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Office hours: Monday and Wednesday 12:30-1:00 and other times by appointment

Required textbook: 

Other required readings: download from ARES: password=mattson6066

Recommended books: 

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
- developmental 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 1917 and in 1967

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 10 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 20: introduction and 1917 part → feedback
- due August 3 last class: complete paper, adding 1967 and Conclusion
Submit hard copy and email copy to mattson@fordham.edu
Submit 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 1917
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

What journal(s) was publishing in your area in 1917 and 1967?
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 1917 and 1967 volumes of the journal
- Briefly describe your plan for comparing and contrasting 1917 and 1967 volumes

Part 1: Review the 1917 volume, and integrate with course material

Part 2 and Conclusions: Review the 1967 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 1967. 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 1917. Compare and contrast it with comparable sources or research from around 1967. For example, 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)*
Alfred Adler, Bernard Glueck, & John Edward Lind (1917). *The neurotic constitution: Outlines of a comparative individualistic psychology and psychotherapy.* GB
No editor listed (1917) *Studies in psychology contributed by colleagues and former students of Edward Bradford Titchener.* GB
Hubert Gründer SJ (1917). *Psychology without a soul: A criticism* (2nd ed.). GB
G Stanley Hall (1917). *Jesus, the Christ, in the light of psychology.* GB IA
Havelock Ellis (1917). *Studies in the psychology of sex.* IA
William Fretz Kemble (1917). *Choosing employees by mental and physical tests.* IA

D. Popular culture and popular psychology comparison project
Review popular accounts of psychology in 1917, such as newspaper and magazine accounts of psychology. Compare and contrast them with comparable sources from around 1967. 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, such as:
“January 23, 1917 (1028): APA President Robert Yerkes wrote to President Wilson to offer his services in the event of war. The United States entered World War I on April 6, and by April 22 the APA Council had approved the association’s involvement.”
“October 1, 1917 (1048): James McKeen Cattell was dismissed from Columbia University for pacifist objections to World War I. Cattell, a founder of the American Association of University Professors, had a history of confronting the university administration over the faculty’s role in governance. He sued Columbia over his dismissal, won $40,000, and founded the Psychological Corporation with the money.”

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


Brock, A. C. (2016, June 27). The new history of psychology: Some (different) answers to Lovett’s five questions. *History of Psychology*. Advance online publication. [http://dx.doi.org/10.1037/hop0000036](http://dx.doi.org/10.1037/hop0000036)


http://behavioralscientist.org/psychologists-go-war/

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

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

**Videos:**
The Hollingworths: 5 min History: https://www.youtube.com/watch?v=r0c_dEDiAnI
Watson & Raynor
Schedule

Mondays & Wednesdays 1:00-4:00

B=Benjamin  F=Fancher  on reserve for groups

Class Topics

1 History of psychology at Fordham
   W7/5 syllabus and introduction
   Bier, Misiak, Mattson (ARES)

2 Philosophical Roots
   M7/10 Physiological Roots
   Haggbloom et al; Richard et al (ARES)

3 Origins of Experimental Psychology
   W7/12 Sensation and Perception
      Wundt and Titchener
      Darwin and Galton
      B ch 11: Wertheimer (1924) selection
      B ch 3; F ch 4-7
      Buss et al (ARES)

4 First Generation of American Psychologists
   M7/17 James and Hall
      Structuralism and Functionalism
      B ch 4-5; F ch 8

5 Behaviorism
   W7/19
   Baars: everyone reads one behaviorist

6 Scientific Revolutions
   M7/24
   Kuhn (ARES)
   Baars: everyone reads Chapter 1 (ARES) & one cognitive interview
   Roediger; Robins et al (ARES)

7 Cognitive Psychology
   W7/26 Women
   B ch 11; F ch 14
   B ch 10; Kendler (ARES); Scarborough & Furumoto

8 Race
   M7/31 Psychometrics & Testing
   Guthrie; Winston
   F ch 13 (Binet); Gould, Jones & Thissen (ARES)

9 Psychiatry/Psychoanalysis
   W8/2 Clinical Psychology
   B ch 7; F ch 10 (hypnotism), 11, 12, & 16 Fine
   B ch 6 & 9; Benjamin, Hornstein, Tryon (ARES)

10 finish presentations; discuss research papers and final essays
   M8/7 Counseling Psychology
   Developmental Psychology
   Applied Psychology
   Whitely
   F ch 13 (Piaget); Parke et al
   F ch 15, Bartol & Bartol (ARES)