

## PS 111 Child Psychology

This is a class on the psychology of infants and children, including the major moments of change during the first decade of life. We study the emotional and cognitive maturation of the typical child but also consider childhood psychological disorders. Topics discussed include prenatal life, gender differences in the experience of childhood, psychological disturbances during childhood, child abuse, and the impact on children of the changing nature of the American family. Required readings include Marshall H. Klaus and Phyllis H. Klaus, *Your Amazing Newborn*, T. Berry Brazelton and Bertrand G. Cramer, *The Earliest Relationship*, Selma Fraiberg, *The Magic Years*, Jean Piaget, *The Psychology of the Child*, Anna Freud, *Normality and Pathology in Childhood*, and Alice Miller, *For Your Own Good*. Course evaluations include a mid-term examination, a comprehensive final examination, and several in-class written reviews.

Your children are not your children.  
They are the sons and daughters of Life's longing for itself.  
They come through you but not from you,  
And though they are with you, yet they belong not to you.  
You may give them your love but not your thoughts,  
For they have their own thoughts.  
You may house their bodies but not their souls,  
For their souls dwell in the house of tomorrow, which you cannot visit, not even in your dreams.  
You may strive to be like them, but seek not to make them like you.  
For life goes not backward nor tarries with yesterday.  
You are the bows from which your children as living arrows are sent forth.

-Kahlil Gibran, *The Prophet*

## PS 112 Adolescent Psychology

The main themes of the experience of adolescence are separation, the self, and sexuality. In this course we study the major moments of change from age 10 to the early 20s, including those that occur as a result of puberty, the consequences of gaining physical and psychological independence from the family of one's childhood, and identity formation, including the choices teenagers and young adults make about their sexuality and gender identity. Topics discussed include physical development at puberty, the rites of passage into adulthood, adolescent sexuality, homosocial relations, masturbation, identity consolidation, adolescent psychopathology and juvenile delinquency. We focus on the important differences between male and female adolescence. Students read and discuss a series of classic papers on adolescence from the psychoanalytic perspective and consider in detail the five stages of adolescence: preadolescence, early adolescence, middle adolescence (adolescence proper), late adolescence, and postadolescence, each of which imposes certain developmental tasks on the maturing individual. Two contrasting perspectives on adolescence are also presented, one based on the work of Carl Gustav Jung and the other on Donald Winnicott's psychology of development. We read *Adolescence and Psychoanalysis. The Story and the History* and *The Adolescent Psyche. Jungian and Winnicottian Perspectives*, as well as sections of Erik Erikson's classic book on identity formation during adolescence, *Identity. Youth and Crisis*. Course requirements include three short papers, three in-class written reviews, a short term paper, and a comprehensive open-book final examination.

## PS 212 Psychopathology

Also called "Abnormal Psychology" this course presents students with the basic language of psychopathology, the medical model of mental illness, and the principles and criteria of diagnosis used by mental health professionals. Lectures are based on the DSM-IV-TR (*Diagnostic and Statistical Manual of Mental Disorders* [4th edition, Text Revision]), the standard manual used by psychiatrists, clinical psychologists, psychotherapists, counselors and social workers to establish the diagnosis of a psychological disorder. Students learn the diagnostic features of the major classes of psychological disorders, including the anxiety disorders, mood disorders, personality disorders, sexual disorders, and the schizophrenias. We read a number of case studies that illustrate each psychological disorder being discussed and review the approaches taken by mental health practitioners when treating psychologically disturbed human beings: psychotherapy, pharmacotherapy (the

use of medications), and hospitalization. For a contrasting perspective on the question of the meaning of mental illness, the class reads Thomas Szasz's first paper on "The Myth of Mental Illness." Two books are required reading: Robert L. Spitzer et al. (eds.), *DSM-IV-TR Case Book*, a collection of case studies, and Richard Castillo, *Culture and Mental Illness*. While the course consists primarily of lectures, there is ample opportunity for discussion. Evaluations consist of two examinations and three in-class written reviews.

### **PS 245 Psychology of Men**

This is a course for men and women about the psychological development of boys and men. Required readings include a number of papers and five books: Christopher Kilmartin, *The Masculine Self*, David Gilmore, *Manhood in the Making*, *Cultural Concepts of Masculinity*, Eugene Monick, *Phallos. Sacred Image of the Masculine*, Dan Kindlon, and Michael Thompson, *Raising Cain. Protecting the Emotional Lives of Boys*, and R.W. Connell, *The Men and the Boys*. We discuss the experience of having a male body and the presence of boys and fully-grown males in the social world. We examine theories of male psychological change, the myth of male aggressiveness, masculinities, male sexuality, homoeroticism and male homosexuality, males' relationships with parents, women and children, and male narcissism, spirituality and psychopathology. We examine some of the stereotypes about the lives males lead, including their alleged promiscuity and emotional superficiality, the tendency towards physical violence, as well as the illusion of male power in society. Using anthropological research we examine the notion of manhood in a variety of cultures. We look at the mythological elements of masculinity by taking a Jungian perspective on the masculine and men's spiritual lives. We discuss the changing ways of rearing boys in view of their unique biological, emotional and social characteristics. The class considers some of the typical psychological problems of boys and males, including learning disabilities, hyperactivity, impulsiveness, sexual dysfunctions, antisocial personality disorder, depression and suicide. Evaluations include two papers, and a final comprehensive examination. The class will view films that treat selected themes discussed in the course. These include *L.I.E.*, *Y tu Mama Tambien*, *Billy Elliot*, *Fight Club*, *Yossi and Jagger*, *Gerry*, *The Last Kiss*, *Shooting Fish* and *Mysterious Skin*.

