

Psychology's Feminist Voices in the Classroom

A Teaching Guide for the History of Psychology Instructor
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One of the goals of [Psychology's Feminist Voices](#) is to serve as a teaching resource. To facilitate the process of incorporating PFV into the History of Psychology course, we have created this document. Below you will find two primary sections: (1) Lectures and (2) Assignments.

(1) Lectures: In this section you will find subject headings of topics often covered in History of Psychology courses. Under each heading, we have provided an example of the relevant career, research, and/or life experiences of a woman featured on the Psychology's Feminist Voices site that would augment a lecture on that particular topic. Below this description is a list of additional women whose histories would be well-suited to lectures on that topic.

(2) Assignments: In this section you will find several suggestions for assignments that draw on the material and content available on Psychology's Feminist Voices that you can use in your History of Psychology course.

The material in this guide is intended only as a suggestion and should not be read as a "complete" list of all the ways Psychology's Feminist Voices could be used in your courses. We would love to hear all of the different ideas you think of for how to include the site in your classroom - please share your thoughts with us by emailing Alexandra Rutherford, our project coordinator, at alexr@yorku.ca

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Lecture Topics

In this section you will find subject headings of topics often covered in History of Psychology courses, organized according to broader course themes. Under each heading, we have provided an example of the relevant career, research, and/or life experiences of a woman featured on the Psychology's Feminist Voices site that would augment a lecture on that particular topic. Also listed are specific materials (oral histories, videos, photographs, etc.) available on the site that may be used to enhance lectures. Below this is a list of additional women whose histories would be well-suited to lectures on that topic.

Schools & Systems of Psychology/Historical Trends

Behaviorism

Mary Cover Jones (1897-1987)

Mary Cover Jones conducted some of the earliest behaviorist research. In contrast to John B. Watson who induced fear in his research subject Little Albert, Cover Jones worked to extinguish the fear reaction of her subject Little Peter through what would now be termed systematic desensitization. Cover Jones's later difficulty gaining a faculty appointment because of her husband's academic position can also be used to illustrate the difficulties female psychologists encountered as a result of anti-nepotism rules.

- *Profile includes a link to an oral history interview with Mary Cover Jones*

More:

Bernice Lott (1930-)

- Worked with behaviorist Irving Maltzman
- *Profile includes video of Lott discussing "Ogling, Skinner, and the APA"*

Cognitivism/Cognitive Science

Edna Heidbreder (1890-1985)

Heidbreder studied concept formation, asking subjects to report their thoughts as they attempted to find a pattern in a series of cards presented to them (the normal process was to simply record their predictions). Her technique showed that the subjects were using subtle unconscious strategies in concept formation; this emphasis on the cognitive processes underlying behavior exemplifies the approach of Cognitive Science.

More:

Esther Halpern (1929-2008)

- Measurement of conceptual development in children

Eugenia Hanfmann (1905-1983)

- Wrote *Conceptual Thinking in Schizophrenia*

Gestalt Psychology

[Tamara Dembo](#) (1902-1993)

Tamara Dembo was a Russian psychologist who studied with Kurt Lewin in 1920s Berlin and later followed her mentor to the US. Her take on the topics of frustration and regression could serve as an example of Gestalt thinking, and her career challenges (immigration from Germany to the US; attempts to find an academic home in the US) can be used to illustrate the problems Gestalt Psychologists faced as a result of the changing political scene in Germany.

- *Profile includes a link to an article on Dembo's life in [The Feminist Psychologist](#).*

More:

[Else Frenkel-Brunswik](#) (1908-1958)

- Sought to unite psychological associationism and Gestalt ideas

[Eugenia Hanfmann](#) (1905-1983)

- Together with [Tamara Dembo](#), worked as Kurt Koffka's research assistant

[Molly Harrower](#) (1906-1999)

- Studied with Kurt Koffka and conducted experimental research on visual perception

[Mary Henle](#) (1913-2007)

- Studied with Kurt Koffka and researched human motivation

Humanistic Psychology

[Charlotte Bühler](#) (1893-1974)

Bühler served as the president of the American Association for Humanistic Psychology from 1965-1966. Her various interests and approaches exemplify Humanistic Psychology: Bühler found evidence of infant intention, curiosity, individualism and social engagement (in contrast to more deficit-oriented approaches to development), pioneered the autobiographical method to study adolescents' thought process (in contrast to strict empirical methods), and argued that human life involves a harmonious balance between four basic tendencies that healthy individuals integrate into a unique pattern, which allows for personal fulfillment (in contrast to negative psychologies which emphasize human dysfunction).

More:

[Karen Horney](#) (1885-1952)

- Although a psychoanalyst, Horney's work influenced humanistic psychology

Psychoanalysis

[Karen Horney](#) (1885-1952)

Karen Horney was a prominent early twentieth century female psychoanalyst who challenged the androcentrism of Freudian psychoanalysis. She provided a counterpoint to the Freudian concept of penis envy by proposing that men were motivated to succeed as a result of womb

envy. Horney's work can be used as one example of the many different psychoanalytic views propounded in the twentieth century, a number of which were proposed by female analysts.

- *Profile contains a link to the Karen Horney archival papers at Yale University.*

More:

[Helene Deutsch](#) (1884-1982)

- Feminine psychoanalysis, especially motherhood and female sexuality

[Helen Flanders Dunbar](#) (1902-1959)

- Instructor at the New York Psychoanalytic Institution

[Else Frenkel-Brunswik](#) (1908-1958)

- Wrote *The Authoritarian Personality* and conducted research on prejudice

[Molly Harrower](#) (1906-1999)

- Rorschach and private practice in psychoanalysis

[Melanie Klein](#) (1882-1960)

- Child psychoanalysis

[Esther Menaker](#) (1907-2003)

- Non-medical psychoanalysis in New York City

[Erika Fromm](#) (1909-2003)

- Non-medical psychoanalysis, hypnosis and hypno-analysis

Chronological & Thematic Developments in Psychology

Psychophysics

[Christine Ladd-Franklin](#) (1847-1930)

Christine Ladd-Franklin was one of first generation of female psychologists. She studied mathematics and symbolic logic in the United States, before travelling to Germany to study psychology with G. E. Müller and Hermann von Helmholtz. Ladd-Franklin's time with Helmholtz led to an interest in colour vision. She developed her own theory of colour vision, which united the opponent process theory of colour vision proposed by Ewald Hering and the Young-Helmholtz trichromatic theory of colour vision.

