

HISTORY OF PSYCHOLOGY, Psy 501
Spring Semester, 2004, CSULB
M-W 2:00-3:15 pm, Lecture Room Psy 332

INSTRUCTOR: Dr. Diane W. Lee
OFFICE : Psy 421
OFFICE HRS: MW 3:30-5:00pm, or by appt.

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TEXT : Hergenhahn (2001). *An Introduction to the History of Psychology* (4th edition). California: Wadsworth.

The following information is provided as an aid to you in completing this course. Its specific purpose is to acquaint you with the policies by which this class will be conducted, what you can expect of it, and, in turn, what is expected of you. You are responsible for understanding these procedures and requirements and for abiding by them throughout the course. **KEEP THIS SYLLABUS IN A PERMANENT AND CONVENIENT PLACE** so that you may refer to it whenever the occasion requires.

COURSE PURPOSE AND OBJECTIVES

First of all, this is a fun course. No....., really. But since it is upper division taken for graduate credit, we will need to rely heavily on previous knowledge gained through your exposure to introductory psychology as well as the prerequisite 6 additional upper division units in psychology. The assumption here is that very few (virtually none) of the general topics we will be discussing this semester will be completely new to you. This enables us to dive quite a bit deeper into the subject matter and explore connections between the individual areas of psychology without spending too much time rehashing old lectures. During the semester, this course will attempt to (1) review the historical development of psychology as science; (2) survey the contributions of individuals that were integral in determining the "new" directions the science would take; (3) develop a view of psychology as an integrated whole by tracing it's origins; and (4) develop a respect and appreciation for how modern issues in psychology have been shaped by thousands of years of history and philosophy. Along the way, you will be given opportunities to refine basic skills such as creative and technical writing (term paper) and develop new skills such as topic organization and presentation to others (teaching!).

GENERAL OVERVIEW. There are 3 basic techniques for teaching History of Psychology. The first is "The Great School" approach that leads you through our philosophical beginnings to modern day practice by grouping individuals into "schools of thought" united by common themes, research problems, and/or philosophical ideas. The second approach is called "The Great Figure" approach. The Great Figure approach recognizes that the history of psychology (or of any great science) is made up of thousands of individuals, some of which have made substantial contributions along the way. These contributions, usually in hindsight, were clearly responsible for guiding psychology along it's journey. And the third is "The Great Ideas" approach that looks at psychology as a series of discoveries and attempts to answer some fundamental questions. There are a number of advantages of each, but it is difficult to use all 3 methods successfully (especially in a 1 semester class). The authors of your textbook use the last 2 approaches. During lecture and for your writing assignments, I will emphasize the first 2 approaches. Using this strategy, the textbook, my lectures, and your class assignments combined will provide you with a good, solid overview of the origins of the science we call psychology.

COURSE REQUIREMENTS AND EVALUATION FORMAT

ATTENDANCE. Attendance will be taken periodically. I do believe that attending lectures is an important aspect of any course but it may be, in fact, doubly so in this one. In my lectures, I will choose the most important aspects of the assigned readings to discuss and identify possible problem areas that might need clarification. In class, we as a group will also share our viewpoints about some of the topics and add our valuable experiences to the mix. Perhaps most importantly, oral presentations will ALWAYS contain material NOT covered in your readings!!! If you cannot attend you will miss out on very important aspects of this class. I do not need to be informed if you will miss lecture but please do arrange for someone to share their notes.

GRADING. Grades will be based on a PAPER, ORAL PRESENTATION, LECTURE, and 2 MIDTERMS. Grading will be on an absolute scale (i.e., NOT on the curve). **There will be absolutely positively no opportunity to "make-up" tests.** Instead, you have the option of replacing the score of one of the 2 MIDTERMS (either MIDTERM 1 or MIDTERM 2). That is, if you missed either MIDTERM 1 or 2, or if you are not satisfied with your grade on MIDTERM 1 or 2, you may elect to replace the score of the MIDTERM of

your choice on the day of the FINAL, by taking a COMPREHENSIVE FINAL. Taking this COMPREHENSIVE FINAL is **purely optional**. If you have taken both MIDTERMS and are satisfied with your grades, then you may elect not to take the COMPREHENSIVE FINAL. If you do elect to replace the score of one of your MIDTERMS, I will use the highest score obtained to determine your grade for the class. There will also be an opportunity to boost your grade by 10 points through an EXTRA CREDIT assignment. See below for details.

