



# History of Psychology

## Instructor Manual

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The purpose of this instructor's resource module is to help design and implement a lesson providing a concise history about the foundational ideas of the science of psychology, primarily from the 19th century to present. In what follows, you will find a complete lecture outline to accompany the Noba PowerPoint slides. Additionally, there are multiple activities that can be used to engage students, as well as thought-provoking questions to initiate class discussion. At the end of this module you will also find supplemental source materials (podcasts, videos, handouts, etc.) that might be helpful in teaching the history of psychology.

## Learning Objectives

- **Relevant APA Learning Objectives (2.0)**
  - Describe key concepts, principles, and overarching themes in psychology (1.1)
  - Develop a working knowledge of psychology's content domains (1.2)
  - Summarize important aspects of history of psychology, including key figures, central concerns, and theoretical conflicts (1.2C)
- **Content Specific Learning Objectives:**
  - Describe the precursors to the establishment of the science of psychology.
  - Identify key individuals and events in the history of American psychology.
  - Describe the rise of professional psychology in America.
  - Develop a basic understanding of the processes of scientific development and change.

- Recognize the role of women and people of color in the history of American psychology.

## Abstract

This module provides an introduction and overview of the historical development of the science and practice of psychology in America. Ever-increasing specialization within the field often makes it difficult to discern the common roots from which the field of psychology has evolved. By exploring this shared past, students will be better able to understand how psychology has developed into the discipline we know today.

## Class Design Recommendations

This module was designed to be taught in approximately two 75-minute class periods. It can be helpful to remind students that this module is important because it provides context for all of the interesting ideas to follow, in the ensuing modules.

### 1st Class Period (50-75 minutes)

- Introduction
  - Importance of history
  - Prehistory
    - John Locke
    - Thomas Reid
- Physiology and psychophysics
  - von Hemholtz's speed of the neural impulse/hearing and vision
  - Weber and Fechner's psychophysics
  - Wilhelm Wundt as the "father of psychology"
  - Implications of Wundt's work (introspection and consciousness)

- Scientific psychology comes to the U.S.
  - Wundt's relationship to Titchener and structuralism
  - Rapid spread of experimental psychology
  - Balance of science and practice
- Functionalism
  - Work of William James and consciousness
  - Contribution of G. Stanley Hall and the influence of evolutionary theory
  - James Cattell and intelligence
    - Individual differences
- Growth of psychology
  - Gestalt psychology
  - Behaviorism
  - Cognitive psychology

## 2nd Class Period (50-75 minutes)

- Applied psychology in America
  - Alfred Binet, Intelligence testing, and relevant debate
  - Munsterberg and origins of I/O psychology
  - Clinical psychology and contributions of Lightner Witmer
- Psychology as a profession
  - Creation of the AAP
  - Impact of WWII and the creation of the Boulder and Vail Models

- Psychology and society
  - Founding of SPSSI
  - First African American psychologists
  - Evelyn Hooker's work to de-pathologize homosexuality

## Module Outline

**Introduction:** This section depicts the history of psychology from the mid-19th century, referring to this time period as the beginning of modern psychology, and argues that an understanding of history is crucial to understanding any person, idea, or social construct. History provides context for understanding how we got to where we are today.

**A Prehistory of Psychology:** This section briefly examines a time prior to the 19th century. The concept of empiricism, or the idea that all knowledge comes from experience, is discussed via the ideas of John Locke and Thomas Reid.

## Physiology and Psychophysics

- **Hermann von Helmholtz's** explorations of the sensory systems are discussed. Most specifically, his work measuring the speed of **neural impulses**, as well as his inquiries into the physiology of hearing and vision. In part, his work demonstrated that our senses are fallible but can still be studied scientifically. Another important observation of von Helmholtz was the distinction between physical reality and psychological reality.
- German researchers **Ernst Weber** and **Gustav Fechner** investigated **psychophysics**, or the relationship between the experiences of the senses and external reality. Weber and Fechner discovered ways to measure physical stimuli and the human perception of that stimuli.
- **Wilhelm Wundt** is widely considered to be the "father of psychology," even though he was actually a physiologist and philosopher. Wundt helped to establish and promote the field of **experimental psychology**. He was a consummate teacher and academic and exposed countless students to the field. Wundt's work focused largely on **introspection**, the goal of which was to identify elements of **consciousness**. Perhaps his most famous work was

completed in the area of reaction time. The research of Wundt and his students showed that consciousness can be studied scientifically.

