OVERVIEW
This unit of study consists of two parts, sections A and B. In the first half of the unit (section A) philosophical issues within psychology will be examined by Dr. Hibberd, giving due consideration to some of psychology’s history. In the second part (section B), Dr. Pols focuses on the history of psychiatry and also takes up some philosophical issues. Across both sections, we examine one of the most interesting developments in the history and philosophy of science, viz., the scientific practices involved in making human beings an object of study. We examine the ways in which psychologists and psychiatrists have investigated human nature, approaches to research they have developed to that end, major controversies in the field, and basic philosophical assumptions made in the sciences of human nature. We investigate the development of psychological theories and investigative methods as well as the development of psychiatric theory, treatment methods, and institutions.

This unit of study is for students in the History and Philosophy of Science and for students in Psychology. For the latter, the unit counts towards a major in Psychology. Successful completion of (i) the essay in the History & Philosophy of Psychology (Dr. Hibberd’s section), and (ii) this unit of study overall, are essential for Psychology students intending to take the theoretical thesis option in Psychology Honours.

Pre-requisites
There are two ways to meet the pre-requisites for this unit:
1. 12 intermediate credit points in HPS.
OR
2. 12 intermediate credit points in Psychology.

_Assumed knowledge_
HPS students: The basic principles and approaches within the History, Philosophy, and Sociology of Science, as taught in HPSC2101 (Introductory Philosophy of Science) and HPSC2100 (The Birth of Modern Science)
Psychology students: Junior and Intermediate Psychology.

_COURSE OBJECTIVES_
1. To examine the history of psychology and psychiatry, introducing students to debate about interpretation of the historical process, focusing on important individuals and movements and drawing particular attention to recurrent ideas and themes.
2. To acquaint students with various arguments which have been presented in favour of (or against) certain theories and approaches in psychology and psychiatry.
3. To expose students to conceptual analysis by relating historical conceptual problems to modern problems in psychology and psychiatry, and by examining some key concepts (such as ‘mind’, ‘behaviour’, ‘consciousness’, ‘theory’, ‘explanation’, ‘mental illness,’ and so on).
4. To foster in students the development of their own abilities to present and evaluate arguments and to engage in critical analysis of any material encountered in their reading and research in psychology and psychiatry.

_Generic skills developed during this unit of study include:_
1. Analytical reading: being able to gain a clear understanding of arguments through analysis of scholarly material.
2. Research and writing skills: development of an argument using clear reasoning and language skills.
3. Presentation skills.

If you would like to see some samples of well-written work, please see your lecturer.

_LECTURE AND TUTORIAL ATTENDANCE_
Lecture attendance is mandatory. The Faculty of Science also requires students to attend 80% of all tutorials. A tutorial roll will be taken each week and a student’s attendance may be considered in the determination of final marks.

_ASSSESSMENTS_
One essay: 44%. One exam: 44%. Tutorial attendance: 12%.

_I. Essay (44%):_ students will choose one of the following two options

**A. History of Psychiatry Essay**

**B. History & Philosophy of Psychology Essay.**

Essays are _2,500 words_. Psychology and HPS students may choose either option. Due: Monday May 7, 11pm on Blackboard. A hard-copy with a signed plagiarism form is required at that time as well (in the HPS submissions box, in front of Carslaw 441).

_II. Exam (44%):_ students will sit a formal 2hr. exam (4 x 30 min. long essay questions) during the June examination period. The exam paper contains 4 sections. The questions in sections A and B deal with Dr. Hibberd’s part of this Unit of Study; the questions in sections C and D deal with Dr. Pols’ part of this Unit of Study. Students are required to answer one question from each section (four questions are provided in each section). Exam questions will cover both lecture and tutorial material.
In order to be eligible to complete HPSC 3023, completion of one essay and the exam is required.

**III. Tutorial Attendance (12%–1% for each tutorial)**

At the start of each tutorial, you will hand in an outline of each of the readings for that week, highlighting the most important issues discussed in that reading. In addition, you need to present at least two discussion questions based on the readings.

**Submission of Written Work**

A hard copy of your essay must be placed in the HPS submission box in front of Carslaw 441 (the HPS office) by the due date. Work submitted after the due date is considered as being received the following day and will receive a late penalty.

An electronic copy of your essay must also be submitted through the secure web site on Blackboard. Again, if this is submitted after 12.00noon on the due date, you will receive a late penalty. After submission, you will receive an electronic confirmation receipt.

