

Course: HPS 5012H Semester: Fall 2009

Title: History of Psychology

Instructor: Dr. Mark Solovey

Location and Time: BC20, Tues. 5-7

Office Location: IHPST, Victoria College, 91 Charles Street West, Room 307

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Course Description

Most of us believe we know a thing or two about human psychology. Yet we also realize that personal views and popular wisdom about what makes us tick may be mistaken. In the last century and a half, a new and now-thriving discipline called "Psychology" has aimed to place our knowledge of the human mind, brain, and behavior on a scientific footing. Using a wide array of scientific tools, professional psychologists have been studying fundamental questions that concern all of us:

What are the basic psychological differences and similarities between people and other animals?

Are we fundamentally rational or irrational creatures?

Why do we do the things we do?

How does the mind work?

Are there deep psychological differences between males and females?

How about between people of different racial or ethnic backgrounds?

And how can professional psychology benefit the individual and society?

In this course we examine the history of psychology from a number of angles. We will focus on major figures like Wilhelm Wundt, Sigmund Freud, and B. F. Skinner. We will study the development of key controversies about scientific epistemology and methodology and about the social relevance and uses of psychological knowledge. We will consider how psychology was first established as an academic discipline, became institutionalized, grew as a profession, and came to be the large, diverse field of scientific inquiry and practical applications that it is today. We will examine the social context and specific influences (i.e., politics, war, social structure, patronage, academic environment, influential personalities, etc.) that have shaped the development of psychology and its relationships with the wider society. And we will consider how the history of psychology can be relevant to the theory and the practice of contemporary psychology.

We will also use the literature from the history of psychology to examine fundamental questions about the history of science:

What sorts of questions do historians of science ask?

What sorts of answers do they offer?

What evidence do they rely upon?

What rhetorical strategies and story-telling techniques do they employ?

What can the history of psychology contribute to the history of science, and vice versa?

Course Topics

Week 1 Introduction

Week 2 Aims, methods, trends and controversy in the history of psychology

Week 3 Measuring heads, brains, and intelligence

Week 4 Wilhelm Wundt and the founding of scientific psychology

Week 5 Sigmund Freud and the development of psychoanalysis

Week 6 The rise and fall of behaviorism, from J.B. Watson to B.F. Skinner and beyond

Week 7 "Beyond the Box": applied behaviorism

Week 8 American psychology and society during and after WWII

Week 9 The rise of cognitive psychology and the cognitive "revolution"

Discussion of papers-in-progress

Week 10 No class

Week 11 No class -- Darwin conference

Week 12 Women in psychology and feminist perspectives

Discussion of papers-in-progress

Week 13 If needed

Required Readings

Stephan Jay Gould, The Mismeasure of Man, rev. ed. 1996. Week 3

Alexandra Rutherford, Beyond the Box: B.F. Skinner's Technology of Behavior from Laboratory to Life, 1950s-1970s, 2009. Week 7

Readings for the other weeks of this course come from journal articles. These will be readily available, with the specific references provided on a separate page.

Grading

Class attendance and participation: 20%. I expect students to attend each class, except in the case of emergencies, and to come prepared to discuss the assigned readings.

Class presentations: 20%. Each student will make in-class presentations designed to stimulate discussion of the readings each week -- the number of presentations depends on enrollment and will be determined at the first class meeting.

Short papers: 30%. Students will turn in short papers, each 350-500 words, summarizing and commenting on the readings; the number of short papers will be determined at the first class meeting. At least two of these papers must discuss books. Late papers will be penalized 10% for each day late. I will put comments on these papers and return them. Your grade will be based upon your three best papers, which you will resubmit with my comments included at the end of the semester. Still, you must do the number of papers assigned.

Final paper: 30%. Students will write a paper, about 3000-4000 words. This can be an original research paper, or it can be a historiographic essay that analyzes the ways historians have approached a particular person, theme, or controversy in the history of psychology. Late papers will be penalized 10% for each day late. I encourage students to consult with me a number of times along the way, starting from the very beginning when you are trying to find a good topic and sources.

During weeks 9 & 12 students will provide a detailed outline or rough draft of their paper-in-progress for everybody in the class and make a brief presentation, 5-10 minutes, followed by questions and discussion, also 5-10 minutes. The final paper is due one week after the last class meeting.

Readings List for HPS 5012H, History of Psychology, Fall 2009

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The required books for this class are also listed on the syllabus. The rest of the reading comes from journal articles and will be made readily available. Most of the articles come from the following three journals, which the UofT library has online.

