

## Term Information

Effective Term Spring 2021  
[Previous Value](#) [Spring 2018](#)

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

Psych 4505 (History of Psychology) and Psych 6809 (Historical Development of Psychology) will become merged into an undergraduate/graduate course-- Psych 5505 (History of Psychology) to accommodate both the course requirement for graduate students in clinical psychology and to serve as an elective for undergraduate students.

### What is the rationale for the proposed change(s)?

Undergraduates and graduates both benefit from interaction with each other and merging the sections will allow for graduate students to provide positive role modeling and mentoring and undergraduates to benefit from the increased experience level of the graduate students. It will also make staffing this course more feasible for the department over the long-term.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

If the course change for Psych 4505 is approved, Psych 6809 should be withdrawn.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Psychology  
Fiscal Unit/Academic Org Psychology - D0766  
College/Academic Group Arts and Sciences  
Level/Career Graduate, Undergraduate  
[Previous Value](#) [Undergraduate](#)  
Course Number/Catalog 5505  
[Previous Value](#) [4505](#)  
Course Title History of Psychology  
Transcript Abbreviation History of Psych  
Course Description An introduction to major historical figures, important systems of thought within psychology, historical contexts of the field from subfield of philosophy to the present status as a science and profession. This course will examine the forces and theories influencing methods of investigation, society's relationship to the mentally ill, and key historical and social events that shaped the field.  
[Previous Value](#) [Development of psychology from the 19th century to present status as science and profession. Emphasis on contributions and lives of psychologists.](#)  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No

Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus
<a href="#">Previous Value</a>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: A grade of C- or above in 2220 and 2300; or graduate standing
<a href="#">Previous Value</a>	<i>Prereq: A grade of C- or above in 2220 and 2300.</i>
Exclusions	Not open to students with credit for 4505 or 6809.
<a href="#">Previous Value</a>	Not open to students with credit for 505.
Electronically Enforced	Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	42.0101
Subsidy Level	Doctoral Course
<a href="#">Previous Value</a>	<i>Baccalaureate Course</i>
Intended Rank	Junior, Senior, Masters, Doctoral
<a href="#">Previous Value</a>	<i>Junior, Senior</i>

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors  
The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none"><li>• Students will be able to discuss the historical development of psychology in the context of world historical and social events</li><li>• Students will be able to explain the historical origins of contemporary movements in psychology</li><li>• Students will be able to appraise the careers and contributions of major historical figures in psychology</li><li>• Students will be able to evaluate their own place in the field through the lens of history</li><li>• <i>Students will be able to explain the development of psychology from the 19th century to present status as science and profession.</i></li></ul>
<a href="#">Previous Value</a>	

**Content Topic List**

- Renaissance Science, Nativist and Empiricist Philosophers
- 18th & 19th Century Studies of Sensory Physiology
- Founding of Psychology
- New Psychology America
- 19th Century German Cognitive Psychology
- Gestalt Psychology
- Darwinian Legacy in Psychology
- American Functionalism
- Development, Uses & Abuses of Intelligence Tests
- Experimental Analysis of Behavior
- Mental Illness
- Life & Contributions of Freud

**Previous Value**

- *Renaissance Science, Nativist & Empiricist Philosophers*
- *18th & 19th Century Studies of Sensory Physiology*
- *Founding of Psychology*
- *New Psychology America*
- *19th Century German Cognitive Psychology*
- *Gestalt Psychology*
- *Darwinian Legacy in Psychology*
- *American Functionalism*
- *Development, Uses & Abuses of Intelligence Tests*
- *Experimental Analysis of Behavior*
- *Mental Illness*
- *Life & Contributions of Freud*

