Course Abbreviation: PSY 4391

Course Title: History & Theory of Psychology

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Lesson 2  
**Nine basic issues in the History of Psychology**............................................................................... 8

> No matter the time period in the history of psychology, nine basic issues (consider them basic questions) have been at the heart of the science. An understanding of these basic issues allows one to truly understand the different schools of thought and different questions that have been asked throughout the history of psychology.

Lesson 3  
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> An introductory look at the birth of psychology in ancient Greece. Foundation questions are explored that will be studied in-depth in future lessons.

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> Explore Socrates, Plato and Aristotle (as well as antecedent influences on these great thinkers) in-depth and learn how they would answer those nine questions (issues) from Lesson 2.

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The most important of the basic issues at his influenced the history of psychology is explored, in-depth, in this lesson.

Lesson 6  
**British Empiricism**

With the rise of British Empiricism, the mystical approaches to thinking about human nature begin to give way to more scientific methods. Learn how these scientific methods set the foundation for psychology as a science AND the move of psychology to America.

Lesson 7  
**Structuralism**

European “psychologists” become interested in how the structures of the brain relate to consciousness. The question is NOT how the mind works but what parts of the brain accomplish what tasks?

Lesson 8  
**Functionalism**

American Psychologists begin to question the importance of studying structures WITHOUT any effort to understand function. The key question centers around how the brain works to allow the human being to function in an ever-changing world.

Preparation for the Second Exam  

Tips for preparing for the second exam, about your exam, and how to schedule the exam.

Lesson 9  
**Theories of Evolution**

Though controversial, theories of evolution make sense in context of thinking about change. If the same species exists at different places in the world and have different characteristics well-suited to differences in those environments, how did those differences come to be?

Lesson 10  
**Behaviorism**

How does learning occur? According to the Behaviorists and, especially, B.F. Skinner, primarily through patterns of reinforcement and punishment.

Lesson 11  
**Gestalt Psychology**

“Gestalt” means “whole or form” and became a primary issue in the work by many individuals studying perception. The primary question is how do we take sensory information and translate that into perceptions. When someone sees a flock of birds flying, how does that person perceive them as a “flock” and not just individual birds?
Lesson 12  

Psychoanalysis and Humanism

Psychology takes a major turn away from attempting to understand how the “average” person understands and deals with the world and toward an understanding of abnormality and psychological disorders and mental illness.

Preparation for the Third Exam

Tips for preparing for the third exam, about your exam, and how to schedule the exam.

Course Introduction

Scope and Nature of the Course

This course is designed to give you an understanding of the broad history that led to the development of psychology as a new and separate science. Many have said, “Psychology has a long history but a short past.” This may seem paradoxical but it is a very apt description because it means that psychology is a fairly new science that developed out of a long history of philosophical thought. In this course, we will track the development of the ideas that came to fall under the heading of psychology. This search will take us from the philosophical writings of the ancient Greek philosophers (such as Plato and Aristotle) to the more contemporary theories of B.F. Skinner and new thinkers developing theories in the past decade. Whenever possible, we will read original sources to accentuate the textbook. I have chosen the book carefully for this course because I wanted a textbook that emphasizes the strong influence of ancient Greek philosophy on the development of modern psychology. In addition, I want students to be able to draw connections between the history of our discipline and where the discipline might be going. Each exam, therefore, will ask you to reflect on the historical AND the contemporary. There are many themes that have guided psychology as a science. Many of these themes also serve as foundations for the learning objectives for this course.

Course Goals/Learning Objectives

General Educational Objectives:

I believe that there are crucial intellectual objectives that students should gain from their college education. Although these are not directly related to the content objectives of this course, I believe they are crucial skills that this course will enhance within you. In particular, I have structured this course to enhance your abilities in the following areas:

1. Educated persons should have achieved depth in some field of knowledge. A sequential accumulation of knowledge and skills in an academic discipline is essential for a focused personal and professional development.

2. Educated persons should be able to express themselves clearly, completely, and accurately. Effective communication entails sharing ideas through a variety of techniques, including reading, writing, speaking and technology.
3. Educated persons should be expected to have some understanding of and experience in thinking about moral and ethical problems. A significant quality in educated persons is the ability to question and clarify personal and cultural values, and thus be able to make discriminating moral and ethical choices.

