



Утвърдил:

Декан

Дата

СОФИЙСКИ УНИВЕРСИТЕТ "СВ. КЛИМЕНТ ОХРИДСКИ"

Faculty of Philosophy

Specialty:

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GENERAL PSYCHOLOGY IN ENGLISH MA PROGRAM

SYLLABUS

Course:

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HISTORY OF PSYCHOLOGY

Lecturer: Assoc. Prof. Dr. Ludmilla Andreeva

Lectures and seminars	Form	Hours
	Lectures	8
	Seminars	7
Total workload		
	Weekly quizzes	20
	Weekly individual work in Moodle	100
	Homework	30
Total course workload		
TOTAL WORKLOAD		180
Credits from lectures and seminars		1
Credits from individual workload		2
TOTAL NUMBER OF CREDITS		3

№	Grading	% of the final grade
1.	Weekly quizzes and homework	30%
2.	Final Test	70%

Course Summary:

The course will answer the most basic question, Why study the history of psychology? Because it is psychology, all of it, and psychology cannot be studied seriously apart from its history. The importance of the history of psychology is seen every day in contemporary research. Every journal article which describes new results necessarily begins with the immediate history of the problem. And it is only that context of history, of what has led up to that particular research, that can give significance and meaning to the new findings. Its meaning and significance within psychology depends upon its relation to the larger ongoing history of which it is a part. The history of a science transcends the science itself. The history of a science as a kind of meta-science is rarely seen by the individual scientist who is confined to his own specialty, for the very historical contexts that bestow significance on any discovery or specialty reach back in time to prior contexts, which in turn have been generated by still prior causation. The purpose of history is to discover and understand this historical structure which lies at the very foundation of the logical surface of science and to which all present discovery is relative.

Current psychology is inseparable from its history with much greater degree than any other science. As a laboratory investigation, psychology is only a century old but as a body of insights, observations, and hypothesis, it is the oldest science in the world. Moreover, its history is a continuing discussion of the perennial and enduring problems of human and animal nature. It attempts to answer the same questions again and again, even by the same routes. Current work is the most recent voice in discussions which have been reproduced time and again throughout history. Thus, studying the history of psychology is relevant to present research and this is a fact which is not true of most of other sciences.

The course will help students to discover the historical structure under the logical surface of the science of psychology, to understand the present approaches and fads and their relevance to real questions, to comprehend psychology as a whole. Studying history is the only way to fully understand a field of such divergence and conflicting emphases as psychology, which is at the same time one of the central sciences of our era.

This course will provide an overview of the history of psychology from the mid-1800s to the present, with the earlier philosophical and practical underpinnings of psychological questions. The course will consider the history of the discipline with the goal of exploring how psychological thinking and methodology develop and students will be encouraged to consider issues of reflexivity and subjectivity as they pertain to the development of psychology and its research practices. In addition to learning about the major schools of psychology (e. g., Behaviorism, Psychoanalysis, Gestalt-psychology, etc.), the course will explore how cultural forces shape psychological theories and the experiences of the individual psychologists who develop them.

Prerequisites

None

Course Goals:

The primary objective of this course is to teach students how to use history to critically assess what psychologists do and the knowledge they generate, in order to become more thoughtful consumers of and participants in the field. Students will learn about the progression of ideas and methodologies as people's explorations of the mind and behavior evolved from philosophizing to using the scientific method. After taking this course students should be able to situate Psychology in its historical, cultural/global, and political contexts, and to more thoughtfully assess the work that psychologists do.

This course is directly relevant to the core competencies:

- Critical and creative thinking in the discipline;
- Analysis of problems at a foundational level;
- Mastery of abstract reasoning;
- Engaging in effective communication strategies;
- Gathering and organizing information effectively;
- Generating insight into how knowledge is produced, how psychological knowledge came into existence as a separate category of knowing;
- Developing interpretive and assessment skills with respect to the evaluation of knowledge claims;
- Recognizing the impact of the *Zeitgeist* (spirit of the times) on the people who developed psychological theory and research.

No	TOPICS:	Hours
1	HISTORY AS META-THEORY. General issues with approaches to history. Approaches to science . Science as social activity. Psychology and Science	1
2	HISTORY, SCIENCE, AND PSYCHOLOGY. Why study the history of psychology? Internal and external history. Zeitgeist and great man history. Presentist and contextualist history. Conceptual history of psychology. Science and psychology. Objectivity. Causal explanation. Empirical evaluation.	1

