PSYCHOLOGY IN AMERICAN SOCIETY AND CULTURE

American Studies 323, History 303, Psychology 437, & Psychology 527
Spring 2007 / MW 2:45 – 4:00 / RYLH 500
David E. Leary

Ryland Hall 320
804-289-8302
Fax: 804-289-8313
Mail: c/o English Department
Email: dleary@richmond.edu

Office Hours:
M 1:30-2:30 p.m.
W 4:15-5:15 p.m.
F 10:15-11:15 a.m.
& by appointment

Course Description: This course will provide a critical examination of the ways in which American society and culture have influenced the development of modern psychology, and the reciprocal influence of modern psychology upon the social practices and cultural norms of the United States.

Learning Objectives: In addition to learning about the historical relations between modern psychology and its social and cultural context in the United States, I expect you to develop your ability to read with discernment, to think carefully and analytically, to listen with respect and comprehension, to discuss openly and honestly, to work efficiently and productively both alone and in groups, to give adequate attention to detail while showing appropriate creativity, especially as you pursue your research project, and to express yourself articulately both in writing and in conversation.

Learning Process: This course will be run as a seminar. It will depend upon everyone’s active participation. You will be expected to come to class fully prepared to discuss the assigned material. (Please bring the appropriate readings to each class.) You will also be expected to hand in reading reports on reading assignments and to lead one of our seminar sessions during the semester. (Suggested readings are given so that you will know where to follow up on a topic, e.g., if it is relevant to your research project or to the class you will lead.) The other major assignment will be a self-designed research project, which you will be encouraged to present at the Annual A&S Student Symposium on April 20. The significant amount of time spent on this research project will warrant the receipt of 4 credits for this course.

Basic Texts, Required Readings, and Suggested Readings: See the end of syllabus.

Other Course Details: See the syllabus supplement.

Introduction

1/15 General Orientation

1/17 Scholarship on the History of Psychology

1/22 Historiographic Issues in the History of Psychology: I. General Principles

1/24 Historiographic Issues in the History of Psychology: II. Basic Resources
   Required: An assignment for this class will be given to you on 1/22. By this date you should have signed up for a time to meet with me about potential research topics and also signed up for reading assignments and for the day you will lead class. I will make any remaining assignments.
Getting Your Research Project Under Way

1/29  Meet in the Library for a Review of Paper Research Tools
We will meet promptly at 2:45 p.m. at the Reference Desk in Boatwright Library so that social 
science librarian Olivia Reinauer can review research resources with us. In preparation, consider 
your interests, review the topics and references on this syllabus, look through the articles and 
chapters in our two course ‘readers,’ peruse Freedheim’s History of Psychology (2003), review 
the list of “History of Psychology References” posted under “Courses” on my website at 
http://oncampus.richmond.edu/~dleary, look through Storey (2004), chs. 1 & 2, and consult any 
other resources that you wish. After this class, go through the sources relevant to your possible 
project(s) that Olivia has point out to us.

1/31  Meet in Jepson Hall for a Review of Electronic Research Tools
We will meet promptly at 2:45 p.m. in Jepson Hall Room G21 (a computer lab) so that Olivia 
Reinauer can review relevant electronic research tools with us. After this class, you should ask 
yourself the questions listed in Storey (2004), pp. 14-15, continue to gather your bibliography of 
primary and secondary sources, and annotate these sources as illustrated in Storey (2004), pp. 15-
16. (As you consult different sources, be sure that you record all the necessary reference 
information.) In the preliminary proposal that will be due on Friday, February 9, you will be 
asked to separate your secondary sources into (a) useful background reference works and (b) other 
relevant secondary sources, e.g., scholarly articles, chapters, and monographs. Only in rare 
circumstances are general reference works used or cited in research papers, but such works can 
provide helpful historical context and background. For that reason, you should include them in 
the bibliographies you submit on 2/9 and 3/2.

2/5  No Class Meeting: Define Your Topic and Gather & Annotate Your Sources
As you begin reviewing primary and secondary sources, you should peruse Storey (2004), chs. 3 
& 4, on using sources to make inferences. Remember, you will be expected to propose and 
defend a thesis — to make a persuasive argument — in your research paper, not just to talk about 
your topic. This is the standard expectation in historical research, though exceptions are possible, 
as when someone “simply” describes some historical development, event, or fact that has never 
before been recognized. That can be a major scholarly achievement, even without an attempted 
historical explanation.

