

Introduction to the History of Psychology

Psychology 3125 3.0M (Winter, 2016)



“The historical *imagination*, surely, connotes many things.... High on my list is the imagination to believe that our lives, experience, and knowledge...do not circumscribe what it is possible to live, experience, or know.”

Roger Smith, *The Historical Imagination*, 2000

“A critical history is a way of utilising investigations of the past to enable one to think differently about the present, to interrogate that in our contemporary experience which we take for granted, through an examination of the conditions under which our current forms of truth have been made possible.”

Nikolas Rose, *Power and Subjectivity, Critical History and Psychology*, 1996



Lecture Times: Mondays, 11:30am-2:30pm
Location: CLH-A
Prerequisites: AK/AS/SC/PSYC 1010 6.00 or AK/PSYC 2410 6.00, with a minimum grade of C.

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Required Text: Pickren, W. & Rutherford, A. (2010). *A History of Modern Psychology in Context*. New York: Wiley.
Available for purchase in the York bookstore and as an e-book through the York library system.

Description: This course will provide a selective overview of the history of psychology from the mid-1800s to the present, with earlier forays into the philosophical and practical underpinnings of psychological questions where appropriate. We will consider both the history of the discipline - Psychology - and the history of its subject matter – psychology – with the goal of exploring how these two histories are intertwined. Students will be encouraged to consider issues of reflexivity and subjectivity as they pertain to the development of psychology and its research practices. Students will also be exposed to scholarship by historians of psychology, and will be asked to consider **historiographic**¹ issues that have influenced reconstructions of psychology's past.

Objectives: The primary objective of this course is to teach students how to use history to critically assess what psychologists do and the knowledge they produce, in order to become more thoughtful consumers of and participants in the field. By *critically assess*, I mean asking *how* and *why* certain kinds and methods of knowledge production have become dominant; to serve what ends, with what effects (repressive, liberatory), and as opposed to what alternatives? Students should emerge from the course with the ability to situate Psychology in its historical, cultural/global, and political contexts, and to more thoughtfully assess the role of psychological research and practice in its relation to society.

Course Policies: Plan to attend all class meetings, since substantive material will be covered in lecture that is not in your readings. Please note that the professor will not lend out or post lecture notes; **it is your responsibility to borrow a classmate's notes or have someone audiotape the lecture if you must miss a class.**

Powerpoint slides will be posted on the course website in advance of the class meeting. If a student has a documented disability that

¹ *Main Entry: **his·to·ri·og·ra·phy**

Function: *noun*

Date: 1569

1 a : the writing of history; *especially:* the writing of history based on the critical examination of sources, the selection of particulars from the authentic materials, and the synthesis of particulars into a narrative that will stand the test of critical methods; **b :** the principles, theory, and history of historical writing <a course in *historiography*>

2 : the product of historical writing : a body of historical literature

(From the Merriam-Webster on-line dictionary)

requires accommodation involving notetaking, please contact the professor immediately to arrange accommodation.

Only documented illnesses or emergencies are considered appropriate excuses for missing an exam. Notification concerning an absence must be received within 48 hours of the missed exam (by e-mail to the professor and TA), and appropriate documentation in the form of a note from your physician or campus health must be provided to justify your absence. **The doctor's note must be dated within 2 days of the missed exam.** A note dated a week later stating you were sick on the day of the exam will not suffice. Hold on to this note; you will be required to present it at the makeup exam to provide proof of your eligibility to write the makeup.

If a student must miss a test because of illness, he/she will be required to write a makeup exam that may differ in format and content from the original exam, at a time and date to be determined near the end of term. If the student misses the makeup, he/she will receive a grade of 0 on that exam. If a student misses more than one regularly scheduled test, he/she will be required to write all of the missed tests on the makeup date at the end of the term. If the student has a documented disability, please contact the professor for accommodation.

Grading:

Your final grade in this course will be weighted as follows:

Exam 1: 25%

Exam 2: 25%

Exam 3: 20%

Assignments: 30%

Exams will be comprised of multiple-choice questions and are non-cumulative. Note that there are short lectures after the first two exams and the final exam will be administered during the final class period of the course, but the final assignment is due one week later. Full information on the assignments is provided below.

