GOALS OF THE COURSE

1. To explore the history of psychology generally and of clinical psychology specifically, including the major schools of psychological thought and practice.

2. To explore various epistemological paradigms underlying the field, including some pre-scientific origins; the positivist basis of psychology’s development as an empirical scientific discipline; and psychology’s later assimilation of pluralistic, hermeneutic, post-structuralist, and social-constructionist approaches, with attention to diversity issues.

Goals 1 and 2 are intertwined: 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’s “Structuralism”, William James, Functionalism, Gestalt psychology, Behaviorism of Watson & Skinner etc.; philosophy of natural science); psychology as a human science (humanistic/existential psychology, phenomenology, cultural psychology, interpersonal theories); clinical psychology specifically (psychoanalysis, behavioral and cognitive-behavioral approaches, phenomenological psychopathology); and various diversity issues (psychology’s relationship to feminism, colonialism, race & ethnicity; indigenous psychologies).

Please note: The APA Committee on Accreditation considers the study of History and Systems of Psychology to be a requirement for “discipline-specific knowledge,” in this case re “the origins and development of major ideas in the discipline of psychology” (see below).

CLASS MEETINGS will combine: 1, lectures by professor; 2, discussion; 3, audiovisual presentations; 4, student presentations re selected topics. Several classes will be mini-symposia on particular topic areas, involving student presentations of their final paper topics.

STUDENT PRESENTATIONS:

Student reactions: All students will be expected to be prepared to discuss the readings or other assignments relevant to each class. A subgroup of students (randomly selected, probably alphabetically) may be asked to be especially prepared for discussion each week—that is: able to sum up the key points of (some of) the reading, and offer some thoughts about it, critical or otherwise (for two to three minutes).

Student presentations: Also, each student will offer a brief (10-12 minutes) presentation regarding a topic they will be assigned (taking preferences into account), followed by a few minutes of response by other students. Many of these presentations will take place in a “mini-symposium” class devoted to a particular topic area.
This presentation could constitute a preliminary oral synopsis of your final paper-in-progress. If you do not wish it to be your paper topic, that is perfectly fine; but then you should contact the instructor to suggest a topic you would like to work on instead, and get that approved.

These presentations will often occur in the context of a mini-symposium, together with other student presentations on related issues. The mini-symposium topics will include: 1) feminism and psychology, 2) race and ethnicity in relation to psychology, 3) trauma as a key theme in psychology. See + and ! below for the topics to be assigned (+ = almost definitely; ! = possible topic). This will be explained in first class meeting.

Please note: At least seven days prior to your main presentation, you should send a selection of pages from the author or work you are discussing; and I (or the course assistant) will forward that email with your attachment to all students (as recommended reading, not required). Please select approximately 2 to 6 pages from the work you will be discussing; students will be invited to read those pages prior to hearing your presentation.

Also please note: Your final presentation should include a Powerpoint. The Powerpoint should be sent to the professor at least two days in advance. (It should not be a pdf or a locked version.) Be sure to put your name and your topic 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; reactions, presentation; a final paper (10-12 pages).

FINAL PAPER DUE one week after final class, by midnight that day (end of the day on a Tuesday). Please email it to lsass@rutgers.edu (please send a normal WORD copy please, NOT a pdf; and put your name and your topic in the subject line).

Re the final paper, see NOTE RE FINAL PAPER toward end of syllabus.

SYLLABUS:

READINGS: The readings listed in association with a particular class meeting are required: to be read prior to the relevant class meeting – unless they are marked as only “recommended” or as “background,” in which case they are optional. (Some additional “background” readings appear in an Appendix under general topic areas—also not required).

ON CANVAS, the readings are placed into modules corresponding to each of the 15 class meetings.

**Please remember: ONLY the pages listed in this syllabus below are required reading (sometimes the available excerpt placed on Canvas extends beyond the pages that are required reading).

**And so: Follow this syllabus to determine exactly what items, and which pages of that item, you are required to read. At times the assigned pages may be many fewer than those provided in SAKAI/CANVAS.

Occasionally an item is not on SAKAI/CANVAS, but instead the link is there on the syllabus.

Please note: There are various textbooks on the history of psychology, 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 offering an extremely abbreviated, useful, synopsis—recommended for purchase).
MISCELLANEOUS NOTE:
Please be aware that the readings in this class often concern (or are written by) figures 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 or norms regarding various issues of contemporary concern. (Interestingly, this can be true of writings by icons of progressive thought, e.g., in feminism and anti-colonialist theory.)

