

HISTORY AND SYSTEMS OF PSYCHOLOGY

ABSC 921

Fall, 2009

4018 Dole Human Development Center

Instructor

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I. *Course Description*

The 2009-2001 University of Kansas Graduate School Catalog lists this description of the course:

ABSC 921. The History and Systems of Psychology (3). An advanced graduate seminar on the history of psychology and its theoretical systems, and their relations to contemporary psychology. Pertinent issues in the history and philosophy of science are addressed (e.g., scientific revolutions), as are current concerns in the historiography of psychology (e.g., presentism). Prerequisite: Master's degree or consent of instructor. (p. 171)

However, the course is more than this. It takes on perspectives – perspectives from the assigned readings, as well as my own. For instance, the primary textbook – Leahey (2004) – sees psychology as a social science and a humanity, whereas I see it as a natural science and natural history. The system of psychology that most vigorously advances the latter perspective is behavior analysis. The course covers its history, as well. Authors and instructors -- and students – cannot transcend their histories, but we can be cognizant of them.

II. *Assigned Readings*

The primary text. As I mentioned, our primary text is Thomas H. Leahey's (2004), *A History of Psychology: Main Currents in Psychological Thought*, now in its sixth edition. Leahey offers perhaps the best scholarship among the current history of psychology texts. It addresses more than names, dates, and places. It is thick with descriptions of psychology's intellectual and cultural roots, and is finely textured in its analysis. As such, it will challenge us to consider not only the history of psychology, but also world history and historiography.

Leahey, T. H. (2004). *A history of psychology: Main currents in psychological thought*

(6th ed.). Upper Saddle River, NJ: Prentice-Hall.

Secondary texts. In teaching this course, I also incorporate secondary texts of classic or recent scholarship, for example, texts of primary source readings (e.g., Brennan, 1995) or secondary source but authoritative biographies of psychology's pioneers (e.g., Fancher, 1996). Sometimes, I include material on theory and philosophy (e.g., Bem & Looren deJong, 1997). I have also sometimes focused on specific topics, for example, group and individual differences in intelligence (Gould, 1996), the relation between the sciences and the humanities (e.g., Snow, 1959), and the role, struggles, and contributions of under-represented groups in the history of psychology (e.g., women; see Bohan, 1995). In contrast to Leahey's (2004) sometimes abstract history of psychological thought, these illustrate how the history and philosophy of psychology actually comprise the actions of scientists and scholars -- what they did and wrote. This semester, we have three secondary texts:

Guthrie, R. V. (1998). *Even the rat was white: A historical view of psychology* (2nd ed.). Boston: Allyn and Bacon.

Rutherford, A. (2009). *Beyond the box: B. F. Skinner's technology of behavior from laboratory to life, 1950s-1970s*. Toronto, Canada: University of Toronto Press.

Scarborough, E., & Furumoto, L. (1987). *Untold lives: The first generation of American women psychologists*. New York: Columbia University Press.

Robert Guthrie (1998) describes the role of African-Americans as both the subject matter of psychology and as psychologists, themselves, while Elizabeth Scarborough and Laurel Furumoto (1987) describe the education and careers (or lack thereof) of the first generation of American women psychologists. Alexandra Rutherford (2009) describes the history of the founding of applied behavior analysis. All three texts are highly regarded for their scholarship, informative, and generally well written. The first two are considered classics in the historiography of psychology; Rutherford's will become one in historiography of behavior analysis. We will take one week each to read these.

Additional readings. These four texts do not comprise all of our assigned readings. They will be accompanied by additional primary and secondary source materials, as listed in weekly syllabi, in particular, sources in history (e.g., *History of Psychology*, *Journal of the History of the Behavioral Sciences*), psychology (e.g., *American Psychologist*), and behavior analysis (e.g., *Behavior and Philosophy*, *The Behavior Analyst*). These readings will be posted as pdf files in a gmail account – a Google web site. To access them, log into your computer and type *gmail.com* into your web browser. You will then be asked to type in an ID for the course, which is *handsp2009*, and a password, which is *sp2009ekm* – neither in italics. When the site opens up, you will find a list of course readings up to that point in the semester on the right-hand side and, on the lower left side, the readings organized under the course topics (e.g., Topic 1). When you open the topic, you will find the readings waiting to be downloaded

III. *Recommended Course Readings*

The weekly syllabi will also include a list of recommended readings. Although I do not expect you to read them, they offer additional background on each topic and may be useful as resources for future course work, research, writing, and teaching. I also include written commentaries on them and the assigned readings that provide an overview of the topic. I recommend that you read those commentaries, followed by the assigned readings in order they are listed. They will often build on one another.

