

**Instructor:** Ludy T. Benjamin, Jr.

**Office and Lab:** Psychology Bldg. 286 and 284 (845-2540)

**Home:** 693-0066 (Please do not call after 10:00 p.m.)

**Office Hrs.:** Tue & Thur 8:30 - 9:30; Tue 2:15 - 3:15

Other times by appointment.

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**Required Texts:**

Benjamin, L. T., Jr. (2007). **A Brief History of Modern Psychology**. Malden, MA: Wiley-Blackwell. (paperback edition)\*

Benjamin, L. T. Jr. (2006). **A History of Psychology in Letters** (2<sup>nd</sup> ed.). Malden, MA: Wiley-Blackwell. (paperback edition)\*

\* All author royalties from new books for this class will be returned to the students.

**Course Packet** is available from Copy Corner (1404 Texas Ave. S.).

Online readings, as indicated on the Course Outline, are available on the Internet. **Classics** readings will be found at: <http://psychclassics.yorku.ca/>

**Course Goals:** In the 21<sup>st</sup> century, psychology continues to be listed as one of the best careers for future employment, the psychology major is typically among the two or three most popular majors on college campuses, and psychology is often the most popular elective course in high schools today. Furthermore, the public displays a seemingly endless fascination with human behavior as evidenced in everything from movies to plays, from magazines to books, from radio talk shows to country music lyrics, and especially in television as the principal subject of talk shows, public humiliation shows (such as Jerry Springer), soap operas, so-called investigative journalism shows (e.g., Dateline, Hard Copy), dramas, comedy shows, and the “reality” television shows such as survivor formats and game shows such as “Weakest Link.” In short, psychology is everywhere. Granted the psychology of the public may not be the psychology of the professional psychologist, a conflict that often causes embarrassment for psychologists. But no one can deny that people are interested in the field. That is, whereas you might have to do some hard selling to get people interested in physical chemistry or French neoclassicist literature, one doesn’t have to sell psychology.

This course traces the development of modern American psychology from its 19<sup>th</sup> century philosophical and scientific roots in Germany and Great Britain as well as its roots in American popular culture. We will begin with a look at the pre-scientific practitioners of psychology in America in the 19<sup>th</sup> century – the phrenologists, physiognomists, mesmerists, spiritualists, and others – and look at how these individuals practiced their psychological trades. We will then move to 19<sup>th</sup>-century Europe to understand the philosophical and physiological viewpoints that

led to the birth of scientific psychology. Emphasis will be placed on the early “schools” of psychology as theoretical systems influencing the development of the field, schools such as structuralism, functionalism, behaviorism, and psychoanalysis. Finally we will look at the post World War II developments, principally in the explosive growth of the practice specialties in psychology such as clinical, counseling, school, and industrial/organizational psychology.

There are two other foci of this course that are new for this semester. One is a focus on the evolutionary ideas of Charles Darwin and the impact of his ideas on science in general and psychology in particular, occasioned by the 200<sup>th</sup> anniversary of his birth (February 12, 1809) and the 150<sup>th</sup> anniversary of his publication of *On the Origin of Species by Means of Natural Selection*. A second focus is on the mental asylum movement in America, addressing the invention of the insane asylums of the 19<sup>th</sup> century and their role in mental health care in America. It is a chapter in the history of psychiatry but certainly germane to the eventual development of the professions of clinical and counseling psychology.

The broad goal of this course is to provide a comprehensive history of American psychology that will aid your understanding of both psychology and American society. An important lesson to keep in mind is that psychology has been shaped by the historical influences in which it developed and most of those forces lie outside of psychology. It is also true that ideas developed within psychology have had considerable impact on the development of American history. This interaction is an ever-present theme in understanding the material of this course. Another goal of this course is that you learn something about historiography, that is the theory and methods that underlie the research and writing of history. In short, you will learn something about the way historians do their jobs.

This course will help you integrate the information from other psychology courses that you have taken or may yet take. It will allow you to interpret the present in light of the past. It will provide you with an understanding of psychology that cannot be obtained without a historical perspective. It should teach you something about the dangers of certainty, about having humility for your own views and a greater tolerance for the views of others. Finally, it should be an enjoyable and significant learning experience.

