SYLLABUS (student): “SYSTEMS OF PSYCHOLOGY”

Spring 2010; School Psychology
Instructor: Louis Sass
(prepared, January 22, 2010)

Note: * = article for student presentation.  + = for student reaction page.
Required readings are listed in the order in which I suggest you read them.

Assignments:
1, Present an article (a recommended article, in most cases) in class, once. See * for options.
2, React to a required reading (one page maximum). See + for options.
3, Write paper (or perhaps a take-home exam); perhaps present some of this.

See end of syllabus for more info on the above assignments.

Rec = recommended article
Backgr = a background article, just in case you want to look at it
Other articles are required reading.

1: INTRODUCTORY CLASS: PERSPECTIVISM IN PSYCHOLOGY
   Discuss various items in class, including passages from several novelists, poems, quotations, etc.
   List of pages to be used in class (see Miscellaneous 1st class, 6 pp, Novelists, etc., Stevens, Berlin, Lovejoy, Wallace):
   Novelists, excerpts, including Hemingway, Woolf, Lawrence; Balzac (4 pp)
   Pepper on metaphoric method
   Donne poem, “Valediction forbidding mourning”
   Stevens poem, “Study of two pears”
   Stevens poem, “13 ways of looking at a blackbird”
   Lovejoy, A. (1936), The study of the history of ideas, The Great Chain of Being, re unconscious mental habits etc., pp. 5-15
   Berlin, I., re hedgehog and fox, pp. 22-24
   Foucault interview, from History of Present
   Borgesian encyclopedia, cited in Foucault Les mots et les choses (The Order of Things)
   Miscellaneous epistemology quotes: Pepper, Cassirer, Eddington, Oppenheimer.

2: PERSPECTIVES IN PSYCHOLOGY: “WORLD HYPOTHESES” AND HISTORICAL SYSTEMS
Altman, I. and Rogoff, B. (1987). World views in psychology: Trait, interactional, organismic, and transactional perspectives, in Stokols and Altman, Handbook of Environmental Psychology, read pp. 7-29 only.


See page re Pepper and metaphoric method from previous class (by Max Black).


3: BEHAVIORISM AND COGNITIVE-BEHAVIORISM


4: PSYCHOANALYSIS I

+Freud, “On narcissism: An introduction” (1914). In Rickman, J. (Ed.), A general selection from the works of Sigmund Freud. NY: Doubleday/Anchor, 1957, pp. 104-123. (Note: = abbreviated version of the original text; read pp. 104-115 (the rest is only recommended). [MELISSA]

See Sass summary on Sakai.

See Sass summary on Sakai.


Rec: Several other Winnicott essays, all from Playing and reality, are on Sakai, for those who are interested.


5: PSYCHOANALYSIS II


See Sass summary of Rieff.

*Rec: Rieff, Freud, some additional sections are recommended, if you want to read more: 56-64, 78-81, 150-155, 176-179, 186-191, 318-321, 324-331.) [ELENA]


6: PHILOSOPHY OF SCIENCE; PSYCHIATRIC CLASSIFICATION


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)


Rec: Wittgenstein, L. (1921). Tractatus Logico-Philosophicus, excerpts


7: CONTINUATION OF PRECEDING TOPICS

8: THE HUMANISTIC TRADITION: PHENOMENOLOGY


9: HERMENEUTICS AND THE HUMANISTIC TRADITION


10: SOCIAL CONSTRUCTIONISM: FOUCAULT


+++Foucault, M. *The Foucault Reader*, 141-167 (The birth of the asylum) [DANIELLE]; 206-214 (Panopticism) [JILL]; 292-300 (We “other Victorians”), 316-329 (The perverse implantation) [DAVID].

11: CULTURAL PSYCHOLOGY


+Bordo, S. Anorexia nervosa: Psychopathology as a crystallization of culture. In *Unbearable Weight: Feminism, Western Culture, and the Body*, ADD?? pp. 139-164 [ELENA].


Reality of Transient Mental Illnesses. Times Literary Supplement (TLS), #5024, July 16, 1999: 3-4.


12: THE SELF: HISTORICAL AND CONTEMPORARY PERSPECTIVES


Begin reading for next week.

13: POSTMODERNISM, POSTSTRUCTURALISM, AND THE SELF: LACAN


See Sass notes on Zizek reading.


14, 15: CONTINUATION OF PRECEDING TOPICS, PLUS STUDENT PRESENTATIONS

NOTES RE ASSIGNMENTS:

PRESENT A READING: This should take no more than 10-15 minutes. You should practice it in advance, paying attention to the timing. Provide a brief summary of the article on paper (2 or 3 pp maximum), which you should bring to class as a handout (15 copies). Remember: in most cases, the other students will not have read the article you are assigned (there are some exceptions); so it is your job to summarize and explain the most crucial points, and to put the article into some kind of context. I suggest that you spend a little time on the internet learning about what has been said about the particular reading or topic, so that you will have some sense of context.

REACT TO A READING: In this case, you are responding to a required reading that all students will have read. Prepare a single page with some questions you have or issues that you think would be interesting to raise regarding the reading in question. Bring 15 copies to class. During the discussion of the reading, we will expect you to take a central role.

YOUR PAPER: Select a topic that would benefit from a more theoretical, philosophical, or historical approach. The choice of topic should be discussed with me. Length should be about 10 pages (double spaced). Another option will be a take-home exam, if you prefer to respond to an assigned question or two. Paper will be due on Monday May 10 (email it to Louis Sass at lsass@rci.rutgers.edu).