

PSY 620: History and Systems of Psychology
University of Indianapolis
Fall Semester, 2006
Mondays, 2:30 - 5:30 PM
David L Downing, PsyD
Electronic mail: dldowning@uindy.edu
University telephone: 317.788.6162
Private Practice Telephone: 312.266.1665 [Thursday-Monday Morning] OR, 317.634.6063

Course Description

This course will present an historical overview of the major theories, philosophies, and trends in the field of psychology. This class surveys the historical and epistemological roots underlying current approaches in professional psychology. The course examines core issues in the philosophy of science, with the aim of developing critical thinking skills, as well as evaluating current and future trends for the profession and science of psychology.

Course Objectives

1. This course will assist students to develop critical thinking skills so as to better evaluate social, theoretical, political, and economical trends and contexts in which philosophical and theoretical movements relevant to psychology have originated and continue to exist.
2. Students will be able to articulate the major philosophical issues and trends that preceded the establishment of psychology as a formal field of study.
3. Students will develop a contextual view of the major historical movements in psychology and how they have influenced and shaped contemporary psychological discourse and associated psychotherapeutic methodologies.
4. Students will gain awareness of their own philosophical presuppositions; basic assumptions and positions regarding human behaviour; and how those assumptions influence their clinical work and theoretical foundation. The struggles for inclusion and recognition of women and ethnic/racial minorities and other marginalized populations within the field will also be examined.
5. Students will gain a working knowledge of the prominent events and personalities in the history of psychology.
6. The course will endeavour to provide a summary or integrative understanding of the field of psychology and its diverse subject matter. This will enable students to analyse diverse psychological theories based upon the core assumptions made by these theories and how to more meaningfully evaluate the merits of diverse theoretical structures on the basis of a critical analysis.

Office Hours

Office hours are by appointment. Students are encouraged to avail themselves of the Instructor's office hour times. The professor is in the office Monday through Thursday, assuring student access, as needed. The Graduate Assistant can also be called upon for assistance and laboratories established for the integration of course materials and assignments.

Course Expectations

1. It is anticipated that all readings be completed prior to the class session so as to permit a seminar-like style, ambience, and dialogue. Classroom discussion, including *Question & Answer*, as well as grappling with/containing ambiguity will be a principle manner in which the course will proceed;

and provide the instructor with a basis for assessing each member's internalisation of course content.

2. Students will be expected to attend all classes and participate in class discussions. Attendance will be noted. Absences will be excused without penalty for illness or emergency.
3. On a weekly basis, students should submit one critical question of salience for them that arose in the context of perusing material from *at least one* of the assigned readings/chapters. It is expected that the students take a key concept, and develop a question that is non-rhetorical or self-evident. In short, it should represent a clear area of interest, puzzlement, concern, etc, on the student's part, regarding a matter they wish to understand. Additional discussion related to the topic of concern should be added to assist the Instructor, and the class, understand the contextual and conceptual dilemmas confronting the student. They should be no longer than one-half of a page in length. These questions should be typed; note the author(s); chapter/article referenced; and the page number(s) wherein the material may be found.

Additionally, *sufficient copies should be made so that each student, as well as the professor, may receive a copy of the questions.*

4. On a weekly basis, the student will be expected to *apply or analyse* a key concept, philosophical position, theoretical point of view, etc, from one of the other readings for the week, not covered already by the critical/analytical question, noted above, and elaborate on this in a one-page, typed 'critical analysis' paper to the reading(s), *not covered by the critical question*. Reaction papers should note your reasoned, considered critiques/analyses to reading material, and should contain sufficient content to show the professor that you have read the material. Once more, reference the author(s); the chapter/article referenced, and the page number(s) wherein the material may be found.

NB: Only the Instructor should receive a copy of the weekly *Reaction Papers*. However, as an added catalyst for class discussion, the Instructor may draw upon these each class session. Another option is to have each class member 'present' their critical analysis to the class, and facilitate discussion. We will plan to discuss this during the first class session.

