



Department of Psychology

History and Systems of Psychology

Psychology 601 - Fall 2006

Course Outline

Instructor:	Hank Stam	Office:	Admin 251C
Phone:	220-5683	Office Hours:	MF 14:00 (or by appointment)
E-mail:	stam@ucalgary.ca	Lecture Day/Time:	Wed. 09:00-11:50
Location:	Admin 248		

Overview

This course will examine (a) the history of psychological concepts in Western culture, (b) major theoretical systems and research approaches of twentieth-century psychology, and (c) the foundational assumptions of contemporary perspectives in psychology. We will focus on selected topics both in the *intellectual* as well as the *institutional and social* history of the discipline. The relationship between these two forms of history (assuming they can be separated) remains contentious, as is the question of "history" itself.

Historical research on psychology by historians of science and psychologists has altered dramatically in the past twenty years. Institutional history is no longer "celebratory" or a chronology of the "great" minds of the past who forged the way to some valued present understanding of the topics that have created the current discipline. Instead, historians have sought to understand how important research questions have come to be asked in the discipline as a consequence of social practices and forces, institutional priorities and the social arrangements of the discipline itself. This has been linked with historians' of science concern with the social and institutional foundations of science itself. This does not in any way deny the importance of those whose ideas and work has changed the discipline, but this remains to be understood in a broader context.

As a consequence of these directions taken in the history of psychology, and the interest shown in psychology by historians themselves (not just psychologists-turned-historians), the historical literature has grown substantially over the past decades making it impossible to simply teach an "overview" of the history of psychology. Therefore, we shall be focusing on the rise and decline of "schools" and "systems" of psychology in the early twentieth-century and the developing research fields traditions past WWII. In addition, the history of twentieth century psychology is inevitably bound up with disputes and movements in the philosophy and sociology of science. We will examine these along the way by focusing on what kind of science psychology might reasonably be and what models of science sacrifice psychological phenomena to a standard of inquiry unattainable in the discipline. Finally, the recent fractionation of the discipline raises

questions about the existence of central or core psychological phenomena and how these are parsed within the disciplinary institutions designed to study these phenomena.

Required Readings:

1. Benjamin, L. T. & Baker, D. (2003). *From Seance to Science: A History of the Profession of Psychology in America*. Wadsworth. (available in the book store, or on line for about \$20 less).
2. A series of historical papers, a list of which is attached. Many of these will be web-based.

Recommended Reading:

1. Brock, A. C. (Ed.). (to appear in Sept. 2006). *Internationalizing the history of psychology*. New York: New York University Press
2. Danziger, K. (1990). Constructing the subject: Historical origins of psychological research. Cambridge University Press. (Available from Amazon.ca for \$46.25)
3. Danziger, K. (1997). Naming the mind: How Psychology Found Its Language. London: Sage. (Available from Amazon.ca for \$52.95)
4. Richards, G. (1996). Putting Psychology in Its Place : An Introduction from a Critical Historical Perspective. Routledge. (Available from Amazon.ca for \$38.95)

Class notes: I will be using powerpoint and will make these notes available on Blackboard.

Note about the readings. There is no traditional text for this course – the Benjamin and Baker book is a specialized history that focuses on the history of applications of psychology. In the past I have used Leahey's *History of modern psychology* and thereafter used Thorne & Henley's *Connections in the history and systems of psychology* but found both deficient on a number of points. For those of you who have not had an introductory course in the History of Psychology, you may want to read segments of an undergraduate text such as Leahey's or Thorne & Henley's.

Danziger's books (neither of which are required this year but parts of which will be in the readings) is a good example of the "new" history which is now coming to have a strong influence on how we understand the discipline. It takes seriously the notion that knowledge is the outcome of both individual and socially negotiated processes and institutional factors. He demonstrates this by taking such common terms as intelligence, motivation, personality, learning, stimulation, behavior, and attitude and showing how these come to take on their final meaning within the discipline. This book does not

recapitulate the earlier 1990 work however which is still important in its own right. Richards' book on the other hand debunks the traditional linear understanding we have of psychology as a direct descendant of philosophy and/or 19th century physiology and contextualizes a set of important developments in the institutional formation of the discipline.

Requirements:

1. **Paper:** Your major requirement for the course will be to write a paper on a topic in the history of psychology. The topic will be of your own choosing but **must** fall within the time period from 1860-1965. It could fall within only a selected aspect of that time period or you may choose to cover the entire range. For examples of the kind of paper I am looking for see articles in the Journal of the History of the Behavioural Sciences, Isis, History of the Human Sciences, Journal of the History of Ideas, occasional historical papers in Theory & Psychology and the American Psychologist as well as the new APA journal, History of Psychology. Your paper should cover some particular aspect of the history of psychology in depth (e.g., "the concept of evolution in late nineteenth-century thought"), or compare two or more individuals on a topic (e.g., "Wundt and James on consciousness") and should **not** be a superficial coverage of some broad historical topic or period (e.g., "the history of learning"). You should use original sources to construct your argument and rely on secondary sources only where they amplify or clarify the material at hand or in cases where secondary sources have come to lead us to see the primary material in an entirely different light (such as Danziger's book). Your paper is not a chronology but an historical interpretation of people, events, contexts, communities and ideas. As such it is an attempt to both re-construct a time and place as well as an opportunity to argue for a particular interpretation of that time and place. As a rough guideline, aim for a paper of 6,000 to 7,000 words - but circumstances may dictate a paper of different length.

It is important for you to know that the World Wide Web is in the process of changing the work of historians everywhere in a way that is different from the web's impact on professions such as psychology. Because historians work primarily with original or rare documents, archival material is being placed on the web at an increasing rate and because copyrights expire on classic materials there are more of these important historical documents appearing on the web. For example, begin your search at the York University web-site "Classics in the History of Psychology" maintained by Chris Green. This one is at <http://psychclassics.yorku.ca/> and contains the full texts of many old books and as well as articles and chapters. The site also contains links to 100s of other relevant works posted at other sites as well as original articles by historians of psychology. Once you begin searching you will discover others including links to many important archives where original material is sometimes placed on the web, making it available in a way that would be impossible to access otherwise. Chris Green also maintains a question and answer site dedicated to the history of psychology that you can access through the 'classics' site. You can also check out the preprint archive at York at <http://htpprints.yorku.ca/>.

Before you write your paper you should discuss the topic with me as well as the major sources you will use to write the paper. You will decide by the class of **October 11**

(week 5) what your topic will be and hand in a one page outline. The paper itself is due in the last week of classes. Value - see below.

2. **Presentation:** Since you are going to become an expert on some topic in the history of psychology by writing a paper about that topic, you will present your research in seminar form to the class. You will have about an hour to present your research. You should integrate your topic with that of the course material, present the background and give us an overview of your research and your argument, especially the importance of your argument to understanding some period or problem in the history of psychology. Make sure you prepare a one page outline for your seminar. By the class of **October 25** (week 7) you will have chosen a date for your presentation in one of the last weeks of class – depending in part on your topic and your negotiation with your peers. Total value of paper and presentation: 60%.

3. **Journals:** Each week you will write a summary of the readings along with reflections and comments and hand them in to me at the beginning of class. This summary should be about 500-700 words and should indicate something of the major content of the papers as well as your critical comments. Value: 9 @ 4% = 36%

4. **Participation:** Your participation in class discussions is worth 4% of your final grade.

Reappraisal of Grades

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

Important Dates

The last day to drop this course and **still receive a fee refund** is September 22, 2006. The last day to withdraw from this course is December 8, 2006.