

**HISTORY OF PSYCHOLOGY**  
**C85F**  
**FALL 2006**  
**COURSE OUTLINE**

---

Course:        **PSYC85H History of Psychology**

Professor:    **Gerald C. Cupchik**

Office:        **S634**

Office Hours: **Wednesday: 2:00 - 3:00    Thursday: 12:00 - 1:00**

Telephone:   **(416) 287-7467**

e-mail:        **cupchik@utsc.utoronto.ca**

Text:         **Benjafield, J. *History of Psychology*. Oxford University Press.**

Evaluation:   (1) Midterm test and Final Exam each with 50 multiple choice questions (25 from the text and 25 from the lectures)

(2) 20 page term paper on a topic of your choice relating to the history of psychology

Your final grade is based on: Midterm (1/3), Final Exam (1/3), and Paper (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 developments related to psychology in the 19<sup>th</sup> century.
- e.     The founding of experimental psychology.
- f.     Schools of psychology including: behaviourism, structuralism, phenomenology, existentialism, functionalism, and cognitivism.

(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 (6<sup>th</sup> 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 (ca. 460 - ca. 370 B.C.).

B. The Origins of Antinaturalism

A perspective on transformation and vitalism.

The Sophists and the Doctrine of Relativism

(Protagoras, ca. 500 - ca. 410 B.C.).

The Doctrine of Idealism (Plato, 427-347 B.C.).

The Doctrine of Teleology (Aristotle, 384 - 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) British 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 positivism.

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 19<sup>th</sup> Century.

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.
6. Cognitivism.

## THE PRESCRIPTIONS OF PSYCHOLOGY ARRANGED IN CONTRASTING PAIRS

- ① *Conscious mentalism—Unconscious mentalism* (emphasis on awareness of mental structure or activity—unawareness)
- ② *Contentual objectivism—Contentual subjectivism* (psychological data viewed as behavior of individual—as mental structure or activity of individual)
- ③ *Determinism—Indeterminism* (human events completely explicable in terms of antecedents—not completely so explicable)
- ④ *Empiricism—Rationalism* (major, if not exclusive source of knowledge is experience—is reason)
- ⑤ *Functionalism—Structuralism* (psychological categories are activities—are contents)
- ⑥ *Inductivism—Deductivism* (investigations begun with facts or observations—with assumed established truths)
- ⑦ *Mechanism—Vitalism* (activities of living beings completely explicable by physico-chemical constituents—not so explicable)
- ⑧ *Methodological objectivism—Methodological subjectivism* (use of methods open to verification by another competent observer—not so open)
- ⑨ *Molecularism—Molarism* (psychological data most aptly described in terms of relatively small units—relatively large units)
- ⑩ *Monism—Dualism* (fundamental principle or entity in universe is of one kind—is of two kinds, mind and matter)
- ⑪ *Naturalism—Supernaturalism* (nature requires for its operation and explanation only principles found within it—requires transcendent guidance as well)
- ⑫ *Nomotheticism—Idiographicism* (emphasis upon discovering general laws—upon explaining particular events or individuals)
- ⑬ *Peripheralism—Centralism* (stress upon psychological events taking place at periphery of body—within the body)
- ⑭ *Purism—Utilitarianism* (seeking of knowledge for its own sake—for its usefulness in other activities)
- ⑮ *Quantitativism—Qualitativism* (stress upon knowledge which is countable or measurable—upon that which is different in kind or essence)
- ⑯ *Rationalism—Irrationalism* (emphasis upon data supposed to follow dictates of good sense and intellect—intrusion or domination of emotive and conative factors upon intellectual processes)
- ⑰ *Staticism—Developmentalism* (emphasis upon cross-sectional view—upon changes with time)
- ⑱ *Staticism—Dynamicism* (emphasis upon enduring aspects—upon change and factors making for change)

The overall function of these themes is orientative or attitudinal; they tell us how the psychologist-scientist must or should behave. In short, they have a directive function. They help to direct the psychologist-scientist in the way he selects a problem, formulates it, and the way in which he carries it out.