- *Profile includes a link to the online version of Ladd-Franklin's diary*

More:

[Anna Berliner](#) (1888-1977)

- Argued for the importance of establishing a link between psychology and optometry, while publishing on perceptual issues related to the Rorschach inkblot test

The Emergence of Psychology in Germany

[Anna Berliner](#) (1888-1977)

Berliner was the only woman to ever receive a doctoral degree under Wilhelm Wundt. She first gained exposure to the discipline at the Psychological Laboratory in Berlin. After moving to Leipzig she learned that women were not permitted in Wundt's lab. Undeterred, Berliner pursued her studies. As she would later write, Berliner eventually did meet Wundt and was invited to join his lab.

- *Profile includes a short quote in which Berliner reminisces about when she first learned she would be permitted in Wundt's lab (from the Berliner archival papers).*

More:

[Charlotte Bühler](#) (1893-1974)

- Studied thought processes with Oswald Külpe at his laboratory in Munich in the 1910s

Laboratories

[Mary Whiton Calkins](#) (1863-1930)

Calkins opened a psychological laboratory at Wellesley College in 1891. The lab was the first of its kind opened by a woman and the first at a women's college. Calkins originally taught Greek but was eventually recruited by Wellesley to help them establish a course in psychology. She studied at Harvard University under William James, Josiah Royce, and, later, Hugo Munsterberg - although she completed all the requirements necessary for a doctoral degree she was not permitted to register as a student nor was she conferred the degree she earned.

- *Profile features a copy of the only known photograph of the original Wellesley lab (which burned down in 1914) as well as a link to a podcast interview with historian of psychology, Kathy Milar*

More:

[Anna Berliner](#) (1888-1977)

- The only woman to receive a doctoral degree with Wilhelm Wundt

Testing

[Thelma Thurstone](#) (1897-1993)

Thelma Thurstone was the wife and collaborator of psychologist L. L. Thurstone. Together they developed the common factors theory of intelligence. Until 1948, the Thurstones worked together on the creation of the *Psychological Examinations* for the American Council of Education and on the Primary Mental Abilities tests. She was a charter member of the American Psychological Association's Psychometric Society.

More:

[Anne Anastasi](#) (1908-2001)

- Created of “culture-free” tests and published the popular textbook *Psychological Testing*

[Elsie Oschrin Bregman](#) (1896-1969)

- Revised the Army Alpha General Intelligence Examinations

[Barbara Stoddard Burks](#) (1902-1943)

- Involved with Lewis Terman’s *Genetic Studies of Genius* project
- Explored the effects of nature and nurture on intelligence through an analysis of the IQs of foster children and their parents

[Catharine Morris Cox Miles](#) (1890-1984)

- Involved with Lewis Terman’s *Genetic Studies of Genius* project
- Developed the Terman-Miles Masculinity-Femininity test

[Florence Goodenough](#) (1886-1959)

- Developed the Draw-a-Man test, a non-verbal measure of intelligence for children

[Eugenia Hanfmann](#) (1905-1983)

- Worked with psychiatrist Jacob Kasanin on schizophrenia to develop the Hanfmann-Kasanin Concept Formation Test

[Leta Stetter Hollingworth](#) (1886-1939)

- Empirically tested women's supposed mental incapacity during menstruation and studied intellectual giftedness in children

[Grace Kent](#) (1875-1973)

- Developed the Kent-Rosanoff Association Test, and the Worcester Formboard series with David Shakow
- Used geometric and picture puzzles used to assess "defective" children

[Naomi Norsworthy](#) (1877-1916)

- Psychological assessment of children with mental deficiencies

Professionalization

[Alice I. Bryan](#) (1902-1992)

Bryan hosted the first meeting of the National Council of Women Psychologists (today the International Council of Psychologists). Bryan, who trained both in the fields of psychology and library science, was a self-identified feminist. She was made aware of the inequities between the sexes from a young age but was encouraged throughout her life to overcome these challenges. She also collaborated with E. G. Boring on three studies that explored the status of women in American psychology.

- *Profile includes Bryan’s signed passport photograph as well as a link to the Alice I. Bryan archival papers at Columbia University.*

More:

[Christine Ladd-Franklin](#) (1847-1930)

- Unsuccessfully attempted to join E. B. Titchener’s The Experimentalists

[Karen Machover](#) (1902-1996)

- Together with her husband Solomon Machover established the Psychologists League, and activist and socialist group who advocating for increased employment for psychologists

[Mary Whiton Calkins](#) (1863-1930)

- First female president of the American Psychological Association

World War II

[Eugenia Hanfmann](#) (1905-1983)

During World War II psychologist Eugenia Hanfmann took a leave of absence from her academic post at Mount Holyoke College to contribute to the war effort. As a senior instructor of the Assessment Staff of the secret Office of Strategic Services (OSS) headed by psychologist Henry A. Murray, Hanfmann was in charge of evaluating candidates who had been tasked with carrying out propaganda, intelligence, or sabotage duties behind enemy lines.

More:

[Alice I. Bryan](#) (1902-1992)

- Creation of the *National Council of Women Psychologists*

[Lillian Gilbreth](#) (1878-1972)

- Oversaw the conversion of factories to support the needs of the war

[Molly Harrower](#) (1906-1999)

- Served as a expert consultant to the US military

[Karen Machover](#) (1902-1996)

- Helped pioneer group psychotherapy with veterans

[Helen Peak](#) (1900-1985)

- Study of interpersonal relationships and personality

[Leona Tyler](#) (1906-1993)

- Oversaw a counselling centre for returning veterans

[Barbara Stoddard Burks](#) (1902-1943)

- Chaired the APA committee charged with finding academic work for European refugees

The Impact of Feminism on Psychology

[Leta Stetter Hollingworth](#) (1886-1939)

Hollingworth combated both empirically and rhetorically the readily accepted view that women were inferior to men both physically and mentally. She empirically disproved the variability hypothesis, which held that women are less variable than men physically and psychologically and that as a result there are fewer women at both the highest and lowest ends of the spectrum on any given trait. She also scientifically tested the assumption of women's mental incapacity during menstruation, finding no empirical evidence linking decreased performance with phases of the menstrual cycle.