To state the obvious: It will be important to consider these writings with an awareness of the historical and cultural context in which they were written or conceived. Also: the perspectives to be discussed in this course are not being advocated (indeed, they may be 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  ! = a possible topic for presentation etc

------INTRODUCTORY CLASS

@:CLASS #I, Introduction, Epistemological perspectives including: Point of view or epistemic standpoint in psychological systems; History of ideas (Sept 6, 2022):

READINGS:
Note: these = several brief items or excerpts, to be read if possible in advance of the first class meeting.

Onion, Psychology comes to halt (2014) (3 pp)
Lovejoy, Arthur. (1936), The study of the history of ideas, intro to The Great Chain of Being, re “unconscious mental habits” etc., pp. 5-15.
(Berlin & Lovejoy=two key figures in history-of-ideas)
Novelists, Excerpts from three novelists: Ernest Hemingway (Sun also Rises, 1926), Virginia Woolf (To the Lighthouse, 1927), D.H. Lawrence (Women in Love, 1920) (there is also a Balzac excerpt, which can be ignored: consider parallels with psy perspectives) (3 pp)
Rec: Various quotations: Systems of Psychology (philosophers & physicists) (3 pp)

IN CLASS:
Breakout groups followed by general discussion of 3 novelists and of Lovejoy.

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-------SECTION 1: CLASSICAL SCHOOLS (AND FIGURES) OF PSYCHOLOGY (6 meetings: II, III, IV, V, VI, VII)
@:CLASS #II: Origins of Experimental Psychology; Wundt, Titchener’s “Structuralism,” etc. (Sept 13, 2022):

READINGS:
- Benjamin 2nd edition, pp 38-48 re Wundt
- Benjamin 2nd ed, pp 81-88 re Titchener


Note: Sass Notes for Teaching, Handout version, are likely to be on SAKAI/CANVAS for Wundt etc & Gestalt Psy

IN CLASS:
- Watch:
  - two linked videos re Wilhelm Wundt, founder of experimental psychology, each about 8 minutes long:
    - Wundt: background, general significance: https://www.youtube.com/watch?v=OG3mlZj-xY
    - Wundt: ideas: - https://www.youtube.com/watch?v=ngRU5EDj5WQ
    - Also:
      - Video re Edward Titchener, about 4 minutes:
        - https://www.youtube.com/watch?v=EzQ9D5nm_wE
- Watch together perhaps (now or later, or first class, depending): Neuroscientist Anil Seth re the nature of consciousness and self, of perception and expectation (themes akin to those introduced by William James—re self-experience—and by Helmholtz—re predictive processing which is similar to unconscious inference); 17 minutes:
  - https://www.youtube.com/watch?v=lyu7v7nWzfo&t=74s

@:CLASS #III: Behaviorism and Cognitive-Behavioral approaches; Functionalism as precursor (Sept 20, 2022):

READINGS:
- Misc:
  - Major psychological schools of thought, *What is Psychology* online source (6 schools listed&defined—very brief)
- Functionalism:
- Behaviorism:
  - Benjamin, chap 8, 2nd ed, chap 8: “Behaviorism,” pp 139-159.
IN CLASS:
   Student responses (2-3 minutes only): TBA, TBA
   Watch some of Interview with Bandura = 46”:
   https://www.psychologicalscience.org/observer/albert-bandura-itsp

@CLASS #IV: Freud, Classical Psychoanalysis, and Ego Psychology (Sept 27 2022)

READINGS (from classical psychoanalysis, ego psychology):
   Rec: Freud, S. Origin and Development of Psychoanalysis (1910; abbreviated in 8 single-
   space pages: “squashed editions”).
   psychoanalytic “ego psychology”)
   Partisan Review, Fall issue: 590-599.

