GOALS OF THE COURSE

1. To explore the history of psychology generally and of clinical psychology specifically, including some of the discipline's pre-scientific origins (before 1879); its development into an autonomous scientific discipline involving various schools and systems of thought (after 1879); and its later assimilation of a variety of perspectives (after 1960).

2. To explore different epistemological paradigms underlying the field at different times, including some of the discipline's pre-scientific origins (before 1879); the modernistic and positivist basis of its development as an empirically scientific discipline (after 1879); and its later assimilation of diverse epistemological positions including pragmatic, pluralistic, hermeneutic, post-structuralist, social constructionist, and neuroscientific approaches (after 1960).

Goals 1 and 2 are intertwined given that (a) the history of psychology's search for knowledge and effective practice has been a continuous process, with present activities and events in the field connected to those in the past; and (b) any activity and event in psychology's history has been grounded in a particular methodology for seeking knowledge, which in turn has been grounded in a particular epistemology of knowledge. Before being invented as an academic and professional field, psychology was simply a part of philosophy. Further, all psychological systems (some more explicitly than others) are grounded in epistemological and metaphysical commitments about the nature of knowledge and reality. Any event in the history of psychology can be understood both in terms of its historical context (within the discipline and beyond) and in terms of the assumed epistemology that guides the event.

TOPICS COVERED: The course covers the origins and nature of experimental psychology (e.g., in Wundt, Titchener, Gestalt psychology, Watson, Skinner; philosophy of natural science); of psychology as a human science (William James and John Dewey, humanistic/existential psychology, philosophy of human sciences; cultural psychology and post-structuralist approaches); and of clinical psychology specifically (psychoanalysis, behaviorism and cognitive-behaviorist approaches, phenomenological psychopathology).

CLASS MEETINGS will involve a combination of: 1, lecture by professor, 2, presentations by students (each of whom will be assigned: 1, a figure or movement in psychology or philosophy to present, marked with ^; and 2, a reading to present, marked with #), and 3, considerable time devoted to discussion, during both the lectures and the presentations. Students will also present a preliminary oral synopsis of their term paper toward the end of the semester.

GRADING will be based on: contributions to class discussion; presentations; a final paper (10-15 pages).
NOTES ON PRESENTATIONS:

The presentations are meant to focus on the person and his/her career and place in the history of psychology—on the important figure’s “life and times,” rather than on summarizing or criticizing his/her theories. Please prepare a presentation with a PowerPoint (about 10 minutes long) that includes portraits or other pictures of the individual and his/her setting, plus any other interesting visual images of relevance. These powerpoints are to be sent to the professor for uploading to SAKAI (and for refinement by future students: therefore should not be a pdf or locked version). Be sure to put your name on the title page of the PowerPoint.

The # presentations require presentation of the most crucial elements of the given reading; your critical perspective is certainly welcome (also about 10 minutes in length).

Please see end of each class for student-presentation assignments, in square brackets: [ ].

NOTES RE SYLLABUS:

Readings: Often, a week’s readings will include both a brief (typically very brief) excerpt from one of the historical figures, and also a textbook account of the figures or systems of thought at issue—the latter from one of the following textbooks: Edna Heidbreder, Seven Psychologies (an older, but unsurpassed history); Daniel Robinson, An Intellectual History of Psychology; Michael Wertheimer, A Brief History of Psychology, 5th edition; Lowry, R. Evolution of Psychological Theory. An extremely abbreviated, but useful, synopsis of many of the relevant topics can be found in Ludy Benjamin’s A brief history of modern psychology; relevant page numbers from Benjamin are offered below, generally as suggested reading, listed in italics.

The course covers the historical development of the field of psychology (hist), major systems of psychological explanation and understanding (syst), and related philosophical issues (phil), especially epistemological. Although these themes are highly overlapping, the major focus of each class is indicated in square brackets below.

Readings from books listed below will always be relatively brief excerpts. On occasion the pages available on SAKAI may include more than the required reading; you only need to read the pages listed below as required.

SCHEDULE OF CLASS MEETINGS

I: Introduction to Epistemological Perspectives: World Views, Root Metaphors (synchronous foundations for history and systems of psychology) [Phil+Syst]

Readings:
Lovejoy, Arthur. (1936), The study of the history of ideas, The Great Chain of Being, re unconscious mental habits etc., pp. 5-15
Rec: Psychology comes to halt as weary researchers say the mind cannot possibly study itself, The Onion, July 31, 2014 (a humor piece).
II: Pre-History of Psychology, Philosophical Precursors (diachronic foundations) 
[Hist+Phil]
Readings:
Heidbreder, 7 Psychologies: Pre-scientific Psychology, pp. 18-70 (Greeks through 19th century).
Highly rec: Tarnas, The self-critique of the modern mind, in Passion of Western Mind, pp. 333-351 (Descartes to Kant)

III: Origins of Experimental Psychology; “Structuralism”: Wundt and Titchener 
[Hist+Syst]
Readings:
Wertheimer, Brief History, pp. 81-94 (Wundt)
Heidbreder, 7 Psychologies, pp. 113-151 (Titchener)
Rec: Excerpt from Titchener, either one of the following:
Student presentations re Wundt^ (mention his laboratory work, also his cultural psychology), re Titchener^ (and his research enterprise).
[Bin re Wundt; Logan re Titchener]

IV: Functionalism & Pragmatism: William James and John Dewey [Hist+Syst]
Readings:
Heidbreder, 7 Psychologies, pp. 152-200, 201-215 (James, Dewey).
Student presentations re James^, re Dewey^.
[Katie re James; Phoebe re Dewey. Brendan re Principles excerpts a & c; Pedro re Principles excerpt b.; Logan re Dewey reflex arc article]

Readings:


Student presentations: re Skinner^, re Bandura^.

