

**Psychology 4050/8000
History and Systems of Psychology**

**Spring Semester 2012
Mondays, 4:05 - 6:55 p.m.
Room 250, J. S. Coon Building**

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Course Description:

A survey of the history, methods, and content of modern psychological theory, research, and application. Schools of psychology (e.g., structuralism, functionalism, behaviorism, gestalt psychology) and central theories of psychology will be reviewed in their historical and philosophical context.

Objectives:

This course will provide students with the theoretical foundations for the broad history of psychology, and the nature of inquiry as the science developed out of philosophy and physiology. In addition, through the term paper assignment, students will be allowed to study in-depth the historical basis for *their own particular interest or specialty area*. Moreover, students who complete this course will also acquire familiarity with the methods of historical inquiry; including use of historical documents, archives, computerized and non-computerized literature searches, study of oral histories, and so on.

Disclaimer:

No single-semester course of study can fully canvass the entire history and systems of psychology without a large degree of generalizations and broad overviews. In this course, the concentration instead will be mainly on psychology in America during the late 19th century and throughout the 20th century. Some topics having historical prominence will receive less treatment than others, in order to yield a representative sample of the history of psychology. The readings contain several "classic" articles in psychology, but also a number of articles of

somewhat lesser status, including personal retrospectives by well-known psychologists of their careers. Although the choice of topics and readings is somewhat idiosyncratic, the goal of this amalgamation is to illustrate both the form and substance of psychology *as it happened* during the 20th century.

Required Texts:

Hilgard, E. R. (1987). *Psychology in America: A historical survey*. San Diego: Harcourt Brace Jovanovich. [ERH] --Text is no longer in print -- selected chapters will be available as part of the readings].

Additional readings (see syllabus) are required.

General Course Information and Requirements:

Class meetings will primarily be devoted to lectures by the instructor and student discussion. A cumulative final exam will be given, and two term papers will be required.

Course Grading:

Your grade for the course will be determined as follows:

	<i>Weight</i>
Term Paper #1	20%
Term Paper #2	30%
Class Participation	10%
Final Exam	40%

For "S/N" registration, a grade of A, B, or C will be assigned a grade of "S" -- a grade of D or F will be assigned a grade of "N."

Term Papers:

One of the important goals of this course in history and systems of psychology is to be able to trace and critically evaluate historical arguments and theoretical/empirical research. Critical treatment of such issues depends on developing competence in three areas: (a) Searching and discovering the historical record; (b) Determining the fundamental issues underlying the topic; and (c) Evaluating the theoretical and methodological adequacy of the primary research literature. The "primary research literature" refers to original reports of research and theory. It typically means journal articles, technical reports, and the like (and in some limited circumstances, book chapters, and Psychological Bulletin articles). It does not typically refer to secondary sources (such as textbooks or review chapters in books).

Term Paper #1

The purpose of the first term paper is to give you an opportunity to try your hand at digging into the historical record, and give you practice in using the various library and electronic retrieval resources available for this purpose, **and** will provide you with practice on keeping a diary of your historical research progress. As such, it is a substantially constrained task. For Term Paper #1, pick ONE of the following assignments:

1. Practical intelligence

In 1985, Wagner and Sternberg (Wagner, R. K., & Sternberg, R. J. [1985]. Practical intelligence in real-world pursuits: The role of tacit knowledge. *Journal of Personality and Social Psychology*, 49, 436-458.) introduced the concept of “practical intelligence” as a contrast to traditional conceptions of “academic” intelligence. Although empirical support for the construct has been relatively limited, there has been quite a bit of discussion of the concept, in a variety of different domains.

Assignment: Trace the use of the practical intelligence construct, from Wagner & Sternberg’s 1985 article through 2011. (1) Use PsycInfo, Google Scholar, and the Social Science Citation Index and develop: (a) a yearly chart showing the frequency of articles, chapters, and dissertations that have mentioned the term “practical intelligence” and mentioned “Sternberg” and (b) a yearly chart showing how frequently the Wagner & Sternberg (1985) article has been cited. (2) Provide a discussion that contrasts the self-citations (i.e., by Sternberg and/or Wagner) and other-citations, in the context of estimating the impact of the original article.

2. Repressed memories vs. false memories

In the last two decades, there has arisen substantial discussion about adult memories of early childhood experiences (e.g., child abuse). Along the way, the discussion has shifted from positive reporting of recovery of repressed memories, to criticism of the accuracy of such memories, and of the techniques used for eliciting these memories.

