

By the very nature of the history and systems course, much of your activity will center on the lecture. Variety can be introduced, however, and active learning encouraged, by supplementing your lectures with activities and assignments. Here are some examples.

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### 1. The Minilecture

This is an assignment that I have found to be very effective, although it is difficult to manage with a large class (Goodwin, 1994). It is designed to handle the typical problems that occur with oral presentation assignments—they tend to be jammed together at the end of the semester, a time when students face a myriad of other pressures, and they often cover topics that will not be tested on exams, which has the effect of taking away from your total hours for the semester and reducing the chances that students in the audience will pay much attention. The assignment involves taking portions of material that you would normally lecture on yourself, and assigning those portions to students. Each student delivers a 15-minute “minilecture” on an assigned topic, the lectures are spread throughout the semester, and students in the class are responsible for the material presented.

I give students a list of topics on the first day of class (e.g., Galton—mental testing; Tolman—cognitive maps; Watson—conditioned emotional reactions; Münsterberg—employee selection). A copy of the actual assignment is included below; feel free to use or modify it. The minilecture topics cover material from about the fourth to the 13th week of a 15-week semester. Students are told to select a topic they would like to present and list their top four selections. I try to give students one of their choices (and usually succeed). In brief meetings with each student one to two weeks before his or her talk, I discuss the information to be covered in the lecture. I also supply students with at least one other source of information to supplement the material in the text. Students know that their presentations will be tightly coordinated with my own lectures and that material from each minilecture will appear on exams. A day or two before each minilecture, I meet briefly with the presenter to review the material to be covered.

To facilitate note taking during the minilecture, presenters distribute a one-page outline of their talk to the class. Immediately after the lecture, students in the audience fill out a brief peer evaluation form to provide feedback to the speaker and to further ensure audience attention. The items on the form assess such things as the speaker’s clarity in presenting the material, the extent to which eye contact was made, and so on. I have included this form below; feel free to use or modify it.

The minilecture is also videotaped and the student gets the tape to review. Within 14 calendar days after his or her minilecture, the student turns in a five- to seven-page paper that includes a thorough

and fully referenced paper on the topic of the minilecture; a self-evaluation of the lecture, based on the peer feedback, the videotape, and the student's own analysis; and a set of test items based on the content of the lecture. (By the way, with the papers coming in slowly but steadily, it is much easier to read them thoroughly than when they all appear on the last day of class.)

*The handout for the assignment:*

As you know from your careful reading of the syllabus, one of your tasks for the semester is to prepare a "mini-lecture" on one of the course topics. Thus, you will help teach this course. On the second page of this handout, you will find a list of topics from which to choose. Exact dates for the mini-lectures have not been set, but you can guess the approximate date by comparing the lecture topics with the course schedule in the syllabus. The topics are listed in the order they will be given.

I will publish a schedule of approximate lecture dates shortly. Fear not—you will get at least a two-week notice of your lecture date. No mini-lectures will be given prior to the first exam. Look over the topics, and then tell me your first four choices via the procedure described below. I will expect to hear from you by the end of the first week of class.

**The Lecture:**

Each mini-lecture should last 10-12 minutes. Much shorter will indicate superficiality and much longer will suggest an inability to organize key information. The talk will be based on material in the text, material that I will provide for you, and material that you find on your own. You will also prepare a 1-page outline of your talk so that class members can take notes while you are presenting. Information from your mini-lecture WILL be on exams. Immediately after each lecture, your performance will be evaluated by the class using a simple survey instrument. These evaluations will be anonymous and will come directly to you. I won't see them until you turn them in later (see below). Your talk will also be videotaped (the tape will be given to you immediately after your talk).

Written Work:

Two weeks after you give your mini-lecture, you will turn in a package that includes:

- A fully referenced paper that elaborates on the topic of your talk. This should be approximately 5-6 pages in length (double-spaced, 1-inch margins, 10 pt. type) and should include a minimum of six references to books and/or journal articles and/or websites. No more than three references can be to websites. Your textbook can be one of the references.
- A set of annotated exam items that you might write if you were the instructor. These will include five 4-choice multiple choice items and two short (i.e., could be answered in 3-4 sentences) essay questions; accompany each multiple choice item with a 2-3 sentence description of why the correct alternative is correct and what it wrong (but close) about the distractors; accompany each essay with an answer that would be graded "perfect."
- A self-analysis on the experience of lecturing (1-2 pages). In this last part you will use the results of the peer evaluations, the video, and your own reflections to summarize the strong and weak points of your presentation and to explain what you would do to improve your next lecture.
- The collected peer evaluations, along with a statistical summary of them (i.e., mean and standard deviation for each item). Use SPSS for the summary.

MINI-LECTURE TOPICS

Decide on your top four choices and inform me of them as soon as possible.

1. Ebbinghaus → on memory
2. Romanes & Morgan → origins of comparative psychology
3. Galton → intelligence and eugenics
4. James → on consciousness, habit, and emotion
5. Calkins → association research and self psychology
6. Ladd-Franklin & Washburn → women pioneers
7. Titchener → the experimentalists and the manuals
8. Thorndike → cats in puzzle boxes
9. Cattell → mental tests
10. Binet → intelligence testing
11. Goddard → Vineland and the Kallikak study
12. Münsterberg → industrial psychology and employee selection
13. Bingham & Gilbreath → industrial psychology and ergonomics
14. Wertheimer → apparent motion and perceptual organization
15. Köhler → mentality of apes
16. Lewin → field theory and action research
17. Pavlov → generalization, discrimination, experimental neurosis
18. Watson → the behaviorist manifesto
19. Watson & Rayner → conditioned emotional reactions
20. Tolman → latent learning and cognitive maps
21. Skinner → the experimental analysis of behavior
22. Freud → the Clark lectures
23. Witmer → clinical psychology in America
24. Rogers → the humanistic approach
25. Sumner → pioneering minority psychologists

*The peer evaluation form that I use:*

Please rate the mini-lecture you just heard by indicating how much you agree or disagree with the statement below: Use the following 5-point scale:

SD=strongly disagree    D=disagree    U=undecided    A=agree    SA=strongly agree

THE LECTURER...

