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**TEXTS:** Benjamin, L. T., Jr. (2007). *A Brief History of Modern Psychology*. Malden, MA: Blackwell Publishing. (paperback) **BH** (author royalties donated)

Benjamin, L. T., Jr. (Ed.). (2009). *A History of Psychology: Original Sources and Contemporary Research* (3<sup>rd</sup> ed.). Malden, MA: Blackwell. (paperback) **Reader** (author royalties donated)

**Course Packet** (available from Copy Corner – 2307 Texas Ave. South)

***“A psychological sophistication that contains  
no component of historical orientation seems to me  
to be no sophistication at all.”  
E. G. Boring (1950)***

**COURSE OVERVIEW:** History of psychology courses are often required at the undergraduate and graduate levels in programs of psychology. Such courses serve an integrating function, organizing what one has learned in previous psychology courses into a better conceptual understanding. As such, few courses, if any, can offer as much as the history of psychology course can in terms of an increased awareness of contemporary psychology. Indeed, the history course offers the best foundation for understanding the present. Further, the history of psychology course can teach us many lessons such as the continuity of ideas, the role of the Zeitgeist in history, and the existence of psychology in the broader contexts of science and society. In addition to an appreciation of our past and an understanding of the present, you should learn some humility for your own views and greater tolerance for the views of others.

This course will focus largely on the history of modern psychology (mostly American psychology), chiefly since 1879. It will begin with an emphasis on historiography, that is, the theory and methods of doing history. Following that will be an in-depth look at the history of the care of America's mentally ill, coverage that examines the evolution of mental asylums and the growth of American psychiatry. We then will look at the philosophical and physiological viewpoints that led to the birth of the "new" psychology in Germany and ultimately to the major systems (or schools) of psychology in America, namely structuralism, functionalism, behaviorism, and psychoanalysis. The science and practice of psychology evolved together in America and thus this course will focus not only on the history of the science of psychology but also on the profession of psychology, emphasizing the four principal applied specialties: clinical, counseling, industrial/organizational, and school psychology.

The texts for this class are only a beginning. It is hoped (indeed, expected) that you will be stimulated to go beyond these sources and to read in the primary literature that makes up the corpus of early psychological knowledge and to read in the historical research in psychology

today. History is not dead subject matter to be gleaned from a textbook; it is a vital area of research, currently enjoying a great deal of activity.

**Specific Goals:** (1) Expose you to the primary source literature that makes up the history of psychology (e.g., Locke, Wundt, Freud, Watson). (2) Expose you to the extant scholarship in the history of psychology, that is, the work being done by contemporary historians of psychology.

(3) Make you familiar with the issues of historiography so that you can use that knowledge in evaluating historical research. (4) Provide you with an archival experience in primary source documents using the mental asylum reports in the Cushing Library. (5) Expose you to a lesser-known figure in the history of psychology whose work matches your interests. (6) Provide two significant research and writing-to-learn experiences. (7) Introduce you to the numerous published and unpublished sources of historical material in psychology that can be used in the papers required for this course. (8) Provide significant coverage of both the history of the science and the practice of psychology in America.

**ASSIGNMENTS AND EVALUATION POLICIES:** You are expected to read all of the text material as indicated on the course outline PRIOR to the time this material will be discussed in class. Some class time will be devoted to discussion and it is expected that you will participate from an informed perspective. Your grade for this course will be based on two papers and a combined score of 15 quizzes (out of 19 total). The first paper will be based on research in the TAMU collection of mental asylum reports housed in the Cushing Library; the second paper is a focused description and analysis of a portion of the work of a particular psychologist. The particular psychologist will be assigned to you based on information supplied in your autobiography. Both papers and the quizzes are described in the sections that follow.

**Asylum Report Paper** (25% of your grade): Part of your course packet includes six chapters of Gerald Grob's out-of-print book *The Mad Among Us: A History of the Care of America's Mentally Ill*, a book that details the evolution of mental asylums in America. These asylums typically published annual reports detailing their demographics and activities. More than 800 of those reports from the 19th and 20th centuries are located in the Special Collections of the Cushing Library at Texas A&M (see listing in course packet). Based on what you learn from Grob as well as your perusal of a sample of the asylum reports, you are free to choose any topic for your paper such as administrative issues, patient demographics, treatments, economic issues, or political concerns. Your research might focus on a single asylum or on several. It might focus on a short time frame, perhaps a single year, or treat the issue over time. Typically the best papers are those that ask a **specific question** that can be answered within the reports in the TAMU collection. The paper should be more than description; it should offer an analysis demonstrating your critical evaluation of the historical data. The choice of topic is totally yours. A preliminary description of the topic (one or two sentences) should be submitted to the instructor **no later than September 24** so that feedback can be provided. The paper should be based largely on information gathered from the asylum reports, although other sources can be consulted. One especially good source for other material is the *American Journal of Insanity* (labeled the *American Journal of Psychiatry* after 1921). This journal is in the TAMU Evans Library on microfilm. A subject and author index to the years 1844-1921 can be found in the

