A. Goals of the Course

1. To explore the history of psychology generally and of clinical psychology specifically, including the discipline's pre-scientific origins (before 1879); its development into an autonomous scientific discipline (after 1879); and its later assimilation of pluralistic, pragmatic approaches (after 1960).

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

A. To explore and apply three typologies of epistemological perspectives:

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

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

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

Note that Goals 1 and 2 are intertwined based on the fact 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. Thus any event in the history of psychology can be seen from two points of view: (a) in terms of its historical context, both within the discipline itself and within larger historical events; and (b) in terms of the assumed epistemology that guides the event. For example Titchener's structuralism assumed the legitimacy of knowledge stemming from introspection, while Watson's behaviorism was an historical reaction against
structuralism based on a different epistemology, which privileged only overt \ldots\ly observable events in space and time, rejecting introspective experience as a source of knowledge, and not distinguishing strongly between the behavior of humans and "lower" animals.

**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 D.2 below).

2. The next 5 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 clinical psychology, the instructor will try to 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.

   **Note 2:** Each presentation will be scheduled for 45 minutes, including discussion.

   **Note 3 (re dissertation):** 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.

**C. Required Books and Articles – see Class Sakai Site: 820_550_FALL_2017_Hx&Sys**

**Books**


**Articles: see the Resources section of the Sakai site, and listings in item F below**


05a. Gregg Henriques on the complexity of RCTs, in A New Unified Theory of Psychology, 2011.doc


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.
Screen Shot of Sakai Resources Page With Required Readings

Note: The first item is a copy of this Syllabus.

- Syllabus, FA2017, Hx&Systems, 09-05-17.doc

- 00. FISHMAN, Daniel B. The Case For Pragmatic Psychology.pdf

- 01a. BOOK REVIEWS OF Thomas Friedman, Thank You for Being Late.docx

- 01b. EXCERPTS FROM Thomas Friedman, Thank You for Being Late.docx

- 01c. Nagel, The Core of "Mind & Cosmos: Why the Materialist Neo-Darwinian Conception of Nature Is Almost Certainly False".doc

- 02. Diamond, "The World Until Yesterday: What Can We Learn from Traditional Societies?".pdf

- 03. Fishman, Rego, Muller: "A Metatheory of Contemporary Behavior Therapy".pdf

- 04. Fishman, Rego, Muller (2011), Expanded Metatheory Table.doc


- 05b. Lehrer (2010), "The Truth Wears Off: Is There Something Wrong with the Scientific Method?".doc

- 06. Zimmer (2011), "It's Science, But Not Necessarily Right".doc


- 09. The Terrain, from Fishman Case Studies Within Psychotherapy Trials [uncorrected proofs].pdf

D. Required Student Assignments

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, each student is required to write a short paper before class on the reading for that week. In the paper, you are to describe 1 or 2 items from the reading that (a) you found useful and persuasive, and why; (b) you disagreed with, and why; and/or (c) you found confusing, and why. Thus, explain the rationale behind your reaction. The comments in the papers will form one of the bases of that day’s class discussion.
*** Please include questions you would like to ask the class.
*** If there are multiple readings for the week, you can react to only one or more than one of the readings.
Please send your reaction paper to me by Noon on the Sunday before the Tue. class by uploading your paper (in Word) to your DROP BOX on the Sakai site. Title your paper as follows:
LAST NAME, FIRST NAME, SYSTEMS, CLASS #__ [class in which paper is due], date
Example: FISHMAN, DAN, SYSTEMS, CLASS #2, 09-12-17
The paper should generally be about the equivalent of 1½ to 2 double-spaced pages.

3. Final paper: the final paper is related to one of the topics of the course and should generally be in the range of 10-12 pages, double-spaced. The final paper is due at the beginning of the last class on Dec. 19. (If this is a problem, please contact me.)
*** The Final Paper will build on the Powerpoint slides – see item 4 below. In the paper,
   a. Outline the themes of your paper
   b. Relate these themes to the concepts and/or historical developments discussed in class and the readings
   c. Discuss your "take-away" from doing the paper project -- that is, what did you find particularly valuable about it?
*** NOTE: Include a detailed Table of Contents (all levels of headings) at the beginning of the paper in addition to the 10-12 pages.

4. Summary or progress report on final paper (presentation with powerpoint slides): You should be prepared to present a summary or progress report on your final paper at some point during class sessions 10-14. Each student will have 45 minutes for the presentation and class discussion.
   a) Accompany your presentation with Powerpoint slides.
   b) The Powerpoint presentation should cover:
      i) The nature of the topic and how it relates to the philosophical issues in the class.
      ii) What personally interested you in the topic.
      iii) Your approach to the topic.
   c) If feasible, have printed handouts of your Powerpoint slides to distribute to the class members and the instructor.
   d) Generally, the earlier the presentation, the more it will be a progress report, allowing input for developing the final paper.