More:

[Alice I Bryan](#) (1902-1992)

- Collaborated with psychologist E. G. Boring on three studies of the status of women in American psychology
- Founding member of the National Council of Women Psychologists

[Phyllis Chesler](#) (1940-)

- One of the founding members of the Association for Women in Psychology
- *Profile includes a video interview with Phyllis Chesler: Woman's Inhumanity to Woman*

[Carol Gilligan](#) (1936-)

- Development of difference feminism
- *Profile includes transcript from an oral history with Gilligan and three video excerpts from this interview*

[Kate Gordon](#) (1878-1963)

- Wrote an article addressing the issue of the education of women

[Georgene Seward](#) (1902-1992)

- A researcher devoted to issues critical to women, and an early advocate of women seeking mental health treatment from female therapists

Methodologies

[Barbara Stoddard Burks](#) (1903-1943)

In 1928, she completed her dissertation on intelligence and heredity, by exploring the relationship between the IQs of foster children and their parents. This was a landmark study, helping to develop the field of behavioral genetics and to advance statistical methodology. She Later in her career, she worked at the Carnegie Institute, specializing in genetics and heredity. In 1943, she was awarded the Guggenheim Fellowship to work with identical twins reared apart. However, these studies were never completed due to her untimely death that year.

- *Profile includes a number of photographs of Stoddard Burks.*

More:

[Charlotte Bühler](#) (1893-1974)

- Pioneered the autobiographical method
- *Profile includes a link to the Charlotte Bühler Institute*

[Florence Goodenough](#) (1886-1959)

- Development of event sampling

[Marie Jahoda](#) (1907-2001)

- Use of field methods

[Myrtle McGraw](#) (1899-1988)

- Compared her standardized test to that of Charlotte Bühler

History of Canadian Psychology/Canadian Psychologists

[Mary J. Wright](#) (1915-)

Wright completed an undergraduate degree in psychology at the University of Western Ontario, Wright and her graduate studies at the University of Toronto, where she worked in the Institute for Child Study. In 1946 she returned to the University of Western Ontario as an assistant professor in psychology, later becoming the first woman to chair a major psychology department. Wright served as both the first female director and first woman President of the Canadian Psychological Association. In 1973 she established the University Laboratory School at the University of Western Ontario.

- *Profile includes an oral history with Mary J. Wright*

More:

[Mary Ainsworth](#) (1913-1999)

- Studied at the University of Toronto and gained a position there in 1939
- Joined the Canadian Women's Army Corps in 1942, returning to the University of Toronto 4 years later
- *Profile includes an oral history with Mary Ainsworth*

[Magda Arnold](#) (1903-2002)

- Earned her PhD at the University of Toronto and then worked as a lecturer in psychology department before accepting a position with the Psychological Services of the Canadian Veterans Affairs Department
- *Profile includes an oral history with Magna Arnold*

[Emma Sophia Baker](#) (1856-1943)

First woman to earn a PhD on a psychological topic in Canada!

[Esther Halpern](#) (1929-2008)

- Studied psychology at McGill University in the 1950s, and in the 1960s worked at a number of Montreal institutions arguing for the importance of community psychology

[Leola Neal](#) (1911-1995)

- Studied psychology at the University of Western Ontario and the University of Toronto, before serving as Dean of Women and Professor of Psychology at the University of Western Ontario for more than 20 years
- *Profile includes an oral history with Leola Neal*

[Florence Snodgrass](#) (1902-1997)

Founded the Psychology Department at the University of New Brunswick

Profile includes an oral history with Florence Snodgrass

[Louise Thompson Welch](#) (1916-2004)

First female faculty member at the University of New Brunswick

Profile includes an oral history with Louise Thompson Welch

[Blossom Wigdor](#) (1924-)

Leader in clinical gerontology; received the Order of Canada

Profile includes an oral history with Blossom Wigdor

Research Topics

Animal/Comparative Psychology

Josephine Ball (1898-1977)

Josephine Ball trained with the prominent early twentieth century comparative psychologists Robert Yerkes and Karl Lashley. Her early research was on the neurophysiological and endocrinological aspects of sexual excitability and learning in rats. Later research included work on imitative learning and sexual excitability in monkeys. By the mid-1940s, Ball left comparative research behind for a career in clinical psychology.

More:

Tamara Dembo (1902-1993)

- Conducted animal intelligence research at the Physiological Institute of the University of Groningen in the Netherlands

Eleanor J. Gibson (1910-2002)

- Visual cliff research on perceptual learning conducted with animals

Ethel Tobach (1921-)

- Research on emotional and social behaviour in animals
- Demonstrated that newborn rats are able to smell from birth
- *Profile includes transcript of an oral history with Tobach, as well as three video clips from the interview*

Margaret Floy Washburn (1871-1933)

- Published *The Animal Mind* in 1908, a work important to the maturation of comparative psychology as a field

Child Psychology

Myrtle McGraw (1899-1988)

Myrtle McGraw was a pioneering developmental psychologist whose research countered the dominant maturational theory of Arnold Gesell, which posited genetic predetermination of development. McGraw's study of identical twins Johnny and Jimmy, in which Johnny received special practice in his physical coordination and Jimmy was left to his own devices, suggested that early stimulation accelerates motor development, but that children's growth is the result of a complex interaction of brain development and behavior. McGraw's experiments were memorable: she was the first to demonstrate the swimming reflex of infants and she taught 13 month old Johnny to roller skate.

- *Profile includes a link to a video of Johnny and Jimmy*

More:

Mary Ainsworth (1913-1999)

- Studied infant attachment and developed the Strange Situation
- *Profile includes links to an oral history interview and to a biographical article*

[Nancy Bayley](#) (1899-1994)

- Developed scales of mental and motor growth and ran a child study center

[Augusta Fox Bronner](#) (1981-1966)

- Studied delinquent children and helped run the Judge Baker Foundation of Boston

[Charlotte Bühler](#) (1893-1974)

- Established a child guidance clinic

[Florence Goodenough](#) (1886-1959)

- Developed the Draw-A-Man children's intelligence test

[Jacqueline Jarrett Goodnow](#) (1924-)

- Studied children's drawings and cross cultural validity of Piagetian tasks
- *Profile includes Goodnow's oral history interview*

[Esther Halpern](#) (1929-2008)

- Studied performance on Piagetian tasks and children's support systems and coping

[Ruth Howard](#) (1900-1997)

- Child assessment and therapy and a study of triplets

[Millicent Shinn](#) (1858-1940)

- Pioneered the baby biography method

[Amy Tanner](#) (1877-1964)

- Worked in the Children's Institute at Clark University

[Mary J. Wright](#) (1915-)

- Worked at University of Toronto's Institute for Child Study
- Established the Mary J. Wright University Laboratory Preschool at the University of Western Ontario

Clinical/Abnormal Psychology

[Molly Harrower](#) (1906-1999)

Although Harrower initially trained as an experimental psychologist she became one of New York's most important clinical psychologists in the immediate post-WWII period. For four years she worked with Wilder Penfield and Donald Hebb at the Montreal Neurological Institute, where she honed her skills in the medical use of the Rorschach, collaborated on the study of the epileptic personality, and worked on a long-term study of aphasic patients. She was also the psychologist under the surgical tent when Penfield did his astounding open-skull direct brain stimulation studies. She specialized in psychodiagnostics with medical patients before going into private clinical practice where she conducted psychotherapy using a modified psychoanalytic approach.

