

**COURSE APPROVAL DOCUMENT**  
Southeast Missouri State University

Department:   Psychology  

Course No.   PD527  

Title of Course:   History of Psychological Thought  

Date:   August 1, 2015  

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Please check: X  New  
                   Revision

I. Catalog Description (Credit Hours of Course): The course is a survey of philosophical, scientific, sociopolitical, and cultural backgrounds of psychological eras and movements.(2)

II. Co- or Prerequisite(s):

III. Purposes or Objectives of the Course (optional):

- 1) Describe the historical context of different stages of psychological thought from the pre-philosophy era to post-modernism.
- 2) Understand fundamental ideas of psychology and the views of prominent theorists.
- 3) Describe the role of social discourse in the transformation of psychological thought and its implications for psychology as an institution that produces knowledge.

*Add additional Objectives as needed*

IV. Student Learning Outcomes (Minimum of 3):

- 1) The student will describe how social context (e.g., culture) and social discourse influence psychological thought and the ways that new knowledge about psychology can be pursued.
- 2) The student will describe how past and current theorists have thought about gender and its influence on psychological development.
- 3) The student will describe how historical context has influenced the development of psychological thought, providing specific examples.

*Add additional SLOs as needed*

V. Optional departmental/college requirements:

- A.
- B.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

- A. See syllabus attached.
- B.
- C.

Please Attach copy of class syllabus and schedule as an example

Signature: \_\_\_\_\_  
                  Chair

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
                  Dean

Date: \_\_\_\_\_

**PONCE HEALTH SCIENCES UNIVERSITY  
CLINICAL PSYCHOLOGY PSY.D. PROGRAM**

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**SYLLABUS**

<b>COURSE TITLE</b>	History of Psychological Thought <sup>1</sup>
<b>CODING</b>	PSY 527
<b>CREDIT HOURS</b>	2 credits
<b>CONTACT HOURS</b>	30
<b>PREREQUISITE</b>	None
<b>PROFESSOR</b>	<b>Job Description: Social Bases of Behavior</b>
<b>TEACHING ASSISTANT</b>	
<b>OFFICE HOURS</b>	
<b>EMAIL ADDRESS</b>	
<b>SEMESTER</b>	

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**COURSE DESCRIPTION:**

This course provides a survey of the history of Psychology with emphasis on the philosophical, scientific, sociopolitical and cultural background of each psychological era/movement. The manifestation of the innate vs. environmentalist approaches throughout history will serve as the frame of reference to the analysis of theories and school of thought. Specific philosophical and scientific issues germane to clinical practice will be discussed including the history of the mind-body dualism. Principles of the Philosophy of Science as they apply to psychological thought, theory building and psychometrics will be presented.

The course will end with an overview of the systems that have most impacted the field of psychology during the last few decades including: humanism, cognitive, systems theory, cybernetics, constructivism, etc.

**GENERAL OBJECTIVE:**

The general objective is to expose students to the historical background of psychology as science.

**SPECIFIC OBJECTIVES:**

At the end of the course students will be able to:

- Describe the historical context of different stages of psychological thought from the pre-philosophy era to post-modernism.
- Be familiarized with the fundamentals of the psychology and its most prominent theorists.
- Describe the role of social discourses in the transformation of psychological thought and its implication to psychology as an institution that produce knowledge.
- Recognize the particularities of psychology in Puerto Rico, Latin America, United States and the rest of the world.
- Be familiarized with the first generation of women psychologist and the development of the psychology of women.

**COURSE OUTLINE:**

**I. Introduction**

- a. What is History?
  - History and historian
- b. Definition and discussion on the importance of:
  - Science and Philosophy
  - History
  - Paradigms
  - Social discourses
  - Epistemology
- c. History of Psychology

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<sup>1</sup> Adaptado de prontuario maestro PSM.

**Objective:** To reflect on the importance of history social discourses and paradigms in science.

**Readings:**

Braunstein, N. (1984). ¿Cómo se constituye una ciencia? *Psicología, ideología y ciencia*. México: Siglo XXI.

Braunstein, N. (1984). ¿Qué entienden los psicólogos por psicología ? *Psicología, ideología y ciencia*. México: Siglo XXI.

Brennan, J. F. (1999). *Historia y sistemas de la Psicología*. México: Prentice Hall.

Leahey, T.H. (2005). *Historia de la psicología: Principales corrientes en el pensamiento psicológico*. [6ta Ed.] España, Pearson Educación.

Rosa, A., Huertas, J.A. & Blanco, F. (1996). *Metodología para la historia de la psicología*. Madrid, España: Alianza Editorial.

