

EDCP 789F
History of Mental Health and Psychological Science

Fall, 2003
Thursday, 1:00-4:00 p.m.
Room 3236 Benjamin

Dr. Ruth Fassinger
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Office Hrs.: By appt.

Texts (required):

Hothersall, D. (2004). History of Psychology (4th ed.). McGraw-Hill.

Guthrie, R. (2004). Even the Rat was White: A Historical View of Psychology (2nd ed.). Pearson/Allyn & Bacon.

Readings:

As indicated; on reserve in Curriculum Lab, basement of Benjamin Bldg.

Course Objectives:

1. To critically understand the myriad cultural and historical forces which have shaped contemporary systems and paradigms of psychology and mental health.
2. To increase awareness of the possible biases inherent in traditional approaches to the history of psychology – how methods and social forces have shaped what we “know” in psychology and mental health.
3. To develop an appreciation of the cultural and historical embeddedness of one’s professional specialty and interests.

Class Organization:

This class is organized in the style of an advanced seminar (vs. a lecture course), involving a great deal of interaction among class members. You are expected to attend class, to have completed required readings, and to contribute to class discussions. In addition to brief presentations (see below), students will be responsible for helping to facilitate class discussion. This will involve careful reading of the assigned material, occasional preparation of a 1-page summary of selected readings (for distribution to the class), and creative preparation of several questions/issues/ideas for consideration by class members.

Assignments and Grading:

1. Class Participation (described above; 50 pts.).
2. Media Review (25 pts.): Locate a magazine or newspaper article, film summary/review, musical or theatrical summary/review, or some other current event and relate to historical issues in psychology; prepare a 5-minute presentation and 1-page summary (to be presented and distributed in class).
3. Diversity Presentation (50 pts.): An opportunity to locate and share information on an individual who represents “diversity” in the history of psychology (e.g., ethnicity, gender, sexual orientation, etc.); 5-8-minute presentation in class will include a 1-page summary with references (to be distributed to class members).
4. Final Project (100 pts.): Historical analysis of a topic relevant to your professional interests; can take many forms (e.g., standard paper, research proposal, set of imaginary letters, artistic creation, etc.), but the historical analysis must be clear. Due December 4, 2001; no late papers/projects accepted.
5. Comprehensive Final Exam (100 pts). To be determined, but will include some activity resembling the comps core question.

Notes:

- 1) If you have a documented disability and wish to discuss academic accommodations, please contact me immediately.
- 2) You should be aware that the University of Maryland operates under a code of academic integrity, which should be consulted on the web at:
<http://www.inform.umd.edu/CampusInfo/Departments/JPO/>.
- 3) If you have class conflicts due to religious observances, please contact me immediately.

Schedule:

<u>Date</u>	<u>Topic</u>	<u>Reading*</u>
9/4	Introduction, Overview	H: Intro (skim)
9/11	Diversity in the History of Psychology and Mental Health	R: # <u>1</u> , <u>2</u> , <u>3</u> , <u>4</u> , <u>6</u> , <u>7</u> , 17, 62, 79 G: Ch. 7
9/18	Early Influences: Contributions from Philosophy, Religion, & Physiology	H: Ch. 1, 2, 3 G: Ch. 1 R: # <u>58</u>
9/25	Structuralism and the Early Laboratory	H: Ch. 4, 5, 6 R: # <u>5</u> , <u>8</u> , <u>9</u> , 22, 28, <u>59</u>
10/2	Functionalism and the Birth of Professional Psychology	H: Ch. 9, 10 G: Ch. 2 R: # <u>13</u> , 14, <u>16</u> , 26, <u>34</u>
10/9	Psychometrics and Eugenics	H: Ch. 11 G: Ch. 3, 4 R: #15, <u>18</u> , 35, <u>47</u> , <u>78</u>
10/16	Behaviorism and Cognitive Science	H: Ch. 12, 13 R: #11, <u>12</u> , <u>19</u> , <u>38</u> , <u>41</u> , <u>55</u> , 56
10/23	Gestalt and Humanistic Psychology	H: Ch. 7 R: # <u>10</u> , <u>57</u> , <u>64</u>
10/30	Scientific Issues in Psychology and Mental Health	R: #36, <u>37</u> , 39, <u>40</u> , <u>48</u> , 49, 50, 51, <u>52</u> , 54, <u>63</u> , <u>76</u> , <u>77</u>
11/6	Applied Specialties: Counseling, I/O, School, Clinical	H: Ch. 8 R: # <u>20</u> , 21, <u>23</u> , 24, 25, 30, (<u>31</u>), <u>32</u> , <u>46</u> , 61, <u>74</u> , 75, 82, <u>83</u> or <u>86</u> , 84, <u>85</u> , <u>87</u> , 88
11/13	Professional Issues in Psychology and Mental Health	G: Ch. 5, 6, 8 R: #27, <u>29</u> , 33, 42, 43, 44, <u>53</u> , 67, <u>68</u> , 70, <u>73</u> , <u>81</u>
11/20	Future of Psychology and Mental Health	G: Ch. 9 R: # <u>45</u> , <u>60</u> , <u>65</u> , 66, 69, <u>71</u> , <u>72</u> , <u>80</u>
11/27	No class	(Work on final projects!)
12/4	Summary, Evaluation, Review	Final Projects Due
12/11	Final Exam	Study!

