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 as well as philosophical origins and sources; its development into an autonomous scientific discipline involving various schools and systems of thought (after 1880s); and its later assimilation of a variety of perspectives (after 1960).

2. To explore different *epistemological paradigms* underlying the field, including some pre-scientific origins; the positivist basis of its development as an empirical scientific discipline; and its later assimilation of diverse epistemological positions including pragmatic, pluralistic, hermeneutic, post-structuralist, and social-constructionist approaches.

Goals 1 and 2 are intertwined: 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. 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.

TOPICS COVERED: The course covers the origins and nature of experimental psychology (e.g., in Wundt, Titchener, Functionalism, Gestalt psychology, Watson, Skinner, etc.; 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, behaviorist and cognitive-behaviorist approaches, phenomenological psychopathology).

CLASS MEETINGS will involve a combination of: 1, lecture by professor; 2, brief presentations by students; 3, considerable amount of discussion, during both the lectures and the presentations.

STUDENT PRESENTATIONS:
   Each student will present twice:
   A) once on a reading, which could be an assigned reading or an additional one, or on a figure of importance. Many of the topics or readings about which students might present are marked with ^ below. Please prepare a presentation re a reading or a topic; this should be no more than 10 minutes long, usually with a PowerPoint. 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.
   B) later offering a preliminary oral synopsis of his/her final paper-in-progress (during one of the final 4 class meetings) (#12, 13, 14 or 15). Your presentation on your term paper should
also be a maximum of 10 minutes, and this should include a couple of minutes for questions and suggestions from other students.

GRADING will be based on: contributions to class discussion; presentations; a final paper (10-12 pages).

NOTES RE SYLLABUS AND SAKAI:

Readings: The readings listed as such are required, unless they are marked as “recommended” or as “background.” (Background readings are available for students who might wish to delve further into the perspective in question.)

In SAKAI, everything that appears on the syllabus – that is, all the required, recommended, or background readings – are preceded by a number corresponding to one of the four sections of the class. Although these class sections are listed as I, II, III, & IV in syllabus below, in Sakai, roman numerals (1, 2, 3, 4) are used to indicate these sections. Required readings will always have an asterisk.

Sometimes a week’s readings will include both a brief excerpt from one of the historical figures, and also a textbook account of the figures or systems of thought at issue. There are a number of helpful textbooks, including: 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; Richard Lowry, Evolution of Psychological Theory; and Ludy Benjamin, A Brief History of Modern Psychology (the latter offers an extremely abbreviated, useful, synopsis).

Please note: On occasion the pages available on SAKAI may include more than the required reading; only the pages listed in this syllabus below are required reading—so you should check the syllabus below re just which sections you need to read. As noted above, excerpts required are often quite short.

I: INTRODUCTORY CLASSES (2 meetings)

CLASS #1, Introduction I: Narrative modes in psychology and psychotherapy; Dilemmas of diagnosis (Sept 4, 2018): Guest lecturer: Stan Messer

READINGS:

Messer, SM & Winokur, M. Some limits to the integration of psychoanalytic and behavior therapy. American Psychologist 35: 818-827, 1980 (This reading is required.)

Rec: Lazarus, AA & Messer, SM. Clinical choice points: Behavioral vs psychoanalytic interventions. Psychotherapy 25: 59-70, 1988. (This reading is recommended but not required.)

IN CLASS:

Stanley Messer (professor & former dean, GSAPP Rutgers) re the 4 narrative modes. Watch video lecture (62 minutes long) by sociologist Owen Whooley re psychiatric diagnosis: “Taxonomy, through a glass darkly: A sociological reflection on psychiatric nosology.”

