



PS 343 PSYCHOLOGY and SOCIETY in PARIS
IES Abroad Paris

DESCRIPTION: This course explores the history and development of psychology in Paris (and Europe). It aims to raise students' awareness of the role and representation of psychologists and their tools in Parisian society. To this end, we will present the main historical (from ancient thinkers to today's professionals) and conceptual landmarks that have made 21st-century Parisian psychology so rich and diverse. We will thus address the influence of philosophy and physiology on the birth and evolution of different currents in psychology, as well as the methods of use of experimental psychology, child psychology, psychoanalysis, cognitive psychology, clinical psychology, social psychology, and occupational psychology in Paris. Class discussions, participation in educational games and tests, and personal reflection will allow students to explore the cultural links and relevance of different approaches to psychology in the face of contemporary issues. A PowerPoint presentation will accompany each class. This course includes two meetings with psychologists who will present their career paths and practices in psychology: a clinical psychologist and psychoanalyst, formerly a psychologist at the Assistance Publique des Hôpitaux de Paris, now in private practice, and an occupational psychologist who supports professionals in distress within an occupational health service at a public industrial and commercial establishment in Paris. Three visits to institutions where psychologists work (possibly the Cité des enfants at the Cité des sciences et de l'industrie, the Museum of the History of Psychiatry at Sainte Anne Hospital, or an Adoma social residence and an ALFI boarding house) are also planned.

Trigger Warning: Learning involves taking risks and can therefore change your life. The content of a class session will address, among other things, human sexuality. The course content and meetings with professionals and patients in institutions may raise questions about perceptions, behaviors, and personal experiences. Some of the topics covered may be difficult to address emotionally and intellectually. I will draw particular attention to the film content relating to psychopathology and human sexuality, and I will do my best to make this classroom a space where we can engage with courage, empathy, and reflection on content that may sometimes seem difficult.

CREDITS: 3 credits

LANGUAGE OF INSTRUCTION: French

PREREQUISITES: Students wishing to enroll in this class are expected to have already taken an introduction to psychology.

METHOD OF PRESENTATION: Lectures, discussions, video demonstration, online resources, course-related trips

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation, discussion, homework, weekly journal: 15%
- Oral presentation: 20%
- Critical analysis: 15%
- Mid-term: 25%
- Final exam: 25%



Class Participation

Student engages in active contributions to topic in discussion, demonstrates knowledge of the reading assignment and relates to personal experiences or implications in society.

A	Excellent participation The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates' opinions, and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
B	Very good participation The student's contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
C	Regular participation The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
F	Insufficient participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way, and shows lack of interest in building on others' ideas.

Journal

Students will write a weekly journal, reflecting on the relevance today of specific approaches covered, as well as on the course related trips.

Oral Presentation

Students will present an overview of one of the psychological approaches learned in class, as demonstrated via a case study of either a character from a well-known book, film or series or a patient, met during one of the class outings and who must remain anonymous. The presentation must include an overview of the main components of the psychological approach, as well as how the chosen theory explains the chosen subject's personality characteristics, behaviors, life story, etc. Further, the student should include which specific therapeutic tools from the chosen approach could be useful for the subject and why.

Critical Analysis

Students will write a 1000-word essay (size 12 font, double-spaced) briefly describing and critically evaluating the 3 Viennese schools of psychotherapy. Explain whether/how they built upon and influenced each other as well as how/whether their influence can be seen in the person-centered approach to psychotherapy. Finally give your opinion regarding which of the approaches is the most applicable/useful today. Include examples, case studies as evidence to support your view. Citation of sources is required.

Midterm Exam

Written exam consisting of a mixture of multiple choice, true/false, and open-answer questions.

Final Exam

Written exam consisting of a mixture of multiple choice, true/false, and open-answer questions.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Recognize various approaches in psychology.
- Interpret a case study according to these basic theories.
- Discuss the advantages and disadvantages of applying a specific approach to contemporary issues.
- Understand the impact of the different traditions in psychology on the application of clinical approaches.
- Contribute a carefully written statement on the advantages and disadvantages of a specific approach, based either on a case study or on a contemporary issue.

