

History & Philosophy of Psychology

Psychology 489

Fred Owens (dao) & Josh Rottman (jdr)

~~ LSP 142 (Tues; Thurs/dao); LSP 138 (Thurs/jdr) ~~

Spring 2016

Tues & Thurs 10:00

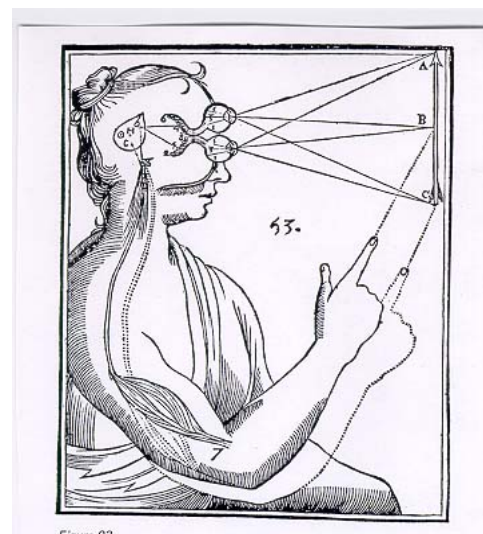
Objectives: Psychology 489 is really more about psychology than history or philosophy. It's about the *explanations posed by psychology* – about their insights and potential, their biases and disagreements. To see these more clearly, we must examine the intellectual and cultural context in which psychological science has developed. That's where history and philosophy come into play; you could say they encompass the "nature and nurture" of psychological science.

We will study some of the ideas and events that transformed the phenomena of experience and behavior, first attributed to supernatural forces, into subjects of scientific investigation. This transformation involved dramatic changes in the conceptualization of psychological processes, and it gave rise to new (and changing) criteria for explaining these phenomena. The evolution of our understanding is far from complete. The question of whether psychology is truly a *science* — indeed, whether psychological phenomena can be fully understood in scientific terms — still fuels vigorous debate among psychologists, philosophers, and even F&M psychology majors.

Familiarity with the historical and philosophical foundations of psychology will help to deepen your understanding of the discipline in a number of ways. It will enable you to take an informed position on fundamental questions (e.g., Can scientists solve the mind-body problem?). It will also help to clarify the connections between psychology and other disciplines (e.g., Is psychology more closely related to the social or the biological sciences?) as well as those among the various sub-areas of psychology (e.g., How is psychotherapy related to psychological science?). And it should illuminate the background and relations of our diverse explanatory concepts, like intelligence, conditioning, sublimation, embodied cognition, information processing, culture, etc., etc.

Most importantly, a fuller understanding of the nature and the nurture of psychology will challenge you to recognize its hidden assumptions and to reconsider its potential contribution to the evolution of knowledge.

There are two sections of PSY 489. We will meet together in LSP-142 every Tuesday for *plenary sessions* (mainly lectures). Beginning in week 4, the sections will meet separately on Thursdays (unless otherwise noted), for student-led discussions (dao's section in LSP-142; jdr's section in LSP-138).



Graphics courtesy of Rene Descartes.

READINGS: Reading assignments are drawn from the following sources:

GOODWIN, C.J. (2015). *A History of Modern Psychology, 5th Ed.* Hoboken: Wiley. (G)

***Goodwin’s book is an excellent, easily readable textbook. Its strength is its breadth of coverage, with valuable consideration of societal and cultural contexts. You should read this text to gain general background information, which will complement the more focused topics from lectures and Reserve Readings. Also, you may wish to consult the Preface to the Student (p. xv) and Chapter Summaries for possible paper topics.

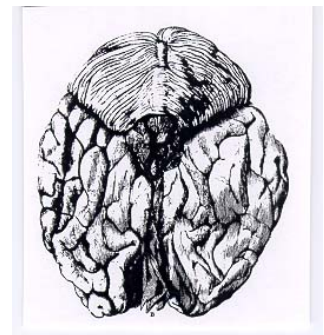
RESERVE READINGS (R). Available as PDF files on Canvas.

***See the following pages for a full list of these sources.

CLASSICS in PSYCHOLOGY (PC). Full texts of many classic writings in psychology are available at <http://psychclassics.yorku.ca/>

Evaluation: Your grade will be based on the following components:

Class Presentation & Preparation.....	20%
Presentation.....	10%
Preparation/ Contributions.....	10%
Exams.....	40%
Midterm.....	20%
Final.....	20%
Research Project.....	40%
Topic Proposal.....	5%
Initial Essay.....	10%
Final Paper.....	25%



Extra Learning Opportunities (ELOs): There will be many opportunities to learn about PSY, BFB, & SPM outside of class. We encourage you to attend additional events as often as possible. To add incentive, you can earn extra credit for up to four such events. For each ELO, you should prepare a brief summary as follows:

- Each ELO summary should be ~1 page long. It should include a brief overview of the talk, references to specific points, and a conclusion consisting of your personal reaction.
- Summaries will be evaluated on the clarity and thoughtfulness of your commentary. Required events will be P/NP; extra credit ones will count up to 2 pts each (max 4 pts/exam.)

