

Syllabus

Psychology 855
History & Systems

Spring, 2004
Weiss Hall 704
Tuesdays 10-1

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Tues: 9-10, 1-2; Th 10-11

Readings

JANUARY 20 – INTRODUCTION

JANUARY 27 – READINGS I (1-2)

I. Historical Perspectives and Epistemological Issues

1. OVERTON, W. F. (2003). DEVELOPMENT ACROSS THE LIFE SPAN: PHILOSOPHY, CONCEPTS, THEORY. IN: R. M. LERNER, M A. EASTERBROOKS, & J. MISTRY (EDS.) COMPREHENSIVE HANDBOOK OF PSYCHOLOGY: DEVELOPMENTAL PSYCHOLOGY (VOLUME 6) (PP. 13-42). EDITOR-IN-CHIEF: IRVING B. WEINER. NEW YORK: WILEY

Overview of main themes of the course. Metatheoretical assumptions and worldviews.

2. HEIDBREDER, E. (1933). SEVEN PSYCHOLOGIES. NEW YORK APPLETON-CENTURY-CROFTS. (CH 2. [PP 18-70] PRESCIENTIFIC PSYCHOLOGY).

Greek thought and issues that arise later. Rationalism, Empiricism, & Associationism.

FEBRUARY 3: READINGS (3-4)

3. BRENNAN, JAMES F. (1998) HISTORY AND SYSTEMS OF PSYCHOLOGY. PRENTICE HALL: UPPER SADDLE RIVER, NJ (5TH ED.) CHS. 7 & 8

Ch. 7: Mental Passivity: The British Tradition (Locke, Berkeley, Hume, Split)

Ch. 8: Mental Activity: The German Tradition (Leibniz, Kant, Relational)

4. HUNDERT, E. M. (1989). PHILOSOPHY, PSYCHIATRY AND NEUROSCIENCE: THREE APPROACHES TO THE MIND. NEW YORK: OXFORD UNIVERSITY PRESS. CHS 1 & 2 (PP. 13-58).

- a. Theories of mind. From subjectivity to objectivity. The movement from Descartes 'subjectivity' of thinking to Kant's demonstration that "we can only make sense of a series of experiences bound together in a single consciousness if we can distinguish that subjective series of experiences from an objective realm."
- b. Kant's view that connectedness of experience is produced by activity of mind. Kant's model of mind in terms of a relatively passive faculty of the Sensibility and the active faculty of the Understanding. Problem that passive faculty of Sensibility means that this receptive faculty is receiving something outside of experience. Hence the problem of the thing-in-itself.
- c. Hegel's move from objectivity to ontology. Most importantly he accepts Kantian active thought as self-consciousness and distinguishes two moments of consciousness. These are the 'moment of knowledge' (notion) and the 'moment of truth' (or object). Critically, the distinction between the knowledge we have of some object (moment of knowledge) and what that object is 'in itself' (moment of truth) is a distinction that occurs within consciousness. (See Piaget and others on differentiation of subject and object poles in consciousness) This is the key to constructivism. Also it explains how knowledge progresses; how knowledge is an achievement. The moment of knowledge and moment of truth move toward an identity.
- d. Good section on the distinction between a correspondence theory of truth (empiricists) and a coherence theory of truth (Hegel).

FEBRUARY 10: READINGS (5)

5. MATSON, F. (1964). THE BROKEN IMAGE. NEW YORK: GEORGE BRAZILLER, CHS. 1-2.

Overview of the Lockean-Humean realist mechanical model as it developed from Newton to modern psychology.

FEBRUARY 17: READINGS (6-8)

6. BRENNAN, JAMES F. (1998) HISTORY AND SYSTEMS OF PSYCHOLOGY. PRENTICE HALL: UPPER SADDLE RIVER, NJ (5TH ED.) CH 11 (164-180) & CH 12 (185-204)

Psychology as a natural science – structuralism (Locke-Hume)
Psychology as a social science --act psychology (Leibniz-Kant-Hegel)
American functionalism (From Leibniz-Kant-Hegel to Locke-Hume)

7. BRENNAN, JAMES F. (1998) HISTORY AND SYSTEMS OF PSYCHOLOGY. PRENTICE HALL: UPPER SADDLE RIVER, NJ (5TH ED.) CH 13 (212-223), CH 15 (247-260), CH 16 (264-276)

Gestalt – A Leibniz-Kant but not Hegel example.
Behaviorism -- A The Lockean-Humean example.