IV. *Historiographic Sources and Resources*

As an introduction to the course overall, I describe and list here some of the more important historiographic sources and resources in the history and systems of psychology and of behavior analysis – texts; journals; associations, centers, foundations, societies; archives; and web-based resources.

1. *Texts*

History of psychology. The classic account of the history of psychology is E. G. Boring's (1929, 1950) *A History of Experimental Psychology*. His text documents, with details and personalities, the emergence of experimental psychology in the mid-1800s and its development into the 1940s. However, this book has not been a proper history of psychology for a while. It is dated and idiosyncratic in perspective – Boring's perspective. The book is also not appropriate for understanding behavior analysis because the roots of behavior analysis generally lie elsewhere than in the history on which Boring focuses (e.g., on structuralism, psychophysics). Moreover, Boring's term for behaviorism – “behavioristics” -- does not distinguish between the many varieties of behaviorism (see O'Donohue & Kitchener, 1999). For another well-regarded classic text, see G. S. Brett's (1912) three-volume, *A History of Psychology*.

Two other important early texts are Edna Heidbreder's (1933) *Seven Psychologies* and Robert S. Woodward's (1931) *Contemporary Schools of Psychology*. These are not histories of psychology so much as intelligent and well-written overviews of the various schools or systems of psychology dominant throughout the first half of the last century. Today, psychology is less divided into schools, except perhaps for cognitivism and behavior analysis. Instead, it is widely dispersed across many less comprehensive theories in psychology, each often associated with one of field's content domains (e.g., cognitive psychology, motivation, personality).

As for contemporary treatments of the history and systems of psychology, other than Leahey (2004), a dozen or so new texts have appeared since the mid-1990s. Among these are Benjafield (1996), Benjamin (2007), Brennan (1998), Goodwin (2005), Hergenbahn (2009), Hothersoll (2004), Schultz and Schultz (2004), Thorne and Henley (2005), and Viney and King (1998). Less standard are Mandler (2007), who focuses on the history of cognitive psychology; O'Boyle (2006), who places psychology's history in a broader cultural perspective, a good thing, but at the cost of some detail; and Richards (2007), who offers a more of personal, idiosyncratic perspective. Among the better, but now slightly dated texts, Ernest Hilgard's (1987) *Psychology in America: A Historical Survey* and Eliot Hearst's (1979) *The First Century of Experimental*

Psychology still retain value.

As for edited books on selected topics in the history of psychology, see the first volume of the *Handbook of Psychology* – Freedheim and Weiner's (2003) *History of Psychology*. It contains an opening chapter on the history of psychology as a science and as a profession, and then chapters on the history of many of psychology's content areas (e.g., cognition, community, development, personality). For other topical treatments, see Kimble and Schlesinger (1985a, 1985b), Koch and Leary (1992), and Rieber and Salzinger (1980). Claude Buxton's (1985) *Points of View in the Modern History of Psychology* offers some excellent examples of scholarship in the history of psychology, scholarship that includes some good secondary accounts of behaviorism.

For biographical material, Fancher's (1996), *Pioneers in Psychology*, offers perhaps the most accurate and, not trivially, the best written biographies of psychology's pioneers. Other excellent biographies may be found in the series, *Portraits of Pioneers in Psychology*, begun in 1991 (e.g., Dewsbury, Benjamin, & Wertheimer, 2006). For autobiographical material, see the series, *A History of Psychology in Autobiography*, begun in 1936 (e.g., Lindsley & Runyan, 2007). Institutional histories are also available, for instance, of the American Psychological Association (Evans, Sexton, & Cadwallader, 1992); its divisions (e.g., *Unification Through Division*, e.g., Dewsbury, 2000), and its regional organizations (e.g., Pate & Wertheimer, 1993). For voyeurs, we have Popplestone and McPherson's (1994) *An Illustrated History of American Psychology* (and accompanying slides).

