



THE UNIVERSITY OF BRITISH COLUMBIA

## PSYO 480: Advanced Special Topics: History of Psychotherapy

### Land Acknowledgement

As an American (Bostonian) who has moved temporarily to Canada just to teach this new course, I am honored to respectfully acknowledge the Syilx Okanagan Nation and their peoples, in whose traditional, ancestral, unceded territory UBC Okanagan is situated. One of the reasons we don't yet have robust scholarship in the history of psychotherapy is because we've been constrained by an exclusionary, American- and Freudian-centered, "great figures" narrative. By returning to Canada (where I did my graduate work) to teach this new course, I'm deliberately challenging that dominant narrative. This syllabus' collection of readings and films is designed to help us, as a group, begin to seek the perspectives of marginalized and racialized people in psychotherapy's history. I warmly encourage you to bring your knowledge, curiosity, and talents to the course as we try to build a more inclusive historical picture.

**Faculty:** Irving K. Barber Faculty of Arts  
and Social Sciences

**Department:** Psychology

**Instructor(s):** Dr. Rachael I Rosner

**Instructor(s) Email:**  
rachael.rosner@ubc.ca

**Duration:** Term 1 Summer 2025

**Delivery Modality:** In-Person

**Course Location:** FIPKE-239

**Course Days:** Mon/Thu

**Class Hours:** 8:30 AM - 12:00 PM

**Office hours:** Tuesdays and Wednesdays, 1:00 pm to 3:00 pm, and by appointment (ART 280).



### Prerequisites

3rd Year or Higher

## Corequisites

No corequisites

## Course Description

This course is a multi-media exploration of the history of North American psychotherapy. Using readings from psychotherapists, historians, and patients, as well as training films, documentary films and Hollywood blockbusters, we'll traverse a vast landscape of general physicians, army physicians, neuropathologists, neurologists, psychologists, psychiatrists, social workers, ministers, and politicians, all staking a claim to what psychotherapy is, who practices it, who receives it, who pays for it, and how it benefits both body and body politic. We'll focus especially on how psychologists came to be at the forefront of North American psychotherapy. You are encouraged to question your assumptions about psychotherapy, to learn about populations/practices that have been ignored historically, and to hone your skills at writing historically about them.

## Learning Outcomes or Objectives

*Upon successful completion of this course, students will be able to...*

- \*Describe the four major periods of 20th century North American psychotherapeutic innovation and the most influential approaches and clinicians within them.
- \*Evaluate arguments historians have made about North American psychotherapy.
- \*Formulate a historical question about psychotherapy and write a historical research paper to answer it.
- \*Give and receive constructive peer feedback and contribute to a trusting community of scholars.
- \*Identify, honor, advocate for, and critique respectfully your own and your classmates' attitudes and feelings towards psychotherapy and its history.

## Course Structure

Each day's class will be divided into 5 segments for learning, resting, and digesting. Class begins with a ten-minute in-class writing-reflection on the readings (segment 1). Lecture and discussion follow (segment 2), followed by a 15-minute break. After break, we'll enjoy a short film (links to the full films are available to watch at your leisure, recommended but not required) and discussion (segment 3). The "activity" segment (segment 4) helps to move you through your research paper. The last segment (segment 5) is a 30-minute in-class writing-reflection on what you learned that day, where you're confused and/or inspired, how the materials and discussions made you feel, etc. I'll provide notebooks, write comments on your reflections, and post scans to you on the website by end of day. Feel free to write free form in class, even stream of consciousness, so long as you try to stick to topic and use the full thirty minutes to think, pause, write/reflect, pause, look out the window, write/reflect, repeat, etc. I don't expect coherence or brilliance--just whatever you're thinking in that moment.

## Methods of Assessment

### Course expectations:

1. Show up on time having read the materials and done the "activity assignments."
2. Sign up for two presentations during activity period (you may pick more if you wish)
3. Participate by asking questions during class, responding to peers' comments, coming to office hours, and/or leading online conversations.
4. Complete in-class 10-minute "getting the day going" reflections.
5. Complete in-class 30-minute "what we just did" reflections.
6. Final research paper.