Course Schedule

Date:	Lecture Topic:	Readings:
Jan 4	Introduction Origins of a Science of Mind	Pickren & Rutherford, Introduction Pickren & Rutherford, Ch. 1
Jan 11	Everyday Life and Psychological Practices	Pickren & Rutherford, Ch. 2
Jan 18	Methods and the Making of a New Science Assignment 1 due (5%)	Pickren & Rutherford, Ch. 3
Jan 25	Creating an American Psychology Psychology at the Interface with Medicine	Pickren & Rutherford, Ch. 4 Pickren & Rutherford, Ch. 5
Feb 1	EXAM 1 (25%) Psychologists as Testers: Applying Psychology, Ordering Society	Pickren & Rutherford, Ch. 6
Feb 8	American Psychological Science and Practice Between the World Wars Psychology in Europe between the World Wars	Pickren & Rutherford, Ch. 7 Pickren & Rutherford, Ch. 8
WINTER READING WEEK		
Feb 22	Golden Age of American Psychology Assignment 2 due (10%)	Pickren & Rutherford, Ch. 9
Feb 29	Internationalization and Indigenization of Psychology after World War II	Pickren & Rutherford, Ch. 10
MARCH 4th IS THE LAST DATE TO DROP WITHOUT RECEIVING A GRADE		
March 7	EXAM 2 (25%) Brain, Behavior and Cognition since 1945	Pickren & Rutherford, Ch. 13
March 14	The Science and Politics of Gender	Pickren & Rutherford, Ch. 11
March 21	Late 20 th Century American Psychology	Pickren & Rutherford, Ch. 12
March 28	EXAM 3 (20%)	
April 4	THERE IS NO CLASS TODAY BUT Assignment 3 is due by 12 midnight! (15%)	

Assignment 1

The **purpose** of this assignment is to have you explore an on-line resource for the history of psychology more deeply and to have a digital encounter with archival sources – the kinds of sources historians use to write history. You will need to consult the following website on William James:

<http://www.hcl.harvard.edu/libraries/houghton/exhibits/james/>

Explore each of its 10 themes – from the Introduction through the section on James' Death – by reading the text and exploring the materials available at each section.

Write a one-page (max 350-word) report on the web exhibit, in which you address the following **IN YOUR OWN WORDS**:

- 1) Describe three things you learned about James from the exhibit that you did not know based on reading your textbook (see pp. 53-56) and why you found them interesting.
- 2) What kinds/types of archival materials are available at the site?
- 3) Pick one of the archival materials that you were especially drawn to and explain what it is and why it resonated with you.

Address these questions in essay form, using full sentences and paragraphs. Include a cover page on which you write “Response to *Life is in the Transitions...*” and your name, email, and student number. You do not need to reproduce this title on the essay page itself. You should double-space your essay and use 12-pt Roman font. There is no need for a reference section. Maximum word count is 350.

Save your essay as a Word doc (not .pdf) with the following file name:

Lastname_Assignment1

Submit through the Moodle site

Assignment 2

The **purpose** of this assignment is twofold: 1) to have you read an original, research-based article in the history of psychology and be able to discern, summarize, and evaluate its main argument; 2) to further examine how specific cultural contexts affect the uptake and reception of psychological knowledge and practice.

Read ONE of the following two articles, depending on the first letter of your last name:

Mulder, E. & Heyting, F. (1998). The Dutch curve: The introduction and reception of intelligence testing in the Netherlands, 1908-1940. *Journal of the History of the Behavioral Sciences*, 34, 349-366. **(if your last name starts with A-L)**

Schneider, W. (1992). After Binet: French intelligence testing, 1900-1950. *Journal of the History of the Behavioral Sciences*, 28, 111-132. **(if your last name starts with M-Z)**

Write a two-page (max 700-word) report on the article, in which you address the following **IN YOUR OWN WORDS** (do not use direct quotes from the article):

- 1) What is the main question that the article poses and addresses?
- 2) How do the authors go about addressing this question? (Do not simply provide a summary of the content of the article. Give a summary of the line of argument the author uses to pursue the question – what general information is used, what sub-arguments are made, etc. Try to gist rather than recount details.)
- 3) What conclusions/answers to this question are drawn?

Address these questions in essay form, using full sentences and paragraphs. Include a cover page on which you write either “Review of *After Binet...*” OR “Review of *The Dutch Curve...*” and your name, email, and student number. You do not need to reproduce this title on the essay page itself. You should double-space your essay and use 12-pt Roman font. There is no need for a reference section. Maximum word count is 700.

