A. Goals of the Course

1. To explore some of the traditional content topics of "history and systems" in psychology. For example,
   A. To view psychoanalysis, behaviorism, and humanistic psychology as systems of thought.
   B. To review the history of psychology.
   C. To explore the nature of philosophical positions such as logical positivism, phenomenology, social constructionism, and hermeneutics.
   D. To explore the nature of traditional philosophical doctrines, such as empiricism versus rationalism; objectivism versus subjectivism; and positivism versus pragmatism.
   E. To explore the nature of traditional philosophical dilemmas, such as free will versus determinism, the mind-body problem, and the fact versus value problem.

2. To explore the process of philosophical analysis and dialogue.

3. To clarify the differences among three branches of philosophy: epistemology, ontology, and moral and ethical philosophy.

4. To present in a formal manner the idea of perspectivism, the notion that in psychology, any particular experience or behavior can be legitimately perceived and interpreted from multiple, at times mutually incompatible points of view.

5. To explore the implications of #4, namely, that perspectivism should bring attitudes of modesty and relativism in our approach to psychological research and practice.

6. To explore the broader context of #4 and 5 in terms of the development of postmodernism in the larger culture.
7. To explore and apply three typologies of perspectives:

   A. Fishman's "Epistemological Paradigms", including the Positivist, Pragmatic, and Hermeneutic Paradigms -- with special emphasis upon the Pragmatic.

   B. Altman and Rogoff's "World Views", including the Trait, Interactional, Organismic, and Transactional World Views.

   C. Gergen’s “Conceptions of the Self”, including the Romanticist, Modernist, and Postmodern models.

8. Overall, to stimulate interest in the "history of ideas" perspective.

9. Overall, to develop the ability to examine critically different epistemological and theoretical approaches in professional psychology.

10. To bring to bear the above themes to critically think about the potentials and challenges for professionals who function as school psychologists.

11. NOTE: An important overarching theme will be to explore the above goals from the perspective of “pragmatic psychology” and the “pragmatic case study” as they emerge from the “pragmatic paradigm” (see item 7.A above).

B. Format of the Course

1. Classes 2-9 will focus primarily on critically reviewing the assigned readings and using the readings as a stimulus for discussion. In line with this, the instructor will frequently assume a Socratic stance. Students should therefore prepare for class by reading the assigned material and bringing to class questions and critical reactions to it (also see item E.2 below).

2. The next 6 classes will consist of student summaries or progress reports on their final papers, which will be broadly based upon issues raised earlier in class and the readings. Typically, if the student has a particular interest related to psychology, the instructor can find a way to create a topic relevant to the themes of the course. So search for a topic that really engages your intellectual and professional passions! Note 1: Generally, the earlier the presentation, the more it will be progress report, allowing input for developing the final paper. Each presentation will be schedule for the full class.

   Note 2: The student paper is frequently a vehicle for developing potential dissertation ideas. In the past, a number of students have used this opportunity as part of the conceptual basis of their final dissertation project.

3. Sample Student Paper Titles from Past Students (see assignment E.3-E.4 below).

   A. Past Papers by School Psychology Students
   a. Little Kids, Big Questions: a Pragmatic Approach to the Issues of Early Childhood Assessment
   b. A Pragmatic Approach to the Postmodern Grandparent
   c. School-Based Mental Health Services
   d. Tweens, Media, and Culture: The Postmodern Social Construction of Preadolescence
   e. The Proposition for a Pro-Social, Anti-Bullying Video Game
   f. Getting Black Youth Interested in Education: Case Examples of Programs and Initiatives That Are Successful
B. Sample Student Paper Titles from Past Clinical Psychology Students

c. A Sessional Analysis of the Manualized Treatment of a Bulimic Client from Three Epistemological Paradigms: Logical Positivist, Pragmatic, and Hermeneutic.
e. The Black Progress Question in America: The Unanticipated Consequences of the Civil Rights Movement and Its Implications for Psychotherapy.
f. Brazil’s Central Station: A Postmodern Approach.
g. Religion and Psychology in the Postmodern Era.
h. Postmodern Spirituality and Psychotherapy.
i. Integrating Eastern Traditions with Western Theories of Psychology and Mental Health: Philosophical Implications.
j. Pop Politics in a Postmodern Period.
l. Postmodernism Engendered: The Case for a Masculine Psychology.
m. The Impact of Colonization and History on Therapeutic Relationships and Interventions with Filipino Clients: Trait, Interactional, and Pragmatic Worldviews.