### **PS 248 Existential Psychology**

Existential humanistic psychology is the direction the discipline of psychology is now taking as it becomes independent of medicine and social work. Its background is in philosophy and literature as well as traditional psychology. The basic idea of existential psychology is that the human way of being—existence—is unique among living things. Existential psychology emphasizes the fact that every instance of the human way of being is one of a kind and irreplaceable. Every moment is a turning point in our lives and there are no generalities to guide us. Existential psychologists believe that all human expressions of feeling, even depression and anxiety, have positive meaning, and that the guiding principle of psychological life is the realization of possibilities. Course readings include several published essays by the instructor and sections from five books: Viktor Frankl, *Man's Search for Meaning*, Richard Chessick, *What Constitutes the Patient in Psychotherapy?*, R.D. Laing, *The Politics of Experience*, Ernesto Spinelli, *Tales of Unknowing*, and Ernesto Spinelli, *Embodied Theories*. Full participation in class discussions is the most important basis for evaluation. Each student is asked to present at least one short discussion of one of the readings, write a term paper, and pass a comprehensive open-book final examination. Following are some quotations that give the flavor of existential psychology.

For us there is no difference between psychology and philosophy. Psychology is always an implicit and budding philosophy, and philosophy has never given up contact with facts. – Maurice Merleau-Ponty (1964).

To be, or not to be: that is the question. – William Shakespeare (1602).

Be patient toward all that is unsolved in your heart and try to love the questions themselves. ... Live the questions now. – Rainer Maria Rilke (1903).

The heart has reasons of which the reason knows nothing. – Blaise Pascal (1670) .

It is only with the heart that one can see rightly; what is essential is invisible to the eye. – Antoine de Saint-Exupéry (1943).

Humans, in the concealed grounds of their essential being, first truly are only when in their own way they are like the rose—without why. – Martin Heidegger (1955).

The other whom I respect gets his life from me as I get my life from him. – Maurice Merleau-Ponty (1945).

Garcin: "Hell is—other people!" – Jean-Paul Sartre (1944).

It had happened to him as it had sometimes happened to him in a train car, when he had thought he was going forwards whereas he was actually going backwards, and all of a sudden became aware of his real direction. – Leo Tolstoy (1886).

Existence [the human way of being] . . . is time itself, not in time. – Martin Heidegger (1924).

If the descent is thus sometimes performed in sorrow, it can also take place in joy. This word is not too much. Again I fancy Sisyphus returning toward his rock, and the sorrow was in the beginning. When the images of earth cling too tightly to memory, when the call of happiness becomes too insistent, it happens that melancholy rises in man's heart: this is the rock's victory, this is the rock itself. – Albert Camus (1940).

If I could turn you on, if I could drive you out of your wretched mind, if I could tell you, I would let you know. – R.D. Laing (1967).

### **PS 315 Principles of Counseling Psychology**

This is a course for psychology majors who have a strong interest in becoming counselors or psychotherapists. Three approaches to understanding counseling and psychotherapy are explored: theories of the practice of psychotherapy, case studies, and experiences of psychotherapeutic encounter and engagement. Readings include five published papers by the instructor and a book, Ernesto Spinelli, *Tales of Un-knowing. Therapeutic Encounters from an Existential*. A paper on one of the topics of the course and an oral final examination are the other forms of evaluation for this course. Topics discussed in the class include Psychotherapy in Historical Perspective, Psychotherapy: Technique or Art?, Psychopathology and the Meaning of Diagnosis, Referral and Motivation, The Therapeutic Alliance, Transference, Countertransference, The "Real" Relationship, Resistance, Regression, Ego Defense, Repression, Interpretation, Reconstruction, Paradoxical Intervention, Guidance, Re-education, Emotional Support, Catharsis, Insight, Existential Change, Guided Fantasy, Dream Interpretation, Training as a Psychotherapist, Self-analysis, Psychoanalysis, Psychoanalytic Psychotherapy, Jungian Analytic Psychotherapy, Client-centered Therapy, Logotherapy, Existential Analysis, Behavior Modification, Philosophical Discussion, Group Psychotherapy, and Family Therapy. We confront the most difficult questions psychotherapists face on a regular basis: "What Do You Do When You Don't Know What to Do?" and "What Do You Do When There Is Nothing to Do (The Broken Egg)."

### **PS 400 Senior Seminar (RFT)**

The senior seminar (RFT) in psychology is linked with PSY 441, History of Psychology, which is taken concurrently. The seminar is designed to link the student's senior field placement with the study of the history of psychology and with an examination of current scholarly work in psychology. A field placement of 100 hours is required of each student. This experience is the basis for the student's bachelor's thesis in psychology. The seminar meets to discuss ideas and questions arising from the field placements in order to learn from each other's experiences how psychology is applied in the real world. The discussions are also given focus by fifteen assigned readings. The bachelor's thesis is based on a topic of interest to the student related to the field placement. It is written after further readings and study on the topic.