**Sought Concurrence**

No

**Attachments**

- Psychology 4505 syllabus.docx: current syllabus  
*(Syllabus. Owner: Paulsen, Alisa Marie)*
- Psychology 6809 syllabus.docx: current syllabus  
*(Syllabus. Owner: Paulsen, Alisa Marie)*
- Psychology 5505 syllabus.docx: new syllabus  
*(Syllabus. Owner: Paulsen, Alisa Marie)*
- Psychology Major Learning Objectives-April 2020.docx: updated curriculum map  
*(Other Supporting Documentation. Owner: Paulsen, Alisa Marie)*

**Comments**

**COURSE CHANGE REQUEST**  
5505 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
04/23/2020

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Paulsen,Alisa Marie	04/23/2020 12:02 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	04/23/2020 12:02 PM	Unit Approval
Approved	Haddad,Deborah Moore	04/23/2020 12:37 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	04/23/2020 12:38 PM	ASCCAO Approval



# SYLLABUS: PSYCHOLOGY 5505

History of Psychology  
Spring 2021

## COURSE OVERVIEW

### Instructor

Instructor: Dr. David Hothersall

Email address: hothersall.1@osu.edu

Office: To be assigned

Phone number: To be assigned

Office hours: 9:30-10:30am Tuesdays, or by appointment

### Course Details

Class Meetings: T/R 8-9:20am

Location: Unknown at time of proposal

### Course description

Understanding the history of a field is an unparalleled way to understand its contemporary state. This course will introduce students to major historical figures and historically important systems of thought within psychology. We will examine the historical contexts of the field of psychology from its philosophical antecedents to its present status as a science and profession. We will examine the forces and theories shaping psychological methods of investigation, society's relationship to the mentally ill, and key historical and social events that shaped the field. In addition, we will explore some of the numerous published and unpublished sources of historical material in psychology.

### Course learning outcomes

By the end of this course, students should successfully be able to:

- Discuss the historical development of psychology in the context of world historical and social events
- Explain the historical origins of contemporary movements in psychology
- Appraise the careers and contributions of major historical figures in psychology
- Evaluate their own place in the field through the lens of history

## HOW THIS COURSE WORKS

**Mode of delivery:** This is a lecture-based course that will include opportunities for discussion and some small-group work. Videos and audio recordings will be used to stimulate interest and discussion.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and class activities in the classroom setting) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C for undergrads; B for grads) average.

### **Attendance and participation requirements:**

- It is expected that you attend class meetings. Activities that are done in class are only available during class meetings.
- Slides from the day's topic will be available on Carmen.
- Videos shown in class are available on You Tube.
- Transcripts of audio materials will be distributed.

## COURSE MATERIALS AND TECHNOLOGIES

### **Textbooks**

#### REQUIRED

- Hothersall, D. & Lovett (2021) *History of Psychology* (5th Edition). Cambridge Univ Press
- This book in either a published or pre-publication version will be available through the OSU Bookstore

HELPFUL RESOURCES (NOT REQUIRED) AVAILABLE THROUGH THE LIBRARY SYSTEM

- 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.
- Hilgard, E. R. *Psychology in America: A historical survey*.
  - 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.

## Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).
- [Tophat](#): All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click [here](#) for help getting started with Tophat.

## CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

## GRADING AND FACULTY RESPONSE

### How your grade is calculated - UNDERGRADUATES

ASSIGNMENT CATEGORY	PERCENTAGE
Midterm Exam (mostly objective and short essays)	35
Comprehensive Final Exam (same format)	55
Genealogy assignment	10
<b>Total</b>	<b>100</b>



## How your grade is calculated – GRADUATE STUDENTS

ASSIGNMENT CATEGORY	PERCENTAGE
Midterm Exam (identification completion items and essays)	40
Comprehensive Final Exam (same format format)	50
Genealogy Paper	5
Genealogy Presentation	5
<b>Total</b>	<b>100</b>

See course schedule below for due dates.

### EXAMS

- Undergraduates will take exams that are primarily comprised of objective items with 1-2 short answer/essay questions
- Graduate student exams will be identifications, short and long essays.
- The final exam will be comprehensive.
- Detailed outlines of the content and format of the exams will be distributed in class one week before the examinations.