**Course Content Objectives**

The following objectives are specific examples of the kinds of questions and concepts you should be prepared to discuss in this course via your course exams and your course paper. Specific exam questions and requirements in the course paper will demand that you be able to provide relevant and accurate responses to these objectives:

1.) Understands the basic issues that serve as a foundation for the history of psychology.
   1.1 describes the evolution of psychology from both the “Personalistic” and “Naturalistic” approaches
   1.2 discusses the “mind-body” controversy and presents and supports a position on this issue with evidence
   1.3 describes the difference between “structuralism” and “functionalism”
   1.4 describes the issue of “subjectivism” Vs. “objectivism”
   1.5 describes the issue of “quantification” Vs. “qualification”
   1.6 describes the issue of “reductionism” Vs. “non-reductionism”
   1.7 discusses the differences between “molar” and “molecular” approaches
   1.8 describes the issue of “determinism” Vs. “teleology”
   1.9 discusses the advantages and disadvantages of “utilitarian” and “purist” approaches to science
   1.10 describes the differences between “nativism” and “empiricism”
   1.11 categorizes learning theories as “reward” Vs. “non-reward”

2.) Understands the influence of Greek Philosophers on modern Psychology
   2.1 describes Thale’s theory of the cosmos
   2.2 describes Hippocrates’s theory of humors & applies it to modern psychiatry
   2.3 discusses the basic views of Socrates
   2.4 describes the Socratic method and its significance for psychology
   2.5 describes Plato’s Theory of Forms & the similarities to Freud’s theory of personality
   2.6 describes Aristotle’s views & the importance of his Laws of Association
   2.7 discusses Aristotle’s 6 General Functions of the Psyche & how this relates to contemporary views of motivation and emotion

3.) Understands the Basic Views of the British Empiricists
   3.1 describes Wundt’s theories of Structuralism
   3.2 describes Wundt’s Introspection technique
   3.3 discusses how Wundt’s theories influenced the Gestalt Psychologists
   3.4 describes some of the early work of the Leipzig laboratory
   3.5 describes how Titchener refined Wundt’s theories of Structuralism

4.) Understands the influence of the early studies of the central nervous system on the history of psychology
4.1 describes the work of Pierre Cabanis
4.2 describes the work of Francois Magendie
4.3 describes the work of Charles Bell
4.4 describes the work of Hermann Ludwig Von Helmholtz
4.5 describes how early studies of brain trauma patients helped psychologists to map the brain

5.) Understands the basic views of the Functionalists
5.1 describes the work of Charles Darwin
5.2 discusses Darwin’s theories and their influence in psychology
5.3 describes the work of Francis Galton and its impact on psychology
5.4 describes the work of Herbert Spencer and his “Social Darwinism”
5.5 describes the work of William James and his role as the “Greatest American Psychologist that Ever Lived”
5.6 describes the work of Granville Stanley Hall, James Cattell & others

6.) Understands the history of behaviorism
6.1 describes the work of Ivan Pavlov
6.2 describes the work of John B. Watson
6.3 describes how Watson’s views differ from those of Wundt
6.4 describes the work of E.L. Thorndike
6.5 describes the work of B.F. Skinner & his influence on modern psychology

7.) Understands other schools of thought and their role in modern psychological thinking
7.1 describes the Gestalt Perspective
7.2 discusses how this perspective can be traced to the work of Immanuel Kant
7.3 describes the evolution of behaviorism and neobehaviorism and the significance of this evolution for modern psychology
7.4 describes the work of Clark Hull
7.5 describes the antecedent influences on Psychoanalysis (including the theory of Monads by Leibnitz, the influences of Darwin, the ideas of Herbart, the techniques of Joseph Breuer, etc.)
7.6 describes the main views of the main Humanistic Psychologists (including Maslow, Rogers, and others)
7.7 describes the emergence of the cognitive revolution and how the prior historical influences discussed in this course led to this revolution


Course Procedure:

When you take a correspondence course, you gives yourself the opportunity to work college course work into your already busy life. Because there are no specific times to be sitting in classroom, or doing homework, or turning in lessons, you can work the course, the course requirements and the exams into your busy life. But this kind of flexibility and freedom comes with a price! It is VERY easy to procrastinate and prioritize everything as more important – in the short-run – than working on your course material. If you have difficulties with procrastination, multi-tasking and time management, this could be an extremely difficult way to take a course. But do NOT give up. You CAN do this!
If you were taking this course on campus you would likely spend about 3 hours per week in classroom listening to lecture, and it is expected that you would spend at least 6 hours per week outside of class reading and completing assignments. Looking at the course outline and the materials for this course can seem a little overwhelming. If, however, you take full advantage of the resources available to you, create a reasonable timeline for completion of assignments and STICK to that timeline, the workload is very manageable. Unlike a face-to-face course where attendance in class is crucial for understanding course material, this course is structured to provide you with all of the materials you need to prepare for the assignments, the assignments are designed to prepare you to complete the exam reviews, and the exam reviews will let you know when you are ready to take the exams.

