History of Modern Psychology*. (Blackwell)

Course Wiki: <http://www.fsc.yorku.ca/york/christo/psyc6020/wiki2008/>

"Classics in the History of Psychology" website: <http://psychclassics.yorku.ca/>,
<http://psychclassics.asu.edu/>

"This Week in the History of Psychology" podcast series: <http://www.yorku.ca/christo/podcasts/> (or iTunes)

"Toward a School of Their Own" video documentary: <http://video.google.ca/videoplay?docid=1488007330440945673&hl=en-CA>

"A School of Their Own" video documentary: <http://video.google.ca/videoplay?docid=3352007762997860688>

"An Academy in Crisis" video documentary: <http://video.google.ca/videoplay?docid=31528576023114946&hl=en-CA>

Assignments: On the first day of classes, each student will be assigned an important figure from psychology's past. Each student is expected to write a short essay (~500 words) outlining this individual's life, career, and primary significance to the history of the discipline. It is critical that this essay be *original* (based on the student's own research, not simply copied from some other source) and *rigorously referenced* (the source of every substantial claim should be identified in full). At least three independent and *credible scholarly sources* should be consulted for this essay. (Textbooks are *not* reliable sources of information. Neither is Wikipedia. Indeed, all internet material is to be used with *extreme* caution. Conventional high-quality encyclopedias (e.g. *Britannica*) are *slightly* better for basic when/where information, but are to be used with caution. Best to stick with the field's major journals (see below) and well-regarded biographies. The figure's own writings do not "count.") Prior to the fourth class of the term, this essay is to be posted on the page of the course wiki dedicated to that individual. In the fourth and sixth classes, each student will be assigned a new figure. S/he is expected to read the essay about that figure as it stands at that point of the course, select a particular issue that s/he believe requires further elaboration and improvement, do the appropriate research, and edit the essay appropriately. This secondary contributions will vary in length, but are expected to be roughly 250 words. As with the initial essay, they are to be *original* and *rigorously referenced*. They are to be posted within two weeks of being assigned (prior to the sixth and eighth classes,

respectively. (See and follow the example of the entry for Charles Sanders Peirce written and edited by the instructor.)

The historical figures to be assigned are:

Wilhelm Wundt	Edward B. Titchener	Max Wertheimer
William James	James Mark Baldwin	Wolfgang Köhler
G. Stanley Hall	James McKeen Cattell	Lightner Witmer
John B. Watson	Mary Whiton Calkins	Edward L. Thorndike
Sigmund Freud	Margaret Floy	Emil Kraepelin
Edward C. Tolman	Washburn	Hugo Münsterberg
David Shakow	Francis Galton	Robert M. Yerkes
Karl Lashley	John Dewey	Carl Jung
Gordon Allport	James Rowland Angell	B. F. Skinner
	Lewis M. Terman	

Students are strongly encouraged to edit essays over and above those assigned to them, and to start new ones as required. The ultimate aim to have members of the course produce a useful reference resource for themselves.

Course Conference: The last two weeks of the course will be reserved for a conference on the history of psychology. Scholarly conferences are a central part of academic life, and this aspect of the course is aimed at giving students some experience in this critical skill. A few other members of the York community may be invited to attend as well. Each student will make a 10-min presentation, followed by a short question-and-answer period. The topics of the presentations are to be mutually agreed upon by the student and instructor. It is crucial that they be narrow enough that something valuable can be said about them in the 10 minutes allotted. Thus, "Sigmund Freud" is an inappropriately broad topic. "The Impact of Freud's 1909 of Clark University Lectures on the American Reception of Psychoanalysis" would be better (though, note, there is a ~450-pp. book on this particular topic, so even small-looking topics can unexpectedly expand in complexity).

Evaluation: Students will be evaluated on their contributions to class discussion, their contributions to the course wiki, and their performance at the end-of-term conference (both in their own presentation, and in their discussion of others' presentations). The relative weights of these three aspects will be equal.

History of Psychology Journals

Journal of the History of the Behavioral Sciences (the venerable)

History of Psychology (managed by APA Division 26)

History of the Human Sciences (European)

American Journal of Psychology (some history of experimental psychology)

American Psychologist (some history articles, and many obituaries, which can be good sources of basic information, but beware of their overtly "celebratory" character).

See also Pickren, W. E. & Dewsbury, D. A. (2002). *Evolving perspectives on the history of psychology*. Washington, DC: APA. It is a collection of reprints of some of the best articles and chapters over the past few decades.

