



# Independent Study | in Idaho

**PSYC 415**  
**History and Systems**  
**of Psychology**

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The University of Idaho in statewide cooperation with  
Boise State University — Idaho State University — Lewis-Clark State College

# Course Guide

Independent  
Study | in Idaho

*Self-paced study. Anytime. Anywhere!*

## **Psychology 415 History and Systems of Psychology**

University of Idaho  
3 Semester-Hour Credits

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## **Welcome!**

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Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about lessons, exams, and grading.

## **Policies and Procedures**

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### **Important!**

As you read this section, you will see the following icon:

Use this icon to direct yourself to essential ISI information. Students are responsible for following ISI's policies. Refer to ISI's website at [www.uidaho.edu/isi](http://www.uidaho.edu/isi). If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

## **Course Description**

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History of psychology as a field of scientific inquiry; overview of development of schools of thought, prominent figures, and key theories. Recommended preparation: Two upper-division psychology courses *11 graded lessons, 4 self-study lessons, 3 exams*

## **Course Materials**

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### **Required Course Materials**

- Shultz, Duane P., and Sydney Ellen Schultz. *A History of Modern Psychology*. 9<sup>th</sup> ed. Belmont: Wadsworth Publishing, 2008. ISBN-10: 0-495-09799-3; ISBN-13: 978-0-495-09799-0
- Benjamin, L. T. *A History of Psychology: Original Sources and Contemporary Research*. 3<sup>rd</sup> ed. Blackwell Publishing, 2008. ISBN-10: 1-405-17710-1; ISBN-13: 978-1-405-17710-8

Independent Study in Idaho course materials are available for purchase at the VandalStore (University of Idaho bookstore). Your *Registration Confirmation Email* contains the VandalStore's contact information.

Independent Study in Idaho courses are updated and revised periodically. Ordering course materials from the VandalStore at the time of registration allows you to purchase the correct edition(s) of textbooks, course guides, and supplemental materials. Contact the VandalStore directly for questions regarding course materials that you have ordered.

If purchasing textbooks from another source, refer to the ISBN(s) for the textbook(s) listed for this course to ensure that you obtain the correct edition(s).

## **Course Delivery**

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This course is available online. An electronic course guide is accessible through Canvas at no additional cost. Refer to your *Registration Confirmation Email* for instructions on how to access Canvas.

## **Course Introduction**

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This course will offer an introduction to psychology through the study of its historical development. From psychology's founding as an independent discipline to modern schools of thought, an integrative approach will realize the evolution of the field to its current state.

Since the founding of psychology in 1879, various schools of thoughts and methodologies to psychological inquiry have dominated the times. Vehicles of change that have fostered its growth as a scientific discipline are made evident in the intellectual spirit of the times, contextual factors, and pivotal figures who have promulgated their own theories and subject matters. By integrating these factors, we can develop an understanding of the continuity between various psychological domains and serve to create a

## **Course Objectives**

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- This course will use a historical approach to the study of the development of modern psychology.
- Various schools of thought have dominated throughout the course of psychology's history. Understanding the development of each of these domains through influential contexts, individuals, and events will make evident the relationships between ideas, theories, and research methods within the field of psychology.

## **Lessons**

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### **Overview**

Each lesson includes the following components:

- lesson objectives
- reading assignment
- important terms
- introductory lecture
- written assignment (multiple-choice and essay questions)

There are ten multiple-choice questions worth 1 point each and two essay questions worth 5 points each, for a total of 20 points per lesson. You will be expected to display an understanding of topics and concepts through the writing of a well-developed and thoughtful essay. Essays are expected to be well written and in paragraph format. They should be written in your own words; any quotations should include complete citations in MLA or APA style. **Do not copy from the textbook or any other book.**

### **Self-Study Lessons**

Lessons 1, 8, 11, and 14 are *self-study* lessons, and should not be submitted for grading. The *self-study* lessons include multiple-choice and essay questions similar to those in the graded lessons; these will serve to foster your understanding of the lesson material and prepare you for exams. Answers to the *self-study* lessons are included in the **Self-Study Key** toward the back of this course guide.

### **Study Hints**

- Complete all assigned readings.
- Set a schedule allowing for completion of the course one month prior to your desired deadline. (An *Assignment Submission Log* is provided for this purpose.)
- Webpages and URL links in the World Wide Web are subject to change. If you cannot access a link that has been listed in this course guide, use your favorite search engine (such as Google) to locate the site. To seek assistance or provide any updated information, contact your instructor.

## **Exams**

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### **Overview**

- You must wait for grades and comments on lessons prior to taking each subsequent exam.
- For your instructor's exam guidelines, refer to the *Exam Information* sections in this course guide.

See *Grading* for specific information on lesson/exam points and percentages.

