

HPSC 3023 – History and Philosophy of Psychology & Psychiatry

Unit of Study Code:	HPSC 3023
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Format of Unit:	2 x 1 hour lectures/ week x 13 weeks 1 x 2 hour tutorial/ week x 12 weeks Tutorial sizes: maximum of 25 students per group
Credit Point Value:	6 Credit Points
Qualifying:	12 credit points of Intermediate Psychology
Assessment:	(i) Essay, 2,500 words, worth 50% of unit total; due Week 7, Monday, April 21, before 5pm. OR (ii) Essay, 2,500 words, worth 50% of unit total; due Week 12, Monday, May 26, before 5pm. AND (iii) Exam, 2hrs (4 x 30 min. long essays) covering both lecture and tutorial material, worth 50%; June examination period.
Evaluation of teaching and learning:	Type: questionnaire Date: Week 13 of semester

Unit of study general description:

Historical Foundations

1. Some history of Psychology's relationship with 20th century Philosophy of Science.
2. Scientific revolution and Descartes
2. British empiricism: Locke
3. Wundt, Fechner and the founding of German psychology
4. The origin of the mental hospital
5. Neurasthenia, hysteria, and the changing nature of psychiatric diagnoses
6. Functionalism in psychology and psychiatry
7. Somatic treatments in psychiatry
8. Mental hygiene
9. War, trauma, and psychiatry
10. Posttraumatic stress disorder, memories, and false memories

Philosophical Considerations

A. Psychology as science

1. The nature of the relationship between Philosophy and Psychology; the nature of theory; conceptual vs empirical tests of hypotheses; other distinctions.
2. The positivist philosophical assumptions behind some of Psychology's conceptual and methodological practices; operationism and inductivism in Psychology.
3. The debate in Psychology over the ontological status of hypothetical constructs and intervening variables.
4. Instrumentalist and falsificationist approaches to Psychology's theories.
5. Theory change, scientific progress, revolutions and the role of 'paradigms' in Psychology.
6. Situational (spatio-temporal) realism in Psychology.
7. Current alternatives to realism and the concept of objectivity: social constructionism and postmodernism in Psychology.

B. Some fundamental concepts of Psychology

1. The concept of behaviour: bodily movements, actions and behaviour as a process

2. The concept of cognition: the representational concept of cognition and alternatives; the observation of cognitive processes
3. The concept of motivation: intentions, desires, goal directedness, needs and drives

C. Psychiatry

1. Psychiatry: mind, body, culture, environment
2. The changing nature of psychiatric diagnosis
3. Investigative practices in psychology and psychiatry

Unit of study 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 ('schools' of thought), and drawing particular attention to recurrent ideas and themes.
- (2) To acquaint students with the various arguments which have been presented in favour of (or against) certain theories in Psychology and Psychiatry.
- (3) To expose students to the *conceptual* testing of theories, 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', and so on).
- (4) By means of the above, 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.

Graduate attributes and student learning outcomes:

- (1) Awareness of the historical background and development of Psychology and Psychiatry as disciplines.
- (2) Ability to describe and evaluate significant themes in the history of Psychology and Psychiatry.
- (3) Awareness of explicit and implicit philosophical assumptions, (e.g., epistemological, ontological), embedded in psychological and psychiatric theories.
- (4) Ability to identify and evaluate such philosophical assumptions.
- (5) Ability to select particular topics in the history and philosophy of Psychology and Psychiatry, identify the relevant concepts and formulate historically and logically argued theses about them.
- (6) Acquisition of basic library skills to pursue research in the history and philosophy of psychology and psychiatry.
- (7) Recognition that all psychological and psychiatric enquiry takes place in an historical and philosophical matrix.

Evidence of learning:

Assessment will take the form of one essay on topics to be chosen from a given list and one exam. These will reflect the student's ability to write clearly, to synthesize lecture and tutorial material, to read widely, especially the recommended readings, to present and evaluate arguments, and to think critically.

TIMETABLE

Lecturers: Dr. F. Hibberd, weeks 1-7; Dr. H. Pols, weeks 7-13.

WEEK	LECTURES	TUTORIALS
1	1. The relationship between Psychology and Philosophy. 2. The influence of logical positivist philosophy on Psychology (I)	No meeting. Students to complete the reading provided and the reasoning exercise in their own time.
2	3. The influence of logical positivist philosophy on Psychology (II) 4. The influence of Popper's falsificationism on Psychology.	Introductory meeting: tutorial arrangements; The introduction of logical positivism into Psychology by S. S Stevens.
3	5. Is Psychology still waiting for its first scientific paradigm? 6. Are Psychology's observations and observation statements theory-laden, theory-dependent, or theory-neutral?	Karl Popper on the criterion for the scientific status of a theory.
4	7. Social constructionism and post-modernism in Psychology. 8. Descartes' metaphysics, mind-body dualism, the <i>Cogito</i> .	Thomas Kuhn on the paradigm theory of science.
5	9. Locke's account of mind: British empiricism; representationism; the primary /secondary quality distinction; associationism. 10. The concept of behaviour.	Gergen on the Social Constructionist movement in Psychology.
6	11. The observability of mental processes & the concept of cognition (I). 12. The observability of mental processes & the concept of cognition (II).	John Locke on empiricism, representationism and associationism.
7	13. The concept of motivation. 14. What is mental illness? Critical perspectives	Fodor on imagery and the language of thought.
8	15. The Origins of the asylum 16. Fecher, Wundt, and experiments in human science	What is mental illness?
9	17. Neurasthenia and the rest cure 18. Hysteria, hypnosis, and Jean-Martin Charcot	Acquiring scientific knowledge of human beings
10	19. Sigmund Freud and Psychoanalysis 20. Mental Hygiene and the Psychiatric Diagnosis of Society	Neurasthenia, hysteria, and psychosomatic disorder today
11	21. Functionalism, behaviourism, and child development 22. Psychology and psychiatry in the non-Western World	Child rearing advice and mental hygiene
12	23. Somatic treatments in psychiatry 24. DSM, biological psychiatry, and the pharmaceutical industry	Psychiatry: Treating mind, body, or both?
13	25. War, Trauma, and Psychiatry 26. Trauma, Repressed Memory, and False Memory Syndrome	Trauma, its causes and consequences

TEXT

Leahey, T.H., (2004). *A History of Psychology* (6th ed.). Upper Saddle River, NJ: Prentice-Hall International.