Primary sources that supplement the history and systems texts may be found in Benjamin's (2009) *A History of Psychology: Original Sources and Contemporary Research*, Brennan's (1995) *Readings in the History and Systems of Psychology*, Herrnstein and Boring's (1965) *A Sourcebook in the History of Psychology*, Hillix and Marx's (1974) *Systems and Theories in Psychology: A Reader*, Munger's (2003) *The History of Psychology: Fundamental Questions*, and Pickren and Dewsbury's (2002) *Evolving Perspectives on the History of Psychology*. For bibliographic guides to the literature, see Viney, Wertheimer, and Wertheimer's (1979), *The History of Psychology: A Bibliographic Guide*, Watson's (1978), *The History of Psychology and the Behavioral Sciences: A Bibliographic Guide* and *Basic Writings in the History of Psychology* (Watson, 1979), and Baker's (2003), *Thick Description and Fine Texture: Studies in the History of Psychology*. For manuscript collections, see Sokal and Rafail's (1982), *A Guide to Manuscript Collections in the History of Psychology and Related Areas*.

For a calendar that provides major events in the history of psychology by the day of the year, see Warren Street's (1994) *A Chronology of Noteworthy Events in American Psychology*, which is accessible at www.cwu.edu/~warren/today.html.

History of behavior analysis. Although historical scholarship in behavior analysis has been increasing of late, only a few texts are available on its history. Some coverage, of course, is offered in every text on the history of psychology, with Leahey's (2004) account being standard, but in some ways better than most. As for texts that offer more focal treatment, we only have these: Smith and Woodward's (1996) *B. F. Skinner and Behaviorism in American Culture*, Todd

and Morris's (1994) *Modern Perspectives on J. B. Watson and Classical Behaviorism*, Todd and Morris's (1995) *Modern Perspectives on B. F. Skinner and Contemporary Behaviorism*, and Midgley and Morris's (2006) *Modern Perspectives on J. R. Kantor and Interbehavioral Psychology*. Related biographical material is available on important individuals whose work antedated behaviorism, notably Jacques Loeb (Pauly, 1987) and Ivan Pavlov (Babkin, 1949; Gray, 1979), as well as on the founders of classical behaviorism -- John B. Watson (e.g., Buckley, 1987) -- and radical behaviorism -- B. F. Skinner (Bjork, 1993). Watson (1936) and Skinner (1967, 1976, 1979, 1983) also offered autobiographical accounts of their lives and professional development.

Only a few behavior analysts have written texts on the history and systems of psychology, texts that would thereby seem informed about matters behavioral. Fred Keller (1937, 1973) was the first, but his *The Definition of Psychology* is only a brief standard account of the history of psychology (that concludes too optimistically about the place of behaviorism in psychology's future). Howard Rachlin's (1994) *Behavior and Mind: The Roots of Modern Psychology* is idiosyncratically related to his interests in making the science of behavior a naturalized science of "mind." More recently, Joe Pear (2007) has written a broad, well-regarded text, *A Historical and Contemporary Look at Psychological Systems*, while John Malone (2009) has written a scholarly and entertaining book, *Psychology: Pythagoras to Present*, both informed by naturalistic assumptions.

For an interbehavioral perspective, J. R. Kantor's (1963, 1969) two-volume, *The Scientific Evolution of Psychology*, is a scholarly examination of the historical emergence (or lack thereof) of a scientific psychology (see Mountjoy, 1976). By scientific psychology, Kantor meant a naturalistic, field-oriented approach resembling his own interbehavioral system. The interbehaviorists, Robert Lundin (1985) and Noel Smith (2001) offer, respectively, *Theories and Systems of Psychology* and *Current Systems in Psychology: History, Theory, Research, and Applications*.

Although more focused, two other texts are also recommended. First, John Malone (1990) has written an excellent text on the history of learning theory -- *Theories of Learning: A Historical Approach*. Its treatment of the major learning theorists and alternative perspectives is accessible, accurate, and well balanced. Second, Alan Kazdin's (1978) *History of Behavior Modification: Experimental Foundations of Contemporary Research* describes the historical foundations of a subdiscipline of behavior analysis -- applied behavior analysis. Kazdin offers (a) a brief history of radical behaviorism, (b) the historical foundations of behavior modification in the context of traditional approaches to atypical behavior, (c) the evolution of behavior modification and applied behavior analysis, and (d) then-contemporary applied behavior analysis and cognitive behavior modification.