Link = https://www.youtube.com/watch?v=HEeX7IK7MiE
CLASS #2, Introduction II: Epistemological perspectives: History of ideas, Point of view in psychology and literature, World hypotheses (Sept 11, 2018)

READINGS:
(= a series of short items or excerpts; PLEASE BRING THE FOLLOWING required readings to class)

Quotes: philosophers & physicists 08 18 (3 pp)
The Onion, Psychology comes to halt ((2014) (3 pp)
Lovejoy, Arthur. (1936), The study of the history of ideas, The Great Chain of Being, re “unconscious mental habits” etc., pp. 5-15
Excerpts from 3 novelists: Hemingway, Woolf, Lawrence (you can ignore the Balzac excerpt) (3 pp)
Quotes, various, including the following:
Foucault, Power, moral values… (1 page)
Borges, encyclopedia (1 page)
Pepper’s metaphoric method, plus poems by Donne (note use of extended metaphor) and Wallace Stevens (note rejection of metaphor) (3 pp)

[Note: Foucault, Borges, Pepper Donne Stevens: all included in Quotes: various]

Sass summary of Stephen Pepper, World Hypotheses (4 pp)

Rec: Jaspers, General Psychopathology, re “the contribution of philosophy,” pp. 5-6.

BACKGROUND READINGS:
(“Explanation by formal argument” = another summary of Pepper’s “world hypotheses”).
Stevens, Wallace. 13 ways of looking at a blackbird (poem).

IN CLASS: Discuss the various readings, especially the 3 novelists, Lovejoy excerpt, and the summary of Pepper’s World Hypotheses.

II: CLASSICAL SCHOOLS OF PSYCHOLOGY (5 meetings)

CLASS #3: Origins of Experimental Psychology (Wundt etc), Structuralism (Titchener); Functionalism; Gestalt Psychology (Sept 18, 2018)

READINGS ON WUNDT AND TITCHENER:
Wertheimer, Brief History Psy, pp. 81-94 (Wundt)
Heidbreder, 7 Psychologies, pp. 113-151 (Titchener)

READINGS ON GESTALT PSYCHOLOGY:


Rec: Robinson, *Intellectual History,* pp. 352-358 (Gestalt psychology)

**READINGS ON FUNCTIONALISM**


**BACKGROUND READINGS:**


Heidbreder, *7 Psychologies,* pp. 328-375 (Gestalt psychology)

Lowry, *Evolution of Psychological Theory,* pp. 203-207 (Gestalt Psychology as “new physicalism”: 203-227)


**IN CLASS: Lecture and discussion.**

**CLASS #4: Two Key Precursors: William James, Friedrich Nietzsche** (Sept 25, 2018)

**READINGs:**

**RE WILLIAM JAMES**


James, W. *Principles of Psychology* (NY: Holt 1890): “Methods and snares of psychology” 183-198 (= all of this short chapter); “Consciousness of self” pp. 296-305, 350-353).

Three brief literary excerpts (1 page each) relevant to self-experience: Borges, JL, “Borges & I” (you can ignore the commentary; just read Borges & I); Hughes, Richard, *High Wind in Jamaica* passage; Saks, Ellen, *Center Cannot Hold* passage.

Rec: Also recommended from James’s *Principles:* “Stream of thought” (various pp in section placed on Sakai); “Perception of Time” (pp. 605-610, 640-642); “Perception of Reality” (pp. 913-916, 926).

**RE FRIEDRICH NIETZSCHE**

Nietzsche, F. *The Genealogy of Morals* (orig 1887), pp. 149-57 (Preface), 158-88 (First Essay);


**IN CLASS: Lecture and discussion.**
CLASS #5: Freud and Psychoanalysis (October 2, 2018)

READINGS:

BACKGROUND READINGS:

IN CLASS: Lecture and discussion.

CLASS #6: History of Behavior Therapy/Cognitive Behavior Therapy (Oct 9, 2018): guest lecturer Terry Wilson (Dept of Psychology & GSAPP, Rutgers)

READINGS:
Required:
- ABCT >50 special issue: please read the brief articles by: Ollendick, Wilson, Rachman, and Clark (4 of the first 5); others are recommended depending on your interests.
Strongly recommended:

Background: some additional suggested reading:

IN CLASS: presentation by Terry Wilson.
CLASS #7: Behaviorism and Cognitive-Behaviorism 2  (Oct 16, 2018): guest lecturer Robert Karlin (Dept of Psychology, Rutgers)
READINGS: to be announced

IN CLASS: Presentation by Robert Karlin.

