

Course Syllabus: PSY450 History of Psychology

Course Information

Semester: Winter/Spring 2025

Time: Mondays 6:00pm–9:00pm

Location: BA 1230

Credit Value: 0.5

Prerequisites: 1.0 PSY credit at the 200-level

Exclusions: PSYC85H3

Materials: There is no textbook for this course. All readings will be posted on Quercus and are listed on page 10-14 of this document.

Course Instructor

Name: Carolyn Davison (she/her)

E-mail: carolyn.guay@mail.utoronto.ca

Office Hours: By appointment on Zoom

Book here: <https://calendly.com/carolyn-davison>

Meeting link: <https://utoronto.zoom.us/my/carolynzroom>

Teaching Assistant

Name: Liza Igoshina (she/her/they/them)

Email: liza.igoshina@mail.utoronto.ca

Office Hours: Before major due dates or by appointment (email to schedule)

Course Description

First and foremost, you can think of this as a methods course. Important events, trends, and figures in psychology's history will be our subject matter, but a real emphasis will be placed on learning and practicing different conceptual approaches that folks both inside and outside of the field of psychology have used to investigate and interpret its history.

Since the field of psychology's official inception, historical narratives have been used to depict the discipline's past, define its present, and predict its future. However, historical investigations themselves can often complicate and undermine these very 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. We will ask what the goal of the subdiscipline should be and how it can be practiced most responsibly. We'll explore these questions by studying both narratives of *what happened* in psychology's development as well as the work involved in *making and evaluating* these narratives.

This course is also an opportunity to practice engaging with interdisciplinary critiques of psychology. 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, and critiqued by psychologists, historians, and others.

Course Objectives

- Develop an understanding of how psychology emerged and developed as a field as well as how 'history of psychology' as its own discipline has developed alongside it.
- Critically evaluate primary and secondary sources to understand how psychology has influenced and been influenced by society, particularly with regard to race, gender, sexuality, religion, age, and ability.
- Place current theories, trends, and concepts in psychology within the context of their historical antecedents.

Equity, Diversity, Inclusion, and Justice

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities. In this, like so many courses, the diversity of perspectives and experiences that members of the learning community bring enrich the experience for everyone, and we must all commit to creating an environment where everyone feels safe, comfortable, and welcome.

Territorial Acknowledgement

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

This course will present many opportunities to reflect on the role that colonization played in the historical moments during which the field of psychology was coming into being. Psychology as a discipline itself grew in the context of colonization and its findings have also regularly been employed as a way to perpetuate and justify violences against Indigenous people. Many of these injustices continue into our present moment and psychology must reckon with the fact that it continues to benefit from the exploitation of Indigenous people.