IN CLASS:
   Student Responses: TBA, TBA
   Video re Freud - https://youtu.be/L1ya3HFN2bM?t=18 (background) = 2 minutes, = a
   lecture with stills
   Video re Freud - https://www.youtube.com/watch?v=-i7DvpnOHIM = 6 minutes
   (Freud's theories -- more informal)

@CLASS #V: Gestalt Psychology, and William James (including James on the self) (4 Oct
   2022)

READINGS:
   Gestalt Psychology:
      (6, December): pp 84-91.
      Rec: Merleau-Ponty, M. (1945). Film and the new psychology (16 pp). (includes

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

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


IN CLASS:

Student Responses: TBA, TBA
video re Functionalism and Gestalt psychology: 8 minutes: https://www.youtube.com/watch?v=ejeeUHLcQHU
video from Wolfgang Köhler re ape intelligence and insight (note the contrast with the notion of “learning”), about 5 minutes: https://www.youtube.com/watch?v=6-YWrPzsmEE (this one starts with a modern example, then to Köhler apes); = 6 minutes long in toto. SEE eg about one minute in. (Also, if you want to see more of the original Köhler footage: https://www.youtube.com/watch?v=FwDhYUlbxiQ )

Breakout groups: Re William James: Discuss the literary passages re different aspects of “the self” by Borges, Hughes, Saks

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CLASS #VI: Self and Other: Interpersonal Perspectives (including George Herbert Mead, Lev Vygotsky, Harry Stack Sullivan, plus psychodynamic theorists including Fairbairn, Winnicott, Laing, Kohut, Lacan (11 October 2022)

READINGS:


IN CLASS:

Student Responses: TBA, TBA
Watch re Laing (or in later class meeting):
4 minute video re Laing and his importance: https://www.youtube.com/watch?v=FkrhOLuYo8c

The beginning (at least 7 minutes) of the following 15 minute video interview with R D Laing: https://www.youtube.com/watch?v=k0ZvZAG_XRg
@:CLASS #VII: Humanistic Psychology and Existential Psychology (18 Oct 2022):

READINGs:


Hemingway, E (1933). “A clean, well-lighted place” (a very short, short story; re existentialism; issue of meaningfulness)


Sartre, Jean-Paul (1946). “Existentialism is a Humanism”: read through page 8.


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


(And, if you are interested, the rejoinder: “Intersecting perspectives: Hermeneutic phenomenology, psychoanalysis, and historical ontology (commentary),” *The Humanistic Psychologist*.)

IN CLASS:

Student Responses: TBA, TBA

SEE:

Video Carl Rogers speaking; <3 minutes, explaining origins of his pov: https://www.thepositiveencourager.global/carl-rogers-and-the-person-centered-approach-videos/

Video: Abraham Maslow speaking; 6 minutes: https://www.youtube.com/watch?v=MRd-aJUbN98

Video: Victor Frankl: https://www.youtube.com/watch?v=OL8DyVusLeE = an interview, about 12 minutes long


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SECTION 2: MULTI-CULTURAL AND DIVERSITY ISSUES: FEMINISM; RACE & ETHNICITY, POST-COLONIALISM, ANTI-SEMITISM (with Interlude re PHILOSOPHY OF SCIENCE) (Classes #VIII, IX, X)

@:CLASS #VIII: FEMINISM AND PSYCHOLOGY: MINI-SYMPOSIUM with student presentations (25 October 2022)

READINGs:
de Beauvoir, Simone (1949), Introduction to *The Second Sex*, pp xix-xxxvi (also rec: *NYTimes* review of this book, from 2010).
Nussbaum, Martha. The professor of parody, 1999 (critical review of Judith Butler)
https://plato.stanford.edu/entries/feminism-psychoanalysis/ (ON SAKAI/CANVAS, or use link)

IN CLASS:

_________ Watch some selection of the following:

**Video re Simone de Beauvoir:** Interview with Servan-Schreiber (= 45” long) 1975, w subtitles: https://www.youtube.com/watch?v=VmEAB3ekkvU
Watch from the 30 minute to the 37 minute points of this interview.

Another interview with Simone de Beauvoir, from 1959, black and white, w subtitles: https://www.youtube.com/watch?v=SFRTl_9CbFU THIS = about 50”; but watch just the first 20 minutes.

**Video of Judith Butler:** here is a 3 minute video of Butler, with her explanation of her key concept of “performativity”:
https://www.youtube.com/watch?v=Bo7o2LYATDc

**Mini-Symposium STUDENT Presentations** re feminism (5 or so from the following):
+Simone de Beauvoir, *The Second Sex* TBA
+: Germaine Greer, *The Female Eunuch*
+: Judith Butler, *Gender Trouble* (or a different work by Butler) TBA
+ A French feminist (Kristeva, Irigaray, Cixous, or Wittig) TBA
+ An African-American feminist, e.g., bell hooks, * Ain’t I a Woman* 1981 or Audre Lorde *Sister Outsider* 1984. TBA
+ Maria Lugones, feminist anti-colonialist thinker, from Argentina: her work. TBA