PAPER -- HISTORICAL TOPIC	50 points	20% of your final grade
PRESENTATION -- HISTORICAL TOPIC	10 points	04% of your final grade
LECTURE	50 points	20% of your final grade
MIDTERM 1	70 points	28% of your final grade
MIDTERM 2	70 points	28% of your final grade
	250 points total	

50 POINTS : TERM PAPER. The Term Paper topic will be a critical discussion and review of a historical topic within Psychology that interests you and that is important to the development of Psychology as science. Your paper will be due at the beginning of the class period on the day of your ORAL PRESENTATION. PLEASE TURN YOUR PAPER IN ON TIME! If not turned in on time, 3 points (i.e., one half grade) will be deducted for every day that it is late. That is, your paper will be read and graded then, if late, points will be deducted from your score. If turned in at any time other than the required day, you must either hand it directly to me or deliver it to the Psychology Office and have them date stamp it (please do not slip it under my office door, or email it, or fax it!).

10 POINTS : ORAL PRESENTATION. You will be required to give a 15 minute presentation about your historical topic. EVERYONE MUST DO THIS ASSIGNMENT AND IT MUST BE DONE ON THE DAY SCHEDULED! If you do not do this assignment then you will receive 0 points on the PRESENTATION and 11 points will be deducted from your PAPER. That is, you will lose 21 points (a full grade) from your total for this class. In addition, you will not be eligible for extra-credit points.

50 POINTS : LECTURE. You will be required to "take over" the class and lecture for one day on a chapter of your choice. The chapter cannot cover the same topic(s) as your paper. For example, if you are interested in the history of clinical psychology and you have not written your paper on this topic, you may choose to take over one of the lecture days from chapters 15 or 16 that covers either (1) Historical Treatment of Mental Illness or (2) Freud and the Neo-Freudians. We will work together in developing your lecture as well as coordinating schedules with other students and their presentations. At the beginning of the semester, please set up an appointment with me so we may discuss this requirement in detail.

70 POINTS : MIDTERM 1. Midterm 1 will be derived from both lectures and readings. The format of the exam will be primarily multiple choice questions covering the first half of the semester (from the Greeks to 19th Century Psychology), and 2-3 short essays tracing a modern day idea/debate/construct back to its historic germination. The essay portion will be open-book; the multiple choice portion will not. To complete an exam, it will be necessary for you to bring your TEXTBOOK, and a MINI ESSAY BOOK Scantron Form 886-E-LOVAS to class. After the exam is over, answer sheets & test booklets will be collected and the exam will be scored. We will not discuss the exam in class, but after receiving the results, you may discuss your individual score on a specific exam with me, or view the answer key for that exam in my office until the next exam is given. IF YOUR EXAM SCORE IS LOWER THAN YOU DESIRE, I STRONGLY URGE YOU TO SEE ME AS SOON AS POSSIBLE SO THAT CORRECTIVE MEASURES CAN BE TAKEN.

70 POINTS : MIDTERM 2. Midterm 2 will be derived from both lectures and readings. The format of the exam will be primarily multiple choice questions covering the second half of the semester (20th Century Psychology), and 2-3 short essays tracing a modern day idea/debate/construct back to its historic germination. Essays will be comprehensive; that is, they will cover the entire book, not just the second half. Again, please bring your TEXTBOOK, and a MINI ESSAY BOOK Scantron Form 886-E-LOVAS to class.

REPLACE ONE MIDTERM : COMPREHENSIVE FINAL. The Comprehensive Final will be derived from lectures, readings, and presentations. The format of the exam will be all multiple choice questions covering the entire semester so please bring in Scantron Form 882-ES. This test is **PURELY OPTIONAL** if you have completed all of your assignments and are happy with your grade. If you have missed one of the

Midterms, or if you are not happy with the grade on one of your Midterms, then the Comprehensive Final can be taken to replace your score on one of the Midterms (either MIDTERM 1 or 2).

