

A Culturally-Informed History of Western Psychology

Directed Readings PSY 7916 / 8916

Fall 2023

Professor Monnica Williams

The purpose of this directed readings course is to teach the student about this history of the discipline of psychology through a culturally-informed lens and develop critical thinking around these issues. Who are considered the most important people in the field of psychology and why? What papers and research studies are considered seminal to the field? How do Western biases impact our frames of reference? How does this impact our thinking about who is important in the discipline and who is not? How does this impact our thoughts about what kind of research questions are worthy of study?

Much of what we learn about the history of our discipline is based on a White male-biased Eurocentric framework. We will engage in a culturally-informed approach to understanding our history that provides a balanced view of important events and also acknowledges the failures, shortcomings, and ethical problems that have plagued this discipline since its inception. We will highlight the important contributions of women and people of colour that have been erased from our psychology history books. We will revisit key texts to identify what is missing, and, more importantly, why.

Psychological Literature

The student will read relevant texts on the history of psychology and additional academic articles. The student will generate an annotated bibliography, to be submitted by the end of the semester. Of these articles, at least 75% will be from peer-reviewed journals. The readings will include those listed below as well as additional readings to be determined. The students will note the date each reading is completed, bring the list to weekly meetings, and discuss the readings with the instructor.

Books

Hergenhahn, R. & Henley, T. (2018). *Introduction to the History of Psychology* (8th ed.). Belmont, CA: Wadsworth/Cengage Learning. [selected chapters].

Rutherford, A. & Pickren, W. E. (2010). *A History of Modern Psychology in Context*. Hoboken, NJ: John Wiley & Sons, 2010. [selected chapters]

Pickren, W. E. & Dewsbury, D. A. (2002). *Evolving Perspectives on the History of Psychology* (1st ed.). American Psychological Association [selected chapters]

Guthrie, R. V. (2003). *Even the Rat Was White: A Historical View of Psychology* (2nd ed.). Allyn & Bacon, Inc.

Articles

- Adams, G., Dobles, I., Gómez, L. H., Kurtiş, T., & Molina, L. E. (2015). Decolonizing psychological science: Introduction to the special thematic section. *Journal of Social and Political Psychology, 3*(1), 213-238. <https://doi.org/10.5964/jspp.v3i1.564>
- APA Council of Representatives. (2021). Apology to People of Color for APA's Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy in U.S.: Resolution adopted by the APA Council of Representatives on October 29, 2021. American Psychological Association. <https://www.apa.org/about/policy/racism-apology>
- Bhatt, G., Tonks, R. G., & Berry, J. W. (2013). Culture in the history of psychology in Canada. *Canadian Psychology, 54*(2), 115-123. <https://doi.org/10.1037/a0032645>
- Blanton, C. K. (2000). "They cannot master abstractions, but they can often be made efficient workers": Race and class in the intelligence testing of Mexican Americans and African Americans in Texas during the 1920s. *Social Science Quarterly, 81*(4), 1014–1026.
- Buchanan, N. T. & Wiklund, L. O. (2020). Why clinical science must change or die: Integrating intersectionality and social justice. *Women & Therapy, 43*(3-4), 309-329. <https://doi.org/10.1080/02703149.2020.1729470>
- Deacon, B. J. (2013). The biomedical model of mental disorder: A critical analysis of its validity, utility, and effects on psychotherapy research. *Clinical Psychology Review, 33*(7), 846-861. <https://doi.org/10.1016/j.cpr.2012.09.007>
- Dunbar, J. (1998). A critical history of CPA's various code of ethics for psychologists (1939–1986). *Canadian Psychology, 39*(3), 177-186. <https://doi.org/10.1037/h0086806>
- Furumoto, L., & Scarborough, E. (2002). Placing women in the history of psychology: The first American women psychologists. In *Evolving Perspectives on The History of Psychology* (pp. 527–543). American Psychological Association. <https://doi.org/10.1037/10421-025>
- Holliday, B. G. & Holmes, A. L. (2003). A tale of challenge and change: A history and chronology of ethnic minorities in psychology in the United States. In *Handbook of Racial & Ethnic Minority Psychology* (p. 15–). SAGE Publications, Inc. <https://doi.org/10.4135/9781412976008.n2>
- Marinelli, L., & Mayer, A. (2006) Forgetting Freud? For a new historiography of psychoanalysis. *Science in Context, 19*, 1-13.
- Parham, T. A., Ajamu, A., & White, J. L. (2011). Chapter 1: History & Cultural Competence, & Chapter 2: African-Centered Psychology in the Modern Era. In *Psychology of Blacks: Centering Our Perspectives in the African Consciousness, 4/E*. Pearson. ISBN-13: 9780131827738
- Rabinowitz, F. M. (1984). The heredity-environment controversy: A Victorian legacy. *Canadian Psychology, 25*(3), 159-166. <https://doi.org/10.1037/h0080807>