Note*: Hothersall and Guthrie texts and underlined Readings **must** be read. Other readings are recommended and should be read as time allows; some readings may be assigned to individual class members for review (and 1-page summary for distribution).

Final Project Ideas:

Imaginary conversations/letters/plays (could be audio- or video-taped, or written)
Between your advisor and one of her/his forefathers or foremothers (e.g., Charlie Gelso and Karen Horney)
Between historical contemporaries (e.g., a play entitled “Every psychologist” with dialogue between Wundt and James, among others)
Between people who represent different cultural approaches to psychology (e.g., Drs. East and West)
Between an historical figure and an imaginary friend (e.g., Kessler’s article, imaginary letters from Christine Ladd-Franklin to a friend)
Between self or someone contemporary and historical figure (e.g., imaginary letters between contemporary artist and a renowned art therapist or self and historical figure you admire)

Imaginary diaries/journals (even more fun if you make them look old!)
Of actual historical figures (e.g., Ethel Puffer Howe and family-career conflicts)
Of imagined historical figures (e.g., a patient at the York Retreat for the mentally ill in 1827)
Of supplements to actual historical journals (e.g., “lost” pages of Freud’s journals regarding the abandonment of his seduction theory)
Of some historical figure coming into the present to observe psychology today (e.g., Woodworth saying he wished he could live to see psychology in the 1990’s)

Imaginary newspapers/magazines with “contemporary” articles on historical events

Imaginary self-help book/pamphlet from previous era in history

Construction of games/interactive activities (e.g., history of Latin American psychology overlaid onto North American psychology timelines)

Technological projects (e.g., development of web pages, computer simulations, films or videos; e.g., re-creation of an early 1900’s APA symposium or staged debate on an issue between historical figures [e.g., eugenics, testing])

Artistic creations (e.g., collages, stained glass, paintings, photographs, songs)

Research projects (e.g., analysis of inclusion of diversity in history of psychology texts; construction of academic genealogy of entire psych dept.; interview people at APA’s public policy office and relate to history; trace the history of a current APA or Division 17 group [e.g., SAW] or the history of APS, AWP, ABPsy, or another professional group)

Papers reviewing historical events relevant to psychology (e.g., history of statistics and methodology, history of psychodrama, history of psychology in another country, tracing of history of psychology if eugenics had not occurred, etc.)

Anything else creative!!! (e.g., design a “William James Garden;” construct a replica of Wundt’s lab; write a children’s book about the history of psychology, re-write a section of the Hothersall text 50 years into the future, re-write a Star Trek episode using the history of psychology, etc.)

Readings

1. Russo & Denmark, Contributions of women to psychology
2. Bohan, Contextual history: A framework for replacing women in the history of psychology
3. Furumoto & Scarborough, Placing women in the history of psychology: The first American women psychologists
4. O'Connell, Synthesis and resynthesis: Profiles and patterns of achievement 2
5. Furumoto, Joining separate spheres: Christine Ladd-Franklin, woman-scientist
6. Padilla et al., History of Hispanic psychology
7. Kimmel & Garnets, What a light it shed: Life of Evelyn Hooker
8. Benjamin et al., Laboratory science at the turn of the century
9. Madigan & O'Hara, Short-term memory: Mary Whiton Calkin's research
10. Henle, Rediscovering Gestalt psychology
11. Gleitman, Some trends in the study of cognition
12. Gardner, Laying the foundation for cognitive science
13. Shields, Functionalism, Darwinism, and the psychology of women
14. Johnson et al., Galton's data a century later
15. Fancher, Henry Goddard and the Kallikak family photographs: "Conscious skulduggery" or "Whig history?"
16. Minton, Milar, Gender and women in psychology at the turn of the century
17. Morawski, With gender in mind: Heritage of feminism in psychology
18. Cravens, A scientific project locked in time: Terman genetic studies of genius
19. Kendler, Behaviorism and psychology: An uneasy alliance
20. French, History of school psychology
21. Fagan, Compulsory schooling...: Origins of school psychology, Practicing school psychology: Turn of the century perspective
22. Morawski, Who's in the lab – What did they do?
23. Fassinger, Leona Tyler: Pioneer of possibilities