Before moving on, I should mention Willard Day's (1980) chapter -- "The Historical Antecedents of Contemporary Behaviorism." It is one of the most thoughtful, insightful, and accurate treatments available on the history of behavior analysis. Day comments astutely on (a) the historical antecedents of behavior analysis within philosophy, both ancient and modern; (b) its historical antecedents within science -- 19th century German psychology, the theory of natural

selection, interest in animal behavior, William James, Ernst Mach, and American functionalism; and (c) the history and reception and understanding of behavior analysis within psychology as a whole.

Other than these resources, you might consult the secondary sources on the history of behaviorism, two of which stand out. First, Robert Boakes's (1984), *From Darwin to Behaviourism: Psychology and the Minds of Animals*, offers detailed coverage of comparative psychology from 1870 to 1930. He begins with Darwin's theory of evolution, which presumed the "continuity of mind" from nonhumans to humans. From this, a behavioristic animal psychology emerged in Britain, Russia, and the United States -- a psychology that John B. Watson contributed to before founding behaviorism in 1913. Boakes then relates how the minds of animals proved to be overly simplified grounds for understanding the human mind, and how research and theory thus turned to questions concerning cross-species processes of learning.

Second, John O'Donnell's (1985), *The Origins of Behaviorism: American Psychology (1870-1920)*, is unusual in that it is not the typical psychologist-turned-historian's internalist account (or celebration) of the history of psychology. Instead, O'Donnell offers a social historian's externalist account of the early behaviorists' search for knowledge, showing how their careers and the discipline were shaped not only by professional interests, but also by social and economic forces in early 20th century America.

One newer text, John Mills' (1998) *Control: A History of Behavioral Psychology* is not recommended. For Mills, "behaviorism" is largely equated with experimental psychology, that is, with methodological behaviorism, and thus his coverage is not correctly focused on behavior analysis. The greater problem, though, is that he does not think a natural science of psychology is possible in the first place. Psychology, he avers, is at best a social science or, more likely, a humanity. This tends to distort his coverage of behaviorism, especially of behavior analysis (see Morris, 2002).

Three other books cover substantial parts of the history of behavior analysis, but are more conceptual and philosophical in orientation. First, Gerald Zuriff's (1985) *Behaviorism: A Conceptual Reconstruction* explores the philosophical underpinnings of contemporary behaviorism. He (a) analyzes how behaviorism's basic premises affect the behaviorist's view of science (e.g., empiricism), (b) covers the major assumptions held by behaviorists about the nature of behavior, and (c) addresses behaviorists' attempts to deal with mental concepts in a scientific manner. Second, Larry Smith's (1986) *Behaviorism and Logical Positivism: A Reassessment of the Alliance* analyzes the tensions and failed alliance between (a) behaviorism as a system of psychology and (b) logical positivism as a philosophy of science. Smith investigates the emergence and growth of behaviorism between 1925 and 1945, during which time it was said to have been allied with logical positivism. Despite interactions among the logical positivists and the major behaviorists of the day (i.e., Tolman, Hull), the alliance was limited and awkward, involving little or no mutual understanding on substantive issues. The major reason for the latter was that the neobehaviorists had independently developed their own conceptions of science and epistemology (i.e., the nature of knowledge). Thus, in contrast to the received view, behavior analysis did not draw significantly on logical positivist philosophy in

formulating its approach to psychology. This is an issue we will address in the course. Third, Bill O'Donohue and Richard Kitchener's (1999) recently edited *Handbook of Behaviorism* includes both the older (e.g., Watson) and the newer behaviorisms (e.g., Rachlin, Staddon), as well as the philosophical behaviorisms (e.g., Ryle, Quine, Wittgenstein). As with many edited texts, though, the chapters are varied in scope and quality. Still, it is a useful resource.

These, then, are the major texts and resources in the history and systems of psychology, as well as in the history of behaviorism within psychology and of behavior analysis within that. These will be listed in the recommended readings section of each week's syllabus.

2. *Journals*

From the most general to the more focused journals that publish articles on the history and systems of psychology and behavior analysis, see *ISIS* (<http://www.journals.uchicago.edu/toc/isis/current>), *Forum for the History of Human Science* (<http://www.fhhs.org/>), *Journal of the History of the Behavioral Sciences* (<http://www3.interscience.wiley.com/journal/31970/home>), *History of Psychology* (<http://www.apa.org/journals/hop/>), *Behavior and Philosophy* (see Behaviorism) (http://www.behavior.org/journals_bp/), *The Behavior Analyst* (<http://www.abainternational.org/TBA.asp>), *Journal of the Experimental Analysis of Behavior* (<http://seab.envmed.rochester.edu/jeab/>), and *The Psychological Record* (<http://thepsychologicalrecord.siuc.edu/index.html>).