## **Assignments and Evaluation Policies**

**Autobiographical Paper:** This is an ungraded assignment, one that allows me to learn something about who you are. The autobiographical paper should be **1-3 pages** in length. It should include a little information about where you were born, where you grew up, about your family, high school activities and other hobbies, why you came to Texas A&M, your major, why you are taking this course and what you hope to get out of it, jobs you have had or have, what you plan to do when you finish your degree, anything else you would like to include, any questions you have of the instructor. You don't have to cover all of that information; those are provided as suggestions of things you might write about. Furthermore, this exercise is not meant to be prying on my part; please do not feel you need to tell me information that you don't want me to know. **It is especially important that you tell me about your interests, both within psychology and otherwise.** This information will help me select the psychologist you will write

about in one of your papers. The autobiography paper is due on the second class day, January 22. In your autobiography, please include your email address and local phone number at the top of the first page. Submit this in class as a hard copy; do not send it to me as an email.

**Reading:** You are expected to read all of the material as indicated on the course outline *prior* to the class for which it is assigned. In addition, extra reading materials may be assigned from time to time. Classes will typically cover material not in your reading but for which the readings provide the background.

**Quizzes:** There will be a total of **16 ten-minute quizzes** in the course. All will occur as scheduled on the Course Outline starting promptly at the beginning of class. They will cover the reading for that day and all reading and lecture material not covered on previous quizzes. Twelve of these quizzes will be averaged to count one-third 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, 2008-2009. Make-up quizzes will cover the same material but may be in a different question format.

**Final Exam:** The final exam will be a comprehensive essay exam. You will be given a small set of questions in advance of the final exam and asked to write on one or more of those questions. This exam will count one-sixth of your grade.

**Papers:** There are three required papers for this course, each of which counts one-sixth of your course grade. Due dates are listed for each on the Course Outline. You will be asked to make a brief oral presentation in class on each of your papers. Each of these papers is intended to accomplish a different course goal including giving you an experience of working in an archive (the asylum paper), relating historical work to contemporary topics (the Darwin paper), and researching and writing on a specific historical figure (the psychologist paper). The three papers are described as follows.

**Asylum Report Paper** (counts one-sixth 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 700 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 February 3** 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 six (6) double-spaced pages, not including references. This paper will be **due at the beginning of class on February 26**.

**Darwin Paper** (counts one-sixth of your grade): Darwin's theory of evolution by natural selection and related developments have exerted a profound influence on psychology since its beginnings as a science. Today there is a recognized field known as evolutionary psychology that embodies how Darwin's ideas have a role in our understanding of such psychological topics as emotion, conflict, language, perception, social interactions, parenting, mating, aggression, morality, personality, altruism, mental health, and many more. For this paper you are to choose a contemporary topic in psychology (not a field – think narrow and focused) and show how it is explained according to principles of evolution (e.g., natural selection, sexual selection, adaptability). You should clear your topic with me before you get too far along on this project. Maximum length for this paper is six (6) double-spaced pages, not including references. This paper will be **due at the beginning of class on March 31**.

**Psychologist Paper** (counts one-sixth 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 six (6) double-spaced pages, not including references. **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 (4-5 pages). What you select is up to you and should reflect your own interests. 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 April 28**. **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. In addition, once you have made an initial search for materials on your individual, you should schedule a visit to my lab to see what sources I may have.

**Note on Late Papers:** All papers are due at the beginning of class. That means by 9:35 a.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.

Total points possible for the course = 600.

Listed below are the required scores for each letter designation in the grading system.

A = 540 points      C = 420 points      F = below 360 points

B = 480 points      D = 360 points

**Attendance Policy:** Attendance will not be taken in this class and no penalty will be assessed for absences. Attendance is the sole responsibility of the student. Quizzes and the final exam will consist of lecture material not covered in any of the assigned readings, thus students will be held responsible for the content of the lectures. Experience strongly suggests that students who do not attend class regularly do not do well on the examinations.

