

CPSE 790R  
History and Systems of Psychology  
Spring 2018

INSTRUCTOR: Richard N. Williams

OFFICE: 392 HC

HOURS: T Th 12:00 - 2:50

PLACE: 355 MCKB

TEXTS: Robinson, D. N. (1981). An intellectual history of Psychology (Third Edition).  
Madison, WI: University of Wisconsin Press.

Other readings may be assigned or provided

COURSE CONTENT: This course will take a “history of ideas” approach to the study of the development of psychology as a discipline and as a historical phenomenon, in the attempt to better understand the system of ideas and scholarly approaches which have come to define the field and its questions today. We will give considerable attention to the philosophical and meta-theoretical assumptions which underlie our current intellectual assumptions, theories, and methods. We will also give some time to examining their historical roots. We will begin by setting the philosophical stage for the sort of historical and critical analysis which is necessary to appreciate the history of psychology. We will then track the history of dominant themes and ideas, up to the present. The final phase will be applying same sort of analysis to present assumptions, theories and methods.

REQUIREMENTS: A) 11 one-page responses to thought questions from course readings B) a final exam. The possible topics will be posted on Learning Suite at the first of the term. The final paper should be no longer than 7 pages. It should reflect your use of at least 3 -5 texts (books or articles) other than those required for the course. The final should reflect your most careful and serious thought and expression regarding “Big Questions.” The weekly essays will be worth 10 pts each, and the final 100 pts.

LEARNING OBJECTIVES: 1) Students will learn and recognize the roots of contemporary theories, ideas and practices in the thought of earlier figures and movements. 2) Students will be able recognize the influence of older ideas on the assumptions on which current ideas and understandings are based. 3) Students will be able apply critical thinking to contemporary models and ideas and understand them in terms of their important assumptions and implications. 4) Students will be able to take a historical perspective on a topic of interest to them in their own professional work.

## Partial Bibliography for History and Systems of Psychology

Boring, E. G. (1950). A history of experimental psychology. (2nd Ed.). Englewood Cliffs, NJ: Prentice-Hall.

Koch, S., & Leary, D. E. (1992). A century of psychology as science. Washington, D.C.: APA Press.

Leahey, T. H. (1987). A history of psychology: Main currents in psychological thought. (2nd Ed.). Englewood Cliffs, NJ: Prentice-Hall.

Rychlak, J. F. (1981). A philosophy of science for personality theory (2nd Ed.). Malabar, FL: Robert E. Krieger.

Slife, B. D., & Williams, R. N. (1995). What's behind the research: Discovering hidden assumptions in the behavioral sciences. Newbury Park, CA: Sage.

Principe, L. M. (2011). The scientific revolution: A very short introduction. Oxford: Oxford University Press.

Williams, R. N., & Robinson, D. N. (2015). Scientism: The new orthodoxy. London: Bloomsbury Academic.