More:

[Theodora Mead Abel](#) (1899-1998)

- Among her many research projects, Abel researched the psychological consequences of facial disfigurements using projective techniques

[Josephine Ball](#) (1898-1997)

- Worked at several state hospitals and served as the assistant director of psychology services for the New York State Department of Mental Hygiene

[Charlotte Bühler](#) (1893-1974)

- From the 1940s on worked as a clinical psychologist and developed a theory of life goals
- *Profile includes a link to the Charlotte Bühler Institute*

[Grace Maxwell Fernald](#) (1879-1950)

- Founded and directed the Clinical School of the University of California from 1921 until her death in 1950

[Esther Halpern](#) (1929-2008)

- Established and directed the Clinical Child Psychology program at Tel Aviv University

[Eugenia Hanfmann](#) (1905-1983)

- Worked at the Worcester State Hospital with David Shakow conducting research on cognitive functioning, patients' reactions to the hospital, and schizophrenic thinking
- Lectured in clinical psychology at Harvard before starting a counselling service for students at Brandeis University

[Grace Kent](#) (1875-1973)

- Worked at a series of state hospitals throughout her career, specializing in mental and performance testing

[Karen Machover](#) (1902-1996)

- Worked with pioneering clinical psychologist, Elaine Kinder, at Bellevue Hospital, before taking on a clinical psychologist's position with the Kings County Psychiatric Hospital in New York specializing in the use of projective tests

Educational/School Psychology

[Psyche Cattell](#) (1893-1989)

Cattell opened one of the first nursery schools in the United States, an institution dedicated to educating young children. She ran the school out of her own home and based its teachings on the years of research she had done on childhood development and children's intelligence. In contrast to her young pupils, Cattell and her siblings received no formal education prior to college.

- *Profile includes Shawn P. Gallagher's film "Psyche Cattell and the West End School"*

More:

[Theodora Mead Abel](#) (1899-1998)

- Conducted research on several areas of education including the effect of modes of thinking of pupil and teachers on the classroom environment

[Rose Butler Browne](#) (1897-1986)

- Carried out multiple research projects on education many of which focused on enhancing education for African American children

[Norma E Cutts](#) (1982-1988)

- In addition to her research on education, she participated in the Thayer Conference on training and credentialing in school psychology and later edited the conference proceedings

[Grace Maxwell Fernald](#) (1879-1950)

- Created the “Fernald technique” for teaching children to read; worked with children and adults with learning disabilities at the Clinical School in California

[Maria Montessori](#) (1870-1952)

- Developed the “Montessori method” of teaching

[Naomi Norsworthy](#) (1877-1916)

- First female faculty member at Columbia University’s Teachers College
- Researched training for school-aged children and mental disabilities among children

[Inez Beverly Prosser](#) (1895-1934)

- Dissertation research on achievement level of African-American children in segregated versus non-segregated schools

[Pauline Sears](#) (1908-1993)

- Researched a variety of topics related to teaching and learning including techniques for teaching children from different cultures and the effects of classroom conditions on students’ output and level of achievement motivation

[Mary J. Wright](#) (1915-)

- Worked at University of Toronto’s Institute for Child Study
- Established the Mary J. Wright University Laboratory Preschool at the University of Western Ontario

Learning

[Eleanor J. Gibson](#) (1910-2002)

Gibson is best known for her studies of perceptual learning, particularly those conducted with the Visual Cliff. Her perceptual learning research, which investigated depth perception, was initially conducted with animals (notably rats) as the experimental subjects. Later studies with the Visual Cliff used crawling babies. Gibson later laid out her views on perceptual learning in the book, *Principles of Perceptual Learning and Development*.

More:

[Josephine Ball](#) (1898-1997)

- Researched the neurophysiological basis of learning in rats and monkeys

[Lucy May Boring](#) (1886-1996)

- Conducted experiments on learning in paramecium

[Grace Maxwell Fernald](#) (1879-1950)

- Developed the “Fernald Technique”, a kinaesthetic approach to teaching reading

[Myrtle McGraw](#) (1899-1988)

- Involved in the debate over maturation versus learning
- *Profile includes a link to video of her research with twins Johnny and Jimmy*

[Maria Montessori](#) (1870-1952)

- Proposed learning as an active process and that there is innate desire to learn
- [Margaret Floy Washburn](#) (1871-1933)
- Conducted experimental studies of conscious learning processes in animals and developed a theory of the importance of motor movement for learning

Industrial/Organizational Psychology

[Lillian Gilbreth](#) (1878-1972)

Like psychologist Hugo Münsterberg, Lillian Gilbreth worked in the field of applied psychology, specifically the psychology of management. With her husband and business partner, engineer Frank Gilbreth, Lillian applied the principles of scientific management to the operations of various businesses in order to increase worker efficiency. With the death of her husband in 1924 Lillian continued their consulting business, running workshops out of her home and consulting for companies such as Macy's department store. All this while raising twelve children. Her innovations include the now ubiquitous shelves in refrigerator doors and the foot-pedal garbage can.

- *Profile includes a link to a podcast where Historian Jane Lancaster follows Lillian Gilbreth's quest to "have it all ways" and a link to the Original Films of Frank B. Gilbreth, Part I.*

More:

[Elsie Oschrin Bregman](#) (1896-1969)

- Developed personnel selection procedures for Macy's department store in New York City

Social Psychology

[Marie Jahoda](#) (1907-2001)

Jahoda's political views influenced much of her research in psychology. She was arrested in 1936 as a result of her political affiliation with the Social Revolutionaries and was later forced to leave her home of Vienna. After immigrating to the United States she counted among her research projects a series of studies on the impact of McCarthyism. Jahoda also studied the reduction of prejudice, the authoritarian personality, and the relationship between emotional disorders and anti-Semitism. In 1955 she became the first woman president of the Society for the Psychological Study of Social Issues.