	Atomism. Universality of causal explanation. Ontological invariance. Explanatory reduction. Determinism. Experimentation. Empiricism. Scientific method. Philosophy and physiology.	
3	PHYSIOLOGY AND PSYCHOLOGY. Positivism. Associationist Psychology. James Mill: Points of Consciousness. John Stuart Mill: Mental Chemistry and Unconscious Inference. Alexander Bain: Psychology and Physiology. Cerebral Localization. Franz Joseph Gall: Phrenology. Pierre Flourens: Experimental Physiology. François Magendie: The Bell-Magendie Law. Pierre-Paul Broca: Aphasia. Gustav Fritsch and Eduard Hitzig: The Excitability of the Cerebral Cortex. The Sensory-Motor Theory of the Nervous System. Experimental Physiology in Germany. Johannes Müller: Experimental Physiology. Emil du Bois-Reymond: Electrophysiology. Hermann von Helmholtz: Physiological Psychology. Ivan Sechenov: Inhibition. Gustav Fechner: Psychophysics. Physiological Psychology and Objective Psychology.	1
4.	THE NEW PSYCHOLOGY. The Founding Father of Modern Psychology Wilhelm Wundt (1832–1920). Other Developments in German Psychology: Hermann Ebbinghaus (1850–1909). Franz Brentano (1838–1917). Carl Stumpf (1848–1936). Oswald Külpe (1862–1915).	1
5.	PSYCHOLOGY IN AMERICA: THE EARLY YEARS. Psychology and the Development of the American University. The Success of Psychology. Philosophy and Psychology. Applied Psychology. James and Münsterberg at Harvard. William James. Hugo Münsterberg. Ladd and Scripture at Yale. Hall at Johns Hopkins and Clark. Johns Hopkins and the New Psychology. Clark and Genetic Psychology. The American Psychological Association. Adolescence and Sex. Old Age. Applying the Wundtian Skeleton: Cattell, Witmer, Scott, and Wolfe. James McKeen Cattell: Mental Testing. Lightner Witmer: Clinical Psychology. Walter Dill Scott: Industrial Psychology. Harry Kirke Wolfe: Scientific Pedagogy. Edward B. Titchener and Structural Psychology. Structural Psychology. Inspection and Introspection. Völkerpsychologie and Applied Psychology. The Experimentalists. Imageless Thought. The Eclipse of Structural Psychology. Scientific and Applied Psychology.	1
6.	FUNCTIONALISM, BEHAVIORISM, AND MENTAL TESTING. The Turn to Applied Psychology. Functional Psychology. Baldwin and Titchener on Reaction Time. John Dewey: Purpose and Adaptation. James Rowland Angell: The Province of Functional Psychology. Social Engineering. Behaviorism. Background to Behaviorism. Animal Psychology. Edward L. Thorndike: The Law of Effect. Ivan Pavlov: Classical Conditioning. John B. Watson: Psychology as the Behaviorist Views It. Mental Testing, Immigration, and Sterilization. The Binet-Simon Intelligence Test. Goddard and the Feebleminded. The First World War and the Army Testing Project. Immigration and Sterilization. The Status of Applied Psychology.	1
7.	NEO-BEHAVIORISM, RADICAL BEHAVIORISM, AND PROBLEMS OF BEHAVIORISM. Neo-behaviorism. Logical Positivism. Operationism. Edward C. Tolman: Purposive Behaviorism. Clark L. Hull: A Newtonian Behavioral System. Neo-behaviorist Theory and Operational Definition. Radical Behaviorism. Operant Conditioning. Explanatory Fictions. Radical Behaviorism. The Second World War and the Professionalization of Academic Psychology. Psychological Contributions to the War Effort. The Reorganization of the APA. Postwar Expansion. Problems of Behaviorism. Chomsky's Critique of Skinner. The Misbehavior of Organisms, Contiguity and Frequency. Consciousness and Conditioning. The Neurophysiology of Learning. The Eve of the Cognitive Revolution.	1
8.	GESTALT PSYCHOLOGY. A Sudden Insight. The Gestalt Revolt. Antecedent Influences on Gestalt Psychology. The Changing Zeitgeist in Physics. The Phi Phenomenon: A Challenge to Wundtian Psychology. Max Wertheimer (1880–1943). Kurt Koffka (1886–1941). Wolfgang Köhler (1887–1967). The Nature of the Gestalt Revolt. Gestalt Principles of Perceptual Organization. Gestalt Studies of Learning: Insight and the Mentality of Apes. Productive Thinking in Humans. Isomorphism. The Spread of Gestalt Psychology. Field Theory: Kurt Lewin (1890–	2