10 EXTRA CREDIT POINTS : ACADEMIC GENEALOGY. This extra credit assignment may not take the place of any other assignment. It may not be used to "offset" points lost because you did not do an oral presentation. That is, if you have not done the presentation, you will not qualify for extra credit points. This academic "family tree" will be a short profile on a person currently active in Psychology. This person must be a member of the CSULB faculty (either full- or part-time). Your assignment is to trace them back to their intellectual forefathers in the late 1800s by determining 1) their Ph.D. topic, advisor, department, and university affiliation; 2) their advisor's Ph.D. topic, advisor, department, and university affiliation; 3) their advisor's advisor's Ph.D. topic, advisor...; 4) and so on, and so on back to someone in the 1800s. You may interview the psychologist in person, talk with them via email, or search through dissertation archives (or any other source of info you can think of). The information at each step of the history must be VERIFIABLE and CORRECT to get points. Only 1 student may trace back a particular psychologist so make your choice and sign-up early. The due date for this assignment will be given in class. PLEASE TURN YOUR PAPER IN ON TIME! Extra credit assignments will not be accepted late.

UNIVERSITY WITHDRAWAL POLICY

It is the student's responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses, and may choose not to do so. **The deadline to withdraw from a class without a "W" is Monday, February 9, 2004.** Withdrawal from a course with a "W" after the first 2 weeks of instruction is permissible only for serious and compelling reasons and requires the signature of the instructor and the department chair. **The university deadline to withdraw from classes in Spring 2004 is Friday, April 23, 2004.**

AFTER APRIL 23rd During the last three weeks of instruction (April 26th through May 14th), you may not drop (withdraw from) a class except for a very serious reason that is clearly beyond your control such as an injury or accident (which must be documented). Usually, such circumstances mean that you will be withdrawing from all of your classes. You will need the approval of the college dean as well as that of the class instructor and department chairperson for each class you drop. **The College of Liberal Arts adheres to this policy strictly, and does not sign withdrawal forms in the final three weeks of instruction for other reasons.**

PLAGIARIZING & CHEATING

You are responsible for knowing what constitutes plagiarism and cheating for all of your classes. Please see the CSULB Catalog for definitions. Don't do either.

GENERAL COMMENTS

I want to impress upon you that I really want to make this class enjoyable for all. I believe that you can all earn the grade that will satisfy you whether that is an "A" or otherwise. That is, if you assume the responsibility of understanding the material through reading, writing, presenting, attending lectures, asking questions, and taking the midterms, I will assume the responsibility of helping you get the grade you decide will make you happy and satisfied. In the past, the oral presentations have turned out to be a great deal of fun for all and have proven to be the best part of the class. Yes....., FUN! At times, they were inspirational too; mostly they were interesting, informative, creative, and fun. Yes....., I know that's next to impossible to believe, but it is nevertheless true! Here's to a productive (and even pleasurable!) semester.

TERM PAPERS & ORAL PRESENTATIONS

DEADLINE. Papers are due by the beginning of class on the day of your oral presentation. PLEASE TURN YOUR PAPER IN ON TIME! If not turned in on time, 3 points (i.e., one half grade) will be deducted for every day that it is late (yes...., weekends "count"). If turned in over 6 days late, 21 points will be deducted and you will receive an "F" on the paper component of the assignment. That is, your paper will be read and graded then, if late, points will be deducted from your score according to this schedule:

Day of presentation	Full points	4 Days after presentation	Minus 12 points
1 Day after presentation	Minus 3 points	5 Days after presentation	Minus 15 points
2 Days after presentation	Minus 6 points	6 Days after presentation	Minus 18 points
3 Days after presentation	Minus 9 points	7 Days after presentation	Minus 21 points

TOPICS. The Term Paper will be a review and critical discussion of a topic area important to the development of Psychology as science. Choose from the following topics or suggest something closer to your own interests. You must let me know which topic you would like to pursue. If you would like to research something not on the following list, you must clear the topic with me first. I have included one reading that might be of interest for some of the topics; however, you will need to consult more than that one source for your paper. See your textbook for a listing of other possible readings.