Save your essay as a Word doc (not .pdf) with the following file name:

Lastname_Assignment2_Netherlands

OR

Lastname_Assignment2_France

Submit through the Moodle site

Assignment 3

Imagined Conversations: Women Past and Feminist Presence

The **purpose** of this assignment is to have you familiarize yourself more deeply with women in psychology/gender issues in psychology and to develop the ability to historically contextualize the experiences and contributions of psychologists.

For this assignment, you will be required to write an imagined conversation between a psychologist you select from the Women Past section of the *Psychology's Feminist Voices* website (<http://www.feministvoices.com>), and a psychologist you select from the Feminist Presence part of the site. You are free to pick any two psychologists, but you must have a rationale for the pairing – that is, why would these two psychologists be interesting to put “in conversation”?

Possible rationales for pairing include similarities *or* differences with respect to social location, research topic, methodological orientation, political values, etc.

You should read all of the material about each psychologist that is available at their respective profile pages, and any other secondary literature that you think is necessary for constructing this imagined conversation. Note that there are extensive lists of secondary sources that you could consult at the Resources link on both Women Past and Feminist Presence homepages. Note also that your textbook chapter on the science and politics of gender (Chapter 11) would also be a good source for background information, and there is a 40-minute video at the site entitled *The Changing Face of Feminist Psychology* that you can also consult.

Preface your conversation with a brief introduction in which you 1) identify and describe your two speakers (where and when do/did they work, in what area of psychology, on what topics), and 2) present the rationale for your pairing. Your elaboration of these two points should take up about one page.

Then, assume that the two speakers are located in their own historical period and place but can communicate across time. What would they each like to know about the other's experiences? What has changed in psychology, what has remained the same? Have they faced similar or different challenges and why? What observations might each have of the other's career and their specific lines of research or practice? Make sure the conversation is bi-directional (that information flows both ways) and is historically and contextually accurate.

Practical Considerations:

- Word limit is 1500 words (not including references or footnotes, if used)
- Please double-space, use 12-pt font, one-inch margins
- Be sure to include a title page that includes the name you have given to the conversation, *your* full name, and your student number
- To cite sources other than the site itself, include a reference list at the end of your paper using APA referencing style. Note: All of the reference lists on the site are constructed using APA referencing style, so you can use these as your models. Also, there is specific referencing information given for how to cite the oral history interviews that appear on the site on the first page of the oral history transcripts themselves.
- Save your paper in MS Word (no .pdfs please!) using your

lastname_3125_Essay as the file name format (e.g., Viswanathan_3125_Essay)

- Submit through the Moodle site by midnight April 4th.

Marking Scheme:

You will be marked relative to your peers on the thoughtfulness and creativity of your work. You will be expected to 1) demonstrate your knowledge of the impact of contextual factors on the lives and work of the psychologists you engage in conversation; 2) to present a compelling rationale for why you chose these two psychologists; and 3) to demonstrate substantive knowledge of each of the psychologists' approaches and contributions. Creativity and clarity of expression will also be evaluated. You will receive a **letter grade** on this assignment.

Further information and sample papers can be found here:

<http://www.feministvoices.com/psychology-s-feminist-voices-teaching-resources/>

Senate Guidelines on Letter Grades

A+ Exceptional: Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts, techniques in satisfying the requirements of an assignment or course.

A Excellent: Thorough knowledge of concepts and/or techniques with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.

B+ Very Good: Thorough knowledge of concepts and/or techniques with a fairly high degree of skill in the use of those concepts, techniques in satisfying the requirements of an assignment or course.

B Good: Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

C+ Competent: Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

C Fairly Competent: Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.

D+ Passing: Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.

D Barely Passing: Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.

E Marginally Failing

F Failing

Important information for students regarding the Access/Disability, Academic Honesty/Integrity, Student Conduct, and Religious Observance Days is available on the following webpage:

<http://secretariat-policies.info.yorku.ca/>

Please consult the following website on Academic Integrity:

http://www.yorku.ca/spark/academic_integrity/index.html

It is important that you are aware of the York University Senate Policy on Academic Honesty. Please consult the following website:

<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

York offers excellent support to help you develop your writing skills. See:

<http://www.yorku.ca/laps/writ/centre/>

Conversion Table for Final Letter Grades

From Percentage	To Letter Grade
90-100	A+
80- 89	A
75- 79	B+
70- 74	B
65- 69	C+
60- 64	C
55- 59	D+
50- 54	D
(Marginally below 50%) Marginally failing	E
(Below 50%) Failing	F