Evans Library and I have one in my History Lab as well. Maximum length for this paper is eight  
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(8) double-spaced pages, not including references. A suggested outline for the paper is as follows: (a) a statement of the question you are investigating, (b) the methodology of your research, e.g., what reports did you select and why (there should be a clear and meaningful rationale for your selections), (c) results – what did you find?, (d) discussion of the results and conclusions that can be drawn from your investigation, and (e) references. This paper will be **due at the beginning of class on October 15.**

**Psychologist Paper** (25% of your grade): You will be given the name of an individual who made important contributions to the history of psychology and who likely shares some interests in common with you (based on information from your autobiography). Typically this individual will not be covered in the readings for this class. You should search out three kinds of information about this individual: a) biographical material, b) papers and books written by the individual, and c) comments by others about the nature and significance of this individual's work, as well as other evidence of the person's influence. The paper should discuss both the life and the work of your person. It should be a maximum of eight (8) double-spaced pages, not counting your reference section. **Important:** All of the psychologists assigned did far more work in their lifetime than could be described in such a brief paper, thus **a focus on some small aspect of the person's work is critical to success on this assignment.** The paper should be structured as follows: biography (1-2 pages), focus on some aspect of the person's published work (6-7 pages). What you select as the focus is up to you and should reflect your own interests. The focus is obviously the key part of this paper. It should include a treatment of some aspect of the person's work as well as YOUR evaluation of that work. You should be able to answer such questions as: (a) How was the work received by other psychologists at the time? (b) What influence did the work appear to have on the field? (c) How is that work regarded today? **Beware of hagiography:** There is a tendency in writing these papers to present the individual in a largely positive light. In some cases such an assessment may be entirely merited. But your job as "historian" in this assignment is to interpret the data as objectively as you can, and that means being critical when such criticism is called for. This paper is **due at the beginning of class on December 1.** **Important:** Information on resources for doing research for this paper is included on my website. Click on "History of Psychology Sources" and then on "History of Psychology Resources." If you consult this guide before you start your paper, you will save yourself some time.

**Note on Late Papers:** All papers are due at the beginning of class. That means by 12:45 p.m. Any papers turned in after that time will be assessed a penalty of 5% off for each 24-hour period they are late. This measure is established to ensure fair treatment of all students.

**Quizzes** (50% of your grade): There will be a total of **19 ten-minute quizzes** in the course. All will occur as scheduled on the Course Outline starting **promptly** at the beginning of class. Each quiz will consist of 12 multiple-choice questions. They will cover the reading for that day and all reading and lecture material not covered on previous quizzes. Fifteen (15) of these quizzes will be averaged to count one-half of your course grade. That is, you will be allowed to drop your four lowest quiz scores, or you may choose not to take some. Make-up quizzes will not be given except in those cases where students can show proof of a university recognized excused

absence as specified in the Texas A&M University Regulations, 2009-2010.

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**AUTOBIOGRAPHY:** I want to learn a little about you in terms of your background and interests. To that end I ask that you submit a brief autobiography (1-3 pages). It should include some geographical information (where you were born and grew up), something about your family, where you went to college, your major, what you did between your bachelor's degree and now, **what your interests are in psychology**, what you plan to do after you get your PhD, and **what your interests are outside of psychology**. I would like to know what you hope to get out of this course. **The autobiography is due September 3.** You should give me a hard copy in class that day. **The information in this paper will be used to select your psychologist assignment.** My autobiography appears at the beginning of your course packet.

**ATTENDANCE POLICY:** Attendance will not be taken in this class. Attendance is the sole responsibility of the student. Having said that, please be aware that much of the learning in this class occurs as a result of class discussions and student presentations. You are expected to contribute to those discussions.

**STUDENTS WITH DISABILITIES:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.

## COURSE OUTLINE

DATE	TOPIC	READING
Sept 1	<b>Introduction to the Course</b> (Syllabus)	
Sept 3	<b>Cushing Library:</b> Meet in Mayo-Thomas Room on 1 <sup>st</sup> Floor Recapturing a Context for Psychology Confessions of an Archival Addict Mental Asylum Report Listing Gerald Grob: Chapters 2 and 3 (pp. 23-77) <b>Autobiography Due</b>	Course Packet Course Packet Course Packet Course Packet
Sept 8 <b>Quiz 1</b>	<b>Historiography</b> A Research Program in the History of Psychology Historiography: Asking and Answering Historical Questions Inez Prosser and the Education of African Americans <b>Psychologist Papers Assigned</b>	Course Packet Reader: 1-19 Course Packet

