



History and Culture of Psychology in France

EDUCO

Prof. Ségolène Payan

Course Description

Intended for students interested in psychology, this course on the history and culture of psychology in France and Europe aims to provide an overview of the various fields of research and application of psychology, from an interdisciplinary perspective, revealing the complementarity of the various methods used. The course studies works that reveal the place and representation of psychologists and the tools they use in French and European society.

Learning Objectives

- Discover the contemporary stakes of psychology in France by situating the debate around mental health in its historical and social contexts.
- Master the methodology of the French study and practice of psychology and compare that approach with US methods. (Gestalt, behaviorism, psychoanalysis, cognitive psychology).
- Develop insight into the contemporary practice of psychology in France by interacting with professionals and care-giving institutions located in Paris.
- Discover and analyze the role psychology plays in French public policy in the domains of education, health care, and social outreach.

Course Work

2 homework assignments following meetings with people in psychologists' places of practice.

2 presentations by the two psychologists.

1 questionnaire during a museum visit.

1 written assignment during the last class (no documents allowed (except an English-French dictionary)).

Course Requirements

Your participation and attendance are essential for this course to take shape. Be on time and ready to share your observations, analyses and experiences.

If you are absent, you will need to provide an official document to justify your absence (a medical certificate, for example). For two unjustified absences, your final mark will drop by one point (a 14/20 will become a 13/20; a 15/20 will become a 14/20). Three unjustified absences will result in a 0/20 for the course. (See Academic Guidelines)

Commitment: students must prepare all readings and assignments by the due date. If, exceptionally, he/she is unable to do so, he/she must inform the teacher at the beginning of the session.

Note : This syllabus is a base model. The instructor is free to alter and modify its content in concertation with EDUCO. All is subject to change.



Plagiarism: any plagiarism (total or partial) in a composition is penalized by a mark of 0/20 for the exercise.

Solicitation and follow-up: students should never hesitate to speak up during class, to ask questions about the course, exercises, texts, films, etc. studied, field trips or to request additional work if they feel the need.

EDUCO policy prohibits the use of AI and tools such as ChatGPT in the production of assignments. Your essays and oral presentations must be of your own creation, and anything that does not come directly from you must be cited and acknowledged according to the rules in force.

Class Schedule

1st session (3h00) : Presentations

From Antiquity to the 18th century: philosophy and physiology

Course content:

Introduction. Presentation of the course, work methods, content of each class session, work methodology during and outside class, course validation methods...

The first psychologists were philosophers, but wanted to break away from metaphysics. Before the 19th century, psychology as we know it today was totally embedded in philosophy. Empiricism prevailed, rather than rationalism or idealism. Knowledge came from the philosopher's self-analysis. It was therefore a question of "first-person psychology".

2nd session (3h00): 19th century: English associationist philosophers,

physiology and positivism

to the birth of child psychology in France

Course content:

Scientifically speaking, the history of psychology begins in the mid-19th century, as a branch of physiology. The English associationist philosophers of the 19th century were particularly interested in sensations and the laws of idea association. Positive psychology was based on evolutionary theories and nervous physiology. This gave rise to the theory of "social Darwinism".

Contemporary psychology is distinguished from "philosophical" psychology by its method, which consists in testing facts and discovering the laws of the mind through experimentation. This is what we can observe in children. According to Jean PIAGET, human thought does not originate from simple sensations, nor is it innate. It is built up progressively as the individual comes into contact with what surrounds him or her.

Further reading and resources :

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HOUDE O. "Chapter IV. Towards a psychological science. Les XIXe et XXe siècles", (pp. 100-124), Histoire de la psychologie, Paris : Que sais-je?, 2018

3rd session (3h00): Outing to a childcare facility

Observation of child development by the psychologist

Course content:

Through a structured observation of a outreach center for children and their parents, and through the games and activities offered to children, students are invited to observe children and parent-child relationships in order to better identify the stages of a child's psychological development. Students can also participate in activities and interact with children and parents.

Assessment :

Homework to be completed on site and at home, due before the next class.

Assignment expectations:

- Each student chooses a child to observe. The presentation will be anonymous.
- Describe the child's observed behaviors (motor, intellectual, language, emotional, social).
- Relate these observations to the stages of development described by Jean Piaget.