	1947). Criticisms of Gestalt Psychology. Contributions of Gestalt Psychology.	
9.	PSYCHOANALYSIS: THE BEGINNINGS. The Development of Psychoanalysis. Antecedent Influences on Psychoanalysis. Sigmund Freud (1856–1939) and the Development of Psychoanalysis. Psychoanalysis as a Method of Treatment. Psychoanalysis as a System of Personality. Mechanism and Determinism in Freud’s System. Relations between Psychoanalysis and Psychology. The Scientific Validation of Psychoanalytic Concepts. Criticisms of Psychoanalysis. Contributions of Psychoanalysis.	1
10.	PSYCHOANALYSIS: AFTER THE FOUNDING. Competing Factions. The Neo-Freudians and Ego Psychology. Anna Freud (1895–1982). Object Relations Theories. Carl Jung (1875–1961). Social Psychological Theories: The Zeitgeist Strikes Again. Alfred Adler (1870–1937). Karen Horney (1885–1952). The Evolution of Personality Theory: Humanistic Psychology. Abraham Maslow (1908–1970). Carl Rogers (1902–1987). The Fate of Humanistic Psychology. Positive Psychology. The Psychoanalytic Tradition in History.	1
11.	THE COGNITIVE REVOLUTION. Information Theory. Claude Shannon: Communication Theory. Norbert Wiener: Cybernetics. Donald Broadbent: Information Processing. Computers and Cognition. Cognitive Psychology. Jerome Bruner: Higher Mental Processes. George Miller: Cognitive Science. Strategies, Programs, and Plans. Ulric Neisser: Cognitive Psychology. The Cognitive Revolution. The Cognitive Revolution. The Cognitive Revolution as “Paradigm Shift”. From Intervening Variables to Cognitive Hypothetical Constructs. Cognition and Behavior. Structuralism and Anthropomorphism. The Cognitive Tradition. Criticism and Connectionism. The Second Century.	1
12.	ABNORMAL AND CLINICAL PSYCHOLOGY. Neuroses, Alienists, and Psychiatry. The Reform of Asylums. Magnetism, Mesmerism, and Hypnosis. Scientific Psychology and Abnormal Psychology. ECT, Lobotomy, and Psychopharmacology. Psychoactive Drugs and Institutional Care. The Myth of Mental Illness. Postwar Clinical Psychology. Clinical Training. Humanistic Psychology.	1
13.	FEMINISM AND AMERICAN PSYCHOLOGY: THE SCIENCE AND POLITICS OF GENDER. Bringing Feminism to Psychology. Feminist Critiques of Clinical Psychology and Psychiatry, and alternatives. Sex Differences Revisited. From Sex to Gender. A Theory of Their Own: The Relational Approach. Owning the Past: Origins of Women’s History in Psychology. Creating an Inclusive Feminist Psychology. Feminist Psychologies in International Context. Feminist and Postcolonial Critiques of Science and Psychology in the 1980s.	1
14.	INCLUSIVENESS, IDENTITY, AND CONFLICT IN LATE 20TH-CENTURY AMERICAN PSYCHOLOGY. Toward an Inclusive Psychology. Institutional Changes. Training Psychologists to Serve Ethnic Minority Populations. Psychologists and the Community. A Question of Professional Identity. Psychologists, Government, and National Security. Government and the Direction of Psychological Science.	1
15.	SOCIAL AND DEVELOPMENTAL PSYCHOLOGY. Social Psychology. The Roots of Social Psychology. Attitudes. G. H. Mead (1863–1931). Early German and American Social Psychology. Individualistic Social Psychology. Social Psychology in the Postwar Period. Race, Racism and Psychology. Psychology and Women. Developmental Psychology. Scientific Psychology and Developmental Psychology. Cognitive Development.	1

Exam topics

No	TOPICS:
1	HISTORY AS META-THEORY
2	HISTORY, SCIENCE, AND PSYCHOLOGY
3	PHYSIOLOGY AND PSYCHOLOGY
4.	THE NEW PSYCHOLOGY
5.	PSYCHOLOGY IN AMERICA: THE EARLY YEARS
6.	FUNCTIONALISM, BEHAVIORISM, AND MENTAL TESTING

7.	NEO-BEHAVIORISM, RADICAL BEHAVIORISM, AND PROBLEMS OF BEHAVIORISM
8.	GESTALT PSYCHOLOGY
9.	PSYCHOANALYSIS: THE BEGINNINGS
10	PSYCHOANALYSIS: AFTER THE FOUNDING
11	THE COGNITIVE REVOLUTION
12	ABNORMAL AND CLINICAL PSYCHOLOGY
13	FEMINISM AND AMERICAN PSYCHOLOGY: THE SCIENCE AND POLITICS OF GENDER
14	INCLUSIVENESS, IDENTITY, AND CONFLICT IN LATE 20TH-CENTURY AMERICAN PSYCHOLOGY
15	SOCIAL AND DEVELOPMENTAL PSYCHOLOGY

References

Greenwood, J. (2009). *A Conceptual History of Psychology*. New York: McGraw-Hill.

Schultz, D. P. & Schultz, S. E. (2011). *A History of Modern Psychology* (10th ed.). Belmont, CA: Wadsworth.

Jones, D. & Elcock, J. (2001). *History and Theories of Psychology: A Critical Perspective*. London: Arnold.

CLASSICS IN THE HISTORY OF PSYCHOLOGY:

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

January 5, 2019

Lecturer: Assoc. Prof. Dr. Ludmilla Andreeva