### Explanation of activity assignments:

You will be working on your final paper throughout the semester via the "activity" segment with its associated brief homework assignments. In this way, completing the final paper will just be the last step of many smaller ones. I will guide you over the course of the semester.

### Marking scheme:

Your grade will reflect how hard you worked by rewarding your curiosity, initiative, willingness to stick with a task when it proves difficult, thoughtful in-class writings, ability to make connections between the readings and discussion, submission of thoughtful activity assignments, capacity to support your peers, and ability to hand in your work on time (and show up to class on time). I will mark each day's components on the following scheme:

- ✓+ Performed beyond expectations: showed good grasp of material, good faith effort, took ideas to a new level, chased down a question enthusiastically, develop an intriguing argument. (score of 3, equivalent to A+)

- ✓ Good faith effort: clear demonstration that you did the work, admitted to where you were confused, asked good questions, asked for help (came to office hours or made appointment), showed initiative (2, equivalent to A)
- Demonstrated some effort but not overwhelmingly so: did not show full effort in grasping the material, asking questions, or seeking help. (1, equivalent to B)
- 0 Did not do the work. (0, equivalent to F)

If 3/4 or more of your marks are ✓, you get an A; if more than half of your marks are —, you get a B or B-; if you have two 0s, you get a C; if you have all 0s, you fail the class; if more than half of your marks are ✓+s, you get an A+.

Grade weightings:

|                                     |       |
|-------------------------------------|-------|
| Preparation and class participation | 25%   |
| Daily in-class writing reflections  | 25%   |
| Final research paper:               | 50%:  |
| daily activities                    | (25%) |
| final paper                         | (25%) |

## Learning Activities

Daily readings.

Daily assignments to be submitted by 6:00 pm the night before class on days indicated and sign up 2x to present during the activity period.

Daily discussion, class activity, and two in-class writing reflections.

Submit a 3,500-word research paper on the last day of class.

No midterm or final exam.

## Course schedule

| Day                              | Section                | Topic   | Daily Activity (Segment 4)  |
|----------------------------------|------------------------|---|---|
| <a href="#">Monday, May 12</a>   | Introduction           | Contending with Freud   | How to ask a question and read articles: sign up to present 2x during semester. No assignment.                          |
| <a href="#">Thursday, May 15</a> | Section 1: World War I | The Private Treatment of Souls, Diseases, and Nerves, 1880-1900 | Find your question: assignment: submit online by 6:00 pm Wednesday May 14 one or two research questions for discussion. |

|                                   |   |  |  |
|-----------------------------------|---|--|--|
| <a href="#">Monday, May 19</a>    |   | The Emmanuel Movement, the Whole Person, and Shell Shock (1900-1920)   | How to read sources: preparing for library research. No assignment.  |
| <a href="#">Thursday, May 22</a>  |   | Mental Hygiene, Re-Education, and the Idea of Adjustment (1920s-1930s) | Field trip: Advanced Library Skills Instruction with Kim Buschert. Select two primary and two secondary sources. No assignment.  |
| <a href="#">Monday, May 26</a>    | Section 2: World War II                                 | The psychosomatic treatment of the neurotic (human) animal (1930s)     | What did you learn from your sources? Has your question changed? Assignment: submit online by Sunday May 25, 6:00 pm a one-page summary of the sources and assess if they're answering the question. |
| <a href="#">Thursday, May 29</a>  |   | The trauma of World War II (1939-1945)                                 | Using Gen AI in history: Assignment: submit online by Wednesday May 28, 6:00 pm one AI generated answer to a historical question of your choice for debate.  |
| <a href="#">Monday, June 2</a>    |   | Psychotherapy as National Defense (1945-1950): Psychodynamics          | Class reading/role-play of "The case of the embalmer" (nothing gory, I promise). No assignment.  |
| <a href="#">Thursday, June 5</a>  | Section 3: The Cold War with its Freuds and anti-Freuds | The Freudian Heyday of Lying on a Couch (1950s)                        | What is a historical argument? Assignment: submit online by Wednesday, June 4, 6:00 pm draft #1 of research paper.   |
| <a href="#">Monday, June 9</a>    |   | Ellis, ELIZA, and EST: Fragmentation and the Viet Nam War (1960s)      | How to cite sources. Submit online by Sunday June 8, 6:00 pm draft #2.   |
| <a href="#">Thursday, June 12</a> |   | Psychotherapy Research and the Culture of Narcissism (1970s-1980s)     | Peer review: Assignment: submit online by TUESDAY June 11, 6 pm draft #3. I will distribute drafts for   |

