

Course Syllabus: PSY450H1S – History of Psychology

Course Information

Semester: Winter/Spring 2022

Time: Thursdays, 2:00pm – 5:00pm

Location: Online (Zoom; before Jan 31st); SS 1087 (after Jan 31st)

Course Instructor:

Name: Shayne Sanscartier

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Office Hours: By appointment

Location: Online (Zoom)

Teaching Assistant:

Name: Hyuna Cho

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Office Hours: By appointment

Location: Online

Course Description

In this course you will learn about psychology's complicated history and will be introduced to the "history of psychology", the subdiscipline tasked with investigating and interpreting this history. Psychologists have long used historical narratives to depict the discipline's past, define its present and predict its future. However, actual historical investigations often complicate and undermine these narratives. A key theme in this course is the indeterminate relationship psychology has with its own history and the resulting conflicts within the history of psychology: what should be the goal of the history of psychology and how should it be practiced? We will explore these questions by studying both judgments of "what happened" in psychology's development and also the work involved in making (and evaluating) these judgments.

This course is also an opportunity to practice engaging with interdisciplinary critiques of psychology. By learning how to look at psychology through a historical and/or critical lens, you will also learn how to *respond* to these approaches. Thus, by the end of this course you should not only have a more holistic understanding of the field's development, but also some sense of the different ways the field has been perceived, studied, critiqued and defended.

Course Schedule

1. Jan 13th – **Lecture 1: Intro & Syllabus**
2. Jan 20st – **Lecture 2: Perspectives in the History of Psychology**

3. Jan 27th – **Lecture 3: The “New” Psychology and the Origins of the Psychological Experiment**
4. Feb 3rd – **Lecture 4: Functionalism, Testing and Eugenics**
5. Feb 11th – **Lecture 5: The Behaviorists and the Gestalt Psychologists**
6. Feb 17th – **Term Test 1**
7. Feb 24th – *Reading Week (No Classes)*
8. Mar 3rd – **Lecture 6: Cold War Psychology**
9. Mar 10th – **Lecture 7: Personality and/vs./or Social Psychology + Outline Help**
10. Mar 17th – **Lecture 8: The History of Homosexuality Research in Psychology**
11. Mar 24th – **Lecture 9: The Cognitive Turn and “Scientific Revolutions”**
12. Mar 31st – **Lecture 10: Current Issues and Course Recap**
13. Apr 7th – **Term Test 2**

Mark Breakdown

Topic Proposal	(Feb 14 th – 2% <i>bonus on final essay</i>)
Test 1	(Feb 17 th – 20%)
Essay Outline	(Mar 17 th – 20%)
Test 2	(April 7 th – 20%)
Final Essay	(April 15 th – 40%)

Course Format

Until Jan 31st: Lectures will be conducted online from 2pm to 5pm every Thursday. A Zoom link+password will be posted to the class Quercus page (see Announcements) and the link should work for each lecture. A U of T Zoom account will be required for authentication (see <https://utoronto.zoom.us/> if you do not have one). For the online classes having both a microphone and camera is recommended but not required. A recording of the lecture will be posted to Quercus 1-2 days after. Please do not share lecture recordings with anyone outside the course. Timed tests will be hosted through Quercus, thus it is important that you have a reliable internet connection. Please let me know if you have any specific circumstances that may make attendance and participation in this course difficult.

Academic Integrity

The University of Toronto takes plagiarism very seriously. In a 400-level course it is assumed that you already understand what does or does not constitute plagiarism. Not all plagiarism is intentional and accidents do happen – however, the university does not officially distinguish between intentional and unintentional plagiarism. Because this course’s term paper may be different than what some of you are used to, **I strongly urge you to review APA guidelines for proper use and citation of direct quotes** – understanding how to do this properly will help you to build a strong final paper and avoid accidental plagiarism.