- 1) **The threat of the scientific method to Catholicism.** See for example Goodwin, R.N. (1998), *The hinge of the world*. New York: Farrar, Straus & Giroux. A novel, reportedly firmly grounded in reality, that discusses the threat of the scientific method to Catholicism in the 17th century.
- 2) **The history of dreams, nightmares, and sleep research.**
- 3) **The flight of psychologists from Nazi-dominated Europe during World War II.**
- 4) **Psychology's treatment of African-Americans and early African-American psychologists.** See for example Guthrie, R.V. (1976), *Even the rat was white: A historical view of psychology*. New York: Harper & Row. An African-American history of some of American psychology.
- 5) **A historical perspective on the philosophy and treatment of mental illness.**
- 6) **The history of women in psychology.** See for example Scarborough, E. & Furumoto, L. (1987), *Untold lives: The first generation of American women psychologists*. New York: Columbia University Press. Looks at the lives, contributions, honors, difficulties, etc. of early women psychologists in the U.S..
- 7) **The nature versus nurture debate.**
- 8) **The free will versus determinism debate.**
- 9) **Psychology and art: the impact of Freud on 20th century (modern) art.**
- 10) **The rise of industrial psychology.**
- 11) **The history and controversy of intelligence testing.** See for example Herrnstein, R.J. & Murray, C. (1994), *The bell curve: Intelligence and class structure in American life*. The Free Press (division of Simon & Schuster).
- 12) **The downfall of Behaviorism: biological constraints on behavior** (taste aversion learning, "misbehavior").
- 13) **The psychology of humor through the ages.**
- 14) **Consciousness.** See for example Weiskrantz, L. (1998), *Consciousness lost and found*. Oxford University Press. A biological view of consciousness using case studies of brain-damaged individuals. Or Searle, J.R. (1998), *The mystery of consciousness*. A New York Review Book.

LENGTH. Papers should be no less than 20 and no more than 30 double-spaced TYPED pages (12 point type with 1 inch margins) and include an appropriate bibliography in APA format. No handwritten papers will be accepted. SPELL-CHECK them BEFORE turning them in!!! Papers that have a large number of spelling or grammatical errors will be automatically marked down by 6 points (a full grade).

SOURCES. Source material can be found in any number of places. If you haven't already, make the campus librarians your friends; they will be a tremendous source for information. Introductory Psychology and/or History of Psychology textbooks can be great places to start. Make sure you use your own textbook first -- most of the time this will give you other places to look! For historical context information, consult a World History textbook or some other history book that can offer you "timetables" of what happened and when. The following sources are also HIGHLY RECOMMENDED:

Cohen, D. (1977). *Psychologists on psychology*. New York:Taplinger.

Evans, R.I. (1976). *The making of psychology: Discussions with creative contributors*. New York:Knopf.

Kimble, G.A. and others (Eds.) 1991-1996. *Portraits of Pioneers in Psychology*. (2 volumes).

Krawiec, T.S. (Ed.) 1972-1978. *The Psychologists* (3 volumes).

Murchinson, C. and others (Eds.) 1930-1980. *A History of Psychology in Autobiography*. (7 volumes).

<http://www.yorku.ca/dept/psych/classics/>

<http://www.utm.edu/research/iep/>

ORAL PRESENTATION. You will be given a presentation date (which cannot be changed) and will be required to give a 15 minute presentation about your historical topic. This presentation is not intended to be a "reading" from your term paper but rather a brief overview of the most important points. REMEMBER, YOU HAVE AN AUDIENCE "OUT THERE" THAT IS COUNTING ON YOU TO TEACH THEM so try to convey the material clearly and concisely! **Furthermore, if a demonstration can be made, please do! BE CREATIVE!!!!!!** As long as you cover the basic information, you are free to exercise your creative/artistic license. CREATIVITY IS THE KEY HERE!!!!!! You will start out with a minimum of 7 points (i.e., a "C") -- yes....., you will get a "C" if you stand up there and attempt to do this presentation. To get 8 points however, you will need to do a VERY GOOD presentation and convey the material clearly and succinctly in a fashion that makes it obvious that you understand the material well. To get 9 points, you will need to do an EXCELLENT job showing some degree of innovation -- 9 points is reserved for the not-so-standard presentation which includes a spark of creativity. And to get 10 points, you will have to knock my socks off -- 10 points is reserved for the best-of-the-best and will only be given if your creativity leaves your audience exceptionally informed and entertained.