## Scientific Psychology Comes to the United States

- **Edward Titchener**, a student of Wundt's, brought some of Wundt's ideas to the U.S. Titchener's work was referred to as **structuralism**, and its followers were interested in the contents of the mind and what the mind is.
- Experimental psychology spread quickly in North America, with over 40 labs in the U.S. and Canada by 1900. Feeling that the **American Psychological Association** (APA; founded in 1892) did not adequately represent the interests of experimental psychologists, Titchener spearheaded the creation of the **Society of Experimental Psychologists**, in 1904. One of Titchener's students, **Margaret Floy Washburn**, became the first woman in America to earn a Ph.D. in psychology.

## Toward a Functional Psychology

- **Functionalism** emerged as an alternative approach to structuralism. This movement was advanced by the likes of **William James**, **G. Stanley Hall**, and **James McKeen Cattell**, and focused on what the mind *does* as opposed to (the structuralist focus of) what it *is*. Functionalism opened the door for **comparative psychology**.
- **William James' *Principles of Psychology***, is widely regarded as one of the most important books ever written on psychology. In it, James proposes that consciousness is not something that can be studied by breaking it down into its component parts. Instead, it must be studied as an ongoing and continuous whole. One of James' students, **Mary Whiton Calkins**, went on to become the first woman to serve as president of the APA.
- **G. Stanley Hall** created the *American Journal of Psychology* and founded the first psychology lab in America, in 1883, at Johns Hopkins University. Much of Hall's work focused on child development and education. Hall mentored **Francis Cecil Sumner** who became the first African American to earn a Ph.D. in psychology in the U.S., in 1920.
- **James McKeen Cattell** spent much of his career looking at **individual differences**, most specifically the idea that intelligence is inherited and can be measured. His beliefs about identifying and promoting society's most intelligent were akin to those in the **eugenics movement** (selective breeding). Cattell's work sparked much debate about the contributions of genetics and environment to intelligence.

## The Growth of Psychology

- Psychology's development was prodigious throughout the first half of the 20th century, supplying the foundation for various points of view. **Gestalt psychology**, famous for the idea that the whole is greater than the sum of its parts, is a notable example. The Gestalt movement proposed that the mind processes multiple stimuli simultaneously, as opposed to doing so sequentially. Gestalt ideas are often seen as a precursor to the **cognitive psychology** revolution that took place later in the 20th century.
- The **behaviorist movement**, championed by psychologists **B.F. Skinner** and **John Watson**, focused on what was observable and measurable, thereby rejecting the idea that the mind could be studied. The ultimate goal was to predict and control behavior. **Classical conditioning**, made famous by **Ivan Pavlov**, was another behavioral construct that lent credence to the notion that learning and behavior could be studied without studying the mind, or **consciousness**.
- It wasn't until the 1960's in America that **behaviorism** began to lose some of its momentum, when people began challenging the idea that a model that neglected mental processes could adequately explain human behavior. This ushered in the era of cognitive psychology, which paid special attention to language and memory, yielding research on **flashbulb memory**, the **tip-of-the-tongue phenomenon**, and **working memory**.

## Applied Psychology in America in the 19th and 20th Centuries

- French psychologist **Alfred Binet** helped to develop **intelligence tests** that were useful in identifying schoolchildren in need of educational support. His test focused mostly on reasoning and problem-solving tasks.
- **Hugo Munsterberg** was a pioneer in what is now referred to as **industrial/organizational psychology**, with his research on employee selection.
- **Lightner Witmer** was a visionary in clinical and school psychology, creating the first psychological clinic in the U.S., and founding its first journal.

## Psychology as a Profession

- As early as 1917, applied psychologists began organizing and standardizing training and licensure. These early efforts eventually led to the formation of the **American Association for Applied Psychology (AAP)**, in 1930.

