1996/97

COURSE OUTLINE

Course: C85F History of Psychology

Professor: Gerald C. Cupchik

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Text:

Evaluation: Midterm and final essay exams plus 15 page term paper. (1/3 1/3 1/3)

Goals of the Course: The course offers an overview of developments in psychology both as a profession and as a discipline. Special attention is given to:

a. the philosophical contributions of the ancient Greeks
b. the emergence of science during the Renaissance
c. French, English and German contributions to psychology
d. major development related to psychology in the 19th Century
e. the founding of experimental psychology
f. schools of psychology including: behaviourism, structuralism, phenomenology, existentialism, functionalism.

(1) General Introduction

Basic problems in psychology:

(1) mind-body
(2) epistemology (science of knowledge)
(3) motivation and ethics

Psychology as a profession and as a discipline:

Reasons for studying the history of psychology.
Resistance to its study in America.
The role of intellectualism in the development of psychology.

(2) Early Developments

1. Animism and prescientific explanation in primitive society
adaptive value of magical and religious behaviour

2. The Ancient Greeks.
The Olympic and Orphic traditions

A. The origins of Naturalism

Developments in Asia Minor (6th Century B.C.)
What conditions favoured these developments?
The beginning of metaphysics and speculation
Ionian physicists: Thales, Heraclitus.
Atomists and the "natural law" (moral order)

Naturalism and the Materialist Doctrine -
Democritus (c.460-c.370 B.C.)

B. The Origins of Antinaturalism

A perspective on transformation and vitalism
The Sophists and the Doctrine of Relativism (Protagoras, c.500-
The Doctrine of Idealism (Plato, 427-347 B.C.) c.410 B.C.).
The Doctrine of Teleology (Aristotle, 384 B.C.-322 B.C.

(3) Some Important Concepts

1. paradigm, normal science, revolutionary science
the Kuhn-Popper controversy on scientific development
2. prescriptions (Watson)
3. Piaget's model of intellectual development.

(4) Scholasticism and the Medieval Spirit (ca. 500-1200 A.D.)

1. The role of authority
2. The role of revelation
3. The church and science

(5) The Renaissance and the Re-emergence of Naturalism
Lemnius (1574): natural causes explain all events
Background factors: exploration, secularized scholarship, etc.

1. Galileo Galilei (1564-1642)

The role of the experiment in science
Critique of Aristotelian metaphysics
The problem of motion

2. Francis Bacon (1561-1626)

A strong statement about the inductive method
Utilitarian approach to science
The problem of creativity in science (a critique of Bacon)

3. Rene Descartes (1596-1650)

Contribution to the mind-body problem (dualism)
Analysis of the reflex
Theory of emotions
Emphasis on the rational method
Contribution to the physical sciences: analytical geometry
Innate knowledge

(6) Science as an Institution

Italy — Scientific societies as court ornaments in Renaissance Italy (1603 and 1657)

France — Salons, Academie Royale des Science (Louis XIV)
Tradition of French statism
Journal (Memoires, 1666)

England — The Royal Society (1660)
Journal (Philosophical Transactions, 1665)

The problem of scientific communication
The artist and the scientist

(7) English empiricism and content psychology
The mechanical model of knowledge

1. Issac Newton (1642-1727)
A comprehensive theory of forces

2. John Locke (1632-1704)
A cognitive theory: the IDEA as a basic unit
Primary and Secondary qualities
Representative realism

3. Bishop George Berkeley (1685-1753)
To Be Is To Be Perceived - Subjective idealism
The synthetic role of the mind
A precursor of Piaget's sensorimotor theory

4. David Hume (1711-1776)
Associationism
Psychological aspects of causality
Early positivist

Critique: Relation of empiricism to modern information theory
Passive aspects of the theory
Relation to Brunswik's lens model

(8) The Scottish School

A critique of empiricism from a unity-of-the-soul viewpoint
Faculty psychology
Object constancy and feedback from muscle movement

(9) German Rationalism and Act Psychology

The role of ACTIVITY in the mind as opposed to CONTENT
The development of national scholarship in Germany

1. Leibnitz (1646-1716)
   The monadology and levels of consciousness
   The unconscious
   Apperception and the importance of clarity in thought

2. Wolff (b. 1679)
   The first psychology texts: psychologia empirica (1734)
   psychologia rationalis (1754)
   Redintegration and memory

3. Kant (1724-1804)
   The structuring of knowledge
   Banishing the soul
   Time and space are innate
   Three mental processes: intellect, feeling, will

(10) Important physiological developments in the 19th C.

1. Sensory and motor nerves functionally and anatomically discrete
2. Reflex action
3. Electrical nature of the nerve impulse
4. Velocity of the nerve impulse
5. Phrenology and the brain

(11) The emergence of experimental psychology

1. The personal equation (reaction time)
2. Role of physiology
3. Gustav Fechner (1801-1887)
   The measurement of sensory experience
4. Wilhelm Wundt (1832-1920)
   The first experimental psychologist

(12) The Schools of Psychology

1. Behaviourism
2. Phenomenology and existentialism
3. Structuralism
4. Functionalism
5. Gestalt