**PLEASE NOTE: BELOW ARE SOME ADDITIONAL BACKGROUND READINGS (NOT REQUIRED) RE BEHAVIORISM AND COGNITIVE-BEHAVIORISM—FOR THOSE WHO MIGHT WISH TO READ MORE, all available on SAKAI (not preceded by a number on Sakai):

**BACKGROUND READINGS re behaviorism and cognitive-behavioral approaches:
- Also two chapters 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.

III: INTERLUDE: PHILOSOPHY OF NATURAL SCIENCE, OF HUMAN SCIENCE (3 meetings)

CLASS #8, Philosophy of Natural Science, including issues pertaining to classification  (Oct 23, 2018)
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. Lecture: Philosophy of science: A potted history (bring these pages of notes to class please.)

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

IN CLASS: Lecture and discussion.

Rrrr CLASS # 9, Philosophy of Human Sciences: Hermeneutics or Theory of Interpretation (Oct 30, 2018)
READINGS:
Geertz, C. “Thick description” in The Interpretation of Cultures (re “interpretive” or “hermeneutic” approaches) \[perhaps only first 16 pp required?\]
Sass, L. “Ambiguity is of the essence”: Truth and interpretation in psychology and psychotherapy. (Note: = revised version of a lengthy chapter published in 1998.)

BACKGROUND READINGS:

IN CLASS: Lecture and discussion.

CLASS #10: “Humanistic psychology” and its philosophical precursors in phenomenology and existentialism (Nov 6, 2018).
READINGS:
Heidegger, M (1929). Essay on metaphysics, excerpts TBA?? (see also Heidegger, Essay on metaphysics, Sass excerpts)
Heidegger: phenomenology’s essence: 1 page passage re “forgetting of the ontological difference” (from Being and Time, 1927).
Musil, Robert. Excerpts from “The Perfecting of a Love,” illustrating the “ontological” dimension, see espec pp. ??, ??
Sartre, paragraph re Intentionality as fundamental idea (bursting outward, whirlwind metaphor) (2 pp)
Sartre, Slime passage from Being and Nothingness (6 pp).
Simone de Beauvoir (1949), Introduction to The Second Sex;\[ pp xix-xxxvi (see also NYTimes review of this book, from 2010).
Hemingway, E (1933). “A clean, well-lighted place” (very short, short story; re existentialism).

BACKGROUND:
Mounier, E. A very brief summary of humanistic psychology (very brief summary)

IN CLASS: Lecture and discussion. Also, perhaps:
Video re Simone de Beauvoir:
Interview with Servan-Schreiber, 1975, w subtitles:
https://www.youtube.com/watch?v=VmEAB3ekkyU
and/or another interview with de Beauvoir, from 1959, black and white, w subtitles:
https://www.youtube.com/watch?v=SFRTl_9CbFU

IV: OTHER DEVELOPMENTS, ESPECIALLY MORE RECENT (4 meetings)

CLASS #11: Phenomenological Psychopathology (Nov 13, 2018)
READINGS:

BACKGROUND READINGS:

IN CLASS: Lecture and discussion, including:
Sass present re “Anxiety and Insight in Schizophrenia.”
Sass present re phenomenological explanation.

CLASS #12: Cultural psychology (Nov 20, 2018)
READINGS:

BACKGROUND READINGS:


IN CLASS: Lecture and discussion. Some student paper presentations.

CLASS # 13: “Social Constructivism”: Foucault and Hacking (Nov 27, 2018)

READINGS:

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


Rec: Foucault lecture notes, by Sass (glance at; bring to class).

BACKGROUND READINGS:


IN CLASS: Lecture and discussion. Some student paper presentations.

CLASS #14: Structuralism, Post-structuralism and French Psychoanalysis (Dec 4, 2018)

READINGS:
rec: Sturrock, (re Lacan) pp 116-153, or else:


Borges, JL (1942). Funes the memorious (brief literary item). In Ficciones, pp 107-115.

BACKGROUND READINGS:

IN CLASS: Lecture and discussion. Some student paper presentations.

CLASSES #15: To be determined (Dec 11 = final class meeting).
This class will probably involve spillover from the previous few weeks, and continuation of brief presentations by students of their paper-in-progress.

IN CLASS: To be determined. Several student-paper presentations.