24. McReynolds, Lighter Witmer: Little-known founder of clinical psychology
25. Heller et al., Historical trends in mental health beliefs and practices
26. Diehl, Paradox of G.S. Hall: Foe of coeducation, educator of women
27. Vandenbos et al., A century of psychotherapy: Economic and environmental influences
28. Kessler, 1892: An epistolary reconstruction
29. Cushman, Psychotherapy to 1992: A historically situated interpretation
30. Lewis et al., The professionalization of counseling
31. Gelso & Fretz, Development of the profession
32. Korman, An introduction to industrial and organizational psychology
33. Heppner, Thirty years of TCP, 1969-1999
34. Johnson, Cultivating the field of psychology: Journals at the turn of the century
35. Danziger, Why were intelligence tests called intelligence tests?
36. Strong, Theory driven science versus naive empiricism in counseling psychology (and comment by Gelso)
37. Chorover, Psychology in cultural context
38. Braginsky, Psychology: Handmaiden to society
39. Koch, The nature and limits of psychological knowledge
40. MacIntyre, How psychology makes itself true - or false
41. Sperry, Impact and promise of the cognitive revolution
42. Hall, The evolution of specialization in the practice of psychology
43. Riess, Postdoctoral training: Toward professionalism
44. Matarazzo & Garner, Research on training for psychotherapy
45. Norcross & Freedheim, Into the future: Retrospect and prospect in psychotherapy
46. French, Grandmothers I wish I knew: Contributions of women to school psychology
47. Selden, American eugenics (Resisting American eugenics, Human behavior and biological markers: A cautionary tale)

48. Unger, Though the looking glass . . . Relationship between methodology and models of reality
49. Keller, Women scientists and feminist critics of science
50. Fee, Critiques of modern science: Relationship of feminism to other radical epistemologies
51. Rose, Beyond Masculinist realities: Feminist epistemology for the sciences
52. Fine & Gordon, Feminist transformations of/despite psychology
53. Benjamin, History of graduate psychology education
54. Morawski, Toward the unimagined: Feminism and epistemology in psychology
55. Bolles, Cognitive psychology
56. Bruce, Integrations of Lashley
57. Hergenhahn, Humanistic (third force) psychology
58. Leahy, Spirituality and individualism
59. Furumoto, From “paired associates” to psychology of self: Mary Whiton Calkins
60. Leahey, Contemporary psychology: Doubts, troubles, controversies
61. Diehl, The discovering of Iva Lowther Peters: Transcending bias in history
62. Bohan, Re-viewing psychology, re-placing women
63. Dewsbury, On publishing controversy
64. Lakin, Carl Rogers and the culture of psychotherapy
65. Rice, Scenarios: Scientist-practitioner split and the future of psychology & Scott, Personal view of future of psychology departments
66. Schneider, Toward a science of the heart
67. Dewsbury, On the evolution of divisions
68. Benjamin, Origin of psychological species
69. Reiss & Price, National research agenda for prevention research
70. Resnick, Brief history of practice – expanded
71. Stricker, Are science and practice commensurable?

72. Brown, Private practice as subversion
73. Benjamin, Founding of American Psychologist
74. Witmer et al., Lightner Witmer: 100th anniversary of clinical psychology
75. Benjamin & Dixon, Dream analysis by mail
76. Madigan et al., Language of psychology: APA style as epistemology
77. Leahey, Robins, et al., Revolutions in psychological science
78. Shields, Leta Stetter Hollingworth: "Literature of opinion" and study of individual differences
79. Scarborough, Continuity for women: Ethel Puffer's struggle
80. Halpern et al., Scholarship in psychology: Paradigm for the 21st century
81. Benjamin et al., Boulder model retrospective
82. Austin & Waung, Dr. Marion A. Bills: Allegan to Aetna
83. Viney, Dorothea Dix: Intellectual conscience for psychology
84. Rilling, Watson's paradoxical struggle to explain Freud
85. Taylor, Psychotherapeutics and problematic origins of clinical psychology in America
86. Paris, Karen Horney: Three phases of her thought
87. Perloff & Naman, Lillian Gilbreth: Tireless advocate for a general psychology
88. Gilbert & Osipow, Feminist contributions to counseling psychology