|  |    |   |   |   |    |
|--|----|---|---|---|----|
| 1. was free of distracting mannerisms<br>[e.g. saying “uhhh” or “like” too frequently] | SD | D | U | A | SA |
| 2. did not make good eye contact with the class during the lecture                     | SD | D | U | A | SA |
| 3. explained the material in a way that I understood it                                | SD | D | U | A | SA |
| 4. appeared to be nervous during the lecture   | SD | D | U | A | SA |
| 5. went at a good pace for effective notetaking; not too fast; not too slow            | SD | D | U | A | SA |
| 6. gave a lecture that did not correspond well with the outline that was distributed   | SD | D | U | A | SA |

On a scale from 1-10, with 10 being the best lecture you ever heard, rate the mini-lecture you just heard:

\_\_\_\_\_

To improve the lecture, if given again, the lecturer could:

## 2. The Newspaper Assignment

This assignment is designed to give students some insight into the historical context surrounding famous events in psychology's history. Working in groups of four, students create a four-page "Year-in Review" newspaper that chronicles the important events in a year of importance to psychology. The newspaper must contain a minimum of three stories that have something to do with psychology; the remaining stories deal with other historical events during that year (political, economic, cultural, etc.). Students choose the years from the years used for the textbooks Key Date Boxes. These boxes give them a head start on some topics and insure that they will pick a year of importance to psychology. For example, one recent group did 1929, with the lead story on the International Congress at Yale, which talks by Pavlov and Lewin. It also included psychology stories on the publication of Lashley's brain book and Boring's history, the opening of Yale's Institute for Human Relations. Non psychology items included stories on the stock market crash, the introduction of color film by Kodak, the Nobel Peace Prize for Frank Kellogg, President Hoover's inaugural, and the St. Valentine's Day massacre in Chicago (headline: "No Hugs for Bugs", referring to Al Capone's rival, Bugs Moran). My experience is that students find the project very engaging and they produce highly creative (e.g., calling the paper the "Reaction Times") and nicely designed (usually with Microsoft Publisher) newspapers. A similar assignment was described by Corman (1991).

### *The handout for the assignment:*

The goal of this assignment is for you, working in a four-person group, to produce a "newspaper" that chronicles the events during one of psychology's "Key Dates." The newspaper will include such topics as news features relating to events in psychology, book review, ads, obituaries, and anything else that emerges from the group's collective creativity. A reader of your newspaper should learn something about what happened of importance to psychology in a particular year, *and* should also learn something about the historical context in which these events occurred. Here are the guidelines:

1. Form a group of four and inform me of its membership as soon as possible. After Labor Day, I will form groups randomly from those who haven't self-selected themselves into a group.
2. Pick a year from the "Key Date" boxes that are found in all chapters of your text. Use the information in those boxes as starting points for the stories that you will create for your newspaper. For instance, if you chose 1890, your paper would have a big story on William James and publication of his new book, and other stories on things like the Sullivan skyscraper and statehood for Idaho and Wyoming. For each story, of course, you would have to search for more information than you'll find in the key date box. I have some other resources that I will make available to you, but there are lots of websites with this timeline kind of information and I'll bet you're better at searching for it than I am.
3. Each newspaper must have a minimum of three stories that have to do with psychology or some topic very closely related to psychology. Otherwise, the paper should include a balance of political, historical, economic, and cultural stories.
4. Each newspaper will be dated December 31 of the year chosen and will be structured as a special edition featuring the "Year in Review." Events within one year on either side of the key date year may be used (e.g., if the year is 1892, a story on the *upcoming* World's Fair in Chicago, held in 1893, could be included).
5. Each newspaper will be four pages long. I would strongly encourage you to import images into your pages, but at least 80% of the newspaper should be text information.
6. Divide the work evenly and keep track of how much you contribute. The big problem with group work, as I'm sure you know, is that some people do more work than others. Be assured that at the end of the semester, I will ask each of you to describe

*exactly* what you contributed to the project. Each of you will also describe the contributions of your group peers.

7. I have some sample newspapers that you can examine for ideas. They will be in a folder in my lab (D240). None of them are as good as the ones that you will complete.
8. The assignment will be due on the last scheduled day of our class (December 4). The newspaper will be scored for how interesting and well written the articles are, accuracy of content, diversity of content, and creativity.

### 3. The Annotated Bibliography

This assignment gives students some experience searching for resources, both electronic and print. They have to choose a person or a topic, find four electronic and six print resources, and write brief descriptions of the content of the resources. So that the format of the descriptions will be similar, I give them a model to guide their writing.

#### *The handout for the assignment:*

The goal of this assignment is for you to simulate some of the detective work that historians do in the initial stages of a research project—find out all that is available on a topic or a person of interest. Your task will be to hunt down electronic and print resources that would be uncovered by a historian beginning a project. For each item that you find, you will need to supply a complete reference and write a brief (4-5 sentences) annotation (i.e., description) of the item.

The project will have two parts. In the first, you will focus on electronic resources—web sites with information about your target topic or person. The second part of the project will concentrate on print resources. The project is due on Wednesday, April 4 (not March 2, as it says on the syllabus).

Part I. Electronic Resources: You probably know more about Internet searching than I do, but the simplest way to start is with a general Google search for your topic or person. Another place to start is the website for the Society for the History of Psychology, (there's a link to it on My Cat). The annotations for this part of the project should describe other links at the site and provide a general description of what is to be found at the site.

Part II. Print resources: This means hitting the library and looking for such things as books, chapters in edited books, journal articles, and obituaries. The way to search is to use *PsycINFO*, psychology's premier database. You can get to it from the library's homepage and it is easy to use. Indeed, by this point in your college career, you should be very familiar with it. *PsycINFO* includes references to and abstracts of virtually everything published in psychology and psychology-related fields since 1887. You will also find a lot of history-related information in the "early BFs"—books with the Library of Congress designation "BF" and with low numbers. If you find a journal article that is available electronically, it is still a journal article and belongs in this category, not in the category of "electronic resources."

