

**Illinois School of Professional Psychology  
at Argosy University, Chicago  
COURSE SYLLABUS**

*PP7000*

*History and Systems of Psychology  
Summer 2013*

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**Faculty information**

**Faculty name:** Lou Agosta, Ph.D.

**Campus:** Chicago

**Contact information:**

Office phone number: 773-203-0269

E-mail: [LAgosta@Argosy.edu](mailto:LAgosta@Argosy.edu) (Preferred contact)

**Office Hours:** Monday 4:45 PM – 5:45 PM: (except Memorial Day) meet in the class room we use for the class as it is unoccupied until a permanent office is assigned; And by Appointment.

**Short Faculty Bio:** Lou received his PhD. in philosophy from the University of Chicago, writing a dissertation on Empathy and Interpretation. He has taught at Roosevelt, Loyola, and DePaul Universities (Chicago). His latest book, *Empathy in the Context of Philosophy*, was published by Palgrave/Macmillan. He is also a psychotherapist in private practice in the Chicago area where his commitment is to provide a gracious and generous listening (i.e., empathy). See [www.ListeningWithEmpathy.com](http://www.ListeningWithEmpathy.com) for latest professional activities.

**Course Catalogue Description:**

This is a graduate survey course designed to thoroughly acquaint the student with the history and philosophical issues that combine as precursors to modern psychology. Although some consider that psychology was founded in 1879 when Wilhelm Wundt opened his laboratory, actually psychology emerged from the very origins of philosophy in ancient times, grew into the disciplines of philosophy and physiology becoming a separate and distinct discipline in the late 19th century. This course will study the myriad figures, discoveries, and ideas contributing to the rise of psychology. The course will investigate how psychological thought has paralleled the development of western thought, tradition, culture, religion, medicine, and social institutions.

**Course Pre-requisites:** None

**Required Texts:**

Ellenberger, Henri F. (1970). *The discovery of the unconscious: The History and Evolution of Dynamic Psychiatry*. Basic Books, NY. ISBN: 0-456-01673-1. (932 pp. 33 available on Amazon from 19.99)

**Technology:** Pentium III CPU/ Windows 98; 128MB RAM printer; Microsoft Office: Acrobat (full version); Microsoft Internet Explorer 5.5 (PC), 5.0 (MAC), or Netscape Navigator 4.08;

Norton Antivirus.

**Course length:** 7.5 Weeks

**Contact Hours:** 45 Hours

**Credit Value:** 3.0

**Course Objectives:**

<b>Course Objective</b>	<b>Program Goal</b>	<b>Method of Assessment</b>
Illustrate how critical psychological distinctions show up in the major theories of psychology	Goal 3- Science Goal 4-Scholarship Goal 1-Assessment	Essays (writing) Individual Presentation Multimedia [e.g., UTube videos: Ekman, Metzinger]
Outline core psychological assumptions in different theories	Goal 3- Science Goal 4- Scholarship	Essays (writing) Individual Presentation Class Quizzes
Demonstrate how knowledge of psychological distinctions are required for relevant best practices in the field	Goal 3- Science	Individual Presentation Class Discussion Quizzes
Develop advanced critical thinking skills	Goal 4-Scholarship	Essays (writing)
Integrate effective critical thinking in written and oral assignments	Goal 4- Scholarship Goal 1-Assessment	Essays (writing) Short paper Multimedia [e.g., UTube video on Ekman, Metziner]
Illustrate socio-cultural and historical context of psychological theory	Goal 2- Diversity Goal 4-Scholarship	Individual Presentation Short Paper Class Discussion
Recognize assumptions and bias in theory based on psychological distinctions	Goal 1-Assessment Goal 2-Diversity	Essays (writing) Individual Presentation Class Discussion
Integrate personal experience with theory, allowing students to transform their existing assumptions based on conscious choice of psychological core ideas	Goal 4- Scholarship Goal 2- Diversity Goal 3 Science Goal 1-Assessment	Essays (writing) Individual Presentation Organizational Statement Extra credit