If you feel uncertain, don't be afraid to check with myself or the TAs whether something you have written will count as plagiarism (or breach any other aspect of the Academic Code of Behavior). Academic integrity is a shared responsibility and we are here to help. You may also consult the following resources:

<https://www.artsci.utoronto.ca/student-academic-integrity-osai/academic-misconduct>
<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html
<http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/>
<https://sidneysmithcommons.artsci.utoronto.ca/how-can-i-cite-properly/>

Accommodations and Accessibility - General

Accessibility is important. The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. You have the right to sign up with accessibility services and request accommodations. Further, the current pandemic and shift to online teaching has likely introduced new barriers to education beyond what is usually covered by accessibility services. Do not hesitate to let me know if you have any accessibility issues that affect your experience in this course, even if you are not registered with accessibility services. I hope to keep this course as accessible as possible.

For more information on services and resources available to students, you may contact Tanya Lewis, Director of Academic Success and Accessibility Services, at (416) 978-6268; tanya.lewis@utoronto.ca. You may also consult the following resources to learn more about the University of Toronto's accessibility policy, including how to register with accessibility services:

https://studentlife.utoronto.ca/task_levels/accessibility-and-academic-accommodations/
<https://studentlife.utoronto.ca/covid-19-accessibility-faqs/>
<https://studentlife.utoronto.ca/service/accessibility-services-registration-and-documentation-requirements/>

Religious Accommodations

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <http://www.studentlife.utoronto.ca/as/new-registration>. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Specific Medical Circumstances

For 2021 S-term, a Verification of Illness (also known as a "doctor's note") is temporarily not required. Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration. The declaration is available on ACORN under the Profile and Settings menu. Students should also advise their instructor of their absence. If an absence extends beyond 14 consecutive days, or if you have a non-medical personal situation preventing you from completing your academic work, you should connect with your College Registrar. They can provide advice and assistance reaching out to instructors on your behalf. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Assignments & Tests

Term Tests (40% - 20% for each test test):

You will complete two tests throughout the term. They will not be content-cumulative. Tests will be timed (2 hrs) and hosted on the course Quercus page during class time. **Due to the online format, these tests will be open book.** You may consult notes/readings/lecture slides during the test. Answers should be in full sentences using your own words – do not simply copy from the lecture slides or readings. This is also not an excuse to forgo studying – the longer you spend searching for answers the less time you have to craft a strong essay response.

Tests are divided into two sections:

- 1) A “short” answer section worth **15 points** (e.g., point-form/paragraph answers to sets of questions). There will be four short answer sections, each worth 5 points and you will choose which three sections you want to answer.

2) A “long” answer section worth **25 points** where you will respond to a given essay question.

Tests only cover material from lectures and the required readings. You do not have to read or study supplemental readings. Short answers should only be responded to with material from lectures and required readings. You are allowed to incorporate supplemental readings into your long answer response if you feel it will help you make your argument. If you choose to do this, make sure to clearly cite which supplemental reading you are referencing.

Term Paper Project (60% - outline worth 20%; final paper worth 40%):

Your term paper should engage in an argumentative historical analysis of a topic in psychology’s history (e.g., focusing on the history of a construct, theory, psychologist, method). The paper should be APA format and between 8-12 pages (not including title page or references). A strong essay will draw on both internalist and externalist perspectives and use a balance of primary and secondary sources to make a specific and novel argument. You have a lot of freedom in terms of the questions and topics you want to cover, so long as your paper demonstrates an attempt at making a successful *historical argument*. This is a major component of this course and you are urged to start developing your topic as early as possible so that you will have time to refine your ideas and gather appropriate sources.

Informal Topic Proposal (2% bonus):

To ensure your topic is both relevant and feasible you are encouraged to email both myself and the TA (or both) with your idea for a topic. This could simply be a brief paragraph describing your idea (or ideas) or a list of a few preliminary research questions related to this topic. This is not a formal assignment, but students who complete this by Feb 14th will receive a 2% bonus on their final essay mark.