3. *Associations, Centers, Foundations, and Societies*

From the most general the more focused associations, centers, foundations, and societies that address the history and systems of psychology and behavior analysis, see the History of Science Society (<http://www.hssonline.org>), Cheiron: The International Society for the History of Behavioral and Social Sciences (<http://people.stu.ca/~cheiron/>), and the Society for the History of Psychology: Division 26 of the American Psychological Association (<http://www.hood.edu/shp/>). The following are those that address the history and system of behaviour analysis

Cambridge Center for Behavior Studies. The Cambridge Center for Behavior Studies (www.behavior.org) is dedicated to the advancement and dissemination of behavior analysis, in part by offering Behavior Analysis Certification Board (BACB) Continuing Education Units. One-and-a-half of those units are available online for a course developed by Andy Lattal on "The History of Behavioral Apparatus."

Society for the Experimental Analysis of Behavior. The Society for the Experimental Analysis of Behavior is the nonprofit company that publishes the *Journal of the Experimental Analysis of Behavior* and the *Journal of Applied Behavior Analysis*, which can be downloaded from its website (seab.envmed.rochester.edu). The website also contains links to a variety of topics concerning the Society's and the journals' histories.

The B. F. Skinner Foundation. The B. F. Skinner Foundation maintains a website (www.bfskinner.org) dedicated to Skinner's contributions to psychology. It includes biographical material, audio-visual resources, a bookstore, and a newsletter.

4. *Archives*

From the most general to the more focused archives that hold materials on the history and systems of psychology and behavior analysis, see the Archives of the History of American Psychology in Akron, OH (<http://www3.uakron.edu/ahap/>), the Archive of the American Psychological Association at the US Library of Congress (<http://www.apa.org/archives/>), and the Harvard University Archives (<http://hul.harvard.edu/huarc/>).

5. *Web-Based*

Archives Grid (archivegrid.org) is a search engine that allows users to search archives in the history of psychology simultaneously for materials related to the name of a particular person or other search string. It also seems to pick up documents in collections other than the one dedicated to the person in question (e.g., letters from Larry Smith that are held in the Bill Woodward collection). Unless, KU subscribes to this, though, it may not be available.

Advances in the History of Psychology. This site – ahp.yorku.ca – is “a work in progress. Its intent is to aggregate news and notes pertaining to the history of the discipline. Ultimately, the primary mission of AHP will be to notify readers of publications, conferences, and other events or issues of interest to researchers and students of the history of psychology. In addition, there will be the occasional commentary and review of issues that seems pertinent to the community.” One of its most useful features is it links to journals (e.g., *History of Psychology*, *Journal for the History of the Behavioral Sciences*), societies (e.g., Cheiron: The International Society for the History of the Behavioral and Social Sciences, Society for the History of Psychology, History of Science Society), archives (e.g., Archives of the History of American Psychology), and podcasts (e.g., *The Week in the History of Psychology*).”

Classics in the History of Psychology. This site -- psychclassics.yorku.ca – is “an effort to make the full texts of a large number of historically significant public domain documents from the scholarly literature of psychology and allied disciplines available on the World Wide Web. The site also contains links to over 200 relevant works posted at other sites. The target audience is researchers, teachers, and students of the history of psychology, both for use in their courses on the history of psychology, and for the purposes of primary academic research. To assist undergraduate teaching, in particular, original introductory articles and commentaries, written by some of the leading historians of psychology in North America, have been attached to a number of the most important works.” See also <http://www.psych.yorku.ca/orgs/resource/>

The CBC Radio 1 program. “Ideas,” once ran a regular series called “How to Think About Science.” It features interviews with leading historians, sociologists, and anthropologists of science. All of the episodes should be on-line at <http://www.cbc.ca/ideas/features/science/>

index.html. You will find brief descriptions of each episode at the page linked above to help you find those that are most interesting to you.

