

**Psychology and Research in Education  
PRE 998 Seminar: History of Psychology**

**Summer Session, 2002**

**Instructor:** James W. Lichtenberg **Line # 58984**

**Office hours:** 4:00-5:00pm, Tuesday

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**Schedule:** Monday-Thursday, 1:00-3:40pm (June 4-27)

**Room:** 245 J.R. Pearson

Description: The course is organized around a series of historical issues relating to the science and practice of psychology. The readings focus on topics such as the philosophy of science, the logic of psychology as a science, and issues of epistemology within psychology.

Objectives: The course has as its intent helping students to understand the history of psychology through study and discussion of the evolution of psychological thought and through analysis of the various “systems” and paradigms of psychology and of the recurrent themes and issues that have characterized psychology’s evolution as a science.

Format: This is seminar, and class participation is critical to its success. Although I will take responsibility for the overall organization and structuring of the course, it is my expectation that each student will share in the responsibility for raising issues and leading discussions on various topics throughout the course and for participating in an informed and active way throughout the class. In this regard, students will be assigned specific chapters for which they have special responsibility for organizing and leading the seminar discussion. This does not mean that preparation of a “lecture” is expected—although it probably would be useful to provide the seminar with at least a synopsis of topics, issues, controversies that might be discussed during the class session.

Text/Readings: Leahey, T. H. (2001). A history of modern psychology (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice-Hall. (hereafter cited as **HMP**)

Copies of any additional readings (if assigned) will be available in the School of Education Learning Resource Center (hereafter cited as LRC). The readings will be organized in a single notebook that is available for student check-out—thereby allowing for photocopying of readings if so desired.

Grading: Grading will be A-F. Final grades will be based on (a) regular class attendance and informed class participation, (b) a “reflective journal” on topics and issues raised in your reading and

in class, (c) a paper on an historical or contemporary event, issue or controversy in scientific or applied/professional psychology, and (d) a take-home final exam.

With regard to the “reflective journal,” your assignment is to keep a log of your reflections, thoughts, and questions regarding issues or ideas that come up in your reading and in our class discussions. What I am looking for (and expecting) is thoughtful consideration of and reflection on the readings and our class discussions, and a willingness to “stretch” to consider, question, and/or apply what has been read and discussed. Additionally, within your journal you are to include three “graduate-level” exam questions for each chapter of the assigned text and any other readings that are assigned. The questions may be of any type (multiple choice questions, short answer identification questions, essay questions, cumulative questions that link chapters, etc.)—but they should be “integrative” rather than testing for simple factual recall. These questions, as well as others I may create will be incorporated into the final exam.

You are asked to submit your journal (and exam questions) periodically, but at least weekly, to the instructor via email. The journal will be read but not assigned a formal grade, although it will be considered in the final grade for the course.

**Schedule of readings/assignments:**

The readings will follow the chapter sequence of the text. Plan on reading one chapter for each class session.

<u>Date (June)</u>	<u>Topics/Readings/Assignments</u>
Tuesday 4	Psychology, Science, and History Readings: <b>HMP</b> , chapter 1
Wednesday 5	Philosophical and Scientific Antecedents of Psychological Science Readings: <b>HMP</b> , chapter 2
Thursday 6	Founding Psychology: The psychology of consciousness Readings: <b>HMP</b> , chapter 3
Monday 10	Founding Psychology: The psychology of the unconscious Readings: <b>HMP</b> , chapter 4
Tuesday 11	Founding Psychology: The psychology of adaptation Readings: <b>HMP</b> , chapter 5
Wednesday 12	The Rise of Behaviorism I Readings: <b>HMP</b> , chapter 6
Thursday 13	The Rise of Behaviorism: II Readings: <b>HMP</b> , chapter 7

Monday	17	The Golden Age of Behaviorism Readings: <b>HMP</b> , chapter 8
Tuesday	18	The Decline of Behaviorism: I Readings: <b>HMP</b> , chapter 9
Wednesday	19	The Decline of Behaviorism: II Readings: <b>HMP</b> , chapter 10
Thursday	20	The Birth of Applied Psychology Readings: <b>HMP</b> , chapter 11
Monday	24	The Rise of Professional Psychology Readings: <b>HMP</b> , chapter 12
Tuesday	25	The Contemporary Practice of Professional Psychology Readings: <b>HMP</b> , chapter 13
Wednesday	26	Contemporary psychology: Issues and controversies Readings: none assigned <b>*take home exam will be distributed</b>
Thursday	27	<b>Exam <u>due</u> by 3:30pm</b>