Topic: The topic of your annotated bibliography can be an issue in psychology's history, a specific topic, or a person of some historical importance. You can pick people from the textbook, but **not** the major people (e.g., James, Freud, Wundt, Titchener, Watson—if you're unsure, just ask me about a person you have in mind). I can help you find an interesting person or topic. For instance, if you have an interest in intelligence testing, I could suggest a person to look at. As for non-person topics, here are some possibilities:

- history of electro-shock therapy (n.b. if you pick a topic like this, the items in your

bibliography need to be **historical in nature** and not, for instance, a recent article on research into memory loss following the procedure)

- Titchener's Experimental Club
- Terman's gifted study
- history of sport psychology
- history of maze learning research
- history of eugenics as it relates to psychology

This does not by any means exhaust the possibilities. The best strategy is to go through the book and look for a topic that you'd like to examine in more depth. Another good approach is to examine some topic of interest from another course, but from a historical perspective (e.g., looking at an early pioneer in the study of memory). Then do some quick Internet and *PsycINFO* searching to insure a sufficient number of entries in your final bibliography. "Sufficient number" is operationally defined as:

electronic resources: four entries

print resources: six entries

Thus, your final bibliography will include a total of ten entries. I will be a little flexible here—if you can only find three websites, for instance, it will be OK to do seven print pieces to make up the total of ten. See me if you run into problems like this.

I will need to approve the topic or person, and that approval should be attained by March 2 (just before break). So here are the relevant deadlines:

- xxx → inform me of your topic (in class that day, I'll have you just write down a topic or a name on a card and turn it in; please feel free to ask me about this well before this date)
- xxx → annotated bibliography due

To give you an idea of what I am looking for in an annotation, here are examples of two entries, one electronic and one in print. Use them as models.

Topic: Henry Goddard's Study of the Kallikaks

Website Resource #1:

<http://www.indiana.edu/~intell/kallikak.html>

This website is part of a broader site on the history of mental testing. It describes Goddard's study of the "Kallikak" family, in which he argued that feeble-mindedness was inherited and that the environment had little to do with it. The site includes photos from the book and photos from the alleged "touch-up" that occurred with the book's photos. The site includes links to an extensive set of references and to the contributors to the site. The main parts of the site, linked to the opening page, are called: introduction, Goddard's research, the Kallikak family, Deborah Kallikak, Goddard's recommendations, consequences, the controversial photos, and Goddard's regrets.

Print Resource #1:

Fancher, R. E. (1987). Henry Goddard and the Kallikak family photographs. *American Psychologist*, 42, 585-590.

This article examines a claim made by Stephan Gould that Goddard deliberately doctored the photographs of members of the "bad" side of the Kallikak family in his famous study. The "doctored" photos seemed to make the eyes darker, and Gould claimed that Goddard wanted to make it clearer to the viewer that the photos were of feeble-minded people. Fancher was able to show that alternative explanations existed, including the fact that such retouching was sometimes done in those days to protect the identity of the person in the photo. Also, Fancher argued, because Goddard believed that the feeble-minded generally looked "normal," it is doubtful that he would have been motivated to make them look subnormal.

\*\*\*\*\* Notice that the reference to the print resource is in perfect APA format—I am sure

that yours will be as well (hint); as the website references, the URL is sufficient.

#### 4. The Poster Assignment(s)

I have used two different forms of a poster assignment. One focuses on a specific date of importance to psychology's history (e.g., 1982 → APA founded) and the second on a study that is famous in psychology's history (e.g., Small's pioneering maze learning study). Students work in pairs, and include both psychology and non-psychology material in their posters, the latter which serves to place the year or the study in some historical context. On poster day, typically the final day of class, students display their posters. The audience includes themselves and other faculty members from the department.

*The handouts for the assignment:*

*First, for posters that center on a year:*

As you know from your careful reading of the syllabus, one of the course assignments is that you complete, with one other person (your "poster buddy"), a poster that portrays the events of a year of special relevance in psychology's history. Here's how to proceed:

- Find a poster buddy. If you haven't found one by xxx, I will randomly assign one to you.
- Find a year. There are some years that are better than others (i.e., more psychology relevant events). In general, you can probably get by with any year from 1890 through 1950, but there are some especially good years. The best way to find them is to look through your text for major events and see when they happened.
- For the year you choose, identify a minimum of three psychology-related events, at least one of which should be quite highly significant and the main focus of your poster (e.g., the founding of APA in 1892).
- Do some research on the social, economic, political, etc. climate during your year. That is, one of the goals of the project is for you to fit the psychology events within the historical context of other things that were going on in the world at the time.
- Your poster **title** should follow this format → "Year: catchy title" → the "catchy title" part is your opportunity to be creative. As for the poster itself, create individual panels that each describe one event or story. Use images, but be sure to write thorough descriptions of events, especially the important ones. Think of the writing that you do as similar to newspaper writing.
- Mount your poster on one of those tri-fold cardboard poster things that they sell in the bookstore (I think) or at Wal-Mart (definitely).
- It is best to think of the stories you will place on your poster as being similar to brief stories you would see in the newspaper. For example, if your year was 1929, you could have a story about the International Conference at Yale that drew international stars such as Lewin and Pavlov. Your story would be 3-4 paragraphs in length. Other psychology stories could be on the creation of Psi Chi that year, and the publication of Boring's history. You could also have a brief listing of important psychologists born that year, with each one accompanied by a sentence describing something important about that psychologist. For non-psychology events, you could have a story on the biggie of that year—the stock market crash. Be liberal with your use of images.
- At the bottom right of your poster, in small print, include a panel that lists the resources you used in compiling your poster.
- On poster day itself, Monday, December 5, we will arrange the posters around the

perimeter of the room, and you will get a chance to see everyone's poster. That is, at any given time, one of you will stand at your poster and answer questions from other students, while your poster buddy will circulate around the room and examine the other posters. As you look at the posters of your classmates, you should ask questions about the material they have discovered and you should evaluate the overall content of the poster. I will also invite other department faculty to come to the class that day (at the end of the semester, they'll probably be too busy, but be prepared).

