Attention!
This is a representative syllabus. The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
Syllabus

Psychology 4505       Autumn Semester, 2017

History of Psychology


COURSE LEARNING OBJECTIVES

A comprehensive knowledge and understanding of the historical development of psychology
Familiarity with the careers and contributions of major historical figures
Understanding of the historical origins of contemporary movements in psychology

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<td>Welcome!</td>
<td>Introduction</td>
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<td>Introduction: The course, text and instructor</td>
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<td>When, where and by whom was psychology founded</td>
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<td>Psychology’s history and its future</td>
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<td>Renaissance origins of psychology</td>
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<td>8/24</td>
<td>Renaissance Science</td>
<td>Chapter 2 pp. 33-46</td>
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<td>8/29 &amp; 8/31</td>
<td>Selected nativist and empiricist philosophers</td>
<td>Chapter 2 pp. 47-79</td>
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<td>9/5</td>
<td>18th and 19th century studies of sensory physiology</td>
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<td>9/7 &amp; 9/12</td>
<td>The origins of Neuroscience</td>
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<td>Wilhelm Wundt and the founding of psychology</td>
<td>Chapter 4</td>
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<td>9/19 &amp; 9/21</td>
<td>The new structural psychology in America:</td>
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<td>Wundt’s students Titchener and Munsterberg</td>
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9/28 & 10/3  
19th Century German cognitive psychology  
*Clever Hans*  
Ebbinghaus on memory – the experimental paradigm  
Bartlett on memory – the naturalistic paradigm  
Chapter 6 pp. 179-199

10/5 & 10/10  
Gestalt psychology in Germany and the United States  
Wertheimer, Kohler, Koffka and Lewin  
Chapter 7

10/12  
**October Break: No Class**

10/17 & 10/19  
Galton and the Darwinian legacy in psychology  
Darwin as the founder of psychology – can the case be made?  
Chapter 9 pp. 301-333

10/24 & 10/26  
American Functionalism  
James, Hall and Thorndike  
Chapter 9 pp. 333-359  
Chapter 10 pp. 381-391

10/31  
**Second Examination**

11/2  
Psychology in America’s research universities  
An illustrated history of the department of psychology at The Ohio State University

11/7, 11/9 & 11/14  
The development, uses and abuses of intelligence tests  
The roles of psychologists in the immigrant experience on Ellis Island  
Terman’s studies of genius  
Yerkes and the Army General Testing Program  
Chapter 11 pp. 393-418

11/16 & 11/21  
Watson’s Behaviorist Manifesto  
Neobehaviorists  
Skinner’s Experimental Analysis of Behavior  
Chapter 12 pp. 443-485  
Chapter 13 pp. 513-532

11/23  
**Thanksgiving: No Class**

11/28 & 11/30  
Mental illness: Custody, Diagnosis and Treatment  
Great and desperate cures  
Audio interview with Howard Dilley  
Chapter 8

12/5  
Life and contributions of Freud: An illustrated lecture
GRADE DISTRIBUTION

Examination #1  25%
Examination # 2  25%
Final examination  50%

COMPREHENSIVE FINAL EXAMINATION

12/12  8:00 AM – 9:45 AM
Psychology Building Room 10

Additional useful texts:

Boring, E. G.  *A history of experimental psychology.*
   The history of experimental psychology written from a Tichenerian viewpoint.
   Generations of students have been unable to resist a pun in describing their reactions to the book,
   but nevertheless, it is often described as a classic.

Fancher, R. E.  *Pioneers of psychology.*
   Excellent biographical descriptions of important psychologists by one of the best writers among
   psychology historians.

Hearst, E.  *The first century of experimental psychology.*
   Chapters on the history of experimental psychology by distinguished experimental psychologists.

   A comprehensive review of the historical development of American psychology written by one of
   this country’s most distinguished psychologists.

Karier, C. J.  *Scientists of the mind.*
   A demanding and at times difficult book, but well worth the effort.

Kazdin, A. E.  *Encyclopedia of psychology.*
   A synthesis of classic and contemporary knowledge of psychology developed by APA and
   Oxford University Press.

Keller, F.  *The definition of psychology.*
   A good, if brief, history of psychology. Could easily be read in a couple of hours.

Robinson, D. N.  *An intellectual history of psychology.*
   Just as the title suggests, a sophisticated intellectual history of psychology, written by a Jesuit
   scholar.

Wade, N.  *Psychologists in word and image.*
   Intriguing portraits of psychologists.
Watson, R. *The great psychologists from Aristotle to Freud.*
Robert Watson was in many ways the founder of the study of the history of psychology. This book is an excellent presentation of his views.

Wozniak, R. H. *Classics in psychology, 1855-1914.*
Classic papers with introductory comments.

**Web Resource**
An excellent internet collection of classic papers in the history of psychology has been compiled by Christopher D. Green. It is located at:
www.yorku.ca/dept/psych/classics/topic.htm

**Journals**
The two leading journals in the History of Psychology are:

*History of Psychology* (ISSN: 1093-4510) edited by Michael M. Sokal and published by APA.


*American Psychologist* (ISSN: 0003-066X) and *The General Psychologist* publish occasional papers on the history of psychology.

*Contemporary Psychology* (ISSN: 0010-7549) reviews books on the history of psychology.

**Disabilities Statement**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible for their needs. The Office for Disability Services is located in 150 Pomerene
Academic Misconduct Statement

All students at the Ohio State University are bound by the Code of Student Conduct (see http://oaa.ohio-state.edu/coam/code.html). Violations of the code in this class will be dealt with according to the procedures detailed in that code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information see the Code of Student Conduct.