2/7  Meet in Class to Announce Your Topic and Discuss Your Sources
We will meet in class so that you can report on your topic and the sources you have identified. In 
defining your topic, you should describe your general research interest and then state the more 
specific topic you plan to pursue. For instance, you might be interested generally in the history of 
social psychology and wish, more specifically, to investigate the development of social exchange 
theory or the life and work of a particular social psychologist; or you might be interested 
generally in the relation between psychology and public policy and more specifically in 
psychology’s impact on desegregation or on child-welfare legislation or on affirmative action. In 
discussing your sources, you should indicate reference works that provide helpful background 
information as well as primary and secondary sources that you will use in your paper.

2/9  Due: Written Description of Your Research Interest, Topic, and Sources
By 5:00 p.m. on this Friday, you are to email a brief description of (1) your general research 
interest, (2) the specific topic that you plan to pursue, and (3) your initial bibliography, divided 
into three sections — one on (a) background reference works, another on (b) specific primary 
sources, and yet another on (c) relevant secondary sources (other than reference works) — to 
dleary@richmond.edu and oreinaue@richmond.edu. Include as many annotations of these 
sources as you can. A revised, updated, and more formal proposal, with a tentative thesis and an 
expanded, fully annotated bibliography, will be due on Friday, March 2.
Available: Website for A&S Student Symposium Applications
See http://cygnet.richmond.edu/symposium for information and application procedures for the April 20 symposium. The deadline for applications and abstracts is February 23.

**The Nineteenth-Century Background**

2/12 Mental Philosophy, Mesmerism, Spiritualism, the Mind Cure Movement, New Thought, & Psychical Research

2/14 Phrenology, Psychophysics, Experimental Physiology, & Evolutionism
   Required: Everyone should read O'Donnell (1985a) and then read either O'Donnell (1985b) or O'Donnell (1985d).

**The Transition to the Twentieth Century**

2/19 The Emergence of “the New Psychology”

2/21 Psychology Becomes a Profession

2/23 Deadline for Applications and Abstracts for A&S Student Symposium on April 20
   See http://cygnet.richmond.edu/symposium for information and application procedures for the symposium. (The site also explains how posters are to be made.)

2/26 No Class Meeting: Finish Gathering and Annotating Your Bibliography
   I will be available during my regular office hour and during class time (1:30-4:00) to meet individually with anyone who has something to discuss.

2/28 No Class Meeting: Revise Your Research Proposal
   I will be available during class time and during my regular office hour (2:45-5:15) to meet individually with anyone who has something to discuss.

3/2 Due: Revised Research Proposal & Comprehensive, Fully Annotated Bibliography
   By 5:00 p.m. on this Friday, you should hand in a revised research proposal, including (1) an updated statement of your research topic, (2) the tentative thesis or basic argument that you plan to defend, (3) a summary of your progress-to-date, and (4) a complete listing of the relevant bibliographic sources that you have found, reviewed, and annotated. Divide this bibliography into (a) background reference works, (b) primary sources, and (c) secondary sources (other than background reference works). If necessary, list sources that you have not yet reviewed and annotated, but ideally you will have reviewed and annotated all of your major sources by this time.

3/5 + 3/7 Spring Break
3/12  **Due: Oral Progress Reports on Research Projects**
We will meet in class so that you can share the current status of your research project. Your oral report, about 5 minutes in length, should provide sufficient background so that everyone will understand and learn from your ongoing research. It should specify any problems you have encountered as well as review any significant discoveries you have made along the way. Think of this presentation as an opportunity to teach the rest of us about your research area.

**The Twentieth Century**

3/14  **The Kingdom of Behavior**

3/19  **Expert Knowledge Takes the Place of Moral Concerns**

3/21  **No Class Meeting: Advance Your Research**
I will be available during class time and during my regular office hour (2:45-5:15) to meet individually with anyone who has something to discuss.

3/26  **Testing! Testing! “IQ,” Social Discrimination, and Democracy**
- Required: Kevles (1968) or Minton (1987).

3/28  **No Class Meeting: Outline Your Research Paper**
I will be available during class time and during my regular office hour (2:45-5:15) to meet individually with anyone who has something to discuss.

3/30  **Due: Outline of Your Research Paper**
By 5:00 p.m. on this Friday, you are to hand in an outline of your research paper. In preparation for outlining and eventually writing your paper, be sure to peruse Storey (2004), chs. 5-10. You can do this more or less quickly depending on your previous experience and success in writing papers that present persuasive arguments based on careful analysis of evidence. When you hand in this outline, sign up for an individual meeting to discuss your research progress with me. The sign-up sheet will be on the bulletin board outside my office.

4/2  **The Therapeutic Revolution: Freud Takes Manhattan – But Bostonians Came First**

4/4  **A New Cultural Development: The Cultivation of the Self**

4/9 An Old Social Problem: The Status Quo and the Silenced Majority

4/11 No Class Meeting: Complete Your Research and Start Writing Your Paper
I will be available during class time and during my regular office hour (2:45-5:15) to meet individually with anyone who has something to discuss.