- At the end of the class, after examining all of the posters, you will each complete a self-evaluation of your own poster, based on these criteria:
  - Quality of the written descriptions of the events you have chosen
  - Appropriateness of the images chosen to accompany the stories
  - Whether the stories provide insight into the big psychology events of the year
  - Whether the non-psychology stories provide insight into the historical context of the year
  - Overall visual appeal

*Second, for posters that center on a famous study:*

As you know from your careful reading of the syllabus, one of the course assignments is that you complete, with one other person (your "poster buddy"), a poster that focuses on an important research study published in the history of psychology. Here's how to proceed:

- Find a poster buddy. If you haven't found one by spring break, I will randomly assign one to you.
- Pick a study from the list on the next page.
- Do some research on (a) other things going on in psychology during the year of your chosen study, and (b) the social, economic, political, etc. climate during the year your study was published. That is, one of the goals of the project is for you to fit the study into its historical context. On your poster, the center panel will contain details about your study. The left hand panel will describe other psychology events of the year, and the right hand panel will describe important events going on in the country and in the world during the year of your study.
- In the center panel, you should indicate the title of the research article, the authors, and the year published. It would be good to also include a photo of the study's author (or main author) if you can find one (Google image search works pretty well). Other relevant images would also enhance the poster. Then be sure to include descriptions of
  - The purpose of the study
  - The methodology
  - The results (including a graph or a table would be good)
  - The conclusions drawn
  - The importance of this study for psychology's history
- On the back of your poster, in small print, include a panel that lists the resources you used in compiling your poster, along with a full reference for your main study.
- Mount your poster on one of those tri-fold cardboard poster things. Be sure to get the one that is 36" tall (not 28" tall). On poster day itself, Friday, April 27, we will arrange the posters around the perimeter of the room, and you will get a chance to see everyone's poster. That is, at any given time, one of you will stand at your poster and answer questions from other students, while your poster buddy will



circulate around the room and examine the other posters. As you look at the posters of your classmates, you should ask questions about the material they have discovered and you should evaluate the overall content of the poster. I will also invite other department faculty to come to the class that day and look at your posters.

Your posters will be scored according to these criteria:

- Quality of the written description of your main study
- Appropriateness of the images chosen to accompany the study (other the events on the side panels)
- Whether the side panel descriptions provide insight into the big psychology events of the year
- Whether the non-psychology side panel descriptions provide insight into the historical context of the year
- Overall visual appeal

You should choose your study from the following. I have a copy of each that I could loan to you. However, if you have some other famous study that you know about and would like to use as the basis for the poster (e.g., Small's pioneering maze learning study, the Clark doll studies, Köhler's insight studies, etc.), let me know (if you don't use one of the studies listed below, I will need to approve it).

There can only be one poster per study, so → first come, first served.

1. Barker, R., Dembo, T., & Lewin, K. (1941). Frustration and regression: An experiment with young children. *University of Iowa Studies in Child Welfare, 18, No. 1.*
2. Calkins, M. C. (1894). Association I. *Psychological Review, 1, 476–483.*
3. Carr, H. A., & Watson, J. B. (1908). Orientation in the white rat. *Journal of Comparative Neurology and Psychology, 18, 27-44.*
4. Eysenck, H. J. (1952). The effects of psychotherapy: An evaluation. *Journal of Consulting Psychology, 16, 319-324.*
5. Goddard, H. H. (1910). Four hundred feeble-minded children classified by the Binet method. *Journal of Genetic Psychology, 17, 387–397.*
6. Jenkins, J. J., & Dallenbach, K. M. (1924). Minor studies from the psychological laboratory of Cornell University: Oblivescence during sleep. *American Journal of Psychology, 35, 605-612.*
7. Jones, M. C. (1924). The elimination of children's fears. *Journal of Experimental Psychology, 7, 382–390.*
8. McGraw, M. (1941). Neural maturation as exemplified in the changing reactions of the infant to pin prick. *Child Development, 12, 31-42.*
9. Miller, G. A. (1956). The magic number plus or minus two: Some limits on our capacity for processing information. *Psychological Review, 63, 81-97.*
10. Skinner, B. F. (1960). Pigeons in a pelican. *American Psychologist, 15, 28–37.*
11. Spelt, D. (1948). The conditioning of the human fetus in utero. *Journal of Experimental Psychology, 38, 338-346.*
12. Tolman, E. C., Ritchie, B. F., & Kalish, D. (1946). Studies in spatial learning. I. Orientation and the short-cut. *Journal of Experimental Psychology, 36, 13–24.*
13. Watson, J. B., & Morgan, J. J. B. (1917). Emotions reactions and psychological experimentation. *American Journal of Psychology, 28, 163-174.*

14. Zeigarnik, B. (1967). On finished and unfinished tasks. In W. D. Ellis (Ed.), *A source book of Gestalt psychology* (pp. 300–314). London: Routledge and Kegan Paul. (Original work published 1927)

### 5. Reading, Summarizing, and Discussing Journal Articles Written by Historians

One of the ways I incorporate historiography into my undergraduate history of psychology course is to ask students to read and briefly summarize eight articles written by historians of psychology. The articles are chosen to illustrate various methodological and theoretical issues in the history of psychology. In addition to choosing them for pedagogical purposes, and this is an important consideration, the articles are selected because they not difficult for undergraduates to read, and, according to end-of-semester ratings, students find them interesting. Here are some examples of the issues illustrated by some of the readings

- Showing how events in psychology's history can be fit into a broader historical context
  - e.g., showing why spiritualism was popular in late nineteenth century America (Coon, 1992)
  - e.g., placing Goddard's work in the context of early twentieth century concerns about immigration (Gelb, 1986)
- Illustrating the dangers of presentist thinking
  - e.g., explaining the reasons why the APA's reaction to the Clarks' research, which contributed to *Brown v. Board of Education*, was minimal
  - e.g., explaining the reasons for the apparent anti-Semitic phrasing found in some of Woodworth's letters of recommendation (Winston, 1996)
- Challenging the typical student belief that if it's in the text book, it must be true
  - e.g., the political reasons for the structure and content of Boring's famous text (O'Donnell, 1979)
  - e.g., the errors in portraying Pavlov's apparatus (Goodwin, 1991)
- You cannot understand modern psychology without understanding history
  - e.g., animal rights ("antivivisection") at the turn of the twentieth century (Dewsbury, 1990)
  - e.g., the notion that experiments produce causal conclusions, but correlations don't (Winston, 1990)
- Historians rely heavily on archival materials
  - all of the articles on the list

Here is a list of articles that I have found most effective in giving students a good sense of what historians do and how they think.