Assignment. Start in 1985 and proceed to 2011. (1) Use PsycInfo and other relevant databases and develop two charts: (a) one that shows the frequency of studies that discuss methods for eliciting repressed memories of childhood trauma, and (b) the other showing the increase in investigations that consider the issue of 'false memories' (in the context of childhood trauma). (2) Try to determine whether (and when) a shift in opinion has occurred (or does occur) about the veracity of such reports. (3) Provide a brief analysis of what can be expected in the future regarding research on ‘repressed memories,’ based on the obtained information.

3. **Stereotype threat**

In 1995 Steele and Aronson (Steele, C. M., & Aronson, J. [1995] Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, 69(5), 797-811.) introduced the concept of stereotype threat to “explain” lower intellectual performance of African Americans. As with many other movements in social psychology, there have been more studies of the topic, but also the concept has been expanded in a number of different ways.

Assignment. Start in 1995 and proceed through 2011. (1) Use PsychInfo and other relevant databases and show the following: (a) a chart that shows the frequency of studies on stereotype threat by year of publication (b) a categorized listing (and count of publications in each category) of all other areas in which the concept of stereotype threat has been generalized, beyond the original example of African American performance on intellectual ability tests. (2) Provide an analysis that predicts what can be expected in the future regarding research on “stereotype threat,” based on the obtained information.

Term Paper #1 target length: 5 pages text + charts + diary of search

Term Paper #1 will be due on **February 13**, at the beginning of class.

LATE TERM PAPERS WILL BE DOCKED 5 POINTS FOR EACH DAY LATE.

Term Paper #2

Topics for Term Paper #2 must be sufficiently focused to allow for a reasonably finite search effort (e.g., the "history of experimental psychology" is not a good topic, since it would require the searching of many thousands of articles). Topics should not be so narrow as to be totally defined by a few articles, virtually no historical record, or identification of an issue with only one or a few researchers. Other than these rather broad proscriptions, any topic of historical interest in psychology has potential for serving as a paper topic. Some illustrative examples are given below:

Sample paper topics:

- The history of creativity tests
- Imageless thought
- The origins of psychology as applied to advertising
- The history of human subject protection in psychological research
- Methods of research on aging
- Science vs. advocacy: APA's role in television violence
- Likert scales: Development, use, and misuse
- Origins of deception in psychological research

The rise and fall of exploratory factor analysis
The road to psychologists' understanding of "regression-to-the-mean" effects
How communication theory came to be applied to psychology
Did people really read this stuff?: A citation history of Cronbach & Furby (1970)
The integration of clinical psychology and psychotropic drugs
Educational psychology and "tracking" vs. "mainstreaming"
Effect size statistics. Even though APA Publication Manual encourages their use, how frequently are journal authors actually reporting them?

Term Paper #2 must: (1) describe your search of the historical record (in a diary form); (2) provide a narrative review of the critical theoretical and empirical papers defining the topic; and (3) describe the long-term impact (or lack thereof) to the particular field of psychology (for #3, secondary sources can be used to evaluate the status of the topic in today's literature -- e.g., *Annual Review of Psychology*; current textbooks, Social Science Citation Index).

References are to be cited using APA style. (For such information, you should consult the following reference: *Publication Manual of the American Psychological Association: 6th Edition*. (2010). Washington, DC: APA.) Although papers will not specifically be graded on the basis of grammar or spelling, poorly written papers are very difficult to read; it is often hard to see good ideas in a jumble of misspelled words, with stream-of-consciousness writing, and so on. Therefore, it is important to pay attention to style in addition to content in the preparation of your paper.

Term Paper #2 target length: 15 pages text + diary of search

Term Paper #2 will be due on **April 23**, at the beginning of class.

LATE TERM PAPERS WILL BE DOCKED 5 POINTS FOR EACH DAY LATE.

FINAL EXAMINATION -- Wednesday, May 2, 2:50pm - 5:40pm

Lecture 1 -- January 9

Topic: Overview

Topic: Methods for Historical Research in Psychology

Psychological Abstracts (cumulative author and subject), PsychInfo, SCI, SSCI, ERIC

Other electronic sources (e.g., Project Gutenberg)

Journals (*Psychological Bulletin*, *J. of Hist. of Soc & Beh. Sc.*)

Technical reports

Periodicals (*Annual Review of Psychology*)

Books (integrative and otherwise)

Archives [dissertations, papers, etc.]