Do not submit your work in hard copy at class, by sending or faxing it to the University, by sliding it under office doors, or by emailing it to your tutor/lecturer.

**Penalties for late essay submission**

- **Up to one week** after due date: The assignment will be accepted and marked as normal.
  - 10 marks out of the RAW MARK will be deducted.
- **Up to two weeks** after due date: The assignment will be accepted and marked as normal.
  - 20 marks out of the RAW MARK will be deducted.
- **Up to three weeks** after due date: The assignment will be accepted and marked as normal.
  - 30 marks out of the RAW MARK will be deducted.
- **Up to four weeks** after due date: Your assignment will be accepted but will not be marked. It will be checked to make sure that it is a serious attempt, and it will be given a mark of zero (0). However, you have fulfilled unit requirements, and so you are still eligible to complete the HPSC unit.
- **More than 28 days** after due date: Your assignment will no longer be accepted. You are no longer eligible to complete HPSC 3023.

For the University’s Special Consideration Policy see:


For the University Policy on Academic Honesty and Plagiarism see:


Marking Criteria see:


For Guidelines on Re-marking graded work:


If you are unhappy with your essay mark, please meet with the marker of your essay (see signature at end of essay). They will explain the mark to you. If, after meeting with your tutor, you want to apply for a re-mark of your essay, consult the HPS web-site for procedures to be followed.
**Exam marks**
These will be posted to Blackboard as soon as possible after marking.

**HPS AND UNIVERSITY RESOURCES**
The HPS main office is located in Carslaw 441 and operates during the semester on Monday, Tuesday, and Wednesday (hours may differ between semesters and the office is closed on major holidays).

Unit for HPS website: http://sydney.edu.au/hps/
Learning Centre: http://sydney.edu.au/stuserv/learning_centre/
E-learning site: https://elearning.sydney.edu.au/webapps/portal/frameset.jsp

**READINGS**
A required reader of texts for the lectures and the tutorials is available for purchase at cost from the University Copy Centre. You will be expected to have read the tutorial material in advance of the tutorial for which it is scheduled. In addition, books associated with the topics of this unit of study will be placed in the special reserve section of Fisher Library. Some readings, particularly historical primary sources, may contain sexist or other types of potentially offensive language, and are used for pedagogical purposes, but in no way represent the endorsement of such language or views. The Unit for HPS promotes and requires critical and analytical reading of all materials used in its units of study.

**Journals in which articles on conceptual issues in Psychology most frequently appear:**
*American Psychologist; Theory & Psychology; Philosophical Psychology; Journal for the History of the Behavioural Sciences; Journal of Theoretical & Philosophical Psychology; New Ideas in Psychology; Journal of Constructivist Psychology; Journal for the Theory of Social Behaviour; Behavior & Philosophy; Journal of Mind & Behavior; Mind; Philosophy, Psychiatry & Psychology*

**Journals in which articles on the History of Psychiatry appear:**

Blog on the history of psychiatry: H Madness: http://historypsychiatry.wordpress.com/

**Background readings:**


Note that lecture topic/material may change at the lecturer’s discretion.
**TIMETABLE – SECTION A**

**Psychology and the Philosophy of Science**

**Week 1**

5 March. The relationship between Psychology and Philosophy
In examining this relationship, we need to establish what is meant by the ‘philosophical test’ or ‘conceptual analysis’ and why the philosophical test is so important to all science, including Psychology and Psychiatry. This is done through examining the nature of theory and the hypothetico-deductive method. We also consider a metaphysical reason for philosophy’s relevance to Psychology.

8 March. Logical Positivism and its Impact on Psychology: Operationalism
In this and the next lecture we examine the most influential of the philosophies of science on Psychology – logical positivism. A little of this philosophy needs to be understood in order to recognise the role that it’s played in shaping Psychology as a discipline. The most important legacy has been operationalism, i.e., the methodological dictum that Psychology operationally define its variables. We examine operationalism’s insurmountable logical difficulties and consider why the doctrine continues to live on.

**Week 2**

8 March. Logical Positivism and its Impact on Psychology: Intervening variables
Logical positivism’s scepticism towards metaphysics also influenced a scepticism in Psychology towards hypothetical constructs. In this lecture, we differentiate between hypothetical constructs and intervening variables, and we examine the logical problems involved in the latter.

