

**PSYCHOLOGY 185:**  
**HISTORY OF PSYCHOLOGY**

*Syllabus*

*Room:* 212 Wellman *Time:* MWF 2:10-3:00pm  
*Webpage:* <http://psychology.ucdavis.edu/Simonton/p185wmain.html>

*Instructor:* Dean Keith Simonton  
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(or by appointment)  
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**Prerequisite:** Psychology 1; upper division standing or consent of instructor. In general, the more upper-division courses you have taken, the more you'll gain from this class.

**Course Goals:** Our aim is to review the progression of psychological thought and inquiry. We will examine all major theories, methods, and substantive issues. We will also discuss these historical developments in the context of the metasciences, especially the psychology of science.

**Grading:** The final grade will be determined as follows:

1. *Objective midterm exam* (25%) – A multiple-choice, “Who Am I?” test regarding your knowledge of the central figures in the history of the discipline, from the ancient Greeks to the beginning of the 20th century.
2. *Essay final exam* (35%) – An “open book, open notes” take-home essay exam that will require you to trace some key issue or debate in psychology from the ancient Greeks to the current day. See page 5 for the questions from which yours will be chosen.
3. *Term paper* (40%) – A psychobiography of a major figure in psychology. Specifically, you will address the theme “was \_\_\_ a scientific genius?” from the standpoint of what we know about creativity in science.

**Textbooks:** Two books are used for this course:

1. B. M Thorne & T. B. Henley, *Connections in the History and Systems of Psychology*, 3rd edition (Houghton Mifflin, 2005) – Please observe that this text includes “Suggested Readings” at the end of each chapter that can prove useful to your paper.
2. D. K. Simonton, *Creativity in Science: Chance, Logic, Genius, and Zeitgeist* (Cambridge University Press, 2004) - This will be your major resource for learning the characteristics of a scientific genius, which provide the criteria for evaluating the psychologist you select as the subject of your term paper. Please note: Although the book contains some mathematics, that mathematics does not have to be understood for the purposes of the paper. The emphasis is on concepts.

## COURSE SCHEDULE

Lecture	Topic	Pages in Text
	<i>Roots in Philosophy</i>	
1	Introduction	2-4, 8-14, 16-18
2	The Ancients	22-39
3	Medieval & Renaissance	46-62, 64-69
4	Descartes	69-76
5	British Empiricists	82-100
6	Continental Rationalists	76-81, 92, 120-125
7	Pseudo-Sciences	114-115, 156-164, 422-424
	<i>Becoming a Science</i>	
8	French Clinicians	420-422, 424-427
9	British Evolutionists	228-240
10	Galton	240-248
11	German Physiologists	148-153, 155-156, 168-174
12	Wundt	180-193, 222-223
13	James	253-262
14	Midterm: "Who Am I?" Multiple-Choice Test (SCANTRON 2000) Subject for Term Paper (both Friday, February 5)	
	<i>Emergence of Schools</i>	
15	Associationism	100-109, 211-216, 301-306, 318-323, 336-337
16	Structuralism	193-202
17	Functionalism	263-285, 288-298, 486-497
18	Behaviorism I	327-335, 337-350
19	Behaviorism II	362-374, 378-386
20	Gestalt Psychology	392-408, 413-416
21	Psychoanalysis I	428-440
22	Psychoanalysis II	440-444, 446-456
	<i>Modern Viewpoints</i>	
23	Metasciences	4-8, 14-16, 125-127
24	Scientific Genius	[ <i>Creativity in Science</i> ]
25	Humanistic Psychology	466-469, 508-510
26	Cognitive Science	532-556
27	Contemporary Psychology	
28	Conclusion: Review for Final Exam Term Paper Due (Monday, March 14)	
	Take Home Essay Exam Due (Saturday, March 19, 5:30 pm)	

## GUIDELINES FOR TERM PAPER

I. The paper should be no more than 10 pages, double-spaced 12-point typescript, Times Roman font, with 1-inch margins all around, numbered, and printed on just one side of the page. This page count includes the title page, text, and references. In its pages you will discuss whether a major figure in psychology's past can be considered a scientific genius.

A. To the extent permitted by the available data, the paper should analyze the subject chosen in terms of thought processes, personality, developmental experiences in both childhood and adulthood, the productive career, the zeitgeist, and the ultimate influence on the discipline of psychology. The precise order in which these topics are discussed is left to you.

B. The reference section should include all sources actually employed, whether encyclopedias, biographical dictionaries, biographies, autobiographies, anthologies, etc. All references and citations should be in standard "APA format," as presented in either the official publication guide or the pamphlet on writing papers in psychology (see below). Special care should be taken for giving the sources for quotes and information not well known. There will be no abstract. Headings are not required, but can sometimes be useful to indicate the structure of your paper.