Sánchez, T. (2004). “¿Para qué una historia de una disciplina? Reflexiones sobre las funciones de la historia de la Psicología. *Papeles Salmantinos de Educación*, 3 345-358.

**II. Topic 1: From pre-philosophy to pre-modernism**

- a. The role of the East in the transformation of the psychological thought
  - Persia
  - India
  - China
- b. Fundamentals of philosophy: An overview of the Greek legacy
  - Plato
  - Socrates
  - Aristoteles
- c. Medieval Era and Renaissance
  - Rome (Stoicism, Neo-Platonism)
  - Christianity
  - Middle Age

**Objective:** Describe the historical context of different stages of psychological thought from the pre-philosophy era to Renaissance.

**Readings:**

Brennan, J. F. (1999). *Historia y sistemas de la Psicología*. México: Prentice Hall.

Leahey, T.H. (2005). *Historia de la psicología: Principales corrientes en el pensamiento psicológico*. [6ta Ed.] España, Pearson Educación.

Tortosa, F. & Civera, C. (Eds.). (2006). *Historia de la Psicología*. España: McGraw Hill Interamericana.

**III. Topic 2: Science and the Modernism**

- a. The idea of scientific progress
  - Bacon
  - Galilee
  - Kepler
  - Newton
- b. Reconstruction of philosophy
  - Spinoza
  - Descartes

- c. Traditions:
  - French
  - English
  - Germany

**Objective:** To identify the most important theorists of Modernism.

**Readings:**

Brennan, J. F. (1999). *Historia y sistemas de la Psicología*. México: Prentice Hall.

Leahey, T.H. (2005). *Historia de la psicología: Principales corrientes en el pensamiento psicológico*. [6ta Ed.] España, Pearson Educación.

Tortosa, F. & Civera, C. (Eds.). (2006). *Historia de la Psicología*. España: McGraw Hill Interamericana.

**IV. Topic 3: Fundaments of Psychology in the Twenty century**

- a. Natural Science
  - physiology
  - psychophysics
  - evolution
- b. Human Science
  - Brentano
  - Stumpf
  - Külpe
- c. Introduction to specific schools of thoughts:
  - Structuralism (Wundt, Titchener)
  - Pragmatism (William James)
  - Functionalism (Dewey, Cattell, Thorndike)
  - Gestalt (Wertheimer, Köhler, Koffka)
  - Psychoanalysis (Freud, Adler, Jung, Horney, Sullivan, Erikson)
  - Behaviorism (Pavlov, Watson, Tolman, Skinner)
  - Existentialism/Humanism (Allport, Bühler, Maslow, May, Rogers)

**Objective:** To discuss the fundaments of psychology and to identify the most recognized schools of thoughts.

**Readings:**

Brennan, J. F. (1999). *Historia y sistemas de la Psicología*. México: Prentice Hall.

Leahey, T. (1982). *Historia de la psicología*. Madrid, España: Editorial Debate.

Leahey, T.H. (2005). *Historia de la psicología: Principales corrientes en el pensamiento psicológico*. [6ta Ed.] España, Pearson Educación.

Tortosa, F. & Civera, C. (Eds.). (2006). *Historia de la Psicología*. España: McGraw Hill Interamericana.

**V. Topic 4: Psychology and Postmodernism**

- a. The constructivistic approach and its implication for science and psychology
- b. Role of the subjectivity
- c. De-construction and re-construction of the psychological thought

**Objective:** To describe the historical context for the emerging of postmodern thought.

## **Readings:**

Brennan, J. F. (1999). *Historia y sistemas de la Psicología*. México: Prentice Hall.

Ibañez García, T. (1994). La construcción del conocimiento desde una perspectiva socioconstruccionista. *AVEPSO*, 6, 38-48.

Leahey, T.H. (2005). *Historia de la psicología: Principales corrientes en el pensamiento psicológico*. [6ta Ed.] España, Pearson Educación.

## **VI. Topic 5: Psychology in Latin America and other parts of the world: An overview**

- a. A brief introduction of the history of the psychology in Latin America and around the world.

**Objective:** To recognize the particularities of psychology in Latin America and around the world.

### **Readings:**

Alvarez Salgado, Ana I. (2000). History of psychology in the Caribbean. *Interamerican Journal of Psychology*, 34, 235-256.

American Psychological Association (APA). (2005). A selected bibliography on the history of Hispanic American psychology. APA Office of Ethnic Minority Affairs. Washington, DC: Author.

Ardila, R. (1986). *La psicología en América Latina: Pasado, presente y futuro*. México: Siglo XXI.

