### Syllabus

**Psychology 4505**  
**History of Psychology**  
**Autumn Semester, 2013**

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**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 of a given semester.

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Text Assignment</th>
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<tr>
<td>8/22</td>
<td>Introduction: The course, text and instructor</td>
<td>Introduction</td>
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<td></td>
<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></td>
<td>Instructions for preparation of a genealogy</td>
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<td>Archival resources in the history of psychology</td>
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<td>8/27 &amp; 8/29</td>
<td>Renaissance Science</td>
<td>Chapter 2 pp. 33-46</td>
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<td>9/3 &amp; 9/5</td>
<td>Selected nativist and empiricist philosophers</td>
<td>Chapter 2 pp. 47-79</td>
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<td>9/10, 9/12 &amp; 9/17</td>
<td>18th and 19th century studies of sensory physiology</td>
<td>Chapter 3 pp. 81-113</td>
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<td>The origins of Neuroscience</td>
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<td>Early research on cerebral localization of function</td>
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<td><strong>Videotape: The Case of Phineas Gage</strong></td>
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<td>9/19</td>
<td>Wilhelm Wundt and the founding of psychology</td>
<td>Chapter 4</td>
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<td>9/24 &amp; 9/26</td>
<td>The new psychology in America:</td>
<td>Chapter 5</td>
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<td>Wundt’s students Titchener and Munsterberg</td>
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<td>10/1</td>
<td><strong>First Examination</strong></td>
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<td>10/3 &amp; 10/8</td>
<td>19th Century German cognitive psychology</td>
<td>Chapter 6 pp. 179-199</td>
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<td><strong>Videotape: Clever Hans</strong></td>
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<td>Ebbinghaus and Bartlett on Memory</td>
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10/10 & 10/15  Gestalt psychology in Germany and the United States  
Wertheimer, Kohler, Koffka and Lewin  
Chapter 7

10/17 & 10/22  Galton and the Darwinian legacy in psychology  
Darwin as the founder of psychology?  
Chapter 9 pp. 301-333

10/24  Psychology and America’s Research Universities  
Illustrated History of Psychology at The Ohio State University

10/29  American Functionalism: James  
Hall and Thorndike  
Chapter 9 pp. 333-359  
Chapter 10 pp. 381-391

10/31  Second Examination

11/5 & 11/7  The development, uses and abuses of intelligence tests  
The roles of psychologists in the immigrant experience on Ellis Island. Terman and Yerkes  
Chapter 11 pp. 393-418

11/12 & 11/14  Pavlov  
Watson’s Behaviorist Manifesto  
Neobehaviorists  
Skinner’s Experimental Analysis of Behavior  
Chapter 12 pp. 443-485  
Chapter 13 pp. 513-532

11/19  Mental illness: Custody, Diagnosis and Treatment

11/21 & 11/26  Great and desperate cures  
Chapter 8

11/28  Thanksgiving Break: No Class

12/3  Last Class: Life and contributions of Freud

COMPREHENSIVE FINAL EXAMINATION
Grade Distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Examination #1</td>
<td>20%</td>
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<tr>
<td>Examination #2</td>
<td>20%</td>
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<tr>
<td>Final</td>
<td>60%</td>
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Custom Web Site for the text is at [www.mhhe.com/hothersall/4](http://www.mhhe.com/hothersall/4)

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 Hall, 1760 Neil Avenue Mall; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu

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.