   NOTE 1: Please share your ideas with the instructor before your class presentation so that I can provide early feedback.
   NOTE 2: Please deposit a copy of your final Powerpoint slides in the DROP BOX on the Sakai site.

E. Grading: a student's final grade in the course will be based upon the student's performance in the above 4 assignments, including his or her degree of active and constructive class participation.
## F. Weekly Outline of the Course:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>HISTORY, 1600 – today</th>
<th>EPISTEMOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Benjamin Book Reading</td>
<td>Fishman Book Reading</td>
</tr>
<tr>
<td>02. 09-12, Postmodernism/Social Constructionism/Pragmatism/Qualitative Research – As an Alternative to Traditional Positivism</td>
<td><strong>Ch. 1. 1600-early 1960s, &quot;A Marriage Made in Enlightenment Heaven,&quot; pp. 31-43</strong>&lt;br&gt;<strong>Ch. 2. &quot;1960s on: The Postmodern Invasion,&quot; pp. 44-71</strong>&lt;br&gt;<strong>&quot;General Systems Theory&quot;/Pepper's 4 Paradigms</strong>&lt;br&gt;<strong>Ch. 2, p. 61, two middle paragraphs on the hermeneutic circle</strong>&lt;br&gt;<strong>Ch. 3, p. 87-88, &quot;Linking to the Hermeneutic Circle&quot;</strong>&lt;br&gt;<strong>Ch. 4. The Positivist, Pragmatist, &amp; Hermeneutic Paradigms, pp. 93-101</strong></td>
<td><strong>Ch. 2, pp. 53-57, &quot;General Systems Theory&quot;/Pepper's 4 Paradigms</strong>&lt;br&gt;<strong>Ch. 2, p. 61, two middle paragraphs on the hermeneutic circle</strong>&lt;br&gt;<strong>Ch. 3, p. 87-88, &quot;Linking to the Hermeneutic Circle&quot;</strong>&lt;br&gt;<strong>Ch. 4. The Positivist, Pragmatist, &amp; Hermeneutic Paradigms, pp. 93-101</strong>&lt;br&gt;<strong>03. Fishman, Rego, &amp; Muller, pp. 115-122, &quot;A Metatheory of Contemporary Behavior Therapy&quot;</strong>&lt;br&gt;<strong>04. Fishman, Rego, &amp; Muller, Expanded Metatheory Table</strong></td>
</tr>
<tr>
<td>CLASS</td>
<td>Benjamin Book Reading</td>
<td>Fishman Book Reading</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>05. 10-03, History</td>
<td>**Ch. 1. &quot;Pre-Scientific Psychology&quot; (e.g., Spiritualism) **Ch. 2. Psychophysics (e.g., Weber, Helmholz, Broca)</td>
<td></td>
</tr>
<tr>
<td>06. 10-10, History</td>
<td>**Ch. 3. Scientific Psychology: Wundt's 1879 Laboratory &amp; Ebbinghaus's Memory Studies **Ch. 4. American Origins: e.g., Wm. James, Hall, Cattell</td>
<td></td>
</tr>
<tr>
<td>CLASS</td>
<td>Benjamin Book Reading</td>
<td>Fishman Book Reading</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>07. 10-17, History</td>
<td>**Ch. 5. The Early Schools of Psychology: Structuralism (e.g., Titchener) &amp; Functionalism (e.g., Angel, Dewey)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>**Ch. 7. Psychoanalysis, (e.g., Freud, Adler, Jung)</td>
<td></td>
</tr>
<tr>
<td>08. 10-24, History</td>
<td>**Ch. 8. Behaviorism, (e.g. Pavlov, Thorndike, Watson, Skinner)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>**Ch. 11. Cognitive Psychology (e.g., Neisser, Koffka, Barlett, Simon, Bruner, Miller)</td>
<td></td>
</tr>
<tr>
<td>09. 10-31, History</td>
<td>**Ch. 9. The New Profession of Clinical, I-O, School, &amp; Counseling Psychology; APA's broadened mission and creation of 19 Divisions (e.g., Shakow, Rogers)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>**Ch. 10. &quot;A Psychology of Social Action &amp; Change&quot; (e.g., Thompson &amp; Hollingsworth; Lewin; Mamie &amp; Kenneth Clark; SPSSI)</td>
<td></td>
</tr>
</tbody>
</table>
CLASS

