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Psychologist-Historians: Historying Women & Benevolent Sexism

A THESIS

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Dedication

This thesis is dedicated to Janet Holliday, my mother, not because she gave birth to me but because since that day she has refused to give up on me and to my stepfather Larry Holliday who made it possible for her to do so. It is also dedicated to my father Franklin Vaughn who, in life and death, never let me give up. They gave and give me both my strength and courage. It is only through their love that I have a voice.

Last but never least, this thesis is also dedicated to all the women of psychology, past and future, with the promise that I will use my voice to assure that the world is aware of yours.

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Running head: HISTORYING WOMEN & BENEVOLENT SEXISM

Psychologist-Historians: Historying Women & Benevolent Sexism

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Abstract

Scarborough (2005) noted that having accepted the inadequate recognition of women in the history of psychology, we have so far failed to explore the contexts in which that deficit occurred. One way to examine this phenomenon is via analysis of the cultural influences on psychologist-historian authors regarding general trends of benevolent and hostile sexism through the lens of women's perceived place in society at the time of a text's publication. The present study analyzed 55 American History of Psychology textbooks published between 1900 and 2007. Significant trends in feministic cultural periods were found to coincide with the decrease of the inclusion of women in texts (hostile sexism). The per decade analysis shows that while inclusion has increased across time it has only increased from 2.87% in 1900 to 7.95% in 2007. Additionally, in a second analysis, passages were sampled from all 11 decades to assess reader's perceptions of linguistic implications of gender difference when gender identifiers had been removed. A discernable difference was detected that increased during the aforementioned feministic cultural periods (benevolent sexism). These results suggest that while psychologist-historians are improving at 'doing' gender that we can still do it better.

Psychologist-Historians: Historying Women & Benevolent Sexism

"Men have singled out women of outstanding merit and put them on a pedestal to avoid recognizing the capabilities of all women."

Huda Shaarawi, writer and women's rights organizer 1924, Egypt

"Although they are only breath, words which I command are immortal"

Sappho c. 610-640 B.C. Greece

Scarborough's 2005 article *Constructing a Women's History of Psychology* explains that, having accepted the inadequate recognition of women in the history of psychology, we have so far failed to explore the contexts in which that deficit occurred. One way to examine this phenomenon is via analysis of the cultural influences on historian-authors regarding general views through the lens of women's perceived place in society at the time of a text's publication (Gill, 1995; Pfister, 1997). I will be using this lens to discuss how sociocultural/political shifts, that is, the status-determinative perceptions of women as indexed by political action, coincide with women's inclusion and contextual treatment in the evolution, or de-evolution, of History of Psychology textbooks over the last 100 years.

Why we care about the place of women in the history of psychology.

If a discipline's historians are indeed their storytellers, would we not be concerned both with which stories we choose to tell and also the way in which those stories are told? The American Psychological Association 1995 Task Force on Representation in the Curriculum of the Division reported that

The ideas of a "neutral observer" and "value free" science are ones whose time have passed. The feminist critique of how science has been conducted reveals omissions, distortions, and suppression of information. Feminist researchers have been instrumental in pointing out that science is done by humans and is inescapably affected by the historical, political, and social context in which such research takes place. (Madden, et al., p.5)

The same can be said for the psychologist historian and the reporting of history. In her book *Gender Trouble* (1990), Butler, a feminist scholar, explained the value of denaturalizing the dialogical myth of gender. Specifically, she called for a “proliferation of constitutive categories that seek to keep gender in its place by posturing as the foundational illusions of identity” (p. 46). This approach was an attempt to explain not only that the devil was in the details but also in the language with which the details had been constructed. Markovic (2003) further interpreted Butler’s stance as

Instead of understanding gender as 'being' or 'having' (as traditional feminists did), Butler defines it as 'doing'. Taking over Austin's term 'performativity' from philosophy of language, Butler expands its meaning from speech acts to all social acts performed by men and women: 'Gender is the repeated stylization of the body, a set of repeated acts within a rigid regulatory frame which congeal over time to produce the appearance of substance of a "natural" kind of being' (Butler 1990:33). Understood in this way, gender is to be constructed over and over again at different times in different situations through the subject's acts but never on its own – always in relation with other characteristics of a subject: 'gender is [...] always constituted coherently or consistently in different historical contexts, and gender intersects with racial, class, ethnic, sexual, and regional modalities of discursively constituted identities. As a result, it becomes impossible to separate out "gender" from the political and cultural intersections in which it is invariably produced and maintained. (p. 404)

The “action” of cultural gendering is visible within both the individual psychologist and psychology’s historical recountings. The act of historicizing by its very nature replicates the cultural norms of genderization from the period in which it records and from which it was

written. The historical period in question is often reflected in *what is said* while the presentistic, that is, a traditional historicizing evaluating the past through the lens of the present, influence subtly appears in *how it is said*. While psychologist-historians are amply aware of *what* is said regarding the historical cultural construction of gender, they are too often blissfully unaware of the implications of the *manner* in which the value of that information is conveyed.

It is easily understood that omission and denigration of women are forms of hostile sexism; but can the same be said for placing a woman on a pedestal or, in the case of many textbooks, in a box on page 27? Can praise be sexist? Butler (1990) indicates that there can be a manipulative nature to such positive linguistic dissemination and its representation of the imbalance of power within a given culture. The question to be explored in this analysis is whether the gender imbalance of American culture is reflected in a similar imbalance in the language (overtly hostile to overtly positive) in the overall inclusion of women in the History of Psychology textbooks.

This research offers a psychological looking glass on those devilish details and their reflection upon the psychological science underneath. It is the psychologist-historian's professional duty to not only describe a particular historical event but to do so in a critical manner revealing the cultural and historical biases in which that event developed (See Fox & Prilleltensky, 2001). Psychologist-historians have deployed this critical approach in many areas of historical research, but the same cannot be said for author's chosen form of gender inclusion in mainstream texts (e.g. the highlight "box," or the chapter dedicated exclusively to women). Lott (1991) showed that inclusion alone is not sufficient. To avoid the dangers of the 'exceptional' women only construct, we must also account for the way in which women are included.

In terms of raw numbers, the discipline of psychology has become unequivocally female-

dominated over the last thirty years. We continue, however, to negate – omit – denigrate – diminish and glorify the value of psychology’s foremothers and by such acts of “miss”-representation, its current female members. Additionally, the majority of historically based undergraduate courses are taught using the textbooks in question, even occasionally as primary sources. The Madden, et al. (1995) Task Force report showed “students are less likely to relate to a science that does not acknowledge their existence or concerns. Irrelevant material is less meaningful and therefore harder to learn and apply to daily living” (p.1). Linguistic instances of sexually discriminative discourse, be it positive or negative in form, do an immeasurable disservice to the profession and its practitioners. This semi-unintentional professional victimization is unlikely to be refuted by its consumers but rather must be addressed by the historically trained authors of the texts. It is to their attention that these erroneous misrepresentations must be called so that perhaps they will be modified in future publications.

The Textbooks

The first portion of this research is a gender inclusion content analysis overview of History of Psychology (HOP) textbooks. Webb (1991) showed that “whether approached actuarially or qualitatively, the texts of the past offer us ‘specimens’ fixed in time. Studying these specimens can enhance our understanding of psychology’s past” (p.35). The influence of textbooks on the discipline has been well documented (see Morawski, 1992; Zehr, 2000); as have the effects of abrupt culture shifts on psychological politics (see Capshew, 1999; Pickren, 2007). In fact, Thomas Kuhn in *The Structure of Scientific Revolutions* (1970) maintains that textbooks are the primary mechanism by which a discipline’s foundational assumptions, practices, and methods are transmitted to initiates.

Because the focus of this analysis is the inclusion of women in the History of Psychology textbook selection will involve History of Psychology texts from each decade between 1900 and

2007. Lubek & Apfelbaum (2000) noted how historical textbooks in psychology offer “an official history, used in graduate mentoring, [that] may simultaneously become the background guide for both the mentor—the field’s current proponent—and the novice, the field’s future practitioner. It will then further contribute to the framing and justifying of their shared commitments and contributions—past, present, and future” (p. 408). Additionally, Lubeck (1993) addresses the cultural portrait of the discipline offered within the texts themselves in that they are a “powerful element in the hierarchized social fabric of science, strategically located at the interface of a discipline’s scientific research production activities with its teaching and dissemination activities to the public and its potential apprentices” (p. 373) (as cited in Lubek & Apfelbaum, 2000, p. 416).

The examination of text books published since 1900 is not uncommon in the study of psychology’s historical textbooks. This period is often chosen in that it represents a time when psychology was established within the academic community at large and as such was more likely to have an identifiable history of the discipline to recount (see Conti & Kimmel, 1993; Morawski, 1992; Peterson & Kroner, 1992; Weiten & Wright, 1992). Additionally, the turn of the century (circa 1900) brought with it a growth in universities and doctoral education in the United States increasing the need for textbooks at the university level. Morawski (1992) addresses this transition, noting in that

After the Civil War, American higher education entered a period of expansion. There were 563 colleges and universities in 1870 and 977 in 1900; during the same period, enrollment increased more than fourfold from 52,000 to 238,000. By 1930 there were 1,500 institutions of higher education, in which more than one million students were enrolled. From 1870 to 1900 the number of faculty underwent dramatic increases from 5,553 to 23,868 (Bledstein, 1976). The first PhD was granted in 1863 (in 1870 only one PhD was conferred); by 1904

psychology alone had produced more than 100 PhDs and ranked fourth among the sciences in the number of such degrees conferred (Boorstin, 1973; Camfield, 1969; Veysey, 1965). (p. 162)

The number of psychology courses available would also affect the desire to construct and the need for the production of textbooks within the discipline. Morawski explains that it was not until 1904 that the majority of universities offered more than three psychology courses and that only eight “required a psychology course for attainment of the BA degree” (p162).

Beyond the textbook, the act of critical “historisizing” is in its own right a contributor to patriarchal sustainability. As such, practitioners open them selves to feminist critical inquiry. Thurner (1997) explains:

As an exemplary discipline for the creation, construction, and perpetuation of discourse and knowledge of gender, history is not merely descriptive of the past, but operates to produce, support, and legitimize hierarchies of gender. History as a discipline thus no longer serves as an instrument of, but becomes a subject of feminist inquiry and criticism. (p.128)

The omission of women in this history of psychology is widely documented and exemplified by classic texts (see Bohan, 1992; Conti & Kimmel, 1993; Morawski, 1994; O'Connell & Russo, 1983, 1988, 1991; Perterson & Kroner, 1992; Scarborough & Furumoto, 1987; Stevens & Gardner, 1982a, 1982b; and Young, 2004). It should also be mentioned that it is not only male authors that are responsible for omission. Conti and Kimmel (1993) determined that the sex of the author had no effect on the omission/inclusion of women or the amount of content regarding women in introductory textbooks. Scarborough (2005) made us aware that the field had yet to explore why women were omitted, where Young (2004) suggested an alternative option of exploring why some women were included. While both questions deserve thorough study, it was

the latter that I found the most intriguing and on which my first analysis is focused.

Young (2004) referred to the process of the inclusion of women as “making the invisible visible” (p. 5). The premise of her analysis was that due to the sociopolitical rise of the study of women in history between 1969 and 1989, an increase in the number of women included in the HOP textbooks would show a positive increase from that point forward. In addition, it was hypothesized that the proportion of space attributed to individual women within the text would also increase. Young analyzed 38 HOP textbooks published between 1930 and 2003. Inclusion was assessed across each decade by examining citations and individual names included in the text. This approach is a widely accepted form of content analysis in the assessment of historical textbooks (see Gordy, Hogan, & Pritchard, 2004; Kaess, 1954; Lubek & Apfelbaum, 2000; Matarazzo, 1987; Peeples & Holz, 2001; Pomata, 1993; Webb, 1991; Weiten & Wright, 1992; Wertz, 1992; Wharton, 1987; Zusne and Daily, 1982). A significant difference in inclusion was found for the textbooks published pre- and post-1980. Post hoc analysis revealed expected differences between early and late periods, such as those between books published in the 1930s-40s and those from 1990 to 2000. Young’s final analysis indicated an increase in the total number of women included post 1980; however, the author indicated that while there was an increase it was not substantially representative of the women within the field of psychology in that the maximum inclusion percentage for any decade was 25% or less. Denmark (1994) found a similar increase across non-historical textbooks (social, developmental, abnormal, etc) within the field regarding the inclusion of women in the ten-year period between 1983 and 1993 (as cited in Madden et al, 1995, p.10).

My review of Young’s dissertation suggested that there was something more to the story. Results failed to account for the number of total inclusions for both genders and for what percentage women represent within that frame. In addition, while Young did look at the

percentage of women included for individual decades, the percentage was calculated based on the number included in all textbooks across all decades. I suggest that this produced a skewed view of linear inclusion across the decades in that it does not take into account the previously mentioned gender totals, the increase of the text size of later decades, or the number of women in the field that were available for inclusion. Young's work specifically focused on the gender climate within the discipline of the history of psychology and history as whole, during the 60s, 70s, and 80s, but omits any attempt to explore outside cultural influences or implications outside of the feminist movement within the 1960's and 70's. These omissions are recognized by the author who determined that further research should include "a comparison to the percentage of women members of the APA," grouping of visibility scores by decade" and "a larger sample of textbooks, with a minimum of 5 per decade to allow for more complex statistical analysis (trend analysis)" (p. 12). The aforementioned "visibility scores" represented the rating system used to assess the type of content included for each woman (see procedures for further explanation). Young noted that while the texts with the highest visibility for women were primarily found in the most recent works, the visibility score did not necessarily correlate with the same textbook's inclusion percentages. This pattern parallels Peterson and Kroners (1992) findings in developmental texts. Specifically, they discovered that the only area of content improvement across decades was within the language or rather that authors were no longer referring to both sexes by masculine pronouns.

My analysis incorporates and broadens the work begun in Young's (2004) dissertation. This extension was done by taking the author's suggestion for further study by increasing (and equalizing) the number of texts analyzed per decade. Rather than comparing inclusion percentages to membership levels of APA, as Young suggested, I have chosen to use the number of doctoral degrees granted to women across decades. This modification allows for a more

inclusive view of the women in the field by accounting for those who may have chosen to retain membership in other professional organizations. In addition, visibility scores will be combined across and within decades to assess for period specific effects.

Cultural Comparison

The culmination of this text analysis is a chronological cultural comparison. The per decade comparison will track the fluctuations of not only the number of females included within and cited, per text, in conjunction with individual visibility determinants (of the context in which the women were included) but also the shifts in feministic and masculine cultural periods (post war periods, feminist waves, etc) that occurred during the decades within which the texts were published. Peoples and Holz (2001) state, “narratives describing cultural history are inevitably shaped by the parameters of current culture” (p. 34). I hypothesize that within the History of Psychology texts’ female inclusion would be highest during masculine cultural periods and lowest during the peak culturally feministic periods (e.g. early 1970s women’s movement, etc.), effectively increasing the paternalistic influence during masculine periods (placing women on the proverbial pedestal). Wilson and Liu (2003) showed that social dominance has a positive correlation for males when moderated by strength of gender identity and a negative correlation for females, which greatly influences intracultural political hierarchies. That is to say, female psychologists would be included less, if at all, during culturally misogynistic periods (see Morawski, 1996). This is not to imply binary opposition (used in the post-structural sense regarding a pair of theoretical opposites that require absence of one for the existence of the other) or the fallacy of what Brzozowska (2003) calls “engendering a nation” but rather to indicate the gender valuation of western civilization during a particular period and the resulting reflections of these cultural shifts in psychologist-historians writing during that period.

Morawski and Arronick (1991) refer to a similar cultural reflection/correspondence

between gender and psychology's common dualistic nature of constructs and concepts (mind-body, objective-subjective). They discuss this action as one of "reflexivity" and explain that "the dualisms implicit in the scientific enterprise have been found to reflect the cultural dualities of gender: male equals mind, rational, and autonomous; female equals, body, irrational, and dependent" (p. 568). The authors continued the comparison to the woman as scientist in psychology and determined that "once reflexivity is considered, it becomes necessary to attend to the way in which psychologists' personal identities and cultural understandings enter into their scientific practice" (p. 569). It can be argued that the same interdependency of gender identity and epistemological praxis is true for the psychologist-historians that record them.