**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 that 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

Jan. 20      **Orientation to the Course**

Jan 22      **Cushing Library Visit**

**Your Autobiography is due (Student introductions)**

**Course Packet:** Benjamin Autobiography

**Course Packet:** L. T. Benjamin, Jr., "Confessions of an Archival Addict"

**Course Packet:** Mental Asylum Report Listing

**Course Packet:** Application, Popularization, and Public Understanding: A Research Program in the History of American Psychology

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Jan. 27  
Quiz 1

## **Historiography**

**Letters:** Chapter 1 – Reading Other People’s Mail: The Joys of Historical Research

**Course Packet:** L. T. Benjamin, Jr., et al – “Inez Beverly Prosser and the Education of African Americans

**Course Packet:** Grob Book, Chapters 2 & 3

Jan. 29

## **Archives of the History of American Psychology (Akron, OH)**

**Course Packet:** Grob Book, Chapters 4 & 5

Feb. 3  
Quiz 2

## **First Century of American Psychology**

**Course Packet:** “Psychology” entry in *Oxford Companion to US History*

**Course Packet:** The First Century of Psychological Science and Practice in America”

**Course Packet:** Grob Book, Chapters 6 & 7

**Potential asylum topics should be turned in**

Feb. 5

## **First Century of American Psychology (continued)**

Feb. 10  
Quiz 3

## **Precursors to Scientific Psychology**

**Brief History:** Preface & Chapter 1 – Pre-Scientific Psychology

**Brief History:** Chapter 2 – Physiology, Psychophysics and the Science of Mind

**Letters:** Chapter 2 - John Locke as Child Psychologist

Feb. 12  
Quiz 4

## **The First Scientific Psychology: Wundt, Ebbinghaus, et al**

### **Happy 200<sup>th</sup> Birthday Charles Darwin!! (and Abe Lincoln)**

**Brief History:** Chapter 3 – Germany and the Birth of a New Science

**Letters:** Chapter 5 – An American in Leipzig

**Classics:** Wilhelm Wundt’s “Outlines of Psychology” Sections 5 and 8 (1896)

**Classics:** Hermann Ebbinghaus’ “Memory: A Contribution to Experimental Psychology” – Chapters 1 & 3 (1885)

Feb. 17  
Quiz 5

## **Beginnings of American Psychology**

**Brief History:** Chapter 4 – Origins of Psychology in America

**Letters:** Chapter 6 – The Struggle for Psychology Laboratories

**Letters:** Chapter 7 – William James and Psychical Research

**Classics:** William James's *Principles of Psychology*. Read Section 5 of Chapter IX "Stream of Thought", pages 284-290 (1890)

Feb. 19  
Quiz 6

## **Structuralism and Functionalism**

**Brief History:** Chapter 5 – The Early Schools of Psychology

**Classics:** E. B. Titchener – "The Postulates of a Structural Psychology" (1898)

**Classics:** James R. Angell – "The Province of Functional Psychology" (1907) – Read only through Section II (circa p. 80)

**Letters:** Chapter 10 - Titchener's Experimentalists: No Women Allowed

Feb. 24  
Quiz 7

## **Beginnings of Applied Psychology**

**Brief History:** Chapter 6 – The Birth of the New Applied Psychology in America

**Classics:** Lightner Witmer – "Clinical Psychology" (1907)

**Letters:** Chapter 8 – Hugo Münsterberg and the Psychology of Law

**Course Packet:** L. T. Benjamin, Jr., et al – "Coca-Cola, Caffeine, and Mental Deficiency: Harry Hollingworth and the Chattanooga Trial of 1911"

Feb. 26

## **Mental Asylum Paper Presentations I (Papers due)**

March 3

## **Mental Asylum Paper Presentations II**

March 5  
Quiz 8

## **Charles Darwin: Biographical Overview & the Beagle Voyage**

**Web Reading:** <http://darwin-online.org.uk/darwin.html>

A biographical sketch of Darwin

**Web Reading:** Charles Darwin – *Voyages of the Adventure and Beagle, Vol. III* (1839)-- Read Preface, Chapter 1, Chapter 5 (through p. 105), Chapter 11 (through p. 237), Chapter 19

<http://darwin-online.org.uk/content/frameset?itemID=F10.3&viewtype=side&pageseq=1>

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March 10 **Charles Darwin: The Origin of Species**  
**Quiz 9**

**Web Reading:** <http://www.talkorigins.org/faqs/origin.html>

*On the Origin of Species* (1859): Read the Introduction and Chapters 2, 3, and 4 (stop in Chapter 4 at the section that is headed “Extinction.”)

