

Syllabus

History & Systems of Psychology PSY 510

Matthew D. Lerner, Ph.D., Associate Professor of Psychology

Office: Psychology B, Rm. 354; Phone: (631) 632-7660;

matthew.lerner@stonybrook.edu

T-Th 11:30 AM – 12:50 PM Psychology B 248

Office Hours

Mondays, 2:30 – 3:30 PM, and by appointment

Course Description and Goals

This course will be a critical analysis of the History and Philosophy of Psychology. We will consider psychology in a broad context so as to develop a pluralistic perspective on – and to critically interrogate – what scientific psychologists do. All students are expected to have taken an undergraduate course in the History of Psychology or acquired the appropriate introductory background through independent study.

My goal is to create a setting for discussion. This will require that: (1) I foster an open and informal atmosphere in our meeting place and (2) that students participate with enthusiasm in all aspects of the course, including preparing for each class appropriately.

Learning Objectives:

1. Recognize the manner in which the history of Psychology is typically presented to undergraduates, as distinct schools of thought that replace each other sequentially, and consider alternatives.
2. Explore the nature of scientific progress, as discussed by philosophers, historians and sociologists of science.
3. Interrogate assumptions about the methods that define psychological research practice.
4. Debate the nature and importance of contexts (historical, social, geographical, moral) in which psychologists functioned.

These objectives will be promoted by using primary literature. Progress will be evaluated by written reaction to readings, in class discussion, and application of the knowledge to a final, original historical investigation.

Course Materials

Readings will be provided as hyperlinks.

Americans with Disabilities Act:

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with

you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Academic Integrity:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary/>

Critical Incident Management:

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

Electronic Communication Statement Email and especially email sent via Blackboard (<http://blackboard.stonybrook.edu>) is one of the ways the faculty officially communicates with you for this course. It is your responsibility to make sure that you read your email in your official University email account. For most students that is Google Apps for Education (<http://www.stonybrook.edu/mycloud>), but you may verify your official Electronic Post Office (EPO) address at <http://it.stonybrook.edu/help/kb/checking-or-changing-your-mail-forwarding-address-in-the-epo>. If you choose to forward your official University email to another off-campus account, faculty are not responsible for any undeliverable messages to your alternative personal accounts. You can set up Google Mail forwarding using these DoIT-provided instructions found at <http://it.stonybrook.edu/help/kb/setting-up-mail-forwarding-in-google-mail>. If you need technical assistance, please contact Client Support at [\(631\) 632-9800](tel:631-632-9800) or supportteam@stonybrook.edu.

Policies

Special Circumstances: If you have an unexpected event occur to you that negatively impact on your class performance or need to inform me of any other concerns that you feel put you at a disadvantage, please do so in writing in a timely manner. I cannot make any advance promises about compensation.

Electronics Policy: Texting and calling using a cell phone or other device are prohibited in the class period. Tablets, phones and laptop computers may be used only for note taking and class relevant internet research. Video or audio recording of lectures is prohibited without written permission of the instructor.

GRADING

Reaction Paper (1)	80 points
Presentation (1)	20 points
Total	100 points

1. **Reaction Paper:** This writing assignment is due by the beginning of one class each week (at the student's choosing), either based upon assigned reading or as a summary and reaction to a previous class discussion. In practice, what this means is that the student can either submit the Reaction Paper in advance of the Tuesday class or the Thursday class each week. If the Reaction Paper is submitted for the Tuesday class, no paper is due for that week's Thursday class; if the Reaction Paper is NOT submitted for the Tuesday class, it *must* be submitted for the Thursday class. The Reaction Paper should be delivered digitally (via email) in a Word document, sent to the Professor. Ideally, it will be roughly 1 page in length. Full credit will be received based upon completeness and originality. Additionally, six (6) points will be subtracted for each 24-hour period after the beginning of the class session for which the paper was due. Like any original work of scholarship, these papers should be in your own words and rules pertaining to plagiarism apply (see above statement). If a Reaction Paper presents as not representing substantive effort on the student's part, I reserve the right to send it back to the student for additional edits in lieu of grading it as is; however, in this case the late submission penalty will be applied accordingly.

2. **Presentation:** Each student will be required to present to the class the results of an historical investigation of a topic in their field of study. Topics will be determined in consultation with the instructor. Students may use any media, including handouts or PowerPoint, and are encouraged to draw upon resources that supplement the assigned reading. The grading will be based upon the thoroughness of the coverage of the material (25 points), the quality of the discussion (25 points), the incorporation of outside resources (25 points), and the presenter's application of the methods discussed in class based upon the ability to respond knowledgeably to questions for the faculty or fellow students (25 points).