Morawski and Agronick (1991) further state, "whenever women scientists' reflexive awareness includes awareness of gender and its imbalance in science and/or society, that awareness is, in the broadest sense of the term, feminist" (p. 569). This phenomenon is also true of the culture in which both the woman scientist and psychologist-historian exist. When the society at large becomes aware of the social construction and malleability of gender and the imbalances in the foundation of that construction, then the culture at large has developed a feminist awareness. It is in this vein that, for the purpose of this experiment, periods of increased American societal support for the female citizens and thereby its own feminine cultivation will be termed *feministic periods*.

Cultural comparison charts were constructed primarily for feministic periods. Information used to establish the numbers of feministic years per decade were compiled from historical marker timelines. The timelines included pro-female legislation in the United States (i.e. political and reproductive freedoms) and representation of transitions and peak periods of the three feminist cultural waves (First-wave feminism, 2008; Imbornoni, n.d.; Planned Parenthood of North East Pennsylvania, n.d.; Second-wave feminism, 2008; The Kentucky Foundation for

Women, 2007; Third-wave feminism, 2008). O'Connell and Russo (1991) state:

Examination of the contributions of feminism to psychology reveals the links between women's status and roles in the larger social context and that of women's status and roles in psychology. Social and historical forces such as war, economic crises, and social reform movements (including women's suffrage, the civil rights movement, and the 'second wave' of the women's movement) have shaped women's educational and professional opportunities (Russo & Connell, 1980). The stereotyping, devaluation, and invisibility of women and women's issues in the larger society have been mirrored in the participation and devaluation of women in psychology. (p. 497)

As it is generally accepted that legislation is a representation of cultural norms, chosen by society's members to govern themselves, these examples offered the best representation of the public's support of women within American society during the given time periods. In addition, a timeline was compiled for doctoral degrees in Psychology conferred on women from 1920 to 2007 to account for female population trends within the discipline itself¹ (National Opinion Research Center, n.d.; National Science Foundation, 2006).

Masculine favorable cultural periods were determined to be any year that was not favorably feministic. This conclusion assumes, for the purpose of this analysis, that the patriarchal nature of American society existed within each decade and was the norm rather than a temporary cultural shift. As Brzozowska (2003) reminds us "Even if we observe that nation is predominately represented as female, we need to acknowledge that this representation is possible only if there exists a contrasting male principle, against which 'femaleness' is compared. This reflects a general tendency of human beings to organize their experiences in terms of binary oppositions, the theme explored by Levi-Strauss, Saussure and Jacques Derrida."(p. 2). The one

¹ Data was not recorded by federal agencies for doctoral degrees conferred to women prior to 1920.

exception to the favorable masculine periods is that of years when the United States was engaged in a war that significantly affected the culture (e.g. World Wars, Vietnam, Iraq). Common knowledge reflects that cultures temporarily adjust to periods of war and the disturbances they create within society. However, these shifts do not necessarily imply a change in the society's values but rather are changes motivated by expediency. The "Rosie the Riveter" period during World War II is a good example of this phenomenon; the period is indeed a productive time for women in the workforce (and in psychology), but the dramatic shift in availability of employment and return to traditional roles of women at war's end implies that the period is not characterized by feministic cultural uprising so much as a functional societal temp service (Morawski & Agronick, 1991). This effect is not limited to Western culture, as can be seen in Benedict's (1946/1989) classic text "The Chrysanthemum and the Sword," where similar trends are shown within the Japanese culture post World War II.

In the eye of the beholder

The second part of this analysis hypothesizes that during culturally feministic periods a move from hostile sexism (omission) to benevolent sexism (placing on a pedestal) would occur and that this change, while more inclusive, would be no less harmful to the valuation of women's contributions. Glick and Fiske (1996) define benevolent sexism as "a set of interrelated attitudes toward women that are sexist in terms of viewing women stereotypically and in restricted roles but that are subjectively positive in feeling tone, for the perceived" (p. 492). In 2000, Glick et al. supplemental the original definition with the addendum that benevolent sexism is "a subjectively positive orientation of protection, idealization, and affection directed toward women that, like hostile sexism, serves to justify women's subordinate status to men" (p. 763). In the case of textbooks, an example would be an author's choice to focus on female psychologists'

personal lives/trials and males research/academic achievements or to include language or context that in some way implies a non-ordinary value of research conducted by females.

The implications invited by this process include the insinuation that the one woman is an *exception* to the rule, and therefore not an accurate (standard) reflection of the abilities of women in general (See Crawford & Marecek 1989). The Madden, et al. (1995) Task Force reports that contextual influences are damaging:

...When only the personality characteristics of such exceptional women, and not the context within which their work is executed, is examined, it may tend to reinforce the belief that it is only the individual's ability that controls accomplishment, and that such factors as ethnicity, class, gender, and opportunity have little impact. As Scarborough and Furumoto (1987) observed in their investigation of talented women who did not achieve recognition in their fields, structural obstacles such as sexism (i.e., the belief in female inferiority) kept many brilliant, talented, and motivated women from accomplishing what they might have if those obstacles did not exist.(p.3)

In addition, Glick and Fiske (1996) include a supplemental contextual frame through the analogy that benevolent sexism is to hostile sexism as “protective paternalism” is to “dominative paternalism”; all subtly invoke the metaphor of a father managing his children (p. 493). This notation would elicit potential possibilities for an HOP author to be especially and overtly protective of the inclusion of women thereby allowing themselves to remain unaware of the *separate but equal* stance of the language included in discussing the female or her work.

Sometimes the best understanding of the perception of language comes not from the speaker but from the receiver or in this case from the reader. If the speaker is the author, the then intended perceiver (reader) of the textbook is the student. Awareness of the reader as an integral part of perceptual process is classified in literary theory as the “reader-response criticism”.

According to Freund (1987) readers have often been viewed as passive participants in the reading and writing process when in fact they are a very active part of the practice. Freund notes that “reader-response criticism probes the practical or theoretical consequences of the event [of reading and writing] by further asking what the relationship is between the private and public, or how and where meaning is made, authenticated and authorized, or why readers agree or disagree about their interpretations” (p. 5,6). The author adds that, in asking these questions, reader-response criticism “... ventures to reconceptualize the terms of the text-reader interaction.

A by-product of these investigations is a renewed attention to the different aspects and implications- rhetorical, political, cultural, psychological, etc. – of critical style” (Freund, 1987, p.6). Hence, to test for the effects of the context of the writing about the women of psychology what more accurate judge could be found than the student who consumes the material? This analysis asks not only if the students can differentiate gender from a textbook passage where gender has been masked (i.e. pronouns, names, etc.) but also how valuable they perceive the passage to be within the History of Psychology to themselves and the author of the text. These same questions are asked on a sliding scale, across levels of education, from freshman to faculty. In addition, the fluctuation of recognition accuracy and valuation across each decade will be evaluated in comparison to feministic periods and female doctorate graduation rates. The value of these answers lies in the old adage that it doesn’t matter what I said as much as it matters what you heard. Perhaps a better, Rogerian, way to say it is that it matters not if psychologist-historians think their writing is showcasing women as exceptional if the end result only reinforces to the readers that the value of women within psychology is marginal.

Analysis 1

Method

Participants (Reviewers)

Reviewers were solicited to analyze each text thoroughly for the inclusion of women and to assess their contextual visibility in the text. Reviewers were chosen from the University of Central Oklahoma research group Psyence Lab. The group included five females (including the experimenter) and three males, with an average age of 29 overall. Ages ranged from 20 to 54. Two of the reviewers were undergraduates (one junior, one senior) and the remaining were graduate students (1st or 2nd year master's students). Each reviewer was asked to assess three to five of the remaining 27 textbooks that were not included in Young's work (see Table 1).

Table 1
History of Psychology Texts Used in Analysis I

<i>Year</i>	<i>Title</i>	<i>Author</i>
1900*	The Blot Upon the Brain: Studies in History and Psychology	Ireland, William W.
1900*	A Primer of Psychology	Titchner, Edward
1901*	Introduction to Psychology	Calkins, Mary
1908*	Elementary Experiments in Psychology	Seashore, Carl
1908*	Experimental Psychology and it's bearing upon culture	Stratton, George
1910*	A First Book in Psychology	Calkins, Mary
1910*	A Textbook of psychology	Titchner, Edward
1912*	The Classical Psychologist	Rand, Benjamin
1913*	History of Psychology; A Sketch and an Interpretation 2 vols.	Baldwin, James Mark
1914*	A History of Psychology	Klemm, Otto
1921*	A History of the Association Psychology	Warren, Howard C.
1921*	A history of Psychology: Modern	Brett, George
1923*	Experiments in Psychology	Foster, William
1926*	Psychologies of 1925	Murchison, Carl
1929*	Historical Introduction to Modern Psychology	Murphy, Gardner
1931	History of Experimental Psychology	Boring, Edwin
1932*	The Story of Scientific Psychology	Ford, Adelbert
1933	A Hundred Years of Psychology, 1833-1933	Flugel, J. C. (John Carl)
1935	Seven Psychologies	Heidbreder, Edna
1939*	American Psychology Before William James	Fay, Jay Wharton
1941*	Great Experiments in Psychology	Garrett, Henry Edward
1942*	Sensation & Perception in the History of Experimental Psychology	Boring, Edwin
1945*	History of Psychology from the Standpoint of a Thomist	Brennan, Robert Edward
1947*	Fields of psychology an experimental approach	Seashore, Robert
1948	Reading in the history of psychology	Dennis, Wayne
1951*	Historical Introduction to Modern Psychology	Murphy, Gardner
1952	History of American Psychology	Roback, Abraham A.
1958	System's & Theories of Psychology	Chaplin, James & Krawiec, T.S.
1958	Body & Mind in Western thought: History of American Psychology	Reeves, Joan
1957*	A History of Experimental Psychology	Boring, Edwin G.
1962	A History of Psychology, 2nd ed	Brett, George & Peters, R. S.

1963	The Great Psychologists Aristotle to Freud	Watson, Robert
1964	A History of Psychology	Esper, Erwin
1966	History of Psychology: An Overview	Misiak, Henryk, & Sexton, Virginia
1969	A History of Modern Psychology	Schultz, Duane P.
1970	A Brief History of Psychology	Wertheimer, Michael
1972	Historical Introduction to Modern Psychology	Murphy, Gardner & Kovach, Joseph
1973*	Historical Conceptions of Psychology	Henle, Mary, Jaynes, Julian, & Sullivan, John
1979	Pioneers of Psychology	Fancher, Raymond
1979	A Brief History of Psychology	Wertheimer, Michael
1981	Contemporary Theories & Systems in Psychology	Wolman, Benjamin & Knapp, Susan
1983	A History of Western Psychology.	Murray, David J.
1985*	A Century of Psychology as Science.	Koch, Sigmund & Leary, David (Eds.)
1988	A History of Psychology: Original sources and contemporary research	Benjamin, Ludy
1987	Psychology in America. A Historical Survey.	Hilgard, Ernest
1993	A History of Psychology: Ideas and Context	Viney, Wayne
1996	A History of Psychology	Benjafield, John G.
1997	An Introduction to the History of Psychology	Hergenhahn, B.R.
1998	History and Systems of Psychology	Brennan, James
1999	A History of Modern Psychology	Goodwin, C. James
2000	A History of Psychology: Main Currents in Psychological Thought	Leahey, Thomas H.
2001	Connections in the History & Systems of Psychology	Thorne, Billy & Henley, Tracy
2003	A History of Psychology: Ideas and Context	Viney, Wayne & King, Brett
2005*	A History of Modern Psychology	Goodwin, C. James
2007*	A History of Psychology: Globalization, Ideas, Applications	Lawson, Robert, Graham, Jean, & Baker, Kristin

*Textbooks not included in Young's 2004 Dissertation.

Materials (Text selection)

Textbook selection involved a sampling of History of Psychology texts from each decade between 1900 and 2007. Sampling in this context is in the traditional English sense representing “the, act, process, or technique of selecting a representative part of a population for the purpose of determining parameters or characteristics of the whole population” (Merriam-Webster, 2007). For the purposes of this analysis the individual textbooks represent a sample of the western History of Psychology textbook population.

The History of Psychology textbooks were sampled from a compilation of two lists with each decade, from 1900 to 2007, represented by five texts. Sampling can not be classified as random due to fact that texts published in a particular decade were ineligible for inclusion in another decade; for example, out of 10 books published between 1900 and 1909 five were

randomly chosen, per Young's (2004) recommendation, for inclusion but one published in 1911 would not be eligible to be included for the 1900-1909 decade but it would be eligible within its own decade 1910-1919. The first list was comprised by Vande Kemp (2001) of the most notable HOP textbooks of the first 100 years of psychology. According to Vande Kemp, the list of 426 texts from 1882 to 2001 was compiled primarily from "those that are listed under 'history of psychology' in the Library of Congress catalogue and the World Catalogue of books" (2001, Abstract). The second list, Young (2004), was originally compiled from the aforementioned list but was later modified to include only 38 texts based on availability and representation for particular decades; for example, if only two textbooks were available for the 1930s then only two were analyzed for that period but if eight texts were available from the 1970s then all eight were used. This modification resulted in unequal numbers of texts analyzed for each period.

The sample size of five texts per decade, suggested by Young, enables greater statistical complexity, in the analysis, than the correlation conducted in the previous study by stabilizing the number of texts. Therefore a minimum of 1 and a maximum of 5 texts were chosen from the Vande Kemp list to equalize the sample from the Young list for each decade. The variation in number of texts was due to an unequal number of texts represented in Young's work for the periods from 1931 to 2003. When more than five texts were represented, in Young, for a particular decade selection was based on allowing the widest representation of individual year variation for the period (i.e. 1981, 1983, 1985, etc.). When less than five texts were represented in Young's work, texts from the original Vande Kemp list were randomly chosen to supplement the particular decade. For example, Young's list contains three texts for the 1930's (1931, 1933, 1935) so two texts were chosen from the Vande Kemp list (1932, 1939) to round out the period (See Table 1 for full list of texts).

Additionally, historical textbooks were added from the Vande Kemp list from 1900-1909,

1910-1919, 1920-1929 that were not included in the work by Young. Both lists ended prior to 2003 and therefore two texts were randomly selected to represent the missing periods after 2003 from an Amazon.com search for the keywords “history of psychology” for the publication periods of 2004, 2005, 2006, and 2007 (included a total of 9,934 publication titles). Two texts were chosen from that list based on their formatting as an actual History of Psychology textbook, as opposed to a biography or other historical reference work, to represent the remaining two texts needed to complete the period (See Table 1, years 2005 and 2007). At final count 27 texts were added to Young’s list for this analysis.

The final compilation of HOP textbooks includes fifty-five textbooks including early works that were not available in traditional textbook format. All texts share a primarily western experimental history. The broader standardized textbooks produced after 1950 often include some historical information regarding applied psychology that was not found in the texts prior to that period. In total there were 49 individual years from 11 decades spanning 107 total years. Authorship of the texts chosen includes four sole female-authored texts (could be considered three as two were by the same woman), six of the texts were co-authored by a combination of both males and females (In contrast, Vande Kemp’s list contained only 28 female authors in total), and four by multiple male authors/editors. The remaining 41 texts were authored/edited solely by men.

Procedure

Reviewers were asked to account for several criteria in each book. Descriptive content for each text included sex of author, length of text, focus of the text (Research, Biographical, Balanced), total of number of women and men included or cited in the text, and total number of pages allotted to women in the textbook. Additionally, each reviewer was instructed to provide the name of each woman, the number of pages where she was represented, a determination of

whether the information in question was personal in nature or research centered, and to determine a visibility rating, coined by Young (2004), for the information. Visibility ratings were based on Campbell & Schram's (1995) "discussion" categorization with the addition of Peterson and Kroner's (1992) "description" and "mention" and Young's addition of "naming" (all as cited in Young, 2004, p. 7). According to Young, each of the four factors are defined as follows: (1) Naming: "when a woman's name is cited but only in relation to a man or men such as her father, husband, teachers or mentors;" (2) Mention: "Any case where two sentences or less were used to address the woman's work or theory;" (3) Description: "at least three sentences are used to refer to a person's work or theory;" and (4) Discussion: "a full discussion, such as a chapter or designated section of a chapter" (p. 7). This visibility scoring system is similar to those used in other content analysis research (See Gordy, Hogan, & Pritchard, 2004; Zusne & Daily, 1982).

One variation from Young's original method was in regards to the way women were identified in the text. The original work limited itself to a list compiled from major texts on the history of women in psychology, whereas this experiment accounted for all women through indexed and in-text name identification. Reviewers were instructed to search out the gender of each name listed in the text or references of all books through whatever resources were required. This modification was necessary to account for the greater number of citations in recent texts as well as non-psychological work often cited in the earliest texts (e.g. philosophers, physicists, physicians). The modification in the overall research focus from Young's (2004) dissertation regarding the history of female psychologists pre- and post-1980 to the broader encompassing of the psychologist-historians treatment of women in HOP texts also required this adjustment.