- Benjamin, L. T., & Crouse, E. M. (2002). The American Psychological Association's response to *Brown v. Board of Education*: The case of Kenneth B. Clark. *American Psychologist*, *57*, 38-50.
- Benjamin, L. T., Jr., Rogers, A. M., & Rosenbaum, A. (1991). Coca-cola caffeine, and mental deficiency: Harry Hollingworth and the Chattanooga trial. *Journal of the History of the Behavioral Sciences*, *27*, 42-55.
- Burnham, J. C. (1972). Thorndike's puzzle boxes. *Journal of the History of the Behavioral Sciences*, *8*, 159-167.
- Coon, D. J. (1992). Testing the limits of sense and science: American experimental psychologists combat spiritualism. *American Psychologist*, *47*, 143-151.
- Dewsbury, D. A. (1990). Early interactions between animal psychologists and animal activists and the founding of the APA committee on precautions in animal experimentation. *American Psychologist*, *45*, 315-327.
- Fuchs, A. H. (1998). Psychology and "the Babe." *Journal of the History of the Behavioral Sciences*, *34*, 153-165.

- Furumoto, L. (1992). Joining separate spheres—Christine Ladd-Franklin, woman-scientist (1847-1930). *American Psychologist*, 47, 175-182.
- Gelb, S. A. (1986). Henry H. Goddard and the immigrants, 1910-1917: The studies and their social context. *Journal of the History of the Behavioral Sciences*, 22, 324-332.
- Goodwin, C. J. (1991). Misportraying Pavlov's apparatus. *American Journal of Psychology*, 104, 135-141.
- Goodwin, C. J. (2005). Reorganizing the Experimentalists: The origins of the Society of Experimental Psychologists. *History of Psychology*, 8, 347-361
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## 6. The Historiography Scavenger Hunt

This exercise acquaints students with some of the tools that historians use when gathering information for a research project (Goodwin, 1995). The tools are:

Benjamin, L. T., et al. (1989). *A history of American psychology in notes and news, 1883-1945: An index to journal sources*. Millwood, NY: Kraus International.

Sokal, M. M., & Rafail, P. A. (1982). *A guide to manuscript collections in the history of psychology and selected areas*. Millwood, NY: Kraus International.

Viney, W., Wertheimer, M., & Viney, M. L. (1979). *History of psychology: A guide to information sources*. Detroit: Gale Research Co.

The essence of the assignment is that students are given a set of questions that cannot be answered unless they have the ability to search (“hunt”) effectively through these bibliographic tools. I try to structure the questions so they reflect the kinds of problems that would confront the historian. Thus, someone investigating Willard Small and his early maze learning research might want to find out if other maze research was occurring at the same time, if Small continued to be productive as a maze researcher after completing his pioneering study, whether he stayed at Clark or moved on to other places, whether he carried on any significant correspondence during the time of his work and after, and so on.

Depending on class size, students work alone or in pairs, and I normally add an element of competition by giving prizes (of no real value) to those solving all the problems in the shortest time. However, successful completion of the exercise for credit only requires that a certain percentage of the questions (i.e., 90%) be answered by a certain deadline. I also try to complete the exercise within the first three weeks of the semester. This enables me to ask students, when researching for a paper on Person X later in the semester, to tell me everything they can about that person from information to be found in the bibliographic sources. Here are some examples of the kinds of questions included in the scavenger hunt:

From Sokal and Rafail's *Guide to Manuscript Collections*:

1. Search for information about the American Association for Applied Psychology (AAP).
  - a. In the Library of Congress holdings, in which section and in which container can information about the AAP be found?  
*Section I, Containers K1-17; Section II, Container K18*
  - b. Exactly what information is to be found?  
*correspondence, minutes, newsletters, etc.*
  - c. In which other archival collections can information about the AAP be found?  
*Bingham papers, Carnegie-Mellon; Ethel Cornell papers, Cornell*
2. Besides Cornell, find six other places where Titchener correspondence can be found. Who are the correspondents?  
*Carnegie-Mellon (Bingham); Library of Congress (Cattell); Akron (Friedline); Boston Public Library (Münsterberg); Michigan (Pillsbury); Yale (Yerkes)*
3. Can correspondence between these people be found? If so, where?
  - a. Sanford-Titchener                    *yes; Titchener papers, Cornell*
  - b. Terman-Gesell                        *yes; Terman papers, Stanford; Gesell papers, Lib. Cong.*
  - c. Hull-Tolman                            *no*
  - d. Hull-Pillsbury                        *yes; Pillsbury papers, Michigan*
  - e. Lashley-Yerkes                        *yes; Yerkes papers, Yale*
4. Identify six different psychologists, mentioned at least once in your text, who corresponded with E. G. Boring. Where is this correspondence located?  
*Bingham (Carnegie-Mellon); Cattell (Library of Congress); Pillsbury (Stanford); Titchener (Cornell); Yerkes (Yale)*

From Benjamin, et al.'s *Notes & News*:

1. Find three different people who lectured on eugenics after 1910 but before WWI. Give the journal references to the notes written about their lectures.  
*Davenport, Science, 1912, 36, 784; Pearson, Science, 1912, 36, 113; Webber, Science, 1912, 36, 784*
2. What did Walter Miles and Raymond Dodge have in common?  
*both appointed to Wesleyan and Yale; both in NRC; both APA presidents*
3. Who had the greatest number of different university appointments: Langfeld, Boring, Fernberger, or Whipple? List the number of appointments for each.  
*Langfeld, 3; Boring, 3; Fernberger, 2; Whipple, 5*
4. Which volume of the *American Journal of Psychology* covered the greatest time span?

*Volume 6: 1893-1895*

5. How many different notices are there of Titchener's resignation(s) from the APA?  
*none; there is a notice of his resignation from editing AJP*
6. List the Clark University appointments that later became APA presidents.  
*Boring, Carmichael, Fernberger, Hall, Hunter, Sanford*

From Viney, Wertheimer, and Viney's *Guide to Information Sources*:

1. Suppose you were doing a history of the APA. List five references that appear to be the most important.  
*answers vary, but most important ones probably found on pp. 96-98*
2. Suppose you wanted to learn how to equip a laboratory of experimental psychology in the 1890s. Find an article that would tell you how best to do it.  
*article by Sanford (p. 102)*
3. Find a reference that would tell you something about the history of maze learning in rats.  
*tricky: no index entry under mazes; article by Miles (p. 273) listed under subject index entries of both "Rats" and "Animal Psychology"*
5. What indexing error would you discover if you were interested in phrenology?  
*in subject index, articles listed on pp. 221-229 do not deal with phrenology but with phenomenology*

Combining All Three Sources:

Suppose you were interested in the Vineland Training School.