**INTERLUDE:** *PHILOSOPHY OF SCIENCE, RELEVANCE FOR PSYCHOLOGY (IX):*  
@:CLASS #IX, Philosophy of Science (1 November 2022):

**READINGS:**
Sass, L. Lecture notes: Philosophy of science: A potted history (glance over—as opposed to fully read—these notes before class.)
Fishman, D., “Postpositivism”: Revolution within the family, chap 3 of *Case for Pragmatic Psychology*, NYU Press, pp. 75-92 (re Popper, Kuhn, Quine, Feyerabend, Wittgenstein, hermeneutics)
CO: University Press of Colorado. (= useful introduction re Quine’s “web of belief” and re “inference to the best explanation”)

IN CLASS:
Student Responses: TBA
Watch some selection from the following (to be decided):
- 4 minute video of Karl Popper, in German w subtitles, talking re the “open society”:
  https://www.youtube.com/watch?v=s3r8UUiOppc
- Feyerabend, 57” LINK WORKS NOV 1 2021:
  https://www.youtube.com/watch?v=EUtzWMh1fro
  ???SELECTION??

Also of interest: The Replication Crisis, Crash Course Statistics, 14 minutes 35 seconds long (woman-with-carrots video: Adrienne Hill):
https://www.youtube.com/watch?v=vBzEGSm23y8

+Student pres: RE Sandra Harding, standpoint theory. TBA

@:CLASS #X: Psychology in relation to Race & Ethnicity, Colonialism, Anti-Semitism—Some classic accounts I: MINI-SYMPOSIUM with student presentations (8 Nov 2022):

READINGS:
- Du Bois, W.E.B. (lived 1868-1963), The Souls of Black Folk (1903) (“Of our spiritual strivings,” on “double consciousness,” = first 6 pages of Du Bois on CANVAS/SAKAI; or see:
  http://www.gutenberg.org/files/408/408-h/408-h.htm
  Internet Encyclopedia of Philosophy, Entry: “Frantz Fanon,” by Tracey Nicholls:
    http://www.iep.utm.edu/fanon/

AND HERE—FOR THOSE INTERESTED—ARE SOME BACKGROUND READINGS RE THE ABOVE TOPICS:

  Background: On “Double consciousness” (Du Bois etc), by John P. Pittman:
  https://plato.stanford.edu/entries/double-consciousness/ (NOT ON CANVAS)

  Background: On “Négritude” (Césaire etc), by Souleymane Bachir Diagne:
  https://plato.stanford.edu/entries/negritude/ (NOT ON CANVAS)
Background: Drabinski, J. “Frantz Fanon” (read discussion of Black Skin White Masks, called “The problem of blackness” in Stanford Encycl of Philosophy; excerpt available on SAKAI/CANVAS. To see whole article re Fanon: https://plato.stanford.edu/entries/frantz-fanon/


IN CLASS:

???Sass presents re Frantz Fanon

Student presentations:
+ Césaire, Aimé, “Discourse on Colonialism” (1955) TBA
+ Clarkes: Kenneth Clark & Mamie Clark: their lifework (with possible reference to Claude Steele re influence of stereotypes etc: highly influenced by Clarkes) TBA
+ Anzaldúa, Gloria, her work, especially Borderlands/La Frontera: The New Mestiza. ???
+ Memmi, The Colonizer and the Colonized. TBA

Re anti-Semitism:
+ Sartre, Anti-Semite and Jew—a.k.a. Reflections on the Jewish Question (1945/46) TBA
+ recent work on anti-Semitism: start with Cuddy in NYT Times 2018 (see above).

Watch some selection of the following (TBA):

  one minute film trailer re Frantz Fanon: https://www.youtube.com/watch?v=U0FLt_lhfIw
  three minutes trailer re the Fanon film: http://www.victoria-miro.com/video/38/
  Video re Fanon’s Black Skin White Masks, about 9 “ long. A summary, with various visuals including photos, film clips, and text, with a lecturer all the while: https://www.youtube.com/watch?v=LxmsW1yr4pl
  Video re Kenneth and Mamie Clark, 8 minute video: https://www.youtube.com/watch?v=kG90mSaWUpE
  Video of Kenneth Clark interviewed by James Baldwin (7 minutes): on YouTube: https://youtu.be/_Xy3ounRw9Q
  Video of interview with Kenneth Clark (30 minutes): http://repository.wustl.edu/concern/videos/v405sc20j Shared via the Google app
  Video of interview with Kenneth Clark, 30” long, listen to first half at least: https://www.youtube.com/watch?v=F1aKDszQz-Hg

-----------SECTION 3: PHENOMENOLOGY; SOCIAL CONSTRUCTIONISM; CULTURAL PSYCHOLOGY; OTHER VISIONS (5 meetings: XI, XII, XIII, XIV, XV)
@:CLASS #XI: Phenomenological Psychopathology (15 Nov 2022):

READINGS:
   Heidegger: phenomenology’s essence: 1 page, re “forgetting of the ontological difference” (from Being and Time, 1927).