VI. *Course Requirements*

Now, to the course requirements. The course requires that students attend and participate in class (e.g., discuss the assigned readings), take quizzes, lead class discussion, answer take-home questions, turn in discussion questions, complete reading evaluations, and write a brief term paper. Final grades will be based on the following percentages: A = 90-100%, B = 80-89%, C = 75-79%, F = less than 75%. Students who have disabilities that may prevent them from fully demonstrating their abilities to meet the course requirements should see me as soon as possible so that we can discuss what accommodations will ensure their full participation in the course and facilitate the educational opportunities it offers.

Class attendance and participation (20%). Class attendance and participation need no definition (but will be pro-rated for arriving late and leaving early).

Quizzes (30%). Each class will begin with a brief quiz drawn from the week's required readings. If you have read them carefully, you should have little trouble. Their purpose is to assure that you have read the material, thus you should be able to describe the gist of each reading.

Class discussion leaders (10%). You will serve as a class discussion leader or co-leader on one or more topics (i.e., weeks). The discussion should have the following features on which you will be graded: (a) First, provide a one-page outline in APA-style of the material to be covered and the issues to be addressed, and begin class with a five-minute overview. (b) Then you have choices, among them, (i) review the material and leading class discussion with probing and insightful questions, (ii) have students break briefly into discussion groups on particular topics or readings and report back their conclusions, or (iii) use some other pedagogical approach. (c) By the end of class period, *all* the assigned readings for the topic should have been covered. If some readings or topics warrant more attention than others, you may provide differential emphasis on them in class, but you will also need to explain why. I will, of course, assist you in class and add my own comments and queries. I can also meet with you before class. I will use a feedback form in grading your presentations that may be useful as a guide (see p. 22 of this syllabus). Discussion leaders do not have to do any of the other course requirements the week they lead class and may delay by a week any assignments related to their term papers.

Take-home questions (10%). A take-home assignment will be included in each week's syllabus, which I may ask you to address in class as a basis of your participation. This will not be an onerous task, but it does ask you to engage the course material more independently (and perhaps more creatively) than can be achieved through the other requirements. You may be asked, for instance, to (a) define a term, concept, or "ism," (b) answer a question about the reading, or (c) address an issue in a comparative fashion (e.g., How are methodological behaviorism and cognitive psychology alike?). These are due to me via e-mail by 5:00 on Tuesdays before class. Please send them as single-space text, not as attachments.

Discussion questions (10%). A discussion question is also required each week. It should set the occasion for insightful and critical thinking about the reading. You may, of course, have questions that do not come from the reading, and may ask them, too, but you will be graded only on the first question drawn from the reading. These are due to me via e-mail by 5:00 on Wednesdays before class. Please send them as single-space text, not as attachments.

Some technical niceties. First, the question must come from the assigned readings as a whole. If it comes from one reading that week, but is answered in another, this will not make it an effective question for class discussion. Second, it must include the citation (no need for the reference) and the page number of the reading from which it is drawn. The questions need not be long; often, 25-50 words will suffice. As for their content, the questions should not ask about facts that you might generate for a quiz or whose answers might easily be found in a dictionary or other resource (e.g., “When was William James born?”), nor may they have yes-no answers (e.g., “Was Sigmund Freud a first-born child?”), nor should they be existential (e.g., “Why was B. F. Skinner born?”). Rather, you should ask questions about some aspect of the reading you do not understand or that needs clarification. Your questions may also challenge the facts, concepts, and analyses presented in the readings or raise questions about the relation of the readings to other issues and topics. Finally, they should be suitable for class discussion, which is one of their purposes. Indeed, I will often ask you about your questions in class.

Reading evaluations (5%). An evaluation form will be provided at the end of each week’s syllabus on which you are to evaluate the reading assignments for that topic, both quantitatively (i.e., rankings and ratings) and qualitatively (e.g., further suggestions for clarification). The forms may be completed before, during, or at the end of class, but are to be handed in at the end.

Term paper (15%). Finally, you are required to write a seven-page term paper (no more, no less) in the latest APA style. You may select any topic or content area you like, but your research into it must go beyond what is presented in the assigned texts and readings. It also must be new to you (i.e., not previously written for another course or requirement). Just as important, it should display sensitivity to various historiographical considerations, which we shall address in class (e.g., ceremonial vs. critical history, internalist vs. externalist history). In addition, the history should be analytic, that is, not just a chronology of names, dates, and places.

