



Department of Psychology
Psychology 503.08 – “Mapping the Terrain: Psychology’s Early Greek Roots”
GSP Course (half course equivalent), Winter 2009

Instructors:	H. Stam/ Caterina Pizanias	Lecture Location:	TBA
Phone:	220-5683	Lecture Days/Time:	Wed 7:00 PM
Email:	stam@ucalgary.ca/ cpizanias@telusplanet.net		(see below for lecture dates)
Office:	Admin 251C/TBA		
Office Hours:	By appointment		

Course Description and Goals

Overview:

The early Pre-Socratic philosophers, Plato, Aristotle, and the Hippocratic physicians first systematically explored notions of the mind in ancient Greece by taking a set of concepts that had been part of the Bronze Age (*thymos, nous, pneuma, psychê*) and subjecting them to systematic analysis. The pre-Socratics focused on the underlying nature of the world and searched for a primordial essence of the cosmos and the *psychê* (i.e., of what is it made?). The Athenian *polis* or city state came to represent the pinnacle of Ancient Greek civilization. Here Plato divided the *psychê* into three parts, corresponding to roughly to reason, emotion, and desire. Aristotle believed the *psychê* to actualize the body's potential for life, but also to be inseparable from the body, and divided the *psychê* into at least five faculties. The Hippocratics focused mainly on illness, including mental illness, which was thought often to be caused by an imbalance of humours; made neurological discoveries and developed the idea of *pneuma* into an elaborate biopsychological theory. Greek thought and practice thus lays the foundation for the modern disciplines as these emerge in the 16th to 19th centuries. This course is concerned with Greek thinkers, scholars, scientists and social movements and how these interweave to produce unique positions on the problems of (a) the nature of the *universe*, (b) the nature of *life*, and in particular (c) the nature of the *human*. By discussing these issues in the sites in which they occurred we offer the student a unique experience of the foundations of psychology and western thought in general. The instructors will endeavor to cover the material on site with discussions, tours of well-known antiquities and background material. One may look at this travel study course as a way to Freud via Athens.

Please note: This course satisfies the requirement for Psychology 305 for honours students in Psychology.

Course Format:

Student Orientation: Session on September 24, 2008 and October 7, 2008. Location TBA.

Pre-Session. Meetings Wednesday evening, January 14, 21, 28, February 4, 7:00 PM, 75 mins each. These pre-sessions will cover the basics of the course material as well as preparatory material for traveling to Greece in February. Location: TBA

Greece. Saturday February 14, 2009 – Sunday, February 22, 2009.

Each day will start with a lecture that will “set the stage” for the site visits to follow.

Intersections: Greek Mythology and Philosophy

Philosophy’s New Genres: Pre-Socratics, Aristotle and Plato

Philosophy and Hippocratics

Ancient Drama as Psychology

Locations: 1. The majority of the course will be spent in Athens (Parthenon, Ancient Agora, Kerameikos Cemetery, and more)

2. Attica tour, Vravrona Site (Artemis Temple), Oropos (Asclepius’ Temple)

3. Epidaurus—another one of Asclepius' temples among other sites.

Post-travel. On Wednesday, February 25 and Wednesday, March 4 two further academic sessions will take place at 7:00 PM for 75 mins each.

Requirements: Permission of the Department. You must meet with Dr. Stam before you can register in this course. Limit: 30 students. Priority will be given to Psychology Majors.

This course has been approved by the Group Study Programs of the Centre for International Students at the University of Calgary (see www.credittravelstudy.ucalgary.ca)

University of Calgary Curriculum Objectives: This course is directly relevant to the core competencies as well as a form of experiential learning. We will be engaged in addressing historical perspectives and theoretical frameworks that form the foundations of critical and creative thinking in multiple disciplines and that are focused on the analysis of problems at a foundational level. Much of this will require exposure to, and mastery of, abstract reasoning. Furthermore, this course provides an important experiential learning component by directly engaging with the Greek foundations of psychological thought *in Greece itself*. The assignments you will complete are designed to require you to engage in effective communication strategies and will require that you gather and organize information effectively. It is expected that this course will generate insight into how knowledge is produced, how psychological knowledge came into existence as a separate category of knowing, and it will enhance your interpretive and assessment skills with respect to the evaluation of knowledge claims.

Required Text

A series of journal articles and one short text will be required reading prior to departure. Participants must have completed this reading in advance.

Required Text: H. D. F. Kitto, *The Greeks* (revised edition, 1991). Penguin Books.