In trying to develop your topic and research questions, it might help to ask yourself the following questions:

- 1) What “areas” of psychology are most relevant?
- 2) Who are the “key figures” or “historical actors” (not necessarily just psychologists)?
- 3) What are some of the important events, developments or controversies?
- 4) What is the most relevant time frame?
- 5) What do we know about it? What do we not know about it? A strong critical analysis should also consider: what do we *think* we know and does it hold up to scrutiny?

Essay Outline (20%):

The essay outline should be about 2 pages double-spaced. It should: a) briefly describe your topic, b) clearly state your central argument/thesis, and c) briefly outline the key steps you plan to take to support that argument. You have some freedom in how you can communicate this, **so long as you meet these three criteria** (e.g., you can provide a skeleton of the paper with topic sentences/headings or you can try to write an introduction-like paragraph that outlines the paper).

Along with the outline, you must also include a preliminary references section **divided into primary and secondary sources** – with at least 2-3 references for each.

Late Policy and Missed Tests

Late submissions will be penalized 5% per weekday late. If you have circumstances that may prevent you from submitting on time you are encouraged to discuss them with me ahead of time. If you miss a test for whatever reason, that test's portion of your final grade will be redistributed among the remaining assignments and tests. There are no make-up tests. In the event that you miss a test please let me know within 1 week of the missed test. You should also submit an absence declaration through ACORN.

Course Readings

Readings will be a combination of primary and secondary sources, all of which will be posted on Quercus. The reading list is divided into required readings and “supplemental readings”. Both the lectures and tests will assume you have done the required readings. Supplemental readings are completely optional. They are intended to expand on the lecture material and/or provide further examples of primary and secondary sources in the history of psychology.

Lecture 1 – Intro & Syllabus

No Readings

Lecture 2 – Perspectives in the History of Psychology

Benjamin, L. T. (1986). Why don't they understand us? A history of psychology's public image. *American Psychologist*, 41(9), 941–946. <https://doi.org/10.1037/0003-066X.41.9.941>

Danziger, K. (1994). Does the history of psychology have a future? *Theory & Psychology*, 4(4), 467–484.

Supplemental:

Watson, R. I. (1975). The history of psychology as speciality: A personal view of its first 15 years. *Journal of the History of the Behavioral Sciences*, 11(1), 5–14.

Rose, N. (1996). Power and subjectivity: Critical history and psychology. In C.F. Graumann & K.J. Gergen (Eds.), *Historical Dimensions of Psychological Discourse* (pp. 103-112). Cambridge University Press.

- Pettit, M., & Davidson, I. (2014). Can the history of psychology have an impact? *Theory & Psychology*, 24(5), 709–716.
- Abadía, O. M. (2008). Beyond the Whig history interpretation of history: lessons on “presentism” from Hélène Metzger. *Studies in History and Philosophy of Science Part A*, 39(2), 194–201.
- Dresow, M. (2020). History and philosophy of science after the practice-turn: From inherent tension to local integration. *Studies in History and Philosophy of Science Part A*, 82(May 2019), 57–65.

Lecture 3 – The “New” Psychology and the Origins of the Psychological Experiment

- Danziger, K. (1985). The origins of the psychological experiment as a social institution. *American Psychologist*, 40, 133–140.
- Green, C. D. (2004). The Hiring of James Mark Baldwin and James Gibson Hume at the University of Toronto in 1889. *History of Psychology*, 7(2), 130–153.

Supplemental:

- Dewey, John. (1884). The new psychology. *Andover Review*, 2, 278–289.
- Baldwin, J. (1892). The psychological laboratory in the University of Toronto. *Science*, 19 (no. 475), 143–144.
- Schwarz, K. A. (2016). Scientific Psychology in the 18th Century: A Historical Rediscovery. *Perspectives on Psychological Science*, 11(3), 399–407. <https://doi.org/10.1177/17456916166635601>
- Cattell, J. M. (1917). Our Psychological Association and Research. *Science*, 45(1160), 275–284.
- Graiver, I. (2019). The late antique history of psychology: The test case of introspection. *History of Psychology*, 22(2), 130–148.