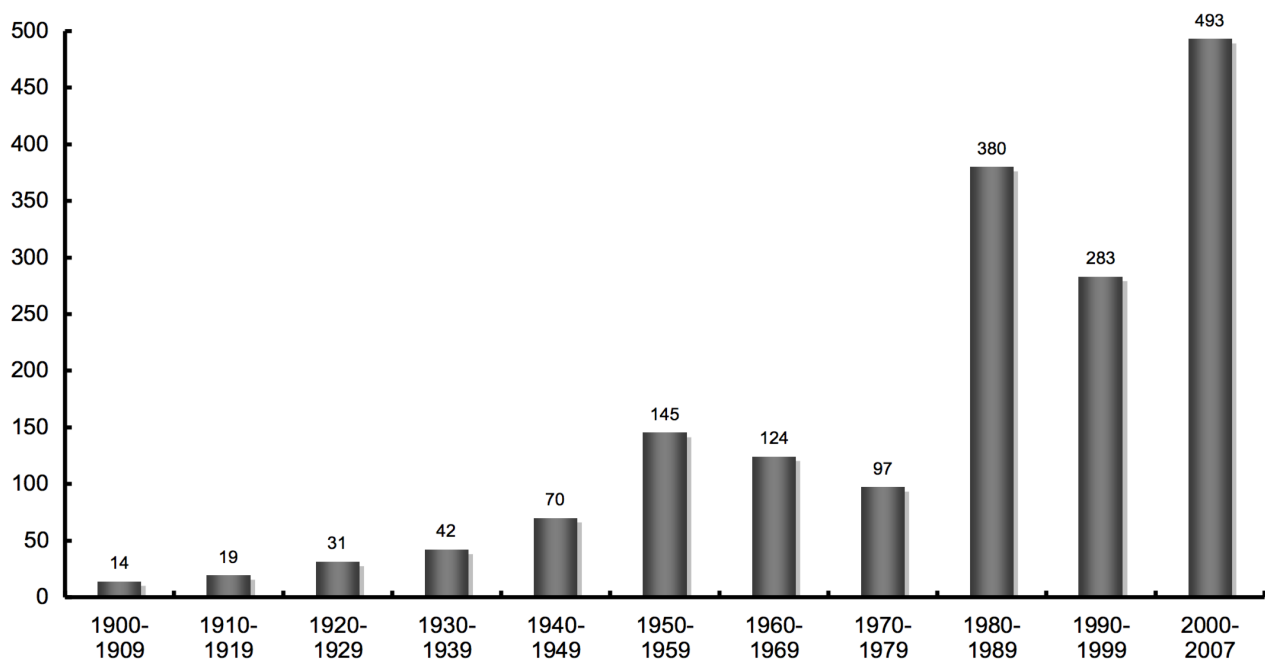
Results and Discussion

The inclusion of woman within the textbooks across all decades, 1900 to 2007, ($M = 154.36$, $SE = 48.56$, $SD = 161.06$) was, as expected, less than that of men ($M = 2698.18$, $SE = 537.41$, $SD =$

1782.37). The difference between female and male inclusion means across decades was statistically significant $t(10) = 5.18, p < .01$ (two-tailed) $\eta^2 = .728$ (see Figures 1 and 2).

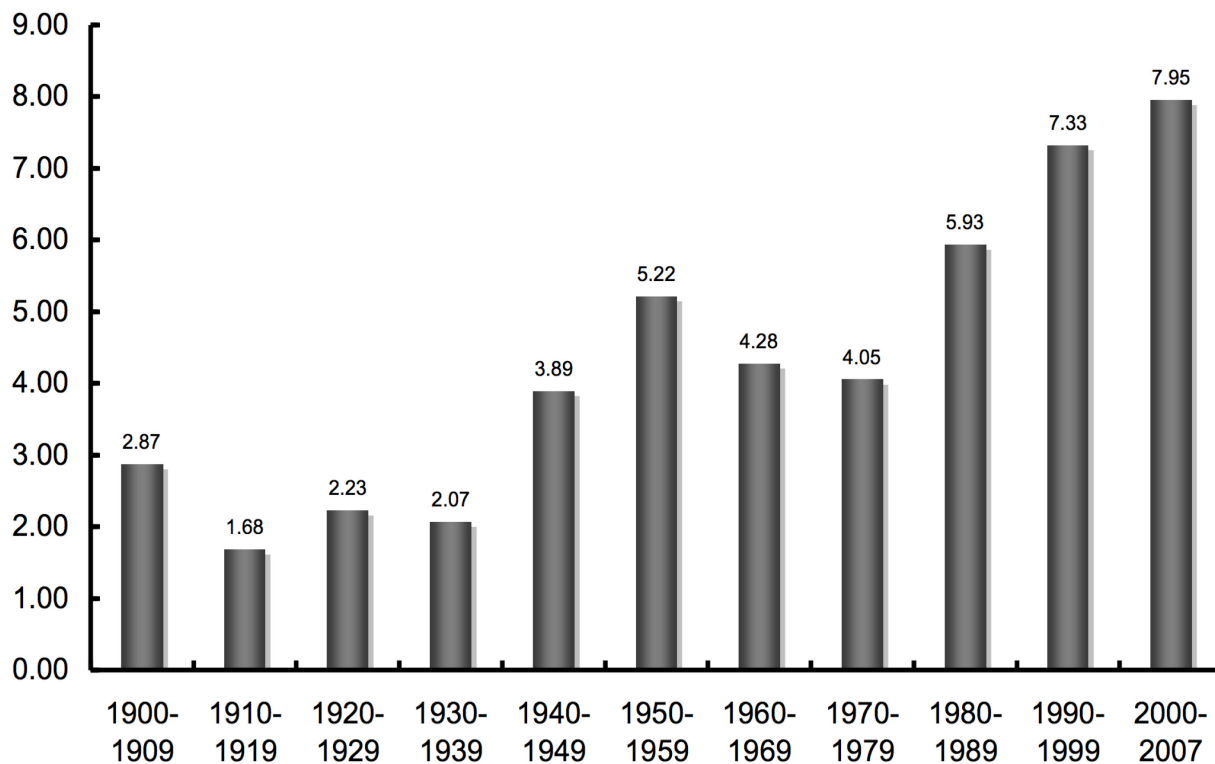
Percentage of inclusion was calculated for each decade by dividing the percentage of women by the total number of people included for all of the textbooks within that particular decade. This calculation offered a more accurate picture than the averages and/or sums offered in Young (2004) of inclusion trends throughout the decade (See Appendix A for percentage breakdown by text). As expected the total *number* of women included in the HOP textbooks has also increased greatly over time. We see an increase starting with a minimal representation of 14 listings in the 1900 to 1909 period to a much broader list of 493 in the most recent period from 2000 to 2007 (See Figure 1). These results would seem to indicate that the problem of omission is on its way out. However, when we look a little deeper we find there that the integration of the overall *percentage* of women to number of men has actually only increased by a few percentage points. Figure two shows us that in fact the percentage of women within each decade has only increased from 2.87% in 1900 -1909 to 7.95% in 2000-2007.

Figure 1: Number of women included per decade



While these findings support the upward trend found by Young (2004) and Denmark (1994), the overall increase across time appears to be minimal. Additionally, the variation of inclusion within any one textbook was within a similar range from zero to 12.74%. The only two textbooks to make the 12% marker were Goodwin's 2005 edition of *A History of Modern Psychology* (12.2%) and Garrett's, 1941, *Great Experiments in Psychology* (12.74%), (See Appendix A). The length of the textbooks effect on inclusion can be a factor. However, the texts sampled for this study were similar in length, averaging 465 pages per textbook and totaling an average of 2,326 pages per decade, with a combined total of 25,590 pages across all 11 decades. A quick comparison showed an average of six pages for each female inclusion across all decades (N=1,698) in comparison to an average of 115 for each male (N=26,980).

Figure 2: Percentage of women (out of all persons) included in the HOP textbooks per decade



A multiple regression was conducted to discern if the percentage of women included within the HOP textbooks could viably predict the decade in which the textbook was published. The results of this analysis indicated that the publication year accounted for a significant amount of the variation between the percentage of women included in the text, $R^2 = .31$, $F(1,53) = 23.82$, $p < .01$ $\beta = .557$, indicating a fluctuation in inclusion based on the time period in which the text was published. Additionally, a second analysis was conducted to assess whether visibility scores predicted decade of publication over and above the effect of the % of women included in the text. After controlling for inclusion effects alone, visibility scores accounted for a significant portion of the variance in publication years, $R^2 = .598$, $F(2,52) = 38.65$, $p < .01$ $\beta = .653$. The results suggest that not only does the time-period of production (decade) significantly affect the number of women included in HOP textbooks ($pr = .557$) but also the way in which the women are included within the texts ($pr = .646$). It is within these numbers that we begin to see the quantification of hostile and benevolent sexism. I will remind the reader that hostile sexism was hypothesized to affect the number of or inclusion/omission of women within the texts while benevolent sexism was hypothesized to affect the way in which the women were included.

A significant difference, $t(10) = 4.11$, $p < .01$ (two-tailed), was also recorded between the percentage of women included within in the HOP textbooks per the decades from 1920 to 2007 ($M = 4.32$, $SE = .63$, $SD = 2.11$) and the percentage of doctorates conferred to woman per decade from 1920 to 2007 ($M = 30.25$, $SE = 6.80$, $SD = 22.57$) (see Figure 3). As expected, this analysis resulted in a large effect of $\eta^2 = .628$; however, what was not expected was that the effect would not be larger than it was. The results indicate that the inclusion of women in textbooks does not increase exponentially with the increase of the number of women in the field of psychology. One factor that may account for this pattern is the effects of feministic cultural

periods. An analysis was conducted to assess the difference between the feministic periods ($M = 36.97, SE = 8.43, SD = 18.89$) and the percentage of women included in the text per decade ($M = 4.77, SE = .68, SD = 2.05$). A significant difference was found $t(8) = .5.54, p < .01$ (two-tailed).

Figure 3: Trends in inclusion of women in HOP textbooks as compared to trends within the discipline and culture.

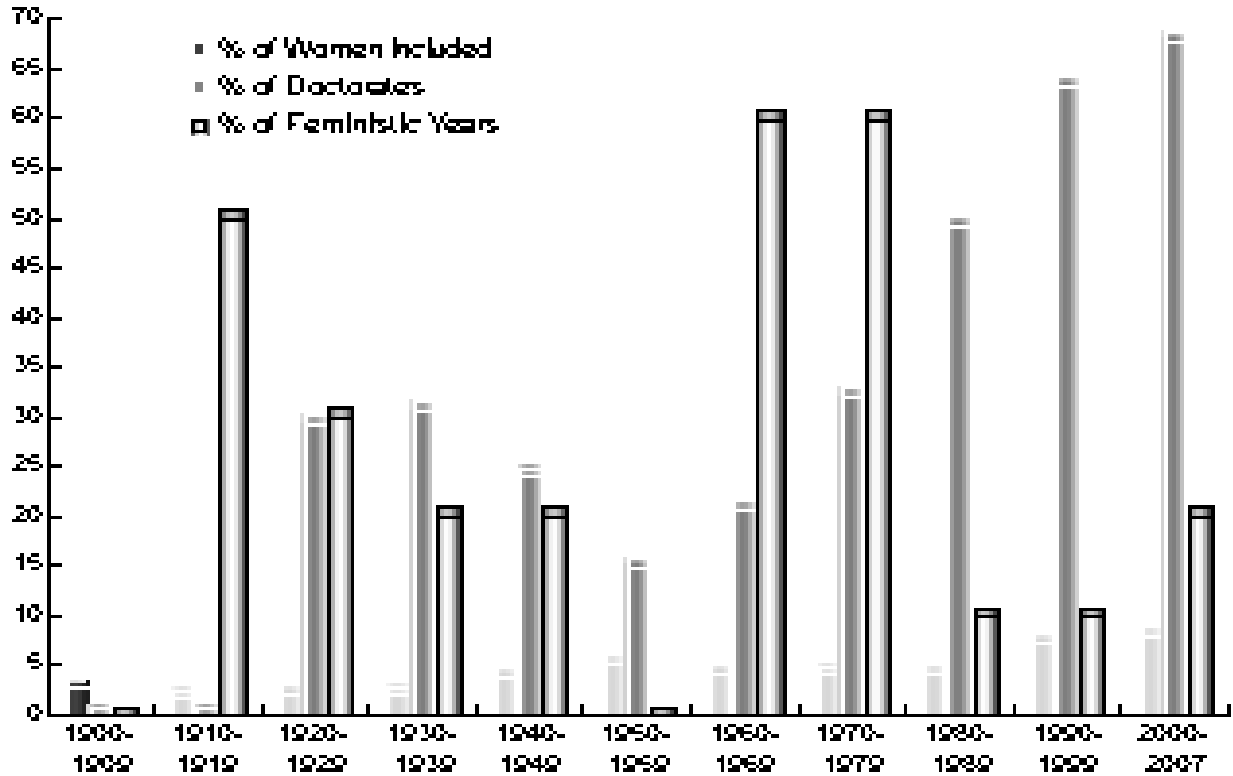
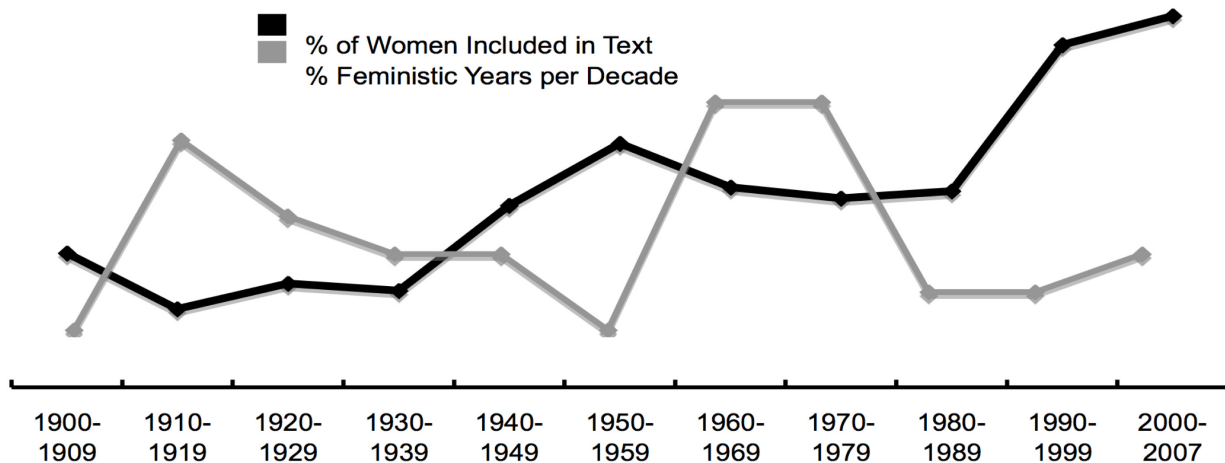


Figure 4*: Visual trends found between the % of women included in texts and feministic periods across decades.



*The purpose of this graph is to show peak trends and as such does not indicate similar units of measurement but rather oppositional shift across decades.

Figure four shows a noticeable trend where the percentage of the inclusion of women decreases when feministic periods are at their peak. The feministic periods accounted for 79.4% ($\eta^2 = .794$) of the variance within the inclusion of women in texts. This trend appears to show Wilson and Lou's (2003) theory of the gender effects of social dominance thereby supporting my hypothesis that the inclusion of women would be at its highest during *masculine* cultural periods (when both sexes are identifying more with the male cultural identity). As previously shown, visibility scores were once again significantly affected by the same factors affecting the inclusion of women, though to a lesser degree than previously found.

There was a significant correlation, $r = .88$ ($N = 11$), between the percentage of doctoral degrees conferred to women and visibility scores across all decades from 1920 to 2007. This finding indicates that the visibility scores increased at a similar rate to the increasing number of professional women in the field 77.4% of the time; this correlation is larger than that found between the inclusion of women and number of professionals. The previous observation proved especially interesting when it was observed that a significant correlation, $r = -.21$ ($N = 11$), also existed between visibility scores and feministic periods; however, unlike the number of women included, the feministic periods only accounted for variability in visibility scores between decades 4% of the time. In addition, as the correlation was negative, one increased as the other decreased. These results indicate that, while the amount of and the ways in which women are included are related, they are also affected differently by the cultural periods in which they are developed (See Table 3).