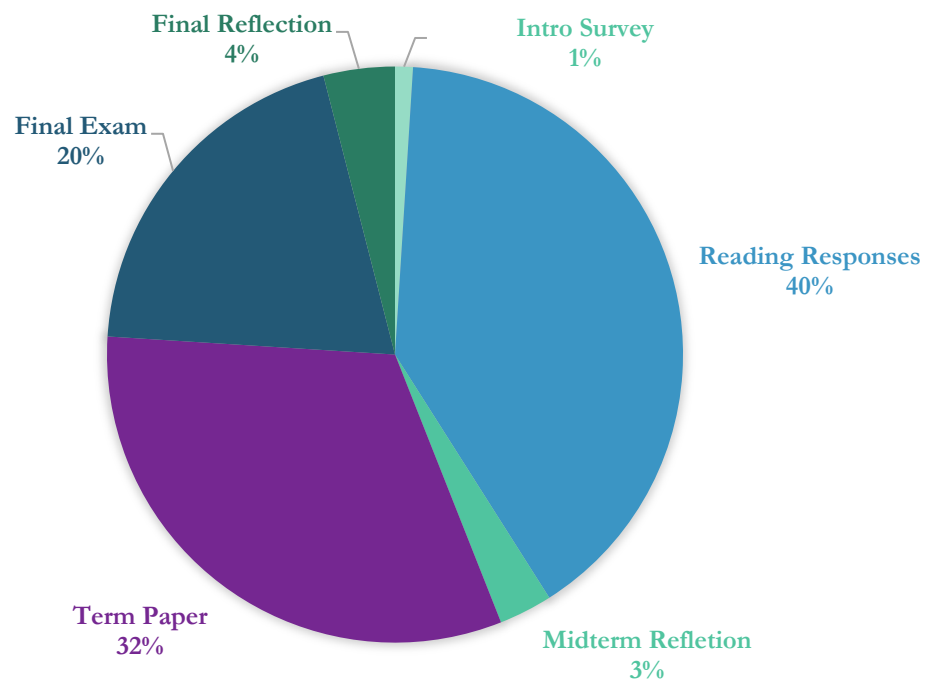
Course Schedule

Date	Lecture Topic	Assignments (due at start of class, unless otherwise specified)
Jan 6 th	Lecture 1: Course Introduction and Syllabus	
Jan 13 th	Lecture 2: The History of the History of Psychology Perspectives in the History of Psychology	Intro survey Reading response(s)
Jan 20 th	Lecture 3: Structuralism, The “New” Psychology, and the Origins of the Psychological Experiment	Reading response(s)
Jan 27 th	Lecture 4: Functionalism, Testing, and Eugenics	Reading response(s)
Feb 3 rd	Lecture 5: Depth Psychology, Psychoanalysis, and Psychodynamic Therapies	Reading response(s)
Feb 10 th	Lecture 6: Behaviourism	Paper topic proposal Reading response(s)
Feb 17 th	---- Reading Week: No class ----	
Feb 24 th	Lecture 7: Historical Treatment of Psychopathology	Midterm reflection Reading response(s)
Mar 3 rd	Lecture 8: Gestalt Psychology and Humanistic Therapies	Paper outline Reading response(s)
Mar 10 th	Lecture 9: Cold War Psychology	Reading response(s)
Mar 17 th	Lecture 10: Social Cultural Perspectives	Reading response(s)
Mar 24 rd	Lecture 11: The Cognitive Turn and “Scientific Revolutions”	Reading response(s)
March 31 st	Lecture 12: Current Issues and Course Recap	Reading response(s)
April 3 rd		Final paper & Cover Letter
TBD		Final exam Final reflection

Grade Breakdown

	Subtotal	Section Total	Due
Reflections			
• Intro Survey	1 %		13/01/2025
• Midterm Reflection	3 %		24/02/2025
• Final Reflection	4 %		TBD (24 hours after final exam)
		8%	
Reading Responses			
• Response #1–10	20 %		various dates
• Response #11–20	12 %		various dates
• Response #21–30	8 %		various dates
		40%	Last day to submit responses: 04/04/25
Term Paper			
• Topic Proposal	1 %		10/02/2025
• Outline	4 %		02/03/2025
• Cover Letter	2 %		03/04/2025
• Final Paper	25 %		03/04/2025
		32%	
Final Exam	20 %		TBD
		20%	

Assignments



Reflections: 8% (Course Survey, Midterm Reflection, and Final Reflection)

Throughout the term, you will have various opportunities to reflect on your experiences and goals. There will be some general questions to guide your reflections, but these activities are ultimately designed to be tools for you and, as such, you are welcome to add or expand on any elements that feel most pertinent to you. With each reflection, there will also be an opportunity to submit anonymous feedback about your experience in the course.

You may find it helpful to record brief summaries of your experiences with the class and the readings each week to help you remember things you'd like to include in your reflections.

Reading Responses: 40%

Each week, there will be a set of assigned and optional readings. For each reading, you will have the opportunity to prepare a brief response to help you collect your ideas and demonstrate that you have read and understood the material. These responses can be short (1–2 pages), informal, and follow a general template that will be provided to you.

The responses for each week's readings will be due at the *start* of class, because they will be useful to refer to in our group discussions. You are strongly encouraged to read the readings and draft your responses before class. However, you will have until April 4th to submit them without any late penalty. After April 4th, these submissions will close.