15 March. Instrumentalism and Popper’s theory of falsificationism in Psychology
Neither instrumentalism nor falsificationism make the truth of a theory the scientific priority. In this lecture, we examine both doctrines, consider examples of them in Psychology, and identify the problems associated with both.

**Week 3**

19 March. Is Psychology still waiting for its first scientific paradigm?
What, if any, have been the influences of Kuhn’s *Structure of Scientific Revolutions* on Psychology? In this lecture, we examine Kuhn’s account of science before considering Psychology’s appropriation of the Kuhnian model.

22 March. Are Psychology’s observations theory-laden, theory-dependent, or theory-neutral?
If Kuhn et al. are right, all the observations made by scientists are paradigm/theory-laden. In this lecture, we discuss this possibility and its implications for an objective science of Psychology.

**Week 4**

26 March Social constructionism and post-modernism in Psychology
Kuhn’s account of science was a significant influence on the social constructionist movement which developed in the 1980s. Social constructionism offers a radical alternative to positivist-empiricist philosophies of science, and its influence in Psychology is greatest in the ‘softer’ areas of the discipline. We consider some of constructionism’s central tenets and the logical problems they encounter.
Psychology and the Philosophy of Mind

29 March. Descartes, Dualism, and Cogito Ergo Sum
In this and the following lecture, we provide the intellectual context for the concepts of mind that subsequently informed Psychology and Psychiatry. We examine Descartes’ metaphysics, his mind-body dualism and his Cogito Ergo Sum argument.

Week 5.
2 April. John Locke and British Empiricism
This lectures provides an overview of Locke’s concept of ‘idea’ and primary and secondary qualities in the context of Cartesian and Newtonian physics.

5 April. The concept of behaviour
This lectures examines what must, and what cannot, be meant by the term ‘behaviour”? We demonstrate three necessary components of any item of behaviour and explain why other analyses run into problems.

April 9-13 AVCC Week – No classes

Week 6.
16 April. The observability of mental processes and the concept of cognition
In the next two lectures, we consider whether cognition can be observed, mind-brain identity theory, and a non-Cartesian, relational analysis of cognition.

19 April. The Mind-Brain Identity Thesis

Week 7.
23 April. The concept of motivation
In this lecture, we examine the concepts of intention, purpose, disposition and instinctual drives.
History of Psychiatry


Psychiatry has always been controversial. Critics have claimed that mental illness is not a disease and that psychiatrists merely medicalise and pathologise deviant or unusual behaviour, thereby forcing individuals to conform to middle-class standards of propriety. In this lecture, an overview of the main criticisms that have been levelled against psychiatry (asylums, anti-psychiatry and labelling theory) will be given.

Reading

Further Reading

Week 8. Mind and Mental Illness

30 April. Mind, Body, and Psychosomatic Medicine

An interest in the many connections between the mind and the body has characterised medical, popular and theological thought for centuries. After the rise of modern medicine, with its focus on physical lesions, infections, and surgery, it became much harder to pursue these interests within medicine.

Reading

Further reading
3 May. The Origin of the Asylum
Psychiatry as a discipline originated in the mental hospital. Initially, lunatics were considered animals because they had lost their reason. Harsh and brutal treatment awaited them. In the beginning of the 19th century, a different approach to mental illness became popular: moral treatment. Doctors advocating moral treatment considered the mad as confused children in need of a gentle guidance. The treatment of the mentally ill improved considerably when the ideals of moral treatment became popular. After mental hospitals increased in size and became overcrowded, the ideals of moral treatment were impossible to maintain.

Reading

Movie
The Madness of King George.

Further Reading

Friday 4 May. Excursion to the site of the former Callan Park Mental Hospital
Excursion to the site and buildings of the former mental hospital at Callan Park, now the Sydney College of the Arts. Callan Park was one of the first mental hospitals in Australia and was built according to the principles of moral treatment. When it opened in 1877, it was the most expensive structure ever built in Australia.
Attendance is voluntary.