Table 3
Analysis one summary

<i>Publication Decade</i>	<i>Feministic % of Decade</i>	<i>% of Doctorates conferred to women</i>	<i># of women included in texts</i>	<i>% of women to men</i>	<i>Visibility Score</i>
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1900-1909	0	*	14	2.87	35
1910-1919	50	*	19	1.68	43
1920-1929	30	29.3	31	2.23	83
1930-1939	20	30.7	42	2.07	160
1940-1949	20	24.1	70	3.89	134
1950-1959	0	15.0	145	5.22	362
1960-1969	60	20.7	124	4.28	684
1970-1979	60	32.1	97	4.05	400
1980-1989	10	49.4	380	5.93	1457
1990-1999	10	63.5	283	7.33	1796
2000-2007	20	68.0	493	7.95	1751

* No data was recorded during this period.

These results of analysis one show that not only is there a non-linear trend of inclusion across decades but also that the trend is significantly negatively correlated with trends in feministic cultural periods. Additionally, the act of hostile sexism in the form of omission appears not to have decreased at the rate that I had hoped. In the current decade when women represent 68% of the doctoral degrees conferred we still only represent 7.95% of the names mentioned within History of Psychology textbooks. Perhaps the accomplishments of the feministic periods and female psychologists have fared better in the way in which they are included in the text, if not by their pure numbers of inclusion. The results indicate that while the ways in which women are included are still mildly negatively affected by the cultural period in which they are created, they are more likely to improve as the number of women in the field increases. I wondered if that were indeed the case. That is, does sexism decrease simply because more women or more information is provided about women or their work in History of Psychology textbooks? The data seems to tell us that inclusion does not necessarily decrease the overall percentage of hostile sexism. Could the same be true for the way in which women are included – is there a benevolent devil hiding in the details? This is the question we will now explore.

Analysis 2

Method

Participants (Raters)

The second analysis uses a rater method. Raters were drawn from undergraduate, graduate, (courses include one freshman, sophomore, senior, and graduate course) and faculty at the University of Central Oklahoma in the spring of 2008. The raters were solicited from four courses, including a freshman level Introductory Psychology course, a sophomore level Social Psychology course, a senior level History and Systems course, and a Master's course in Biosocial Psychology. The same instructor taught each of these courses. Additionally, six of the original reviewers for the texts were assessed (they were not aware of question construction or passage choice), along with six randomly chosen faculty members from the department of psychology. Of the 65 raters, 63% were female and 37% were male. This ratio is not an uncommon imbalance in the discipline. The age of the raters ranged from 18 to 73 with 71% under the age of 30.

Student raters

Twelve randomly drawn students from each course were offered ten points of additional course credit for acting as raters. The six reviewers were asked to participate with no incentives provided. The 59 student raters were 64% female and 36% male with ages ranging from 18 to 55 (65% were 25 or younger). Course representation included 12 raters from Introductory Psychology, 10 from Social Psychology, 12 from History & Systems, 19 from Biosocial (12 were used for analysis, the others were offered unaltered passages where gender was evident), and six from the research group. The students enrolled in the courses occasionally were more advanced in their program than the specific course level suggested. A break down of the student raters classification level within the program showed 18% freshman, 8% sophomore, 5% juniors,

23% Seniors, and 35% were graduate students. Student's previous education in the HOP was also of interest to the researcher. Student raters were asked to report if they had previously had a HOP course; 50% had and 50% had not. Additionally, they were asked that if they had previously taken a HOP course, how many HOP courses they had taken. Forty three percent had taken one and 7% had taken two.

Faculty raters

Six faculty members were randomly solicited from a weekly departmental colloquium that is open to all faculty. The faculty raters were equally divided by gender (3,3) and reported ages from 29 to 73, with half under the age of 40. Faculty members were also asked about the previous exposure to the HOP. Raters reported that 67% had previously taken a HOP course, while 33% had not, and of those, 16% had only one course, 33% had two and 17% had three. In addition, only one person reported previously teaching a HOP course.

Materials

Passage selection

One textbook included in the first analysis was randomly chosen from each of the 11 decades (see Table 2). Texts represented passages from 1908 to 2007 and included two by both male and female coauthors, one by a female author, and the remainder by single male author/editors only. Passage excerpts were then randomly selected within each chosen text. The male and female passages were taken from the same chapter in the same text by the experimenter and one female and one male research assistant (these assistants did not participate as raters). Passages were chosen as representations of either female and male biographical information or female and male research representations. Each passage was then scanned and copied as a .jpg file, to avoid potential typing errors, and placed into a Microsoft Word document. The image pages contained only an alphanumeric number, identifiable only by the researcher, the terms

“Ex. 1” and “Ex. 2,” and the picture of the passages.

Table 2
Textbooks used in Analysis II

Year	Title	Author
1908	Experimental Psychology and it's bearing upon culture	Stratton, George
1910	A Textbook of psychology	Titchner, Edward
1926	Psychologies of 1925	Murchison, Carl
1931	History of Experimental Psychology	Boring, Edwin
1947	Fields of psychology: An experimental approach	Seashore, Robert
1952	History of American Psychology	Roback, Abraham A.
1969	A History of Modern Psychology	Schultz, Duane P.
1973	Historical Conceptions of Psychology	Henle, Mary, Jaynes, Julian, & Sullivan, John
1985	A Century of Psychology as Science.	Koch, Sigmund & Leary, David (Eds.)
1997	An Introduction to the History of Psychology	Hergenhahn, B.R.
2007	A History of Psychology: Globalization, Ideas, Applications	Lawson, Robert, Graham, Jean, & Baker, Kristin

The two passages were always ordered with the male passage as example one and the female passage as example two. Length of passage was varied throughout, with the shortest passage 4 sentences long and the longest passage the length of a column on the page although each passage from a single text was similar in length. Variation of passage type and length was chosen to better represent the type of material that would be encountered across multiple time spans and texts, as well as to represent the variation in assessment depth and periods that can be found within groups (Wharton, 1987). Each passage was individually blocked for subject sex identifiers. Sex identifiers included standard gender pronouns (i.e. he, she), names, and theory titles where applicable. Blocking was done with a permanent marker prior to scanning and varied in each passage by length and number of blocks. The variation of block lengths was also used to avoid recognition of terms based on context and length.

Questionnaires

A question form was positioned directly behind the examples page. Each questionnaire

contained three identical questions for each example. The question sequence appeared as follows: Example 1:

Questions to be answered after reviewing excerpts:

How significant do YOU believe this person is to the history of psychology on a scale of 1 to 10 (1 being not at all and 10 being extremely)?

1 2 3 4 5 6 7 8 9 10

How significant do you believe the AUTHOR thinks this person is to the history of psychology on a scale of 1 to 10 (1 being not at all and 10 being extremely)?

1 2 3 4 5 6 7 8 9 10

Was the subject of the previous paragraph a: Female or Male

Example 2 was listed below with the title being the only modification. The one variation between individual answer sheets was the order of the terms “Female” and “Male” on the last question. This counterbalancing was done to control influence of word order in responses. Of the answer sheets provided, 59% presented the term “female” first and 41% presented the term “male” first. Additionally, they were asked to rate perceptions of historical status (see Cuddy, Fiske, & Glick 2004) for the author and for themselves, as they inferred the status from the excerpt. Using textbooks to establish status is not new; Zusne & Dailey (1982) showed that the amount of space given was an adequate measure of eminence in the HOP. The content analysis of the textbooks accounted for the amount while the rater analysis took it a step further to reveal the reader’s perceptions of the use of that space while avoiding familiarity bias.

The final page of the packet was always the demographic questionnaire. Each demographic form contained three sections that were titled ‘students only,’ ‘faculty only,’ and ‘all.’ The ‘students only’ section asked four questions including year in program, HOP course completion, number of HOP courses, and if they had ever been a research assistant for this

experimenter. The last question was used to discern those who had participated as reviewers for the texts.

The 'faculty only' section consisted of five questions inquiring as to the number of years since they had completed their doctorate, if a HOP course had been taken, how many, if a HOP course had been taught, and time lapsed since the course was taught. All raters answered the last and final section. This section included three general questions concerning age, gender, and if the rater was able to identify the text from the passage (none were). Additionally, two questions were asked regarding historical knowledge. The first asked that the rater name five male psychologists who were well known prior to 1960. The second included the same question as the first except that the rater was asked to name female psychologists. The order of questions contained in the demographic sheet was consistent across all raters

Procedure

Each course level was given at least one pairing from each of the 11 decades, which varied in word order for answer sheet gender question. The introductory and social psychology courses were given complementary breakdowns (i.e. social received 08 as female first and the introductory class received 08 as male first). The same complementary pairing occurred between the History & Systems and Biosocial Courses as well as the research group and faculty.

All rater's assessed one pair of passages from a single decade. Prior to receiving the stimulus packet, the only instruction the rater received was to review the two examples on the first page and to then answer the corresponding questions including demographic information. All raters were overseen by the experimenter and returned the packets to the experimenter directly upon completion.

Results and Discussion

The raters' ability to identify the gender of the subject, whose work or biographical

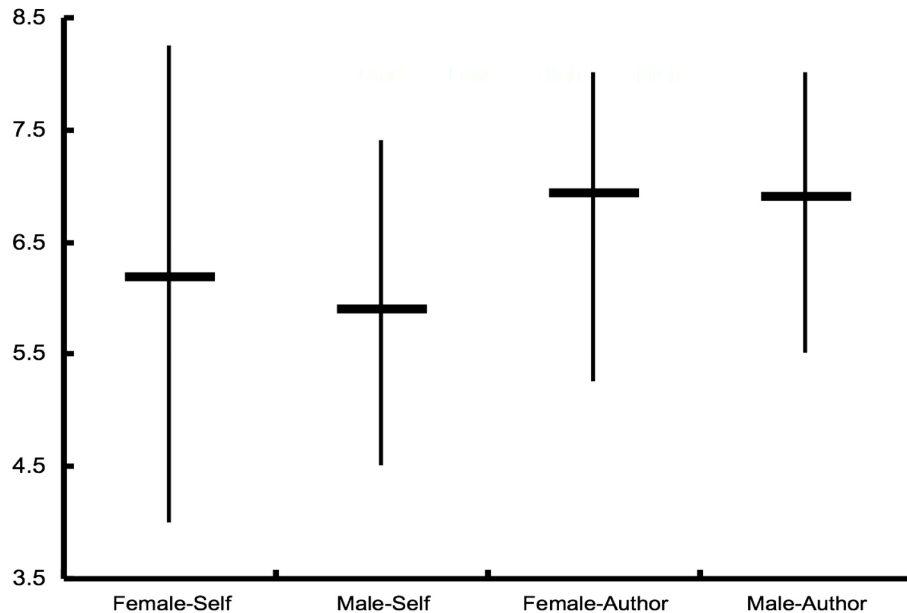
information was discussed within the passage, was significantly different across all decades (1900-2007) of passage publication $t(10) = 2.26, p < .05$ (two-tailed), and across all course levels $t(5) = 3.92, p < .01$ (two-tailed). The term ‘course levels’ is intended to encompass, as raters, both faculty and reviewers from analysis one, as well as students from the four classes previously listed in the methods section. Raters were able to identify the gender of the passages about women ($M = 52.42, SE = .07, SD = .24$) across decades only 52% of the time, which is 2% above chance. In comparison raters were able to correctly identify the gender of passages concerning men ($M = 69.09, SE = 5.59, SD = 18.55$) across all decades 69% of the time or 19% above chance. A medium sized effect was observed of $\eta^2 = .338$ (33.8%) within the analysis across decades. The raters’ course level showed a greater effect $\eta^2 = .754$ (75.4%) on passage gender identification than that observed across the decades of publication. When gender identification was analyzed across all course levels raters correctly identified female passages only 51% of the time ($M = 51.15, SE = 6.92, SD = 20.10$) or 1% above chance; whereas, male passages ($M = 67.40, SE = 9.21, SD = 16.96$) were correctly identified 67% of the time, which is 17% above chance. It must be noted that the male means are slightly higher than would be expected due to an error in the 1997 blocked passage sample which shows the pronoun ‘his’ on one occasion. This error affected the identification of gender but not the ratings of significance, which showed variability similar to other decades. These results indicate that the reader is rarely able to truly identify the gender of the passage subject beyond mere chance. However, it would also be the rarest of occurrences that a student would ever actually be called upon to consciously identify gender in a masked text. Most texts will generally provide the reader with the gender of the subject in question through the use of gender biased names or gender pronouns.

It is to be expected that the ability to assess gender would increase with level of education and with familiarity with the history of women in psychology, thus the term ‘educated guess’.

The previous results partially reflect this expectation in that the highest percentage of correct female identification came from the faculty ($M = 1.33$) at 67%. Unexpectedly, the lowest correct gender identification rate, 20%, came from the students who had previously acted as reviewers ($M = 1.80$) in analysis I. This effect may be due to the fact that the reviewers for analysis one were the only group that knew the research was regarding gender; however, as previously stated they were unaware of the questions that would be asked of them. A similar trend occurred in the gender identification of the male passages. Graduate students ($M = 1.91$) correctly identified 91% of the passage subjects as male, and once again the reviewers from analysis one were the lowest at 40%. One reason for the difference between master's level graduate students recognition of male passages and the faculty recognition of the female passages may be that while the graduate students have been exposed to the fact that women existed in the history of psychology, they have not been exposed to the actual historical research conducted by women. Therefore, they tend to assume that if the information is experimental in nature then it must be male. Faculty may have been exposed to a great depth of work from women in doctoral studies allowing for more balanced analysis. A third potential explanation is that after years of training, neither the graduate students or faculty are actually better at identifying gender but rather are simply better at guessing.

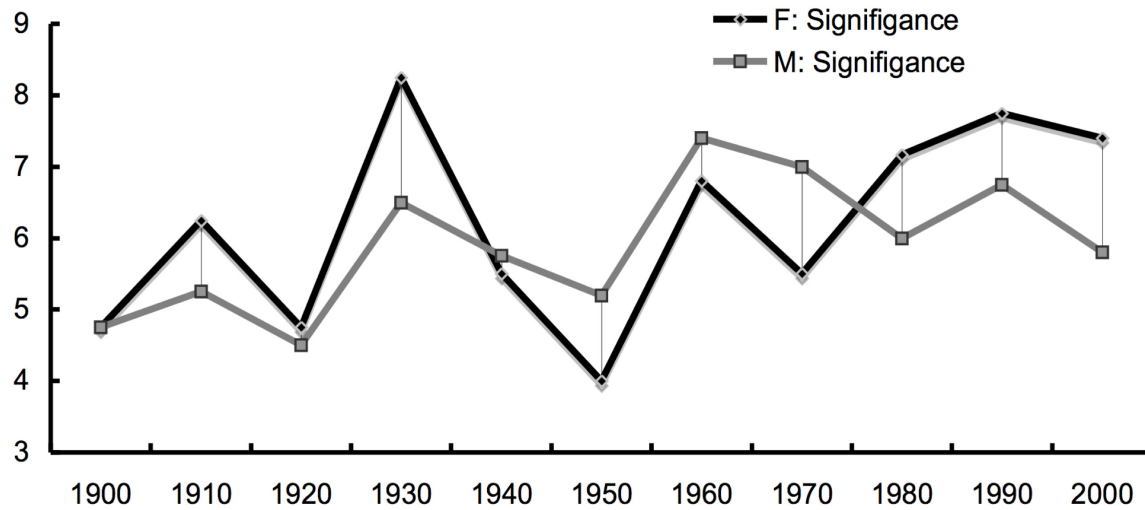
The raters' evaluations of the passages' historical significance to the author across both genders was not significantly different between course levels $t(5) = .47, p > .05$ (two-tailed), or decades $t(10) = .14, p > .05$ (two-tailed). Raters perceived the historical significance of the passages to the authors, of both male and female passages, almost equally (See Figure 5) across all course levels (*Females*: $M = 7.02, SE = .38$; *Males*: $M = 6.85, SE = .30$) and all decades (*Females*: $M = 6.94, SE = .27$; *Males*: $M = 6.9, SE = .21$).