Lecture 4 – Functionalism, Testing & Eugenics

- Shields, S. A., & Bhatia, S. (2009). Darwin on race, gender, and culture. *American Psychologist*, 64(2), 111–119.
- Historical chronology accompanying the APA’s apology to people of colour: <https://www.apa.org/about/apa/addressing-racism/historical-chronology>

Supplemental:

- Woolley, Helen Thompson. (1910). A Review of the recent literature on the psychology of sex. *Psychological Bulletin*, 7, 335–342.
- Hall, G. Stanley. (1904). Adolescent girls and their education. From *Adolescence: Its psychology and its relations to physiology, anthropology, sociology, sex, crime, religion, and education* (Vol. 2, Chapter 17). [cw: **sexism, racism, ableism**]
- Terman, L. (1924). The mental test as a psychological method. *The Psychological Review*, 31(2). [cw: **sexism, racism, ableism**]
- Pettit, M. (2007). Joseph Jastrow, the psychology of deception and the racial economy of observation. *Journal of the History of the Behavioral Sciences*, 43(2), 159–175.
- Arnett, J. J. (2006). G. Stanley Hall’s adolescence: Brilliance and nonsense. *History of Psychology*, 9(3), 186–197.
- Thomas, W. B. (1982). Black Intellectuals’ critique of early mental testing: A little-known saga of the 1920s. *American Journal of Education*, 90(3), 258–292.

Lecture 5 – The Behaviourists & the Gestalt Psychologists

- Harris, B. (2010). Letting Go of Little Albert: Disciplinary Memory, History, and the Uses of Myth. *Journal of the History of the Behavioral Sciences*, 46(4), 337–370.
- Sokal, M. M. (1984). The Gestalt Psychologists in Behaviorist America. *The American Historical Review*, 89(5), 1240–1263.

Supplemental:

- Watson, John B. (1913). Psychology as the behaviorist views it. *Psychological Review*, 20, 158-177.
- Titchener, Edward B. (1914). On "Psychology as the behaviorist views it". *Proceedings of the American Philosophical Society*, 53, 1-17.
- Köhler, Wolfgang. (1959). Gestalt psychology today. *American Psychologist*, 14, 727-734.
- Green, C. D. (2015). Why psychology isn't unified, and probably never will be. *Review of General Psychology*, 19(3), 207–214.

TEST 1

No readings (review required readings from weeks 2-5)

Lecture 6 – Cold War Psychology

- Solovey, M. (2007). Project Camelot and the 1960s Epistemological Revolution. *Social Studies of Science*, 31(2), 171–206.
- Rangil, T. T. (2012). Finding Patrons for Peace Psychology: The Foundations of the Conflict Resolution Movement at the University of Michigan, 1951-1971. *Journal of the History of the Behavioral Sciences*, 48, 91–114.

Supplemental:

- Bray, C. W. (1962). Toward a technology of human behavior for defense use. *American Psychologist*, 17(8), 527–541.
- Christie, D. J., & Montiel, C. J. (2013). Contributions of Psychology to War and Peace. *American Psychologist*, 68(7), 502–513. <https://doi.org/10.1037/a0032875>
- Dawson, M. R. W., Baerveldt, C., Shillabeer, E., & Richard, V. (2019). Theoretical Psychology at the University of Alberta as social science during the Cold War. *History of Psychology*, 22(1), 87–106.
- Rutherford, A. (2017). "Making better use of U.S. women" Psychology, sex roles, and womanpower in post-WWII America. *Journal of the History of the Behavioral Sciences*, 53(3), 228–245.
- Vicedo, M. (2011). The social nature of the mother's tie to her child: John Bowlby's theory of attachment in post-war America. *The British Journal for the History of Science*, 44(03), 401–426.
- Samelson, F. (1977). World War I intelligence testing and the development of psychology. *Journal of the History of the Behavioral Sciences*, 13(3), 274–282.

Lecture 7 – Social and/vs./or Personality Psychology

Barenbaum, N. B. (2000). How social was personality? The Allports' "connection" of social and personality psychology. *Journal of the History of the Behavioural Sciences*, 36(4), 471–487.