Topic: Early modern history - *Part 1*

Core History [modern experimental psychology]

Wundt, James, Titchner, Hall, Carr, Angell, Cattell, Thorndike, Watson

Readings:

ERH Chapter 2 - Wundt & James

ERH Chapter 3 - Systems and Schools of Psych. 1890-1935

ERH Chapter 6 - Learning and Remembering

Woodworth, R. S. (1929). *Psychology*. New York: Henry Holt & Co. (Chapter 1 -- What Psychology Does, pp. 3-22.)

Skinner, B. F. (1976). A case history in scientific method. In M. H. Siegel, & H. P. Zeigler, (Eds.). *Psychological research: The inside story*. (pp. 23-45). New York: Harper & Row.

McConnell, J. V. (1976). Psycho-technology and personal change. In M. H. Siegel, & H. P. Zeigler, (Eds.). *Psychological research: The inside story* (pp. 327-354). New York: Harper & Row.

Boring, M. D., & Boring, E. G. (1948). Masters and pupils among the American psychologists. *American Journal of Psychology*, 61, 527-534.

NOTE: January 16, No class: MLKJr. Holiday

Lecture 2 -- January 23

Topic: Core History [experimental psychology] -- *continued*

Schools of Psychology (Introspectionism, Structuralism, Functionalism, Behaviorism, Gestalt Psychology)

Readings:

ERH Chapter 7 - Cognitive Psychology

ERH Chapter 8 - Consciousness

ERH Chapter 10 - Action, Motivation & Volition

Watson, J. B. (1913). Psychology as the behaviorist views it. *Psychological Review*, 20,

158-177.

Skinner, B. F. (1975). The steep and thorny way to a science of behavior. *American Psychologist*, 30, 42-49.

Lecture 3 -- January 30

Topic: American Universities and Psychology

Readings:

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

Topic: Theory development and theory testing -- Part 1
Logical positivism
Context of Discovery vs. Context of Justification
Kuhn, Popper, Lakatos [descriptive and prescriptive]
Bayes Theorem

Readings:

Popper, K. R. (1963). *Conjectures and refutations: The growth of scientific knowledge*. "Science: Conjectures and Refutations" (pp. 33-58). New York: Harper & Row.

Kuhn, T. S. (1977). "Objectivity, value judgment, and theory choice." *The essential tension: Selected studies in scientific tradition and change*. (pp. 320-339). Chicago: University of Chicago Press.

Lakatos, I. (1970). "Falsification and the methodology of scientific research programmes." In I. Lakatos & A. Musgrave (Eds.) *Criticism and the growth of knowledge* (pp. 91-92, 94-125, 127-138, 189-195). New York: Cambridge University Press.

Lecture 4 -- February 6

Topic: Theory development and theory testing - Part 2

Readings

Cronbach, L. J., & Meehl, P. E. (1955). Construct validity in psychological tests. *Psychological Bulletin*, 52, 281-302.

Feigl, H. (1959). Philosophical embarrassments of psychology. *American Psychologist*, 14, 115-128.

Martin, J. (1981). A garbage can model of the psychological research process. *American Behavioral Scientist*, 25, 131-151.

Lecture 5 -- February 13

NOTE: Term Paper #1 will be due at the beginning of class.

Topic: Psychology and Quantitative Methodology

- *Infatuation:*
Pearson, Fisher, Spearman, Thurstone
- *Cohabitation:*
ANOVA, nonparametric tests, factor analysis, scaling, contingency analysis
- *Estrangement:*
Use and misuse of statistical procedures, structural equation modeling, Monte Carlo studies, path analysis

Readings:

Goodenough, F. L. & Maurer, K. M. (1940). The relative potency of the nursery school and the statistical lab in boosting the IQ. *Journal of Educational Psychology*, 32, 541-549.

Estes, W. K. (1956). The problem of inference from curves based on group data. *Psychological Bulletin*, 53, 134-140.

Thurstone, L. L. (1948). Psychological implications of factor analysis. *American Psychologist*, 3, 402-408.

Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological Bulletin*, 56, 81-105.

Meehl, P. E. (1978). Theoretical risks and tabular asterisks: Sir Karl, Sir Ronald, and the slow progress of soft psychology. *Journal of Consulting and Clinical Psychology*, 46, 806-834.