Figure 5: Raters perceived historical significance to self and author (Horizontal Bar = Mean)



However, as can be seen in figure five, raters showed a greater discernment in their judgment of the perceived historical significance of the content of the passage to themselves $r = .61$ ($N = 11$) across all decades and course levels, $r = .59$ ($N = 6$). Female passages were rated higher in significance to self across six of the eleven decades (See Figure 6). One decade, 1900-1909, was equal in historical significance to self (rater) between both male and female passages. Analysis across course levels also reflected a higher significance to self rating for the female passages. Four out of the six course levels reported a higher significance to self for the female passages: General (freshman) $M = 7.27$, Social (sophomore) $M = 6.00$, Biosocial (graduate) $M = 5.82$, and Faculty $M = 6.33$. Only the History and Systems ($M = 6.8$) senior level course and the reviewers ($M = 6.80$) from analysis one rated the male subject passages as more historically significant to self. There is currently no indication from the data as to why this grouping of the higher-level courses occurred.

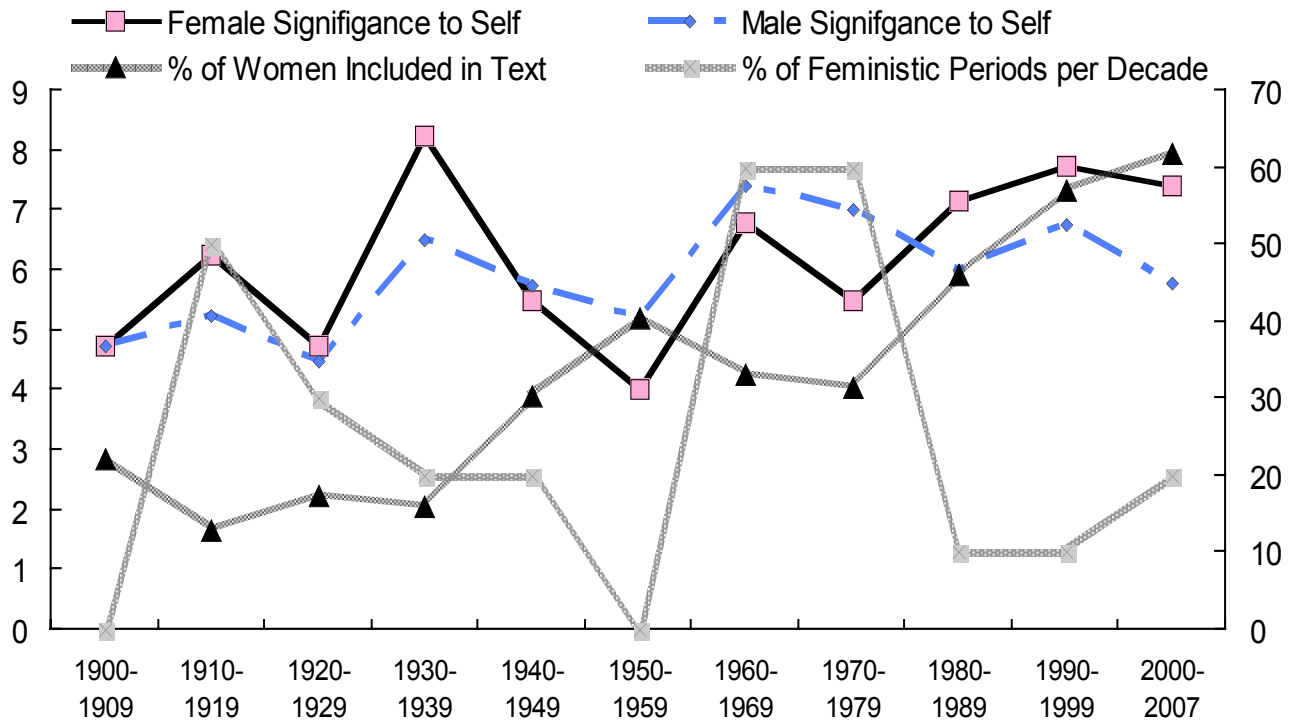
Figure 6: Raters perception of passages historical significance to self per decade



Rater's perception of historical significance was also compared to the cultural measures used in analysis one, including both the percentage of doctorates conferred to women, between 1920 and 2007, and feministic periods across all publication decades (See Figure 7). A significant correlation $r = .61$ ($N = 11$) was found between raters' perceptions of the passages significance to self for the female passages between 1920 and 2007 and the percentage of doctorates. The percentage of doctorates conferred to women accounted for 37% of the variability within rater's perceptions of the female passages historical significance to self. A significant difference was found when the historical perceptions to self across all publication decades were assessed against the feministic periods across all decades. The significant difference was found between both female passages $t(10) = 2.91, p < .01$ (two-tailed), and male passages $t(10) = 3.00, p < .01$ (two-tailed). It is interesting to note that the difference accounted for by feministic periods showed both genders affected almost equally, with the males ($M = 5.9, SE = .28, SD = .94$) showing a slightly large effect, 47.34%, than that of the females ($M = 6.19,$

$SE = .42, SD = 1.39$) with 45.85%.

Figure 7: Hostile (% of women Included) and benevolent sexism (female significance) trends



It is in this last result that the implications of benevolent sexism begin to emerge. As Glick and Fiske (1996) and Glick, et al. (2000) showed, benevolent sexism occurs when the woman in question is seen as the exception rather than the rule. This analysis has shown that the readers of passages perceive a greater significance in the passages discussing woman and their work. Additionally the raters' perception of the authors' consistency in value across passages indicates that a standard reader would not regard the author as intentionally biased towards either gender when reviewing an unmasked text. It is important to remember here that the reader was unaware as to the gender of the subject of the passage. Figure seven shows support for the hypothesis that perception of the historical significance of the female passages would increase during feministic periods and decreased during masculine periods. Benevolent sexism and social dominance theory (Wilson & Liu, 2003) suggest that this transition would occur because the

cultural shift towards the feminine would increase the paternalistic nature of the psychologist-historian as author. This increase would, in turn, result in the modification of discourse construction placing the woman on a higher pedestal. Interestingly, the perception of historical significance of the males' work is relatively consistent across time.

Male perceived historical significance to self only exceeds the perception of the female passage to self beginning in the 1950's and declining in the 1970's. I wondered if this might be a type of shift to potentially justify the extreme feminization of the culture during that period. However, this explanation is unlikely in that the trend begins in the 1950s, one of the lowest feministic periods. It is more probable that the extreme cultural shift to the masculine in the 1950s decreased the need to show paternalistic protection of female inclusion. This overtly masculine period is most likely the reason that we see the extreme shift to feministic period immediately following. Ultimately, this analysis appears to indicate that the psychologist-historian is, consciously or unconsciously, affected by greater cultural gender movements in such a way that they are distinguishing separate values for the subject of the passages, person, or work based on gender. In other words, as it turns out the devil was indeed in the details.

General Discussion

"We are coming down from our pedestal and up from the laundry room"
~Bella Abzug, lawyer

Hostile and benevolent sexism are not mutually exclusive. As these analyses have shown, they are rather like a teeter-totter on a child's playground: when one goes up the other comes down. I have shown that within this broad sample of 55 History of Psychology Textbooks that over the last 11 decades (107 years) when the feministic periods go up, the inclusion of women in the HOP textbooks goes down (hostile sexism) and the reader's perception of the value of the women's information within the text increases (benevolent sexism). These findings, while supporting those of Young (2004), Morawski (1992), Peterson and Kroner (1992), Weiten &

Wright (1992), and Wetz (1992); offer new insight into not only the mystery of inclusion but also the way in which readers receive that information. In addition, this work has shown that while the overall percentage of women included in the History of Psychology textbooks is growing, we still have a long way to go in reaching proportional inclusion. I must note one potentially important observation: the period from 2000 to 2007 is showing a similar trend to that found at the beginning of the 1950s. This pattern may indicate that we are headed for a major shift once again but the direction of that shift has yet to be determined.

Excluding the potential for this impending correction, it appears that we, the psychologist-historians, are slowly achieving a more unified system of inclusion and description. However, we have barely begun our professional introspection. Critical analysis of our own work is required to have any hope of correcting these subtle biases in the future. As Crawford and Marecek (1989) state

Critical history examines the values of the field and makes value judgments about its past record. Creating such a history helps the field to develop a self-concept – a set of self-referential, self-regulating, and self-knowing structures...such a history will always be under revision, because the meaning of the past changes in accord with the shift in perspective that take place as the present unfolds. (p.149)

The critical analysis of the work of the psychologist-historian is as crucial to the evolution of the History of Psychology field as critical history is to the discipline of psychology. This benefits both the psychologist-historian and, more importantly, the future female students' understanding of their true place and value in the cultural-historical context of their profession. Moreover, such rehistoricizing benefits male students' awareness of the demonstrable truth that women not only did not just arrive on the disciplinary scene but also have been here from the very beginning and earned their place in the history books.

The goal of this work was never to fully explain why women are include or excluded in differing amounts or exactly why the reader perceives gendered material differently. Rather, paralleling Peterson and Kroner (1992), this work was intended to show that these differences exist. Scientific analysis requires that we must first observe the subject of inquiry and then provide a description before further analysis can be conducted. In other words, the goals of these analyses were to observe the subjects (texts) and define the problem (benevolent and hostile sexism). Now that this has been accomplished it is possible to move to the second phase of inquiry regarding experimentation.

The next phase of this research will parallel Conti and Kimmel's (1993) follow up to Peterson and Kroner's (1992) work. The second phase of this research will begin by conducting a line-by-line discourse analysis of the passages used in analysis two. A brief observation of the passages revealed that seven of the passage pairings showed that the woman's name was used less than the man's (averaging 3 to 1), three of the passages were equal, and only one used the woman's name more than the man's. While this information did not affect the analysis conducted for this study, such linguistic disparities could add additional reinforcement for benevolent sexism found elsewhere in the discourse when reviewing standard unblocked texts. Some people may believe that the name of an individual has no effect on the reader's perception in the current decade. However, a 2008 study of the journal peer review process found that, when double-blind reviews were used, a significant increase in the acceptance rate of female-first authored papers occurred, including those previously rejected (Budden, et al., 2008).

In addition to the aforementioned information, the lessons learned from the future discourse analysis will be used to manipulate passages to test the effects on readers' perception when different textual patterns are used. Ideally, the follow-up analysis will offer the psychologist-historian a guideline with which to construct a more gender-neutral History of

Psychology textbook. It may be impossible to ameliorate the misogynistic nature of the reader but it is possible to control an undue influence from the author. Several areas that have also been collected but omitted from this work will be analyzed in the next phase. These items include the break down of visibility scores by type, accounting for repetition of names across texts, and the differentiation of the race of women included. While this information was collected during this initial work the analysis and discussion of the outcomes were beyond the scope of the present descriptive analyses.

There are those that may wonder if we should even be concerned with the construction of textbooks when the History of Psychology as a field is pushing for a return to primary sources. To answer this concern I will quote Wakefield's (1998) prediction of the future of textbooks:

“They [textbooks] represent a genre of writing that through a combination of practical use and market forces must respond to a particular kind of situation. As long as that situation remains complex and problematic, teachers will need assistance in developing solutions. Market forces assure that textbooks will represent such assistance.” (p. 23)

Morawski (1992) adds that “textbooks are more than boundary markers, ... they also are textual artifacts that reveal much about psychologists' common discourse about the world.” (p. 161). I would argue based on the results of this work that the textbooks also reveal much about the world within the psychologists' discourse community.

Ultimately, I may not be able to fully explain why psychology's storytellers have biased their own stories; however, I have strongly argued that they indeed have. It is a given that no sufficient explanation of the full context in which the inadequate recognition of women has occurred has been discovered here to answer Scarborough's (2005) question. Albeit this study strongly suggests that it can now be said that the number of and way in which women were/are included in the history of American psychology is in some way affected by the cultural lens of

masculine and feministic movements within its own society. In addition, sufficient evidence now exists that the textbook reader cannot identify gender when pronouns and names are removed; although, darn that devil, they can still detect a difference even if they don't understand what that difference, devil, is.

It can be said that psychologist-historians are 'doing' gender but we can do better. In the end, while there are many things to say and much to study, the most important thing is that we (psychologist-historians) have begun the both the conversation and the inquiry. It is only through the lens of the continued cultural critique of our own writings, quantification of our personal biases, and the rehistoricizing discourse between us that we can hope to provide the future student of psychology the non-sexist history education that they deserve.

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Appendix A: Percentage of Women Included Per Textbook

Publication Year	Book Title	Author(s)	Author(s) Sex (F,M,B)	Length of Text	# of Women Included	Number of Men	Total F & M in text	% of text that were women	Visibility Score
1900	The Blot Upon the Brain: Studies in History and Psychology	Ireland, William W.	M	374	0	156	156	0.00	0
1900	A Primer of Psychology	Titchner, Edward	M	316	1	36	37	2.70	0
1901	Introduction to Psychology	Calkins, Mary	F	512	9	125	134	6.72	25
1908	Elementary Experiments in Psychology	Seashore, Carl	M	218	1	22	23	4.35	3
1908	Experimental Psychology and its bearing upon culture	Stratton, George	M	331	3	135	138	2.17	7
1910	A First Book in Psychology	Calkins, Mary	F	407	11	191	202	5.45	27
1910	A Textbook of Psychology	Titchner, Edward	M	565	5	219	224	2.23	11
1912	The Classical Psychologist	Rand, Benjamin	M	734	0	133	133	0.00	0
1913	History of Psychology; A Sketch and an Interpretation 2 vols.	Baldwin, James Mark	M	158	1	106	107	0.93	1
1914	A History of Psychology	Klemm, Otto	M	372	2	463	465	0.43	4
1921	A History of the Association Psychology	Warren, Howard C.	M	307	3	212	215	1.40	9
1921	A history of Psychology: Modern Experiments in Psychology	Brett, George	M	309	1	369	370	0.27	2
1923	Psychologies of 1925	Foster, William	M	295	1	49	50	2.00	3
1926	Psychologies of 1925	Murchison, William	M	412	4	86	90	4.44	18

Publication Year	Book Title	Author(s)	Author(s) Sex (F,M,B)	Length of Text	# of Women Included	Number of Men	Total F & M in text	% of text that were women	Visibility Score
1929	Historical Introduction to Modern Psychology	Carl Murphy, Gardner	M	470	22	645	667	3.30	51
1931	History of Experimental Psychology	Boring, Edwin	M	777	12	877	889	1.35	73
1932	The Story of Scientific Psychology	Ford, Adelbert	M	307	4	78	82	4.88	7
1933	A Hundred Years of Psychology, 1833-1933	Flugel, J. C. (John Carl)	M	386	16	431	447	3.58	47
1935	Seven Psychologies	Heidbreder, Edna	F	450	6	174	180	3.33	23
1939	American Psychology Before William James	Fay, Jay Wharton	M	240	4	427	431	0.93	10
1941	Great Experiments in Psychology	Garrett, Henry Edward	M	421	33	226	259	12.74	45
1942	Sensation & Perception in the History of Experimental Psychology	Boring, Edwin	M	613	14	877	891	1.57	35
1945	History of Psychology from the Standpoint of a Thomist	Brennan, Robert Edward	M	262	2	248	250	0.80	5
1947	Fields of psychology an experimental approach	Seashore, Robert	M	643	10	226	236	4.24	20
1948	Readings in the history of psychology	Dennis, Wayne	M	587	11	152	163	6.75	29
1951	Historical Introduction to Modern Psychology	Murphy, Gardner	M	466	59	484	543	10.87	107
1952	History of American Psychology	Roback, Abraham A.	M	426	47	738	785	5.99	105
1958	System's & Theories of Psychology	Chaplin, James &	M	672	13	292	305	4.26	87

Publication Year	Book Title	Author(s)	Author(s) Sex (F,M,B)	Length of Text	# of Women Included	Number of Men	Total F & M in text	% of text that were women	Visibility Score
1958	Body & Mind in Western thought: History of American Psychology	Krawiec T.S. Reeves, Joan	F	403	6	261	267	2.25	22
1957	A History of Experimental Psychology	Boring, Edwin G.	M	777	20	858	878	2.28	41
1962	A History of Psychology, 2nd ed	Brett, George & Peters, R. S.	M	279	8	457	465	1.72	18
1963	The Great Psychologists Aristotle to Freud	Watson, Robert	M	572	23	522	545	4.22	122
1964	A History of Psychology	Esper, Erwin	M	368	7	414	421	1.66	62
1966	History of Psychology: An Overview	Misiak, Henryk, & Sexton, Virginia	B	499	74	1130	1204	6.15	144
1969	A History of Modern Psychology	Schultz, Duane P.	M	346	12	250	262	4.58	338
1970	A Brief History of Psychology	Wertheimer, Michael	M	163	6	322	328	1.83	22
1972	Historical Introduction to Modern Psychology	Murphy, Gardner & Kovach, Joseph	M	526	56	956	1012	5.53	288
1973	Historical Conceptions of Psychology	Henle, Mary, Jaynes, Julian, & Sullivan, John	B	323	12	511	523	2.29	23
1979	Pioneers of Psychology	Fancher, Raymond	M	512	14	160	174	8.05	37
1979	A Brief History of Psychology	Wertheimer, Michael	M	168	9	350	359	2.51	30