- With countless combat veterans returning home from World War II with what was at the time referred to as “shell shock,” there were many more patients needing care than there were mental health professionals to handle them. The **National Mental Health Act** of 1946 created funding that allowed multiple organizations to create training programs for clinical psychologists.
- In 1949, the **scientist-practitioner**, or **Boulder model**, was launched. Nearly 25 years later, the **scholar-practitioner model**, along with its Psy.D. degree, was born. This model focused more on training clinicians as opposed to researchers.

## Psychology and Society

- Historically, psychologists have used science to challenge stereotypes, stigmas, and other ideas that society might take for granted. In 1936, the **Society for the Psychological Study of Social Issues** (SPSSI) was formed, helping to support research on a myriad of social issues.
- In the early 20th century, **Leta S. Hollingworth** challenged the idea that women are overemotional in comparison to men, and found that menstruation did not negatively impact women’s abilities on the job.
- The work of African American psychologists **Mamie Phipps Clark** and her husband, **Kenneth Clark**, helped to show how segregation negatively impacts the self-esteem of African American children. This research was of chief importance in the famous 1954 *Brown v. Board of Education* ruling that ended school segregation.
- **Evelyn Hooker’s** 1957 paper helped to challenge stereotypes of sexual orientation, as it demonstrated no significant differences in psychological adjustment between homosexual and heterosexual men.

## Difficult Terms

Behaviorism

Cognitive Psychology

Comparative Psychology

Consciousness

Empiricism

Eugenics

Flashbulb Memory  
Functionalism  
Gestalt Psychology  
Individual Differences  
Introspection  
Mental Chronometry  
Mental Testing  
Neural Impulse  
Neural Impulse  
Neuroscience  
Psychophysics  
Realism  
Reductionist  
Scholar-Practitioner Model  
Scientist-Practitioner Model  
Structuralism  
Tip-of-the-tongue Phenomenon

## Lecture Frameworks

Overview: It is recommended that you begin this section with a warmup activity that helps student grapple with the importance of history on a more personal level. Once that is concluded, the major points of the module are summarized and can be completed sequentially via lecture. You will notice that many of the sections have “mini-activities” or questions to ask students to keep the learning experience interactive. Finally, there is a choice of activities that can be used to conclude the module.

### 1st Class Period (50-75 minutes)

- **Warmup Activity:** One of the more challenging aspects of teaching the history of psychology is trying to get students to understand its relevance. Consider asking students to take 3-5 minutes to write down what others would fail to understand about them without knowing their history. Let students know they won't be forced to share this information with anyone, but may if they would like to. Once students have completed writing, or the time limit has been reached, engage the class in a group discussion about what they wrote down. The goal of this introductory activity is to get students to engage with their own personal histories in an effort to see how much of the richness of what makes them who they are has come from past experience—the good, the bad, and the ugly experiences alike.



- **Direct Instruction—Introduction and Prehistory:** Now that students have connected on a more personal level with the importance of history, move through the introduction and prehistory sections. It's especially important to emphasize that the majority of the history in this unit is from the mid-19th century on, and that if they move on in psychology, and one day take a History and Systems of Psychology course, it will likely start in ancient Greece.
- **Direct Instruction and Discussion—Physiology and Psychophysics:** Presenting Penrose's Triangle (see the PowerPoint slides) can be a great way to start this section. Consider asking the follow question as the students look at the triangle: Is perception reality? This discussion can be a great setup for von Helmholtz's findings (and Locke's, before him) that our senses can, and sometimes do, deceive us.
- **Activity—Brain and Mind:** The purpose of this activity is to help students distinguish between the brain and the mind, using their own bodies as a way of introducing them to the challenges Wundt and Titchener faced studying the mind. See the Activities/ Demonstrations section below for a detailed description.
- **Direct Instruction and Discussion—Wundt and Scientific Psychology Comes to the U.S.:** Emphasize how Edward Titchener brought structuralism, a school of thought pioneered by Wilhelm Wundt, to the United States. This is important because it led to more than 40 laboratories operating in the U.S. by the year 1900. Please refer to the PowerPoint slides for more information.
- **Direct Instruction and Discussion—Toward a Functional Psychology**
  - Helping students distinguish between structuralism and functionalism is a crucial objective of this section. Sometimes words mean exactly what students would assume they mean; indeed, that is the case here, with structuralism focusing on the structure, or composition, of the mind, and functionalism focusing on how the mind functions, or what it does.
  - Once students have a basic understanding of functionalism, the stage is set to discuss the work of William James, G. Stanley Hall, and James McKeen Cattell, as presented in the slides. When discussing Cattell's work on individual differences, the PowerPoint slide with pictures of seashells might prove particularly helpful in illustrating how differences can exist within the same species—as this is a concept students sometimes have difficulty grasping just through conversation.