**Instructional Contact Hours/Credit**

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the eClassroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project,

participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### **Purpose**

Just like it says above and in addition ... This semester we will explore eleven different systems of psychology from a theoretical, historical, personal, and cultural perspective including shamanism (and ceremonial healing – don't laugh, it works (sometimes)), speculative precursors from a time when psychology was a part of philosophy, the empirical study of the mind by physicalists (e.g., Wundt), the study of consciousness through naïve introspection (James), psychodynamic therapy (e.g., Freud and psychoanalysis), the self and personality theory, developmental approaches (e.g., Erikson, Piaget), Gestalt psychology and modern approaches to perception, cognitive science (including psycholinguistics), behaviorism, and the approaches to the emotions and affect. The good news is the material is wide ranging and there is sure to be something that you find intensely stimulating and engaging. The less good news is that we will not get to spend as much time on it as you might like. We will look at "hard science" and some "weird science" as well as several intermediate bodies of learning. By the end of the semester, you will have attained a general psychological literacy consistent with a well informed professional. More importantly, you will have taken your inquiry, questioning, and critical thinking skills to the next higher levels in relation to key psychological distinctions, systems, and processes. By the end of the semester you will be better able to think for yourself, though perhaps less sure of the distinction between "hard" and "weird" science and, in general, that will continue the process of transforming and expanding the power of your thinking, your speaking, and your way of being empathic professionals.

### **Institutional Learning Goal Addressed**

- *Scholarship: Essays incorporating readings; quizzes*
- *Science: Essays integrating the development of psychology as a science*
- *Diversity: various theories introduced; cultural/folk psychology; culturally aware and culturally diverse research/theory*
- *Professional Practice: applying theory to practice; integrate personal experiences and examples through (oral) presentation to class and Essays*

### **Program Competency Addressed**

- *Assessment: history and systems of cognition, affect, and action; emotional/social intelligence*
- *Consultation & Education: psychoeducative aspects of intelligence, affectivity, behavior, and action – develop the ability to know what one knows and what one does not know and to distinguish these from the realm of what does not know what one does not know*
- *Individual & Cultural Differences: cultural meaning systems; culturally aware theory/research*

- *Intervention: integrate one's own experiences and transform one's assumptions in the context of self-presentation in small group (class) and, where practical, identify and transform one's blind spots ("I don't know what I don't know")*

### **Assignments:**

### **Assignments:**

**1. Statement of Personal Organization (5% of total grade).** For the second week of class, please give some thought to how you plan on organizing your time and effort to succeed in this class and write a brief personal statement of organization. Tell me in one paragraph (concise and to the point) what is your plan to approach the work in this class and what you plan on doing to succeed in this course. I understand this might seem over-kill, but please bear with me. Give the matter thought and communicate as required. In class, I will communicate a couple of examples and additional thoughts about this in our first class meeting.

**2. Quizzes (10% of total grade).** There will be several short quizzes on the reading on the day on which the reading is due to be discussed in class. Those who actually do the reading and show up for class will get one point for each question answered accurately. I have had students tell me that they appreciate getting credit for effort expended on an on-going basis. These will be short identifications questions based on the reading. For example, there may be a quote in Ellenberger from Janet. The quiz will cite the quotation and ask you who said it. The idea is that those who do the reading and do it on time so that we can have a good class discussion will be rewarded. This also promotes class attendance since if a student misses the one point quiz, then the student misses 1% of the semester grade.

### **3. Individual in Class Presentation on historical empathy (10% of total grade)**

This is to be a 5 to 10 minute presentation upon a movie that you watch, review, analyze, and report on. On the first day of class we will assign dates to deliver the presentation. On a one page hand out, a single power point slide containing the three to five key points of the reading material (in 18 point type), providing your fellow students with the key idea(s) of the article(s). The idea is to make a contribution to the community of research and scholars, preparing material in the history of psychology. Be prepared to address questions in a professional manner.

### **5. Take home essay questions for each reading assignment (65% of total grade)**

Each student will complete three to four short questions *each week*, prior to the week being discussed (excluding the first week of course which can be done after the meeting), taking a position on the questions or concerns being discussed in the reading. The questions are to prepare the student for the upcoming classes' discussion. These questions will provide an incentive to do the reading prior to the class in order to have an engaging and lively conversation about the reading.

**6. Short essay on historical empathy (10% of total grade).** Based on a list of films (movies) supplied by the professor, use empathy to feel and think your way into one or two of the main characters in the movie. Using the material from the different history and systems of psychology, undertake an inquiry into the film. Report on your results.