## Grading

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The course grade will be based upon the following considerations:

<u>Graded Lesson s</u>	<u>Points</u>	<u>Percentages</u>
Lessons 2–7	11 lessons;	3.8% (3.845%) each
Lessons 9–10	20 points each	
Lessons 12–13		
Lesson 15		
<b>Total</b>	<b>220</b>	<b>42.3% of 520 points total</b>

<u>Exams</u>	<u>Points</u>	<u>Percentages</u>
Exams 1–3	3 exams; 100 points each	19.2% each
<b>Total</b>	<b>300</b>	<b>57.7% of 520 points total (rounded up)</b>
<b>Course Total</b>	<b>520</b>	<b>100%</b>

<u>Course Grade</u>	<u>Points</u>
A	465–520
B	413–464
C	361–412
D	309–360

The final course grade is issued after **all** lessons and exams have been graded.

Acts of academic dishonesty, including cheating or plagiarism are considered a very serious transgression and may result in a grade of F for the course.



Refer to the *ISI Policies and Procedures* for information about confidentiality of student grades, course completion, time considerations, and requesting a transcript.

## About the Course Developer

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Your course developer is Catherine Hamilton Kolomitz, an industrial/organizational psychologist. In 2005, she received her B.A. in psychology and a minor in interdisciplinary organizational studies from Arizona State University. She then went on to receive her M.S. in psychology from the University of Idaho in 2008. She now applies her background of psychological principles, research, and methods to organizational problems.

## Contacting Your Instructor

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Instructor contact information is available in Canvas.

## Disability Support Services

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Refer to the *ISI Policies and Procedures* for information on *Center for Disability Access and Resources (CDAR)*

## Assignment Submission Log

- Shultz, Duane P., and Sydney Ellen Schultz. *A History of Modern Psychology*. 9<sup>th</sup> ed. Belmont: Wadsworth Publishing, 2008. ISBN-10: 0-495-09799-3; ISBN-13: 978-0-495-09799-0
- Benjamin, L. T. *A History of Psychology: Original Sources and Contemporary Research*. 3<sup>rd</sup> ed. Blackwell Publishing, 2008. ISBN-10: 1-405-17710-1; ISBN-13: 978-1-405-17710-8

Lesson	Chapter	Reading	Written Assignment	Date Submitted
1	1	Schultz and Schultz, pages 1–26 Benjamin, pages 11–17	<i>Self-study</i>	<b>Do not submit.</b>
2	2	Schultz and Schultz, pages 27–62 Benjamin, pages 32–37	Multiple-choice; essay questions	_____
3	3	Schultz and Schultz, pages 63–88	Multiple-choice; essay questions	_____
4	4	Schultz and Schultz, pages 89–120 Benjamin pages 58–63	Multiple-choice; essay questions	_____
5	5	Schultz and Schultz pages 121–141 Benjamin, pages 135–141	Multiple-choice; essay questions	_____
<b>It is time to take Exam 1.</b>				
6	6	Schultz and Schultz, pages 142–175 Benjamin, pages 153–167	Multiple-choice; essay questions	_____
7	7	Schultz and Schultz, pages 176–219 Benjamin, pages 84–87	Multiple-choice; essay questions	_____
8	8	Schultz and Schultz, pages 220–265 Benjamin, pages 202–210	<i>Self-study</i>	<b>Do not submit.</b>
9	9	Schultz and Schultz, pages 266–294	Multiple-choice; essay questions	_____
10	10	Schultz and Schultz, pages 295–326 Benjamin, pages 259–264	Multiple-choice; essay questions	_____
<b>It is time to take Exam 2.</b>				

<b>Lesson</b>	<b>Chapter</b>	<b>Reading</b>	<b>Written Assignment</b>	<b>Date Submitted</b>
<b>11</b>	11	Schultz and Schultz, pages 327–363 Benjamin, pages 281–285	<i>Self-study</i>	<b>Do not submit.</b>
<b>12</b>	12	Schultz and Schultz, pages 364–398	Multiple-choice; essay questions	_____
<b>13</b>	13	Schultz and Schultz, pages 399–445 Benjamin, pages 228–233	Multiple-choice; essay questions	_____
<b>14</b>	14	Schultz and Schultz, pages 446–489	<i>Self-study</i>	<b>Do not submit.</b>
<b>15</b>	15	Schultz and Schultz, pages 490–519 Benjamin, pages 402–408	Multiple-choice; essay questions	_____
<b>It is time to take the Final Exam.</b>				



## Lesson 1

### *Self-Study: The Study of the History of Psychology*

(Please note this is a *self-study* lesson; it is not to be submitted.)