- **Direct Instruction and Discussion—The Growth of Psychology**

- When teaching Gestalt psychology it can be helpful to open with the statement, “The whole is greater than the sum of its parts,” and deconstruct this concept with the class. You will find multiple pictures on the PowerPoint slides that provide further assistance with helping students understand these concepts. The picture of rocks illustrates how each rock chipped off from a bigger rock and is now part of a larger whole. The two puzzle pictures will also help you to bring Gestalt psychology to life.
- One way to begin a discussion on behaviorism is to introduce students to the idea that, if one can’t see it, and one can’t measure it, it’s not worth studying. Consider asking students how that might affect studies of the mind. Once this idea is processed, move through the information on John Watson, B.F. Skinner, and Ivan Pavlov.
- For the final concept in this section, it can be helpful to ask students about the importance of thinking, or cognition, in understanding human behavior. Students will likely note that thinking is very important. Asking if cognition can be seen and measured (to which students will likely say no) is a nice follow-up question. This then positions students to see why the cognitive approach gained momentum. Students should now be prepared to progress through the additional information in the cognitive section, including flashbulb memory, the tip-of-the tongue phenomenon, and working memory.

- **Classroom Assessment Technique—The Muddiest Point:** The Muddiest Point is one of the simplest CATs to help assess where students are having difficulties. The technique consists of asking students to jot down a quick response to one question: “What was the muddiest point in the [lecture, discussion, homework assignment, film, etc.].?” The term “muddiest” means “most unclear” or “most confusing.”

## 2nd Class Period (50-75 minutes)

- **Discussion and Direction Instruction—Applied Psychology in America**

- Much of this section focuses on intelligence testing. You can start this section by asking students if Intelligence Quotient (IQ) is the same as intelligence. Engaging them in a discussion about how IQ is a social construct designed to approximate intelligence can often prove fruitful. Additionally, it can be helpful to remind students that intelligence is a hypothetical, abstract concept. For example, one’s intelligence cannot be determined from drawing one’s blood and analyzing it. Once these ideas are wrestled with, students will now be positioned to better understand the work of Binet, Terman, and Munsterberg

as the section progresses.

- Progress through the slides on Lightner Witmer. It is important to emphasize how he sought to apply experimental psychology in a way that directly helped people. Also, he founded the first psychology clinic and started its first journal, in the U.S. In many ways, he was clinical psychology's "great organizer."
- **Direct Instruction—Psychology as a Profession**
  - The major focus of this section is the impact World War II had on shaping clinical psychology and laying the foundation for the formation of the scientist-practitioner and scholar-practitioner models of training. It might be helpful to show links to the websites of graduate schools that apply each of the aforementioned training models, so that students can see some of the differences.
    - Example webpage for scientist-practitioner: <http://psych.colorado.edu/~clinical/>
    - Example webpage for scholar-practitioner: <http://www.du.edu/gspp/programs/psyd-clinical/>
  - Showing students modern graduate program websites will help them better appreciate just how important the events discussed in this section were, and continue to be.
- **Direct Instruction: Psychology and Society**
  - This section provides the opportunity to emphasize that psychology doesn't have to be neutral. Said differently, psychologists, through their research and practice, can be agents of social change. Now progress through the slides on Helen Thompson Woolley and Leta S. Hollingworth, Mamie Phipps Clark and Kenneth Clark, and Evelyn Hooker.
- **Toasting the Greats Activity**
  - This activity allows for each student to create a toast to a historical figure of their choosing. See the Activities/Demonstrations section below for a detailed description.
- **Hiring William James Activity**
  - Students will be asked to imagine they are serving on a hiring committee in which they must decide between three of the historical figures discussed in the chapter as the next professor at their institution. See the Activities/Demonstrations section below for a

detailed description.