Reference Sources

Note: Encyclopedia entries can be good places to start, especially for basic biographical information (e.g., birth, death, degrees, academic positions, titles of major works) but the entries are often written by non-specialists, and so interpretations can be superficial, and occasionally be absurdly wrong.

Encyclopedia of Psychology (APA./Oxford) on-line at York library *Biographical Dictionary of Psychology*

(L. Zusne, Ed.; older but still useful) *Dictionary of Scientific Biography* (older now, but still useful)

Oxford Dictionary of National Biography (British) online at York library

American National Biography

The Canadian Encyclopedia (Hurtig) on-line at York library

Encyclopedia Britannica (if you *must* use a wholly general source) on-line at York library

Biographies

Biographies are an essential resource, but when they vary wildly in quality. Find the one that historians use (e.g., Buckley's biography of J.B. Watson over others). Check the book reviews (in *Contemporary Psychology*/PsycCRITIQUES), or ask someone who knows.

See bottom of Don Dewsbury's term paper guidelines for enormous list of sources:

<http://www.psych.ufl.edu/~dewsbury/termpapers.htm>

Schedule

Week	Topic	Textbook	Secondary Source	Primary Source (on CHP)	Media	Assignments
11 Sept	Introduction				[teach wiki]	(assign 1st figs.)
18 Sept	Philosophical & popular background	Chap 1	Sokal (2001)		Phrenology video (Van Wyhe)	-----
25 Sept	German physiology & psychophysics	Chaps 2	Borell (1987)	-----	Broca podcast (Finger)	
2 Oct	Wundt & the rise of experimental psychology	Chap 3	Danziger (1980) Robinson (2001)	-----	Wundt podcast (Robinson)	500-word wiki essay due
9 Oct	Evolution, functionalism, & pragmatism	Chap 4	Cadwallader (1992) Morris (2005)	Dewey (1896)	Functionalism 1 video (Green) Menand interviewed on <i>Metaphysical Club</i>	
16 Oct	Functionalism 2 / Founding of laboratories, journals, & associations	Chap 5	Sokal (1992)	APA (1892-1893)	Functionalism 2 video (Green)	Wiki revision 1 due
23 Oct	Mental tests, IQ tests, personality tests, eugenics, & immigration	Chap 6	Danziger (1990) Sokal (1987)	----- --	R. B. Cattell podcast (Tucker)	
30 Oct	Psychoanalysis	Chap 7	Ellenberger (1972)	Freud (1910)	Freud podcast (Fancher)	Wiki revision 2 due
6 Nov	NO CLASS (conference)	---	---	---	---	---
13 Nov	Behaviorisms	Chap 8	Wozniak (1997)	Watson (1913)	Watson podcast (Brewer)	
20 Nov	Professionalization of clinical & other applied psychologies	Chaps 9, 10-	Taylor (2000)		Shakow report podcast (Baker)	
27 Nov	Conference 1	-----				
4 Dec	Conference 2					

References

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- American Psychological Association. (1892-1893). Proceedings of the Preliminary Meeting (1892), the First Annual Meeting (1892), and the Second Annual Meeting (1893). (<http://psychclassics.yorku.ca/APA/>)
- American Psychological Association. (1947). Recommended graduate training program in clinical psychology. *American Psychologist*, 2, 539-558. (<http://psychclassics.yorku.ca/APA/training.htm>)
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- Borell, M. (1987). Instrumentation and the rise of modern physiology. *Science & Technology Studies*, 5, 53-62. (on JSTOR)
- Cadwallader, T. K. (1992). [The historical roots of the American Psychological Association](#). In R. B. Evans, V. S. Sexton, T. C. Cadwallader (Eds.), *The American Psychological Association: A historical perspective* (pp. 3-42). Washington, D.C.: APA.
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- Dewey, John. (1896) The reflex arc concept in psychology. *Psychological Review*, 3, 357-370. (<http://psychclassics.yorku.ca/Dewey/reflex.htm>)
- Ellenberger, H. F. (1972). [The story of "Anna O": A critical review with new data](#). *Journal of the History of the Behavioral Sciences*, 8, 267-279.
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Taylor, E. (2000). [Psychotherapeutics and the problematic origins of clinical psychology in America](#). *American Psychologist*, 55, 1029-1033.

Watson, J. B. (1913). Psychology as the behaviorist views it. *Psychological Review*, 20, 158-177. (<http://psychclassics.yorku.ca/Watson/views.htm>)

Wozniak, R. H. (1997). Theoretical roots of early behaviorism: Functionalism, the critique of introspection, and the nature and evolution of consciousness.

<http://www.brynmawr.edu/Acads/Psych/rwozniak/theory.html>