NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

HSTS 440/540 The History of Psychotherapy – 4 credits
Oregon State University
Ecampus

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Office: (541) 737-1259 (voicemail will be delivered to my email – cool, but a bit circuitous. The mobile number works better, particularly in the summer.)

Catalogue description:
The history of psychotherapy in modern Western societies, from biomedical, cultural, political, and psychosocial perspectives.

Baccalaureate Core Course Attributes:
Core, Synth, Sci/Tech/Soc
Liberal Arts Humanities Core

This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Extended course description and objectives:

We will explore the history of psychotherapy in modern Western societies, focusing on variations in its social, cultural, and political contexts, and the evolution of the profession of psychotherapy and the therapeutic relationship. In other words, we will look at psychotherapy (in its various flavors) as a cultural practice interacting with other cultural practices, rules, and roles.

Because psychotherapy is not a monolithic practice (not everyone does it the same way or for the same reasons), we will attend a little bit to disputes and debates between and within the various “schools” of psychotherapy (e.g., psychoanalysis, object relations therapy, family therapy, behavioral therapy, et cetera). Because of the brief academic term, and the satisfactions of making comparisons among similar practices rather than between apples and elephants, we will examine varieties of therapy that stem directly from classical or Freudian psychoanalysis -- whether as obedient or rebellious children! You will see that my chosen readings are very case-based and oriented to understanding the relationship between client/patient and therapist/analyst.
HSTS 440 satisfies the Science, Technology, and Society (STS) requirement of the Synthesis segment of the Oregon State University Baccalaureate Core. As suggested by the stated STS objectives, “Students should understand the political and economic dimensions of scientific or technological change, the nature of the scientific enterprise and its relationship to technology, and the complexity of major revolutions in science and technology.” In the spirit of these criteria, we will continually pull our attention back to psychotherapy as a manifestation of scientific and medical theories that reflect deeply held prescriptive assumptions about social power, social order, gender, the definition of mental health, and appropriate social and intimate behavior.

The course is framed broadly as a historical and cultural analysis and is appropriate for students from all disciplines. This is not a practical course in doing psychotherapy, but its content should inform and challenge students intending to train as psychotherapists, social workers, public health or medical professionals. For graduate students in the arts and sciences, HSTS 540 may be used to explore themes in the history of medicine and health care. Additionally, for graduate students in social work, psychology, education, and other practice-based disciplines, HSTS 540 should offer background in the history of professional-client interaction as generated by, and evolving within, particular Western cultural settings.

Alternatively, this course may count as an elective in a History major or minor, and may be classified as either a European or a United States elective.

Student learning outcomes:

As an elective in the Science, Technology and Society segment of the Baccalaureate Core, HSTS 440 subscribes to the following statement of curricular philosophy: “Given the immense impact that science and technology have had on all facets of modern civilization, a disciplined study of the interaction of science and technology with society is a necessary part of general education. Students should understand the political and economic dimensions of scientific or technological change, the nature of the scientific enterprise and its relationship to technology, and the complexity of major revolutions in science and technology.”

The learning outcomes for the STS Bacc Core category expect that at the end of the course, the student will be able to:
1. Analyze relationships among science, technology, and society using critical perspectives or examples from historical, political, or economic disciplines.
2. Analyze the role of science and technology in shaping diverse fields of study over time.
3. Articulate in writing a critical perspective on issues involving science, technology, and society using evidence as support.

In that spirit, the more particular ambitions of this course for student learning are as follows:

At the end of this course, students will be able to:
(conceptual skills)
explore the relationships among political, economic, demographic, and cultural changes that shape and change the practice of psychotherapy. Students should recognize factors of social class, race, region, and economic/political conditions that bear upon the dynamics of historical change;

think like historians, recognizing that personal biases and preferences may animate research and argument, but must be supported by the weight of evidence. The further caveat attached to this dynamic is that historians’ personal biases and preferences may change as the weight of evidence becomes clear. Students will practice these seemingly intangible skills and approaches by participating in Blackboard discussion forums, as appropriate, and they will demonstrate their degree of mastery of these skills through the written assignments in the course (see below).

(reading and research skills) Students will be able to find information on the history of psychotherapy not just on the library shelves, but also on the internet and through library databases; complete substantial reading assignments with a confident grasp of the authors’ major arguments [see note on reading below*]; identify the reliability and bias of various sources of information; read historical as well as clinical monographs critically, noting the authors’ sources, bias, and central arguments.

Students will demonstrate these skills in the writing assignments.

(writing and presentation skills) Students will be able to write a short argumentative statement, one or two sentences long, that cuts to the heart of an issue to take a position based on evidence and analytical thought. Students will demonstrate this skill in responses to assigned discussion board questions.

write a short analytical paper; this paper offers a central argument and supports the argument with evidence from the readings and other sources as appropriate. Students will demonstrate this skill in completing the writing assignments in this course.

write grammatically, following standard rules of sentence and paragraph construction, punctuation, and subject/predicate agreement. Students will demonstrate this skill set in the formal writing assignments in this course.

Graduate student learning outcomes:

In addition to the learning outcomes listed above, graduate students will work on integrating this new knowledge with their “home” fields, primarily through the final assignment of the course. While undergraduates will analyze Rogers’s A Shining Affliction as a case study that illustrates and extends certain cultural dilemmas of modern American psychotherapy, graduate students will select an additional full-length case study and write a comparative analysis that touches back to the historical literature of the course, but more importantly, integrates some phase of their overall graduate curriculum, whatever their field. The instructor will happily consult with graduate students on their paper topics and approaches. Don’t worry – this isn’t as daunting as it seems. It calls for intellectual creativity rather than a gift at puzzling out what on earth the instructor wants.

Important statement on academic dishonesty. The following statement is taken verbatim (in other words, it is NOT my language) from the Student Conduct Code. Please be familiar with its details and definitions.
Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Back to my language: Do NOT under any circumstances succumb to the temptation to cheat or copy, either from previous students or from online or other sources. The penalties are steep and the process of investigation is humiliating. We have a School policy of no leniency (because of recidivism) and so you will be in a whole barrel of trouble.

Required books:

Hannah Green (Joanne Greenberg), I Never Promised You a Rose Garden (1964)
Gail Hornstein, ‘To Redeem One Person Is To Redeem the Whole World’: The Life of Frieda Fromm-Reichmann (2000)
Irvin Yalom, The Gift of Therapy (2009)

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Additional readings may be found on the web.
Grades will be determined on the basis of completing FOUR essay sets (20 points each) and SEVEN discussion board entries (3 points each -- yes, a perfect score will be 101!!!).

*Please note: There is a LOT of reading in this course! If you do not have time this term to complete the reading, it may be wise to select another course. This course will be offered two terms every year, and you may want to attempt it later. Having said that, I really want you in this course, and this may be a good chance to hone your speed-reading skills.

The readings are both popular and technical. Some reading will be quite easy, even gripping, while other reading will be more difficult and analytical. The writing assignments will directly engage the readings, so there is no way to fudge. Your work will be amply repaid. Students in the last few terms have testified that the readings have been, for the most part, very moving and thought-provoking.

For those on a budget: All of these books are available as ebooks on Kindle (or Kindle for iPhone/iPod Touch/PC), and most of these titles are available used at tremendous savings. Hunt around on the web.

Students with Disabilities
Accommodations are collaborative efforts between students, faculty and Disability and Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

TECHNICAL ASSISTANCE:
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.
- COURSE DEMO
- GETTING STARTED

COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.

REFUND POLICY INFORMATION
Please see the Ecampus website for policy information on refunds and late fees.