



HISTORY AND SYSTEMS OF PSYCHOLOGY



Instructor:

Dr. Linda M. Woolf

Office Hours:

- Monday, Wednesday, and Friday 12:00 - 1:00 or by appointment.
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Text:

- Schultz, D. P., & Schultz, S. E. (2000). *A history of modern psychology* (7th ed.). Fort Worth, Texas: Harcourt.
- Huber, R. J., Edwards, C., & Heining-Boynton, D. (2000). *Cornerstones of psychology: Readings in the history of psychology*. Fort Worth, Texas: Harcourt.

Course Description:

A perusal of the various journals in psychology or an examination of any psychology conference schedule seems to suggest that psychology is a highly disjointed discipline. However, psychology is unified through its historical traditions and systems of thought. In this course, we will explore the roots of modern psychological thought and methodology. We will trace these roots from their origins in philosophy and the natural sciences through the early schools of psychology and on into its current form. In addition to learning about the major schools and systems of psychology (e. g., Functionalism, Structuralism, Gestalt, etc.), we will explore how cultural and political forces shaped the development of various psychological theories. We will also examine the lives and works of the men and women whose work created psychology's foundation. Through these explorations we will discover the common threads and patterns interwoven into the broad tapestry of psychology.

Course Objectives:

1. **Objective:** To develop a basic understanding of the various processes of scientific development and change (e.g. paradigmatic theory, world hypotheses, Zeitgeist)

2. **Objective:** To become familiar with the chronological history of ideas which has contributed to the field of psychology.
3. **Objectives:** To examine the historical context including political and cultural contexts within which the development of psychology as a discipline has taken place.
4. **Objective:** To be able to place current psychological thought within that historical development and context.
5. **Objective:** To recognize the role of women and people of color in the history of psychology, both as researchers and as subjects of research.
6. **Objective:** To learn about the major figures and schools of thought in psychology's history.
7. **Objective:** To be aware of the current changes occurring within psychology as a discipline and the history of some of the more recent subdisciplines within psychology.
8. **Objective:** To critically evaluate and examine the original writings of the major historical figures within psychology.

Class Meetings:

The class will meet on [list applicable days and time]. Attendance is expected as material will be presented that is not in the book and class participation will constitute a percentage of the final grade.

Incoming Competency:

All students should have completed 12 hours of psychology and should be capable of integrating and evaluating information, critical thinking, and writing at the 4000 level.

Course Requirements:

Three exams, a report (written and oral) on an original article, and class participation/discussion of assigned readings.

All grades will be assigned on a scale of 0 - 100 with:

90 - 100	A-,A	Superior Work
80 - 89	B-,B,B+	Good Work
70 - 79	C-,C,C+	Satisfactory Work
60 - 69	D,D+	Passing, but less than Satisfactory
Less than 60	F	Failing

Percent of Grade:

Examinations	75%
Oral Report	5%
Written Report	15%

Examinations: Examination format will include multiple choice, short answer, matching, and essay. They will cover material presented in lecture, readings, and discussion. Three examinations will be given. Each exam will constitute 25% of your final grade.

POLICY STATEMENTS: All exams must be taken on the date scheduled except in case of an emergency. In case of the above, the instructor must be notified in advance that a test is going to be missed. No make-up exams will be provided if you fail to notify and discuss your situation with the instructor. No extra credit work will be made available to make-up for a poor test grade.

Reports on Original Writings: Because textbook summaries of early psychologists' theoretical contributions and empirical research programs cannot convey what the author's original writings can, students will be responsible for reading some of these original works. Everyone is responsible for reading the assigned selections from *Cornerstones of psychology*. However, each student will also be responsible for presenting a selected work from the text to the class on the day we discuss the relevant material. Specifics about both the written and oral reports are presented below.

- **Written Report:** Students will write a 5-7 page report concerning the work that they have selected. Integrated within this report is relevant material from other sources collected to both augment and critique the reading. You should use additional readings to place the original work into context, to refute the work and/or to extend the work into current thinking. There is a great deal of flexibility and creativity as to how you want to approach this assignment. However, it must be analytic in nature and not a simple statement or summary of the work. A major part of your paper should concern the additional references integrated with the ideas with the original work. Written reports are due on [applicable date].

Grade will be based on the following:

- Clear understanding of the major points discussed in the original work
- Inclusion of additional references directly related to the topic of the original work
- Integration of the various sources as a discussion as opposed to an overview of each reference presented separately
- Critical evaluation, analysis, and critique
- Final summary highlighting overall conclusion based on previous discussion of original work and references

- **Oral Report:** Students will give a 10 minute presentation concerning the reading reviewed. They should include information from other sources collected to both augment and critique the reading. Students will also provide their classmates with a brief outline and a short list of discussion/review questions. Oral reports will be given on the day that we discuss the relevant material.