As for the topics, you may take an event in history – whether punctuate (e.g., the publication of an important paper or book, an event) or extended in time (e.g., the cognitive revolution) – and explain how and why it came about and its consequences. This may be in your area of research (e.g., behavioral, cognitive, or developmental; basic or applied), in research methods (e.g., observational methodologies, statistical techniques), or in clinical and community interventions (e.g., token economies, client-centered therapy). Your paper may also be on an historical topic (e.g., early research on nonhumans, the beginnings of mental testing), take up a philosophical or conceptual issue in psychology or behavior analysis (e.g., compare and contrast theories and systems, the work of particular psychologists, the putative death of behaviorism, the rise of cognitive-behavioral treatments). In addition, it may address institutional history (e.g., the American Psychological Association) or be biographical (e.g., Jean Piaget), or you may review a book that would be appropriate for an audience of psychologists or behavior analysts, adding

related and relevant material and articles. Where appropriate, these topics may be approached not only qualitatively, but also quantitatively (e.g., journal counts).

By the way, I have some ideas for papers and alternative assignments. Among the papers are those on (a) the origins of “time out” as a term and behavior-change procedure; (b) the change in the meaning of intervening variables to hypothetical constructs; (c) Skinner’s patent for a device to teach writing skills; (d) the consequences of the “aversives debate” in behavior analysis; (e) the history of how and why “cognitive” was added to “behavior therapy,” giving us today’s “cognitive behavior therapy”; and (f) trends in the topics addressed in applied behavior analysis (e.g., autism, organizational behavior management). If you are interested in pursuing one of these topics through to publication, please see me. Alternatively, I would like to develop and launch a web site on the history of behavior analysis, part of which would be a bibliography. If someone has web site skills, the research required to create a bibliography would surely be as instructive as writing a paper.

Your paper will be graded according to standard professional criteria in the psychological sciences (e.g., APA style) and those used in grading the ABS writing requirements. The department’s evaluation sheet used in grading these requirements is reproduced at the end of the syllabus as a guide. On your final paper, I will only assign a grade. If you wish the level of detailed feedback I provide for various required approximations to it, I shall be happy to provide it. One final point: As I make comments on your written work throughout the course, I will often use abbreviations and some editorial conventions. Among the most common are: = right/good, = Greek for psychology, = Greek for philosophy, BA = Greek for behavior analysis, = possibly not in APA style, tr = possibly poor transition between sentences or paragraphs, wc = possible word choice problem, and awk = possibly awkward phrasing.

The paper is due at 5:00pm on Friday, December 18, but various approximations to it will be required throughout the semester, as listed below under the course schedule and topics.

VII. *Academic Misconduct and Course Requirements*

Two words of unneeded caution. First, academic misconduct will not be tolerated. As defined in Article II, Section 6 of the Rules and Regulations of the University Senate:

Academic misconduct by a student shall include, but not be limited to, disruption of classes, giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments, or knowingly misrepresenting the source of any academic work, falsification of research results, plagiarizing of another's work, violation of regulations or ethical codes for the treatment of human and animal subjects, or otherwise acting dishonestly in research.

Just one instance of misconduct will result in dismissal from the course and a failing grade.

Second, I take the timely completion of the course requirements to be mainly a matter of your priorities, both academic and personal. No late work may be handed in for credit where the

reason is poor planning, competing requirements, or other interests. If you foresee having difficulties in these regards, we should discuss them beforehand. I am sorry if this seems insensitive, but you will be evaluated professionally by what you accomplish, not by what you say you will (or meant to) accomplish. The former are your priorities as you live them. More personally, I have to set my own priorities for course management and time allocation this semester so that I can meet my own university, department, and professional obligations.

VIII. Course Schedule and Topics

<u>Schedule</u>	<u>Topics</u>
0 August 20	Course Introduction and Overview
1. August 27	Topic 1: Background to Psychology: Science, History, and Psychology A 25-word description of your topic (.5%)
2. September 3	Topic 2: Background to Psychology: The Classical World, Middle Ages, and Renaissance
3. September 10	Topic 3: Background to Psychology: The Scientific Revolution and the Creation of Consciousness, and The Enlightenment and the Science of Human Nature (a) The description of your topic – revised, if necessary, or not – plus (b) five annotated references (~50 words each) (.5%)
4. September 17	Topic 4: Background to Psychology: The Threshold of Psychology: The Nineteenth Century and Founding Psychology: The Psychology of Consciousness
5. September 24	Topic 5: Even the Rat Was White: A Historical View of African Americans as Subjects and Psychologists (Guthrie, 1998)
6. October 1	Topic 6: Founding Psychology: The Psychology of the Unconsciousness: Sigmund Freud and Psychoanalysis (a) The description of your topic and (b) the first five annotated references – both revised, if necessary, or not -- plus (c) five more annotated references (.5%)
7. October 8	Topic 7: Founding Psychology: The Psychology of Adaptation: Psychology in Evolutionary Context