### GENEALOGY ASSIGNMENT

- Each student will research their own psychology genealogy. Detailed instructions will be distributed in class. Genealogies will be submitted for review and grading.

### GENEALOGY PRESENTATION (GRADS ONLY)

- In addition to completing the genealogy paper, graduate students will present their genealogies to the class. Graduate students with the same advisor are encouraged to make joint presentations.

### Late assignments and Make-Ups

- Late submissions will not be accepted. Please refer to Carmen for due dates.
- Make-up examinations are strongly discouraged and will only be given under exceptional circumstances with the permission of the instructor.

## Grading scale

Grade	%	Grade	%	Grade	%	Grade	%
		B+	87-89.9	C+	77-79.9	D+	67-69.9
A	93-100	B	83-86.9	C	73-76.9	D	60-66.9
A-	90-92.9	B-	80-82.9	C-	70-72.9	E	Below 60

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For all assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university (i.e., weekdays)**.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into Carmen, when applicable.

### Academic integrity policy

## POLICIES FOR THIS COURSE

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** The course includes some opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

## OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with 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 <http://studentlife.osu.edu/csc/>.**

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and

Consultation Service (CCS) by visiting [CCS.OSU.EDU](http://CCS.OSU.EDU) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can

reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [SUICIDEPREVENTIONLIFELINE.ORG](http://SUICIDEPREVENTIONLIFELINE.ORG)

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1	1/11-1/15/21	<p><b>Day 1:</b> Welcome to course; Course expectations; Intro to content. Different approaches to the history of psychology Preface and Introduction.</p> <p><b>Day 2:</b> Renaissance Science – Development of the scientific method. Chapter 1</p>
2	1/18-1/22/21	<p><b>Day 1:</b> MLK Jr DAY – NO CLASS</p> <p><b>Day 2:</b> Selected nativist and empiricist philosophers -</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		Chapter 1
3	1/25-1/29/21	<b>Day 2:</b> Selected nativist and empiricist philosophers – Chapter 1 <b>Day 1:</b> 18 <sup>th</sup> & 19 <sup>th</sup> century studies of sensory physiology – Chapter 2
4	2/1-2/5/21	<b>Days 1 &amp; 2 -</b> Origins of Neuroscience, READING: Berntson & Hothersall (2020)
5	2/8-2/12/21	<b>Day 1:</b> Wilhelm Wundt and the founding of Psychology – Chapter 3 <b>Day 2:</b> The new structural psychology in America, Titchener & Munsterberg – Chapter 4
6	2/15-2/19/21	<b>Days 1 &amp; 2:</b> 19 <sup>th</sup> century German Cognitive Psychology – Chapter 5
7	2/22-2/26/21	<b>Day 1:</b> Gestalt psychology in Germany - Chapter 6 <b>Day 2:</b> Gestalt Psychology in the United States – Chapter 6
8	3/1-3/5/21	<b>Day 1:</b> Midterm Review <b>Day 2:</b> MIDTERM EXAM IN CLASS
9	3/8-3/12/21	<b>Days 1 &amp; 2:</b> Galton & the Darwinian legacy in psychology – Chap 8 <b>DISCUSSION:</b> Should Darwin be considered the true founder of psychology?
BRK	3/15-3/19/21	SPRING BREAK, NO CLASSES
10	3/22-3/26/21	<b>Days 1 &amp; 2:</b> American Functionalism: Cattell, James, Hall, Thorndike – Chapters 9 & 10
11	3/29-4/2/21	<b>Day 1:</b> An illustrated history of the department of psychology at The Ohio State University and its place within

