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 also its later assimilation of diverse epistemological positions, which include 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 in terms both of its historical context (within the discipline and beyond) and 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 history and theoretical foundations of: experimental psychology (e.g., Wundt and his precursors, Titchener, Functionalism, Gestalt psychology, Watson, Skinner, etc.; philosophy of natural science); psychology as a human science (William James, humanistic/existential psychology, philosophy of human sciences; cultural psychology, and post-structuralist approaches); clinical psychology specifically (psychoanalysis, behaviorist and cognitive-behaviorist approaches, phenomenological psychopathology); and various diversity issues (psychology’s relationship to feminism, colonialism, and race).

CLASS MEETINGS will involve a combination of: 1, lecture by professor; 2, brief presentations by students responding to certain readings; 3, considerable amount of discussion, during both the lectures and the presentations; 4, longer presentations (10-12 minutes) by students re selected topics. The final classes will be symposia on particular topic areas, largely involving student presentations of their final paper topics.

STUDENT PRESENTATIONS:
Each student will present twice:
A) once quite briefly in reaction to a reading, which could be an assigned reading or an additional one. Many of the topics or readings about which students might present are marked with @ below. For this brief response, please be prepared to speak for, say, 3 minute in reaction to the reading you were assigned. Try to sum up what you see as the (or a) main point of the reading, and offer some thoughts about it, critical or otherwise.

B) later offering a preliminary oral synopsis of his/her final paper-in-progress (during one of the final class meetings) (#12, 13, 14 or possibly 15, depending on your topic). Your
presentation on your term paper should also be a maximum of 12 minutes, followed by several minutes for questions and suggestions from other students. SEE below: % for topics.

Please note: At least two weeks prior to your main presentation, you should send a selection of pages from the author or work you are discussing. Please select approximately 5 to 7 pages from the work you will be discussing; students will be expected to have read those pages prior to hearing your presentation.

Also please note: Your final presentation should include a powerpoint, which should be sent to the professor for uploading to SAKAI (and for refinement by future students: therefore it should not be a pdf or a locked version). Be sure to put your name on the title page of the powerpoint and in the label of the file you send.

GRADING will be based on: contributions to class discussion; reaction and presentation; 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. Deeper background readings appear in the endnotes only.)

In SAKAI, each item that appears on the syllabus (that is, all the required, recommended, or background readings) is preceded by a number, then the author’s last name. These readings are thereby placed into groups, with each item preceded by a number that corresponds to one of the five major sections of the class. However, in the syllabus the five major sections are listed as I, II, III, IV, V — whereas in SAKAI resources standard numerals are used. So:
I, II, III, IV, V (in Syllabus) = 1, 2, 3, 4, 5 (in SAKAI resources).

So, to find the readings, pay attention to which major section of the course we are in. (Sometimes I used an additional code to group things together: psa = psychoanalysis; beh = behaviorism; herm = hermeneutics.)

Required readings will be marked with an asterisk.

Please be aware: There are various textbooks on the history of psychology, including:

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.

MISCELLANEOUS NOTE:
Please be aware that the readings in this class often concern (or are written by) figures of the past who are of historical importance in psychology or related fields. The use of language and the perspectives adopted in these writings may sometimes be inconsistent with current
preferences norms regarding various issues of contemporary concern. (Interestingly, this is often true of the writings of some of the icons of progressive thought, e.g., in feminism and anti-colonialist theory.) It will be important to consider these writings with an awareness of the historical and cultural context in which they were written or conceived. To state the obvious: the perspectives to be discussed in this course are not being *advocated* (indeed, they are often in dramatic conflict with each other), but are being *examined* (often critically) because of their historical importance in the development of theory and practice in psychology and the mental health professions.