- *Profile includes a link to the film "Nature of Anti-Semitism" (1956), which features Jahoda*

More:

[Alice Eagly](#) (1938-)

- Meta-analytical research of gender differences

[Clara Mayo](#) (1931-1981)

- Racial and gendered aspects of nonverbal behaviour

[Catharine Cox Miles](#) (1890-1984)

- Conducted pioneering research on masculinity-femininity

[Mamie Phipps Clark](#) (1917-1983)

- Research on the effects of segregation found that young children become aware of their "blackness" very early

Psychological Studies of Gender

[Catharine Cox Miles](#) (1890-1984)

In 1927, Catharine Cox Miles began working with Lewis M. Terman on what would eventually become known as the Terman-Miles Masculinity-Femininity (M-F) test. They published the test and their results in the 1936 book, *Sex and Personality*. The items and scoring on the test seemed to reflect a set of moralized prescriptions for gendered behaviour, suggesting that to achieve good mental health, an individual's sex and gender must be matched. Despite this, the M-F test became established as the standard in the field for the next forty years.

- *Profile includes a link to the Walter R. and Catharine Cox Miles archival collection at the Archives for the History of American Psychology.*

More:

[Leta Stetter Hollingworth](#) (1886-1939)

- Dissertation dispelled the belief that women's cognitive function decreased during menstruation

[Georgene Seward](#) (1902-1992)

- Ran a study that debunked the myth that the menstrual cycle negatively impacted working women

[Helen Thompson Woolley](#) (1874-1947)

- Dissertation tested differences between men and women - concluded men performed better on motor tasks and women on sensory discrimination tasks

Psychological Studies of Race

[Mamie Phipps Clark](#) (1917-1983)

In her 1930s master's thesis, "The Development of Consciousness of Self in Negro Pre-School Children," Phipps Clark presented evidence that that children become aware of their "blackness" very early in their childhood. This conclusion was part of the impetus for the 1940s doll studies Phipps Clark and her psychologist husband Kenneth Clark undertook. These studies on black children's self-perception were used as the social scientific evidence against segregation in public schools that was influential in the Supreme Court's decision in the 1954 *Brown vs. Board* case.

- *Profile features a link to the audio and transcript of an oral history with Mamie Phipps Clark*

More:

[Carolyn Robertson Payton](#) (1925-2001)

- Master's research showed no difference between races on the Wechsler-Bellevue Test of Intelligence after sitting through discussions of white superiority during graduate school

[Inez Beverly Prosser](#) (1895-1934)

- Examined non-academic characteristics of African American students at segregated and non-segregated schools

Psychological Studies of Sexuality

[Evelyn Gentry Hooker](#) (1907-1996)

In the 1950s, at the urging of a student in one of her classes, Hooker undertook a study of normal gay men. At the time, homosexuality was seen as inherently pathological. Hooker's research, funded by the National Institute of Mental Health, found that when matched for age, IQ, and years of education homosexual and heterosexual men were equally psychologically well-adjusted. Her findings, as well as subsequent ethnographical research in the 1960s, were instrumental to the eventual removal of homosexuality from the DSM-III.

More:

[Catharine Cox Miles](#) (1890-1984)

- Conducted pioneering research on masculinity-femininity

Barriers in Psychology (Gender, Race, Marital Status)

Anti-Nepotism

[Else Frenkel-Brunswik](#) (1908-1958)

As the wife of fellow psychologist Egon Brunswik, Else Frenkel-Brunswik struggled to obtain a faculty appointment in the face of anti-nepotism rules that prevented spouses from working together. After her husband's appointment to Berkeley University, Else Frenkel-Brunswik was unable to obtain a faculty position at the university and instead worked as a research psychologist in the Institute of Child Welfare at Berkeley as well as a lecturer in the psychology department. With her husband's suicide in 1955, Frenkel-Brunswik was granted tenure at Berkeley, but the death of her husband and resentment around aspects of her career related to her gender led to her suicide in 1958.

More:

[Mary Cover Jones](#) (1897-1987)

- Denied a position in the Department of Psychology at Berkeley University due to the position of her husband, Harold Jones, in the department

[Eleanor J. Gibson](#) (1910-2002)

- As the wife of psychologist James Gibson, she was denied a position at Cornell University; she instead worked as a research associate, only becoming a professor at the institution in 1965

[Karen Machover](#) (1902-1996)

- One of the first to receive a research grant from the National Institute of Mental Health, but her superiors refused to sign off on it as her husband was the chief psychologist and thus, for her to have the grant would violate nepotism rules

[Pauline Sears](#) (1908-1993)

- Married to psychologist Robert Sears, she was unable to obtain appointments at the University of Illinois and the University of Iowa, leading her to take on unpaid research assistant positions; only later did she obtain appointments at Harvard and Stanford

[Thelma Thurstone](#) (1897-1993)

- As the wife of psychologist Louis Leon Thurstone, she was unable to obtain positions at the University of Chicago and the University of North Carolina, and it was only with the death of her husband that she was asked to assume the directorship of the Psychometric Laboratory at the latter institution

Struggles of Women in Psychology

[Ethel Puffer Howes](#) (1872-1950) & [Frances Rousmaniere](#) (1876-1964)

Puffer Howes openly explored the challenge of balancing one's career, marriage, and family. A student of Hugo Munsterberg's, Puffer had fought to have doctoral degrees awarded to the women at Radcliffe College, Harvard's women's college, instead of the certificate they initially were given for the same work. She fought further challenges after graduation, for example, failing to be considered at Barnard College due to the announcement of her engagement. Puffer later published two articles in the *Atlantic Monthly* which discussed the difficulty of balancing career and the "women's work" expected at home.

- *Profile includes a link to a full text version of Puffer's 1922 Atlantic Monthly article "Accepting the Universe".*

Rousmaniere can be contrasted with Puffer. Rousmaniere also obtained her doctoral degree from Radcliffe but did not believe a mother should have a career. This view did not mean, however, that she did not face the same struggles of Puffer and other women of their generation. For example, Rousmaniere recorded in her journal that she was not satisfied with her role in life and described that she was "hungry all the time" for further intellectual development.