1. Which archives would you be most likely to contact? Why?  
*Akron, holds the papers of Henry Goddard and E. A. Doll*
2. What other information can be discovered about Goddard and Doll?  
*Notes & News: several entries on appointments and departures, and Vineland events; Viney: several articles by or about Goddard and Doll and about Vineland*

Alternative assignment—give students ownership over some psychologist who isn't one of the major characters in the course (e.g., avoid Watson, Freud, James, etc.) and have them identify everything of relevance (or some maximum number of items) from all three resources.

Practical considerations—(a) students tend to make notations in the books, so you have to change the questions every semester; (b) even though the resources are typically in the reference section of the library and cannot be checked out, it is best to place them on reserve for the duration of the assignment.

## 7. The Genealogy Assignment

Tracing academic roots is a sure fire way to show students how most psychologists can trace their origins to a relatively few early psychologists, usually Wundt, James, or Stumpf. Procedures for creating genealogy assignments can be found in Terry (1980), Weigel and Gottfurcht (1972), and, more recently, in Goodwin, Dingus, and Petterson (2002). The latter article lists a number of resources that can aid in the search.

## 8. Identifying Resource Materials from Published Articles

Chapter 1 describes the kinds of materials used by historians as they collect information for their research. To give students further insight into the range of information used, assign them an article from the *Journal of the History of the Behavioral Sciences* or the journal *History of*

*Psychology*, and ask them to identify the resources used by the author(s). Specifically, ask students to:

- a. List five different types of information selected by the author that involve the use of archival materials (e.g., letters, university financial records, course syllabi, class notes, college catalogues, registrar records, old newspaper clippings).
- b. Identify (as far as can be determined from the article) the names of the various archives that were used to prepare this article.

### 9. Teaching About Introspection

Students generally find it difficult to grasp the historical context of another era. Understanding what experimental psychology was like during the time when psychology was the study of immediate conscious experience and systematic experimental introspection was a dominant method is particularly problematic. The “introspective attitude,” taken for granted as a way of thinking in the first two decades of this century, is virtually nonexistent in contemporary psychology. The usual textbook accounts (including mine) describe the procedure, the stimulus error, show why the method failed, and so on. Hence, teaching the technique is impossible in the brief time given to it in the history course. The fact that “Observers” in introspective studies were highly trained makes it difficult to simply read present-day students a list of instructions for introspection and ask them to try it on their own. Some understanding of introspection can be gained, however, by briefly trying to replicate old studies, by examining published introspective reports, and by reading correspondence that dealt with the problem of introspection or illustrated introspective thinking directly (Goodwin, 1989).

1. *Replicating Original Experiments.* While it is clear that students will not be able to learn how to introspect during their brief time in the history course, there are some exercises that will give them an approximation of the introspective procedure. For example, Titchener's laboratory manuals, especially the qualitative volume (1901), provide a variety of relatively simple experiments that can be completed and accompanied by introspective accounts. Replicating a study by Conklin and Dimmick (1925) is another interesting exercise for students. The study was designed to measure the conscious experience of fear, but they used a wide range of stimuli, not just fearful ones. Observers with their eyes closed were presented the stimuli for a brief period, after being instructed as follows:

...Let [the stimulus] have its full normal effect and respond to it naturally.  
After I say 'Now' describe your experience as completely as you can...Don't try to tell what the object is, but describe your experience in the situation (p. 96).

The stimuli included "odors (pl. and unpl.), sandpaper, warm velvet, ... blast of air, rubber glove filled with water, preserved brain, preserved frog, soaked macaroni, wet rubber snake, and cold metal" (Conklin & Dimmick, 1925, p. 97). When students in the history class are asked to perform as Observers, it immediately becomes evident to them that introspection is not an easy procedure. Students typically try to name the stimulus, thereby demonstrating the stimulus error. However, some students will produce phenomenological descriptions quite similar to those reported in the original study.

2. *Reading Published Introspective Accounts.* A second method for teaching about introspection is to have students read portions of studies that include detailed introspective reports. There are a number of these in the literature, usually published in the *American Journal of Psychology* and normally completed by Titchener's doctoral students. One excellent example is Karl Dallenbach's (1913) doctoral dissertation on attention, featured in the Close-Up on page 185 in the text.

A second example is an study on affective qualities by John Nafe (1924), another of Titchener's students. Observers were exposed to a large number of stimuli and asked to introspect after each. For example, after smelling a rose geranium, one account read:

At no time did the smell become dominant, at no time was it the principal element of the experience. The [pleasant] affection stood out, dominated, seemed the principal item of experience, and the smell somehow belonged to the affection...[The smell] was loose, diffuse, unnucleated experience...The affection was unnucleated too. Along the middle there was a tendency for the smell to collect, condense, but it didn't go far. It did shrink in extent and increase in density a little (Nafe, 1924, p. 513).

Reading these accounts can give students an appreciation for the richness of the introspective reports. As can be seen, the accounts included affect ("unpleasantness"), imagery, and even muscular sensations. Other good examples can be found in Geissler (1910), Weld (1912), and Boring (1915). The latter study is especially impressive to students as an example of great perseverance on the part of Boring and his other Observers. They spent long hours with stomach tubes in place, having various substances poured directly into their stomachs!