IN CLASS:
   Student Responses: TBA
   ???: Watch excerpts from two movies in which the treatment of time evokes distinct forms of psychosis (if there is time):
       “Melancholia”: Introductory sequence of the movie “Melancholia” (2011) by Lars von Trier (a film rendition of psychotic depression, especially in its treatment of time/temporality): 8 minutes https://www.youtube.com/watch?v=DL_14eEQs-s
       “Last Year at Marienbad”: Two trailers re the movie “Last Year at Marienbad” (1961), by Alain Resnais (director) and Alain Robbe-Grillet (script) (a film perhaps evocative of aspects of schizophrenic experience). (For orientation, first read the two paragraphs under “Marienbad” in SAKAI/CANVAS.)
       Trailer 2 minutes: https://www.youtube.com/watch?v=yCn2McMAnY
       Trailer <2 minutes (of later release): https://www.youtube.com/watch?v=p3Tv1lFuxt8
       Optional: And if you wish, a <4 minutes video with critic Richard Brody discussing “Marienbad,” with clips:
https://www.newyorker.com/culture/richard-brody/dvd-of-the-week-last-year-at-marienbad

@:CLASS XII: Social Constructionism, Foucault, & the Anti-Psychiatry Movement, including History of Madness (22 Nov 2022)

READINGS (re Social Constructionism etc.):
   Foucault lecture notes by Sass (glance at; bring to class).


IN CLASS:

Student Responses: TBA, TBA
Watch some selection from the following (TBA):

Shakespeare and Madness:

3 brief Shakespeare sequences re the Fool in Shakespeare (relevant to Foucault’s argument re the different vision of madness and the mad person in the Renaissance):

First read the transcript of Lear Act I, Scene iv (here is version with translation into modern English: No Fear Shakespeare):

https://www.sparknotes.com/nofear/shakespeare/lear/page_46/

Then watch some of the following video clips (3 versions, all brief):

King Lear I, i, =Lear’s confrontation with Cordelia ("nothing will come of nothing" on p 42 of the play); then video skips ahead to I, iv, w entry of the fool (= 3 minutes long):
https://www.youtube.com/watch?v=m74Yfq_9bZM

King Lear (I, iv), Watch: After daughter Goneril arrives, Fool addresses Lear “I am better than thou art now: I am a Fool, thou art nothing”; then tells story re the hedge-sparrow having its head bit off by its young”) = 3 minutes long.
https://www.youtube.com/watch?v=vIS-1cT_Upk

Rec: Actor alone, playing the fool, Royal Shakespeare Co, 3 minutes:

Compare the above representations to the one offered by Emil Kraepelin (founding figure for psychiatric diagnosis), quoted and criticized by R.D. Laing: “The existential-phenomenological foundations for the understanding of psychosis,” in Divided Self: pp 27-35 (on SAKAI)

Michel Foucault:

8 minute video of Michel Foucault talking, in 1966, re the “disappearance of Man” (which refers to the rejection of a certain kind of “humanism”) in French with subtitles (he mentions “la grande coupure”—the supposedly great shift from existentialism/phenomenology to structuralism/post-structuralism at around – 4’20”):

@:CLASS #XIII: Cultural Psychology (with focus on “trauma,” espec MPD/DID & PTSD: MINI-SYMPOSIUM with student presentations. (29 Nov 2022)


**IN CLASS:**

++Student pres.s re MPD or DID: x 2

[re A, Ian Hacking on MPD TBA

re B, “rise and fall” see and go beyond Paris 2012 including Noll and his critics, including Kluft and Braun] TBA

+++ Student pres.s re Trauma and PTSD: x 3. Including

A: re Haslam TBA

B: re Alan Young TBA


(Please note: students with these topics—trauma and MPD/DID—should coordinate with each other prior to this class meeting.)