8. BRENNAN, JAMES F. (1998) HISTORY AND SYSTEMS OF PSYCHOLOGY. PRENTICE HALL: UPPER SADDLE RIVER, NJ (5TH ED.) CH 17 (288-305)

Phenomenology and Humanism – The person-centered perspective.

FEBRUARY 24: READINGS (9-11)

9. MATSON, F. (1964). THE BROKEN IMAGE. CH 6

a 20th century Kantian-Hegelian humanistic movement. From Gestalt to Freud to Sullivan to Existentialism

10. SKINNER, B. F. (1971). BEYOND FREEDOM AND DIGNITY. NEW YORK: BANTAM, CHAPTER 9.

Note the shift of "the determination of behavior from autonomous man to the environment" and the abolishment of "inner man" is a movement away from necessary organization (Leibnizian-Kantian-Hegelian position) to uniformity (Lockean-Humean). Note how many of the things Skinner says sound exactly like what David Hume said. Note the way all higher levels activity (cognition, thinking, attention) are reduced to lower levels. Note how this is a split position.

11. BRUNER, J. (1990). ACTS OF MEANING. CAMBRIDGE, MA: HARVARD UNIVERSITY PRESS. CHAPTER 1.

The Cognitive Revolution originated as a reaction against split behaviorism, but was soon taken over by another mechanical metaphor -- the computer -- as its model. This led to another split approach. See its implications and what Bruner is suggesting as a change to get back on track. Note the notion of man constructing meaning, is a person-centered position.

MARCH 2: READINGS (12-13)

12. EDELMAN, G. M. (1992). BRIGHT AIR, BRILLIANT FIRE: ON THE MATTER OF THE MIND. NEW YORK: BASIC BOOKS. FINAL CHAPTER TITLED: "MIND WITHOUT BIOLOGY: A CRITICAL POSTSCRIPT." (PP 211-241)

Comparison of Mind as a computer and mind as embodiment .

13. INGOLD, T. (2000). EVOLVING SKILLS. IN H. ROSE, AND S. ROSE, (EDS.). ALAS, POOR DARWIN: ARGUMENTS AGAINST EVOLUTIONARY PSYCHOLOGY. (PP. 273-297) NEW YORK: RANDOM HOUSE, INC.

A comparison of an atomistic perspective and a relational perspective on evolutionary psychology, cognitive science, and culture theory.

MARCH 9: SPRING BREAK

MARCH 16: MIDTERM EXAM

II. Accounts of the Nature of Science and Scientific Methodology: Beyond Objectivism and Relativism.

MARCH 23: READINGS (14)

14. OVERTON, W. F. (2003). DEVELOPMENT ACROSS THE LIFE SPAN: PHILOSOPHY, CONCEPTS, THEORY. IN: R. M. LERNER, M A. EASTERBROOKS, & J. MISTRY (EDS.) COMPREHENSIVE HANDBOOK OF PSYCHOLOGY: DEVELOPMENTAL PSYCHOLOGY (VOLUME 6) (PP. 13-42). EDITOR-IN-CHIEF: IRVING B. WEINER. NEW YORK: WILEY

Briefly skim again

MARCH 30: READINGS (15)

15. OVERTON, W. F. (2002). UNDERSTANDING, EXPLANATION, AND REDUCTIONISM: FINDING A CURE FOR CARTESIAN ANXIETY. IN L. SMITH AND T. BROWN (EDS.) REDUCTIONISM, (PP 29-51). MANWAH, NJ: LAWRENCE ERLBAUM ASSOCIATES.

APRIL 6: READINGS (16-18)

16. KUHN, T. S. (1970). LOGIC OF DISCOVERY OR PSYCHOLOGY OF RESEARCH? IN I. LAKATOS & A. MUSGRAVE (EDS.). CRITICISM AND THE GROWTH OF KNOWLEDGE. CAMBRIDGE UNIVERSITY PRESS: NEW YORK (PP. 1-23).
17. POPPER, K. (1970). NORMAL SCIENCE AND ITS DANGERS. IN I. LAKATOS & A. MUSGRAVE (EDS.). CRITICISM AND THE GROWTH OF KNOWLEDGE. CAMBRIDGE UNIVERSITY PRESS: NEW YORK (PP. 51-58).
18. KUHN, T. S. (1970). REFLECTIONS ON MY CRITICS. IN I. LAKATOS & A. MUSGRAVE (EDS.). CRITICISM AND THE GROWTH OF KNOWLEDGE. CAMBRIDGE UNIVERSITY PRESS: NEW YORK (PP. 231-278).