- The Pragmatics of Psychology in the Courtroom.
- “Reality TV” – How Do We Feel and Think About It?
- Hispanic Clients in Therapy: Modern vs. Postmodern Views
- A Comparison of Positivist and Pragmatic Approaches to Developing a Therapy Program for Conduct Disorder
- A Postmodern, Feminist Perspective on Shifting Gender Roles
- Aware and Deconstructed Self: Comparing Buddhist and Psychoanalytic Thought
- A Pragmatic Perspective on the Journalistic Case Study, Upon This Rock: Miracles of a Black Church
- Infertility and Psychology: A Call for Organismic Theory
- A Child in Therapy: Who’s in Charge

- Offenders + Families + Communities: A Pragmatic Solution to a Modern Dilemma
- Same-Sex Header Families: Examples of Postmodern Family Structure
- An Epistemological Exploration of Multimodal Questionnaire Construction for Couples
- The Question of Evil: A Modern Issue in a Postmodern World
- A Postmodern View of Childrearing Practices in 20th Century America
- Modern and Postmodern Perspectives on Aging
- Improving Therapists’ Experiences in Working with Issues of Sexuality in Therapy: Designing A Postmodernly and Psychoanalytically Informed Interview Study
- Constructivist Therapy: Narrative, Story-Telling, and the Construction of Meaning
- Love and Intimate Relationships: The Influence of Postmodernism and Implications for Couples Counseling
- Deconstructing Suicide

- A series of papers on designing pragmatic case studies of the therapy with your clients: In the past, students have done this (and followed up with dissertations) with such groups as -- adolescent clients who lost parents in 9-11, juvenile sexual offenders, clients who received a combination of brief dynamic therapy and yoga, clients who received “body-oriented psychotherapy,” and clients who received therapy integrating eastern and western concepts.
C1. Required Text Reading


E. Required Student Assignments

**NOTE RE COURSE’S SAKAI SITE**: Please make sure that you are signed up on the course’s Sakai site with an email address that you check regularly – so that you will receive the emails I send to you from the site.

1. **Reading and class participation**: Each student is expected to do the reading for the week and to come to class prepared to discuss that reading.

2. **Short Reaction Papers to the reading**: For Classes 2-9, students are required to write short papers before class on the reading for that week. In the paper, students are to describe 1 or 2 items from the reading that (a) they found useful and persuasive, (b) they disagreed with, and/or (c) they found confusing, and explain the rationale behind this reaction. The comments in the papers will form one of the bases of that day’s class discussion.

**TWO METHODS TO GET YOUR REACTION PAPERS TO ME**:
WE’LL START WITH THE FIRST REACTION PAPER WITH BOTH METHODS; IF METHOD 1 WORKS, WE’LL DROP METHOD 2 IN SUBSEQUENT WEEKS.

Please send your reaction paper to me by 4:00 pm, the Tues. before the Wed. class.

**METHOD 1**
Go to the class’s Sakai site and upload your paper (in Word) to your Drop Box (go first to Add and click.).

**METHOD 2**

i) A copy of the paper should be emailed to me.
   ++ include your reaction within the text of the email
   ++ start the subject line as follows: LAST NAME, FIRST NAME, SYSTEMS, CLASS #__ [class in which paper is due], date
   Example: FISHMAN, DAN, SYSTEMS, CLASS #2, 01-28-09

ii) The paper should generally be about the equivalent of 1½ to 2 double-spaced pages.

iii) Please use my gmail address: dfishman.rutgers@gmail.com
3. **Final paper**: the final paper is related to one of the topics of the course and should generally be in the range of 15 to 20 pages, double-spaced. The final paper is due at the beginning of the last class on May 6. (If this is a problem, please contact me.) Make two copies of the paper. I will retain the copy you hand in to me for my records. Retain the other copy for your records.