Grade will be based on the following:

- Organized presentation of original work highlighting the main points of the article
- Inclusion of information from other sources augmenting and/or critiquing the readings

- Outline of presentation provided to classmates
 - Inclusion of discussion and review questions on outline
 - Inclusion of bibliography of references cited and discussed
 - Attention to presentation style (e.g. use of appropriate grammar, clarity of speech, eye contact with audience)
- All reports must be typed, double-spaced, 1 inch margins, and in APA style format. If you are in doubt of what this means, see me for details.

or

- [A guide for writing research papers based on American Psychological Association \(APA\) documentation - http://webster.comnet.edu/apa/apa_index.htm](http://webster.comnet.edu/apa/apa_index.htm)
- [APA style guide prepared by Mark Plonsky - http://www.uwsp.edu/acad/psych/apa4b.htm](http://www.uwsp.edu/acad/psych/apa4b.htm)
- [APA website - Publication format for electronic references](#)
- [Citing The World Wide Web In style: American Psychological Association and Modern Language Association formats](#)

Class Participation & Discussion: Please realize that your participation in this class is extremely important. As such, class participation will constitute a percentage of your final grade. Be aware that skipping class (unexcused absences) will impact your grade in this area.

Policy Statements:

Plagiarism (attempting to pass off the work of another as one's own) is not acceptable and will result in a grade of 0 for that assignment and will be turned over to the appropriate university source for disciplinary action. In addition, cheating on exams will also result in the same fate.

This site will help you avoid the problem of plagiarism particularly plagiarism resulting from paraphrasing too closely to the original source. - [Establishing authorship by Paul C. Smith, Alverno College](#)

Late withdraws from this class will not be approved by the instructor except in cases of emergency discussed with the instructor. No late withdraws will be approved on the basis of poor class performance.

This syllabus is subject to change at the instructor's discretion. All changes concerning course requirements will be provided in writing. Changes concerning exam dates may be made at the instructor's discretion and communicated verbally to the class.

It is understood that remaining in this course (not dropping or withdrawing from this course) constitutes an agreement to abide by the terms outlined in this syllabus and an acceptance of the requirements outlined in this document. No grade of Incomplete will be issued for this course.

Additional Web Resources!

- [Classics in psychology, 1855-1914 historical essays](#) by Robert H. Wozniak, Bryn Mawr College - Includes very short introductory essays to 48 of the most important works in the history of psychology.
- [Additional publications by Robert H. Wozniak, Bryn Mawr College](#)
- [History & theory of psychology eprint archive](#)
- [History & philosophy of psychology Web resources \(Division 26 of APA: History of Psychology Links site\)](#)
- [History & theory of psychology Q&A forum](#)

Course Outline

The abbreviations HoMP and CoP will be for your texts, *History of modern psychology* and *Cornerstones of psychology*, respectively.

Optional Web resources are provided as a starting point for those who want to learn more about specific topics or theories discussed in class.

Date	Topic and Readings
Weeks 1 - 3	<p>Introduction to the class The study of the history of psychology Philosophical influences</p> <p>Readings:</p> <ul style="list-style-type: none"> • Chapter 1: The study of the history of psychology (HoMP & CoP) • Chapter 2: Philosophical influences on psychology (HoMP & CoP) <p>Additional Web Resources:</p> <ul style="list-style-type: none"> • Kuhn and the paradigm concept • Comte and positivism • Clark and Clarks' <i>The development of consciousness of self and the emergence of racial identification in Negro preschool children</i> • Clark and Clarks' <i>Skin color as a factor in racial identification of Negro preschool children</i> • Women's intellectual contributions to the study of mind and society
Week 4	<p>Physiological influences</p> <p>Readings:</p> <ul style="list-style-type: none"> • Chapter 3: Physiological influences on psychology (HoMP & CoP)

Additional Web Resources:

- [Descartes and mind-body dualism](#)
- [The philosophical foundations of experimental psychology](#)
- [The John Stuart Mill page](#)
- [Fechner, Helmholtz, and Wundt](#)
- [Fechner and Weber- Psychophysical laws](#)

Week 5 - 6

The new psychology
Structuralism

Readings:

- Chapter 4: The new psychology (HoMP & CoP)
- Chapter 5: Structuralism (HoMP & CoP)

Additional Web Resources:

- [Ebbinghaus' *Memory: A contribution to experimental psychology*](#)
- [Titchener's *The postulates of a structural psychology*](#)
- [Titchener's *The schema of introspection*](#)
- [Titchener's *Brentano and Wundt: Empirical and experimental psychology*](#)
- [Washburn's APA Presidential address *Introspection as an objective method*](#)
- [Museum of the history of psychological instrumentation](#)
- [Georg Elias Muller page](#)

Week 7 - 9

Functionalism

Readings:

- Chapter 6: Functionalism: Antecedent influences (HoMP & CoP)
- Chapter 7: Functionalism: Development and founding (HoMP & CoP)
- Chapter 8: Applied psychology: The legacy of functionalism (HoMP & CoP)