|                                   |   |  |   |
|-----------------------------------|---|--|---|
|                                   |   |  | peer review. Bring to class/submit a one-page review for discussion.  |
| <a href="#">Monday, June 16</a>   | Section 4: Regulating psychotherapy in a time of prosperity | The cognitive-behaviour therapy (CBT) revolution (1980s-1990s) | Students' choice, TBD.  |
| <a href="#">Thursday, June 19</a> |   | Regulating the business of psychotherapy (2000-2010s)          | Research paper due at beginning of class. Post-mortem for reflections. Celebratory food of choice and film of choice. |

## Learning Materials

Readings and films are available in the course-reserve system in Canvas. Please don't be intimidated by the (seemingly) large amount of required reading. In many cases, the page sizes are small, and readings are easy. My objective is to give you a taste of how these therapists wrote, and for whom; sometimes, they were writing for people your age or a little older. Supplemental readings and films are for enjoyment and enlightenment; they are not required.

### *Reading/Film for Monday, May 12:*

1. *Supplemental reading:*
  - a. Shamdasani, Sonu. "'Psychotherapy': the invention of a word"
  - b. Sigmund Freud (1910) "The Origin and Development of Psychoanalysis" with introduction and commentary by Raymond E. Fancher: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://dspace.mit.edu/bitstream/handle/1721.1/65347/sts-003-spring-2008/contents/readings/freud.pdf>
2. *Supplemental film:*
  - a. "Freud: The Secret Passion," (1962)

### *Reading/Film for Thursday, May 15:*

1. Caplan, Mind Games (1998), "Trains, Brains and Sprains: Railway Spine and the Origins of Psychoneuroses," pp. 11-36
2. Mitchell, (1988[1877]) Fat and Blood, Ch. 5, "Rest," pp. 57-79
3. Gilman (1892), "The Yellow wallpaper"
4. Dubois (1904) "Proofs of the value of psychic treatment in psychoneuroses," pp. 412-424.
5. *Supplemental reading:*

- a. Sats (2010) "'The conviction of its existence': Silas Weir Mitchell, phantom limbs and phantom bodies in neurology and spiritualism," pp. 113-129.
- b. Andrick. (2020) "The 'Chicago School of Psychology' and Hypnotic Magazine: Suggestive therapeutics, public psychologies, and new thought pluralism, 1895–1910."
6. *Supplemental film:*
  - a. The Cabinet of Dr. Caligari

*Reading/Film for Monday, May 19:*

1. Caplan (1998) "Popularizing American psychotherapy: The Emmanuel Movement, 1906–1910." 289-314.
2. Harris and Stevens (2020) "Practicing mind-body medicine before Freud: John J. Gehring, the 'Wizard of the Androscoggin,'" pp. 75-98
3. Eastman (1948) "A New Thought Sanitarium" (pp. 240-254) and "A Pre-Freudian Mind Cure," pp. 255-263.
4. Miller, Ed. (1940), "Treatment of Neuroses in the Field," pp. 119-127
5. *Supplemental reading:*
  - a. Sedwick (2024) "Depleted Nerves: An Analysis of the Treatment and Conceptions of shell-shock in World War I by Soldiers and Medical Staff." 66-79.
6. *Supplemental film:*
  - a. "War Neuroses: Netley Hospital, 1917":