De la Torre, C. (1995). *Psicología latinoamericana: Entre la identidad y la dependencia*. Hato Rey, PR: Publicaciones Puertorriqueñas.

Marin, G., Kennedy, S., & Campbell, B. (1987). *Latin American psychology: A guide to research and training*. Washington, DC: American Psychological Association.

Sanchez Sosa, J.J. , & Valderrama, P. (2001). Psychology in Latin America: Historical reflections and perspectives. *International Journal of Psychology*, 36, 384-394.

## **VII. Topic 6: The role of women in the history of Psychology**

- a. A brief introduction on the history of the role of women in psychology and the development of the psychology of women.

**Objective:** To learn about the role of women in the development and progress of psychology throughout the years.

### **Readings:**

Furumoto, L. & Scarborough, E. (1986). Placing women in the History of psychology. *American Psychologist*, 41, 35-42.

Milar, K. S. (2000). The first generation of women psychologists and the psychology of women. *American Psychologist*, 55 (6), 616-619.

Minton, H.L. (2000). Psychology and gender at the turn of the century. *American Psychologist*, 55 (6), 613-615.

Riger, S. (1992). Epistemological debates, feminist voices: Science, social values, and the study of women. *American Psychologist*, 47(6), 730-740.

### **STUDENT EVALUATION CRITERIA:**

Evaluation of the student performance will be based on:

- Class participation (10%)
- Oral presentation (20%)
- Mid-term Test (30%)
- Final Paper (40%)

### **EVALUATION CRITERIA DESCRIPTIONS:**

**Class participation:** Attendance, punctuality, homework, and class work.

**Oral presentation:** (100 points) It will include three options:

- Panel
- Biography
- Debate

Students must hand to the professor a written document on the subject. It has to be written in computer, double space, with references included (at least 3 references), using APA style and the audio-visual material (if apply).

**Mid-term Test:** (100 points) It will be include questions regarding topics discussed from “Introduction” to “Topic 3”.

**Final Paper:** (100 points) Paper about the historical development of a psychological concept.

\*\*Note: The professor could give a quiz at any given time

### **TEACHING STRATEGIES AND ACTIVITIES:**

- Lectures
- Visual resources
- Class discussions of readings
- Students expositions of topics assigned by the professor

### **RESOURCES:**

- Library (journals, chapter readings, books, and other relevant material)
- Visual aids
- Textbooks and other suggested readings

### **OTHER IMPORTANT INFORMATION**

#### Diversity Statement

Diversity relates to the acknowledgement of the human condition in all manifestations; its similarities and differences. Diversity seeks to understand different biopsychosocial experiences. It strives towards the human values of equality, respect, and acceptance, within a multicultural world whose boundaries have been overshadowed by technology and globalization. Diversity is the antithesis to oppression in all its manifestations (e.g. sexism, racism, exploitation) and to discrimination in any form, including discrimination due to sexual orientation, physical (dis) Abilities, socioeconomic status, worldviews, places of origin, cultural orientation, primary language, or to any other human characteristic, preference or state.

The notion of diversity is central to the study of human behavior. It requires the development of self-awareness of prejudiced attitudes. It includes understanding of differences in worldviews associated to the psycho-cultural and psycho-economic background of recipients of psychological services. Our training

program promotes the awareness of subtle and “invisible” prejudice (e.g. homophobia) acquired during formative years.

#### Request for Reasonable Accommodations

Students in need of accommodation based on the impact of a disability should contact the professor privately to discuss the specific need. Students with documented disabilities should contact the Academic Deanship Office to coordinate reasonable accommodations.

#### Attendance Policy

After three absences for a 3 credit course, or 2 absences for a 2 credit course, the student will automatically be dropped from the class unless the professor recommends otherwise. The complete institutional attendance policy is included in the Appendix.

#### Honor Code Reminder

Any violation of the ethical dispositions of our institution or program will be automatically referred to the corresponding authorities. For the present course, plagiarism may lead to obtaining a grade of “0” on the plagiarized work and this would most probably lead to a failing grade in the course. Students found to violate this policy may be referred to the institutional Promotions Committee with a recommendation of dismissal from the program. The complete plagiarism policy is included in the Appendix.

#### Note

This syllabus is a guide and is subject to change according to circumstances that may arise during the semester. Students are responsible for all announced changes in the syllabus.

#### **TEXTBOOK:**

Brennan, J. F. (1999). *Historia y sistemas de la Psicología*. México: Prentice Hall.

#### **BIBLIOGRAPHY:**

Alvarez Salgado, Ana I. (2000). History of psychology in the Caribbean. *Interamerican Journal of Psychology*, 34, 235-256.