- *Profile includes a link to the Frances Rousmaniere archival papers at Schlesinger Library, Harvard University.*

More:

[Barbara Stoddard Burks](#) (1902-1943)

- Difficulty obtaining a professional position inside or outside of academia and was often pushed into applied positions in which she had no particular interest

Mary Whiton Calkins (1863-1930)

- Could not enroll in the classes she took at Harvard and was never conferred a degree

Eugenia Hanfmann (1905-1983)

- Was denied a three-year appointment at Harvard because this would entitle her to attend faculty meeting, something no woman had ever done. Changing circumstances three years later allowed her to attain a three-year appointment, and attend a faculty meeting

Christine Ladd-Franklin (1847-1930)

- Denied a doctoral degree in logic and mathematics on the basis of her sex and prevented from holding a faculty appointment because she was married

Struggles of African American Psychologists

Beverly Greene

Greene was raised with an awareness of racism, and this informed her research into marginalized groups. Greene worked in feminist organizing, though she found that the feminist movement at that time was concerned almost exclusively with issues that concerned privileged white women. During her psychoanalytic training, she similarly found that there was traditionally little room for racial issues in psychotherapy, however, with the help of her African-American supervisor, she was able to expand the psychoanalytic understanding of marginalization.

- *Profile includes oral history transcript and video clip from this interview which features Greene discussing African American Feminist Psychotherapy*

More:

Inez Beverly Prosser (1895-1934)

- Could not obtain a graduate degree in Texas so had to go to Colorado; wrote her dissertation on "the non-academic development of negro children in mixed and segregated schools", finding that black children did better in segregated schools.

Ruth Howard (1900-1997)

- Found her minority background helped her to connect with disadvantaged populations as a social worker

Keturah Whitehurst (1912-2000)

- Her father advised her to go North for her education; founded *The Children's House* preschool children from an inner-city community.

Carolyn Robertson Payton (1925-2001)

- Could not obtain a graduate degree in Virginia so had to go out of state to Wisconsin; did a comparative study of Black and White intelligence based on the Wechsler-Bellevue Test of Intelligence for her master's thesis.

Rose Butler Browne (1897-1986)

- The first African American woman to receive an honorary degree from Harvard; researched reading problems with helping the black population in mind; championed civil rights.

Struggles/Experiences of Jewish Psychologists

[Mary Henle](#) (1913-2007)

Henle was a Gestalt psychologist who pursued experimental work in human rationality. She suspected that being both a woman and Jewish limited her employment options, but was never sure which factor played a bigger influence.

- *Profile includes a link to the Mary Henle papers at the Archives of the History of American Psychology*

More:

[Charlotte Bühler](#) (1893-1974)

- Though reared a Protestant, was from a Jewish family and emigrated to the United States to escape the Nazi regime

[Helene Deutsch](#) (1884-1982)

- From a Jewish family in Poland, Deutsch's family survived the Nazi occupation. She would go on to become a prominent leader in psychoanalysis and the first woman to lead Freud's Vienna Psychoanalytic Society.

[Marie Jahoda](#) (1907-2001)

- Studied the reduction of prejudice, the authoritarian personality, and the relationship between emotional disorders and anti-Semitism.

[Georgene Seward](#) (1902-1992)

- Although not Jewish herself, Seward was sympathetic to the Jewish émigrés and became anti-fascist and an acknowledged socialist, later getting caught up in the McCarthy era persecutions

Student Assignments

In this section you will find several suggestions for assignments which draw on the material and content available on Psychology's Feminist Voices that you could include in your History of Psychology course. The first few are shorter assignments while the last few are longer, more extensive projects.

Scavenger Hunt

Purpose: This simple assignment allows students to practice their research skills by exploring the Psychology's Feminist Voices website. It also serves to familiarize students with the various women of psychology's past.

Instructions: Give your students a selection of the questions below (or make up your own) for a fun way of introducing the history of women in psychology and conducting research.

On whose profile is there a photograph of that individual climbing a tree?

ANSWER: [Psyche Cattell](#)

Who described her recruitment of subjects in one of her studies as follows: "I located subjects by driving around looking for diapers drying on clotheslines"?

ANSWER: [Myrtle McGraw](#)

Who challenged the dominant notion of the 1930s that psychoanalysts required a medical degree?

ANSWER: [Esther Menaker](#)

What Russian-born psychologist became a psychological evaluator of men deemed suitable for intelligence (spy) work during WWII in the United States?

ANSWER: [Eugenia Hanfmann](#)

What developmental psychologist is best known for her work on the Berkeley Growth Study, and for demonstrating that over the course of a child's development, height is most closely correlated with head circumference?

ANSWER: [Nancy Bayley](#)

Which psychologist's first name differs from that of her husband by only one letter?

ANSWER: [Theodora Mead Abel](#) (husband Theodore Abel)

Who was the first woman to become a member of the *Gesellschaft für die experimentelle Psychologie* (the German Society for Experimental Psychology)?

ANSWER: [Kate Gordon](#)

Who was the first female psychologist to have a United States postage stamp issued in her honor?

ANSWER: [Lillian Gilbreth](#)

Which early psychologist published observations of her niece's development?

ANSWER: [Millicent Shinn](#)

Who developed the concept of "womb envy" as an alternative to the Freudian concept of penis envy?

ANSWER: [Karen Horney](#)

Who was the first woman to lead the Vienna Psychoanalytic Society?

ANSWER: [Helene Deutsch](#)

Who collaborated with E. G. Boring on three studies of the status of women in American psychology?

ANSWER: [Alice I. Bryan](#)

Who was the first African American psychologist to be licensed in Virginia?

ANSWER: [Keturah Whitehurst](#)

Who was the first female president of the Canadian Psychological Association?

ANSWER: [Mary Jean Wright](#)

Which psychologist's scientific work (conducted with her husband) on black children's self-perception influenced the Supreme Court's decision in the 1954 Brown versus Board of Education of Topeka Case?

ANSWER: [Mamie Phipps Clark](#)

Which psychologist is best known for the "visual cliff" experiment?

ANSWER: [Eleanor J. Gibson](#)

Who was the first woman in the United States to head a psychology department at a state university?

ANSWER: [June Etta Downey](#) (University of Wyoming)

Which psychologists wrote about cultural bias in testing children in Yucatan, Mexico such as the Minnesota Preschool Tests with Mayan children in 1939?

ANSWER: [Margaret Wooster Curti](#)

Which psychologist was prevented from attending prominent social psychologist William McDougall's seminars at Harvard on the grounds that she was a woman?

ANSWER: [Helen Peak](#)

Which psychologist was named the most prominent living woman in psychology in the English-speaking world and was elected president of the American Psychological Association in 1972?

ANSWER: [Anne Anastasi](#)

Which educational psychologist was nominated for a Nobel Peace Prize three times?

ANSWER: [Maria Montessori](#)

Which Stanford psychologist was a devout Quaker?