*To repeat:*

% = topic for major student presentation and paper  
@ = topic for student reaction

*DURING CLASS TIME: COMPUTERS CLOSED; CELL PHONES PUT AWAY.*

**I: INTRODUCTORY CLASSES (2 meetings, #s1,2)**

**CLASS #1, Introduction I: Epistemological perspectives (point of view in psychology and literature): History of ideas; Dilemmas of diagnosis** (Sept 3, 2019):

**READINGS:**

(= a series of short items or excerpts, often very short; PLEASE BRING THE FOLLOWING required readings to class: readings for first two classes have the number 1* in front of them in SAKAI)

- Various Quotations: Systems of Psychology (philosophers & physicists) (3 pp)
- The Onion, Psychology comes to halt (2014) (3 pp)
- Excerpts from 3 novelists: Hemingway, Woolf, Lawrence (you can ignore the Balzac excerpt which is also attached) (3 pp)
- Borges, encyclopedia (2 pp)
- Foucault, Power, moral values…(re refusal, curiosity, innovation) (1 p)

**IN CLASS:**

Discuss the various readings

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](https://www.youtube.com/watch?v=HEeX7IK7MiE)

**CLASS #2, Introduction II: Narrative modes in psychology and psychotherapy; World hypotheses** (Sept 10, 2019)

**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*.)


Pepper’s metathorific method (1 p), on Sakai together with:

3 Poems: by John Donne (“A Valediction forbidding Mourning”) note use of extended metaphor) and by Wallace Stevens (“Study of Two Pears,” note rejection of metaphor) (3 pp); also Stevens, “13 Ways of Looking at a Blackbird.”

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


AND SEE FROM PREVIOUS CLASS, IF NOT ALREADY DISCUSSED:

Foucault interview: History of the Present: re refusal, curiosity, innovation (1 p).

The Borgesian Encyclopedia (quoted by Foucault) (1 p)


BACKGROUND READINGS:


IN CLASS:

Stanley Messer (professor & former dean, GSAPP Rutgers) re “The Narrative Modes and Psychotherapy Integration,” followed by discussion.

Sass presents overview of the root metaphor theory of Stephen Pepper’s *World Hypotheses*.

II: CLASSICAL SCHOOLS OF PSYCHOLOGY (4 meetings: #s3,4,5,6)

CLASS #3: Origins of Experimental Psychology; Wundt, Structuralism (Titchener); Functionalism; Gestalt Psychology (Sept 17, 2019)

READINGS ON WUNDT AND TITCHENER:

Benjamin 2nd edition, pp 38-48 re Wundt

Benjamin 2nd ed, pp 81-88 re Titchener @


READINGS ON GESTALT PSYCHOLOGY:


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

READINGS ON FUNCTIONALISM
Rec: Heidbreder, 7 Psychologies, pp. 201-215 (Dewey).

IN CLASS: Lecture (overview by Sass), and discussion.

CLASS #4: Two Key Precursors: Friedrich Nietzsche & William James (with mention of some related figures) (Sept 24, 2019)
READINGS:
RE FRIEDRICH NIETZSCHE
Nietzsche, F. The Genealogy of Morals (orig 1887), **pp 149, 154f, 166-182. @
Rec: Nietzsche, F. The Birth of Tragedy, pp 19-28 (= parts 1 & 11), 84-85

RE WILLIAM JAMES
Benjamin 2nd ed, pp 58-66 re William James
James, W. Principles of Psychology (NY: Holt 1890): “Methods and snares of psychology” 183-198 @ (= all of this short chapter);
James, W. Principles of Psychology: “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).

IN CLASS: Lecture and discussion.

CLASS #5: Freud and Psychoanalysis (October 1, 2019)
READINGS:
Freud, excerpts from 4th & 5th lectures, “The Origins of Psychoanalysis” (lectures at Clark University 1909)—pp 22-36 in Rickman, J (Ed), A General Selection from the Works of Sigmund Freud (Garden City NY: Doubleday, 1957). @
Note: 4th lecture excerpts required, 5th lecture excerpts recommended. (= “classical psychoanalysis”)
Shapiro, D. Obsessive-compulsive style. In Neurotic Styles (1965), pp. 23-53 (= re psychoanalytic “ego psychology”) @
Rec: Laing, The Divided Self, chap 5; The inner self in the schizoid condition; and chap 6, The false-self system, pp. 78-93, 94-105 (re true and false selves, British object relations theory).