[Pedro re Skinner; Carey re Bandura. Mira re Ryle excerpt; Phoebe re Bandura article; Katie re Teasdale article.]

Useful background (recommended):
From Handbook of Cognitive Behavioral Therapies 3rd edition, ed by Keith S. Dobson NY: Guilford 2010:

Chap 1, pp 3-38, Historical and philosophical bases of the cognitive behavioral therapies, by Keith S. Dobson & David J. A. Dozois.

Chap 11, pp. 347-374, Mindfulness and acceptance interventions in cognitive-behavioral therapy, by Fruzzeri, Alan E. & Erikson, Karen R.

**VI: Gestalt psychology (and its aftermath)**  [Hist+Syst]

Readings:
Robinson, *Intellectual History*, pp. 352-358 (Gestalt psychology)
Heidbreder, *7 Psychologies*, pp. 328-375 (Gestalt psychology)


Merleau-Ponty, M. (1945). Film and the new psychology. (includes summary of Gestalt viewpoint). In *Sense and Nonsense*, 1964. #


Student presentation re 3 Gestaltists (Köhler, Koffka, Wertheimer)^.

[Mina re the Gestaltist figures, focusing on Kohler or Wertheimer. John re Merleau-Ponty article.]

**VII: Psychoanalysis: Freud, Ego Psychology, Object-Relations Theory**  [Hist+Syst]

Readings:
Benjamin, “Psychoanalysis,” pp 133-153 (required)


Student presentations re Freud^, re Winnicott^. 
VIII: Humanistic and Existential Psychology; Phenomenological Psychopathology

[Hist+Syst]

Readings:

Jaspers, Karl. *General Psychopathology*. Excerpts re “delusional mood” and re the major division in psychic life (affective vs schizophrenic psychoses).


Mounier, E. Brief summary of humanistic psychology.

*Student presentations re Jaspers*, *re Rollo May*.

IX: Philosophy of Science (natural sciences): Empiricism, Positivism, Critical Rationalism, etc. [Phil+Hist]

Readings:

Fishman, D., “Postpositivism”: Revolution within the family, chap 3 of *Case for Pragmatic Psychology*, NY: NYU Press, pp. 75-92 (re Popper, Kuhn, Quine, Feyerabend, Wittgenstein, hermeneutics)

Sass, L. teaching notes: Philosophy of science: A potted history (bring these pages of notes to class please.)


Rec: Carnap, Rudolph, excerpt, End of Metaphysics (1932), or longer version: Overcoming of metaphysics…


*Student presentation re Karl Popper*.

[Shawna re Popper. Steven re Popper Conjectures&Refutations excerpt.]

X: Philosophy of Science (human or social sciences) [Phil+Hist]

Readings:
Geertz, C. “Thick description” in *The Interpretation of Cultures* (re “interpretive” or “hermeneutic” approaches) #

Sass, L. “Ambiguity is of the essence: Truth and interpretation in psychology and psychotherapy. (Note: = revised version of a chapter published in 1998.)

*Student presentation re Gadamer*.

[Traci re Gadamer. Bin re Geertz’s Thick-Description article]
XI: Cultural Psychology & Social Constructionism [Hist+Syst]

Readings:
Foucault, M. *The Foucault Reader*, 206-214 (Panopticism); 292-300 (We “other Victorians”), 316-329 (“The perverse implantation”).

Student presentation re Foucault^.
[Steven re Foucault. Shawna re Hacking on multiple personality; Traci re Watters Americanization article; Carey re Hacking on looping effects.]

XII: Structuralism and Poststructuralism in Psychology [Hist+Syst]

Readings:

Student presentation re Lacan^.
[Adam re Lacan. Eric re mirror-stage essay.]

XIII: Brief student presentations of their paper topics.

XIV: Brief student presentations of their paper topics, continued.

XV: Final Class: To be decided.

Probably continuation of topics from above…
or possibly, one of the following:

Neuroscience, Psychology, and the Mind/Body Problem  [Phil+Syst]
   Readings selected from:
   Chalmers, D. on mind/body and the “hard problem.”
   Damasio, A. Self Comes to Mind, excerpt.
   Neuroscience and Philosophy, by Bennett, Dennett, Hacker, and Searle, excerpt.
   SEE Lilienfeld, Scott, Brainwashed, critique of neuroimaging etc, excerpt.

Evolutionary psychology and its Darwinian origins [Syst+Phil]
Readings:
   Gould, S.J. & Lewontin (1979), The spandrels of San Marco.”
   Fodor, J. vs evol psych (The Mind Doesn’t Work that Way), excerpt.