Ackerman, P. L. (1987). Individual differences in skill learning: An integration of

psychometric and information processing perspectives. *Psychological Bulletin*, 102, 3-27.

Meeting #6 -- February 20

Class Discussion of readings, lecture topics, and term papers

Lecture 7 -- February 27

Topic: **Social Psychology**

Human subject experimentation issues

Readings

ERH Chapter 16 - Social Psychology

Asch, S. E. (1951). Effects of group pressure upon the modification and distortion of judgments. In H. Guetzkow (Ed.), *Groups, leadership, and men* (pp. 177-190). Pittsburgh, Carnegie Press.

Festinger, L. (1954). A theory of social comparison process. *Human Relations*, 7, 117-140.

Zajonc, R. B. (1965). Social facilitation. *Science*, 149, 269-274.

Ring, K. (1967). Experimental social psychology: Some sober questions about some frivolous values. *Journal of Experimental Social Psychology*, 3, 113-123.

Jones, E. E., & Nisbett, R. E. (1971). The actor and the observer: Divergent perceptions of the causes of behavior. In E. E. Jones, D. E. Kanouse, H. H. Kelley, R. E. Nisbett, S. Valins, & B. Weiner (Eds.). *Attribution: Perceiving the causes of behavior* (pp. 1-16). Morristown, NJ: General Learning Press.

[Note: You might want to scan the following:

Malle, B. F. (2006). The actor-observer asymmetry in attribution: A (Surprising) meta-analysis. *Psychological Bulletin*, 132, 895-919.]

Lecture 8 -- March 5

Topic: Developmental Psychology

Readings

ERH Chapter 15 - Developmental Psychology

Ainsworth, M. D., & Bell, S. M. (1974). Mother-infant interaction and the development of competence. In K. J. Connolly & J. S. Bruner (Eds.), *The growth of competence* (pp. 97-118). New York: Academic Press.

Gibson, E. J., & Walk, R. D. (1960). The "visual cliff." *Scientific American*, 202, 64-71.

Held, R., & Hein, A. (1963). Movement-produced stimulation in the development of visually guided behavior. *Journal of Comparative & Physiological Psychology*, 56, 872-876

Kohlberg, L., & Kramer, R. (1969) "Continuities and discontinuities in childhood and adult moral development" *Human Development* 12, 93-120.

Langer, E. J., & Rodin, J. (1976). The effects of choice and enhanced personal responsibility for the aged: A field experiment in an institutional setting. *Journal of Personality & Social Psychology*, 34, 191-198.

Lecture 9 -- March 12

Topic: Personality and Motivational Psychology, Clinical Psychology

ERH Chapter 14 - Personality and the Self

Tupes, E. C., & Christal, R. E. (1961). *Recurrent personality factors based on trait ratings (ASD-TR-61-97)*. Lackland Air Force Base, TX: Aeronautical Systems Division, Personnel Laboratory. [Reprinted in 1992 *Journal of Personality*, 60, 225-251]

Hall, C. S., & Lindzey, G. (1970). The nature of personality theory. *Theories of personality. 2nd Edition*. (pp. 1-28). New York: Wiley.

Mischel, W. (1977). On the future of personality measurement. *American Psychologist*, 32, 246-254.

Sexton, V. S. (1965). Clinical psychology: An historical survey. *Genetic Psychology Monographs*, 72, 401-434.

NOTE: March 19, Spring Break, no class.

Lecture 10 -- March 26

Topic: **Differential and Educational Psychology**

Readings

ERH Chapter 13 - Intelligence

ERH Chapter 18 - Psychology and Education

Binet, A., & Simon, T. (1905, 1908). The development of intelligence in children. New methods for the diagnosis of the intellectual level of subnormals. The development of intelligence in the child. Excerpts from *L'Année Psychologique*, 11, 163-191, 191-244, and 14, 1-90.

Cronbach, L. J. (1957). The two disciplines of scientific psychology. *American Psychologist*, 12, 671-684.

Anastasi, A. (1983). Evolving trait concepts. *American Psychologist*, 38, 175-184.

Carroll, J. B. (1962). A model for studying the prediction of success in complex learning tasks. Excerpted from chapter in R. Glaser (Ed.) *Training research and education*. Pittsburgh, PA: University of Pittsburgh Press.

