Instructor: Alexandra Rutherford
alexr@yorku.ca

Description: At the beginning of the 21st century, the public image of Psychology is almost entirely identified with the work of the mental health practitioner. How, when, and why did this happen? Psychology’s founders conceived of Psychology as a laboratory-based natural science and cast themselves in the role of ‘scientists of the mind.’ They developed indigenous scientific practices, such as experimental introspection, to differentiate themselves from non-scientists. Many displayed intense ambivalence about application, yet most conceded the need to promote the social utility of their new science. This course covers the emergence and development of psychological practices in the context of the professionalization of psychology. We start with the pre-disciplinary practices of phrenology and physiognomy, and end with the emergence of clinical psychology in post-WWII America.

Prerequisite: Graduate standing. Suitable for students from all areas and all levels. Students from other Faculty Graduate programs are welcome, especially Humanities and History.

Background: Interest in the historical, theoretical, and practical problems of psychology and its relationships with society; undergraduate course in history of psychology desirable.

Format: Lectures by course director, student-led seminars and presentations, videos, class discussion.

Requirements: Consultation of assigned material, participation in and leadership of class discussion, term paper.

Readings: A selection of primary and secondary source materials supplied by the instructor and/or available on-line.

Evaluation: Discussion leadership (30%); Three short reflection papers (30%); Term paper (40%)
**Course Outline:**

*Asterisked readings are available electronically through the York University Libraries catalogue when you are connected via the York server. Check the full reference to the paper below, then enter the title of the journal in the “Title Quick Search” box at the library’s homepage, then click on e-resources. Some older articles are available through JSTOR. All readings not available on-line (and most that are!) will be made available by the instructor and placed in a transfer box in the graduate computer room.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Introduction and organization of the course</td>
<td></td>
</tr>
</tbody>
</table>
| January 11<sup>th</sup> | Boundary-work and professionalization | Gieryn (1983)*  
Camfield (1973)  
Brown (1992) – Introduction, Ch. 1, Ch. 2 (pp. 3-45) |
| January 18<sup>th</sup> | Pre-disciplinary practices:  
Physiognomy, phrenology, spiritualism, mesmerism | Collins (1999)*  
Sokal (2001)  
Bakan (1966)  
Coon (1992)*  
Schmit (2005)* |

See also: [http://pages.britishlibrary.net/phrenology/](http://pages.britishlibrary.net/phrenology/)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| January 25<sup>th</sup> and February 1<sup>st</sup> | Practical psychology: From the fairground to the clinic | Jastrow (1893)*  
Munsterberg (1893)*  
Benjamin (1996)*  
Fagan (1996)*  
Routh (1996)*  
McReynolds (1996)*  
Witmer (1907/1996)*  
Napoli (1981), Introduction, Ch. 1  
Wallin (1913)*  
O'Donnell (1979) |

See also: [http://www.psych.upenn.edu/history/witmertext.htm](http://www.psych.upenn.edu/history/witmertext.htm)  
[http://xroads.virginia.edu/~ma96/WCE/title.html](http://xroads.virginia.edu/~ma96/WCE/title.html)
February 8th  Intelligence testing and WWI  
Samelson (1977)  
Fancher (1985), Ch. 4  
Kevles (1968)*  
Fass (1980)*  

See also:  
http://www.holah.karoo.net/gouldstudy.htm

February 15th  READING WEEK

February 22nd  Personality and vocational assessment  
Buchanan (1997)*  
Buchanan (1994)  
Klopfer (1973)

March 1st  Women in professional psychology  
Furumoto (1987)  
Boring (1951)  
Bryan & Boring (1947)  
Capshew & Laszlo (1986)

March 8th  Psychologists in WWII  
Capshew (1999), Ch. 2  
Napoli (1981), Ch. 5  
Ch. 2, pp. 64-80 only

March 15th  History of professional groups and credentialing  
Baker & Benjamin (2000)*  
Benjamin & Baker (2000)*  
Routh (2000)*  
-Dave Baker podcast

March 22nd  Post-WWII developments in clinical psychology  
Napoli (1981), Ch. 7  
and Conclusion  
Buchanan (2003)*  
Gilgen (1982), Ch. 9  
Baker & Benjamin (2005)*  
Garfield (1981)
March 29th