### Class Participation

Experience shows that students who come to class and participate learn more and receive higher grades than those who do not. It sometimes happens that a student is on the border between a B+ and an A- (or some other border), and those students who have diligently come to class and participated find that they get the superior grade. That is just the way it works. The ISPP (Argosy) has rules – lots of rules - about on-time, regular class attendance, and your professor knows the rules and is required to enforce the rules. The recommendation? If there is any exception to your ability to be in class, on-time, and ready to work, please communicate it to the professor (via phone or email) as soon as you know about it. Make arrangements with a peer to get any assignments, notes, or work you might have missed. Be responsible and be professional. When in doubt, communicate early and often. I tend to be complimented for being accessible – come and visit as appropriate. This professor understands that scheduling can be challenging. He appreciates on-time, regular attendance and participation. When exceptions occur (and they do occur), he also appreciates prompt communication, when possible, in advance. Thanks.

Week	Topic	Readings	Assignments
1: 05/06	Professor and student intros. Recommendations for a great semester. Science as a profession and healing (contra suffering) as a profession: A Marriage Made in Heaven? Or the other place? How does the Shaman differ from a psycho-therapist?	<p>Assignment for next session:</p> <p>Heinz Kohut. (1959). "Introspection, Empathy, and Psychoanalysis," <i>The Journal of the American Psychoanalytic Association</i> 7 (July 1959): 459-83. Available on PEP Web]</p> <p>Arnold Goldberg, "The Enduring Presence of Heinz Kohut: Empathy and Its Vicissitudes," JAPA, Vol. 59, No. 2, April 2011: available on PDF Handouts</p> <p>*Story Time Read: Story Time: Read: "The Youth Who Went Forth to Learn Fear" [available on PDF Handouts]</p> <p>[free web: <a href="http://www.pitt.edu/~dash/grimm004.html">http://www.pitt.edu/~dash/grimm004.html</a> ] In W. Grimm and J. Grimm, eds. (1814/17). <i>The Complete Grimm's Fairy Tales</i>, trs. M. Hunt and J. Stern. New York: Pantheon Books, 1972.</p> <p>Today's discussion:</p> <p>(1) "Doctor Knowitall," <i>The Complete Grimm's Fairy Tales</i>, pp. 456-7 [available on PDF Handouts]</p> <p>(2) "Physics Envy: Quantitative Models Behaving Badly," Burton Malkiel, <a href="http://www.wsj.com/article/Malkiel">wsj.com/article/Malkiel</a> [available on PDF Handouts]</p> <p>(3) Science and paradigms and paradigm shifts</p>	<p><b>Assign #0: Organization Statement Distributed</b></p> <p><b>Weekly assignments distributed.</b></p>
2: 05/08	Today discussion: What is vicarious experience? What is sustained	<p>Assignment for next session:</p> <p>Allan Young. (2007). "Bruno and the Holy Fool: Myth, Mimesis, and the Transmission of Traumatic Memories," [Chapter 16] in <a href="#">Understanding trauma</a> ...clinical [available on PDF Handouts]</p> <p>Allan Young. (2002). A self Traumatized Perpetrator as Transient Mental Illness, <i>Evolutionary Psychiatry</i></p>	<p><b>Assignment 0 and Assignment 1 due</b></p>