Publication Year	Book Title	Author(s)	Author(s) Sex (F,M,B)	Length of Text	# of Women Included	Number of Men	Total F & M in text	% of text that were women	Visibility Score
1981	Contemporary Theories & Systems in Psychology	Wolman, Benjamin & Knapp, Susan	B	613	40	537	577	6.93	266
1983	A History of Western Psychology.	Murray, David J.	M	428	34	928	962	3.53	127
1985	A Century of Psychology as Science.	Koch, Sigmund & Leary, David (Eds.)	M	990	133	1816	1949	6.82	275
1988	A History of Psychology: Original sources and contemporary R	Benjamin, Ludy	M	640	76	795	871	8.73	374
1987	Psychology in America. A Historical Survey.	Hilgard, Ernest	M	1009	97	1950	2047	4.74	415
1993	A History of Psychology: Ideas and Context	Viney, Wayne	M	489	48	744	792	6.06	310
1996	A History of Psychology	Benjafield, John G.	M	392	69	743	812	8.50	312
1997	An Introduction to the History of Psychology	Hergenhahn, B.R.	M	656	53	833	886	5.98	596
1998	History and Systems of Psychology	Brennan, James	M	374	33	480	513	6.43	158
1999	A History of Modern Psychology	Goodwin, C. James	M	512	80	779	859	9.31	420
2000	A History of Psychology: Main Currents in Psychological Thought	Leahy, Thomas H.	M	422	76	1207	1283	5.92	132
2001	Connections in the History & Systems of Psychology	Thorne, Billy & Henley, Tracy	B	608	114	1334	1448	7.87	572
2003	A History of Psychology: Ideas and Context	Viney, Wayne & King, Brett	M	495	82	1120	1202	6.82	389

Publication Year	Book Title	Author(s)	Author(s) Sex (F,M,B)	Length of Text	# of Women Included	Number of Men	Total F & M in text	% of text that were women	Visibility Score
2005	A History of Modern Psychology	Goodwin, C. James	M	498	106	763	869	12.20	297
2007	A History of Psychology: Globalization, Ideas, Applications	Lawson, Robert, Graham, Jean, & Baker, Kristin	B	498	115	1283	1398	8.23	361

Appendix B: Passages used in Analysis II

1908: Experimental Psychology and it's bearing upon culture
Stratton, George

Clear Male Passage

of Weber's Law is often attributed to Weber himself, even by careful writers. The statement of the law, that for the sensation to increase in arithmetical progression the stimulus must increase in geometrical progression, is in the spirit of Fechner rather than of Weber. Weber himself apparently never went into the question of the mathematical relation between stimulus and sensation, and merely expressed the fact that in making comparisons we note the *relative* differences of things, and not their *absolute* differences. (See his *De Pulsu, Resorptione, Auditu, et Tactu*, Lips., 1834, p. 173; and also his *Ueber die Lehre vom Tastsinne und Gemeingefühle*, 1851, p. 105.) And even to this day the facts seem to give no especial warrant for the

Blocked Male Passage

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1908 - Continued

Clear Female Passage

¹ One of the sources of this conflict in experimental results is (in addition very likely to the personal equation of the babes) doubtless some lack of critical agreement as to the signs of color *preference* here. The mere power to name or to become attentive to a color, for example, has at times been taken as an indication that the color gave a peculiar pleasure. It could hardly be maintained, however, that a child's readier notice of a loud noise was proof that this sound was preferred to one of more moderate intensity. In the end, perhaps, the chief reliance will have to be upon the more subtle signs of enjoyment, on which Miss Shinn mainly depended. (See her "Notes on the Development of a Child," *University of California Studies*, Vol. I, pp. 33 and 50.)

Blocked Female Passage

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1910: A Textbook of psychology
Stratton, George

Clear Male Passage

§ 14. In the third place, these theories accord notably well with certain facts summarized under the name of the Purkinje phenomenon. These facts are the following: (1) Green and blue seen in faint light have a greater intensity than red and yellow.* (2) If two grays — one produced by the mixture of red and blue-green lights, the other by the mixture of blue and yellow lights — be precisely matched in a bright light, the first of the two will be seen as brighter than the other when both are observed in faint light. Both facts give support to the theory that the rods, and consequently the visual purple which lies on the rods, have to do with colorless light-vision. For all forms of the Purkinje phenomenon appear only in faint illumination, and the visual purple is active only in faint light; moreover, the visual purple absorbs green rays — and, after green, blue rays — most readily; finally, the Purkinje phenomenon does not occur by excitation of the fovea of normal and partially color-blind eyes which lack visual purple and rods.†

§ 15. The von Kries and Franklin theories, finally, offer a plausible explanation of color-blindness. The facts, though not undis-

Blocked Male Passage

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§ 15. The [REDACTED] and [REDACTED] theories, finally, offer a plausible explanation of color-blindness. The facts, though not undis-

1910 - Continued

Clear Female Passage

(This section is regarding Ladd-Franklins Color theory in contrast to Young-Helmholtz)

observation. Chronologically first is the theory independently formulated by Thomas Young and Hermann von Helmholtz. It holds that there are three retinal elements or processes whose excitation conditions three color sensations — red, green, and violet. It explains sensations of colorless light as due simply to the combination in equal degrees of these three color-processes. Evidently this is a possible explanation of the cases in which a mixture of ether-waves of all lengths conditions the consciousness of colorless light. The Young-Helmholtz theory also explains, in the following manner, the excitation of colorless light sensations through the mixture of only two color-stimuli: ether vibrations of a given rate tend to set up in the retina not only the processes specifically corresponding with them, but also those which correspond with other vibration numbers. So blue light excites the retinal process which conditions the sensation-quality green, as well as that which accompanies blue; and yellow light stimulates the processes for red as well as for green. Therefore the combination of two complementary color-stimuli produces the same effect, physiologically, as the combination of all the color-stimuli.

Blocked Female Passage

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1926: Psychologies of 1925
Murchison, Carl

Clear Male Passage

note).

It is a curious fact that this *locus classicus* for the psychological distinction between *structure* and *function* should be lodged in a footnote and should be reproduced in the same form in the chapter on Conception in the *Principles of Psychology* of 1890 (vol. i. 478-479). I do not remember that James elsewhere makes use in his psychological writings of the term 'structure'; although his whole descriptive account of 'feelings' and 'thoughts,' of unfringed and fringed segments of consciousness, of the 'psychic body' and its cognitive meaning or function, is logically constitutive of his entire treatment. This neglect of an important pair of terms which he seems to have introduced into our literature, appears to be explained by the fact that his own main interest lay in cognition and in epistemological problems. James excelled, as we all know, in a keen, flashing kind of observation (though continued and consistent scrutiny under experimental conditions irked him); and we owe to him a large amount of inspective information upon the transitive and fleeting aspects of experience. But, even here, the 'feelings' chiefly interest him for the cognitive functions which they carry and much less for their own existential form or, as he puts it, their "substantive mental kernel-of-content," their "psychic body" or "structure." It is also worth noting, as we

Blocked Male Passage

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1926 - Continued

Clear Female Passage

and introspection. Among these attempts at reconciliation of the two standpoints may be mentioned the Presidential Address of Professor Calkins before the same Association in 1905.¹¹ Carrying over George Darwin's distinction between the biologist's functional relationship of the organism to the environment and the physicist's analytic interest in the ultimate structures of matter, Calkins attempted to show that the postulates of a self-psychology could well make use of analysis (which she held to be the essential point of the structuralists) and at the same time make use of the category of function. The self, that is to say, is to be at once structurally analysed and functionally set into relation with the physical and social environment. This view, which regarded with disfavor the biological trend of the times among the functionalists, depended, of course, upon its basal conception of a conscious "self." Its alleged merit is, in this connection, the acknowledgment of an inescapable self, which demands for its description both an analysis into structures and the recognition of outside functional relations.

From the turn of the century, and especially after the rival claims of the structural and the functional psychologies had been set forth by Titchener and Angell, vigorous and widespread discussions upon the distinction sprang up on all sides.¹²

¹⁰E. g., in *Psychology, general and applied*, 1914.

¹¹M. W. Calkins, *Psychol. Rev.*, 1906, 13, 61-81; cf. Psychology as science of selves, *Philos Rev.*, 1900, 9, 490-501.

¹²Among the earliest attacks upon structuralism stand those of W. Caldwell in *Psychol. Rev.*, 1898, 5, 401-408; 1899, 6, 187-191.

Blocked Female Passage

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1931: History of Experimental Psychology
Boring, Edwin

Clear Male Passage

Meanwhile his laboratory was growing in influence. Narziss Ach, who was finally to succeed Müller, was his first official assistant from 1901 to 1904. In 1904 Hans Rupp, with a new doctorate in philosophy from Innsbruck, became assistant for three years, before he went to be Stumpf's assistant for fourteen. We have already seen that most of Stumpf's assistants came from Müller. Eleanor A. McC.

Blocked Male Passage

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1931 - Continued

Clear Female Passage

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Blocked Female Passage

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1947: Fields of psychology: An experimental approach
Seashore, Robert

Clear Male Passage

In a related experiment Hartson concluded that “improvement in intellectual abilities continues during the college period in the fields in which that experience provides exercise” (p. 490). He found that on the sub-tests requiring numerical computations a large proportion of the students made higher scores when they were freshmen than when they were seniors. Students majoring in mathematics or science improved in tests employing numerical symbols; in these tests students majoring in English and the language groups made a poorer showing.

Blocked Male Passage

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1947 - Continued

Clear Female Passage

circumstances, were placed in new homes under better conditions.

Parentage of foster children. A group of 154 infants whose true parents were in the main from the lower socioeconomic levels were placed in foster homes which were in general from the average and superior occupational levels. Their mental development was studied by Skodak.² Intelligence test scores were available for 80 of the true mothers who were considered representative of the whole group; for the intelligence of their children was similar to that of the children whose mothers' IQ's were unknown. The mean IQ of the mothers was 88; more than half of them (54 per cent) had IQ's below 90

Blocked Female Passage

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1952: History of American Psychology
 Roback, Abraham A.

Clear Male Passage

ties of some nervous systems. He then experimented with living persons, instead of objects, and discovered that by placing the hand on any part of the body of a person, which was in a state of even incipient disease, the observer felt a distinct reaction. Even holding the hand in proximity to a given organ would yield a similar experience, though not in the same degree.

Buchanan, after repeating the experiments on thousands of individuals, named this particular science, as he wishes to dignify it, "psychometry," and was prepared to champion the theory that the electrical properties of the brain (a most original thought about a century ago, when we consider the recency of the electroencephalographic technique) come in contact with the "mysterious influences" of the object or writing. One is reminded here of the extraordinary exploits of Raphael Schermann in similar experi-

Blocked Male Passage

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1952 - Continued

Clear Female Passage

... that their grasp of psychology is fundamental, to the very roots, so to speak. Mary Calkins, belonging to a previous generation, could come into this class, were her system not overloaded with philosophy, bordering on metaphysics. Lundholm's critique of all physicalism (*God's Failure or Man's Folly*) suffers from the same bifurcation in procedure.

Theory, at present, occupies less place in psychology, as compared with the past, and where it does enter, it seems to be confined to some specific account, usually by means of diagrams, of the *modus operandi* of some behavior. Just as in the erection of a building, the wider and the taller the structure, the deeper must we dig, for the foundation to be secure. If theoretical psychology has been sustaining a setback, it is partly for the reason that there is so much divergence of opinion among the theorists, but there is a further reason, and that is the lack of philosophical training among psychologists of the present generation. Even if

Blocked Female Passage

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1969: A History of Modern Psychology
Schultz, Duane P.

Clear Male Passage

Watson's primary contribution was his advocacy of a completely objective science of behavior. He exerted an enormous influence in rendering psychology more objective, in both methods and terminology. Methodological behaviorism is so much a part of American psychology today that it "has conquered itself to death. It . . . has become a truism. Virtually every American psychologist, whether he knows it or not, is nowadays a methodological behaviorist" (Bergmann, 1956, p. 270).

Although his positions on specific topics have stimulated a great deal of research, Watson's original formulations are no longer of use. Behaviorism as a separate school has not lasted but has been replaced by newer forms of psychological objectivism that built upon it. Boring said in 1929 that behaviorism was already past its prime as a movement. Since movements depend on protest for their strength and very existence, it is a most effective tribute to Watsonian behaviorism that only 16 years after its inception, it no longer needed to protest. Objective methodology and terminology have largely become the American psychology, and behaviorism died, as have other successful movements, by being incorporated into the main body of thought.

To some degree, the acceptance of Watsonian behaviorism is a function of the clarity and force of the man himself. R. I. Watson commented that "his appeal was enhanced by characteristics he manifested—the youthful optimism, the tough mindedness, and a trenchant, self-confident style of writing—all of which contributed to his great effect upon psychology" (1963, p. 401). Add to these characteristics his boldness and his scorn of tradition, mystery, and the older versions of psychology—and note the spirit of the times in which he spoke—and we find summated the characteristics of the great man.

Blocked Male Passage

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1969 - Continued

Clear Female Passage

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Even though the dominance of at least some of these schools was only temporary in nature, each played a vital role in the development of psychology. Their influence can be seen in contemporary psychology even though the psychology of today bears little similarity to the earlier systems (for new doctrines again have replaced the old). Heidebreder (1933) compared the role of the schools of psychological thought to that of the scaffolding used in erecting a tall structure. Without the scaffolding from which to work, the building could not be erected. And yet, the scaffolding does not remain—it is torn down when it is no longer needed. In analogous fashion, the structure of today's psychology has been built within the general framework and guidelines established by the schools.

We cannot look on any of the schools as complete accounts of scientific fact; they are not finished products in any sense. Rather, they provided the tools, methods, and conceptual schemes that psychology has used to accumulate and organize a body of scientific fact. This is not meant to imply that the psychology of today is in a finished form. New guidelines have replaced the schools but nothing guarantees their permanence in the evolutionary process of science-building. The schools of psychology, therefore, were temporary but very necessary stages in the development of psychology.

It is in terms of the historical development of these systems—these revolutions—that the exciting advance of psychology can best be understood. Individuals stand out as making pioneering pronouncements and contributions, but their full significance is most notable when considered in the context of the ideas that preceded theirs (on which they often built) and the work that followed them.

Blocked Female Passage

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1973: Historical Conceptions of Psychology
 Henle, Mary, Jaynes, Julian, & Sullivan, John

Clear Male Passage

with the philosopher Alexius Meinong. I may mention here that I, too, got my degree with Meinong in Graz, though it was 35 years later, in 1920. Ehrenfels was one of Meinong's first students and I may have been the last to write a dissertation with him.

Ehrenfels must have been an interesting person, enthusiastic and emotional. He had musical and poetic talents. The composer Anton Bruckner tutored him in counterpoint. He was a passionate Wagnerian and even wrote texts for operas himself. He was a friend of Freud (10, p. 46) and wrote articles on sexual morals in which he advocated legalized polygamy (4).

His famous paper appeared in 1890, the year of James' *Principles of Psychology*. It was not an experimental paper, but it contained some observations and reflections about form perception which were stimulated by remarks of Ernst Mach. It was in this paper that Ehrenfels pointed out that the experience of a melody does not simply consist of the sequence of experiences of single tones, as it should according to the then-prevalent atomistic theory of sensation elements. He insisted that there is another feature present besides the sensations — a feature that cannot be derived from them and which he called the Gestalt quality.

Ehrenfels was partly an innovator, partly a conservative. He was an innovator in showing that the sensation theory could not take care of the

Blocked Male Passage

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1973- Continued

Clear Female Passage

... first, and fundamentally, the conception of consciousness in terms of the relations to environment which it involves; second, the concep-

4. A controversy may be resolved by formulating a more inclusive theory which will in some sense incorporate the competing positions. For example, Mary Calkins (1906) attempted to resolve the conflict between structuralism and functionalism by finding for both a place within a broader context: her own self-psychology. But in order to do this, she had first to ask: What is essential about each approach — that is, specifically what is the problem of reconciliation?