*Reading/Film for Thursday, May 22:*

1. Williams (1921) "Mental hygiene and the college student"
2. Riggs (1922) "Common-sense Rules," pp. 79-87
3. Laswell (1930) "The politics of prevention," pp. 173-203
4. Rogers (1942) *Counseling and Psychotherapy*, pp. 261-288
5. *Supplemental reading:*
  - a. McLaughlin (2023) "Remedies for the housewife's nervousness: Life advice in Abraham Myerson's popular self-help texts, 1920-1930," pp. 380-398
  - b. Prouty (1942) *Now, Voyager*
6. *Supplemental film:*
  - a. *Now, Voyager* (1942)



*Reading/Film for Monday, May 26:*

1. Cannon (1925) "The interrelations of emotions," pp. 267-284
2. Alexander and Menninger (1936) "The relation of persecutory delusions to the functioning of the gastro-intestinal tract," pp. 541-554.
3. Gantt (1942), "The origin and development of nervous disturbances experimentally produced," pp. 475-482.
4. *Supplemental reading:*
  - a. Cannon, "What strong emotions do to us," *Harper's Monthly Magazine*
  - b. Dror (1999), "The affect of experiment: The turn to emotions in Anglo-American Physiology, 1900-1940," pp. 205-237.
  - c. Koch (2019), "The uses of trauma in experiment: traumatic stress and the history of experimental neuroses," pp. 327-351

*Reading/Film for Thursday, May 29:*

1. Alexander (1936) "The Principle of Corrective Emotional Experience," pp. 66-70; McLean "Corrective Emotional Experience Through Rapport," pp. 268-290
2. Grinker and Spiegel (1946) *Men Under Stress* pp. 368-406
3. Pols (2011) "The Tunisian campaign, war neuroses, and the reorientation of American psychiatry during World War II," pp. 313-320.
4. *Supplemental reading:*
  - a. Menninger (1938) "The choice of the lesser evil," pp. 406-415
5. *Supplemental film:*
  - a. *Let There Be Light* (1946)
  - b. *Psychiatric Procedures in the Combat Area.*



*Reading/Film for Monday, June 2:*

1. Chisholm (1946), "The Reestablishment of Peacetime Society," pp. 1-36
2. Baker and Benjamin (2000), "The affirmation of the scientist-practitioner: A look back at Boulder," pp. 241-247.



3. Deutsch (1949), "Goal-limited adjustment. Sector Therapy," pp. 1-29
4. Pytell (2007), "Extreme experience, psychological insight, and Holocaust perception: Reflections on Bettelheim and Frankl," pp. 641-657
5. *Supplemental reading:*
  - a. Finesinger (1948) "Psychiatric interviewing: 1. Some principles and procedures in insight therapy," pp. 187-195.
6. *Supplemental Films:*
  1. "Psychotherapeutic Interviewing Series, Part I: Introduction," 1949
  2. "Psychotherapeutic Interviewing Series, Part III: An approach to understanding dynamics," 1950.
  3. Spellbound (1946)



*Reading/Film for Thursday, June 5:*

1. Buchanan (2003), "Legislative warriors: American psychiatrists, psychologists and competing claims over psychotherapy in the 1950s," pp. 225-249
2. Dyk and Farrell (2018), "Psychedelics and psychotherapy in Canada: Humphry Osmond and Aldous Huxley," pp. 240-253.
3. Genter (2006), "'Hypnotizy' in the Cold War: The American Fascination with Hypnotism in the 1950s." pp. 154-169
4. *Supplemental reading:*
  - a. Eysenck (1952) "The effects of psychotherapy: An evaluation," pp. 659-663
  - b. Gibson (1954) *The Cobweb*
  - c. Wolpe (1961), "The systematic desensitization treatment of neuroses," pp. 189-203
5. *Supplemental film:*
  - a. *The Cobweb* (1955)