BACKGROUND READINGS:

IN CLASS: Lecture and discussion.

CLASS #6: Behaviorism; Behavior Therapy/Cognitive Behavior Therapy (Oct 8, 2019):
guest lecturer Terry Wilson (Dept of Psychology & GSAPP, Rutgers) = TENTATIVE PLAN
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:

Background re behaviorism in general: Benjamin, chap 8, 2nd ed, chap 8: Behaviorism, pp 139-159.

??IN CLASS: presentation by Terry Wilson.

III: INTERLUDE: PHILOSOPHY OF SCIENCE, PHILOSOPHER OF HUMAN SCIENCE (2 meetings, #7,8)

CLASS #7, Philosophy of Natural Science, including issues pertaining to classification (Oct 15, 2019)

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…
Hartner, DF & Theurer, KL, “Psychiatry should not seek mechanisms of disorder.” Journal of Theoretical and Philosophical Psychology, 38 (4): 189-204.

IN CLASS: Lecture and discussion.

***PLEASE NOTE: CLASS WILL NOT MEET ON OCTOBER 22, 2019***

CLASS #8: Human Science: Humanistic psychology and its philosophical precursors: phenomenology, existentialism, and hermeneutics  (Oct 29, 2019).
READINGS:
Heidegger, M (1929). Essay on metaphysics, excerpts pp TBA??
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. ?, ?? TBA
Sartre, paragraph re “Intentionality” as fundamental idea of phenomenology (bursting outward, whirlwind metaphor) (2 pp)
Sartre, Slime passage from Being and Nothingness (6 pp).
Rec strongly: Hemingway, E (1933). “A clean, well-lighted place” (a very short, short story; re existentialism)

BACKGROUND:
Mounier, E. A very brief summary of humanistic psychology (very short summary)
Geertz, C. “Thick description” in The Interpretation of Cultures (re “interpretive” or “hermeneutic” approaches) ^ [first 16 pp are highly recommended?]
Sass, L. “Ambiguity is of the essence”: Truth and interpretation in psychology and psychotherapy. (Note: = revised version of a lengthy chapter published in 1998.)

IN CLASS: Lecture and discussion.
IV: OTHER DEVELOPMENTS (phenomenology, social constructionism, post-structuralism, cultural psychology) (4 meetings: #s9,10,11,12)

CLASS #9: Phenomenology and Phenomenological Psychopathology (Nov 05, 2019)

READINGS:
Jaspers, Karl. General Psychopathology. Excerpts re “primary delusions” (“delusional atmosphere” or mood), pp 98-101. @

BACKGROUND READINGS:

IN CLASS: Lecture and discussion, including:
Sass presents re
“Anxiety and Insight in Schizophrenia
3 Dangers (which students will have read)
re phenomenological explanation (possibly)

CLASS #10: “Social Constructionism”: Foucault (Nov 12, 2019)

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).

IN CLASS: Lecture and discussion. Some student paper presentations.
STUDENT PRESENTATIONS: re Foucault on sexuality.% ???. Also perhaps re Foucault on Greek sexuality. %
CLASS #11: Structuralism, Post-Structuralism and French Psychoanalysis (Nov 19, 2018)
READINGS:
   rec: Sturrock, (re Lacan) pp 116-153, or else:
   Millhauser, Steven. History of a disturbance (short story). New Yorker 2007. @
   Rec: Zizek, S. Looking Awry, excerpts

BACKGROUND READINGS:

IN CLASS: Lecture and discussion.