4/16 Public Views and Uses of Psychology

Concluding Your Research Project

4/18 No Class Meeting: Complete the First Draft of Your Research Paper
I will be available during class time and during my regular office hour (2:45-5:15) to meet individually with anyone who has something to discuss. Once again, you should consult Storey (2004), especially chs. 6-9. Remember that you are to use an appropriate style – either APA or AHA style – as discussed in the handout on “Writing Your Research Paper.”

4/20 Due: Draft of Your Research Paper
By 5:00 p.m. on this Friday, those who are not presenting their research in the A&S Student Symposium must hand in a draft of their research paper. Those who are presenting may have until class time on Monday, April 23, if necessary. When you hand in your draft, sign up (on the bulletin board outside my office) for a time to discuss the draft with me. Allow me at least a few days to read and reflect on it.

Annual A&S Student Symposium, Modlin Center, 1:00-5:00 p.m.
It would be nice for all class members – even those who are not among the presenters – to attend this Symposium. This is a good way to acknowledge and support student scholars, whether or not they are in our seminar. See http://cygnet.richmond.edu/symposium for the Symposium’s schedule and program.

4/23 Due: Oral Reports on Research Projects
Reports should be about 10 minutes in length and should aim at teaching as well as reporting. Please note that this class session may run past its normal time limit.

4/25 Due: Oral Reports on Research Projects
Those who did not present on Monday will present their reports at this class meeting. The same instructions apply (see 4/23). This class session may run past its normal time limit.

5/4 Due: Research Papers and Written Reflections on Your Research Experience
By 5:00 p.m. on this Friday, your research paper and your brief, typed reflections on your research experience (one or two paragraphs in length) should be handed in. As you revise
your earlier draft, you should review Storey (2004), ch. 10. Earlier submissions will be appreciated.

Course Readings and Basic Reference Works

The three basic texts are available in the bookstore. Assigned readings are in one of these texts or on e-reserve, as indicated after each listing below. E-reserve readings can be found by going to the UR homepage, clicking on “UR Library Catalog,” then “Course Reserves,” then my name. You should print these readings so that you can mark them up and bring them to class. Suggested readings are in one of our texts, in the library, or available through me, as indicated below. I have listed some reference works that may be useful when you search for a topic or want background information regarding persons, concepts, or other matters that come up in our readings or in your research. The “History of Psychology References” on my website at http://oncampus.richmond.edu/~dleary, which include the addresses of other websites relevant to the history of psychology, may also be useful to you.

Basic Texts


Useful Reference Sources in Boatwright Library

Required Readings


Suggested Readings

Bakan, David (1966a). Behaviorism and American urbanization. Journal of the History of the Behavioral Sciences 2: 5-28. (I have a copy if anyone wishes to see or copy it.)

Bakan, David (1966b). The influence of phrenology on American psychology. Journal of the History of the Behavioral Sciences 2: 200-220. (I have a copy if anyone wishes to see or copy it.)


Bramel, Dana & Ronald Friend (1981). Hawthorne, the myth of the docile worker, and class bias in psychology. American Psychologist 36: 867-878. (Boatwright Journals Section)


Burnham, John C. (1968). On the origins of behaviorism. Journal of the History of the Behavioral Sciences 4: 143-151. (I have a copy if anyone wishes to see or copy it.)


Carson, John (1993). Army Alpha, army brass, and the search for army intelligence. *Isis* 84: 278-309. (I have a copy if anyone wishes to see or copy it.)


Kuklick, Henrika (1980). Boundary maintenance in American sociology: Limitations to academic “professionalization.” Journal of the History of the Behavioral Sciences 16: 201-219. (I have a copy if anyone wishes to see or copy it.)


Richards, Graham (1995). “To know our fellow men to do them good”: American psychology’s enduring


Rosenberg, Rosalind (1982). The new psychology and the new woman (pp. 54-83), Toward a sexless intelligence (pp. 84-113), and The social roots of personality (pp. 114-146). In *Beyond Separate Spheres: The Intellectual Roots of Modern Feminism*. New Haven, CT: Yale University Press. (HQ1410.R67 1982)


Samelson, Franz (1978). From “race psychology” to “studies in prejudice”: Some observations of the thematic reversal in social psychology. *Journal of the History of the Behavioral Sciences* 14: 265-278. (I have a copy if anyone wishes to see or copy it.)


Stocking, George W., Jr. (1965). On the limits of “presentism” and “historicism” in the historiography of the behavioral sciences. *Journal of the History of the Behavioral Sciences* 1: 211-217. (I have a copy if anyone wishes to see or copy it.)


psychology’s problems with race. *American Psychologist* 48: 1132-1140. (Boatwright Journals Section)