**Letters:** Chapter 3 - *On the Origin of Species*: Darwin’s Crisis of 1858

March 12 **Francis Galton and the Birth of Mental Testing**  
**Quiz 10**

**Classics:** Look under Galton in the author index. Read R. H. Wozniak’s “Introduction to Galton’s *Hereditary Genius*”

**Course Packet:** Raymond Fancher – “Galton’s Hat and the Invention of Intelligence Tests”

**Classics:** James McKeen Cattell – “Mental Tests and Measurements” (1890)

**Classics:** Hugh S. Fullerton’s “Why Babe Ruth is Greatest Home-Run Hitter” (1921)

**Classics:** Henry Herbert Goddard’s “The Kallikak Family” – Read the Preface and Chapter 3 (1913)

**Spring Break**

March 24 **Animal Psychology**

**Brief History:** pp. 136-139 – Comparative Psychology

**Classics:** R. M. Yerkes & S. Morgulis’s “The Method of Pawlow in Animal Psychology” (1909)

**Course Packet:** L. T. Benjamin, Jr., et al, “From Bottle-fed Chimp to Bottlenose Dolphin: A Contemporary Appraisal of Winthrop Kellogg”

March 26 **Behaviorism**  
**Quiz 11**

**Brief History:** pp. 133-144 on John Watson and Behaviorism

**Letters:** Chapter 12 - The Behaviorism of John B. Watson

**Classics:** John Watson’s “Psychology as the Behaviorist Views It” (1913)

March 31 **Darwin’s Impact on Psychology Presentations I (Papers due)**

April 2 **Darwin’s Impact on Psychology Presentations II**



April 7  
Quiz 12

## Neobehaviorism

**Brief History:** pp. 144-153 Neobehaviorism  
**Classics:** Edward C. Tolman's "Cognitive Maps in Rats and Men" (1948)  
**Letters:** Chapter 15 – B. F. Skinner's Heir Conditioner

April 9  
Quiz 13

## Psychoanalysis

**Brief History:** Chapter 7 – Psychoanalysis  
**Classics:** Sigmund Freud's *The Interpretation of Dreams*. Read Chapter 3: "The Dream is a Fulfillment of a Wish" (1900)  
**Letters:** Chapter 11 – Coming to America: Freud and Jung  
**Classics:** Sigmund Freud's "The Origin and Development of Psychoanalysis." Read ONLY the First Lecture (1910)

April 14  
Quiz 14

## The Modern Profession of Psychology

**Brief History:** Chapter 9 – The New Profession of Psychology  
**Classics:** Carl Rogers' "Significant Aspects of Client-Centered Therapy" (1946)  
**Course Packet:** The Affirmation of the Scientist-Practitioner: A Look Back at Boulder

April 16  
Quiz 15

## The Psychology of Sex Differences

**Brief History:** pp. 175-183 – Helen Woolley and Leta Stetter Hollingworth  
**Letters:** Chapter 4 – John Stuart Mill and the Subjection of Women (1869)  
**Classics:** Helen Thompson [Woolley's] *The Mental Traits of Sex* – Read Chapters 1 & 9 (1903)  
**Classics:** Leta Stetter Hollingworth's "Social Devices for Impelling Women to Bear and Rear Children" (1916)

April 21  
Quiz 16

## Psychology's Social Agenda: A Matter of Race

**Brief History:** pp. 183-195 – Social Action and Psychology of Race  
**Letters:** Chapter 14: A Social Agenda for American Psychology  
**Letters:** Chapter 16 – Kenneth B. Clark and the *Brown v. Board* Decision

April 23

## No Class

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April 28      **Psychologist Papers Discussion I (Papers due)**

April 30      **Psychologist Papers Discussion II**

May 8        **Final Exam** (Friday) 12:30 to 2:30