	empathy?	[available on PDF Handouts]  The Ancients: St. Augustine, Plotinus, Lucretius Empiricists: Hobbes, Locke, and Hume	
3: 05/13	Today: What is trauma according to Allan Young? Who is Bruno and what is his issue? What is the past = X?	Assignment for next class session: Ellenberger: pp. 3- 48 [The Ancestry of Dynamic Psychotherapy] Plato's myth of the cave: online at: <a href="http://www.roebuckclasses.com/texts/Greek/mythofthecave.htm#Myth%20of%20the%20Cave">http://www.roebuckclasses.com/texts/Greek/mythofthecave.htm#Myth%20of%20the%20Cave</a>  The Physicalists: Johannes Mueller, G.T. Fechner, Ernest Weber. H. von Helmholtz	<b>Assignment 2 due.</b>
4: 05/15	Today: The ancestry of dynamic psychology – what is the difference between a Shaman and a Psychotherapist ?	Assignment for next class session: Ellenberger: pp. 53-102 [The First Dynamic Psychiatry / Psychotherapy] Continuation of discussion on emotions: Paul Ekman, Conversation with Paul Ekman: YouTube: Paul Ekman, <a href="http://www.youtube.com/watch?v=IA8nYZg4VnI">http://www.youtube.com/watch?v=IA8nYZg4VnI</a>  Psychology Wilhem Wundt, Brentano, The Gestaltists: Koehler, Wertheimer, Koffka	<b>Assignment 3 due</b>
5: 05/20	Today: Mesmer and hypnosis – what is the rapport? Hypnotism, animal magnetism, and the “crisis” – the decline of the first dynamic psychology...	Assignment for next class session: “Empathy, Psychology, and Aesthetics” by David DePew Free download: <a href="http://ir.uiowa.edu/poroi/vol4/iss1/6/">http://ir.uiowa.edu/poroi/vol4/iss1/6/</a> [available on PDF Handouts] Descartes Meditation 1 and 2: <a href="http://oregonstate.edu/instruct/phl302/texts/descartes/meditations/meditations.html">http://oregonstate.edu/instruct/phl302/texts/descartes/meditations/meditations.html</a> Kant: Freedom versus Determinism [available on PDF Handouts] Thomas Metzinger, YouTube: <a href="http://www.youtube.com/watch?v=mthDxnFXs9k">http://www.youtube.com/watch?v=mthDxnFXs9k</a>  Reaction to Wundt: Kuelpe, Ebbinghaus, Buehler	<b>Assignment 4 due</b>
6: 05/22	The deep history of empathy...Des cartes and introspection... Kant and freedom of the will...	Assignment for next week: Ellenberger, Henri F. 1981. <u>The Discovery of the Unconscious</u> . New York: Basic Books. (Chapter Three: The First Dynamic Psychiatry / Psychotherapy. 110-174)  Karl Marx, Charles Darwin, Herbert Spencer, Friedrich Nietzsche	<b>Assign #5: due</b>
7:		Assignment for next week:	<b>Happy</b>

05/27		Ellenberger, Henri F. 1981. <u>The Discovery of the Unconscious</u> . New York: Basic Books. (Chapter Four: The Background of Dynamic Psychiatry. 199-246)  Freud's precursors: Julius von Mayer, Johannes Herbart, G. Fechner	<b>Memorial Day - Assignment #6 due [hand it in next class]</b>
8: 05/29	Nietzsche The intersection of psychology with Marx, Darwin, and social movements of the 19 <sup>th</sup> century	Assignment for next session: Ellenberger, Henri F. 1981. <u>The Discovery of the Unconscious</u> . New York: Basic Books. (Chapter Five: On the Threshold of a New Dynamic Psychiatry. 254-321)  More Freudian precursors: Moritz Benedikt, Theodor Meynert, Richard von Krafft-Ebing, Joseph Breuer	<b>Assignment #7 due</b>
9: 06/03	The Big Ideas of Charcot, Bernheim,	Assignment for next week: Ellenberger, Henri F. 1981. <u>The Discovery of the Unconscious</u> . New York: Basic Books. (Chapter Six: Pierre Janet and Psychological Analysis pp. 331-409)	<b>Assignment #8 due</b>
10: 06/05	The contribution and legacy of Pierre Janet	Assignment for next week: Ellenberger, Henri F. 1981. <u>The Discovery of the Unconscious</u> . New York: Basic Books. (Chapter Seven: Sigmund Freud and Psychoanalysis pp. 418-489)  Linguistic Psychology: de Saussure, Jacobsen, Chomsky, Vygotsky, Bruner	<b>Assignment #9 due</b>
11: 06/10	The contribution and legacy of Pierre Janet	Assignment for next week: Ellenberger, Henri F. 1981. <u>The Discovery of the Unconscious</u> . New York: Basic Books. (Chapter Seven Sigmund Freud and Psychoanalysis pp. 489-550)	<b>Assignment #10 due</b>
12: 06/12	Freudian theory – transference, the unconscious, neurosis	Assignment for next week: Ellenberger, Henri F. 1981. <u>The Discovery of the Unconscious</u> . New York: Basic Books. (Chapter Eight Alfred Adler and Individual Psychology pp. 571-648)	<b>Assignment #11 due</b>
13: 06/17	Alfred Adler's Individual psychology	Assignment for next week: <a href="#">Freud, S. (1908). On the Sexual Theories of Children. The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume IX (1906-1908): 205-226.</a>  Story Time: Read: "The White Snake" In W. Grimm and J. Grimm, eds. (1814/17). <i>The Complete Grimm's Fairy Tales</i> ,,	<b>Assignment #12 due</b>