#### **Lesson Objectives**

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After successfully completing this lesson, you should understand:

- 1.1 How historiography is used to study the origins of psychology
- 1.2 Issues historians encounter with the data of history
- 1.3 The contextual forces that have shaped psychology
- 1.4 How different schools of thought emerge

#### **Reading Assignment**

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Schultz and Schultz, Chapter 1, pages 1–26

Benjamin, pages 11–17: “Archival Research, Oral History, and Quantitative Methods”

#### **Important Terms**

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historiography

Zeitgeist

personalistic theory

naturalistic theory

#### **Lecture**

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The history of psychology is an integrative approach to a better understanding of the relationships of ideas, theories, and research present in modern psychology today. Schultz and Schultz provide an in-depth look into pertinent events and the lives of influential individuals throughout the development of psychology. Further analysis and archival documents from the Benjamin text expand on concepts and ideas discussed in related chapters.

Chapter 1 in Schultz and Schultz introduces the origins of psychology through the method of **historiography**. This method of inquiry and analysis is perplexed with a set of potential errors and biases. Due to this, the study of history is never complete, but is dynamic in its revisions, corrections, enhancements, and re-interpretations. Chapter 1 in Benjamin provides a deeper look into the typical methods used in historical research and the difficulties researchers face in conducting historical investigations.

Schultz and Schultz consider the context in which history develops, which includes the prevailing ideas and culture of the time. This is better known as the **Zietgeist**, or, **intellectual climate** during a given time period. They further consider what impact contextual factors such as the economy, politics, and society have with respect to historical contributors and events. As will become evident in later readings, these forces have all served to shape the development of modern psychology as we know it today.

A discussion of personalistic and naturalistic theory will further your understanding of the importance that individual contributors have on psychology, often decades after their research and theories were developed. Finally, the chapter delves into a discussion of how scientific fields evolved due to paradigmatic shifts within various schools of thought. These schools of thought serve as the basis for the rest of the text. By understanding these paradigms, you will discover how psychology has evolved into the integrated field that exists today.

## **Written Assignment (Self-Study)**

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**Note:** The questions in this *self-study* lesson are meant to be a study aid for you. Multiple-choice answers are provided in the *Self-Study Key* toward the back of this course guide. Essay questions presented in *self-study* lessons represent pertinent concepts presented in the chapter. Answers to the essay questions are not provided in the *Self-Study Key*, but you will be provided with reference pages to Schultz and Schultz.

### **Multiple-Choice Questions (Do not submit this lesson.)**

1. Scientific data differs from the data of history in that scientific data \_\_\_\_\_.
  - a. can be replicated through scientific research methods.
  - b. can be biased due to a researcher's self-serving intentions.
  - c. is often based on research studies from other countries in which the meaning of concepts and theories were lost in the language translation.
  - d. is often fragmented when collected over long periods of time.
2. The meaning of Freud's concept of free association is a term that has been lost in translation. Which of the following terms would better represent what Freud meant to imply?
  - a. connection
  - b. suggestion
  - c. intermission
  - d. intrusion
3. Errors of recall and bias are issues of unreliability in which of the following historical research methods?
  - a. archival
  - b. quantitative
  - c. oral
  - d. quasi-experimental
4. The goal of citation analysis is to \_\_\_\_\_.
  - a. identify the influence of particular publications on other writings in the field.
  - b. identify general ideas that are characteristic of a class of individuals.
  - c. identify the inter-reliability between judges on the categorization of information.
  - d. None of the above
5. Which of the following subjects were **NOT** expanded by WWI and WWII in the field of applied psychology?
  - a. personnel selection
  - b. psychological testing
  - c. engineering psychology
  - d. None of the above
6. Critics of the \_\_\_\_\_ theory suggest that an individual may be limited in influencing change and progress if his/her discoveries or ideas are rejected by a society in one time and place yet received and supported in later generations.
  - a. naturalistic
  - b. collectivistic
  - c. personalistic
  - d. None of the above

7. According to naturalistic theory, which of the following is **NOT** a possible factor in whether or not a culture is receptive to an idea or discovery in a given time and place?
  - a. Dominant theoretical positions may inhibit considerations of new viewpoints.
  - b. Methods of investigation may be inhibited by the Zeitgeists of the times.
  - c. Findings contradictory to mainstream thinking may be unpublished in scientific journals.
  - d. None of the above
  
8. Wilhelm Wundt was a \_\_\_\_\_ who defined the goals, subject matter, and research methods of the new field of psychology.
  - a. physiologist
  - b. psychologist
  - c. philosopher
  - d. philanthropist
  
9. In which stage of scientific development is psychology at this time?
  - a. paradigmatic
  - b. preparadigmatic
  - c. postparadigmatic
  - d. All of the above
  
10. Within the scientific development of a field, the paradigmatic school of thought occurs when \_\_\_\_\_.
  - a. viewpoints are fragmented with no dominant school of thought
  - b. a few schools of thought are accepted as dominant views
  - c. it has become accepted that there will never be one dominant school of thought
  - d. viewpoints and positions come together to form a unified school of thought

### Essay Questions

1. List and describe some of the issues and/or concerns surrounding the use of historical data.
2. Discuss why the naturalistic view of historical development is perceived as a more sufficient theory than the personalistic view.