In addition, every lesson includes Self-Help questions that allow you to check your understanding of course concepts within each lesson BEFORE you complete the assignments. Although the Self-Help questions are not graded, they are helpful in assisting you in knowing how to pace yourself in moving through the material. In other words, if you follow the sequence of the material, do the assignments in order, and stick to your timeline, you should have no trouble in being successful in learning the material and completing the course in a timely fashion.

When you obtain your books and lessons, get started immediately! Schedule time in a nondistracting environment and work regularly. There are twelve lessons. At the beginning of each lesson, I indicate the required readings. I will usually return your lessons to you promptly. If I find mistakes or problems in the way you are answering questions, I will explain them in such a way that you will not continue making them in future lessons. Make sure that your lessons reflect your understanding of the content. It is your demonstration that you understand the content that determines your grade on an assignment, not whether it is grammatically perfect with no editing errors! Do not focus so much on turning in the perfect assignment that you fail to demonstrate that you actually understand the content. The most important thing - stick to your schedule and get the lessons done at a steady pace! If your family keeps interrupting you, tell them how important it is that you stick to your lessons and your schedule.

**Written Assignments:**

Because the primary format of this course is internet-based, written assignments are completed and submitted electronically. Use Microsoft word for completing all assignments. The assignments will be in the form of thought questions that are designed to get you thinking about the material in ways that will prepare you to take the essay exams. For each lesson, you will have at least 5 thought questions to answer. Answer ALL of the questions in the same Word file and include the EXACT thought question as a header and then place your answer directly under that header. For example, in Lesson One, there might be a thought question that asks you to “describe the concept of Dualism and how this concept grew out of primitive people’s noticing that when people sleep they act very different than when they are awake – yet they are NOT dead”. You would include this exact question as your header, and then type your answer under that header:

“**describe the concept of Dualism and how this concept grew out of primitive people’s noticing that when people sleep they act very different than when they are awake – yet they are NOT dead**”

.......insert your answer here.......
Assignments for the course should be submitted via email to the Correspondence Study office. Do NOT send them to me as the instructor. They must be logged in by the office and then sent to me for grading. I will grade them, return them to the Correspondence Office for tracking and then they graded assignment will be sent back to you.

Examinations:

There will be THREE Exams for this course and they will be ALL essay. Prior to each exam, I encourage you to complete the practice essays that will be included at the end of each lesson. The practice essays for Lessons One through Four, will prepare you to take the first exam, the practice essays for Lessons Five through 8 will prepare you to take exam two, and the practice essays for Lessons Nine through Twelve will prepare you to take the third exam. NONE of the exams are comprehensive. All of the exams are closed-book.

You must make a combined average of 60 or better on the three exams to pass the course. Do not send the exam application in the same envelope as your lessons. If you decide to take your exams at Texas State, you may call (512) 245-2322 to schedule an appointment instead of sending in the exam application.

The exams will be VERY similar to the thought questions at the end of each lesson, and will be fuller versions of the practice essay questions provided at the end of each lesson. In other words, the thought questions should prepare you to answer the practice essays and the completion of the practice essays and development of your 3 x 5 inch notecard (see “exam materials” below) should prepare you to take the exams. In the lessons I will frequently give you hints at what I think is most important. The material in the lessons I have written will be covered in the thought questions and the exams. The material will be taken entirely from the Greenwood text and the Powerpoint Lecture notes that I have created and included in each Lesson Discussion. The textbook chapters will provide specifics for the concepts introduced in the powerpoints.

Exam Materials

You WILL be allowed to prepare one 3 x 5 inch notecard (NOT a millimeter larger- but both front and back can be completed covered with material!) with as much information written on the card as you would like and bring that for use during the exam. You can write down any material you want that you believe will be useful to you as you complete the essay exams. You MUST take the exam under proper supervision only.