		trs. M. Hunt and J. Stern. New York: Pantheon Books, 1972. [ISBN: 0-394-49415-6] [available on eCollege Handouts] Freud, S. (1918). <a href="#">The Taboo of Virginity (Contributions to the Psychology of Love III)</a> . The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XI, 191-208. Story Time: Read: “The Frog Prince or Iron Henry.”  Cognitive Psychology: Piaget, Vygotsky, Jerome Bruner CBT: Albert Ellis, Aaron Beck Assignment for next week: catch up and wrap up American Psychological Association (2006). Evidence-based practice in psychology. <i>American Psychologist</i> , 61, 271-283.	
14: 06/19	Classic Freud and the taboo of virginity?	Continue and conclude previous discussion. Round up and final considerations and completion	<b>Assignment #13 due</b>
15: 06/24	Catch up – wrap up	Continue and conclude previous discussion. Round up and final considerations and completion	

#### Grading Criteria:

Students are expected to attend class except in the case of emergencies. This class will move quickly and missing class will not only put you at a disadvantage but will represent potential gaps in your ability to achieve the objectives of the course. Two absences that are not due to extraordinary circumstances will result in failure or permission to withdraw from the course. All assignments are to be handed in by the designated deadlines. Ten percent of the assignment’s grade will be deducted for each day or portion thereof a class assignment is late.

All written work is to be double-spaced, in 12 point font, with one inch margins, following APA format. Please edit and proofread your work before submitting it; quality of written expression will contribute to your grade on the paper. Direct quotations and paraphrases **MUST** be accompanied by a citation indicating the page number on which the quotation appears in the original text.

**Assignment Schedule:** (Come to class next session having read and prepared to discuss)

#### Grading Criteria:

Your performance in this course will be based upon the assignments described above and class participation. Final grades will be determined as follows:

#### *Grading requirements*

#### *Grading scale*

<b>A</b>	100 – 93
<b>A-</b>	92 – 90



<i>Organization Statement:</i>	5%
<i>Short Paper:</i>	10%
<i>Quizzes</i>	10%
<i>In-Class Presentation:</i>	10%
<i>Take Home Essays:</i>	65%
	100%

<b>B+</b>	89 – 88
<b>B</b>	87 – 83
<b>B-</b>	82 – 80
<b>C+</b>	79 – 78
<b>C</b>	77 - 73
<b>C-</b>	72 – 70
<b>F</b>	69 and below

### **Recommended Text:**

Ellenberger, Henri (1970). *The Discovery of the Unconscious: The History and Evolution of Dynamic Psychiatry*. Basic Books, NY. ISBN: 0-465-01673-1.[932pp.; 30 used from 24.56] [NOTE: do not buy this book right away – we will talk about it]

### Additional Recommended Readings:

These texts may be potential sources for your essays or may be resources if you find that you would like to do additional reading in a particular area addressed in the class. These Readings are on Reserve or eReserve for classroom presentations – in approximate alphabetical order [not every one will be engaged in this class – this is a “super set” of the readings – please see the class-by-class syllabus outline for details]

Baron-Cohen, Simon. (1995). *Mindblindness: An Essay on Autism and Theory of Mind*. Cambridge, MA: MIT Press, 1997. ISBN: 0-262-52225-X

Bruner, Jerome and Joan Lucariello, Chapter Two: Monologues as Narrative Recreation of the World. In *Narratives from the Crib*, ed. K. Nelson. Cambridge: Harvard University Press, 1989/2006: pp. 73-97. [ISBN: 13-9780-674-60118-5]

Chalmers, D. (1996). *The conscious mind*. New York: Oxford University Press. ISBN 13: 978-0-19-510553-7

Crombie, A.. (1964). “Early Concepts of the Sense and the Mind” *Scientific American*, May 1964. In *Perception Mechanisms and Models: Readings from Scientific American*, ed. R. Held and W. Richards. W.H. Freeman, San Francisco, 1972: pp. 8-16. . ISBN: 0-71670853-1

Decety and T. Chaminade. (2003). Presentation: “When the self represents the other: A new cognitive neuroscience view on psychological identification,” *Consciousness and Cognition* 12 (2003); available free at: [http://home.uchicago.edu/decety/publications/Decety\\_CC03.pdf](http://home.uchicago.edu/decety/publications/Decety_CC03.pdf)

J. Decety & P.L. Jackson. (2004). “The functional architecture of human empathy” in *Behavioral and Cognitive Neuroscience Reviews*, Vol 3, No. 2, June 2004, 71-100; available free at: [http://home.uchicago.edu/~decety/Files/other/Decety\\_BCNr\\_2004.pdf](http://home.uchicago.edu/~decety/Files/other/Decety_BCNr_2004.pdf)

J. Decety & C. Lamm. (2006). "Human empathy through the lens of social neuroscience," *The ScientificWorld Journal* 6 (2006), 1146-1163;  
[http://home.uchicago.edu/decety/publications/Decety\\_SWJ06.pdf](http://home.uchicago.edu/decety/publications/Decety_SWJ06.pdf)

Dennett, D. (1991). *Consciousness explained*. Boston: Little Brown.