APRIL 13: READINGS (19)

19. LATOUR, B. (1993). WE HAVE NEVER BEEN MODERN. CAMBRIDGE, MA: HARVARD UNIVERSITY PRESS.

An analysis of the nature and history of ontological splitting. How to move from an Absolute foundationalism (modernity); not to an Absolute relativism (postmodernity); but rather to a Relative relativism (amodernity, i.e., a relational metanarrative)

APRIL 20: READINGS TBA

APRIL 27: REVIEW

MAY 4: FINAL

III. Presuppositions, Models, and Metaphors in Psychological Issues.

OPTIONAL READINGS

- Bowers, K.S. (1973). Situationism in psychology: An analysis and a critique. Psychological Review, 1973, 80, 307-336.
- Eldredge, N. (1995). Reinventing Darwin: The great debate at the high table of evolutionary theory. New York: John Wiley
- Greenberg, J.R. & Mitchell, S.A. (1983). Object Relations in Psychoanalytic Theory. Cambridge: Harvard University Press, pp. 1-78.
- Howard, G. S. (1991). Cultural tales: A narrative approach to thinking, cross-cultural psychology, and psychotherapy. American Psychologist, 46, 187-197.
- Hunderth, E. M. (1995). Lessons from an optical illusion: On nature and nurture, knowledge and values. Cambridge, MA: Harvard University Press. Pp 1-72.
- Krasner, L. (1990). History of behavior modification. In A. S. Bellack, M. Hersen and A. E. Kazdin (Eds.), International handbook of behavior modification and therapy (pp. 3-26). New York, Plenum Press.
- Lakoff, G. (1987). Women, fire, and dangerous things: What categories reveal about the mind. Chicago: The University of Chicago Press, Chapters 1,2, 11, 16.
- Lewontin, R. (1991). Biology as ideology: The doctrine of DNA. New York: HarperPerennial.
- Mitchell, S. A. (1988). Relational concepts in psychoanalysis: An integration. Cambridge, MA: Harvard University Press, Chapters 1-2.
- Levins, R. & Lewontin, R. (1985). The dialectical biologist. Cambridge, MA: Harvard University Press.
- Luhmann, N. (1995). Social systems. Stanford, CA: Stanford University Press
- Mahoney, M.J. (1989). Scientific psychology and radical behaviorism: Important distinctions based in scientism and objectivism. American Psychologist, 44, 1372-1377.
- Modell, A. H. (1993). The private self. Cambridge, MA: Harvard University Press (esp Chapter 4: The dialectic of the self and other).
- O'Donohue, W., Henderson, D., Hayes, S., Fisher, J., & Hayes, L. (2001). A history of the behavioral therapies: Founders' personal histories. Reno, NV: Context Press.
- Pribram, K. H. (1986). The cognitive revolution and the Mind/Brain Issues. American Psychologist, 41, 507-520
- Prigogine, I. & Stengers, I. (1984). Order out of chaos: Man's new dialogue with nature. Toronto: Bantam Books. Preface, Introduction, & Chapter 1
- Rachman, S. (1997). The evolution of cognitive behaviour therapy. In D.M. Clark and C.G. Fairburn (Eds.), Science and practice of cognitive behaviour therapy (1-26). New York: Oxford University Press..
- Santostefano, S. (1998). A handbook of integrative psychotherapies for children and adolescents: North Vale, NJ: Jason Aronson, Inc.
- Strenger, C (1989). The classic and the romantic visions in psychoanalysis. International Journal of Psychoanalysis, 70, 593-610.
- Taylor, C. (1992). The ethics of authenticity. Cambridge, MA: Harvard University Press.

COURSE REQUIREMENTS

This course is designed as a Ph.D level overview of the historical antecedents and metatheoretical bases of contemporary psychological theory and research. The guiding theme of the course is the proposition that all theory and methods that frame scientific observations have been constructed upon a ground of metatheoretical assumptions. The objective of the course is to examine and evaluate these assumptions and their historical origins as the assumptions impact on contemporary psychological thought and research.

The requirements for this course includes one or more in class exam and exams will account for 70% of the grade and class participation will account for 30%. Participants are expected to read and be able to discuss each week's reading prior to the class meeting. By no later than each Monday at 5:00PM each class member will also be expected to e-mail me a short review of the major points of the week's readings. The object is to demonstrate that you have engaged the material and recognize the broad themes being developed. Attendance is expected as all classes and active participation is required.

Dates, Readings, Exams are subject to change at the instructor's discretion.

Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. (Please contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for student with documented disabilities.)