*Reading/film for Monday, June 9:*

1. Ellis (1962) "Irrational Ideas Which Cause and Sustain Emotional Disturbances," pp. 60-88; "The Essence of Rational Therapy," pp. 89-109.
2. Lewis, Ed. (2021). "ELIZA—A Computer Program for the Study of Natural Language Communication between Man and Machine (1966), Joseph Weizenbaum" pp. 271-278
3. Shakow (1960) "The recorded psychoanalytic interview as an objective approach to research in psychoanalysis," pp. 82-97.
4. Lucas (2019) "Breakthrough of the Mind: New Age Therapies in the Medical Marketplace," pp. 71-8
5. *Supplemental reading:*
  - a. Grinker (1964) "Psychiatry rides madly in all directions," pp. 228-237.
6. *Supplemental film:*
  - a. Three Approaches to Psychotherapy: The Gloria films, with Rogers and Ellis



*Reading/Film for Thursday, June 12:*

1. Parloff (1982) "Psychotherapy research evidence and reimbursement decisions: Bambi meets Godzilla." 718-727.
2. Weinstein (2018) "Sexuality, therapeutic culture, and family ties in the United States after 1973," pp. 273-289.
3. Herzog (2017) "Homophobia's durability and the reinvention of psychoanalysis," pp. 56-86.
4. *Supplemental reading:*
  - a. Malcolm (1977) *Psychoanalysis: The Impossible Profession*
  - b. Lunbeck (2012) "Heinz Kohut's Americanization of Freud," pp. 209-231
5. *Supplemental films:*
  - a. Three Approaches to Psychotherapy, Gloria with Perls
  - b. Lovesick (1980)
  - c. A Clockwork Orange (1979)



*Reading/Film for Monday, June 16:*

1. Beck et al. (1979), "Session by session treatment: A typical course of therapy," pp. 104-116; "Interview with a depressed suicidal patient," pp. 225-243.
2. Meichenbaum (2019), "The evolution of a cognitive-behavior therapist," pp. 95-106
3. Teasdale, Segal, and Williams (1995), "How does cognitive therapy prevent depressive relapse and why should attentional control (mindfulness) training help?" pp. 25-39.
4. *Supplemental reading:*
  - a. Moloney and Kelly (2004), "Beck never lived in Birmingham," pp. 4-10
5. *Supplemental film:*
  - a. Three Approaches to Psychotherapy, 3: Aaron T. Beck (1986)

*Reading for Thursday, June 19*

1. Bruun (2024) "A factory of therapy': accountability and the monitoring of psychological therapy in IAPT," pp. 313–329
2. Layard and Clark (2014), Thrive: How Better Mental Health Care Transforms Lives and Saves Money, pp. 193-266
3. Martin et al. "The counselling and psychotherapy profession in Canada: Regulatory processes and current status," pp. 46-57.

Other Course Policies:

Late policy

Late assignments will be marked down according to the scheme: on time (✓), by end of day (-), after 24 hours (0). There will be no regrading of assignments, as your grade is based entirely on whether you did the work and with how much effort.

Missed Activity Policy:

Students who need to miss class or who fail to complete an assignment due to considerations as outlined in the [UBC policy for academic assessment](#) should contact me as soon as possible. We will work out alternate means of fulfilling your presentation requirement, activity assignments, readings/participation/in-class writing assignments and/or final paper submission.

UBC Values

UBC creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada, and the world. UBC's core values are excellence, integrity, respect, academic freedom, and accountability.

Policies and Regulations

Visit [UBC Okanagan's Academic Calendar](#) for a list of campus-wide regulations and policies, as well as [term dates and deadlines](#).

A statement on academic integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating usually result in a failing grade or mark of zero on the assignment or in the course. Careful records are kept to monitor and prevent recidivism.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [Academic Calendar](#).

A statement PERMITTING the use of GenAI in this course:

You are permitted to use artificial intelligence tools for the specific assignment involving Gen AI. However, you must speak with me if you plan to use AI outside of that assignment, as I want to know how it's helping you be creative in your thinking, learning, and writing. Learn more through [the Generative AI website](#).

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#### Resources to Support Student Success

Visit the [Student Support and Resources page](#) to find one-on-one help or explore resources to support your experience at UBC Okanagan, as well as many other campus services available to all students.