Week 9. Neurasthenia and Hysteria
7 May. Neurasthenia and the Rest Cure
In the 1870s, the American neurologist George Miller Beard introduced neurasthenia, which was characterized by vague complaints such as depression, restlessness, irritability, sleeplessness, fatigue, headaches, and the like. It primarily affected upper-middle class men engaged in desk work and intellectual labour. According to Beard, neurasthenia was one of the consequences of the advances of civilisation, which taxed our brains beyond its natural capacities.
Readings

Further Reading

10 May. Hysteria, Hypnosis, and Jean-Martin Charcot
In the 1880s, Jean-Martin Charcot introduced the diagnosis of hysteria for a wide variety of psychological phenomena he had observed in his female patients in a Paris mental hospital. Hysterics generally suffered from local paralyses for which no neurological explanation could be found. They were unusually susceptible to hypnosis. After Charcot’s death, the diagnosis disappeared.

Reading

Further Reading


Week 10. Psychoanalysis and mental hygiene
14 May. Sigmund Freud and Psychoanalysis
In 1900, Sigmund Freud published his *Interpretations of Dreams* and developed his talking cure for the treatment of hysteria and other mental disorders. According to Freud, mental disorders are rooted in life experiences and the internal psychological dynamics of desire and its repression. Psychoanalysis, although always controversial, has profoundly influenced the history of psychiatry.

Reading

Further Reading
For a great (and adoring) biography of Freud see Peter Gay. *Freud: A Life for Our Time*. New York: Norton, 1988; for a more critical analysis of Freud’s work


**17 May. Mental Hygiene and the Psychiatric Diagnosis of Society**

Mental hygienists were psychiatrists who wanted to bring psychiatry out of the mental hospital and into the community. They wanted to make treatment available to more people before more severe forms of mental illness could develop. They believed that prevention was better than cure. Mental hygienists also advocated far-reaching measures of social reconstruction to create a better society in which there would be fewer cases of mental illness.

**Reading**


**Further Reading**


**Week 11. Biological psychiatry**

**21 May. Somatic Treatments in Psychiatry**

The only Nobel Prize ever awarded for research in psychiatry and neurology went to the Portuguese neurologist Egaz Moniz, the inventor of lobotomy, in 1949. At the time of its introduction in the 1930s, lobotomy was heralded as an exciting new surgical technique that could liberate thousands of patients from the mental hospital. Other somatic treatment methods that were common before 1940 were: malaria fever therapy, metrazol shock therapy, insulin coma therapy, and electroconvulsive therapy (ECT).

**Reading**

Further Reading


24 May. DSM, Biological Psychiatry, and the Pharmaceutical Industry
The DSM is the Bible of diagnostic psychiatry. When your condition can be labelled with one of the many diagnoses of the DSM, you have a disorder. In the past, psychiatric diagnoses, however, have turned out to be remarkably flexible. In 1980, homosexuality was voted out as a mental disorder, at the same time when Posttraumatic Stress Disorder was voted in. Is there an objective or empirical basis for many of the disorders in the DSM?

Reading

Further reading

Week 12. War and Trauma

28 May. War, Trauma, and Psychiatry
Is participating in war inherently traumatic? The number of veterans with psychiatric complaints has always been high. During World War I, soldiers were diagnosed with shell shock. During World War II, with war neurosis, combat fatigue, or combat stress. And after the Vietnam War, the diagnosis of Posttraumatic Stress Disorder (PTSD) was introduced.
Readings

Further Reading


31 May. Trauma, Repressed Memories, and False Memory Syndrome
In 1980, Post-Traumatic Stress Disorder became part of the Diagnostic and Statistical Manual, the diagnostic Bible of psychiatry. Psychiatrists applied this diagnosis to victims of rape, sexual abuse, violence, and natural disasters. These experiences are, not surprisingly, associated with painful memories. Advocates of psychotherapy argued that therapy helped in uncovering memories which have been repressed because of their painful nature; critics argued that psychotherapy merely created these memories, and that these were thereby false.

Reading

Further Reading
Week 13.

4 June. Psychology and Psychiatry in the non-Western World

Both psychologists and psychiatrists claim to deal with universal categories. Yet some critics argue that they embody Western approaches to Western minds. What about psychology and psychiatry in other parts of the world?

**Reading**


**Further Reading**


7 June. Psychological Warfare during the Cold War

Guest lecturer: Gabrielle Kemmis

Immediately after World War II, psychologists and psychiatrists advised the US Government on ways to analyse Soviet minds, the role and effect of propaganda, how to analyse minds at a distance, and how to engage in psychological warfare. A number of interesting experiments on brain-washing were performed as well.

**Reading:**


**Further reading**