3. *Reading Correspondence.* One generally interesting method for enhancing students' understanding of an era and the psychologists living in it is to have them read correspondence written by psychologists to their contemporaries (Goodwin, 1991). It is remarkable just how the prevailing ways of thinking are reflected in how the letters were written. Using these letters to teach about the process of introspection is especially effective, and can take two forms. First, some letters discuss introspective procedures or the results of introspective work directly. For instance, in a letter to Titchener, Nafe commented on the problem of using inexperienced introspectors:

The untrained Os are just a bother. They try hard enough and in reaching around give a lot of good stuff but it is always so cluttered up with the stimulus [error]...The perceptive attitude is so ingrained that it takes a long continued effort to get rid of it and we are so often accused of overtraining our Os it makes me rather unhappy. Of course I'm going ahead but the fewer untrained Os I have to deal with the better I feel about it. On the other hand, I'm surprised at the number of Freshman [sic] can get reports from without so much as a stimulus [error]...Try it on a few perfectly naive persons. I ask them what they feel when they feel unpleasantly. Many immediately take a wrong direction in their answers but I'm surprised at the number giving good answers. (Nafe, 1926, December 9)

While letters dealing directly with introspection are valuable, even more revealing to students are letters that show how the so-called "introspective attitude" permeated the lives of turn-of-the-century experimental psychologists. This way of thinking comes to life for students when they read a psychologist's letters. Two good examples (Sanford on thunderstorms and the experience of fear, and Witmer and the experience of pain after falling off a horse) can be found in the Close-Up on page 185 in the text.

## 10. Conducting a Slide Show Contest and Review

I use PowerPoint slides in several different ways during the history course (for more on available photographic resources, refer to the Teaching Resources file). During a discussion of early laboratories, for instance, I use the Clark lab photos. These show experiments in progress at Clark University in 1892 (they were prepared for exhibit in the display on the "New Psychology" at the 1893 Chicago Columbian Exposition). The photos are an effective way to move students back 100+ years in order to see what research was actually like then. Several of the slides portray subjects participating in the same studies that were later published in the *American Journal of Psychology* as the "Clark Minor Studies" series. Some of these can be found in the textbook (e.g., p. 163).

I also hold a slide identification contest on the final class day that also serves as a review for the final. The students have a great time with it. Using a (more or less) college bowl format, I divide

the class in two and show PowerPoint slides of famous psychologists and research apparatus (mostly taken from websites). The first person to identify the slide vocally earns a point for his or her team (warning: it gets very loud). Failure to identify a slide (a frequent occurrence because although students know about Thorndike by the end of the course, for example, they might not recall seeing his picture) elicits retrieval cues from me; these serve as a useful review technique. For example, an unrecognized photo of Thorndike might elicit from me a comment about trial-and-error learning in puzzle boxes. After someone yells out his name, I'll say that another point is available if anyone can name another of his contributions. Because I am the final judge about who yells out a name first, I can keep the score close throughout the hour and keep interest high. And because by the end of the semester I know the students well, I can form two teams that are equal in (a) ability and course knowledge and (b) uninhibited willingness to yell out names. Because my course is always taught in the fall semester, my prizes for the winning team are large candy canes (the losers get small candy canes, so everyone leaves with a sugar fix).

### 11. Staging a Debate

The course presents numerous opportunities for debates to be staged (Carroll, 2006). These can range from simple affairs, involving two students, each presenting a side of some issue, to a more elaborate and formal debate team format. Some topics include:

- Titchener vs. Watson on introspection
- Titchener vs. James on the nature of consciousness
- Tolman vs. Hull on learning
- Locke vs. Leibniz on the nature-nurture issue
- Terman vs. Lippmann on the nature and use of IQ tests
- Binet vs. Goddard (or Terman) on intelligence
- Neisser vs. Skinner on the value of cognitive psychology
- Rogers vs. Skinner on human nature
- Thorndike vs. Köhler on thinking and problem solving
- Freud vs. Skinner on the causes of behavior

### 12. Becoming Darwin

Brooks (1985) uses a "role-playing" exercise as a group project. Groups of students are assigned the roles of famous characters from the course, with each group being given a set of roles that are functionally related (e.g., Darwin, Morgan, Thorndike, Watson). Students research their characters, then create a presentation in which the character's ideas are made clear through a "script" written by students. Brooks reports that students have created scripts that have been set in frameworks ranging from quiz shows ("Family Feud") to "This is Your Life" to a re-creation of a local student bar (with Wundt as bartender).

### 13. Recognizing Presentist Accounts

It is sometimes difficult for students to understand the dangers of presentist thinking. Benjamin gives a good description of the problem in an interview that I did with him (Goodwin, 1997) and Stocking's article (1965) is a good one to assign as supplemental reading. To give students experience identifying presentist thinking, consider having them read an article by Leahey (1986) that reviews a two-volume collection called *Topics in the History of Psychology*, edited by Kimble and Schlesinger. Leahey's review, entitled "History without a past," is quite critical, emphasizing the tendency for most of the contributors to the books to be overly presentist. Leahey gives several specific examples in the review (e.g., describing Shakespeare as "surprisingly modern"). As an



assignment, ask students to examine chapters in the books and to find additional examples of phrasing that Leahey and other historians might find objectionable.

#### 14. Comparing Text Editions

An important point, made several times in the textbook, is that histories continually need to be rewritten in the light of new information. As a way to illustrate how histories of psychology have changed over the years, ask students to compare different editions of the same textbook. For example, I place copies of the 3rd, 4th, and 5th editions of Schultz and Schultz's venerable history text (1981, 1987, 1992) on reserve in the library. Once I have finished with Titchener, and after students have read an article by O'Donnell (1979) that shakes their convictions about the textbook always being right, I give them a homework assignment that asks the following:

- a. What are the titles of chapters 4 and 5 in the 3rd and 4th editions. Why are they different?  
3rd ed., c4: "The New Psychology: Structuralism & its Early Opponents"  
c5: "Structuralism: Final Form"  
4th ed., c4: "The New Psychology"  
c5: "Structuralism"
- b. Find a sentence in the opening section of chapter 4, 3rd ed., that would not be found in the 4th edition. [e.g., p. 87: "A knowledge of Wundt's psychology provides a reasonably accurate picture of Titchener's system."]
- c. Find two other changes in the 4th edition that reflect the result of contemporary historical research. [e.g., p. 360: section on women in the history of psychology]
- d. How has the 5th edition changed from the 4th [e.g., increased emphasis on applied psychology]?