Readings and resources :

<https://www.cite-sciences.fr/fr/au-programme/expos-permanentes/la-cite-des-enfants/cite-des-enfants-2-7-ans>

<https://www.cite-sciences.fr/fr/au-programme/expos-permanentes/la-cite-des-enfants/cite-des-enfants-5-12-ans>

Session 4 (3h00): 19th century: Scientific psychology in Germany,

Great Britain and France:

scientific psychology and mental illness

Course content:

In 1897, Wilhelm Wundt founded the first psychology laboratory in Germany. It was here that the first psychology degrees in Europe were awarded. It was also in Germany, with the influence of physiology, that the first attempts were made to measure psychological phenomena (according to the principle: "there is no science except that which can be measured").

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In Great Britain, the English developed their psychology under the banner of pragmatism, with an emphasis on practical applications. Francis Galton began to consider that certain hereditary traits remain latent. Heredity became all-powerful, while environment and social conditions played only a secondary and therefore negligible role in psychology.

French psychology was characterized by its central reference to mental pathology. Conceived as an experimental method of psychology, it enabled, with the work of Claude Bernard, the study of "normal" psychology. At the end of the 19th century, Théodule Ribot (considered the founder of psychology as an autonomous science in France) presented mental illness as a regression on the evolutionary scale.

Further reading and resources :

HOUDE O. "Chapitre IV. Towards a psychological science. Les XIXe et XXe siècles", (pp. 100-124), Histoire de la psychologie, Paris: Que sais-je?, 2018

5th session (3h00): Outing to the Museum of Psychiatry and Neuroscience at Hôpital Sainte Anne

Course content:

After studying the perception of mental illness in France during the previous course, on the occasion of a visit to this museum, we will discover the history of one of the oldest psychiatric hospitals in Paris, from its inauguration in 1867 to the contemporary period. We will see traces of all the medical disciplines involved in psychiatry and brain disorders. The various stages of research and movements that laid the foundations of modern psychiatry and avant-garde neurosurgery are presented.

"Documents and objects bear witness to the history of our hospital, the history of medicine, psychotechnics, psychiatry - notably the discovery of the first neuroleptics in 1952 thanks to the work of Sainte-Anne's doctors - and neuroscience. We will discover, contemplate and consult books, photographs, instruments and paintings. These "works of art" will show us "that 'madness' is not necessarily associated with tragedy, and that artists, in their journeys as patients, also seize on humor, nonsense and derision in genuine artistic perspectives."

Course Work:

Questionnaires will be distributed to students. Students will be asked to answer the questions during their visit to the museum, and to hand in their questionnaires at the end of the visit. Their answers will be graded.

Further reading and resources :

<https://www.ghu-paris.fr/fr>

<https://musee.mahhsa.fr/>

6th session (3h00): 20th century: The psychoanalytical movement

Course content:

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For Austrian Sigmund Freud (1856-1939), libido is sexual energy, while for Swiss Carl Gustav Jung (1875-1965), it is psychic energy in general. Finally, Frenchman Jacques Lacan (1901-1981) was the first to introduce a psychoanalytic consultation in a psychiatric hospital (Hôpital Sainte Anne in PARIS). According to him, psychoanalysis aims to identify the analysand with the analyst's strong ego. For him, without language, there is no unconscious.

Further reading and resources :

Augustine (Dir. Alice Winocour, 2012)

GUYOMARD, P., DE LUCA, M., LEPOUTRE, T. "Faut-il enseigner la psychanalyse à l'Université? Interview with Patrick Guyomard by Manuella de Luca and Thomas Lepoutre." *Evolution psychiatrique* 2020; 85(1): pp. 49-66

VAN REETH, A., KRISTEVA, J. "Les chemins du vendredi. A private lesson. Episode 1: Julia Kristeva, psychoanalyst: "Psychoanalysis is poetics", 2022, 02-26, 58 minutes

<https://www.franceculture.fr/emissions/les-chemins-de-la-philosophie/cours-particulier-180-julia-kristeva-la-psychanalyse-est-une-poetique>

7th session (3h00): 20th century: Gestalt theory and the advent of psychoanalysis

Use of projective tests (Rorschach test)

Course content:

Born at the end of the 19th century in Austria with Christian von Ehrenfiels, the theory of form aims to unify the various psychic complexes and make them "meaningful". The observation that the whole is different from the sum of its parts (one of the key principles of Gestalt theory) was then realized. Following in the footsteps of Gestalt theory and psychoanalysis, a number of projective tests were developed and continue to be used today. One example is the Rorschach test.