0. October 15 Fall Break: October 15-18
8. October 22 Topic 8: Psychology in Modernity: The Conspiracy of Naturalism
(a) The description of your topic and (b) the first ten annotated references – both revised, if necessary, or not plus (c) five more annotated references (.5%)
9. October 29 Topic 9: Untold Lives: The First Generations of American Women Psychologists (Scarborough & Furumoto, 1987)
10. November 5 Topic 10: Topic 8: Psychology in Modernity: The Rise of Behaviorism
(a) The description of your topic and (b) the first 15 annotated references – both revised, if necessary, or not – plus (c) a one page double-space outline of your paper (1%)
11. November 12 Topic 11: Psychology in Modernity: Theory, Neobehaviorism, Radical Behaviorism, and Philosophy
12. November 19 Topic 12: Psychology in Modernity: The Decline of Behaviorism, the Rise of Cognitivism
(a) The description of your topic, (b) the first 15 annotated references, and (c) the outline of your paper – all revised, if necessary, or not – plus a three-quarter page introduction to you paper (1%)
- 00 November 26 Thanksgiving Break: November 25-29
13. December 3 Topic 13: Psychology in Modernity: The Rise of Applied Psychology and Applied Behavior Analysis (Rutherford, 2009)
14. December 10 Topic 14: Psychology in Modernity: The Psychological Society
(a) The description of your topic, (b) the first 15 annotated references, (c) the outline, and (d) the introduction – all revised, if necessary, or not – plus (e) a rough draft of the first section of the paper (1%)
00. December 18 The description of your topic -- revised, if necessary, or not – plus your final paper by 5:00pm (15%)

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HISTORY AND SYSTEMS OF PSYCHOLOGY

ABSC 921

Class Discussion Leaders

Presenter: _____

Grade (0-10%): _____

As described in the course syllabus, you will be assigned to lead or co-lead class discussion for one or more weeks (and topics) during the semester. This requirement will count for 10% of your final grade. As also described, the discussion is to have the following formal features. These, and the quality with which they are carried out, will be the basis for your grade.

1. First, you should (a) provide a one-page APA-style outline of the material to be covered and the issues to be addressed and (b) begin class with a five minute overview of all the assigned reading.
2. Second, your choice, among them: Review the material and leading class discussion with probing and insightful questions; have students break into discussion groups on particular topics or readings and report back their conclusions; or use some other pedagogical approaches.
3. By the end of class period, *all* the assigned readings for the topic should have been covered. If some readings or topics are more important than others, then you may of course provide differential emphasis on them, but must be explained.

Comments

HISTORY AND SYSTEMS OF PSYCHOLOGY

Grade Sheet

Topics and Dates	Attendance/ Participation (20%)	Quizzes (30%)	Take- Homes (10%)	Discussion Question (10%)	Reading Evals (5%)	Class Presenter (10%)	Term Paper (15%)
0. August 20	_____						
1. August 27	_____	_____	_____	_____	_____	_____	_____
2. September 3	_____	_____	_____	_____	_____	_____	
3. September 10	_____	_____	_____	_____	_____		_____
4. September 17	_____	_____	_____	_____	_____		
5. September 24	_____	_____	_____	_____	_____		_____
6. October 1	_____	_____	_____	_____	_____		
7. October 8	_____	_____	_____	_____	_____		_____
0. October 15	Fall Break: October 15-18						
8. October 22	_____	_____	_____	_____	_____		_____
9. October 29	_____	_____	_____	_____	_____		
10. November 5	_____	_____	_____	_____	_____		_____
11. November 12	_____	_____	_____	_____	_____		
12. November 19	_____	_____	_____	_____	_____		_____
00. November 26	Thanksgiving Break: November 25-29						
13. December 3	_____	_____	_____	_____	_____		
14. December 10	_____	_____	_____	_____	_____		
00. December 18	Term paper due by 5:00						_____