Carroll, J. B. (1963). A model of school learning. Excerpted from *Teachers College Record*, 64, 723-733.

Lecture 11 -- April 2

Topic: Applied Experimental Psychology
 Industrial/Organizational Psychology

Readings:

Fitts, P. M., & Peterson, J. R. (1964). Information capacity of discrete motor responses. *Journal of Experimental Psychology*, 67, 103-112.

Katzell, R. A., & Austin, J. T. (1992). From then to now: The development of industrial-organizational psychology in the United States. *Journal of Applied Psychology*, 77, 803-835.

Dunnette, M. D. (1957). Use of the sugar pill by industrial psychologists. *American Psychologist*, 12.

Dunnette, M. D. (1966). Fads, fashions, and folderol in psychology. *American Psychologist*, 21, 343-352.

Lecture 12 -- April 9

Social Policy and Psychology

For example:

Testing (personality & intelligence)

Violence on TV

Human sexuality issues

Applications of basic research

For example:

Expert witness issues

Recovered Memories/False Memories

Stereotypes, Implicit Bias, etc.

Bersoff, D. N., & Ogden, D. W. (1991). APA Amicus Curiae briefs: Furthering lesbian and gay male civil rights. *American Psychologist*, 46, 950-956.

Bushman, B. J., & Stack, A. D. (1996). Forbidden fruit versus tainted fruit: Effects of warning labels on attraction to television watching. *Journal of Experimental Psychology: Applied*, 2, 207-226.

Greenberg, J. (1994). Using socially fair treatment to promote acceptance of a work site smoking ban. *Journal of Applied Psychology*, 79, 288-297.

Halpern, D. F. (2005). Psychology at the intersection of work and family: Recommendations for employers, working families, and policymakers. *American Psychologist*, 60, 397-409.

Rind, B., Tromovitch, P., & Bauserman, R. (1998). A meta-analytic examination of assumed properties of child sexual abuse using college samples. *Psychological Bulletin*, 124, 22-53.

Lecture 13 -- April 16

Topic:

Current state of psychology vis à vis the History of Psychology

Example Topics

- Introspection (verbal reports then and now) -- e.g., Titchner to Ericsson & Simon
- The information processing and cognitive revolution
- Physiological psychology [from speed of reflexes to fMRI]

Readings:

Adams, J. A. (1987). Historical review and appraisal of research on the learning, retention, and transfer of human motor skills. *Psychological Bulletin*, 101, 41-74.

Newell, A. (1973). You can't play 20 questions with nature and win. In W. G. Chase, (Ed.), *Visual Information Processing* (pp. 283-308). New York: Academic Press

Nisbett, R. E., Wilson, T. D. (1977). Telling more than we can know: Verbal reports on mental processes. *Psychological Review*, 84, 231-259

Lykken, D. T. (1991). What's wrong with psychology anyway? In D. Cicchetti & W. M. Grove (Eds.) *Thinking clearly about psychology: Volume 1: Matters of public interest* (pp. 3-39). Minneapolis: University of Minnesota Press.

Lecture 14 -- April 23

NOTE: Term Paper #2 will be due at the beginning of class.

Class discussion of term papers

Wrap up

Contemporary issues in light of the history of psychology

Readings -- To be announced

Supplemental References

Below is a list of several general historical textbooks and books of readings that you may find useful in following-up topics covered in History & Systems of Psychology.

Boring, E. G. (1950). *A history of experimental psychology*. Englewood Cliffs, NJ: Prentice-Hall.

Dennis, W. (1948). *Readings in the history of psychology*. New York: Appleton-Century-Crofts.

Heidbreder, E. (1933). *Seven psychologies*. Englewood Cliffs, NJ: Prentice-Hall.

Hothersall, D. (2004). *History of psychology* (4th Edition). New York: McGraw-Hill.

James, W. (1890/1950). *The principles of psychology* (Vols. 1 & 2). New York: Dover Publications.

Marx, M. H., & Hillix, W. A. (1979). *Systems and theories in psychology* (3rd ed.). New York: McGraw-Hill.

Murphy, G. (1949). *Historical introduction to modern psychology*. New York: Harcourt, Brace & World.

Postman, L. (1963). *Psychology in the making: Histories of selected research problems*. New York: Alfred A. Knopf.

Woodworth, R. S. (1948). *Contemporary schools of psychology*. New York: Ronald Press Co.