Reading responses will be graded following a specifications grading model. This means that they will each be graded for completion (acceptable/not acceptable), and your final grade for this section of the course will be determined entirely based on how many completed (acceptable) responses you submit. It is up to you which and how many readings you choose to submit responses to, and you are encouraged to use this flexibility to accommodate your schedules and learning goals.

The first ten responses are each worth 2%, the next ten are each worth 1.2%, and the last ten are each worth 0.8%, for a maximum of 40% of the overall course grade.

Note that required readings are still required even if you choose not to submit a response for them.

Term Paper: 32%

In your term paper, you will be asked to intervene in a current debate in the field of psychology by tracing the historical antecedents of various positions and drawing conclusions about how history can be brought to bear on the controversy in its present state. The term 'debate' here can be interpreted broadly, but could include disagreements over methods, theories, or interpretations of findings. You should try to be as specific as possible in your topic choice to prioritize depth over breadth of analysis.

You will have opportunities throughout the term to submit and receive feedback on both a topic proposal and an outline before your final paper is due. This will give you lower-stakes opportunities to get advice from your TA and make revisions before submitting your final paper.

Final Exam: 20%

The final exam is designed to give you an opportunity to make connections across material from the whole course. The exam will consist of multiple choice and short answer questions (the latter of which you will be asked to answer a subset of your choosing). This exam should take about 2 hours to complete, but you will have 3 hours to write it in order to reduce the stress that time pressure creates.

Participation and Course Culture

Interdisciplinarity is the heart of this course. Everyone in the room comes from a different background and brings a unique perspective to the discussion. There will be some readings or assignments that feel more familiar to you, and some that stretch your comfort zone. Let them. This discomfort is where the most learning will happen. I hope to build a classroom culture that supports you in pushing your boundaries and allows you to support others in pushing theirs.

On a related note... don't be a poop. If you've come across ideas, concepts, or skills in other courses or areas of your life, please use this foundation to help your peers who haven't. This isn't a time to perform competence, it's an opportunity to take on the role of teacher and share what you know. Again, we all come to this class with our own sets of baggage and areas of expertise: bring to these moments the patience and bravery your peers will show you when the roles are reversed.

In order to meet everyone's educational needs, the classroom must be a space in which students can feel safe to experiment: to think aloud, even to be spectacularly wrong, but nonetheless to grow together. All positions and perspectives that do not deny the humanity of others will be treated equitably. Accordingly, I will not tolerate any kind of discrimination against members of historically marginalized groups, nor will I condone personal attacks. While civility may occasionally be overrated, in the classroom it is essential. Thus, while I ask that everyone avoid tone policing, I concurrently also request that we all do our best to treat each other as though everyone is acting in good faith. As a necessary corollary, please make sure to act in good faith. Malicious trolling, gaslighting, and the like will not be tolerated.

Online Communication

Instructors are strongly advised to require students use their mail.utoronto.ca email addresses for all course-related communications, and you are encouraged to check this address regularly. University of Toronto email accounts are more secure, and are also governed by the institution's codes of conduct, meaning that the University has recourse to address any inappropriate communications (e.g. racist, aggressive, threatening, harassing, etc.) between students and other students as well as with the instructor. Additionally, University of Toronto email addresses are less likely to be redirected to spam. In addition to email, please be sure to check Quercus regularly for announcements.

Technology

Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking (texting or going online) during class time can have a negative impact on learning. However, I also understand that there may be times when you need to monitor your phone/email or even just take a minute to check out during class. I get it. You're adults, and I trust you to make the right decisions for your learning and mental health. Out of respect for your classmates, please refrain from displaying any material on a device which may be distracting or offensive to your fellow students.

That said, laptops/tablets/phones are an incredible resource and I believe they do have a place in the modern university environment. Therefore, use of technological devices is allowed (and encouraged!) for legitimate classroom purposes, such as taking notes, downloading course information from Quercus, participating in interactive lecture components, looking up relevant information, or working on in-class exercises.