Sept 10	<b>First Century of the New Psychology: Part I</b> Gerald Grob: Chapters 4 and 5 (pp. 79-128) First Century of Psychological Science and Practice in America (8 pages) Psychology (Oxford US History entry – 4 pages)	Course Packet Course Packet Course Packet
Sept 15 <b>Quiz 2</b>	<b>First Century of the New Psychology: Part II</b> Gerald Grob: Chapters 6 and 7 (pp. 129-190)	Course Packet
Sept 17 <b>Quiz 3</b>	<b>Pre-scientific and Pseudoscientific Psychology</b> Raymond Fancher – Francis Galton and Phrenology <a href="http://htpprints.yorku.ca/archives/00000121/00/Galton_and_phrenology.html">http://htpprints.yorku.ca/archives/00000121/00/Galton_and_phrenology.html</a>	BH: Chapter 1 Internet
Sept 22 <b>Quiz 4</b>	<b>Philosophy, Physiology, &amp; Psychophysics</b> Physiology, Psychophysics, and the Science of Mind John Locke – On Simple and Complex Ideas (1690) J. S. Mill – A System of Logic (1843) Paul Broca – On the Speech Center (1861) Stanley Finger – Cortical Localization and Cerebral Dominance: The Work of Paul Broca	BH: Chapter 2 Reader: 27-31 Reader: 39-44 Reader: 45-48 Reader: 49-52
Sept 24 <b>Quiz 5</b>	<b>Wundt's Founding of Experimental Psychology</b> Germany and the Birth of a New Science Wilhelm Wundt – Psychical Elements and Compounds (1896) Arthur Blumenthal – A Reappraisal of Wilhelm Wundt Hermann Ebbinghaus – Memory: A Contribution to Experimental Psychology (Read Chapter 3: The Method of Investigation) (1885) An American in Leipzig <b>Asylum Paper Topic Submitted for Feedback</b>	BH: Chapter 3 Reader: 58-63  Reader: 64-72 Classics Site  Course Packet
Sept 29 <b>Quiz 6</b>	<b>Structuralism: Edward B. Titchener</b> The Early Schools of Psychology Edward Titchener: The Method and Scope of Psychology (1910) Thomas Leahey -- The Mistaken Mirror: Wundt and Titchener Titchener's Experimentalists: No Women Allowed	BH: 74-84 Reader: 128-134  Reader: 135-143  Course Packet

Oct 1 <b>Quiz 7</b>	<b>Evolutionary Influences: Charles Darwin</b> Charles Darwin – Origin of Species (1859) Read Introduction and Chapter 3 <a href="http://www.talkorigins.org/faqs/origin.html">http://www.talkorigins.org/faqs/origin.html</a> Charles Darwin – The Voyage of the Beagle (1839) <a href="http://www.infidels.org/library/historical/charles_darwin/voyage_of_beagle/chapter_17.html">http://www.infidels.org/library/historical/charles_darwin/voyage_of_beagle/chapter_17.html</a> Read to the end of his discussion of the tortoises. On the Origin of Species: Darwin’s Crisis of 1858	Internet  Internet  Course Packet
Oct 6 <b>Quiz 8</b>	<b>American Functionalism</b> Origins of Scientific Psychology in America The Early Schools of Psychology William James – The Stream of Thought (1890) David Leary – Wm. James & the Art of Human Understanding Benjamin – The Psychology Laboratory at the Turn of the Century	BH: Ch. 4 BH: 84-92 Reader: 84-87 Reader: 88-100 Reader: 114-118
Oct 8 <b>Quiz 9</b>	<b>Mental Testing</b> Galton – Hereditary Genius (read only Wozniak’s intro) Raymond Fancher – Galton’s Hat and the Invention of Intelligence Tests James McK. Cattell – Tests of the Senses and Faculties (1893) H. H. Goddard – The Kallikak Family (Read the Preface and Chapter 3) (1913) Michael Sokal – Cattell and the Failure of Anthropometric Mental Testing Hugh Fullerton – Why Babe Ruth is Greatest Home Run Hitter (1921)	Classics Site Course Packet  Reader: 101-105  Classics Site  Reader: 106-113  Classics Site
Oct 13 <b>Quiz 10</b>	<b>Applied Psychology</b> The Birth of the New Applied Psychology in America G. Stanley Hall – Child Study: The Basis of Exact Education (1893) Lightner Witmer – Clinical Psychology (1907) John O’Donnell – The Clinical Psychology of Lightner Witmer Hugo Münsterberg – On the Witness Stand (1908) (read the “Introduction”) Benjamin – Hugo Münsterberg’s Attack on the Application of Scientific Psychology	BH: Ch. 6 Course Packet  Reader: 176-181 Reader: 182-194  Classics Site  Course Packet