CLASS #12: Cultural psychology (Nov 26, 2019)
READINGS:

BACKGROUND READINGS:


IN CLASS:

5 or so STUDENT PRESENTATIONS re:
Ian Hacking, on MPD and child abuse %
Ian Hacking, “The looping effect of human kinds.”??
Allan Young, *The Harmony of Illusions* (on PTSD) %
Didier Fassin & Richard Rechtman, The Empire of Trauma %
Ethan Walters, *Crazy like Us: The Globalization of the American Psyche* %

Lev Vygotsky, *Mind in Society*

OTHER POSSIBILITIES: re the notion of the self, discussed by a variety of psy.s or anthro.s, including Roy Baumeister, Hazel Marcus (Stanford), Rick Shweder (Chicago). Re “invention” of ADHD.

Lecture and discussion, incl intro to “social constructionism.”
Sass lecture re indigenous Mexican *curanderismo*

*V: DIVERSITY-RELATED ISSUES: FEMINISM; RACE & ETHNICITY, POST-COLONIALISM, ANTI-SEMITISM (3 meetings: #s13,14,15)*


READINGS:

TBAnnounced, mostly
Rec: Simone de Beauvoir (1949), *Introduction to The Second Sex,* @ pp xix-xxxvi (see also *NYTimes* review of this book, from 2010).

IN CLASS:

See 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=SFRT1_9CbFU

6 or so STUDENT PRESENTATIONS RE:
Simone de Beauvoir, *The Second Sex* %
Dorothy Dinnerstein, *The Mermaid and the Minotaur* %
Judith Butler, *Gender Trouble* (or a different work) %
Jessica Benjamin, work by %?
A French feminist theorist chosen from: e.g., Julia Kristeva, Luce Irigaray, Helene Cixous, Monique Wittig. %

**CLASSES #14: SYMPOSIUM: Psychology in relation to Race & Ethnicity, Colonialism, anti-Semitism—Some Classic Accounts (December 10, 2019):**

**READINGS: TBA**

Rec:
?? Kendi, Ibram X., *How to Be an Antiracist.* (see NYTimes review & profile)

**IN CLASS:**
7 or so STUDENT PRESENTATIONS RE:
Albert Memmi, *The Colonizer and the Colonized* (1957) %
Aimé Césaire, “Discourse on Colonialism” (1955) %
Frantz Fanon, *Black Skin White Masks* (1952) %
Frantz Fanon, *Wretched of the Earth* (1961) %
Eric Fromm, *Escape from Freedom* (1941) %
Authoritarian personality studies %
Sartre, *Anti-Semite and Jew*—aka Reflections on the Jewish Question (1945/46) %

**CLASS #15: To be decided (Dec 17, 2019 = final class meeting).**
This class will probably involve spillover from the previous several classes (student presentations), plus some general reflections and discussion.

**FINAL PAPER DUE** one week after final class (specific date TBA).

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**ENDNOTES**

Some additional background readings.

i  **CLASSICAL SCHOOLS OF PSYCHOLOGY:**
Wertheimer, *Brief History Psy*, pp. 81-94 (Wundt)
Heidbreder, *7 Psychologies*, pp. 113-151 (Titchener)
Heidbreder, *7 Psychologies*, pp. 328-375 (Gestalt psychology)

ii RE FRIEDRICH NIETZSCHE: For those who wish to read more, the following are recommended from *Genealogy of Morals*: pp. 149-57 (Preface), 158-88 (First Essay); Also rec: excerpts: 194-202, 211-12 (2nd Essay); 238-47, 254-57, 279-83, 297-99 (3rd Essay).

iii RE WILLIAM JAMES: Heidbreder, *7 Psychologies*, pp. 152-200 (James)

iv RE BEHAVIORISM AND COGNITIVE-BEHAVIORISM: SOME ADDITIONAL BACKGROUND READINGS:

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 Fruzzetti, Alan E. & Erikson, Karen R.
Rutgers mandated statement on Academic Integrity:
http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

Required Rutgers statement on Accommodation Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:
https://ods.rutgers.edu/students/documentation-guidelines.

If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:
https://ods.rutgers.edu/students/registration-form.