Dreyfus, H. (1972). *What Computers Can't Do*. New York: Harper Books.  
Free download as either PDF or plain text  
<http://www.archive.org/details/whatcomputerscan017504mbp>

Ellenberger, Henri (1970). *The Discovery of the Unconscious: The History and Evolution of Dynamic Psychiatry*. Basic Books, NY. ISBN: 0-465-01673-1.[932pp.; 30 used from 24.56]

Paul Ekman. (1985). *Telling Lies: Clues to Deceit in the Marketplace, Politics, and Marriage*, New York, W.W. Norton, 1985.

Paul Ekman. (2003). *Emotions Revealed: Recognizing Faces and Feelings to Improve Communication and Emotional Life*, New York: Henry Holt, 2003.

Erikson, Erik.(1963). *Childhood and Society*. 2<sup>nd</sup> Edition. New York: W. W. Norton.

Farrow, Tom and P. Woodruff, eds. (2007). *Empathy in Mental Illness*. Cambridge UK: Cambridge University Press, 2007. ISBN: 978-0-521-84734-6

Flanagan, O. (1992). *Consciousness reconsidered*. Cambridge, MA: MIT Press.

Frank. R.H. (1988). *Passions within Reason: The Strategic Role of the Emotions*. New York: W. W. Norton.

S. Freud, *The Standard Edition of Freud's Works*, trans. under the supervision of James Strachey, 24 volumes. London: Hogard Press, 1955-64. [To access PEP, students will have to go the library website at: <http://www.auchicagolib.org/> and then click on "Find Articles." Once there, scroll down to PEP: <http://www.auchicagolib.org/pep/index.html>  
The logins are as follows:

**cls98**

**arg25800**

There is no direct way to access PEP. It has to be through the link on the library page.]

[Freud, S. \(1905\). Three Essays on the Theory of Sexuality \(1905\).Essay 2: Infantile Sexuality; The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume VII, 123-246.](#) [See above to access PEP.]

[Freud, S. \(1905\). Three Essays on the Theory of Sexuality \(1905\).Essay 3: Transformations at Puberty; The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume VII, 123-246.](#) [See above to access PEP.]

Freud, S. (1918). [The Taboo of Virginity \(Contributions to the Psychology of Love III\)](#). The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XI, 191-208. [See above to access PEP.]

Freud, S. (1908). [On the Sexual Theories of Children. The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume IX \(1906-1908\): 205-226](#). [See above to access PEP.]

J. Fodor. (1983). *The Modularity of Mind*. Cambridge, MA: MIT Press, 1987.

Michael. Gazzaniga. (1967). "The split brain in man" in *Readings from Scientific American: Perception: Mechanisms and Models*.

Richard L. Gregory. (1968). "Visual Illusions." in *Readings from Scientific American: Perception: Mechanisms and Models*.

V. Gallese. (2007). "The shared manifold hypothesis: Embodied simulation and its role in empathy and social cognition" in *Empathy and Mental Illness*.

Peter Hobson. (2005). "What puts the jointness into joint attention?" in *Joint Attention: Communication and Other Minds: Issues in Philosophy and Psychology*, eds., N. Eilan, C. Hoerl, T. McCormack, and J. Roessler. [Note: See PY447 for electronic version.]

David Hume. (1739). A Treatise of Human Nature. Free access to the entire text at: [http://oll.libertyfund.org/index.php?option=com\\_staticxt&staticfile=show.php%3Ftitle=342&layout=html#cChapter\\_55255](http://oll.libertyfund.org/index.php?option=com_staticxt&staticfile=show.php%3Ftitle=342&layout=html#cChapter_55255)

William James. What is an Emotion? Complete text available at: <http://psychclassics.yorku.ca/James/emotion.htm>

Kenneth Kaye. (1982). *Mental and Social Life of Babies: How Parents Create Persons*. Chicago: University of Chicago Press, pp. 117-139. [ISBN: 0-226-42847-8]

Heinz Kohut. (1959). "Introspection, Empathy, and Psychoanalysis," *The Journal of the American Psychoanalytic Association* 7 (July 1959): 459-83. [Note: See PY447 for electronic version.]