   **NOTE:** Include a detailed *Table of Contents* (all levels of headings) at the beginning of the paper.

   **NOTE:** In addition to handing in a paper copy, please email me an electronic version.

4. **Summary or progress report on final paper**: Each student should be prepared to present a summary or progress report on their final paper at some point during class sessions 9-15. Each student will generally have a full class session for presentation and class discussion.

   **NOTES:**
   - At the beginning of the presentation, a 1-3 page summary outline should be handed out to each class member. This should provide an orientation to and framework for the presentation, and it should include questions about which the presenter would like class discussion and feedback.
   - Generally, the earlier the presentation, the more it will be progress report, allowing input for developing the final paper.

**F. Grading**: a student's final grade in the course will be based upon the student's performance in the above assignments, including his or her degree of active and constructive class participation.
### G. Weekly Outline of the Course:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>TOPIC IN FISHMAN'S THE CASE FOR PRAGMATIC PSYCHOLOGY</th>
<th>FISHMAN: THE CASE FOR PRAGMATIC PSYCHOLOGY</th>
<th>GERGEN: THE SATURATED SELF</th>
<th>OTHER</th>
<th>Reaction Paper Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) 01-21</td>
<td>Introduction to the course</td>
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<tr>
<td>2) 01-28</td>
<td>Overview of books.</td>
<td>viii-xxiv, Introduction (1-28)</td>
<td>Preface, Ch. 1</td>
<td></td>
<td>Yes</td>
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<td>3) 02-04</td>
<td>HISTORY</td>
<td>Ch. 1-2</td>
<td>Ch. 2</td>
<td></td>
<td>Yes</td>
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<tr>
<td>4) 02-11</td>
<td>PHILOSOPHY-1: Overview</td>
<td>Ch. 3-4</td>
<td>Ch. 3</td>
<td></td>
<td>Yes</td>
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<td>5) 02-18</td>
<td>PHILOSOPHY-2: Pragmatism</td>
<td>Ch. 5</td>
<td>Ch. 4</td>
<td></td>
<td>Yes</td>
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<td>6) 02-25</td>
<td>METHOD -1: The Pragmatic Case Study – Program Evaluation and Community Psychology.</td>
<td>Ch. 6</td>
<td>Item 3A, Altman &amp; Rogoff*</td>
<td></td>
<td>Yes</td>
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<td>7) 03-04</td>
<td>METHOD-2: The Pragmatic Case Study -- Nuts and Bolts</td>
<td>Ch. 7</td>
<td>Ch. 9</td>
<td></td>
<td>Yes</td>
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<tr>
<td>8) 03-11</td>
<td>APPLICATION to Educational Reform: From “Culture Wars” and “Silver Bullets” to the Real Classroom</td>
<td>Ch. 9</td>
<td></td>
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<td>03-18</td>
<td>SPRING BREAK</td>
<td></td>
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<td>Yes</td>
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<tr>
<td>9) 03-25</td>
<td>APPLICATION to Psychotherapy Research and Accountability</td>
<td>Ch. 8</td>
<td>Ch. 10</td>
<td></td>
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<td></td>
<td>IMPlications</td>
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*Note: The Altman & Rogoff chapter was written for a *Handbook of Environmental Psychology*. You can ignore the specific comments about environmental psychology per se.*
### G. Weekly Outline of the Course (continued)

<table>
<thead>
<tr>
<th>CLASS</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td></td>
<td><strong>FISHMAN: THE CASE FOR PRAGMATIC PSYCHOLOGY</strong></td>
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<tr>
<th>10) 04-01</th>
<th>Student presentations 1-3</th>
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<tr>
<td>11) 04-08</td>
<td>Student presentations 4-6</td>
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<td>12) 04-15</td>
<td>Student presentations 7-9</td>
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<td>13) 04-22</td>
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<td>14) 04-29</td>
<td>Student presentations 13-15</td>
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<tr>
<td>15) 05-06</td>
<td>Student presentations 16-17</td>
</tr>
</tbody>
</table>

Classes 10-15 Schedule:  
9:15-9:30, general discussion  
9:30-10:15, 1st student presents  
10:15-11:00, 2nd student presents  
11:00-11:15, break  
11:15-12:00, 3rd student presents