Journal Abbreviations

AP American Psychologist

HOP History of Psychology

JHBS Journal of the History of the Behavioral Sciences

I suggest that you do the readings for each week in the order listed.

Week 1

No readings.

Week 2

Samelson, Franz, "Assessing Research in the History of Psychology: Past, Present, and Future," JHBS 35 (1999), 247-255.

Brock, Adrian C., "Rediscovering the History of Psychology: Interview with Kurt Danziger," HOP 9 (2006), 1-16.

Krantz, David L., "Reconsidering History of Psychology's Borders," HOP 4 (2001), 182-194.

Lovett, Benjamin J., "The New History of Psychology: A Review and Critique," HOP 9 (2006), 17-37.

Week 3

Gould, Stephen Jay, The Mismeasure of Man, rev. ed., 1996.

Week 4

Leary, David E., "Wundt and After: Psychology's Shifting Relations with the Natural Sciences, Social Sciences, and Philosophy," JHBS 15 (1979), 231-241.

Danziger, Kurt, "The Positivist Repudiation of Wundt," JHBS 15 (1978), 205-230.

Danziger, Kurt, "Origins and Basic Principles of Wundt's Volkerpsychologie," British Journal of Social Psychology 22 (1983), 303-313.

Nerlich, Brigitte & David D. Clarke, "The Linguistic Repudiation of Wundt," HOP 1 (1998), 179-204.

Week 5

Fancher, Raymond E., "Freud and Psychoanalysis," in R. C. Olby, et. al., Companion to the History of Modern Science, 1990, 425-441.

Hornstein, Gail A., "The Return of the Repressed: Psychology's Problematic Relations with Psychoanalysis, 1909-1960," AP 47 (1992), 254-263.

Sulloway, Frank J., "Reassessing Freud's Case Histories: The Social Construction of Psychoanalysis," Isis 82 (1991), 245-275.

Shortland, Michael, "Screen Memories: Towards a History of Psychiatry and Psychoanalysis in the Movies," British Journal for the History of Science 20 (1987), 421-452.

Week 6

Samelson, Franz, "Organizing for the Kingdom of Behavior: Academic Battles and Organizational Policies in the Twenties," JHBS 21 (1985), 33-47.

Smith, Laurence D., "On Prediction and Control: B. F. Skinner and the Technological Ideal of Science," AP 47 (1992), 216-223.

Rutherford, Alexandra, "Radical Behaviorism and Psychology's Public: B.F. Skinner in the Popular Press, 1934-1990," HOP 3 (2000), 371-395.

Leahey, Thomas H., "The Mythical Revolutions of American Psychology," AP 47 (1992), 308-318.

Week 7

Rutherford, Alexandra, Beyond the Box: B.F. Skinner's Technology of Behavior from Laboratory to Life, 1950s-1970s, 2009.

Week 8

Pickren, Wade, "Tension and Opportunity in Post-World War II American Psychology," HOP10 (2007), 279-299.

Jackson, John P. Jr., "The Triumph of the Segregationists? A Historiographical Inquiry into Psychology and the Brown Litigation," HOP 2 (2000), 239-261.

Vicedo, Marga, "Mothers, Machines, and Morals: Harry Harlow's Work on Primate Love from Lab to Legend," JHBS 45 (2009), 199-218.

Week 9

Greenwood, John D., "Understanding the 'Cognitive Revolution' in Psychology," JHBS 35 (1999), 1-22.

Crowther-Heyck, Hunter, "George A. Miller, Language, and Computer Metaphor of Mind," HOP 2 (1999), 37-64.

Green, Christopher D., "Dispelling the 'Mystery' of Computational Cognitive Science," HOP 3 (2000), 62-66.

Crowther-Heyck, Hunter, "Mystery and Meaning: A Reply to Green (2000)," HOP 3 (2000), 67-70.

Cohen-Cole, Jamie, "The Reflexivity of Cognitive Science: The Scientist as Model of Human Nature," History of the Human Sciences 18 (2005), 107-139.

Week 10 No reading

Week 11 No reading

Week 12

Furumoto, Laurel & Elizabeth Scarborough, "Placing Women in the History of Psychology," AP 41 (1986), 35-42.

Elizabeth Johnston & Ann Johnson, "Searching for the Second Generation of American Women Psychologists," History of Psychology 11 (2008), 40-72.

Riger, Stephanie, "Epistemological Debates, Feminist Voices: Science, Social Values, and the Study of Women," AP 47 (1992), 730-740.

Nicholson, Ian A. M., "'GIVING UP MALENESS': Abraham Maslow, Masculinity, and the Boundaries of Psychology," HOP 4 (2001), 79-91.