Goals of the course
1. Cover the history of psychology, through primary and secondary sources
2. Consider research methodology in history and psychology
3. Identify the major problems that have concerned psychologists
4. Practice research, writing, and presentation skills

A satisfactory grade in the course (A-) will result from satisfactory performance on all four components: class participation, class presentations, a research project, and a final essay.

1. Class participation
Come to class prepared to discuss/comment on the readings from Benjamin and ARES. Attendance is expected, with no more than one excused absence.

2. Class presentations
The objective is to develop and make a formal presentation that teaches the class the essentials of one of the following history topics:

- women in psychology
- race and psychology
- psychometrics, especially psychological tests
- history of clinical psychology
- counseling psychology
- psychiatry/psychoanalysis
- applied psychology incl. forensic development psychology

The due date for each topic is on the course schedule. Create and distribute a handout to the class and instructor. A 1-2 page summary handout is recommended instead of a multipage printout of all slides, since Power Point presentations may also be posted on ARES.
3. Research project: Compare and contrast psychology in 1920 and in 1970

Each student will choose one of the following projects or propose an alternative way to compare and contrast psychology 100 years ago and 50 years ago. Email mattson@fordham.edu by Monday July 8 with your selection.

Goals: Comparison of historical eras: depth in one area
   Historical research experience
   Practice writing and presentation skills

Final paper should be about 15 pages plus title page and references, in APA manuscript style
Produced in stages, with feedback:
   due July 17: introduction and 1920 part → feedback
   due August 5 last class: complete paper, adding 1970 and Conclusions
Submit hard copy and email copy to mattson@fordham.edu
Submit one Power Point slide by email with most interesting/main finding or comparison before last class

A. Journal comparison project
Select a psychology journal that was publishing by 1920
These journals are available on both campuses in the library and on-line:
   American Journal of Psychology: first published 1887
   Psychological Review: first published 1894
   Journal of Abnormal (and Social) Psychology: first published 1906
   Journal of Educational Psychology: first published 1910
   Journal of Applied Psychology: first published 1917
What journals were publishing in your area in 1920 and 1970?
See Burgand (2001) and Johnson (2000) on journals

Introduction: Examine current volume of the journal
   Summarize its content, editorial policies, status, and history
   Describe the 1920 and 1970 volumes of the journal
   Briefly describe your plan for comparing and contrasting 1920 and 1970 volumes
Part 1: Review the 1920 volume, and integrate with course material
Part 2 and Conclusions: Review the 1970 volume, integrate with course content, compare and contrast the two volumes, and draw conclusions

Power Point slide with most interesting/main findings or comparisons

B. Fordham Psychology Ph.D. comparison project
Compare/contrast Fordham Psychology Ph.D. students and their dissertations in the early years (1920s-1946) and in 1970. A database listing dissertations and student information is available, and the dissertations are in Walsh Library. For your paper, compare students and dissertations and relate to history of psychology as discussed in the course, including the broader historical context. See Goodchild and Miller (1997) on how dissertations developed.
C. Book comparison project
Review a psychology book published in 1920. Compare and contrast it with comparable sources or research from around 1970. For example from another year, Yerkes’ (1916) *Mental life of apes* could be compared to Gardner and Gardner’s studies of Washoe, which began in 1966. Look for reviews of the book. Research the author. Relate what you find to the course content, including the broader historical context.

*PDFs available for free: Google Books (GB), Internet Archive (IA)*

Update for 2020

D. Popular culture and popular psychology comparison project
Review popular accounts of psychology in 1920, such as newspaper and magazine accounts of psychology. Compare and contrast them with comparable sources from around 1970. Research the authors, publications, etc. Relate what you find to the course content including the broader historical context.

See also events in Street’s (1994) chronology:
Update for 2020

4. Final essay
Five pages plus references: due last class

Discuss (i) what you learned in the course that has relevance for your area of specialization, and (ii) the relevance of the history of psychology for psychologists. Refer to specific readings and class presentations to support your arguments. The goal of this assignment is to evaluate your use of the content presented in the course, in lieu of a final exam.
Readings on ARES: password = mattson6066
Baars, B. J. (1986). The cognitive revolution in psychology. Guilford Press. Chapter 1 on ARES
Haggbloom et al (2002). The 100 most eminent psychologists of the 20th century. Review of General Psychology, 6, 139-152.


**Books on reserve: Resources for class material**


Simonton, D.K. (2002). *Great psychologists and their times: Scientific insights into psychology’s history*. APA. *PsycBooks*

Street, W.R. (1994). *A chronology of noteworthy events in American psychology*. APA. *PsycBooks*


**Books on reserve: Resources for group presentations**


Guthrie, R.V. (1998). *Even the rat was white: A historical view of psychology* (2nd ed.). Allyn and Bacon.


**Videos:** Watson & Raynor

The Hollingworths: 5 min History: https://www.youtube.com/watch?v=r0c_dEDiAnI
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<tr>
<th>Schedule</th>
<th>Mondays &amp; Wednesdays 1:00-4:00</th>
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<td>UPDATE with 2020 dates</td>
<td>B=Benjamin  F=Fancher  on reserve for groups</td>
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<tr>
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<td>History of psychology at Fordham</td>
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<td>W7/3</td>
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<td>Physiological Roots</td>
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<td>Wundt and Titchener</td>
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<td>First Generation of American Psychologists</td>
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<td>Behaviorism</td>
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<td>Baars: everyone reads one behaviorist</td>
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<td>finish presentations; discuss research papers and final essays</td>
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<td>Counseling Psychology</td>
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<td>F ch 13 (Piaget); Parke et al</td>
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<td>F ch 15, Bartol &amp; Bartol (ARES)</td>
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