Policy on Late Assignments: For every weekday that an assignment is late, you will lose 1/3 of a letter grade on that assignment.

Policy on Electronic Devices: In order to maximize your success and minimize the possibility for distractions, you may not use ANY electronic devices during class. Exceptions will be granted for students with compelling reasons for using a laptop to take notes.

Academic Integrity: You risk severe consequences by committing acts of plagiarism (i.e., representing someone else’s work as your own), cheating, falsification, impersonating, or other similar offenses, including facilitating another student in committing an act of academic dishonesty. Penalties for these offenses will be carefully assessed on a case-by-case basis, and may include receiving a failing grade in the course or expulsion from F&M. Please refer to the Franklin & Marshall College Catalog for additional details.

Disability Accommodations: Academic accommodations are available for students who require them. Please schedule an appointment with dao or jdr immediately to discuss accommodations for this course that have been approved by the Office of Disability Services. We will keep all information confidential.

Tentative Schedule

Week	Dates	Topic	Readings
1a	12 Jan	Course Plan & History of Psychology at F&M	G1; Whitely (R, audio file)
1b	14 Jan (dao)	Is Psychology a Science? (Part 1)	Miller (R)
2a	19 Jan (jdr)	Is Psychology a Science? (Part 2)	Hacking (R)
2b	21 Jan (jdr)	Classic Theories of the Mind: Descartes and Locke	G2; Descartes (R); Locke (R); McGuire (R-Rec)
3a	26 Jan (dao)	Early Physiology and Psychophysics	Fearing (R); Heidbreder (R: esp. 71-85)
3b	28 Jan (dao)	The Beginning of Neuroscience	G3; Boring (R); Helmholtz (R-Rec); Ramon y Cajal (R-Rec)
4	2 Feb (jdr)	Evolution	G5 (esp. 110-124); Darwin (R); Confer et al. (R); Harari (R-Rec)
Thursday, Feb. 4th: Sectional Presentations & Discussions Begin, Paper Topic and Thesis Due			
5	9 Feb (jdr)	Structuralism vs. Functionalism	G4 (88-99); G6 (146-154); Titchener (PC); Carr (R); G7 (Rec); Wundt (R-Rec); James (R-Rec)
6	16 Feb (dao)	Applied Psychology	G8; Benjamin (R); L. Hollingworth (R); Landy (R-Rec)
7	23 Feb (dao)	Behaviorism	G10; G11; Watson (PC); Tolman (R); Skinner (R-Rec)
Friday, Feb. 26th: Initial Essay Due via Canvas			
8	1 Mar, 3 Mar	Catch up/review (Tuesday); First Exam (Thursday)	
9	8 Mar (dao)	Early Clinical Psychology and Freud	G12; G13; Freud (PC); Sulloway (R); Steinem (R)
Spring Break			
10	22 Mar (jdr)	Child development	G14 (396-398); Piaget (R); Lewkowicz (R); Kirylo et al. (R-Rec)
11a	29 Mar (jdr)	<i>Völkerpsychologie</i>	Diriwächter (R); Heine & Norenzayan (R); Miner (R); Penn & Malik (R-Rec)
11b	31 Mar	Guest lecture: Michael Penn	
12	5 Apr (dao)	Gestalt Psychology vs. Reductionism	G9; James – Reprise! (R); Käufer & Chemero (R); Noë (R-Rec); Wertheimer (R-Rec); Köhler (R-Rec)
Friday, April 8th: Final Paper Due via Canvas			
13	12 Apr (jdr)	The Cognitive Revolution	G14 (398-410); Turing (R); Searle (R); Miller (Rec – R)
14	19 Apr (jdr)	Current Issues in Psychological Science	Open Science Collaboration (R); Simmons et al. (R)
14b	21 Apr (dao)	Psychology, Society, & Senior Class Views	G15; Clark & Clark (R)

Key: G=Goodwin, R= Reserves on Canvas, PC = <http://psychclassics.yorku.ca/>, Rec= recommended

RESERVE READINGS – [Week#]

[W1a] Whitely, P. W. (undated, 1970's) Comments on the history of psychology at F&M. (Audio file).

[W1b] Miller, G. A. (1985). The constitutive problem of psychology. In Koch & Leary (Eds.) *A century of psychology as science*. New York: McGraw Hill, pp. 40-45.

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[W2a] Hacking, I. (1983). Introduction: rationality. Chapter 1 in *Representing and intervening: Introductory topics in the philosophy of natural science*. Cambridge, UK: Cambridge University Press.