<table>
<thead>
<tr>
<th>Classes 10-14 schedule:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEFORE 9:15: PREPARE</td>
</tr>
<tr>
<td>POWERPOINT SLIDES</td>
</tr>
<tr>
<td>3 presentations, 45 min each</td>
</tr>
<tr>
<td>8:30-8:45, finish set-up</td>
</tr>
<tr>
<td>08:45-9:30, 1st student presents</td>
</tr>
<tr>
<td>09:30-10:15, 2nd student presents</td>
</tr>
<tr>
<td>10:15-10:30, break</td>
</tr>
<tr>
<td>10:30-11:15, 3rd student presents</td>
</tr>
</tbody>
</table>

10. 11-07
Student presentations 1-3

11. 11-14
Student presentations 4-6

11-21
NO CLASS

12. 11-28
Student presentations 7-9

13. 12-05
Student presentations 10-12

14. 12-12
Student presentations 13-15

15. 12-19
Class Summary

G. Departmental and University Policies:

Unless otherwise noted all formal written work should use the Style Sheet of the American Psychological Association. See: http://apastyle.apa.org/ (full access via Login to Rutgers University Libraries home page: http://www.libraries.rutgers.edu/). Note that the weekly Reaction Papers do not need to follow the APA Style Sheet.

Disabilities. Students with disabilities who qualify for reasonable accommodations may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu

Academic Integrity. Work submitted for this course must be your own. You are responsible for knowing and conforming to all professional and university standards. See: http://academicintegrity.rutgers.edu/students.shtml
Sample Past Student Paper Titles

A. Sample Past Paper Titles by Clinical Psychology Students
   c. A Sessional Analysis of the Manualized Treatment of a Bulimic Client from Three Epistemological Paradigms: Logical Positivist, Pragmatic, and Hermeneutic.
   h. A Pragmatic Approach to Lesbian Pregnancy.
   i. The Black Progress Question in America: The Unanticipated Consequences of the Civil Rights Movement and Its Implications for Psychotherapy.
   j. Brazil's Central Station: A Postmodern Approach.
   k. Religion and Psychology in the Postmodern Era.
   l. Postmodern Spirituality and Psychotherapy.
   m. Integrating Eastern Traditions with Western Theories of Psychology and Mental Health: Philosophical Implications.
   n. Pop Politics in a Postmodern Period.
   p. Postmodernism Engendered: The Case for a Masculine Psychology.
   q. The Impact of Colonization and History on Therapeutic Relationships and Interventions with Filipino Clients: Trait, Interactional, and Pragmatic Worldviews.
   r. The Pragmatics of Psychology in the Courtroom.
   s. “Reality TV” – How Do We Feel and Think About It?
   t. Hispanic Clients in Therapy: Modern vs. Postmodern Views
   u. A Comparison of Positivist and Pragmatic Approaches to Developing a Therapy Program for Conduct Disorder
   v. A Postmodern, Feminist Perspective on Shifting Gender Roles
   w. Aware and Deconstructed Self: Comparing Buddhist and Psychoanalytic Thought
   x. A Pragmatic Perspective on the Journalistic Case Study, Upon This Rock: Miracles of a Black Church
   y. Infertility and Psychology: A Call for Organismic Theory
   z. A Child in Therapy: Who’s in Charge
   aa. Offenders + Families + Communities: A Pragmatic Solution to a Modern Dilemma
   bb. Same-Sex Header Families: Examples of Postmodern Family Structure
   cc. An Epistemological Exploration of Multimodal Questionnaire Construction for Couples
   dd. The Question of Evil: A Modern Issue in a Postmodern World
   ee. A Postmodern view of Childrearing Practices in 20th Century America
   ff. Modern and Postmodern Perspectives on Aging
   gg. Improving Therapists’ Experiences in Working with Issues of Sexuality in Therapy: Designing A Postmodernly and Psychoanalytically Informed Interview Study
   hh. Constructivist Therapy: Narrative, Story-Telling, and the Construction of Meaning
   ii. Love and Intimate Relationships: The Influence of Postmodernism and Implications for Couples Counseling
   jj. Deconstructing Suicide
   kk. 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.
A. Sample Past Paper Titles 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
g. Including Students with Autism in General Education: What Would the Worldviews Say?
h. Pragmatic Case Study of a Phototherapy Group for Adolescents n Foster Care
i. Effects of Parental Military Deployment: a Quantitative and Qualitative Look
j. A Pragmatic Approach to Studying Placement Options for English Language Learners
k. A Pragmatic Approach to Teacher Efficacy
l. Bullying in Postmodern Society: Cyber-Bullying in Schools
m. Philosophic Perspectives on the Evaluation of a Student's Socio-Emotional Learning
n. Positivistic and Social Constructionist Racial Views: Where Do Biracial Individuals Stand?
o. Arrested Development: Postmodern Views of Masculinity and the Decline of Manliness