A related exercise is to examine several editions of famous introductory psychology texts, as a way of studying how psychology itself has changed over the years. This has been done for several well-known intro texts, and if you have access to the books, you could fashion several assignments to give students an understanding of how the field has evolved. For the outcome of an analysis of the first ten editions of Ernest Hilgard's famous text, first published in 1953, see Griggs and Jackson (1996). For a similar analysis of three editions of a well-known earlier text by Boring, Langfeld, and Weld, first published in 1935, see Webb (1991). An exercise comparing texts by William James, Robert Woodworth, and a modern introductory text (Santrick) can be found in Landrum (1992), and Zehr (2000a) describes a group assignment for comparing introductory texts over the decades. As a way to examine how the introductory text keeps up with historical scholarship, Zehr (2000b) describes a content analysis of 20 modern introductory texts, to see how they covered Wundt and Titchener (brief conclusion—not well). For a comprehensive analysis of the introductory textbook during the twentieth century, see Weiten and Wight (1992) or Morawski (1992).

#### 15. Tracking Journal Content

Articles published in psychology journals provide a good yardstick of the changes that have occurred over the course of history. Hence, examining journal contents from different historical periods can give students a good idea of the topics of interest during those times. Students can also gain further insight into the continuity of thought that occurs, especially with reference to core issues (e.g., nature-nurture). Henderson (1995) describes two critical-thinking exercises in which students examine early journals. In the first one, they look at three of psychology's earliest journals, the *American Journal of Psychology*, *Psychological Bulletin*, and the *Journal of Experimental Psychology*. Students pick two bound volumes, one from the first 5 years of the journal's publication, and another

from 15-25 years later. Their assignment is to (a) decide if their history textbook's description of this historical era correlates with the journal content, and (b) analyze the similarities and differences between the research topics and issues found in the early journal and those found in modern psychology. In the second exercise, students pick a volume of *Psychological Bulletin* from three different historical periods (1905 to 1915, 1930 to 1940, and 1965 to 1985), analyze article content, and identify changes over time.

An article by Hassebrock (1990) describes an exercise used to document the shift from behaviorism to cognitive psychology. Students look at the table of contents of various journals, with an eye toward classifying articles as being behavioral or cognitive in focus. Students are assigned a journal and photocopy a table of contents from an issue published in the 1950s, 1960s, 1970s, and 1980s. Based on the article titles alone, they try to classify them as either cognitive, behavioral, or neither. They underline the words in the title that provide the basis for their choices. Hassebrock found that the percent of titles reflecting a cognitive approach, by decade, were:

|       |     |
|-------|-----|
| 1950s | 10% |
| 1960s | 31% |
| 1970s | 68% |
| 1980s | 91% |

These percentages were only for 403 of the 467 titles submitted by students. These were the 403 titles for which the author, the student, and a departmental colleague agreed. Although developed in the context of a cognitive psychology course, it could work just as well in the history course.

### 16. Toasting the Greats

Wight (1993) describes a creative technique for students to learn more about a wider range of individual contributions than is normally encountered during the history course. With reference to a calendar of birth dates of psychologists and others of importance to psychology's history, students make up toasts and deliver them on the appropriate birthdays.

### 17. Creating Department History

Depending on the availability of materials (e.g., old catalogs, the fragile memories of professors emeriti), this can be a very meaningful research project for students. Suggestions about how to proceed can be found in Grigg (1974); Davis, Janzen, and Davis (1982); and Benjamin (1990).

### 18. Creative Writing Assignments

The term paper will probably remain a typical assignment in the history of psychology course. Biographical papers are the old standby, but here are some other ideas:

- Take the topic of a paper written for another class, and trace it historically; for example,  
A paper on the facial feedback hypothesis in a motivation and emotion could lead to a historical paper on the James-Lange theory and its fate.  
A paper on modern IQ testing in a tests and measurements class could lead to a historical paper on Terman's original standardization project with the Stanford-Binet.
- Take a contemporary issue (e.g., prescription privileges) and look at it from a historical standpoint (e.g., early history of clinical psychology and its battles with psychiatry).
- Do a retrospective book review of a famous (and relatively brief) book; some good examples are (refer to the textbook for complete references):  
Ebbinghaus's book on memory (1885/1964)

Darwin's book on emotional expressions (1872)  
Watson's book on child rearing (1928)  
Köhler's book on insight in apes (1917/1926)  
Bartlett's book on memory (1932/1967)  
Münsterberg's forensic psychology book (1908)  
Münsterberg's industrial psychology book (1913)  
James's brief version of the *Principles* (1892/1961)

- Do a paper on historiography by examining a sample of history and systems texts from the standpoint of old and new history
- Using the "Reports of Proceedings" from the early meetings of the APA to trace the formation and activities of various committees. For example, a student picking the Committee on Precautions in Animal Experimentation, formed in 1924, would write a brief paper that answered questions like:
  - a. When was the committee formed? disbanded?
  - b. Who chaired the committee and who else was on the committee?
  - c. What did the committee accomplish in its first three years (if it lasted that long)?

### 18. Hiring William James and Speed Dating

Zehr (2004) described two activities guaranteed to generate student interest. In the first, students form two simulated search committees, examine a curriculum vita of William James, and decide whether to hire him. One committee is instructed to endorse the application, and a second is told to reject the applicant. The two groups then debate the issue.

In the second exercise, designed to help students understand the contributions of individuals to applied psychology, each student is given a note card with a name on it (e.g., Binet, Yerkes, Terman, Witmer). Students then prepare a brief document with important information about their person. They then pair up with another student, analogous to a speed-dating format and spend two minutes exchanging information about their person. During the course of a class, each student gets to "meet" each of the other students in the class. At the end of the "speed dating," each student writes a brief essay explaining who they think made the most important contribution to applied psychology (besides the person assigned to them).

### 19. Incorporating Historical Context

In an article describing the difficulties faced by psychologists teaching the history course when they have no formal training in history (i.e., all of us!), Henderson (2006) provides a helpful list of resources that instructors can use to incorporate social, political, economic, and institutional context into their history of psychology courses (e.g., a series of volumes called *American Decades*).

### 20. The Automatic Sweetheart

Sibicky (2007) describes an activity designed to get students thinking about the humanism-mechanism issue. They do so by considering a question posed by William James, who wondered how we would feel about a "sweetheart" who displayed all the behaviors associated with a real partner, but turned out to be a machine. The exercise gets students to examine the essential nature of what it means to be human.

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