Session	Content	Assignments
Week 1	• Getting to know each other. Introduction to the seminar • Introduction: From Antiquity to the 18th century: philosophy and physiology	• HOUDE O. « Chapitre premier. De psyché au logos – L'Antiquité », <i>Histoire de la psychologie</i>, Paris: Que sais-je ?, 2021: Chapter 1 • First journal entry: First impressions • In class: rewording of certain points presented in class
Week 2	• English associationist philosophers, from physiology and positivism to the birth of child psychology in France (in Paris)	• Journal entry 1 to be submitted: Reflection on the differences between “philosophical” psychology and contemporary psychology (to be sent by email) • HOUDE O. « Chapitre IV. Vers une science psychologique. Les XIXe et XXe siècles », <i>Histoire de la psychologie</i>, Paris: Que sais-je ?, 2018, pp. 100-124 • In class: completion of mental age tests
Week 3	Outing to the Musée en herbe • Observation of child development	Second journal entry to share impressions and contributions from the outing (to be sent by email) • https://www.cite-sciences.fr/fr/au-programme/expos-permanentes/cite-des-enfants/cite-des-enfants-5-10-ans • During the class visit: filling in a child observation grid
Week 4	• Scientific psychology and mental illness • Eugenics • Hygienism • Criminology • Mental pathology	Third journal entry to be submitted: Impact of cultural factors on eugenics or hygienist programs adopted by Western governments (to be sent by email) • HOUDE O. « Chapitre IV. Vers une science psychologique. Les XIXe et XXe siècles », <i>Histoire de la psychologie</i>, Paris: Que sais-je ?, 2018, pp. 100-124 • In class: connect researchers, dates, and contributions to psychology. • In class: associate mental disorders with celebrities, characters from books, and movie characters.

Week 5	From the practice of hypnosis to the psychoanalytic movement Watch the film <i>Augustine</i>	Fourth journal entry to be submitted: Evolution of therapeutic methods between the late 19th century and early 20th century GUYOMARD, P., DE LUCA, M., LEPOUTRE, T. « Faut-il enseigner la psychanalyse à l'Université ? Entretien avec Patrick GUYOMARD par Manuella DE LUCA et Thomas LEPOUTRE », <i>Evolution psychiatrique</i>, 2020 ; 85(1), pp. 49-66 In class: answer questions about the film being shown.
Week 6	Class visit: Visit to the Museum of the History of Psychiatry at Sainte Anne Hospital Or visit to the Adoma social residence and discussions with patients	Fifth journal entry to be submitted: Impressions and insights from the outing (to be sent by email) https://www.ghu-paris.fr/fr/le-musee-dhistoire-de-la-psychiatrie-et-des-neurosciences - Or PAYAN, S., ESSADEK, A. « Un psy dans les lieux d'hébergement pour personnes en situation précaires: qui inclut qui ? », <i>Empan</i>, 117, 2020, pp. 104-108
Week 7	MIDTERM	
Week 8	- Theory of form and projective tests - Presentation by Dr. Gérard REYNIER	Sixth journal entry to be submitted: Perception of projective tests (to be sent by email) - CHABERT, C., LOUET, E., AZOULAY, C., VERDON, B. « Chapitre 1. La situation projective: une rencontre clinique singulière », Manuel du Rorschach et du TAT: Interprétation psychanalytique. Paris: Dunod, 2020, Chapter 1 - In class: perception games - In class: scoring responses to Rorschach test plates
Week 9	- Cognitive psychology and psychometrics - Wechsler scales - Khos cubes - Mini Mental State	Seventh journal entry to be submitted: Perception of psychometric tests (to be sent by email) - LIEURY, A. « Introduction », Manuel visuel de psychologie cognitive. 4e éd. Paris: Dunod, 2020, Introduction - In class: completion of subtests
Week 10	- Social psychology and occupational psychology - Presentation by Ms. Suzanne WISNIEWICZ	Eighth journal entry to be submitted: Perception of psychometric tests (to be sent by email) - DESRUMAUX, P., JEOFFRION, C., BERNAUD, J. « Introduction ». 10 études de cas en psychologie du travail et des organisations, Paris: Dunod, 2020, Introduction - In class: case study

Week 11	Class visit: visit to an ALFI boarding home and discussions with patients	Ninth journal entry to be submitted: Impressions and insights from the outing (to be sent by email) TREVIDY, F., LE GUEN, M., CUVILLIEZ, P., COCOT, J.-P., NIATI, A., GERVAIS, M., PETITOT, C., BENOIST, Y., GAGNAYRE, R. (2023). Pour un accompagnement global en pension de famille: l'apport des capacités d'Identité-Logement. <i>Sciences & Actions Sociales</i> ; 19(1), pp. 157-178
Week 12	Oral presentations Being a psychologist in France in the 21st century in Paris	- Send texts and/or presentation materials by email before the start of the course. Tenth journal entry to be submitted: Comparison between the profession of psychologist in Paris and in the United States (to be sent by email) - HESLON, C. « Conférence de clôture ». <i>Colloque Identités plurielles 06 et 07 juin 2024</i>. Ecole des Psychologues Praticiens. 2024 https://www.youtube.com/watch?v=AiwUVIVHHgw&ab_channel=%C3%89coledePsychologuesPraticiens - In class: analysis of the charts shown
Week 13	Final EXAM DATE TBD by IES Academics Department	