ANSWER: [Catharine Cox Miles](#)

Which psychologist published a dissertation on eminent women under James McKeen Cattell and Robert S. Woodworth?

ANSWER: [Cora Sutton Castle](#)

Which psychologist married her fellow graduate student with whom she would later share a professional relationship writing about reproduction and the influence of hormones on behaviours?

ANSWER: [Georgene Seward](#)

Which psychologist's research on level of aspiration led to her studies becoming known classics in the field?

ANSWER: [Pauline Sears](#)

Who Am I?

Description: A variation on the scavenger hunt questions (above) that could be used on its own or in combination with the scavenger hunt.

Purpose: This simple assignment allows students to practice their research skills by exploring the Psychology's Feminist Voices website. It also serves to familiarize students with the various women of psychology's past.

Instructions: Give your students a selection of the questions below (or make up your own) for a fun way of introducing the history of women in psychology and conducting research.

Clue 1. My husband wrote and published one of the most famous textbooks on the history of psychology.

Clue 2. I was a student of Titchener's

Clue 3. I worked briefly at Vassar College

ANSWER: [Lucy May Boring](#)

Clue 1. I established a nursery school in my own home.

Clue 2. My father was also a famous psychologist.

Clue 3. I earned my PhD in Education at Harvard even though I would probably have been diagnosed as dyslexic.

ANSWER: [Psyche Cattell](#)

Clue 1. I was John B. Watson's last, albeit informally supervised, graduate student.

Clue 2. My graduate research involved figuring out how to remove a young child's fear of a white rabbit.

Clue 3. I spent the rest of my career at the University of California, Berkeley, coordinating a longitudinal study of personality and development.

ANSWER: [Mary Cover Jones](#)

Clue 1. I was born in South Africa, grew up in England, and died in Florida.

Clue 2. When Wilder Penfield did his famous cortical stimulation studies at the Montreal Neurological Institute, I was the research assistant under the surgical tent who recorded the patients' memories and vocalizations.

Clue 3. During WWII, I developed a method of group Rorschach administration.

ANSWER: [Molly Harrower](#)

Clue 1. I was imprisoned for my political beliefs in the 1930s when Red Vienna fell to the National Socialists.

Clue 2. I was the first female president of the Society for the Psychological Study of Social Issues.

Clue 3. Before I became a psychologist, I dreamed of being the Minister of Education in socialist Austria.

ANSWER: [Marie Jahoda](#)

Clue 1. I was a self-declared socialist and feminist.

Clue 2. I collaborated with the developer of the PAP test, with whom I did research on the influence of hormones on behavior.

Clue 3. In my research, I presented empirical evidence to combat the "myth of menstrual invalidism."

ANSWER: [Georgene Seward](#)

Clue 1. I served as both the chief field psychologist and chief research psychologist for Lewis Terman's giftedness research project.

Clue 2. I created the Draw-a-Man test, a non-verbal intelligence test for children.

Clue 3. I developed the method of event sampling (where an observer waits for a particular behaviour to occur and then records both the frequency of the behaviour and the circumstances under which it occurred)

ANSWER: [Florence Goodenough](#)

Clue 1. Together with my husband and business partner I had twelve children.

Clue 2. As one of the first industrial/organizational psychologists I did consulting work for Macy's Department Store in New York City.

Clue 3. Among my inventions are the shelves in refrigerator doors and the foot-pedal garbage can.

ANSWER: [Lillian Gilbreth](#)

Clue 1. I helped pioneer group psychotherapy with WWII veterans, and was among the first to experiment with leaderless group therapy.

Clue 2. Along with my husband, I founded the Psychologists League.

Clue 3. Later in my life I became an active feminist.

ANSWER: [Karen Machover](#)

Clue 1. I married at the age of 80 for the first time and I died at the age of 96.

Clue 2. As an expert on typical and atypical education, I travelled to post-war Germany to consult on educational services there.

Clue 3. I won the first honorary membership from the Florida Association of School Psychologists in 1966.

ANSWER: [Norma E. Cutts](#)

Clue 1. I was a member of the People's Institute in Northampton in 1935 where I created a successful pre-school program for young children.

Clue 2. In my 2 articles published in 1960, I argued that there was no relationship between race and intelligence in Jamaican children by emphasizing the importance of environmental and situational factors.

Clue 3. I worked with Pavlov and Krasnogorski and I championed civil liberties at the time of First World War.

ANSWER: [Margaret Wooster Curti](#)

Clue 1. I am one of the early psychologists who used precise laboratory measurements and experimentation to solve problems in social behavior.

Clue 2. From 1950 to 1970, I held the Kellogg chair and was a professor at the University of Michigan.

Clue 3. I refused to join the National Council of Women Psychologists in the second World War because I preferred to receive recognition as an equal (not on the basis of sex) within the male-dominated establishment.

ANSWER: [Helen Peak](#)

Clue 1. I was convinced that I would major in mathematics in college, but a psychology class with Harry Hollingworth and an article by Charles Spearman on correlation coefficients changed my mind and I decided to pursue mathematics within psychology.

Clue 2. In 1929, I was Charles B. Davenport's research assistant at the Carnegie Institution where we worked on creating "culture-free" tests.

Clue 3. In 1987, I was awarded the National Medal of Science.

ANSWER: [Anne Anastasi](#)

Clue 1. I was the first Italian woman to receive a medical degree.

Clue 2. In 1907, I opened my own school called Casa dei Bambini (Children's House).

Clue 3. I was nominated for a Nobel Peace Prize on three separate occasions.

ANSWER: [Maria Montessori](#)

Clue 1. In 1920, I did relief work in Germany through an American Quaker organization.

Clue 2. I was Lewis M. Terman's research assistant, and was married to an APA president.

Clue 3. I lived in Istanbul, Turkey for four years.

ANSWER: [Catharine Cox Miles](#)

Clue 1. I studied at Columbia University under James McKeen Cattell and Robert S. Woodworth.

Clue 2. From 1918-1920, I was the president of the San Francisco Federation of Women's Clubs.

Clue 3. Besides my dissertation, published in 1913, I published no other academic writings.

ANSWER: [Cora Sutton Castle](#)

Imagined Conversations

Purpose: This assignment allows students to practice their research skills by exploring profiles of selected female psychologists on Psychology's Feminist Voices website. It also allows students to explore some of the specific issues faced by female psychologists past and present, and reinforces the importance of a contextual analysis.