Oct 15	<b>Discussion: Asylum Papers</b> <b>Asylum Papers Due at Beginning of Class</b>	
Oct 20	<b>Discussion: Asylum Papers</b> (continued)	
Oct 22	<b>Discussion: Asylum Papers</b> (continued)	
Oct 27 <b>Quiz 11</b>	<b>Pioneering Research on Sex Differences: Helen Woolley and Leta Hollingworth</b>	
	A Psychology of Social Action and Social Change	BH: 175-183
	Helen Thompson (Woolley) – The Mental Traits of Sex (1903) Read Chapters 1 and 9	Reader: 363-370
	Leta Hollingworth – Social Devices for Impelling Women to Bear and Rear Children (1916)	Reader: 371-377
	Stephanie Shields – Functionalism, Darwinism, and the Psychology of Women: A Study in Social Myth	Reader: 153-169
	Kathy Milar: The First Generation of Women Psychologists and the Psychology of Women	Reader: 378-383
Oct 29 <b>Quiz 12</b>	<b>Behaviorism</b>	
	Behaviorism	BH: 133-144
	John Watson – Psychology as the Behaviorist Views It (1913)	Reader: 259-264
	Franz Samelson – Struggle for Scientific Authority: The Reception of Watson’s Behaviorism, 1913-1920	Reader: 265-280
Nov 3 <b>Quiz 13</b>	<b>Neobehaviorism</b>	
	Behaviorism	BH: 144-153
	Edward Tolman – Cognitive Maps in Rats and Men (1948)	Classics Site
	B. F. Skinner – Science and Human Behavior (1953) Read Chapter 5	
	<a href="http://www.bfskinner.org/BFSkinner/PDFBooks_files/Science_and_Human_Behavior.pdf">http://www.bfskinner.org/BFSkinner/PDFBooks_files/Science_and_Human_Behavior.pdf</a>	
	Benjamin --B. F. Skinner and Psychotechnology: The Case of the Heir Conditioner	Course Packet
Nov 5 <b>Quiz 14</b>	<b>A Social Agenda for American Psychology: Race</b>	
	A Psychology of Social Action and Social Change	BH: 183-195
	The Effects of Segregation and the Consequences of Desegregation: A Social Science Statement (1952)	Reader: 342-351
	Benjamin – The APA’s Response to <i>Brown v. Board</i>	Course Packet

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Nov 10 <b>Quiz 15</b>	<b>Clinical Psychology</b> Leta Stetter Hollingworth – Tentative Suggestions for the Certification of Practicing Psychologists (1918) The New Profession of Psychology	BH: 154-165 Reader: 195-197  Reader: Ch. 9
Nov 12 <b>Quiz 16</b>	<b>Counseling and School Psychology</b> Carl Rogers – Significant Aspects of Client-Centered Therapy (1946) Dave Baker – Counseling Psychology Thomas Fagan – Practicing School Psychology	BH: 168-174 Classics Site  Course Packet Reader: 198-201
Nov 17 <b>Quiz 17</b>	<b>Psychoanalysis</b> Psychoanalysis Sigmund Freud – The Origin and Development of Psychoanalysis (1910) Gail Hornstein – The Return of the Repressed: Psychology’s Problematic Relations with Psychoanalysis, 1909-1960 Raymond Fancher – Snapshots of Freud in America	BH: Chapter 7 Reader: 228-233  Reader: 234-246  Reader: 247-251
Nov 19 <b>Quiz 18</b>	<b>Industrial/Organizational Psychology</b> Hugo Münsterberg – Psychology and Industrial Efficiency (1913): Read Chapters 1 & 8 Benjamin, Rogers, & Rosenbaum – Coca Cola, Caffeine, and Mental Deficiency: Harry Hollingworth and the Chattanooga Trial of 1911	BH: 165-168 Classics Site  Reader: 211-222
Nov 24 <b>Quiz 19</b>	<b>Cognitive Psychology</b> Cognitive Psychology Cognitive Psychology Nazi Germany and the Migration of Gestalt Psychology	BH: Ch. 11 Reader: Ch. 11 Course Packet
Nov 26	<b>Holiday</b>	
Dec 1	<b>Discussion: Psychologist Papers</b> <b>Psychologist Papers Due at the Beginning of Class</b>	
Dec 3	<b>Discussion: Psychologist Papers</b> (continued)	
Dec 8	<b>Discussion: Psychologist Papers</b> (continued)	

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BH = Benjamin *Brief History*; READER = Benjamin *A History of Psychology*...



**Classics Site:** <http://psychclassics.yorku.ca>