- **Speed Dating Activity**
  - Each student will create a bio of one of the historical figures discussed in the chapter and then interact with every other student in a speed dating fashion. See the Activities/ Demonstrations section below for a detailed description.
- **Classroom Assessment Technique: The Minute Paper**
  - The Minute Paper tests how students are gaining knowledge, or not. The instructor ends class by asking students to write a brief response to the following questions: “What was the most important thing you learned during this class?” and “What important question remains unanswered?”

## Activities & Demonstrations

### Brain and Mind Activity

Although some modern neuroscientists argue that brain and mind are one in the same, there is far from universal agreement on this. Emphasize the challenge that Wundt and Titchner were taking on in studying the mind. This can be an engaging way to get students interested in Wundt’s introspection and study of consciousness.

- Time: 1-2 minutes
- Materials: N/A
  - Directions: For this activity ask students to hold out their right hands and extend their right index fingers. Once all of the students have done this ask them to reach out and touch their brains (or at least the area where their brain is even if they can’t actually touch their cerebral cortex). Once sufficient time has been given for all students to complete this, then ask them to reach out with the same finger and touch their minds. You will notice that students respond in a variety of ways (some still touch their heads, some touch their hearts, some look at you hopelessly befuddled, etc.). You can then

note that the brain is a three-pound organ that we can locate in the body and thus tangibly study while the mind is something intangible. Although some modern neuroscientists argue that brain and mind are one in the same, there is far from universal agreement on this. Emphasize the challenge that Wundt and Titchner were taking on in studying the mind. This can be an engaging way to get students interested in Wundt's introspection and study of consciousness.

## Toasting the Greats Activity

While this activity was originally designed for higher-level History and Systems courses with a focus on lesser-known historical figures, it can easily be tweaked for an introductory course. In fact, almost all of the people discussed in this module are lesser-known figures to the typical introductory psychology student!

- Time: Approximately 15 minutes
- Materials: A pen and paper
- Source: Wight, R. D. (1993). Expanding the coverage in the history course by toasting significant but often overlooked contributors. *Teaching of Psychology*, 20, 112. doi:10.1207/s15328023top2002\_12
- Directions:
  1. Ask each student to pick one person and his or her ideas that they really identified with during the course of this module.
  2. Next, have them write a short toast (less than 2 minutes) as if they were honoring the person they chose at a formal dinner or banquet. For example, "Here's to Pinel, who lost his head saving the minds of others" or "Here's to Koffka, who never lost sight of the big picture."
  3. Remind students to be specific in their toasts such that there is a good understanding as to why they are honoring this person and their ideas. If there is time, students can actually write these in class. Students can also be assigned this in between classes and bring it with them to the next class meeting.
  4. The activity concludes by having students share their toasts. This can be done with the larger class (for willing students) or in small groups.

## Hiring William James Activity

- Time: Approximately 30 minutes
- Materials: Paper or a computer for the students to compose their collective written decision.
- Source: Zehr, D. (2004). Two active learning exercises for a history of psychology class. *Teaching of Psychology*, 31, 54-56. doi:10.1207/s15328023top3101\_10
- Directions:
  1. Students are asked to be part of “search committee” to hire a new professor.
  2. Students should be divided into small groups of 3 or 5. Make sure it is an odd number so there cannot be a tie in the voting that is to come.
  3. Students are given three names of historical figures discussed in the module and told that these people are finalists for a faculty position at the university the students are attending.
  4. Give students 10-15 minutes to discuss the merits of each and tell them once the time has concluded they must arrive at a decision of who to hire and a justification for the hire. It does not have to be unanimous and democracy rules!
  5. Once time has expired, have the group collectively write no more than 500 words justifying the choice they made.

### Speed Dating Activity

- Time: Approximately 30 minutes
- Materials: A pen and notecards
- Source: Zehr, D. (2004). Two active learning exercises for a history of psychology class. *Teaching of Psychology*, 31, 54-56. doi:10.1207/s15328023top3101\_10
- Directions:
  - This exercise can be done as a large group if the class is relatively small or in multiple groups if the class is large.
  1. Gather the names of each of the major historical figures discussed in the module and put one name on each notecard. You will have to create multiple sets of notecards if you have a large class and will be dividing the class into groups.
  2. Each student in the group is then given a single notecard with the name of *one* of the historical figures discussed in class.