Week	Dates	Topics, Readings, Assignments, Deadlines
		American psychology <b>Day 2:</b> Development, uses, and abuses of intelligence tests – Chapter 11
12	4/5-4/9/21	<b>Day 1:</b> Development, uses, and abuses of intelligence tests – Chapter 11 <b>Day 2:</b> Watson’s Behaviorist manifesto, neobehaviorists, Skinner – Chapter 12
13	4/12-4/16/21	<b>Day 1:</b> GENEAOLOGIES DUE Historical origins and importance of contemporary cognitive psychology – Chapter 13 <b>Day 2:</b> Mental illness, custody, diagnosis and treatment Great and desperate cures - Chapter 8
14	4/19-4/23/21	<b>Day 1:</b> CLASS PRESENTATIONS OF GENEAOLOGIES <b>Day 2:</b> Life & Contributions of Freud: An Illustrated lecture including archival materials from Freud’s clinic in Vienna and home in London
EX	4/26 & Exams	COMPREHENSIVE FINAL EXAM AT REGISTRAR’S ASSIGNED TIME/DAY

**\* PAGE ASSIGNMENTS WILL BE MADE ONCE THE TEXT IS PUBLISHED**

## Syllabus

**Psychology 6809**

**Class # 32995**

**Autumn Semester, 2018**

**History of Psychology**

**T & Th. 8:00 am – 9:20 am**

**Baker Systems Room 114**

TEXT: Hothersall, D. *History of Psychology* (4th Edition). New York: McGraw-Hill\*

INSTRUCTOR: Dr. David Hothersall

Office 200g Lazenby

Office Hours Th. 9:30 am to 10:00 am

Office Phone 292-2755

E mail [hothersall.1@osu.edu](mailto:hothersall.1@osu.edu)

POWERPOINTS: All Powerpoint slides shown in class are available on line.

### COURSE LEARNING OBJECTIVES:

A comprehensive knowledge and understanding of the historical development of psychology

Familiarity with the careers and contributions of major historical figures

Understanding of the historical origins of contemporary movements in psychology

Aid in preparation for licensure exams in clinical, counseling and educational psychology

<u>Date</u>	<u>Topic</u>	<u>Text Assignment</u>
8/21	Welcome! Introduction: The course, text and instructor When, where and by whom was psychology founded Psychology's history and its future Archival resources in the history of psychology Renaissance origins of psychology	Introduction
8/23	Renaissance Science	Chapter 2 pp. 33-46
8/28 & 8/30	Selected nativist and empiricist philosophers	Chapter 2 pp. 47-79
9/4	18 <sup>th</sup> and 19 <sup>th</sup> century studies of sensory physiology	Chapter 3 pp. 81-113

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A new edition of this book by Hothersall and Lovett will be published by Cambridge University Press, Spring 2021.



9/6 & 9/11	The origins of Neuroscience Early research on cerebral localization of function <i>The Case of Phineas Gage</i> Recording the brain's activity	
9/13	Wilhelm Wundt and the founding of psychology	Chapter 4
9/18 & 9/20	The new structural psychology in America: Wundt's students Titchener and Munsterberg	Chapter 5
9/25 & 9/27	19 <sup>th</sup> Century German cognitive psychology <i>Clever Hans</i> Ebbinghaus on memory – the experimental paradigm Bartlett on memory – the naturalistic paradigm Ecological models of memory The psychology of irrationality	Chapter 6 pp. 179-199
10/2 & 10/4	Gestalt psychology in Germany and the United States Wertheimer, Kohler, Koffka and Lewin	Chapter 7
<b>10/9</b>	<b>FIRST EXAMINATION</b>	
<b>10/11</b>	<b>MID SEMESTER BREAK NO CLASS</b>	
10/16 & 10/18	Galton and the Darwinian legacy in psychology Darwin as the founder of psychology – can the case be made?	Chapter 9 pp. 301-333
10/23 & 10/25	American Functionalism James, Hall and Thorndike	Chapter 9 pp. 333-359 Chapter 10 pp. 381-391
10/30	Psychology in America's research universities An illustrated history of the department of psychology at The Ohio State University	
11/1 , 11/6 & 11/8	The development, uses and abuses of intelligence tests The roles of psychologists in the immigrant experience on Ellis Island Terman's studies of genius Yerkes and the Army General Testing Program	Chapter 11 pp. 393-418
11/13 & 11/15	Watson's Behaviorist Manifesto Neobehaviorists Skinner's Experimental Analysis of Behavior	Chapter 12 pp. 443-485 Chapter 13 pp. 513-532
<b>11/20</b>	<b>GENEALOGIES SUBMITTED AND PRESENTED IN CLASS</b>	
<b>11/22</b>	<b>THANKSGIVING NO CLASS</b>	