Late Submission of Assignments

All reflections, responses, assignments, and exams should be turned in via Quercus; refer to the online class schedule for the dates on which these are due. Unless otherwise stated, they must be submitted by 11:59pm. Unless you notify me in advance about extenuating circumstances that will prevent you from submitting your assignments on time, I will lower your grade for the assignment by 5% per day.

- Please use this form to request an extension: <https://forms.gle/z6AkHxvYRRjsNcT5A>
- In general, the more notice you give, the better; however, even submitting the form mere minutes before the deadline will suffice. My job is not to be the arbiter of timeliness, but to enable your success. Extensions often offer their own set of challenges, especially since the course will continue unabated, and thus we will need to be conscientious in their use. Regardless, I will always take your individual situation into account when evaluating and responding to your work.
- Taking an extension will never count against you or your grade. This is not a trap. If you need an extension, simply submit the form, and I won't judge you. If timeliness becomes a systemic problem, we will have to talk about it, but only in order to help solve it.
- Each college at UofT also has Learning Strategists who can help you develop and work on your time management skills.

Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome and valued 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>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. 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.

Mental Health Resources

As a student, you may experience challenges that can interfere with learning such as strained relationships, increased anxiety, depression, substance use, feeling down, difficulty concentrating, lack of motivation, financial concerns, family worries, interpersonal or sexual violence, difficulty with eating or sleeping, grief, and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then—it is a normal part of university life, but that doesn't mean you should tough it out without support. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and level of stress. An important part of the University experience is learning how and when to ask for help. Below are some of the resources available to you:

- <http://studentlife.utoronto.ca/>
- <https://mentalhealth.utoronto.ca/>
- <https://www.svpscentre.utoronto.ca/>

While I am not professionally trained to provide any kind of therapeutic services, know that I stand with you in solidarity and am ready to help support you in whatever way I can.

Specific Medical Circumstances

If you are sick with something that may be contagious, please do not come to class. In this era of in-person pandemic learning, we are asked to put our trust and our health in the hands of our peers and colleagues. With the very real, long-term consequences that can arise from viral infections, including COVID-19, “toughing it out” to attend class despite a contagious illness is dangerous for both you and your fellow students, and will not be tolerated. Take care of yourselves. Take care of each other.

You do not need to submit verification for missed classes, but in the event that you are unable to write an exam or submit an assignment for medical reasons, you can submit a Verification of Illness (please see <http://www.illnessverification.utoronto.ca>), or the Absence Declaration Tool for A&S students (please see <https://www.artsci.utoronto.ca/absence>), which applies for both medical and non-medical circumstances. The declaration is available on ACORN under the Profile and Settings menu. Students should submit this within one week of missing a test/quiz, and for anything else that you miss during the term that requires you to be present or to complete an assessment.

If an absence extends beyond 7 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.

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to nonmedical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or accommodation. They may be able to provide you with a College Registrar's letter of support to give to your instructors, and importantly, connect you with other resources on campus for help with your situation.

Quercus Info

This course uses the University's learning management system, Quercus, to post important information. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular basis. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for PSY450H1 S LEC5101. You may need to scroll through other cards to find this. Click on the PSY450H1 S LEC5101 link to open our course area, view the latest announcements, and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Academic Integrity

All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see <https://www.artsci.utoronto.ca/current/academicadvising-and-support/student-academicintegrity> and <http://academicintegrity.utoronto.ca>.

Appropriate uses of AI are limited to proofreading/feedback on your own writing, generating or considering counterarguments, identifying unsubstantiated claims, and cutting down word count. Any use of AI for your term paper must be disclosed in your cover letter. Any use AI for other purposes, including but not limited to writing the final exam, generating drafts or an initial outline of your paper, generating ideas for your thesis, or finding sources is considered an academic offence.

Grading and Regrade Requests

My philosophy is that grades can serve a purpose in that they give students an idea of where their performance stands relative to their peers and to the expectations for the course. In general, my expectations are high, but I don't like to let grades become punitive. The research is not ambiguous: an over-reliance on grades rarely leads to positive learning experiences, long-term retention of material, or good mental health. As such, I work in many opportunities in my courses for students to earn grades based on the time and effort they put in to engaging with the material. This gives students more control over their own experience in the course and reduces the need to evaluate learning based on single snapshots of performance under high-pressure situations (which, again, are often neither reflective of students' understanding of the material nor are they particularly helpful as a tool for retaining information in the long-term).