[W2b] Descartes, R. (1637). *Discourse on the method of rightly conducting one's reason and seeking truth in the sciences*. Translated by John Cottingham (1984); excerpted by Jonathan Bennett (2005).

[W2b] Locke, J. (1689). *An Essay concerning Human Understanding*. Book II, Chapter 1; excerpted by Margaret Munger.

[W2b-Rec] McGuire, W. J. (2013). An additional future for psychological science. *Perspectives on Psychological Science*, 8, 414-423. [An example of how W2b,c apply in current PsySci]

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[W3a] Fearing, F. (1930/1970). *Reflex action: A study in the history of physiological psychology*. Cambridge, MA: MIT Press, pp. 37-53.

[W3a] Hebb, D. O. (1933). The beginnings of scientific psychology. Chap. 4 in *Seven Psychologies*, New York: Appleton-Century-Crofts.

[W3b] Boring, E.G., (1929/1950). The electrical nature of nerve action, *A history of experimental psychology*, Chapter 2. NY: Appleton-Century-Crofts, pp. 39-49.

[W3b-Rec] Helmholtz, H. (1850). On the rate of transmission of the nerve impulse. (trans. by Mrs. A. G. Dietze) *Monatsberichten der Akademie der Wissenschaften zu Berlin*, In W. Dennis (ed), *Readings in the history of psychology*, NY: Appleton-Century-Crofts, pp. 197-198.

[W3b-Rec] Ramon y Cajal, S. (1899/1995). Histology of the nervous system. In N. Swanson & L.W. Swanson (tr.), New York: Oxford University Press, pp. xi-19.

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[W4] Darwin, C. (1873). *Expression of the Emotions in Man and Animals*. New York: D. Appleton; excerpted by Margaret Munber (2003) *The history of psychology*, NY: Oxford, pp.188-202.

[W4] Confer, J. C., et al. (2010). Evolutionary psychology: Controversies, questions, prospects, and limitations. *American Psychologist*, 65(2), 110–126.

[W4-Rec] Harari, Y. N. (2015) *Sapiens: A brief history of humankind*. Chap 1: An animal of no significance (3-19); Chap 2: The tree of knowledge (22-29). New York: Harper-Collins.

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[W5] Titchener, E. (1898) [The postulates of a structural psychology](#), *Philosophical Review*, 7, 449-465. (PC)

[W5] Carr, H. (1925). *Psychology: A study of mental activity*, Chapter 1. New York: Longmans, Green.

[W5-Rec] Wundt, W. (1902) [The problem of physiological psychology](#). Introduction in *Principles of Physiological Psychology* (PC)

[W5-Rec] James, W. (1890). Selected excerpts from *The Principles of Psychology*.

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[W6] Benjamin, Jr., L. T., Rogers, A. M., & Rosenbaum, A. (1991). Coca-Cola, caffeine, and mental deficiency: Harry Hollingworth and the Chattanooga trial of 1911. *J. of the History of the Behavioral Sciences*, 27, 42-55.

[W6] Hollingworth, L. (1914). Variability as related to sex differences in achievement: A critique. *The American Journal of Sociology*, 19, 510-130.

[Rec] Landy, F. J. (1992). Hugo Münsterberg: Victim or visionary? *J.I of Applied Psychology*, 77, 787-802.

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[W7] Watson, J. (1913). [Psychology as the behaviorist views it](#). *Psychological Review*, 20, 158-177. (PC)

[W7] Tolman, E. C. (1948). [Cognitive maps in rats and men](#). *Psychological Review*, 55(4), 189-208. (PC)

[W7-Rec] Skinner, B. F. (1985). Cognitive science and behaviourism. *British Journal of Psychology*, 76, 291-301.

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[W9] Freud, S. (1913). [The interpretation of dreams](#) (3rd ed.). (A. A. Brill, Trans.). Originally published in New York by Macmillan.(Original German work published 1900.) (PC)

[W9] Sulloway, F.J. (1979). Freud as conquistador. *The New Republic*, August, p. 25-31.

[W9] Steinem, G. (1994). Womb envy, testyria, and breast castration anxiety. *Ms.*, (March/April), 8 pps

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[W10] Piaget, J. (1932). *The moral judgment of the child*. (M. Gabain, Trans.) New York: Harcourt (pp. 195–231).

[W10] Lewkowicz, D. J. (2011). The biological implausibility of the nature-nurture dichotomy and what it means for the study of infancy. *Infancy*, 16(4), 331–367.

[W10-Rec] Kirylo, J.D., Thirumurthy, V., & Aldridge, J. (2009). Issues in education: Another woman gets robbed? What Jung, Freud, Piaget, and Vygotsky took from Sabina Spielrein. *Childhood Education*, 85, 318-319.