Weekly Readings

January 11


January 18


January 25 and February 1


February 8


**February 22**


**March 1**


**March 8**


March 15

American Psychological Association, Committee on Training in Clinical Psychology (1947). Recommended graduate training program in clinical psychology. American Psychologist, 2, 539-558. (the “Shakow report”)


March 22


*March 29 - TBA*
Discussion Leadership

All students are required to do all of the reading for the course. This is an integral component of your participation in the course, and makes the seminars more interesting for everyone. In addition, each student is required to choose two articles from among the bolded articles on the syllabus and lead the discussion of the article in the week it is assigned. Although this may involve providing a summary of the article’s main points to jog our collective memories, please assume that everyone has read the article and note that leading a discussion is entirely different from giving a presentation on the article. Although you may use notes and Powerpoint to help you present material, please prepare questions and topics for discussion. The success of the seminar depends on the extent to which you can engage your classmates in lively discussion of the points made in the article and related issues. You may consult other, non-assigned material to help you lead the discussion.

Plan on being the discussion leader for about 40 minutes or so, although this is only a rough guideline. Each discussion you lead is worth 15% of your final mark. To help me establish your grade, I will ask you to hand in your notes, discussion questions, and topics for discussion to me at the end of the class in which you are the discussion leader.

Reflection Papers

In addition to leading the discussion for each of two assigned articles, during the course of the semester each student will choose three other articles besides the ones they present for discussion and write a 3-page (maximum) reflection on the article. This reflection will be handed in the day the article is discussed in class. In this reflection piece, you should briefly summarize the main point of the article, the conclusions drawn, outline what you learned from the article, discuss the context of the article’s topic (how it fits into the history of professional psychology), and present your analysis of the strengths and weaknesses of the article (e.g., What did it leave out? What contribution did it make?). Each of these is worth 10% of your final grade.

Paper

Each student will be expected to write a 15-20 page paper (not including references), due at the end of the course. You may pick any topic that falls within the scope of the course, which is the history of professional practices. You should attempt to pay attention to both the narrative aspects of your topic (the whos, whats, wheres, and whens) and how this narrative fits into the broader context of psychology’s professionalization in the twentieth century. For example, what function or role did this practice/institution/technique/theory play in the professionalization of the field? What was the history of this practice – from which contexts did it arise, to serve what practical or social needs? How did psychologists develop it, market it, refine it, own it, regulate it? If you start out with a very broad topic, try and narrow it down to something manageable. Feel free to speak with me about how to do this. In fact, all students should clear their paper topics with me by February 8th.

You should consult both primary and secondary sources. Adherence to APA format and referencing style is expected.
Examples of term paper topics:

- History of vocational assessment and guidance
- History of practices in industrial psychology
- History of training, licensure, certification
- Mental hygiene movement
- Child study or child development movements
- History of scientific management
- History of projective techniques
- History of child assessment practices
- History of mental retardation, terms and ‘treatment’
- Origins and history of the Head Start program
- Psychology and the Community Mental Health Movement
- History of professional psychology in Canada
- History of the Vail model and the emergence of Psy.D. training
- History of group psychotherapy, family therapy, psychodrama, encounter groups, feminist therapy, etc.
General Bibliography

Also: remember to use the Classics in the History of Psychology website,
http://psychclassics.yorku.ca/

+On 1-day reserve at Scott Library


American Psychological Association, Committee on Training in Clinical Psychology (1947). Recommended graduate training program in clinical psychology. American Psychologist, 2, 539-558. (the famous “Shakow report”)


*Psychological Bulletin.* During the years of WWII, the journal had a regular section devoted to Psychology and the war.


Witmer, L. (1911). Courses in psychology at the summer school of the University of Pennsylvania. The Psychological Clinic, 4, 245-xxx.


Bibliography Organized by Topic

**Mental Tests and Intelligence Testing:**


**History of Training and Certification:**


American Psychological Association, Committee on Training in Clinical Psychology (1947). Recommended graduate training program in clinical psychology. *American Psychologist, 2*, 539-558. (the famous “Shakow report”)


Witmer, L. (1911). Courses in psychology at the summer school of the University of Pennsylvania. *The Psychological Clinic, 4*, 245-xxx.

**Professionalization and Boundary-Work:**


**Defining Clinical Psychology:**


**Psychology and War:**


*Psychological Bulletin.* During the years of WWII, the journal had a regular section devoted to Psychology and the war.


**Women and Professional Psychology:**


**History of Psychotherapy:**


