

SYLLABUS
History of Psychology
PSY 332 (Credit 3 hours)
Spring 2008

DEPARTMENT:	DEPARTMENT OF PSYCHOLOGY AND PHILOSOPHY
COURSE NUMBER/TITLE:	PSY 332/HISTORY OF PSYCHOLOGY (Course Credit 3 hours)
INSTRUCTOR:	A. JERRY BRUCE, PHD
REQUIRED TEXT:	Thorne, B. M., & Henley, T. B. (2005). <i>Connections in the History and Systems of Psychology</i> (3 rd Ed). New York: Houghton Mifflin.
COURSE/TIME/LOCATION:	332.01(2105)/MWF 8:00-8:50/AB4 301; 332.01(2104) 10:00-10:50/AB4 302
OFFICE HOURS:	AB4-341, 2:00-4:00, Monday and Wednesday
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COURSE DESCRIPTION

PSY 332 History of Psychology. This course includes an historical survey of the scientific and philosophic antecedents of modern psychology. Prerequisite: 3 semester hours of Psychology. Credit 3.

DESCRIPTION and FORMAT

This course is intended to provide students with information related to the development of academic/experimental/professional psychology during the nineteenth and twentieth centuries, and, further, to give them a broad survey of the historical antecedents before the advent of modern psychology. "You should come away from... [this course] not with a list of names, dates, and events, but with an understanding of what psychology is and of your own relation to it" (Leahey, 1992, p. xvi). The instructor's purposes in this course are that the students come to appreciate the history of thought that resulted in the development of psychology, that students and instructor enjoy their time together in the class, and that all involved come to think seriously about the many issues that face this troubled yet beautiful world. Perhaps from these experiences students may learn to apply some of the lessons of history to their individual lives.

The content of this course will be provided through a series of reading materials, classroom lectures/discussions, Power Point sides, and audiovisual presentations. It is further expected that the student become acquainted with and use the University computer systems, especially the Blackboard program, to acquire materials and to communicate with the class and instructor.

OBJECTIVES

- Gain factual knowledge (terminology, classification, methods, and trends) related to the history and systems of psychology.
- Learn fundamental principles, generalizations, or theories from the past that help in understanding the present state of psychology.
- Learn to apply course material (to improve thinking, problem solving, and decision making) for life. Those who do not know history are doomed to repeat it.
- Gain a broader understanding and appreciation of intellectual/cultural activity (science, literature, history in general, etc.) of Western civilization from which psychology emerged.

NOTICE TO PERSONS WITH DISABILITIES

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If the student has a disability that may affect adversely the work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center. For more detailed information see: http://www.shsu.edu/~vaf_www/aps/811006.html.

ACADEMIC DISHONESTY

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. **Students should be aware that when papers are required they may be submitted to turnitin.com to check for plagiarism!** For more detailed information: <http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>.

RELIGIOUS HOLIDAYS

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will notify the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For more details:

http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf.

Q-DROPS

A Q-drop is a drop made after the last date for tuition refunds (12th class day for fall/spring; 4th class day for summer) but before the last date to drop as published in the Academic Calendar. See Important Dates below.

Students will be allowed no more than five Q-drops during their academic career at Sam Houston State University. Classes that are dropped prior to the Q-drop date will not count toward the limit.

Students who have used their limit of five Q-drops will need to petition their respective dean to drop a class. If the dean refuses to grant permission to drop a class, a student will be required to remain in the class.

This limit will take effect with the start of the fall 2004 semester.

Any drops accumulated prior to the fall 2004 semester will not be included in the five Q-drop limit, nor will Q-drops from other universities.

GRADES

During the course of the semester, there will be four multiple choice tests; and then, at the end of the course, the final exam. Grades will be determined primarily by performance on these tests. Written work and attendance will be used to enhance student grades. If a student is having problems with his/her grade please see the instructor early in the semester. The semester passes rather quickly. The instructor is here to help, but if the student waits until the semester is almost over, it is difficult to assist her/him then.

The SAM Center, located in AB4, room 210, is also a resource for students. If a student fails the first two tests his/her name will be submitted to the First Alert Program for assistance. They will contact the student and advise her/him of the programs available. Students need not wait for the instructor to submit their names; all who wish to avail themselves of these services should do so. The SAM Center, located in room 210 of AB4, exists to help students successfully complete their college experience.