3. **On time** attendance is a requirement of the class. Attendance will be taken at the beginning of each class. One point from the final semester grade will be deducted for unexcused late arrival or departure, and 3 points deducted for each unexcused missed class.

Scale of Grading (note that all above scores are on this scale):

100 - 93 pts	= A
92 - 90 pts	= A-
89 - 87 pts	= B+
86 - 84 pts	= B
83 - 80 pts	= B-

79 - 77 pts	= C+
76 - 74 pts	= C
73 - 70 pts	= C-
69 or fewer	= F

Excused absences will be based on a written explanation of the absence (via email). They should be unavoidable professional conflicts or unexpected misfortunes.

Missing classes: IF YOU ANTICIPATE ANY SCHEDULE CONFLICTS FOR THE UPCOMING SEMESTER THAT MIGHT PREVENT YOU FROM REGULARLY ATTENDING CLASS PLEASE ANTICIPATE A NEGATIVE IMPACT ON YOUR GRADE.

Reading List

Aug 27:

Introduction to the class, syllabus.

Aug 29:

Brush, SG Should the history of science be rated x? *Science*. 1974;183(4130):1164
72.[link](#)

Sep 3:

Lecture on the presentation of Psychology's History

Danziger, Kurt (1997). Natural kinds, human kinds, and historicity. W. Maiers, B. Bayer, D. Esgalhado, R. Jorma & E.Schraube (Eds.) *Challenges to theoretical psychology-ISTP*. Ontario: Captus University Publications, 24-32.

Sep 5:

Standardizing the Subject: Experimental Psychologists, Introspection, and the Quest for a Technoscientific Ideal. Deborah J. Coon. *Technology and Culture* Vol. 34, No. 4, Special Issue: Biomedical and Behavioral Technology (Oct., 1993), pp. 757-783[Link](#)

Carson, John (2014). Mental testing in the early twentieth century: Internationalizing the mental testing story. *History of Psychology*, 7, 249–255.

Sep 10:

Presentation on Operationism

Moore J. Some historical and conceptual relations among logical positivism, operationism, and behaviorism. *Behav Anal.* 1985 Spring;8(1):53-63.

[Link](#)

Gergen, K. J., Gulerce, A., Lock, A., & Misra, G. (1996). Psychological science in cultural context. *American Psychologist*, 51(5), 496–503. <http://doi.org/10.1037//0003-066X.51.5.496>

Sep 12:

Presentation on Statistics

Cohen, J. (1994). The earth is round ($p < .05$). *American Psychologist*. [Link](#)

Lilienfeld, S. O. (2012). Public skepticism of psychology: why many people perceive the study of human behavior as unscientific. *American Psychologist*, 67(2), 111.

Sep 17:

Presentation on Kuhn

Leahey, Thomas H.; The mythical revolutions of American psychology. *American Psychologist*, Vol 47(2), Feb, 1992. Special issue: The history of American psychology. pp. 308-318. [in PsychArticles] [Link](#)

Watson, John B., Psychology as the Behaviorist views it. *Psychological Review*, Vol 20(2), Mar, 1913. pp. 158-177 [Link](#)

Sep 19:

Presentation on Scientometrics

Networks of Scientific Papers Derek J. De Solla Price
Science Vol. 149, No. 3683 (Jul. 30, 1965), pp. 510-515 [Link](#)

Ioannidis, J. P. (2012). Why science is not necessarily self-correcting. *Perspectives on Psychological Science*, 7(6), 645-654.

Sep 24:

Pick Preferred Presentation Topic by Today

Competition in Science. Warren O. Hagstrom *American Sociological Review* Vol. 39, No. 1 (Feb., 1974), pp. 1-18 [Link](#)

Ioannidis, J. P. (2005). Why most published research findings are false. *PLoS medicine*, 2(8), e124.

Sept 26:

Time and Documents in Researcher Interaction: Some Ways of Making out What Is Happening in Experimental Science. Steve Woolgar. *Human Studies* Vol. 11, No. 2/3, Representation in Scientific Practice (Apr. - Jul., 1988), pp. 171-200 [Link](#)

Lehti, Arja Helena, Johansson, Eva E., Bengs, Carita, Danielsson, Ulla, & Hammarström, Anne (2010). "The western gaze"—An analysis of medical research publications concerning the expressions of depression, focusing on ethnicity and gender. *Health Care For Women International*, 3, 100–112.