EXTRA CREDIT - ACADEMIC GENEALOGY

SIGN-IN. You absolutely **MUST** sign in for this assignment. This project has been ongoing for 3 years and I need to direct you to a psychologist that has not been traced. As soon as you think you might like to get extra credit, contact me! We will need to discuss whom you would like to research, and some strategies for doing so. This is not a difficult assignment but it can be **VERY** time consuming! You absolutely, positively must become a "detective" and use logic and critical thinking in order to find information. Since it requires that you interview a CSULB Psychologist and do some library research, allow yourself at least 3-4 weeks to gather your information. **IF YOU DO NOT SIGN-IN, I WILL NOT ACCEPT YOUR WORK FOR EXTRA CREDIT.**

10 EXTRA CREDIT POINTS. This assignment may not take the place of any other assignment. That is, if you have not done the oral presentation and/or the paper, you will not qualify for extra credit points. This academic "family tree" will be a short profile of a member of the CSULB Psychology Department faculty (either full- or part-time). Your assignment is to trace them back to their intellectual forefathers in the mid-to-late 1800s (1850-1890 or so). The information at each step of the history must be **VERIFIABLE** and **CORRECT**. Only 1 student may trace back a particular psychologist and each semester you must choose a faculty member that has not already been researched for my class. You positively have to check with me first.

DUE DATE: THE OFFICIAL DUE DATE FOR THIS ASSIGNMENT WILL BE THE **BEGINNING OF CLASS ON TUESDAY DECEMBER 4TH.** YOU ABSOLUTELY MUST TURN YOUR PAPER IN ON TIME! This assignment will not be accepted late.

FORMAT: This is not meant to be an essay, but rather a brief description of a person and their advisors back through time so you can elect to either write a short (very, very short) paragraph on each person OR an abbreviated outline for each person. You must provide the following information:

PROVIDE

(FICTITIOUS) EXAMPLE

- Their name.
- Their degree (presumably a Ph.D. but it doesn't have to be).
- The date they received their degree.
- The university from which they received their degree.
- Their topic or interest area.
- Their advisor's name. Their official "advisor" is the one who "signed off" on their dissertation.

Marianne Hargrove, Ph.D. in Biological Psychology conferred on 11/30/93 from UC Berkeley. Interest area: animal behavior, play behavior. Ph.D. advisor: Stephen Glickman, Ph.D.

-then provide-

- Their advisor's name.
- Their advisor's degree (presumably a Ph.D. but it doesn't have to be)
- The date their advisor received their degree.
- The university from which their advisor received their degree.
- Their advisor's topic or interest area.
- Their advisor's advisor's name.

Stephen Glickman, Ph.D. in Animal Behavior conferred on 08/31/58 from Harvard. Interest area: animal behavior, behavioral endocrinology. Ph.D. advisor: Donald O. Hebb, Ph.D.

and on, and on, and on....

ADVICE. First choose the person you would like to trace back and find out when and where they got their degrees. The easiest way to do that is to **ASK THEM!** To track back their information, my advice would be to call (or email) them personally. Once you have their information, you will need to do the same for their advisor(s). If their advisors are alive then I would suggest that you contact them via phone or email. If you'd rather not, you could call their department (departments usually keep this sort of information) or use library resources. If you elect to use the library, talk to someone at the reference desk to help you; you will need to search through Dissertation Abstracts (or something similar). **THE INFORMATION IS DEFINITELY OUT THERE BUT YOU WILL NEED TO BE CLEVER AND FIGURE OUT WHERE TO LOOK!!!!**