If you are confused or concerned about a grade you receive on any assignment in this course, please first read the comments and reflect on the rubric provided, before reaching out to your TA. Please wait 24 hours after you receive the grade before emailing your TA about your concerns. This will give you time to articulate what your specific questions are and will make it easier to communicate them effectively to your TA. If you are still not satisfied after discussing your grade and feedback with your TA, you can request a formal regrade from the instructor. This request must be made within two weeks after the grades are posted. Please note that regrades from the instructor may result in a score that is higher, lower, or the same as your original grade, and this grade will be final.

Departmental Guidance for Undergraduate Students in Psychology

The Department of Psychology recognizes that, as a student, you may experience disruptions to your learning that are out of your control, and that there may be circumstances when you need extra support. Accordingly, the department has provided a helpful guide to clarify your and your instructor's responsibilities when navigating these situations. This guide consolidates Arts & Science Policies for undergraduate students in one place for your convenience. As an instructor in the department, I will frequently consult with these recommendations when providing you with support, and I recommend that you also consult it to learn more about your rights and responsibilities before reaching out to me.

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 the exam 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. You may choose to submit reading responses to any required or supplemental reading listed here.

CW: Wherever possible, I have included **content warnings** for readings that deal with sensitive material. Some of the ways writers discussed different identities may be shocking or upsetting by modern standards. I have tried to limit the more inflammatory of these readings to supplemental options, but if you find yourself unable to engage with a required reading due to sensitive subject matter, please let me know.

Lecture 1 – Intro & Syllabus

No Readings

Lecture 2 – The History of the History of Psychology

Required:

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

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>

Supplemental:

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.

Kitcher, P. 2001. “The myth of purity.” In: *Science, Truth, and Democracy* (Oxford University Press), pp. 85-91.

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 – Structuralism, The “New” Psychology and the Origins of the Psychological Experiment

Required:

Danziger, K. (1985). The origins of the psychological experiment as a social institution. *American Psychologist*, 40, 133-140.

Titchener, E. B. (1912). The schema of Introspection. *The American Journal of Psychology*, 23(4), 485. <https://doi.org/10.2307/1413058>

Supplemental:

- Baldwin, J. (1892). The psychological laboratory in the University of Toronto. *Science*, 19 (no. 475), 143-144.
- Dewey, John. (1884). The new psychology. *Andover Review*, 2, 278-289.
- 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.
- Hume, J. (1895). Psychology in the University of Toronto. *Psychological Review*, 2, 172. [Abstract of paper presented at the 1894 meeting of the American Psychological Association.]
- 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

Required:

- Shields, S. A., & Bhatia, S. (2009). Darwin on race, gender, and culture. *American Psychologist*, 64(2), 111-119.
- Woolley, Helen Thompson. (1910). A Review of the recent literature on the psychology of sex. *Psychological Bulletin*, 7, 335-342.

Supplemental:

- 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. [cw: discussions of institutional and scientific racism]
- 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 5 – Depth Psychology, Psychoanalysis, and Psychodynamic Therapies

Required:

- Simon, A. (2020). Goodbye Sigmund Freud: The case for exorcising the ghost of Freud from the field of psychology. *Journal of Human Behavior in the Social Environment*, 30(1), 85-92.
- Firmin, M. W. (2020). Alternative perspectives to Armando Simón's "Goodbye Sigmund Freud: The case for exorcising the ghost of Freud from the field of psychology." *Journal of Human Behavior in the Social Environment*, 30(1), 93-101.