ATTENDANCE AND MAKE-UP EXAMS

Regular and punctual class attendance is expected and attendance records will be kept. Grades, however, will be determined primarily by exam performance. It should be noted that while an occasional student will get high grades without attending class regularly, the typical student must attend habitually to do well in the course. The instructor has calculated correlation coefficients over the last several semesters between grades and attendance. The results at times have been as high as $-.80$, i.e., about 64% of the variance in the grade distribution being accounted for by attendance. Lectures frequently present material not covered in the text. The class session may also amplify or clarify materials from the text that may be difficult to understand. Hence class attendance (even if less than a favorite thing to do) ensures these benefits.

In considering attendance, students should remember that in cases of borderline grades, attendance records can play an important role in determining the final outcome. The instructor will not lower grades, but if a point is needed to move to the next grade then attendance will be considered. If attendance has been perfect, the point will be added, but if attendance has been poor, the point will not be given.

Make-up exams will be given only with the instructor's approval. In some cases the student may be required to write a paper on an approved topic. *If a make-up test is taken, the students will not have the benefit of the class curve if there is one. An additional point, in cases where extra credit work is allowed, persons with excessive absences will not be allowed to use this extra credit to enhance their grade.*

OUTLINE

TEST PERIOD ONE—ANCIENT HISTORY AND MODERN PHILOSOPHY

Psychology's historical foundations

Science, Psychology, & History

The Greeks (Thales, Pythagoras, Hippocrates, Protagoras, Socrates, Plato, & Aristotle)

The Roman period (Skepticism, Cynicism, Stoicism, Epicureanism, Christianity, & Augustine)

Islam & the Middle Ages (Avicenna, Anslem, Abelard, & Aquinas)

Renaissance (Descartes, La Mettrie, Spinoza, & Leibniz)

Modern Philosophy & the Beginning of Science (Bacon, Copernicus, Galileo, & Newton)

Test # 1 (chs 1 through 4)

February 8

TEST PERIOD TWO—MODERN PHILOSOPHY, SCIENCE AND PSYCHOLOGY

British Empiricism (Hobbes, Locke, Berkeley, & Hume)

Associationism (Bentham, James Mill, John Stuart Mill, & Bain)

Common Sense (Reid)

Positivism (Comte)

French Materialism (Cabanis)

Rationalism & Romanticism (Kant, Hegel, Rousseau, & Schopenhauer)

Existentialism (Kierkegaard & Nietzsche)

Nineteenth Century Science (Bell, Muller, Helmholtz, Gall, & Flourens)

Birth of modern psychology (Wundt)

Structuralism (Titchener)

Margaret Floy Washburn

German opposition to Wundt (Brentano, Stumpf, Ebbinghaus)

Test # 2 (chs 5 through 8)

March 5

TEST PERIOD THREE—PSYCHOLOGICAL SCHOOLS

Darwin & Galton

William James

Mary Whiton Calkin

Dewey & Functionalism

Thorndike

Watson & Behaviorism

Mary Cover Jones, Founder of Behavior Modification

Pavlov

Test # 3 (chs 9 through 12)

April 7

TEST PERIOD FOUR—MORE PSYCHOLOGICAL SCHOOLS

Hull & Skinner

Gestalt Psychology (Wertheimer, Koffka, Kohler, & Lewin)

Bluma Zeigarnik

Freud & Psychoanalysis

Anna Freud

Psychoanalysis after Freud

Karen Horney

Third Force, Humanistic, & Existential Psychology

Test # 4 (chs 13 through 16) **May 2**

Where psychology is today

Where will psychology go in the future

Final Test (chs 17 to 18 plus)

May 12-15

IMPORTANT DATES

Classes begin—Wednesday January 16

Holiday—January 21

12th Class day—February 1

Last day to drop course—Friday, March 7 (Students should be aware that simply “not coming to class” does not drop one from the class. If a student wishes to drop a class with a grade of “Q” she/he must go to the registrar’s office and complete the appropriate forms.)

Spring Holidays—March 10-14

Holidays—March 21

Last day to resign—Thursday May 8 (Resignation means the student is dropping all classes. In other words, one may not selective resign from classes at this point.)

Study Day—Friday, May 9

Final exams—May 12-15

ENRICHMENT READING LIST

(This list gives references to many of the works discussed in class and/or that appear on the slides shown in class. They are not intended to be a list of required readings. However, if one becomes interested in a topic, these resources may help locate reading material related to the interest.)

American Psychological Association (1992). *American Psychologist*, 47, (2).

American Psychological Association (1992). *American Psychologist*, 47, (11).

American Psychological Association (1994). *Psychological Review*, 101, (2).

Arnett, J. J., & Cravens, H. (2006). G. Stanley Hall’s Adolescence: A centennial reappraisal introduction. *History of Psychology*, 9, 165-171.

Benjamin, L.T. (2007). *A brief history of modern psychology*. Malden, MA: Blackwell.