II. You must decide who your subject is by the midterm exam. But we prefer that you inform us of your choice as soon as possible prior to that deadline. You probably should not read *Creativity in Science* until you have begun your research on a particular individual, so you will know what to look for.

III. To help you decide whom to pick, two sheets are attached with some possibilities. The first contains the 190 most frequently mentioned figures in history of psychology textbooks (Zusne, 1987). The second presents those more recent psychologists who have received the Award for Distinguished Scientific Contributions from the American Psychological Association. However, note that you are not restricted to these lists, but you should probably check with me before the midterm about any selected alternative. I particularly encourage you to consider underrepresented groups, such as women and minorities, who have made notable contributions to the field, despite often tremendous disadvantages. For example, when in 1903 James McKeen Cattell conducted a peer ranking study, three women made the list of America's top 50 psychologists: Mary Whiton Calkins, Christine Ladd-Franklin, and Margaret Floy Washburn – and none of them are on the list of 190. Please note that if you decide to examine someone who cannot really be considered a psychologist in even the most inclusive sense (e.g., Copernicus or Newton), you should spend some time discussing how that person contributed to the history of psychology.

IV. Please consult with either me or a TA (or both) about your progress and problems. Remember: The paper is due on the last lecture day. There *will* be a penalty for papers turned in late (namely, *three* percentage points per day).

V. Below is a bibliography of sources and materials that you might find useful. This reference list should also provide an idea of what APA format looks like (except that they really should be double spaced):

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Connery, B. A. (1988). *Writing psychology at UC Davis*. Davis, CA: Campus Writing Center.

Gillespie, C. C. (Ed.) (1970-1980). *Dictionary of scientific biography*. New York: Scribner.

Murchison, C. et al. (Eds.). (1930- ). *A history of psychology in autobiography*. New York: Russell & Russell.

O'Connell, A. N., & Russo, N. F. (Eds.). (1983-1988). *Models of achievement: Reflections of eminent women in psychology*. New York: Columbia University Press.

O'Connell, A. N., & Russo, N. F. (Eds.). (1990). *Women in psychology: A bio-bibliographic sourcebook*. New York: Greenwood Press.

Russo, N. F., & O'Connell, A. N. (1980). Models from our past: Psychology's foremothers. *Psychology of Women Quarterly*, 5, 11-54.

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

Sheehy, N., Chapman, A. J., & Conroy, W. (Eds.). (1997). *Biographical dictionary of psychology*. New York: Routledge Reference.

Stevens, G., & Gardner, S. (1982). *The women of psychology*. Cambridge, MA: Schenkman.

Watson, R. I. (Ed.) (1974-1976). *Eminent contributors to psychology* (2 vols.). New York: Springer.

Zusne, L. (1984). *Biographical dictionary of psychology*. Westport, CT: Greenwood Press.

Zusne, L. (1987). Contributions to the history of psychology: XLIV. Coverage of contributors in histories of psychology. *Psychological Reports*, 61, 343-350.

Useful articles on a particular individual can often be found in the *Journal of the History of the Behavioral Sciences*. Moreover, whenever an individual receives the Distinguished Scientific Contribution Award from APA, a brief biography will be published in the *American Psychologist*, which journal also publishes obituaries that are sometimes helpful as well.

Finally, below are several Web sites that contain a lot of information about major figures in psychology, although the biographical coverage is uneven. Especially useful are the following:

<http://members.aol.com/rinsowite/history.htm>  
<http://psychology.okstate.edu/museum/history/index.html>  
<http://www.websteruniv.edu/~woolfm/women.html>  
<http://www.muskingum.edu/~psychology/psycweb/history.htm>  
<http://psychology.okstate.edu/museum/women/cover2.html>  
<http://elvers.stjoe.udayton.edu/history/welcome.htm>  
<http://psychclassics.yorku.ca/>

Obviously, you may have to do a little scrounging around for some subjects.

## FINAL EXAM QUESTIONS

Below are listed some of the major issues that have dominated the history of psychological thought since the times of the ancient Greek philosophers. On the last day of class we will select some of these for discussion. Your essay final will address one of these issues:

1. What is human nature?
2. How are humans related to nonhuman animals?
3. How are the mind and the body related?
4. Where does human knowledge come from?
5. Rationalism versus irrationalism
6. Consciousness versus unconsciousness
7. Reductionism versus nonreductionism
8. Atomism versus holism
9. Objective versus subjective reality
10. Mechanism versus vitalism
11. Determinism versus freedom
12. What is the basis for human happiness?

Whichever issue becomes the subject of your final, you should make sure your essay includes the following: (a) an introduction in which you defined the issue and say why it is important; (b) a historical narrative that traces the history of various positions taken on this question and the key figures that represent those positions; and (c) a conclusion in which you discuss the current status of the debate in contemporary psychology.