Supplemental:

- Lacan, J. (2006). "The mirror stage as formative of the *I* concept as revealed in psychoanalytic experience" In *Écrits: The first complete edition in English* (Fink, B., Trans.) W. W. Norton & Company. (Original work presented in 1949)
- Kohut, H. (1959). Introspection, empathy, and psychoanalysis—An examination of the relationship between mode of observation and theory. *Journal of the American Psychoanalytic Association*, 7, 459-483.
- Wallerstein, R. (1989). Psychoanalysis and psychotherapy: An historical perspective. *International Journal of Psychoanalysis*, 70(4), 563–591.
- Haddock-Lazala, C. M. (2020). X'ing psychoanalysis: Being LatinX in psychoanalysis. *Studies in Gender and Sexuality*, 21(2), 88–93. [cw: discussions of racism, sexism]
- 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. [cw: discussions of heterosexism]
- Lo Dico (2018). Freud's psychoanalysis, contemporary cognitive/social psychology, and the case against introspection. *Theory & Psychology*, 28(4), 510-527.

Lecture 6 – Behaviourism

Required:

- 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.
- Watson, John B. (1913). Psychology as the behaviorist views it. *Psychological Review*, 20, 158-177. [cw: racism]

Supplemental:

- Titchener, Edward B. (1914). On "Psychology as the behaviorist views it". *Proceedings of the American Philosophical Society*, 53, 1-17.
- Jastrow, J. (1935). Has psychology failed? *American Scholar*, 4(3), 261–269.
- Green, C. D. (2015). Why psychology isn't unified, and probably never will be. *Review of General Psychology*, 19(3), 207–214.

Lecture 7 – Treatment of Psychopathology

Required:

- Freeman, W. (1948). Transorbital lobotomy. *104th Annual Meeting*. American Psychiatric Association, Washington, DC, US. [cw: ablism]

Supplemental:

- Bly, N. (1887, October 16). Inside the madhouse. *The New York World*. [cw: ablism, violence, abuse]
- Caruso, J. P., & Sheehan, J. P. (2017). Psychosurgery, ethics, and media: A history of Walter Freeman and the lobotomy. *Neurosurgical Focus*, 43(3), E6.
<https://doi.org/10.3171/2017.6.FOCUS17257>

Lecture 8 – Gestalt Psychology and Humanistic Therapies

Required:

- Sokal, M. M. (1984). The Gestalt psychologists in behaviorist America. *The American Historical Review*, 89(5), 1240–1263.
- Köhler, Wolfgang. (1959). Gestalt psychology today. *American Psychologist*, 14, 727–734.

Supplemental:

- Rogers, C. R. (1946). Significant aspects of client-centered therapy. *The American Psychologist*, 1(10), 415–422.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396.

Lecture 9 – Cold War Psychology

Required:

- 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.
- Solovey, M. (2007). Project Camelot and the 1960s Epistemological Revolution. *Social Studies of Science*, 31(2), 171–206.

Supplemental:

- Bessner, D. (2015). Organizing complexity: The hopeful dreams and harsh realities of interdisciplinary collaboration at the Rand Corporation in the early Cold War. *Journal of the History of the Behavioral Sciences*, 51(1), 31–53.
- 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.

Lecture 10 – Social and Cultural Perspectives

Required:

- 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:

- Allport, Gordon W. (1927). Concepts of trait and personality. *Psychological Bulletin*, 24, 284–293.
- 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.
- Stark, L. (2010). The science of ethics: Deception, the resilient self, and the APA code of ethics, 1966–1973. *Journal of the History of the Behavioral Sciences*, 46, 337–370.

Lecture 11 – The Cognitive Turn and “Scientific Revolutions”

Required:

- 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.

Supplemental:

- Collins, A. (2007). From $H = \log sn$ to conceptual framework: A short history of information. *History of Psychology*, 10(1), 44–72.
- 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 12 – Current Issues and Course Recap

Required:

- Brock, A. C. (2016). The future of the history of psychology revisited. *History of Psychology*, 19(3), 175–191.
- 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.
- Yarkoni, T. (2022). The generalizability crisis. *Behavioral and Brain Sciences*, 45, e1.

Supplemental:

- 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.
- Muthukrishna, M., Henrich, J., & Slingerland, E. (2021). Psychology as a historical science. *Annual Review of Psychology*, 72, 717–749.
- 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.