As to structuralism, the essential thing, she thought, is not its atomistic unit, whose inadequacies the functionalists had already pointed out. If this were the essential thing, there would be no point to the reconciliation. Rather, it is the method of structuralism which is to be retained: the analysis into irreducible elements and the classification of experiences. Within the new context, the structural task is the analysis of consciousness regarded as experience of a self (1906, p. 70).

What about functionalism? Again Calkins went to what she regarded as essential — here, too, a type of psychological analysis. This she viewed as embodying two conceptions:

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Blocked Female Passage

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. . . first, and fundamentally, the conception of consciousness in terms of the relations to environment which it involves; second, the conception of consciousness in terms of the significance or value of these relations (1906, p. 72).

The first of these conceptions may be made to coincide with self-psychology; the second may be subsumed under it. In short, "functional psychology, rightly conceived, is a form of self-psychology" (1906, p. 75).

Today we are not much interested in this solution by ██████ but the reason does not lie in any inadequacy of the solution. Rather, we no

1985: A Century of Psychology as Science.
Koch, Sigmund & Leary, David (Eds.)

Clear Male Passage

cross-hatched into the cortical surface. Neither of these experimental procedures nor another in which electrical epilepsy was produced (Pribram, 1971b) resulted in *any* deficiency in discrimination performance of cats and monkeys. This led Köhler to remark that not only his theory but every other brain theory of perception had been jeopardized. In personal discussions and letters it was suggested that perhaps microfields centering on synaptic events might substitute for or underlie the macrofields (see, for example, Beurle, 1956; Pribram, 1960). Köhler died before any precise conceptual or experimental implementation of these ideas could be accomplished.

Meanwhile, unit recordings of the responses of single cells in the brain cortex had shown that in the visual cortex the response was especially brisk to lines presented in a specific orientation (Hubel & Wiesel, 1959). In view of the finding that below cortex the responsive field of neurons was circular, a Euclidean interpretation of the neural mechanism of perception became popular: below cortex spots, align the spots (by convergence) to make up lines, and from lines any other figure can be constructed by simply extrapolating the process hierarchically. The appeal of the formulation was the appeal of isomorphism—at last the evidence seemed to indicate that brain geometry and mind geometry were the same.

The basis of this cellular isomorphism is, of course, superficially different from that proposed by Köhler. He had suggested that steady-state currents were the

Blocked Male Passage

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1985 - Continued

Clear Female Passage

HOW IT RELATES TO THE MIND-BRAIN ISSUE:

The example deals with the problem of isomorphism. Mary Henle (1977) has called attention to the fact that the problem has not been dealt with adequately either at the conceptual or the experimental level. What then is the problem, and how does it relate to the mind-brain issue? Simply stated, the theory of isomorphism suggests that some recognizable correspondence exists between the organization of our perceptions and the organization of our brain states. With regard to the mind-body problems, therefore, isomorphism is of central concern. No form of identity between mind and brain can be entertained if isomorphism does not hold—if it does, identity is still not mandatory, of course. To the extent that isomorphy exists, our existential understanding of the intimate relationship between mind and brain is correspondingly enhanced.

Isomorphism literally means “of the same form.” What needs to be shown is that a brain state measured electrically or chemically has the same form, the same configuration as the mental percept. Recently, Roger Shepard (1979) has extended the concept to include what he calls a close functional relationship between brain representation and percept. Henle rightly criticizes this extension by pointing out that a naming response could be interpreted as “functionally related” yet be far from exhibiting the property of sharing the same form.

Blocked Female Passage

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1997: An Introduction to the History of Psychology Hergenhahn, B.R.

Clear Male Passage

subjects (Gaier, 1996, p. 1120).

After obtaining his doctorate in 1898, Thorndike began teaching at the College for Women at Western Reserve University; but after a year, he returned to Columbia where he remained until his retirement in 1940. After retirement, he continued to write until his death in 1949 at the age of 74. During his career, Thorndike was extremely productive, and at his death his bibliography comprised 507 books, monographs, and journal articles. He did pioneer work not only in learning theory (for which he is most famous) but also in the areas of educational practices, verbal behavior, comparative psychology, intelligence testing, transfer of training, and the measurement of sociological phenomena. As an example of the latter, he wrote *Your City* (1939) in which he attempted to quantify the "goodness of life" in various cities. Like Galton, Thorndike had a penchant to measure everything. Also like Galton, Thorndike believed intelligence to be highly heritable. Thorndike believed that educational experiences should be stratified according to student's native intellectual ability. About the attempt to provide equal education to all children, he said, "It is wasteful to attempt to create and folly to pretend to create capacities and interests which are assumed or denied to an individual at birth" (1903, p. 44). However, Thorndike did not believe gender differences in intellectual ability were substantial enough to support arguments against coeducation. After reviewing the data he concluded, "Differences in ability [are] not of sufficient amount to be important in arguments concerning differentiation of the curriculum or of methods of teaching in conformity of sex differences" (1903, p. 118).

Blocked Male Passage

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1997 - Continued

Clear Female Passage

in 1903. During her more than three decades at Vassar she published more than 70 articles—mainly on animal psychology—and was active in the administrative activities of the APA and other psychological organizations. In 1921, in recognition of her many accomplishments, Washburn was elected the second woman president of the APA (Calkins was first). In her presidential address (1922) Washburn criticized Watson's behaviorism and praised Gestalt psychology for its willingness to study consciousness. In 1931, she was awarded membership in the National Academy of Sciences, only the second woman to be granted membership in that distinguished organization (Florence Sabin, MD, was first).

In *The Animal Mind*, Washburn, like Morgan, was primarily interested in inferring consciousness in animals at all phylogenetic levels. To index consciousness in animals, she summarized hundreds of experiments in such areas as sensory discrimination, space perception, and learning ability. Although her primary concern was with animal consciousness, her responsibility for the behavior being observed. Washburn did investigate animal learning under controlled conditions, but she did so in an effort to understand animal consciousness. It remained for animal learning to be studied experimentally for its own sake rather than as an indirect means of studying animal consciousness. It was Thorndike who took this important next step.

Blocked Female Passage

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2007: A History of Psychology: Globalization, Ideas, Applications
Lawson, Robert, Graham, Jean, & Baker, Kristin

Clear Male Passage

Hull was marked as a man of perseverance from the time he was a young boy growing up in rural New York, as he had to overcome the ravages of typhoid fever and poliomyelitis. He quickly expressed other uses for his perseverance by graduating from the University of Michigan in 1913 with a bachelor's degree and then from the University of Wisconsin at Madison in 1918 with a PhD. He remained in Madison for ten years focusing his research and teaching primarily on aptitude testing before moving to Yale University's Institute of Human Relations. It was at Yale that he pursued in earnest new interests in suggestibility and hypnosis as well as methodological behaviorism.

Hull, while at Yale University, published a total of thirty-two papers and one book on hypnosis. These works described the nature of hypnosis as a state of hypersuggestibility that facilitates the recall of earlier memories more so than the recall of more recent ones, and the posthypnotic state as one in which suggestions are ineffective (Hull, 1933). In addition to describing the nature of hypnosis, Hull went on to describe the susceptibility to hypnosis as normally distributed although it has been assumed that children and women were more susceptible to hypnosis than men. Unfortunately, as a consequence of litigation surrounding an alleged incident of sexual harassment associated with one of his studies of hypnosis, which was settled out of court, Yale University mandated that Hull discontinue his excellent work on hypnosis and focus upon new research interests in psychology. Throughout Hull's tenure at Yale University, his theories, such as the frustration and aggression hypothesis, were applied by the university to a number of internal problems.

Blocked Male Passage

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2007 - Continued

Clear Female Passage

the Method of Paired Associates). This was the procedure, now well known to all beginning psychology students, in which pairs of items are presented and the learner learns to anticipate the second item in a pair after presentation of the first item, much in the same way students use flashcards to learn new material. With this paper Calkins became the first psychologist to report and use systematically the Paired Associates methodology.

Calkins used this methodology in her research to demonstrate the influence of primacy, recency, frequency, and vividness on memory. Edward Bradford Titchener (1867–1927) and G. E. Müller (1850–1934) were particularly impressed by Calkins' Method of Right Associates, especially since she was still a student at the time of its publication. Titchener included Calkins' experiment in his 1905 "Student's Manual" and Müller did a series of studies using her method. Unfortunately, although it was probably not Müller's intent when he did so, this may have facilitated Calkins' authorship of the method being lost from the historical record. In 1927, Eleanor Gamble performed an experiment similar to the one used in Mary Calkins' original research, but described the method she used as being "exactly that which was elaborated by Müller and Pilzecker and is familiar to all investigators in the field of memory" (Gamble, 1927). Calkins' original claim to the method was further lost in 1929 when Edwin Boring, in what was to become the textbook of the history of psychology for several generations of psychologists, gave credit for the original idea to Adolph Jost. Calkins herself did not refer to her method by its now more common name of the Method of Paired Associates until 1930 when she wrote an autobiographical piece for publication.

The turn of the 19th century found psychology in the middle of a heated battle between different schools. Two of the most vigorous combatants to take the field were the schools of structuralism and functionalism. At the root of the science of psychology lies the goal of addressing the concept of the self. The structuralists, preoccupied with identifying the

Blocked Female Passage

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Appendix C: Questionnaire

Example 1:

Questions to be answered after reviewing excerpts:

How significant do YOU believe this person is to the history of psychology on a scale of 1 to 10 (1 being not at all and 10 being extremely)?

1 2 3 4 5 6 7 8 9 10

How significant do you believe the AUTHOR thinks this person is to the history of psychology on a scale of 1 to 10 (1 being not at all and 10 being extremely),?

1 2 3 4 5 6 7 8 9 10

*Was the subject of the previous paragraph a: Female or Male

Example 2:

Questions to be answered after reviewing excerpts:

How significant do YOU believe this person is to the history of psychology on a scale of 1 to 10 (1 being not at all and 10 being extremely)?

1 2 3 4 5 6 7 8 9 10

How significant do you believe the AUTHOR thinks this person is to the history of psychology on a scale of 1 to 10 (1 being not at all and 10 being extremely),?

1 2 3 4 5 6 7 8 9 10

*Was the subject of the previous paragraph a: Female or Male

*The answer choices appeared in reverse in a little less than half of the answer sheets.

Appendix D: Demographics

Demographics

To be completed by Reviewer/Rater:**Students Only:**

Year in Program (freshman, junior, graduate): _____

Have you taken a History of Psychology course?
(at this university or any other) Y or N

If yes, how many: _____

Are you or have you ever been a research assistant for this experimenter? Y or N

Faculty Only:

How many years since completing doctorate? _____

Have you ever taken a history of psychology course? Y or N

If yes, how many: _____

Have you ever taught a history of psychology course?
(this includes history and systems) Y or N

If yes, when did you last teach a history course: _____

All:

Age: _____

Gender: Female or Male

Were you able to identify any books or titles from passages you read? Y or N

Name five MALE psychologists that were well known prior to 1960:

Name five FEMALE psychologists that were well known prior to 1960:

Appendix E: IRB Approval Notice

Email correspondence: From: Jill Devenport <jdevenport@ucok.edu>
 Date: Fri, 07 Mar 2008 14:37:12 -0600
 To: <kvaughn1@ucok.edu>, <grupp@ucok.edu>
 Cc: <gwilson@ucok.edu>
 Subject: IRB #08071 approval with Caveat

Ms. Kelli Vaughn-Blount
 Dr. Gabriel Rupp
 Department of Psychology
 College of Education and Professional Studies
 University of Central Oklahoma

Dear Ms. Vaughn-Blount and Dr. Rupp:

Thank you for submitting your revised application (UCO IRB# 08071) entitled, Psychologist-historians: historying women & benevolent sexism, for review by the UCO Institutional Review Board (IRB). The Office of Research & Grants is pleased to inform you of the approval of your application.

Caveat: APA guidelines suggest data be kept no more than 5 years following publication so the IRB suggests that you adopt that guideline as yours seems unusually long. Please send a revised ICF as an attachment to an email to me.

This project is approved for a one year period but please note that any modification to the procedures and/or consent form must be approved prior to its incorporation into the study. A written request is needed to initiate the amendment process. You will be notified in writing prior to the expiration of this approval to determine if a continuing review is needed.

On behalf of the Office of Research & Grants and UCO IRB, I wish you the best of luck with your research project. If our office can be of any further assistance in your pursuit of research, creative & scholarly activities, please do not hesitate to contact us.

Sincerely,
 Jill A. Devenport, Ph.D.
 Chair, Institutional Review Board
 Office of Research & Grants, Academic Affairs
 University of Central Oklahoma
 Edmond, OK 73034
 405-974-5479
 405-974-2526

Appendix F: Consent Form

UNIVERSITY OF CENTRAL OKLAHOMA

INFORMED CONSENT FORM

Research Project Title: Psychologist-Historians: Historying Women & Benevolent Sexism

Researcher (s): Kelli Vaughn-Blount

A. Purpose of this research: To assess written grammatical implications of historical representations of gender and status of historical figures in psychology.

B. Procedures/treatments involved: You will be asked to review several historical text book passage excerpts and evaluate and rate underlying implications of the texts in a short series of questions.

C. Expected length of participation: 30 minutes

D. Potential benefits: Facilitation and development of historical and critical analysis abilities.

E. Potential risks or discomforts: It is not likely that there will be any harms or discomforts associated with the demographic information or the process of the research experiment. You may potentially feel some anxiety or discomfort associated with answering questions about yourself. You are not required to answer any question that you deem inappropriate or are simply uncomfortable addressing.

F. Medical/mental health contact information (if required): N/A

G. Contact information for researchers: kvaughn1@ucok.edu

H. Explanation of confidentiality and privacy: No records will be retained that connect your responses with your personal identity (eg. Name). The only list of names that will be retained will show your name and that you receive bonus points to be provided to your instructor (Faculty and Psyence Lab members are excluded from this rule). Anything that you say or do in the study will not be shared with anyone outside of the researcher. We will not be asking you to provide your name or any personal information during the actual reveiws excluding age, gender, year in program, etc. The information obtained in person will be kept in a locked cabinet on campus in care of the researcher and will only be made available to researcher and authorities for verification of research participant authenticity.

I. Assurance of voluntary participation: Your participation in this study is voluntary. It is your choice to be part of the study or not. If you decide to participate, you can decide to stop at any time without penalty. If you decide to stop participating, there will be no consequences to you. If you do not want to answer some of the questions you do not have to, but you can still be in the study. Your decision whether or not to participate will not affect your continuing access to research participation at the University of Central Oklahoma or your participation credit for a course.

Information About the Study Results:

Results of the study can be obtained by contacting the primary researcher by email after May 15th, 2008.

AFFIRMATION BY RESEARCH SUBJECT/ REVIEWER/ RATER

I hereby voluntarily agree to participate in the above listed research project and further understand the above listed explanations and descriptions of the research project. I also understand that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time without penalty. I have read and fully understand this Informed Consent Form. I sign it freely and voluntarily. I acknowledge that copy of this Informed Consent Form has been given to me to keep.

Research Subject's Name: _____

Signature: _____ Date _____

Appendix G: Curriculum Vita

Kelli M. Vaughn-Blount**Education**

2008 - 2014*

York University
 Toronto, Ontario, Canada
 Doctor of Philosophy: History and Theory of Psychology
 Expected to Begin Studies in Fall 2008
 Expected Degree Completion: May 2014
 *Officially accepted to program in February 2008

2006 – 2008

University of Central Oklahoma
 Edmond, Oklahoma
 Master of Arts in Experimental Psychology
 Thesis: Psychologist-Historians: Historying
 Women & Benevolent Sexism
 Expected Degree Completion: May 2008
 GPA: 4.0

2003 – 2005

University of Central Oklahoma
 Edmond, Oklahoma
 Bachelor of Arts in Psychology / Minor: Sociology
 Summa Cum Laude
 GPA: Overall 3.91 / Psychology 4.0

Summer 2006

University of New Hampshire
 Durham, New Hampshire
 APA Preparing Future Faculty Program
 GRAD 980: Preparing to Teach a Psychology Course

2002 – 2004

Oklahoma State University
 Oklahoma City, Oklahoma

2001- 2002

University of Phoenix
 Oklahoma City, Oklahoma

Research Interests

History of Psychology (Women, Feminist, Physics), Thanatology (Grief and Bereavement, Social Support), Teaching of Psychology (Electronic Pedagogy, Preparing Future Faculty), Women's Studies (Feminist Psychology), Evolutionary Psychology (Paternity).

Publication

Vaughn-Blount, K., Rutherford, A., Baker, D., & Johnson, D. (in press). History's mysteries, demystified: Becoming a psychologist-historian. *American Journal of Psychology*.