3. Each student then prepares a short bio, no longer than two to three paragraphs, about the person to whom they were assigned.
4. Now, in a speed-dating format, students spend two minutes exchanging information with one another and then rotate. The end result is that every student eventually talks to every other student thereby exposing them to all of the major people covered in class.
5. The activity concludes by having each student write a brief reflection on who they thought made the most important contribution to the history of psychology, excluding the character they were assigned.

## Additional Activities

Brooks, C. I. (1985). A role-playing exercise for the history of psychology course. *Teaching of Psychology, 12*, 84-85. doi:10.1207/s15328023top1202\_6

- In this activity students are broken into small groups where they are given clusters of relatively like-minded characters (i.e. Skinner, Watson, Pavlov as behaviorists or William James, G. Stanley Hall, James McKeen Cattell as functionalists, etc.). After sufficient additional research on the characters they have been assigned, students then write a script that involves all of their characters. Game shows, sitcoms, and even a bar with Wundt as the bartender were reported as outcomes in Brooks' paper. This activity is high on creativity, but it will also likely take more time than the activities in the previous section.

Carroll, D. W. (2006). Thinking about historical issues: Debates in history and systems class. *Teaching of Psychology, 12*, 84-85. doi:10.1207/s15328023top3302\_8

- The content in this module provides a wonderful opportunity for debates of various content and scale. Consider breaking students into teams where they debate as if they *are* the theorists. The instructor can serve as the moderator. For example, consider a debate where a group of students are Edward Titchner and another group are William James debating the merits of structuralism vs. functionalism. Another debate group could be behaviorists vs. cognitive psychologists. This activity will likely require additional preparation and time, but it is a way to get students to dive deeper into the ideas. A simpler approach to this idea that takes less involves breaking students up into pairs and having them debate one another. This is a less formal approach that takes far less time.

Zehr, D. (2000). Teaching Psychology's history through a comparative analysis of introductory psychology texts. *Teaching of Psychology*, 27, 31-33. doi:10.1207/S15328023TOP2701\_6

- In this classroom exercise groups of students received an intro to Psych textbook from a past decade—spanning from the 1880's until the 1970's. They also received an intro book from the 1990's and compared and contrasted the two texts. The ensuing analysis suggested that the exercise gave students a better overall understanding of core historical content.

## Discussion Points

1. Why, aside from avoiding repeating the mistakes of the past, is studying the history of psychology a worthwhile endeavor?
  - History helps provide perspective and a deeper appreciation for the ideas of modern psychology. In addition, it creates a greater awareness of how many of the seminal ideas in the field have evolved over time (i.e. structuralism and its influence on the evolution of experimental psychology). Finally, it introduces philosophies or concepts that may have become dormant for various reasons but which have the potential of being reintroduced in a modern context.
2. What are the primary differences between structuralism and functionalism? Which approach do you think is more beneficial to modern psychology? Why?
  - Structuralism focuses on the structure of the mind and breaking down mental processes into component parts, whereas functionalism focuses on the way the mind functions or the purpose of consciousness. Both approaches have strengths and weaknesses and are impactful in their own way. Structuralism influenced the formation of experimental psychology and was the first major school of thought in psychology. Functionalism has had a lasting impact on applied psychology and the emergence of behaviorism.
3. Which of the ideas or historical figures discussed in the module do you believe contributed the most to the field of psychology? Why?
  - This question can be answered in a variety of ways. For example: I believe Lightner Witmer was the most influential figure discussed in the module. He served as “the great organizer” in clinical psychology, founding its first journal and creating the first clinic, in the U.S. Without his contributions, clinical psychology likely would have been set back decades.



## Outside Resources

**Podcast: History of Psychology Podcast Series**

<http://www.yorku.ca/christo/podcasts/>

**Web: Advances in the History of Psychology**

<http://ahp.apps01.yorku.ca/>

**Web: Center for the History of Psychology**

<http://www.uakron.edu/chp>

**Web: Classics in the History of Psychology**

<http://psychclassics.yorku.ca/>

**Web: Psychology's Feminist Voices**

<http://www.feministvoices.com/>

**Web: This Week in the History of Psychology**

<http://www.yorku.ca/christo/podcasts/>

## Evidence-Based Teaching

Beins, B. C. (2011). Using history to teach contemporary psychology. *Teaching of Psychology*, 38, 309-313. doi:10.1177/0098628311421338

- This article looks at how two separate constructs—intelligence and combat stress reduction—have been understood and dealt with historically. The author provides a model for how the history of psychology can illustrate the ways constructs take shape and change in a dynamic field (such as psychology). This work demonstrates how tying historical content to modern ideas can improve retention and understanding of the evolution of ideas.