11/27 & 11/29 Mental illness: Custody, Diagnosis and Treatment  
Great and desperate cures  
Audio interview with Howard Dilley

Chapter 8

12/4 Life and contributions of Freud: An illustrated lecture  
with an emphasis on his time in Vienna and London

### GRADE DISTRIBUTION

Examination #1	35%
Genealogy	5%
Final examination	60%

### COMPREHENSIVE FINAL EXAMINATION

Date and time to be announced

#### 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.

Hilgard, E. R. *Psychology in America: A historical survey.*

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.

The two leading journals in the History of Psychology are:

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## Syllabus

**Psychology 4505**

**Class # 34145**

**Autumn Semester, 2017**

**History of Psychology**

**T & Th. 8:00 am – 9:20 am**

**Baker Systems Room 10**

TEXT: Hothersall, D. *History of Psychology* (4th Edition). New York: McGraw-Hill\*

INSTRUCTOR: Dr. David Hothersall

Office 200g Lazenby

Office Hours Th. 9:30 am to 10:00 am

Office Phone 292-2755

E mail [hothersall.1@osu.edu](mailto:hothersall.1@osu.edu)

POWERPOINTS: All Powerpoint slides shown in class are available on line.

### COURSE LEARNING OBJECTIVES:

A comprehensive knowledge and understanding of the historical development of psychology

Familiarity with the careers and contributions of major historical figures

Understanding of the historical origins of contemporary movements in psychology

<u>Date</u>	<u>Topic</u>	<u>Text Assignment</u>
8/22	Welcome! Introduction: The course, text and instructor When, where and by whom was psychology founded Psychology's history and its future Archival resources in the history of psychology Renaissance origins of psychology	Introduction
8/24	Renaissance Science	Chapter 2 pp. 33-46
8/29 & 8/31	Selected nativist and empiricist philosophers	Chapter 2 pp. 47-79
9/5	18 <sup>th</sup> and 19 <sup>th</sup> century studies of sensory physiology	Chapter 3 pp. 81-113

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A new edition of this book by Hothersall and Lovett will be published by Cambridge University Press, Spring 2019.

9/7 & 9/12	The origins of Neuroscience Early research on cerebral localization of function <i>The Case of Phineas Gage</i> Recording the brain's activity	
9/14	Wilhelm Wundt and the founding of psychology	Chapter 4
9/19 & 9/21	The new structural psychology in America: Wundt's students Titchener and Munsterberg	Chapter 5
<b>9/26 First Examination</b>		
9/28 & 10/3	19 <sup>th</sup> Century German cognitive psychology <i>Clever Hans</i> Ebbinghaus on memory – the experimental paradigm Bartlett on memory – the naturalistic paradigm Ecological models of memory Bartlett on Memory The psychology of irrationality	Chapter 6 pp. 179-199
10/5 & 10/10	Gestalt psychology in Germany and the United States Wertheimer, Kohler, Koffka and Lewin	Chapter 7
<b>10/12</b>	<b>MID SEMESTER BREAK NO CLASS</b>	
10/17 & 10/19	Galton and the Darwinian legacy in psychology Darwin as the founder of psychology – can the case be made?	Chapter 9 pp. 301-333
10/24 & 10/26	American Functionalism James, Hall and Thorndike	Chapter 9 pp. 333-359 Chapter 10 pp. 381-391
<b>10/31 Second Examination</b>		
11/2	Psychology in America's research universities An illustrated history of the department of psychology at The Ohio State University	
11/7 , 11/9 & 11/14	The development, uses and abuses of intelligence tests The roles of psychologists in the immigrant experience on Ellis Island Terman's studies of genius Yerkes and the Army General Testing Program	Chapter 11 pp. 393-418