Instructions:

For this assignment, you will be required to write an imagined conversation between a psychologist you select from the Women Past section of the Psychology's Feminist Voices Website (<http://www.feministvoices.com>), and a psychologist you select from the Feminist Presence part of the site. You are free to pick any two psychologists, but you must have a rationale for the pairing – that is, why would these two psychologists be interesting to put “in conversation”?

You should read all of the material about each psychologist that is available at their respective profile pages, and any other secondary literature that you think is necessary for constructing this imagined conversation. Note that there are extensive lists of secondary sources that you could consult at the Resources link on both Women Past and Feminist Presence homepages.

Preface your conversation with a brief introduction in which you 1) identify and describe your two speakers (where and when do/did they work, in what area of psychology, on what topics), and 2) present the rationale for your pairing. Your elaboration of these two points should take up about one page of your four pages.

Assume that the two speakers are located in their own historical period and place, but can communicate across time. What would they each like to know about the other's experiences? What has changed in psychology, what has remained the same? Have they faced similar or

different challenges and why? What observations might each have of the other's career and their specific lines of research or practice? Make sure the conversation is bi-directional (that information flows both ways) and is historically/contextually accurate. The conversation should consist of about 4 pages of dialogue between the two psychologists.

Suggested Marking Scheme:

You will be marked relative to your peers on the thoughtfulness and creativity of your work. You will be expected to:

- 1) demonstrate your knowledge of the impact of contextual factors on the lives and work of the psychologists you engage in conversation;
- 2) present a compelling rationale for why you chose these two psychologists; and
- 3) demonstrate substantive knowledge of each of the psychologists' approaches and contributions;
- 4) demonstrate creativity and clarity of expression.

Examples of Pairings:

[Else Frenkel-Brunswik](#) (1908-1958) & [Esther Halpern](#) (1929-2008)

- Experiences of female, Jewish psychologists

[Barbara Stoddard Burks](#) (1902-1943) & [Alice Eagly](#) (1938-)

- Burks was an early behavioral geneticist and Eagly is a social role theorist

[Mary Whiton Calkins](#) (1863-1930) & [Naomi Weisstein](#) (1939-)

- Both experienced sex discrimination during their education at Harvard University; Weisstein identified as a feminist, Calkins did not

[Mamie Phipps Clark](#) (1917-1983) & [Shari Miles-Cohen](#) (1964-)

- Both are African-American psychologists interested in race and self-concept; Miles-Cohen was inspired by the Clarks' work.

[Florence Goodenough](#) (1886-1959) & [Florence Denmark](#) (1932-)

- Involvement in female-focused psychological organizations

[Florence Goodenough](#) (1886-1959) & [Carol Gilligan](#) (1936-)

- Goodenough refused the feminist label and did not identify as a woman-psychologist, and Gilligan argued for the "different voice" of women to be included in psychology

[Leta Stetter Hollingworth](#) (1886-1939) & [Rhoda Unger](#) (1939-)

- Discussion of psychological perspectives on male and female differences

[Leta Stetter Hollingworth](#) (1886-1939) or [Georgene Seward](#) (1902-1992) & [Jane Ussher](#) or [Joan Chrisler](#) (1953-)

- All studied beliefs about menstruation and their impact on women, and all identify as feminist

[Margaret Floy Washburn](#) (1871-1933) & [Ethel Tobach](#) (1921-)

- Both were comparative psychologists

Speed Dating

Purpose: This assignment allows students to practice their research skills by exploring the profile of a particular female psychologist on Psychology's Feminist Voices website. In doing so, students will gain an understanding of the course of this psychologist's life and their body of work. Connections to other events, both internal and external to the discipline of psychology, may also be explored.

Instructions: For this assignment, you will be asked to select one profile from the "Women Past" section of Psychology's Feminist Voices website (<http://www.feministvoices.com/past>). You will read the profile and collect any other information about your selected psychologist that you can find.

In the final class period of the course, we will have a "speed dating" event. For the first half of the event, you will "play" the psychologist that you have selected, and members of the class will be the speed daters. They will have an opportunity to ask you about your life and career, in 3-4 minute intervals, so that about 5 or 6 different speed daters will interview you (30 minutes total). Then we will switch, and you will have an opportunity to be the speed dater while the other half of the class role plays their psychologist. At the end of the class, we will have a group discussion in which we will discuss the patterns and themes that have emerged in the experiences of the selected psychologists.

Suggested Group Discussion Questions:

- What contextual factors have affected the careers of this group of psychologists?
- How do their experiences converge and diverge?
- How has this changed depending on the time period or generation in which they have worked?
- What areas of psychology have this group of female psychologists worked in? Are there patterns by cohort?
- What kinds of questions have they asked? Are there any patterns?
- If your psychologist identified as a feminist, how did that affect her work/career as a psychologist?

Historical Figures Debate (In Class or Online)

Purpose: This assignment allows students to practice their research skills by exploring the profile of a particular female psychologist on the Psychology's Feminist Voices website. In doing so, students will gain an understanding of the course of this psychologist's life and of their body of work. The assigned psychologist's historically situated understandings of particular issues related to the discipline of psychology will also be explored.

Instructions: Each student is assigned a woman from the "Women Past" section of the Psychology's Feminist Voices website (<http://www.feministvoices.com/past>) and is instructed to

thoroughly familiarize him or herself with the life and work of this psychologist. The student is then asked to portray this psychologist in a class discussion, being sensitive not only to the psychologist's own intellectual stance and area of expertise, but also to the historical context in which she was working. Depending on the desired degree of difficulty for the assignment, discussion questions can be given to students prior to the debate, or the questions may remain unknown to students until the day of the debate.

Suggested Questions for Discussion (posed to students portraying their psychologist):

- Psychologists have defined their field in many different ways over the years. In your opinion what is psychology? According to your definition, what should be the object of psychological study (e.g., cognition, behaviour, culture, physiology, etc.)?
- Which is more important, nature or nurture? Why?
- How has being a woman affected your participation in psychology? Would you consider yourself a feminist? If so, why, if not, why not?
- Is psychology, or should psychology be, a public science? Do psychologists have a responsibility to share their work directly with the public? What are the consequences of sharing psychological findings with the public?
- What is "sex"? What is "gender"? Do the two concepts differ? If so, how? How important are sex or gender-based differences and what are their origins? How much attention should psychologists pay to these differences?
- What is your most important contribution to psychology? What are your major interests?

This assignment can also be undertaken over a more prolonged period of time by posing weekly discussion questions on an online forum or wiki. Students, in the guise of their psychologist, then attempt to answer the week's discussion question, while also responding to the answers already provided by other psychologists.