Thomas Metzinger. (2003). *Being No One: The Self-Model Theory of Subjectivity*. Cambridge, MA: MIT Press.

Thomas Metzinger. (2009). *The Ego Tunnel: The Science of the Mind and the Myth of the Self*. New York: Perseus/Basic Books. ISBN:978-0-465-04567-9

*Narratives from the Crib*, ed. K. Nelson. Cambridge: Harvard University Press, 1989/2006: pp. 73-97. [ISBN: 13-9780-674-60118-5]

Nesser, Ulric. (1968). The Processes of Vision, Scientific American, September 1968. In *Perception Mechanisms and Models: Readings from Scientific American*, ed. R. Held and W. Richards. W.H. Freeman, San Francisco, 1972: pp. 252-259

Christine Olden. (1956). "On empathy with children," *The Psychoanalytic Study of the Child* 8 (1956: 111-26).

Jean Piaget. (1929). *The Child's Conception of the World*, trs. J. Tomlinson and A. Tomlinson. New Jersey: Littlefield, 1972.

Jean Piaget. (1930). *The Language and Thought of the Child*, tr. M. Gabain. New York: Meridan, 1974.

Jean Piaget. (1952). *The Origins of Intelligence in Children*, tr. M. Cook. New York: W. W. Norton, 1963.

Ricoeur, Paul. (1965/70). *Freud and Philosophy*. New Haven: Yale University Press, 1970.

Ricoeur, Paul. 1977. "[The Question of Proof in Freud's Psychoanalytic Writings](#)." *Journal of the American Psychoanalytic Association*, 25, 835ff. Available via PEP-Web.org on the University Library website [To access PEP, students will have to go the library website at: <http://www.auchicagolib.org/> and then click on "Find Articles." Once there, scroll down to PEP: <http://www.auchicagolib.org/pep/index.html>

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**arg25800**

There is no direct way to access PEP. It has to be through the link on the library page.

Paul Ricoeur, "[The Self in Psychoanalysis and in Phenomenological Philosophy](#)," *Psychoanal. Inq.*, 6:437-458. [Same as above on PEP]

Searle, J. (1992). *The rediscovery of the mind*. Cambridge, MA: MIT Press.

Vygotsky, Lev S. (1934). *Thought and Language*, tr. E. Hanfmann and G. Vakar. Cambridge, MA: MIT Press, 1963.

Allan Young. (2007). "Bruno and the Holy Fool: Myth, Mimesis, and the Transmission of Traumatic Memories," [Chapter 16] in [Understanding trauma](#) ...clinical [Note electronic version available on Google books.]

*The Complete Grimm's Fairy Tales*, trs. M. Hunt and J. Stern. New York: Pantheon Books, 1972. [ISBN: 0-394-49415-6]

Lou Agosta, *Empathy in the Context of Philosophy*. London: Palgrave Macmillan, 2010. ISBN 13: 978-0-230-24183-1 [If the library does not own this book, please order a copy.]

\_\_\_\_\_. (1980). "The recovery of feelings in a folktale," *Journal of Religion and Health*, Vol. 19, No. 4, Winter 1980: 287-97.

## **Library Resources**

Argosy University's core online collection features more than 21,000 full-text journals, 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. All electronic resources can be accessed through the library's website at [www.auchicagolib.org](http://www.auchicagolib.org). User IDs and passwords are distributed during orientation, but can also be obtained at the circulation desk, calling 312-777-7653, or by e-mail at [auchilibrary@argosy.edu](mailto:auchilibrary@argosy.edu).

Psychoanalytic electronic publishing. To access PEP, students will have to go the library website at: <http://www.auchicagolib.org/> and then click on "Find Articles." Once there, scroll down to PEP: <http://www.auchicagolib.org/pep/index.html> The logins are as follows: login = cls98 Password = arg25800

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Library Online Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach fundamental and transferable research skills, including selecting sources appropriate for academic-level research, searching periodical indexes and search engines, and evaluating and citing information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

## **Academic Policies**

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

### **Americans with Disabilities Act Policy**

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

### **The Argosy University Statement Regarding Diversity**

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.