Oct 1:

Putting Facts Together: A Study of Scientific Persuasion. John Law and R. J. Williams *Social Studies of Science* Vol. 12, No. 4, Theme Section: Laboratory Studies (Nov., 1982), pp. 535-558 [Link](#)

Oct 3:

Finding little Albert: A journey to John B. Watson's infant laboratory. Beck, Hall P.; Levinson, Sharman; Irons, Gary; *American Psychologist*, Vol 64(7), Oct, 2009. pp. 605-614. [Link](#)

Am Psychol. 2014 Sep;69(6):600-11. doi: 10.1037/a0036854.
Correcting the record on Watson, Rayner, and Little Albert: Albert Barger as "psychology's lost boy". Powell RA1, Digdon N1, Harris B2, Smithson C3. [Link](#)

Oct 8:

Benjamin, L. R., Whitaker, J. L., Ramsey, R. M., & Zeve, D. R. (2007). John B. Watson's Alleged Sex Research: An Appraisal of the Evidence. *American Psychologist*, 62(2), 131-139. [Link](#)

Davison, G. C. (1976). Homosexuality: The ethical challenge. *Journal of Consulting and Clinical Psychology*, 44, 157–162.

Oct 10:

Bhatia, S. (2002). Orientalism in Euro-American and Indian psychology: Historical representations of "natives" in colonial and postcolonial contexts. *History of Psychology*, 5(4), 376. doi:10.1037//1093-4510.5.4.376

Allwood, C. M., & Berry, J. (2006). Origins and development of indigenous psychologies: An international analysis. *International Journal of Psychology*, 41(4), 243–268. <http://doi.org/10.1080/00207590544000013>

Oct 15

FALL BREAK, NO CLASS

Oct 17:

Finalize Presentation Topic by Today

Presentation on Pseudoscience

Deborah J. Coon, Testing the Limits of Sense and Science: Experimental Psychologists Combat Spiritualism, 1880-1920" *American Psychologist* 47 (1992): 143-51; [Link](#)

Lilienfeld, S. O., Marshall, J., Todd, J. T., & Shane, H. C. (2014). The persistence of fad interventions in the face of negative scientific evidence: Facilitated communication for autism as a case example. *Evidence-Based Communication Assessment and Intervention*, 8(2), 62-101.

Oct 22:

B. F. Skinner's technology of behavior in American life: From consumer culture to counterculture. Rutherford, Alexandra. *Journal of the History of the Behavioral Sciences*, Winter 2003, Vol. 39 Issue 1, p1-23. [Link](#)

Smith, T. (2014). Behavior analysts can be interdisciplinary too: A review of Durand's Autism Spectrum Disorder. *Journal of applied behavior analysis*, 47(4), 866-879.

Oct 24:

NO CLASS

Oct 29:

Baker, David B., Benjamin, Ludy T. Jr. The affirmation of the scientist-practitioner: A look back at Boulder. *American Psychologist*, Vol 55(2), Feb, 2000. pp. 241-247. [Link](#)

Benjamin, L. T. (2005). A History of Clinical Psychology as a Profession In America (and a glimpse at its future). *Annual Review of Clinical Psychology*, 1, 1-30.

Baker, T. B., McFall, R. M., & Shoham, V. (2008). Current status and future prospects of clinical psychology: Toward a scientifically principled approach to mental and behavioral health care. *Psychological science in the public interest*, 9(2), 67-103.

Oct 31:

Searching for the second generation of American women psychologists. Johnston, Elizabeth; Johnson, Ann; *History of Psychology*, Vol 11(1), Feb, 2008. pp. 40-72. [Link](#)

Lucy May Boring (1886–1996). Furumoto, Laurel; *American Psychologist*, Vol 53(1), Jan, 1998. pp. 59. [Obituary] [Link](#)

Shields, S. A. (2007). Passionate men, emotional women: Psychology constructs gender difference in the late 19th century. *History of Psychology*, 10(2), 92-110.

Nov 5:

Front Psychol. 2015 Oct 7;6:1467. doi: 10.3389/fpsyg.2015.01467. eCollection 2015. The neurosciences and the search for a unified psychology: the science and esthetics of a single framework.

Stam HJ. [Link](#)

Zachar, P., & Kendler, K. S. (2017). The philosophy of nosology. *Annual Review of Clinical Psychology*, 13, 49-71.

Nov 7

Robison, J. E. (2017). Kanner, Asperger, and Frankl: A third man at the genesis of the autism diagnosis. *Autism*, 21(7), 862-871.

Czech, H. (2018). Hans Asperger, national socialism, and “race hygiene” in Nazi-era Vienna. *Molecular autism*, 9(1), 29.

Nov. 12

Student Presentations

Nov 14

Student Presentations

Nov 19

Student Presentations

Nov 21

NO CLASS, ABCT 2019

Nov 26

Student Presentations

Nov 28

NO CLASS, THANKSGIVING

Dec 3
Student Presentations

Dec 5
Student Presentations, Final Discussion