5. Students will be expected to research and produce a scholarly term paper, minimally twenty pages, in APA-format, based upon a matter of relevance to the subject matter of the course, and of interest to the student. The paper should provide additional focus or extend into an area beyond what was covered in the course. For example, the student may wish to discuss a prominent person in the field of psychology and explore his or her philosophical, scientific, and/or clinical contributions. Matters of historical context and the person's personality as influences may be explored. Students may wish to explore more critically a particular sector of a particular theory, or area of "controversy", such as the debate around Freud's abandonment of the 'seduction theory'. The student will need to *consult* with the instructor regarding their topic and have this approved. There should be a sufficient number of references to indicate that the student has carefully perused the extant literature, and made good use of primary sources. References must come from proper, refereed journals or books. Papers are due class session twelve.
6. The above requirements will be weighted as follows: A. Class participation and submission of weekly discussion materials and critical analyses: (60%); B. Scholarly paper: (40%).
7. Academic Integrity: students will be required to review and sign a statement regarding this important area, concerning plagiarism, cheating, and confidentiality.
8. It is the responsibility of students with special needs to bring these to the attention of the Instructor.

Course Readings

Required readings are purchased through the University of Indianapolis Bookstore. The Instructor will, as necessary, provide other required materials.

- Class 1** *Course introduction and overview. Some foundational comments.*
- Viney, W & King, DB (2003). Chapters 1& 2: “Historical Studies: Some Issues”; and “Philosophical Issues”.
- Class 2** *Psychology’s ‘Pre-history’.*
- Pilgrim, D & Rogers, A (1999). Chapter 1: “Perspectives on Mental Health & Illness”. In *A Sociology of Mental Health & Illness*. Philadelphia: Open University Press.
- Viney, W & King, DB (2003). Chapters 3 & 4: “Ancient Psychological Thought”; “The Roman Period & the Middle Ages”. *Ibid.*
- Class 3** *Changes wrought during the Renaissance and the emergence of empiricism.*
- Viney, W & King, DB (2003). Chapters 5 & 6: “The Renaissance”; “Empiricism, Associationism, & Utilitarianism”. *Ibid.*
- Class 4** *The Age of Reason*
- Viney, W & King, DB (2003). Chapters 7 & 8: “Rationalism”; “Mechanization & Quantification”. *Ibid.*
- Class 5** *Establishing the discipline of psychology*
- Viney, W & King, DB (2003). Chapters 9 & 10: “Naturalism and Humanitarian Reform”; “Psychophysics & the Formal Founding of Psychology”. *Ibid.*
- Class 6** *Establishing the discipline of psychology, continued.*
- Viney, W & King, DB (2003). Chapters 11 & 12: “Developments After the Founding”; “Functionalism”. *Ibid.*
- Class 7** *Prediction & Control: American technological Ideals & the pursuit of Psychology as a Natural Science*
- Viney, W & King, DB (2003). Chapters 13 & 14: “Behaviourism”; “Other Behavioural Psychologies”. *Ibid.*
- Class 8** *Other ways of knowing and associated theoretical paradigms*
- Viney, W & King, DB (2003). Chapters 15, 16, & 17: “Gestalt Psychology”; “Psychoanalysis”; “Humanistic Psychologies”. *Ibid.*
- Class 9** *Conceptual frames for the mental health professions. Politico-legal vicissitudes.*
- Bloom, B (1977). Chapters 4&5: “The Community Mental Health Centers Act as an Instrument of Social Policy”; “The Functioning of the Community Mental Health Centers Act, 1963-1975”. In Bloom, B, *Community Mental Health: An Introduction*. Monterey: Brooks/Cole Publishing.

Pilgrim, D & Rogers, A (1999). Ch 6&7: "The Mental Health Professions"; "Questions of Treatment". In *A Sociology of Mental Health & Illness*. Buckingham, UK & Philadelphia, USA: Open University Press.

Class 10 *Contemporary notions on the social construction of madness, the development of the 'asylum', and politico-legal vicissitudes, continued.*

Pilgrim, D & Rogers, A (1999). Ch 8&9: "The Organisation of Psychiatry"; "Psychiatry & Legal Control". *Ibid*.