Grades for the Course:

Grades for this course will be based on your performance on 3 essay exams, 1 course paper, and exit cards (participation points). The final grade will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>3 essay exams X 200 each</td>
<td>600</td>
</tr>
<tr>
<td>Lesson Assignments 12 x 25 pts. each</td>
<td>400</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong> (100%)</td>
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Grading Criteria:
Your course grade will be determined as follows:

Lessons 1-12 = 40%
Exam 1 (after Lesson Four) = 20%
Exam 2 (after Lesson Eight) = 20%
Exam 3 (after Lesson Twelve) = 20%

TOTAL: 100%

The letter grading scale follows:

A Excellent 90-100%
B Good 80-89%
C Average 70-79%
D Poor 60-69%
F Failure 59% or less

Please note that “minus” and “plus” grades are not used as final grades. There is no pass/fail grading option.

Student Learning Outcomes:

The Department of Psychology has adopted student learning outcomes for the undergraduate major, the graduate major, and for all core courses in the major including PSY 4391 – the capstone course. These expected student learning outcomes are available for your review at the following website: http://www.psych.txstate.edu/assessment/. Review the learning outcomes on this website, but do not complete the PSY 4391 assessment online. If you do not have Internet access, you may request a copy of the learning outcomes from the Office of Correspondence Studies. Student learning outcomes will be assessed at two points during this course. These two assessments are mandatory for all students, but the assessments will NOT affect your grade in the course. They are only to assess the department as part of our preparation for reaccreditation with the Southern Association of Colleges and Schools (SACS). Accreditation through SACS is done every ten years and is an important part of making your degree valuable.

The assessments of learning outcomes for PSY 4391 will accompany your second and third exams, and you will return each completed assessment, along with your completed exam, to your exam proctor. You must complete and submit the assessments to receive credit for this course.

Academic Honesty Policy:

"Academic work" means the preparation of an essay, thesis, report, problem, assignment or other project submitted for purposes of grade determination.

"Violation of Academic Honesty" includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion and the abuse of resource materials.

a. "Cheating" means engaging in any of the following activities.
1) Copying from another student's test paper, laboratory report, other report, or computer file, data listings, and/or programs.
2) Using, during a test, materials not authorized by the person giving the test.
3) Collaborating, without authorization, with another person during an examination or in preparing academic work.
4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying or possessing, in whole or in part, the contents of an unadministered test.
5) Substituting for another student or permitting another person to substitute for oneself in taking an examination or preparing academic work.
6) Bribing another person to obtain an unadministered test or obtain information about an unadministered test.

b. "Plagiarism" means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

c. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.

d. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials. Students caught engaging in any of the forms of academic misconduct described on these pages will be disciplined according to the procedures outlined in the Texas State Student Handbook.

The study of psychology is done best in an atmosphere of mutual trust and respect. Academic dishonesty, in any form, destroys this atmosphere. Academic dishonesty consists of any of a number of things that spoil a good student-teacher relationship. A list of academically dishonest behaviors include, but is not limited to: (1) passing off others' work as one's own, (2) copying off of another person's work, (3) doing work for another student, (4) paraphrasing from an outside source while failing to credit the source or copying more than four words in sequence without quotation marks and appropriate citation, (5) turning in the same assignment for credit in two different courses, (6) fabrication of excuses for missing exams or failing to complete an assignment on time.

The Psychology Department faculty believes that appropriate penalties for academic dishonesty should be applied including penalties of up to an "F" in the course and/or prosecution through the Student Justice System (which might result in suspension from the university).

Students are reminded of the University policy for academic misconduct regarding cheating and the Honor Code.

Final Comments:

Your essay exam questions will be built from your practice essays and your practice essays at the end of each lesson will be built from the Self-Help exercises and your written assignments. In some cases the essay questions on the exams will require you to integrate the parts of several assignments and practice essays into answering more comprehensive questions – but the content is all there in those Self-Help exercises, written assignments and practice essays.
After you have answered your Self-Help questions, lay them aside for a while. Then go through the book and grade yourself on your answers. Did you thoroughly answer the question asked? Did you answer ALL elements of the questions being asked? Would someone NOT taking this course be able to understand what you wrote and understand the concepts from your answers? This is an excellent study device! Try it in your other courses!

You may NOT submit written assignment Five for grading until you have taken the first exam, so please do not put off taking this exam as it will delay your ability to begin the second third of the course. Likewise, you cannot submit written assignment Nine for grading until you have taken the second exam. In other words, anything you put off doing will significantly delay your ability to move forward in the course. Written assignments 1-4 MUST be completed before you can take the first exam, the first exam MUST be completed before you can complete written assignments 5-8, written assignments 5-8 MUST be completed before you can take the second exam, and the second exam MUST be completed before you can begin written assignments 9-12. Do the work in order, stick to a schedule, do not put off taking your exams, and you will stay on track, learn the material, be successful and complete your course on time!