!!!Student pres re “emotional intelligence” (see recent NewYorker article re Daniel Goleman’s emotional intelligence and the self-control ethic, etc: Merve Emry, “The repressive politics of emotional intelligence”)

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**:CLASS #XIV: Other Visions: Cross-cultural Psychology and Psychiatry; Indigenous Psychologies** : (6 December 2022)

**READINGS:**


Rec: Wilce, Language & Madness ADDINFO, TBA

IN CLASS:
Student Responses: TBA, TBA
Sass presents “Metaphor, magic, and mental disorder”
+Student pres: work of Joseph Gone re native Americans. TBA
!??Student pres: work of Lewis Gordon (U Conn philosophy professor) ???TBA

@:CLASS #XV: FINAL CLASS (13 December 2022)

TBA, probably = spillover from previous class meetings.

NOTE RE FINAL PAPER:
The final paper should be around 8 to 12 pages long (double spaced), and will normally treat some aspect of the topic on which, or thinker about whom, you did your class presentation. The precise focus of your paper is up to you, but normally you would offer some overview of the nature, and some reflection on the importance, of the work you presented. Feel free, however, to focus in on a particular aspect in more detail: you need not attempt to cover everything, and indeed, are very welcome to narrow things down considerably, especially if you presented regarding an especially complex topic or thinker.

It is always a good idea to pay some attention to any criticisms that may have been offered of the work or ideas you are presenting, and to consider how the work might also be defended against such criticisms. Please remember to concentrate on issues that are relevant to the field of psychology in particular; and please avoid extensive attention to biographical details. Your focus should be mainly (though not necessarily exclusively) on the psychological ideas at issue, not on the personal life of the thinker in question.

There is no specific “rubric” to follow for this assignment. For most of you, the presentation you offered in class should provide an excellent basis for your final paper.
COURSE DESCRIPTION FROM GSAPP CATALOGUE ONLINE:

18:820:550 History and Systems of Psychology (3) This course examines the nature and sources of the major theoretical paradigms in psychology. The focus is on historical and epistemological roots of the dominant schools of psychology, as well as on the diverse value frameworks and images of the human being that underlie contemporary approaches to psychopathology, personality, and psychotherapy. Develops the student’s ability to examine critically the different theoretical approaches in professional psychology. Paradigms studied include positivism and associated philosophy-of-science models, behaviorism, psychoanalysis, pragmatism, hermeneutics, postmodernism, cultural psychology, humanistic psychology, and existential-phenomenology.

AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) Committee on Accreditation:
Discipline-specific knowledge, as it is articulated in the Standards of Accreditation (Doctoral Standards, II.B.1.a): a. Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain the profession-wide competencies. Category 1: History and Systems of Psychology, including the origins and development of major ideas in the discipline of psychology.

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.

APPENDIX:
SOME ADDITIONAL RECOMMENDED READINGS (for those who might be interested in a given topic)—LISTED BY TOPIC (most of the following are available on CANVAS Resources).

INTRODUCTORY CLASS (I):
(“Explanation by formal argument” = summary of Stephen Pepper’s “world hypotheses”—a work relevant to understanding overall frameworks of explanation and understanding).

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)

PSYCHOANALYSIS:


COGNITIVE BEHAVIORISM

(1st two recommended by Terry Wilson 2020):


ALSO:


Two chapters from *Handbook of Cognitive Behavioral Therapies 3rd edition*, ed by Keith S. Dobson NY: Guilford 2010 (note: neither of these two chapters from Dobson’s Handbook is posted on SAKAI/CANVAS).

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 Fruzzieri, Alan E. & Erikson, Karen R
FRIEDRICH NIETZSCHE (a major influence on Freud and on Foucault):


WILLIAM JAMES:

Heidbreder, *7 Psychologies*, pp. 152-200 (James)

EXISTENTIAL PSYCHOLOGY

Nagel, E. “Sexual perversion” (= a phenomenological analysis grounded in Sartre’s analysis of “the other”)  

PHENOMENOLOGICAL PSYCHOPATHOLOGY:


PHILOSOPHY OF SCIENCE:

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.

STRUCTURALISM AND POST-STRUCTURALISM:

Zizek, S. *Looking Awry*, excerpts  

CULTURAL PSYCHOLOGY:


McFarquhar, L. CBT article, *New Republic*

--END OF APPENDIX OF ADDITIONAL BACKGROUND READINGS (RECOMMENDED ONLY)--