Danziger, K. (2000). Making social psychology experimental: a conceptual history, 1920 – 1970. *Journal of the History of Behavioural Sciences*, 36, 329–347.

Supplemental:

Billig, M. (2015). The myth of Kurt Lewin and the rhetoric of collective memory in social psychology textbooks. *Theory & Psychology*, 25(6), 703–718.

Gergen, K. J. (1973). Social psychology as history. *Journal of Personality and Social Psychology*, 26, 309–320.

Mischel, W. (2009). From Personality and Assessment (1968) to Personality Science, 2009. *Journal of Research in Personality*, 43(2), 282–290.

Lecture 8 – The History of Homosexuality Research in Psychology

Hammack, P. L., Mayers, L., & Windell, E. P. (2011). Narrative, psychology and the politics of sexual identity in the United States: from 'sickness' to 'species' to 'subject.' *Psychology and Sexuality*, 4, 219–243

Supplemental:

Halperin, D. M. (2000). How to do the History of Male Homosexuality. *A Journal of Lesbian and Gay Studies*, 29(3), 8–24. <https://doi.org/10.1177/0952695116653305>

Hooker, Evelyn. (1957). The adjustment of the male overt homosexual. *Journal of Projective Techniques*, 21(1), 18–31.

Doidge, W. T., & Holtzman, W. H. (1960). Implications of homosexuality among air force trainees. *Journal of Consulting Psychology*, 24, 9–13 (**cw: homophobia**)

Dean, R. B., & Richardson, H. (1964). Analysis of MMPI profiles of forty college-educated overt male homosexuals. *Journal of Consulting Psychology*, 28, 483–486.

Stoller, R. J., Marmor, J., Bieber, I., Gold, R., Socarides, C. W., Green, R., & Spitzer, R. L. (1973). A symposium: should homosexuality be in the APA nomenclature? *American Journal of Psychiatry*, 130, 1207–1216. (**cw: homophobia**)

Hooker, E. (1993). Reflections of a 40-year exploration. A scientific view on homosexuality. *The American Psychologist*, 48(4), 450–453.

Lecture 9 – The Cognitive Turn and “Scientific Revolutions”

Leahey, T. H. (1992). The mythical revolutions of American psychology. *American Psychologist*, 47(2), 308–318.

Driver-Linn, E. (2003). Where is psychology going? Structural fault lines revealed by psychologists' use of Kuhn. *American Psychologist*, 58(4), 269–278.

Collins, A. (2007). From H = log sn to conceptual framework: A short history of information. *History of Psychology*, 10(1), 44–72.

Supplemental:

- Heyck, H. (2012). Producing Reason. In M. Solovey & H. Cravens (Eds.), *Cold War Social Science: Knowledge Production, Liberal Democracy and Human Nature* (pp. 99–117). New York: Palgrave MacMillan.
- Hebb, D. O. (1960). The American revolution. *American Psychologist*, 15(12), 735–745.

Lecture 10 – Current Issues and Course Recap

- Brock, A. C. (2016). The future of the history of psychology revisited. *History of Psychology*, 19(3), 175–191.

Supplemental:

- Shrout, P. E., & Rodgers, J. L. (2018). Psychology, science, and knowledge construction: Broadening perspectives from the Replication Crisis. *Annual Review of Psychology*, 69(1), 487–510.
- Arnett, J. J. (2008). The neglected 95%: Why American psychology needs to become less American. *American Psychologist*, 63(7), 602–614.
- Christopher, J. C., & Hickinbottom, S. (2008). Positive psychology, ethnocentrism, and the disguised ideology of individualism. *Theory & Psychology*, 18(5), 563–589.
- Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant. *Psychological Science*, 22(11), 1359–1366.
- Teo, T. (2005). The postcolonial critique. In *The Critique of Psychology: From Kant to Postcolonial Theory* (pp. 155–180). Springer.

TEST 2

No Readings (review required readings from lectures 6-10)