Additional Web Resources:

- [Works of Charles Darwin](#)
- [Galton's *Hereditary talent and character*](#)
- [Thomas H. Huxley page](#)
- [Jean-Baptiste Lamarck page](#)
- [William James' *The stream of consciousness*](#)
- [James' *What is an emotion?*](#)
- [James' *Does consciousness exist?*](#)
- [The William James' page](#)
- [John Dewey's reflex arc](#)
- [Calkins' *Association: An essay analytic and experimental*](#)
- [Calkin's APA Presidential address *A reconciliation between structural and functional psychology*](#)

- [Angell's The province of functional psychology](#)
- [J. M. Cattell's mental tests paper](#)
- [Binet's *New methods for the diagnosis of the intellectual level of subnormals*](#)
- [Henry L. Milton's Introduction to Binet's new methods](#)
- [Alfred Binet's *New methods in the diagnosis of intellectual levels*](#)
- [Spearman's "*General intelligence, objectively determined and measured*"](#)
- [Terman's *The uses of intelligence tests*](#)
- [Terman's *On the use of intelligence tests*](#)
- [Goddard's *The Kallikak family: A study in the heredity of feeble-mindedness*](#)
- [Hollingworth's *Variability as related to sex differences in achievement: A critique*](#)
- [Hollingworth's *Differential action upon the sexes of forces which tend to segregate the feebleminded*](#)
- [Walter Dill Scott's advertising page](#)
- [James Mark Baldwin](#)
- [Baldwin's *Physical and mental tests*](#)

Exam I

Week 10 -12

Behaviorism

Readings:

- Chapter 9: Behaviorism: Antecedent influences (HoMP & CoP)
- Chapter 10: Behaviorism: The beginnings (HoMP & CoP)
- Chapter 11: Behaviorism: After the founding (HoMP & CoP)

Additional Web Resources:

- [Pavlov's *Conditioned reflexes: An investigation of the physiological activity of the cerebral cortex*](#)
- [Yerkes and Morgulis' \(1909\) Pavlov paper](#)
- [Watson and Rayner's *Little Albert* paper](#)
- [Commentary on *Psychology as the behaviorist views it*](#)
- [Titchener's *On "Psychology as the behaviorist views it"*](#)
- [Lashley's *The behavioristic interpretation of consciousness*](#)
- [Robert's Wozniak's *The theoretical roots of behaviorism*](#)
- [Knight Dunlap page](#)
- [Watson and advertising](#)
- [Watson's *Behavior and the concept of mental disease*](#)
- [Hull's *The conflicting psychologies of learning -- A way out*](#)
- [Guthrie's APA Presidential address *Psychological facts and psychological theory*](#)
- [Skinner's *Two types of conditioned reflex and a pseudo type*](#)
- [Skinner's *'Superstition' in the pigeon*](#)
- [Skinner's *Are theories of learning necessary?*](#)
- [B. F. Skinner's brief autobiography](#)
- [Tolman's *A new formula for behaviorism*](#)
- [Tolman's *Cognitive maps in rats and men*](#)
- [Bandura's *Transmission of aggressions through imitation of aggressive*](#)

[models](#)

- [Breland and Brelands' *The misbehavior of organisms*](#)

Week 13

Gestalt psychology

Readings:

- Chapter 12: Gestalt psychology (HoMP & CoP)

Additional Web Resources:

- [Koffka's *Perception: An introduction to the Gestalt-theorie*](#)
- [Kohler's APA Presidential address *Gestalt psychology today*](#)
- [Wertheimer's *Laws of organization in perceptual forms*](#)

Exam II

Week 14

Psychoanalysis

Readings:

- Chapter 13: Psychoanalysis: The beginnings (HoMP & CoP)
- Chapter 14: Psychoanalysis: dissenters and Descendants (HoMP & CoP)

Additional Web Resources:

- [Sigmund Freud archives](#)
- [Freud's *The interpretation of dreams*](#)
- [Freud's *The history of the psychoanalytic movement*](#)
- [A history of hypnosis from Mesmer to Freud](#)
- [Jung's *The association method*](#)
- [Jung's *General description of the types*](#)
- [Adlerian theory and practice](#)

Week 15

A new century for psychology

The future history of psychology

Readings:

- Chapter 15: A new century for psychology: Humanistic and cognitive movements (HoMP & CoP)
- Conclusions: The future history of psychology (HoMP)

Additional Web Resources:

- [Allport's *Concepts of trait and personality*](#)
- [Allport's *The psychologist's frame of reference*](#)
- [Maslow's *A theory of human motivation*](#)
- [Rogers' *Significant aspects of client-centered therapy*](#)
- [Roger's' APA Presidential address *Some observations on the organization of*](#)

personality

- Jean Piaget Society home page
- David J. Chalmer's *Facing up to the problem of consciousness*

Week 16

Exam III

To Linda M. Woolf's Web page