11/16 & 11/21 Watson's Behaviorist Manifesto Chapter 12 pp. 443-485  
Neobehaviorists Chapter 13 pp. 513-532  
Skinner's Experimental Analysis of Behavior

**11/23 THANKSGIVING NO CLASS**

11/28 & 11/30 Mental illness: Custody, Diagnosis and Treatment Chapter 8  
Great and desperate cures  
Audio interview with Howard Dilley

125 Life and contributions of Freud: An illustrated lecture  
with an emphasis on his time in Vienna and London

**GRADE DISTRIBUTION**

Examination #1	35%
Genealogy	5%
Final examination	60%

**COMPREHENSIVE FINAL EXAMINATION**

Date and time to be announced

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.
- Hilgard, E. R. *Psychology in America: A historical survey*.  
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.*

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## **Psychology Major Learning Objectives**

### **Program Objectives**

#### **Knowledge Base in Psychology**

- K1. Describe key concepts, principles, & overarching themes in psychology
- K2. Develop working knowledge of psychology's content domains
- K3. Describe applications of psychology

#### **Scientific Inquiry & Critical Thinking**

- S1. Use scientific reasoning to interpret psychological phenomena
- S2. Demonstrate psychology information literacy
- S3. Engage in innovative & integrative thinking & problem solving
- S4. Interpret, design, & conduct basic psychological research
- S5. Incorporate sociocultural factors in scientific inquiry

#### **Ethical & Social Responsibility in a Diverse World**

- E1. Apply ethical standards to evaluate psychological science & practice
- E2. Build & enhance personal relationships
- E3. Adopt values that build community at local, national, & global levels

#### **Communication**

- C1. Demonstrate effective writing for different purposes
- C2. Exhibit effective presentation skills for different purposes
- C3. Interact effectively with others

#### **Professional Development**

- P1. Apply psychological content & skills to career goals
- P2. Exhibit self-efficacy & self-regulation
- P3. Refine project-management skills
- P4. Enhance teamwork capacity
- P5. Develop meaningful professional direction for life after graduation

### **Learning Goal Levels**

- F – Foundational
- A- Advanced

I. Data Analysis and Research Requirement																				
Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
2220(H) Data Analysis		F			F	F	F	F					F			F	F	F		
2300 Research Methods		F	F	F	F	F	F	F	F	F	F		F		F	F	F	F		

II. Core Requirements (1 from each area)																				
A. Brain and Behavior																				
Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
3313 Intro to Behavioral Neuroscience	BN	F	F		F	F				F										
3313H Intro to Behavioral Neuroscience	BN	F	F		F	F	F	F		F	F		F	F	F				F	
3513 Intro to Cognitive Neuroscience	CO	F			F	A		F		F			F							
B. Cognitive Psychology																				
3302 Perception & Language	CO	A	A	A	A	A	F		F											
3310 Sensation & Perception	CO	A	A	F	A	F	F									F				F
3312 Memory & Cognition	CO	A	A	F	A	A	F	F	F	F			F	F	F					F
C. Clinical and Developmental Psychology																				
2367.02 Abnormal Psychology Analysis	CL	F	F	F	F		F						F		F				F	
3331 Abnormal Psychology	CL	F	F	A	A			A	A											
3335 Psychology of Adjustment	CL	F																		
3340 Lifespan Development	D	F	F	F	F	F						F	F							
3530 Theories of Personality	CL	A	A	A	A	F	F	F	A	F	A		F				F			
3550 Psychology of Childhood	D	F	F	F	F	F						F	F							
3551 Psychology of Adolescence	D	F		F	F	F		F						F						F





