

NORTHEASTERN UNIVERSITY
Psychology U672: Seminar in History and Theories of Psychology
Fall 2005

Meetings: Tuesdays & Fridays 11:45am-1:25pm
107 Ryder Hall

Instructor: Erick A. Medina
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Office hours: Tuesdays 1:30-2:30pm
Thursdays 10:30-11:30am
and by appointment

Course Description: This course provides an advanced overview of clinical psychology from the standpoint of intellectual history. It surveys the various social, political, economic, religious, as well as intellectual vectors which combined to create the contemporary discipline of psychology, and which continue to inform it in the present day. Upon successful completion of this course, students will be able to:

- outline the major social, political, and intellectual movements which gave rise to and continue to shape the contemporary discipline of psychology
- be aware of the ways in which each of these movements arise in response to (and in tension with) others
- develop an awareness of psychology as a series of discursive practices, which is to say as an evolving set of concerns, technologies, and programmes

As the course is a seminar, students will be expected to participate fully in lectures and discussions. Please know that there are no inappropriate questions and that all feedback on the course will be taken seriously, regardless of its eventual implementation.

Grade: Two papers and a final examination are assigned. The final grade is calculated as follows:

25%	Attendance and Participation
25%	First Paper (Reflection)
25%	Second Paper (Critique)
25%	Final Examination

Requirements: Regular attendance and participation, thorough reading of required material prior to class discussion, and timely completion of assignments. Students are responsible for all material covered and information disbursed in class regardless of attendance. Students are also responsible for contacting the instructor regarding any missed classes or assignments.

As a courtesy to the instructor and fellow students, please turn off or silence all cell phones, pagers, and electronic signaling devices prior to class, and refrain from conversing with one another during the lecture.

Text: Hergenhahn, B.R. (2005). *An Introduction to the History of Psychology*. 5th Edition. Wadsworth.

Assignments

The Reading: Students are required to do the assigned reading *prior* to lecture and to take appropriate reading notes.

Unlike a lecture, where the instructor does most of the talking, a seminar is a collection of students (instructor too) who have gathered for the purpose of learning together.

Students frequently find they have questions about the reading, comments about it, or simply reactions to it. Each of these are valuable (if not indispensable) starting points for the class discussion.

1) First Paper—Reflection: Pick an individual's thought, an issue, or a trend from the early history of psychology and show what has happened to it in the present day. Some issues to consider:

- a) Does the influence remain? If so, why? And to what degree has it remained the same or undergone substantial transformation?
- b) If the influence does not persist to the present, what factors might be responsible for its demise?
- c) To what degree has the fate of this influence (persisted, transformed, or perished) been a good or bad thing for psychology? *For example: if it's perished, is that a good thing (i.e., good riddance)? Or should it be brought back? Alternatively, if it's still around, should it go? Or are there good reasons to keep it around?*

2) Second Paper—Critique: Use one trend, way of thinking, or the thought of one historical figure to critique (those of) another. For example:

- a) What concerns might an adherent of movement A have about movement B?
- b) How might an adherent of movement A understand why people follow movement B?
- c) From the standpoint of movement A, what ought to be the fate of movement B?

- Papers are to have a maximum body of 12 double-spaced typed pages.
- Papers are to be submitted electronically (i.e., by e-mail) no later than noon of the day due. *Papers submitted after the beginning of class on the due date shall have half a letter grade deducted per day late.* Although this is not required, hard copies may also be submitted at the beginning of class.

3) Final Examination: Students have the option of taking an hour-long in-class written final (date and time to be announced in class), or a twenty-minute oral examination.

The written examination consists of four questions taken from a list of eight handed to students on the last day of class. The oral examination consists of four different questions designed to test students' knowledge of the material as a whole. Students **may not** use books or notes for either exam.

Students who wish to take the oral final must let the instructor know in person by the end of class on November 22. Otherwise, it will be assumed that all students will sit for the written final.

Studying for this course: Experience suggests that students get the most out of the class when studying is done in groups and takes place over the length of the course (as opposed to all at one sitting).

In addition to the social advantages, studying in groups has the benefit of permitting students access to a wide range of note-taking, thinking, and learning styles. It also provides a handy way to get the notes, information, or other material from a missed class.

Schedule of Classes

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
September 9	Introduction: Intellectual History	Chapter 1
September 13	Plato & Aristotle	Chapter 2
September 16	Scholasticism	Chapter 3
September 20	Bacon and the World of Science	Chapter 4
September 23	Descartes; Rationalism	Chapter 6
September 27	Empiricism & Positivism	Chapter 5
September 30	Nietzsche	Chapter 7
October 4	The Rise of Experimental Psychology	Chapter 8
October 7	Structuralism (1st Paper Due)	Chapter 9
October 11	Functionalism	Chapter 11
October 14	Behaviorism	Chapter 12
October 18	“Neo-”behaviorism	Chapter 13
October 21	Evolution	Chapter 10
October 25	Gestalt Psychology	Chapter 14
October 28	Neuropsychiatry	Chapter 15
November 1	Early Psychoanalysis	Chapter 16
November 4	Later Psychoanalysis	Chapter 17
November 8	The Cognitive Revolution & Psychobiology	Chapters 19 & 20
November 11	<i>No Class: Veterans’ Day</i>	
November 15	Humanistic Psychology	Chapter 18
November 18	Existentialism (2nd Paper Due)	online
November 22	Phenomenology: Husserl & Merleau-Ponty	online
November 25	<i>No Class: Thanksgiving</i>	
November 29	Heidegger	online
December 2	Lacan, Derrida, & Foucault	online
December 6	Hermeneutics: Gadamer	online

Readings marked **online** are available through the class website on Blackboard.

The date of the **final examination** will be announced in class.