- Sabourin, M. (2001). International psychology: Is the whole greater than the sum of its parts? *Canadian Psychology*, 42(1), 74-81. <https://doi.org/10.1037/h0086881>
- Strauss, D., de la Salle, S., Slosower, J., & Williams, M. T. (2021). Research abuses against people of colour and other vulnerable groups in early psychedelic research. *Journal of Medical Ethics*. Advance online. <https://doi.org/10.1136/medethics-2021-107262>
- Suite, D. H., La Bril, R., Primm, A., & Harrison-Ross, P. (2007). Beyond misdiagnosis, misunderstanding and mistrust: Relevance of the historical perspective in the medical and mental health treatment of people of color. *Journal of the National Medical Association*, 99(8), 879–885.
- Teo, T. (2009). Psychology without Caucasians. *Canadian Psychology*, 50(2), 91-97. <https://doi.org/10.1037/a0014393>
- Tymoczko, D. (1996). The nitrous oxide philosopher. (Philosopher William James and his experiments with drugs). *The Atlantic Monthly* (1993), 277(5), 93–. <https://www.theatlantic.com/magazine/archive/1996/05/the-nitrous-oxide-philosopher/376581/>
- Winston, A. (2002). “The Defects of His Race”: E. G. Boring and antisemitism in American psychology, 1923-1953. In *Evolving perspectives on the history of psychology* (pp. 545–574). American Psychological Association. <https://doi.org/10.1037/10421-026>
- Wright, M. J. (2002). Flashbacks in the history of psychology in Canada: Some early "headline" makers. *Canadian Psychology*, 43(1), 21-34. <https://doi.org/10.1037/h0086901>

Meetings with Professor

The student will participate in weekly lab meeting conducted by the professor. The student will also meet with the professor for individual guidance and learning on these topics.

Paper

At the end of the course, the student will submit a paper (approximately 30 pages in APA format) that will constitute a review of a popular classroom psychology history text book (i.e., Hergenhahn, & Henley, 2018, or Rutherford & Pickren, 2010). With a focus on the field over that last 150 years in a Western context, the review will discuss the aspects of the history well-covered by the text as well as areas in need of improvement based on all the literature reviewed. The student will also analyze themes surrounding the types of people, research, achievements, and ethical issues that are highlighted versus minimized and why.

Evaluation

1. Completion of all Readings (30% of grade)
 - a. Read all articles, books, and chapters as assigned
 - b. Write a short summary of each reading, listing the most important clinical, sociocultural, and research implications
 - c. Submit annotated bibliography
 - d. Keep a pdf copy of all articles used
2. Instruction (30% of grade)
 - a. Meet weekly with professor individually to review progress and discuss readings
 - b. Check email daily and respond to all emails from professor promptly (within 24 business hours, ideally same day)
 - c. Attend weekly lab meetings
3. Write a Research Paper/Review (30% of grade)
 - a. Background reading materials
 - b. Literature search
 - c. Outline of review paper: Background, Methods, Results, Discussion
 - d. Synthesis of findings
 - e. Formatting of paper into APA style
 - f. Editing of paper
 - g. Completion of paper (submitted to instructor)