Brentano, F. (1874). *Psychology from an empirical standpoint*. Leipzig: Duncker & Humblot.

Bartlett, F. C. (1932). *Remembering*. Cambridge, England: Cambridge University Press.

Beach, F. A. (1950). The snark was a boojum. *American Psychologist*, 5, 115-124.

Bethell, J. T. (1998). *Harvard observer: An illustrated history of the University in the twentieth century*. Cambridge, MA: Harvard university Press.

Bloom, A. (1987). *Closing of the American mind*. New York: Simon & Schuster Inc.

Boring, E. G. (1950). *A History of Experimental Psychology*. New York: Appleton-Century-Crofts.

Burton, D., & Grandy, D. (2004). *Magic, mystery, and science: The occult in Western civilization*. Bloomington, IN: University of Indiana Press.

Crews, F. (1995). *The memory wars: Freud’s legacy in dispute*.

Dawkins, R.(2006). *The God delusion*. New York: Houghton Mifflin.

Damasio, A. (2003). *Looking for Spinoza: Joy, sorrow, and the feeling brain*. New York: Harvest Books, Harcourt.

Dewey, J. (1896). The reflex arc concept in psychology. *Psychological Review*, 3, 357-370.

Eagan, K. (2002). *Getting it wrong from the beginning: Our progressivist inheritance from Herbert Spencer, John Dewey, and Jean Piaget*. New Haven, CT: Yale University Press.

Ehrman, B. D. (2003). *Lost Christianity: The battle for scripture and the faiths we never knew*. New York: Oxford University Press.

Ellis, W. D. (1967). *A source book of Gestalt psychology*. New York: Humanities Press.

Erdoes, R. (1989). The year 1000. *Psychology Today*, May, 44-45.

- Fechner, G. (1966). *Elements of psychophysics*. New York: Holt, Rinehart & Winston. (Original work published 1860).
- Frankl, V. (1959). *Man's search for meaning*. Boston: Beacon Press.
- Friedman, T. L. (2002). *Longitudes & attitudes. Exploring the world after September 11*. New York: Farrar Straus Giroux.
- Fuchs, A. H. (2000). Contributions of American mental philosophy to psychology in the United States. *History of Psychology*, 3, 3-19.
- Galton, F. (1869). *Hereditary genius: An inquiry into its laws and consequences*. London: Macmillan.
- Gardner, H. (1985). *The mind's new science*. New York: Basic Books.
- Harris, S. (2005). *The end of faith: Religion, terror, and the future of reason*. New York: Norton paperback.
- Hall, G. S. (1923). *Life and confessions of a psychologist*. New York: Appleton.
- Hart, M. H. (1989). *The 100: A ranking of the most influential persons in history*. New York: Citadel Press.
- Hartley, M., & Commire, A. (1990). *Breaking the silence*. New York: G. T. Putman's Sons.
- Heitzenrater, R. P. (1995). *Wesley and the people called Methodist*. Nashville, TN: Abingdon Press.
- Hergenhahn, B. R. (2001). *An introduction to the history of psychology* (4th Ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Herrnstein, R. J., & Murray, C. (1994). *The bell curve: Intelligence and class structure in American life*. New York: Free Press.
- Hilgard, E. R. (1987). *Psychology in America: A historical survey*. New York: Harcourt Brace Javanovich.
- Indo, J. (1999). *The Iron Ghetto*.
- James, W. (1892). *Psychology*. New York: Henry Holt and Company.
- Jensen, A. R. (1969). How much can we boost IQ and scholastic achievement? *Harvard Educational Review*, 39, 1-123.
- Kingwell, M. (2000). *The world we want: Restoring citizenship in a fractured age*. New York: Rowman & Littlefield Publishers.
- Koffka, K. (1922). Perception: An introduction to Gestalt-theory. *Psychological Bulletin*, 19, 531-585.
- Koffka, K. (1935). *Principles of Gestalt psychology*. New York: Harcourt.
- Koestler, A. (1959). *The sleepwalkers*. New York: Arkana (Penguin Group).
- Kohler, W. (1925). *The mentality of apes*. London: Routledge and Kegan Paul. (Original work published in 1917)
- Kohler, W. (1947). *Gestalt psychology: An introduction to new concepts in modern psychology*. Chicago: Liveright.
- Kohler, W. (1959). Gestalt psychology today. *American Psychologist*, 14, 727-734.
- Kuhn, T. (1970). *The structure of scientific revolutions* (Rev. Ed.). Chicago: University of Chicago.
- Lapointe, F. H. (1970). The origin and evolution of the term "psychology." *American Psychologist*, 25, 640-646.
- Leary, D. E. (2002). William James and the art of human understanding. In W. E. Pickren & D. A. Dewsbury, D. A. (Eds.). *Evolving perspectives on the history of psychology*. Washington, DC: APA, pp. 101-120.
- Lehey, T. H. (1992). *A History of Psychology*. Englewood Cliffs, NJ: Prentice-Hall.
- Lewin, K. (1936). *Principles of topological psychology*. New York: McGraw-Hill.
- Ley, R. (1990). *A Whisper of Espionage*. Garden City Park, NY: Avery Publishing Group.
- Loewen, J. W. (1995). *Lies my teacher told me*. New York: The New Press.
- Masson, J. M. (1989). *The assault on truth: Freud's suppression of the seduction theory*.
- Masson, J. M. (1990). *Final Analysis: The making and unmaking of a psychoanalyst*.