Szasz, T (1998). "The Healing Word". *Journal of Humanistic Psychology*, 38(2), 8-20.

Class 11 *Subjects of analysis. The politics of psychology/psychotherapy. A question of values and ethics. How objective is psychology?*

Phillips, L (2000). "Recontextualizing Kenneth B Clark: An Afro-Centric Perspective on the Paradoxical Legacy of a Model Psychologist-Activist". In Pickren, WE & Dewsbuury, DA [Editors] (2002): *Evolving Perspectives on the History of Psychology*. Washington, DC: American Psychological Association.

Pilgrim, D & Rogers, A (1999). Ch 2, 3, & 4: "Social Class, Inequalities, & Mental Health"; "Gender"; "Race & Ethnicity". *Ibid*.

Class 12 *The social functions of psychotherapy and the social role of the clinical psychologist, psychiatrist, social worker or psychoanalyst. Coercive and repressive elements in contemporary mental health practice. The politics of psychology, continued.*

Bollas, C & Sundelson, M (1995). Chapters 4&5: "Creating Informants"; "Restoring Privilege". In Bollas, C & Sundelson, M (1995). *The New Informants*. New York: Jason Aronson.

Kavanaugh, P (1999). "Toward a Coercive Ethical Code". *The Psychoanalytic Review*, 86(4), 643-662.

Riger, S (1992). "Epistemological Debates, Feminist Voices: Science, Social Values, & the Study of Women". In Pickren, WE & Dewsbuury, DA [Editors] (2002): *Evolving Perspectives on the History of Psychology*. Washington, DC: American Psychological Association.

Scholarly Paper Is Due

Class 13 *The social functions of psychotherapy and the social role of the clinical psychologist, psychiatrist, social worker or psychoanalyst. Coercive and repressive elements in contemporary mental health practice, continued. Trends toward Industrialisation and Commodification.*

Bollas, C (2003). "Confidentiality & Professionalism in Psychoanalysis". *British Journal of Psychotherapy*, 20(2), 157-176.

Kavanaugh, P (1999). "Is Psychoanalysis in Crisis? It all Depends on the Premise of Your Analysis". In Prince, RM (1999). *The Death of Psychoanalysis: Murder? Suicide? Or, Rumor Greatly Exaggerated?* New York: Jason Aronson.

Task Force for the Development of Practice Recommendations for the Provision of Humanistic Psychosocial Services (2001). "Recommended Principles & Practices for the Provision of Humanistic Psycho-social Services: Alternative to Managed Practice & Treatment Guidelines".

Class 14

Situating psychotherapy in a Health-Care Matrix. The industrialisation and commodification of the psychotherapeutic situation. The question of participating in insurance plans and receiving third party payments.

Higuchi, SA & Newman, R (1996). "Legal Issues for Psychotherapy in a Managed Care Environment". In Barron, JW & Sands, H (Editors), *Impact of Managed Care on Psychodynamic Treatment*. Madison, Connecticut: International Universities Press.

Hyman, M (1999). "Why Psychoanalysis Is Not Health Care Profession". In Kaley, H, Eagle, M, and Wolitzky, DL (Editors). *Psychoanalytic Therapy as Health Care*. Hillsdale, New Jersey: Analytic Press.

Meehan, B (1996). "From 'Comfort' to Chaos: Mental Health Insurance Coverage in the 1990s". In Barron, JW & Sands, H (Editors). *Ibid.*

Moldowsky, S (1999). "Is Psychoanalysis Health Care? The Affirmative Position". In Kaley, *et al* (Editors). *Ibid.*

Required Texts

Viney, W & King, DB (2003). *A History of Psychology: Ideas & Context, Third Edition*. Boston: Allyn & Bacon.

Pilgrim, David & Rogers, Anne (1999). *A Sociology of Mental Health & Illness*. Buckingham, UK & Philadelphia: The Open University Press.

Other required readings for the course will be supplied by the Instructor, and/or put on reserve in the Library and on 'Blackboard'.