Furumoto, L. (1985). Placing women in the history of psychology course. *Teaching of Psychology*, 12, 203-206. doi:10.1207/s15328023top1204\_4

- Even though this article is 30 years old, it addresses a question that still plagues the teaching of the history of psychology, which is how to integrate the contributions of women. This can be especially challenging in an introductory course where the history section is severely

time-limited and many of the “core” historical figures the instructor is expected to cover are men. This article provides realistic suggestions for how to include women in your teaching of history.

Goodwin, C.J. (1997). The vital role of psychology's history in introductory courses: An interview with Ludy T. Benjamin Jr. *Teaching of Psychology*, 24, 218-221. doi:10.1207/s15328023top2403\_20

- This is an interview that looks at best practices for teaching the history of psychology in an introductory course. It gives instructors practical ideas for engaging students, such as the use of “critical history” and ways to avoid presentism.

## Links to ToPIX Materials

### Books and Films

<http://topix.teachpsych.org/w/page/39234838/History>

### Demos, Activities, Lecture Topics, Handouts

<http://topix.teachpsych.org/w/page/19981004/History%20in%20the%20Classroom>

### In the News

<http://topix.teachpsych.org/w/page/24891589/History%20in%20the%20News>

### Video/Audio

<http://topix.teachpsych.org/w/page/19981003/History%20Videos>

## Teaching Topics

Teaching The Most Important Course

[https://nobaproject.com/documents/1\\_Teaching\\_The\\_Most\\_Important\\_Course.pdf](https://nobaproject.com/documents/1_Teaching_The_Most_Important_Course.pdf)

Content Coverage

[https://nobaproject.com/documents/2\\_Content\\_Coverage.pdf](https://nobaproject.com/documents/2_Content_Coverage.pdf)

Motivating Students

[https://nobaproject.com/documents/3\\_Motivating\\_Students\\_Tips.pdf](https://nobaproject.com/documents/3_Motivating_Students_Tips.pdf)

Engaging Large Classes

[https://nobaproject.com/documents/4\\_Engaging\\_Large\\_Classes.pdf](https://nobaproject.com/documents/4_Engaging_Large_Classes.pdf)

Assessment Learning

[https://nobaproject.com/documents/5\\_Assessment\\_Learning.pdf](https://nobaproject.com/documents/5_Assessment_Learning.pdf)

Teaching Biological Psychology

[https://nobaproject.com/documents/6\\_Teaching\\_Bio\\_Psych.pdf](https://nobaproject.com/documents/6_Teaching_Bio_Psych.pdf)

## **PowerPoint Presentation**

This module has an associated PowerPoint presentation. Download it at [https://nobaproject.com//images/shared/supplement\\_editions/000/000/150/History%20of%-20Psychology.ppt?1464028043](https://nobaproject.com//images/shared/supplement_editions/000/000/150/History%20of%-20Psychology.ppt?1464028043).

## About Noba

The Diener Education Fund (DEF) is a non-profit organization founded with the mission of re-inventing higher education to serve the changing needs of students and professors. The initial focus of the DEF is on making information, especially of the type found in textbooks, widely available to people of all backgrounds. This mission is embodied in the Noba project.

Noba is an open and free online platform that provides high-quality, flexibly structured textbooks and educational materials. The goals of Noba are three-fold:

- To reduce financial burden on students by providing access to free educational content
- To provide instructors with a platform to customize educational content to better suit their curriculum
- To present material written by a collection of experts and authorities in the field

The Diener Education Fund is co-founded by Drs. Ed and Carol Diener. Ed is the Joseph Smiley Distinguished Professor of Psychology (Emeritus) at the University of Illinois. Carol Diener is the former director of the Mental Health Worker and the Juvenile Justice Programs at the University of Illinois. Both Ed and Carol are award-winning university teachers.

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