American Psychological Association (APA). (2005). A selected bibliography on the history of Hispanic American psychology. APA Office of Ethnic Minority Affairs. Washington, DC: Author.

Ardila, R. *La psicología en América Latina: Pasado, presente y futuro*. México: Siglo XXI.

Braunstein, N. (1984). ¿Cómo se constituye una ciencia? *Psicología, ideología y ciencia*. México: Siglo XXI.

Braunstein, N. (1984). ¿Qué entienden los psicólogos por psicología? *Psicología, ideología y ciencia*. México: Siglo XXI.

Brennan, J. F. (1999). *Historia y sistemas de la Psicología*. México: Prentice Hall.

Bunge, M. (1981). *Epistemología*. Barcelona, España: Ariel

Furumoto, L. & Scarborough, E. (1986). Placing women in the History of psychology. *American Psychologist*, 41, 35-42.

Ibañez García, T. (1994). La construcción del conocimiento desde una perspectiva socioconstruccionista. *AVEPSO*, 6, 38-48.

- Jing, Q., & Fu, Xiaolan, F. (2001). Modern Chinese psychology: Its indigenous roots and international influences. *International Journal of Psychology*, 36, 408-418.
- Kvale, S. (1992). *Psychology and postmodernism*. Thousand Oaks, CA: Sage.
- Lakoff, G. & Johnson, M. (1999). *Philosophy in the Flesh: The embodied mind and its challenge to western thought*. New York: Basic Books.
- Leahey, T. (1982). *Historia de la psicología*. Madrid, España: Editorial Debate.
- Milar, K. S. (2000). The first generation of women psychologists and the psychology of women. *American Psychologist*, 55 (6), 616-619.
- Minton, H.L. (2000). Psychology and gender at the turn of the century. *American Psychologist*, 55 (6), 613-615.
- Murphy, K. & Davidshofer, C. (1997). *Psychological testing: Principles and Applications*. Englewood Cliffs: NJ: Prentice Hall
- Oyama, T., Sato., & Suzuki, Y. (2001). Shaping of scientific psychology in Japan. *International Journal of Psychology*, 36, 396-406
- Riger, S. (1992). Epistemological debates, feminist voices: Science, social values, and the study of women. *American Psychologist*, 47(6), 730-740.
- Sanchez Sosa, J.J. , & Valderrama, P. (2001). Psychology in Latin America: Historical reflections and perspectives. *International Journal of Psychology*, 36, 384-394.

<http://psychclassics.yorku.ca/>

<http://www.marxists.org/archive/vygotsky/works/crisis/index.htm>

## **APPENDIX**

### **INSTITUTIONAL ATTENDANCE POLICY**

Attendance at lectures and laboratory exercises is mandatory unless excused because of illness or by previous authorization of the professor in charge of the course. Each department will decide the relative weight to be given to the attendance in calculating the final grade.

Attendance to clinical activities involving patients, patient models, and similar types of activities is considered part of the students' professional responsibility and is mandatory. Absence may be excused after the student consults with the respective department chairperson. Three unexcused absences may adversely affect the final grade for a course.

Incomplete work due to illness or other serious circumstances during the course will be handled according to departmental policies, which must be provided to the students in writing at the beginning of each term. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates.

### **PROGRAM POLICY ON ACADEMIC HONESTY AND PLAGIARISM**

There are different ways in which a student may incur in one of the various forms of academic dishonesty. Lack of knowledge does not justify academic dishonesty as common sense usually helps to prevent potentially problematic situations. In case of doubt, the standards of academic honesty call for the student to ask the professor or advisor. The most frequent form of academic dishonesty is plagiarism. According to the Random House Webster's college Dictionary plagiarism is: "the unauthorized use of the language and thoughts of another author and the representation of them as one's own. 2. something used and represented in this manner".

Our faculty recognizes that plagiarism in any of its forms and/or manifestation is a serious offense both in the academic and the professional world. Some of the acts that constitute plagiarism are:

- a. using words or thoughts of authors without giving due credit.
- b. presenting work done for one course to fulfill the requirements of another course (self-plagiarism).
- c. taking credit for phrases or ideas of other authors to produce a collage of ideas that have not been created by the student.
- d. not using quotation marks to identify the exact words of an author.
- e. taking information from Internet without citing the source.
- f. buying papers from the Internet or from other sources.
- g. Using another student's paper or clinical report to satisfy course requirements.

Each professor will evaluate alleged cases of academic dishonesty and will proceed to deal with each case according to institutional policies and procedures.