Years																				
4554 Language Development	D		A		A	A	A	F					A	A						
4555 Adolescent Sexuality	D	F		F	F	F		F					F	F					F	
4571 Psychology of Dev. Disabilities	I	F		F	F	F, A						F	F, A						F	
5601 Comparative Psychology		A	A		A	A														
5608 Introduction to Mathematical Models	Q	F			A			A											F	
5610 Emotion Regulation	CL	A	A	A	A	A	A	F	F	F			A		A	A				
5613H Biological Psychiatry	BN	A	A	A	A	A	A													
5615 Psychology of Language	CO				F	F	F	F	F	F			F							
5618 Computational Cog. Neuroscience	CO	A	A	A	F	F	F						F	A	F	F				
5621 Intro to Event-Related Potentials	CO	A	A	A	A	F	A	A		F	F	F	F	A	F	F				A
5832 Lifespan Sociomoral Development	D	A	F		F	A							A							
5898 Seminar in Behavioral Neuroscience	BN	A	A	A	A	A	A	A	A					A	A					

**IV. Elective Courses**

Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
2301 Psychology of Extraordinary Beliefs	Q	F			A				F	F										
2303 Positive Psychology	CL	F		F	F	F	F	F		F	A	A	F		F	F	F			
2311 Psychology of Motivation	CO	A	A	F	F	F	F								F	F	F			
2333 Psychology of Human Sexuality	CL	A	F	F	F	F			F	F	A	A			F	F	F			
2350 Contemp. Developmental Psychology	D	F		F	F		F					F								
2376 Interpersonal Relationships	S	F,A		F,A	F	F		F	F		F				F	F		F	F	
2420 Psychology Applied to Sport		F		F,A	F,A	F			F	F	F				F	F			F	
2462 Psychology of Creativity							F,A				F	F		F	F	F,A				
2500 Applied Psychology		F	F		F			F		F	F		F							
3321(H) Quant. and Statistical Methods		F			A	F	F	F	F											
3371 Language and the Mind	CO	A	F		A	F		F	F		F		F	A	A	A	F	F	F	
3624 Primate Cognition		F	F		F	F				F										
4320 Psychological Science of Addiction		F	F	F			F													
4525 Psychology of Personal Security	S	A		F,A	F,A	F	F,A		F	F,A	F	F, A	F,A		F	F	F	F		
5425 Introduction to fMRI	CO	A		F,A	F,A	F	F,A			F,A	F	F,A	F,A		F	F	F	F		
5603 Stem Cells and the Brain	BN	A	A	A	A	A	A	A	A											
5612 Introduction to Cognitive Science	CO	A	A		F	F	F						F							
5620 Technology, Efficiency, and Happiness	CO	A	F	A	F	F	F	F				F	F	A		F				
5628 Developmental Cognitive Neuroscience	CO	A	A	A	A	A	A	A	A	A		A	A	A	A					

5870 Neuroeconomics and Decision Neuroscience	D	F	F	A	A		F	F	F											
5891 Proseminar in Cognitive Science	CO	A	A	A	A	A	A	A		A			A	A	F					
Experiential Elective Courses																				
3191 Internship in Psychology		F		F		F					A	F, A	F		A	F, A	F, A		A	F, A
3193.01 Individual Studies in Psychology		A				A														
3193.02 Individual Studies: Teaching		A	F,A	F,A	F,A	A	A	F	F	F	A	F, A	A	A	A	F, A	F	F, A	A	A
4998 Undergraduate Research		A			F,A	A	F, A	F,A		F,A					A					
4999.01(H) Thesis Research I			A		A	A	A	A		A	A		A	A		A	A	A		A
4999.02(H) Thesis Research II			A		A	A	A	A		A	A		A	A		A	A	A		A
5700 Science Education Outreach	D		A	A	A	A		A	A			A		A	A	A	A		A	