Articles:

1. Green, C. D. Ancient Greek Psychology. Available from <http://htpprints.yorku.ca/archive/00000086/00/encyclopedia.htm>
2. Robinson, D. (1981). The Hellenistic Age: Aristotle, the Epicureans, and the Stoics. Chapter 3 in *An Intellectual History of Psychology*, pp. 73-108. New York: Macmillan.
3. Stam, H. J. & Spanos, N. P. (1982). The Asclepian dream healings and hypnosis: A critique. *International Journal of Clinical and Experimental Hypnosis*, 30, 9–22.
4. Selections from Plato’s *Republic* available in the library, almost any bookstore or online at <http://classics.mit.edu/Plato/republic.html>. Read the Introduction, Book V, Book VII, and Book XI.

There is a very large literature on Greek philosophy, medicine and drama but you may find useful the following references:

- Bruno Snell, (1982). *The discovery of the mind: The Greek origins of European thought. Revised edition*. Courier Dover Publications.
- E. R. Dodds, (2004). *The Greeks and the irrational, Revised edition*. University of California Press.

Evaluation

The final course grade for this half course will be based on the following:

1. Thought papers prepared on the readings prior to departure. These will consist of 3 different papers handed in during the first month, January 14 – February 4, 2008. Value: 3 x 10% = 30%. Papers are due January 21, January 28 and February 4 in class. Each paper must be 1000 words and consist of a discussion of the reading assigned in the previous class or handed in via the green box outside the main office. You will outline the contents of the reading and then discuss the importance of that reading and indicate its relevance and importance to the origins of psychological thought. Late papers will be penalized at 1% per day.
2. Full participation in the preparatory and post-travel phases of the course as well as all of the field activities in Greece. Value 10%.
3. An essay prepared by the student in the winter term and to be handed in by the last day of classes of the Winter term, Friday, April 17, 2009 to Dr. Stam in his office (251C) or through the green box outside the department office. The essay should be an essay about an aspect of the origins of psychology in Ancient Greece. The topic must be approved by the instructors in advance and you must have your topic approved by handing in a one-page outline by February 28. The length of your essay should be approximately 5,000 words and must cover an aspect of the course (see further description below). Value: 60%. Late papers will be penalized at 5% per day.

Essay

Your major requirement for the course will be to write a paper on a topic in the history of psychology in Ancient Greece. The topic will be of your own choosing but must fall within the

time period from 600BCE to 100AD. For examples of the kind of paper we are looking for see articles in the Journal of the History of the Behavioural Sciences, Isis, History of the Human Sciences, Journal of the History of Ideas, occasional historical papers in Theory & Psychology and the American Psychologist as well as the APA journal, History of Psychology. Your paper should cover some particular aspect of the history of psychology in depth (e.g., “the concept of *psyche* in Aristotle’s thought”), or compare two or more individuals on a topic (e.g., “Plato and Aristotle on form and matter”) and should not be a superficial coverage of some broad historical topic or period (e.g., “the history of *psyche*”). You should use original sources to construct your argument and rely on secondary sources only where they amplify or clarify the material at hand. Your paper is not a chronology but an historical interpretation of people, events, contexts, communities and ideas. As such it is an attempt to both re-construct a time and place as well as an opportunity to argue for a particular interpretation of that time and place. As a rough guideline, aim for a paper of 5,000 words - but circumstances may dictate a paper of different length.

It is important for you to know that the World Wide Web has changed the work of historians everywhere in a way that is different from the web’s impact on professions such as psychology. Because historians work primarily with original or rare documents, archival material is being placed on the web at an increasing rate and because copyrights expire on classic materials there are more of these important historical documents appearing on the web. For example, begin your search at the York University web-site “Classics in the History of Psychology” maintained by Chris Green. This one is at <http://psychclassics.yorku.ca/> and contains the full texts of many old books and as well as articles and chapters. The site also contains links to 100s of other relevant works posted at other sites as well as original articles by historians of psychology. Once you begin searching you will discover others including links to many important archives where original material is sometimes placed on the web, making it available in a way that would be impossible to access otherwise.

Before you write your paper you should discuss the topic with the instructors as well as the major sources you will use to write the paper. You will decide by the class of **February 28, 2009** what your topic will be and hand in a one page outline. The paper itself is due in the last week of classes. Value – 60%.

Reappraisal of Grades

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

Important Dates

The last day to drop this course and **still receive a fee refund** is January 23, 2009. The last day to withdraw from this course is April 17, 2009.