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[W11] Diriwächter, R. (2004). Völkerpsychologie: The synthesis that never was. *Culture & Psychology*, 10(1), 85–109.

[W11] Heine, S. J., & Norenzayan, A. (2006). Toward a psychological science for a cultural species. *Perspectives on Psychological Science*, 1(3), 251–269.

[W11] Miner, H. (1956). Body ritual among the Nacirema. *American Anthropologist*, 58(3), 503–507.

[W-11-Rec] Penn, M. L., & Malik, A. (2010). The protection and development of the human spirit: An expanded focus for human rights discourse. *Human Rights Quarterly*, 32 (3), 665-688.

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[W12] James, W. (1890). Selected excerpts from *The Principles of Psychology*.

[W12] Käufer, S. & Chemero, A. (2015). Gestalt psychology, Chap. 4 in *Phenomenology: An introduction*, Malden, MA: Polity, pp. 79-91.

[W12-Rec] Wertheimer, M. (1912/1979). On perceptual organization into wholes and Gestalt Psychology. In R. Watson (ed.) *Basic Writings in the History of Psychology*, New York: Oxford Univ. Press, pp. 287-295.

[W12-Rec] Köhler, W. (1917). The mentality of apes. In R. Watson (ed.) *Basic Writings in the History of Psychology*, New York: Oxford Univ. Press, pp. 497-505.

[W12-Rec] Noë, A. (2015). How art reveals the limits of neuroscience. *The Chronicle of Higher Education*.

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[W13] Turing, A.M. (1950). Computing machinery and intelligence. *Mind*, 59, 433-460.

[W13] Searle, J. (1980). Minds, brains, and programs. *Behavioral and Brain Sciences*, 3, 417-424.

[W13-Rec] Miller, G. A. (2003). The cognitive revolution: A historical perspective. *Trends in Cognitive Science*, 7, 141-144. (R)

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[W14a] 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.

[W14a] Open Science Collaboration. (2015). Estimating the reproducibility of psychological science. *Science*, 349(6251), aac4716.

[W14b] Clark, K. B. & Clark, Mamie K. (1939). [The development of consciousness of self and the emergence of racial identification in negro preschool children](#). *Journal of Social Psychology, S.P.S.S.I. Bulletin*, 10, 591-599. (PC)

SOME OTHER USEFUL RESOURCES:

American Psychological Association: <http://www.apa.org/>

Early Modern Texts: www.earlymoderntexts.com

Bohan, J.S. (ed., 1992). *Seldom seen, rarely heard: Women's place in psychology*. Boulder, CO: Westview.

Boring, E. G. (1950). *A history of experimental psychology*. 2nd edition. New York: Appleton-Century-Crofts.

Rauch, F. A. (1840). *PSYCHOLOGY; or a view of the human soul: including Anthropology, being the substance of group of lectures, delivered to the junior class of Marshall College, Penn.* New York: M. W. Dodd.

Rush, B. (1812). *Medical Inquiries and Observations on Diseases of the Mind*. Philadelphia: Kimber & Richardson.

SOME KEY JOURNALS:

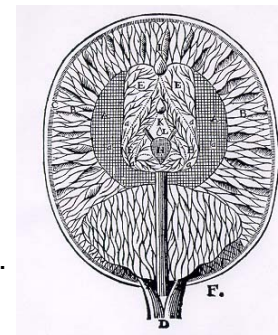
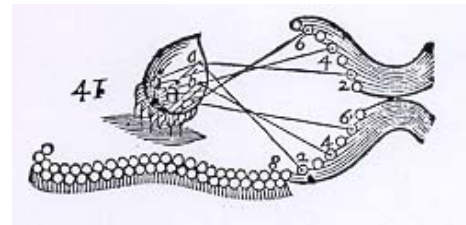
American Psychologist

Journal for the Theory of Social Behavior

Philosophical Psychology

The Journal of the History of the Behavioral Science

We plan to post sign up sheets before class on January 19th -- one for each section. We urge you to sign up ASAP (on your section's sheet!). First come, first served!



DISCUSSION TOPICS (Sign up sheet)

Week	Dates	Topic	Presenters	Target Papers
4	Feb. 4	Evolution	1	Darwin
			2	Confer et al.
5	Feb. 11	Structuralism vs. Functionalism	3	Titchener
			4	Carr
6	Feb. 18	Applied Psychology	5	Benjamin
			6	Hollingworth
7	Feb. 25	Behaviorisms	7	Watson
			8	Tolman
8	Mar. 3	Early Clinical Psychology	9	Freud
			10	Sulloway + Steinem
10	Mar. 24	Child Development	11	Piaget
			12	Lewkowicz
12	Apr. 7	Gestalt Psychology vs. Reductionism	13	James
			14	Käufer & Chemero
13	Apr. 14	The Cognitive Revolution	15	Turing
			16	Searle