- Matthiessen, F. O. (1947). *The James Family*. New York: Alfred A. Knopf.
- Milton, J. (2002). *The road to Malpsychia: Humanistic psychology and our discontents*. San Francisco: Encounter Books.
- Myers, G. E. (1986). *William James: His life and thought*. New Haven, CT: Yale University Press.
- Nietzsche, F. (1968). *The will to power*. New York: Vantage Books.
- North, D. C. (2005). *Understanding the process of economic change*. Princeton, NJ: Princeton University Press.
- Nozick, R. (1989). *The examined life*. New York: Simon & Schuster.
- Pervin, L. A. & John, O. P. (Eds.), *Handbook of Personality: Theory and Research*. New York: Guilford.
- Pickren, W. E. & Dewsbury, D. A. (Eds.). (2002). *Evolving perspectives on the history of psychology*. Washington, DC: APA.
- Pinker, S. (2002). *The blank slate: The modern denial of human nature*. New York: Viking.
- Plato. (1909/1937/4th Century). The Apology, Phaedo, and Crito. In C. W. Eliot (Ed.). *The Harvard Classics: Plato, Epictetus, & Marcus Aurelius*. New York: P. F. Collier & Son.
- Reed, E. S. (1997). *From soul to mind: The emergence of psychology from Erasmus Darwin to William James*. New Haven, Conn.: Yale University Press.
- Reisman, J. M. (1991). *A History of Clinical Psychology*. New York: Hemisphere Publishing.
- Rice, C. E. (1997). Scenarios: The scientist-practitioner split and the future of psychology. *American Psychologist*, 52, 1173-1181.
- Robinson, D. N. (1986). *An intellectual history of psychology (Rev. Ed.)*. Madison: University of Wisconsin Press.
- Rorty, R. (1999). *Philosophy and social hope*. London: Penguin Books.
- Schmit, D. (2005). Re-visioning Antebellum American psychology: The dissemination of Mesmerism, 1836-1854. *History of Psychology*, 8, 403-434.
- Scull, A. (2005). *Madhouse: A tragic tale of megalomania and modern medicine*. Cumberland, RI: Yale University Press.
- Skinner, B. F. (1987). Whatever happened to psychology as the science of behavior? *American Psychologist*, 42, 780-786.
- Smith, H. (1991). *The world's religions: Our great wisdom traditions*. San Francisco: Harper San Francisco.
- Smith, H. (2001). *Why religion matters: The fate of the human spirit in an age of disbelief*. New York: Harper Collins.
- Sokal, M. M. (1992). Origins and early years of the American Psychological Association, 1890-1906. *American Psychologist*, 47, 111-122.
- Spence, K. W. (1937). The differential response in animals to stimuli varying within a single dimension. *Psychological Review*, 44, 430-444.
- Spong, J. S. (1998). *Why Christianity must change or die*. San Francisco: HarperSanFrancisco.
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- Staats, A. W. (1991). Unified positivism and unification psychology: Fad or new field? *American Psychologist*, 46, 899-912.
- Sternberg, R. J. (Ed.) (2005). *Unity in psychology: Possibility or pipedream?* Washington, DC: APA.
- Stewart, M. (2006). *The courtier and the heretic: Leibniz, Spinoza, and the fate of God in the modern world*. New York: W. W. Norton.
- Stocking, G. S., Jr. (1965). On the limits of "presentism" and "historicism" in the historiography of the behavioral sciences. *Journal of the History of the Behavioral Sciences*, 1, 211-218.
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- Stone, I. (1980). *The Origin*. New York: Doubleday.

- Teresi, D. (2002). *Lost discoveries: The ancient roots of modern science—from the Babylonians to Maya*. New York:
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- Wolf, L. (1982). *The False Messiah*. Boston: Houghton Mifflin.