PSYC 6066: History and Systems of Psychology

Summer 2018

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Voicemail LC: 212-636-6356  E-mail: mattson@fordham.edu

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 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 1918 and in 1968

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 1918 part ➔ feedback
   due August 3 last class: complete paper, adding 1968 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 1918
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 journal(s) was publishing in your area in 1918 and 1968?
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 1918 and 1968 volumes of the journal
   Briefly describe your plan for comparing and contrasting 1918 and 1968 volumes

Part 1: Review the 1918 volume, and integrate with course material

Part 2 and Conclusions: Review the 1968 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 1968. 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 1918. Compare and contrast it with comparable sources or research from around 1968. 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)*

ADD BOOKS PUBLISHED IN 1918 AND 1968

D. Popular culture and popular psychology comparison project
Review popular accounts of psychology in 1918, such as newspaper and magazine accounts of psychology. Compare and contrast them with comparable sources from around 1968. 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:

ADD EVENTS

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


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**

**UPDATE DATES FOR 2018**

B=Benjamin  F=Fancher  *on reserve for groups*

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>History of psychology at Fordham</td>
<td>Bier, Misiak, Mattson (ARES)</td>
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<td>syllabus and introduction</td>
<td>B ch 1, F intro</td>
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<td>2</td>
<td>Philosophical Roots</td>
<td>Haggblom et al; Richard et al (ARES)</td>
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<td>Physiological Roots</td>
<td>B ch 2; F ch 1-3</td>
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<td>3</td>
<td>Origins of Experimental Psychology</td>
<td>B ch 11: Wertheimer (1924) selection</td>
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<td>Sensation and Perception</td>
<td>B ch 3; F ch 4-7</td>
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<td>Wundt and Titchener</td>
<td>Buss et al (ARES)</td>
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<td>Darwin and Galton</td>
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<td>4</td>
<td>First Generation of American Psychologists</td>
<td>B ch 4-5; F ch 8</td>
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<td>James and Hall</td>
<td>Structuralism and Functionalism</td>
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<td>5</td>
<td>Behaviorism</td>
<td>B ch 8; F ch 9</td>
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<td>Baars: everyone reads one behaviorist</td>
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<td>Scientific Revolutions</td>
<td>Kuhn (ARES)</td>
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<td>Baars: everyone reads Chapter 1 (ARES) &amp; one cognitive interview</td>
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<td>Roediger; Robins et al (ARES)</td>
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<td>7</td>
<td>Cognitive Psychology</td>
<td>B ch 11; F ch 14</td>
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<td>Women</td>
<td>B ch 10; Kendler (ARES); <em>Scarborough &amp; Furumoto</em></td>
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<td>8</td>
<td>Race</td>
<td><em>Guthrie; Winston</em></td>
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<td>Psychometrics &amp; Testing</td>
<td>F ch 13 (Binet); <em>Gould, Jones &amp; Thissen (ARES)</em></td>
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<td>9</td>
<td>Psychiatry/Psychoanalysis</td>
<td>B ch 7; F ch 10 (hypnotism), 11, 12, &amp; 16 <em>Fine</em></td>
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<td>Clinical Psychology</td>
<td>B ch 6 &amp; 9; Benjamin, Hornstein, Tryon (ARES)</td>
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<td>10</td>
<td>finish presentations; discuss research papers and final essays</td>
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<td>Counseling Psychology</td>
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<td>Developmental Psychology</td>
<td>F ch 13 (Piaget); <em>Parke et al</em></td>
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<td>Applied Psychology</td>
<td>F ch 15, Bartol &amp; Bartol (ARES)</td>
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