Vaughn-Blount, K. (April, 2008) Champions of psychology: Interview with Nora Newcombe. *Observer*, 21(4). 32-34.

- Vaughn-Blount, K. (February, 2008) Champions of psychology: Interview with Lisa Diamond. *Observer*, 21(2). 31-33.
- Vaughn-Blount, K. (December, 2007) Champions of psychology: Interview with Victor Benassi. *Observer*, 20(11). Retrieval from <http://www.psychologicalscience.org/observer/getArticle.cfm?id=2272>.
- Rupp, G. & Vaughn-Blount, K. (October, 2007). Where there is much light, there is also much shadow. [Review of the book *The Self-Marginalization of Wilhelm Stekel: Freudian Circles Inside & Out*], *PsycCRITIQUES Contemporary Psychology*, 52(40), 10.
- Vaughn-Blount, K. (September, 2007) Champions of psychology: Interview with Linda Woolf. *Observer*, 20(8). Retrieval from <http://www.psychologicalscience.org/observer/getArticle.cfm?id=2224>
- Rupp, G. & Vaughn-Blount, K. (June, 2006). A body of logic. [Review of the book *Incompleteness: The proof and paradox of Kurt Gödel*], *PsycCRITIQUES-Contemporary Psychology*, 51(24), 14.
- Vaughn-Blount, K. (2006, Spring). Will you remember me? The women of psychology. *The Feminist Psychologist*, 33(2), 16,28.
- Vaughn-Blount, K. & Rupp, G. (Ed.). (2006) *Article compilation (course text): A brief overview of the history of women in psychology, 1850 to 1950*. (Available from the University of Central Oklahoma Psychology Department, 100 North University Drive, Edmond, OK 73034)
- Presentations, Symposiums, and Panel Discussions**
- Vaughn-Blount, K.[Chair] (2008, May). *How to get published: Guidance from journal editors*. Association for Psychological Science Student Caucus (APSSC) Panel presentation at the 20th annual meeting of the Association for Psychological Science. Chicago, IL.
- Vaughn-Blount, K., & Knight, M. (February, 2008). *Psyencelab.com: Bringing the research group into the 21st Century*. Poster presented at the UCO Transformative Learning Share Fair 2008, Edmond, OK.
- Jones, J., Vaughn-Blount, K., & Knight, M. (2007, October). *Transformational mentoring: The development of a web based student journal*. . Poster presented at the ninth annual Oklahoma Research Day, Edmond, OK.
- Vaughn-Blount, K., & Knight, M. (2007, September). *Using an on-line research Lab and a "teaching" journal to enhance transformational learning*. Poster presented at the first annual meeting of the Oklahoma Network for the Teaching of Psychology, Oklahoma City, OK.
- Vaughn-Blount, K. (2007, August). *Unequal Equality: Round the World with Lillien Martin*. Paper presentation at the 115th annual meeting of the American Psychological Association. San Francisco, CA.
- Rutherford, A., Vaughn-Blount, K., Capshew, J., Green, C., Johnson, D., Baker., D., et al. (2007, August). *Becoming a psychologist-historian: A Beginner's guide*. In Rutherford and Vaughn-Blount (Co-Chairs). Panel presentation at the 115th annual meeting of the American Psychological Association. San Francisco, CA.
- Vaughn-Blount, K., Copeland, C., Ford, A., Hultman, J., Jenkins, S., Jones, J., et al. (2007, April). *Multidisciplinary Interaction in the study of a psychological phenomenon: Torture*. In K. Vaughn-

Blount (Chair) Mike Knight (Discussant). Panel presentation at the 25th annual meeting of the Oklahoma Psychological Society Edmond, OK.

Vaughn-Blount, K. (2006, November). *Tapping the glass: Life and times of Dr. Lillian Martin*. Paper presented at the Psyence colloquium series. University of Central Oklahoma, Psychology Department, Edmond. OK.

Vaughn-Blount, K., Vaughn, J., & Knight, M. (2006, May). *Main effects for male faces and female faces in judging parent-child phenotypic similarity*. Poster presented at the 18th annual meeting of the Association for Psychological Science New York, NY.

Vaughn, J., Vaughn-Blount, K., & Knight, M. (2006, May). *Real versus imagined: Stimulus effects on sexual versus emotional jealousy responses*. Poster presented at the 18th annual meeting of the Association for Psychological Science New York, NY.

Almstrom, C., Knight, M., Vaughn-Blount, K., Blackwell, T. (2005, June). *Parent-child phenotypic similarity: Evolution's paternity test or experimental artifact*. Poster presented at the 17th annual meeting of the Human Behavior and Evolution Society Austin, TX.

Blackwell, T., & Vaughn-Blount, K. (2005, April). *Evolutions paternity test: Parent child phenotypic similarity recognition*. Poster presented at the 80th annual meeting of the Southwestern and Rocky Mountain Division of the American Association for the Advancement of Science Tucson, AZ.

Blackwell, T., & Vaughn-Blount, K. (2005, April). *Testing predictions from evolutionary theory: works in progress*. In M. Knight (Chair) & D. Buss (Discussant). Symposium conducted at the meeting of the 23rd Annual Oklahoma Psychological Society, Edmond, OK.

Vaughn-Blount, K. (2005, April). *Silent social norms: Willingness to provide social support to the bereaved based on time and type of loss*.

- Poster presented at the 80th annual meeting of the Southwestern and Rocky Mountain Division of the American Association for the Advancement of Science Tucson, AZ.
- Poster presented at the 23rd annual meeting of the Oklahoma Psychological Society Edmond, OK.

Manuscripts in Preparation (Dates reflect proposed completion of works)

Vaughn-Blount, K., & Rupp, G. (Ed.). (2009) *Primary Article compilation (course text): Annotated overview of the history of women in psychology, 1850 to 1950*. Manuscript in preparation.

Vaughn-Blount, K. (2009). *Salvaging Society: The life and works of Dr. Lillian Martin*. Manuscript in preparation.

Knight, M., Doan, R., & Rupp, G. (2008) *I-Spi: The stories we tell ourselves, a technique for narrative assessment*. Kelli Vaughn-Blount, Christopher Copeland, Amber Romo (Ed.). Manuscript in preparation.

Vaughn-Blount, K., Rutherford, A., Baker, D., & Johnson, D. (2008) *Histories mysteries, demystified: Becoming a psychologist-historian*. Manuscript in preparation.

Teaching Experience and Curriculum Development

Spring 2008

Guest Lecturer: Principles of Behavior and Conditioning
University of Central Oklahoma
Instructor: Alicia Limke

- Spring 2008 Teaching Assistant: Biosocial Psychology (GA)
University of Central Oklahoma
Instructor: Gabriel Rupp
- Spring 2008 Guest Lecturer: Careers in Psychology
University of Central Oklahoma
Instructor: Kimberly Thomas
- Fall 2007 Guest Lecturer: Psychology of Grief
University of Central Oklahoma
Instructor: Angela Knight
- Fall 2007 Guest Lecturer: Introduction to Psychology
University of Central Oklahoma
Instructor: Gary Huddleston
- Summer 2007 Co-Instructor: The History of Women in Psychology: 1850 to 1950
University of Central Oklahoma
Co-Instructor: Gabriel Rupp
- Spring 2007 Guest Lecturer: Careers in Psychology
University of Central Oklahoma
Instructor: Donald Cole
- Spring 2007 Guest Lecturer: Psychology of Grief
University of Central Oklahoma
Instructor: Angela Knight
- Spring 2007 Teaching Assistant: Biosocial Psychology (GA)
University of Central Oklahoma
Instructor: Gabriel Rupp
- Spring 2007 Teaching Assistant: History and Systems of Psychology
University of Central Oklahoma
Instructor: Gabriel Rupp
- Fall 2006 Teaching Assistant: Advanced Statistics: SPSS
University of Central Oklahoma
Instructor: Robert Mather
- Spring 2006 Teaching Assistant: History and Systems of Psychology
University of Central Oklahoma
Instructor: Gabriel Rupp
- Summer 2006 Co-Instructor: The History of Women in Psychology: 1850 to 1950
University of Central Oklahoma
Co-Instructor: Gabriel Rupp
- Fall 2005 Guest Lecturer: Sociology of Death and Dying
University of Central Oklahoma
Instructor: Gary Steward

- Fall 2005 Guest Lecturer: University Success Central
University of Central Oklahoma
Instructor: Angela Knight
- Fall 2005 Teaching Assistant: History and Systems of Psychology
University of Central Oklahoma
Instructor: Gabriel Rupp
- Fall 2005 Teaching Assistant: Introduction to Psychology
University of Central Oklahoma
Instructor: Gabriel Rupp
- Spring 2005 Teaching Assistant: Psychology of Learning
University of Central Oklahoma
Instructor: Mike Knight
- Fall 2004 Teaching Assistant: PCs and Psychological Writing
University of Central Oklahoma
Instructor: Bill Frederickson

Professional Experience

- 2008 President Elect for 2008-2009 Academic Year
Association for Psychological Science (APS) Student Caucus (APSSC)
Beginning in May of 2008 will act as exclusive liaison between the Student
Caucus and the APS Board of Directors; will chair the APSSC Executive Council
meetings; and serve as an ex-officio head of all non-standing committees.
- 2008 Associate Editor for the Undergraduate Update Online Journal
Association for Psychological Science (APS) Student Caucus (APSSC)
Editor: Katie O'Neill
Review and endorse submissions from editor claiming to represent APSSC
before they are forwarded to APS for posting; maintain quality and link
representations for the Student Notebook in the APS Observer; Provide Editor
and APS with assistance in editing and formatting the Spring 2008 issue.
- 2007- 2008 Student Notebook Editor
Association for Psychological Science (APS) Student Caucus (APSSC)
President: Lisa Hasel
Serve as exclusive liaison between APSSC and the APS Observer; endorse
submissions claiming to represent APSSC before they are forwarded to APS;
responsible for soliciting and writing articles and announcements for the Student
Notebook in the APS Observer; Conducting and compiling interviews for
Champions of Psychology articles; provide the Observer with appropriate and
necessary materials by given deadlines; organize and chair the Workshop with
Editors event at the APS national convention in 2008.
- 2005 - Present Managing Editor / Co-Owner / Publisher
Journal of Scientific Psychology
Editor(s): Mike Knight & Robert Mather
Duties: Review potential publications, assemble and assign student and

faculty reviewers, development of marketing materials, manage publishing of online content, website maintenance and development. Oversee copy editor and maintain all electronic transmissions and archives.

- 2006 - 2008
 Graduate Assistant
 University of Central Oklahoma, Psychology Department.
 Supervisor: Mike Knight, Chair
 Duties: Organize and administrate student research group called Psyence Lab. Text editing and development. Assistant to general psychology management faculty. WebCt assistance to faculty and students. Teaching assistant training. Literature review assistance. Identification and acquisition of Lab materials. Purchasing, maintance and operation of poster printing services for faculty, staff, and students of the College of Education. Faculty website development for research groups and special programs. General technical support and assistance to all departmental faculty. Introductory material development for WebCt systems and Experimentrak/Sona-sytems research participant interface.
- 2007/ 2008
 General Psychology Coordinator Graduate Assistant
 Supervisor: Robert Mather
 Duties: Review potential text publisher's potential technology and summarize for committee. Update current plagiarism guidelines to be included in e-pack constructions. Work with custom publisher to develop universal WebCt e-pack for course instructors. Provide training and support for general psychology teaching assistants and faculty.
- 2007/2008
 Student Reviewer
 New School Psychology Bulletin
 Supervisor: Injae Choe
 Duties: Review student submissions for article publication and provide feedback to authors including positive comments and constructive criticism for improvement.
- 2006/ 2007
 General Psychology Co-Coordinator
 Supervisor: Gabriel Rupp
 Duties: Develop universal syllabus for introductory psychology courses. Update current text with faculty information. Create plagiarism guidelines to be included in text. Work with custom publisher to develop universal WebCt e-pack for courses. Provide training and support for general psychology teaching assistants and faculty.
- 2005/ 2006/
 Spring 2007
 Student Reviewer
 American Psychological Society : Student Research Grant / Poster Competitions
 Supervisor: Andrew Butler / Lisa Hansel
 Duties: Review student submissions for grant/poster competitions, evaluate the merit of the proposed research and presentations using a pre-established scoring system and provide feedback including positive comments and constructive criticism to be provided to researcher.
- 2005/ 2006
 Research Assistant
 University of Central Oklahoma, Psychology Department.
 Supervisor: Mike Knight
 Duties: Organize and administrate student research group called Psyence

Lab. Conduct, design, and oversee various research projects with and for supervisor. Assist and oversee individual undergraduate and master's student group members current research. Plan events and meetings for group members as well as providing assistance in IRB, vita preparations, and general mentoring. Funded, developed, and maintain website to support research groups (from this area and others), journal, and reference database. The website is Psyencelab.com, while used in part to support research conducted by the Pysence Lab research group, is a privately owned entity.

Committees

2005/2006	Technology
2006/2007	Student Representative, Psychology Department
2007/2008	College of Education and Professional Studies University of Central Oklahoma, Edmond, Oklahoma
2007/2008	Student Technology Advisory Board (University Level) University of Central Oklahoma, Edmond, Oklahoma
2005/2006	Academic Appeals
2006/2007	Student Representative, Psychology Department College of Education and Professional Studies University of Central Oklahoma, Edmond, Oklahoma

Volunteer Experience

2004/ 2005/ 2006	Calm Waters Support Center Supervisor: Sue Hollenbeck and Helen Chamberlain Position: Support Group Facilitator Duties: Provided fund raising support. Facilitated support groups of 8 to 10 adults through a predetermined 8-week curriculum of activities and discussions. The curriculum primarily addresses the effects of divorce or grief on children and ways to improve communication and coping skills within the family unit.
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Honors and Awards

Outstanding Graduate Student in Psychology, University of Central Oklahoma (2007-2008)
Who's Who Among Students in American Universities and Colleges (2008)
Oklahoma Psychological Society Student of the Year (2007-2008)
Oklahoma Psychological Society Research Travel Award (2005, 2006, 2007, 2008)
Outstanding Undergraduate Student in Psychology, University of Central Oklahoma (2004-2005)
First Place Award Undergraduate Poster Competition, Oklahoma Psychological Society 23rd Annual Research Conference (2005, April)
Oklahoma Psychological Society Research Travel Award (2005, April)
University of Central Oklahoma

- Research Assistant Tuition Waiver (2005-2006)
- Graduate Stipend (2005,2006,2007, 2008)
- Academic Tuition Waiver (2004,2005,2006)
- Psychology Department Waiver (2003, 2004, 2005)
- Transfer Scholarship (2003-2005)

National Dean's List 2003-2004, 2004-2005, & 2005-2006

President's Honor Roll

- Oklahoma State University (Summer 2002, Fall 2002, Spring 2003)
- University of Central Oklahoma (Fall 2003, Spring 2004, Summer 2004, Spring 2004, Fall 2005, Spring 2005, Fall 2006, Spring 2006, Fall 2007, Spring 2007, Fall 2008)

Dean's Honor Roll University of Central Oklahoma (Fall 2004)

Membership

Psi Chi National Honor Society (2004-Present)

- Vice-President of University of Central Oklahoma Chapter (2005)
- Senator to University of Central Oklahoma Student Association (Spring 2005)
- Recipient Psi Chi Scholarship (Fall 2004)

Alpha Chi National Honor Society (2004-Present)

- Recognizes the top 10% of an institutions junior (3rd year) and senior (4th year) student body.
- Senator to University of Central Oklahoma Student Association (2004/2005)

Student member

- History of Science Society (2007 – Present)
- Oklahoma Network for the Teaching of Psychology (2007-Present)
- Association for Psychological Science (2005 - Present)
- American Psychological Association (2005-Present)
 - Div 2: The Society for the Teaching of Psychology
 - Div 26: Society for the History of Psychology
 - Div 35: Society for the Psychology of Women
- Oklahoma Psychological Society (2004 - Present)

Technological Skills

Extensive PC and Mac training and application for standard operational software (Microsoft Office, Adobe Acrobat and Photoshop, etc), as well as specialized industry applications (WebCt, Blackboard, SPSS, Experimentrak and Sona-Sytems Experimental Participation Package). Training and skill set include mild to moderate web development and programming abilities (HTML, Dreamweaver, & Front Page).

References

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Assistant Professor

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Phone: (405) 974-5474

Angela Knight, J.D.

Department of Funeral Services
Email: aknight7@ucok.edu

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