COURSE RELATED TRIPS:

- Musée en herbe
- Musée de l'histoire de la psychiatrie, hôpital Sainte Anne
- Pension de famille ALFI, Paris 18

RENDEZVOUS WITH FRENCH PSYCHOLOGISTS:

- Dr Gérard REYNIER, psychologue clinicien et psychanalyste, spécialisé en tests projectifs, ancien psychologue à l'Assistance Publique des Hôpitaux de Paris, aujourd'hui installé en cabinet libéral
- Mme Suzanne WISNIEWICZ, psychologue du travail qui accompagne les professionnels en souffrance au sein d'un service de santé au travail d'un établissement public à caractère industriel

REQUIRED READINGS AND VIEWINGS (PLEASE SEE ABOVE FOR THE SPECIFIC PAGE NUMBERS):

- <https://www.cite-sciences.fr/fr/au-programme/expos-permanentes/cite-des-enfants/cite-des-enfants-5-10-ans>
- <https://www.ghu-paris.fr/fr/le-musee-dhistoire-de-la-psychiatrie-et-des-neurosciences>
- CHABERT, C., LOUET, E., AZOULAY, C., VERDON, B. *Manuel du Rorschach et du TAT: Interprétation psychanalytique*. Paris: Dunod, 2020
- DESRUMAUX, P., JEOFFRION, C., BERNAUD, J. 10 études de cas en psychologie du travail et des organisations, Paris: Dunod, 2020
- HESLON, C. *Colloque Identités plurielles 06 et 07 juin 2024*. Ecole des Psychologues Praticiens. 2024
https://www.youtube.com/watch?v=AiwUVIVHHgw&ab_channel=%C3%89coledePsychologuesPraticiens

- HOUDE O. *Histoire de la psychologie*, Paris: Que sais-je ?, 2018 ou 2021
- LIEURY, A. *Manuel visuel de psychologie cognitive*. 4e éd. Paris: Dunod, 2020
- PAYAN, S., ESSADEK, A. « Un psy dans les lieux d'hébergement pour personnes en situation précaires: qui inclut qui ? », *Empan*, 117, 2020
- TREVIDY, F., LE GUEN, M., CUVILLIEZ, P., COCOT, J.-P., NIATI, A., GERVAIS, M., PETITOT, C., BENOIST, Y., GAGNAYRE, R. (2023). « Pour un accompagnement global en pension de famille: l'apport des capacités d'Identité-Logement ». *Sciences & Actions Sociales*, 19(1)

RECOMMENDED READINGS:

- DEJOURS, C. (dir.), PEREZ Gabriel (coord.). *Écouter le travail vivant: nouveaux chemins cliniques*. -Ivry-sur-Seine, Paris: Les éditions de l'atelier ; Les éditions ouvrières, 2024
- DELACROIX, J. "Attendre l'art de la Gestalt-thérapie au travers d'explorations atypiques." *Gestalt*, 1(1), 43-56. 2020
- GUYOMARD, P., DE LUCA, M., LEPOUTRE, T. « Faut-il enseigner la psychanalyse à l'Université ? Entretien avec Patrick Guyomard par Manuella de Luca et Thomas Lepoutre. » *Evolution psychiatrique*, 85(1), 49-66, 2020
- FURTOS, J. (2011). La précarité et ses effets sur la santé mentale. *Le Carnet Psy*, 156(7), 29-34 <https://shs.cairn.info/revue-le-carnet-psy-2011-7-page-29?lang=fr>
- LIEURY, A., LEGER, L (2025). *Introduction à la psychologie cognitive*, 2e édition, Paris: Dunod
- MOURET, M. "Représentations sociales du psychologue: état des lieux en France et enjeux pour la profession". *Le Journal des psychologues*, 5(5), 14-19, 2020
- VERDON, B. "La contribution des épreuves projectives à la compréhension de la dynamique du fonctionnement psychique: une exigence éthique", *Psychologie clinique et projective*, 34, 2024