Guest lecturer: Gérard Reynier, Doctor in psychology and psychoanalysis, former clinical psychologist at Hôpital Saint Louis (Paris 10) trained in projective tests, and psychologist-psychoanalyst in private practice (Paris 3) and Hyères. Gérard Reynier has long taught psychology at the Université Paris Cité.

Assessment:

Each student will be expected to ask the speaker at least one question, or to take part in an exchange with the speaker. This participation will validate this "Course Work".

Readings and resources :

DELACROIX, J. " Vers la Gestalt-thérapie", "Atteindre l'art de la Gestalt-thérapie au travers d'explorations atypiques". *Gestalt*, 1(1), 43-56. 2020

Note : This syllabus is a base model. The instructor is free to alter and modify its content in concertation with EDUCO. All is subject to change.



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, p. 11-13

8th session (3h00): 20th century: the origins of cognitive psychology

Course content:

The cognitive science movement began in the United States and spread to Europe around 1910. It was to dominate until the 1950s. From 1949 onwards, Claude Elwood Shannon and Warren Weaver formulated the theory of information, violently criticized in 1959 by Noam Chomsky. The post-World War II period saw the creation of numerous cognitive (intellectual efficiency) concepts. In this session, we will present some cognitive tests, their benefits and limitations.

Readings and resources :

LIEURY, A. "Introduction", Manuel visuel de psychologie cognitive. 4th ed. Paris: Dunod, 2020

Session 9 (3h00): 20th century: social and occupational psychology in France
in France

Course content:

In France, like cognitive psychology, social psychology developed following the world wars. For a long time, occupational psychology was confused with a little-valued "psychotechnics". However, occupational psychology has played a decisive role in the development and institutionalization of the psychology profession as a whole in France since the interwar period. Initially confined to the world of work and school - and not health - social psychologists and occupational psychologists are increasingly working in companies in the field of occupational health. Today, around 15% of French psychologists work as occupational psychologists.

Guest lecturer: Suzanne Wisniewicz, a corporate psychologist (Universcience) who works with suffering in the workplace and psychosocial risks. Suzanne WISNIEWICZ is also a trainer for international companies.

Assessment:

Each student will be expected to ask the speaker at least one question or take part in an exchange with her. This participation will validate this "Course Work".

Further reading and resources :

DESRUMAUX, P., JEOFFRION, C., BERNAUD, J. "Introduction. 10 études de cas en psychologie du travail et des organisations. (pp. 11-16), Paris: Dunod, 2020.

10th session (3h00): 21st century: Being a psychologist in France in the 21st century

Course content :

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In 1901, Pierre Janet founded the Société Française de Psychologie (SFP) to promote scientific psychology. In 1950, the Syndicat National des Psychologues Praticiens was born. This professional association set itself the mission of recognizing the profession and defending its members. In 1961, the SFP drew up the first code of ethics for psychologists. Since then, the code has been revised several times (most recently in 2002). Although there is a code of ethics for psychologists, there is as yet no legal lever to enforce the principles of the code (unlike the Conseil de l'Ordre des Médecins, for example). As we shall see, the use of the title psychologist has only been legislated in France since 1985. Finally, the COVID crisis has accelerated the recognition of psychologists' work and their professional integration in France. Since 2020, psychologist sessions have been reimbursed by health insurance and complementary health insurance.

Further reading and resources :

Code of ethics for psychologists in France (2012)

<http://www.codededeontologiedespsychologues.fr/LE-CODE.html>

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

11th session (3h00): Outings to community outreach centers and residences

The profession of psychologist working with adults in precarious situations

Course content:

During this course, students will discover a place that takes in people with financial and social difficulties. Our objectives will be:

- Discover a French institution welcoming people accompanied by health and social sector professionals (psychiatrist, psychologist, social worker, animator...).
- Meet and talk with adults (boarding house residents) who meet with a psychologist.
- Meet and talk with professionals who work with a psychologist.
- Gain a better understanding of what people (beneficiaries (residents) and professionals) expect from psychologists in France.

Course Work:

Each student will be asked to answer the following question: how is psychology (or the psychologist) perceived by people in boarding houses (residents and/or professionals)? Assignment due the following week.

Readings and resources :

<https://www.adoma.cdc-habitat.fr/adoma/L-entreprise/Les-residences-Adoma/p-76-Pensions-de-famille.htm>

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https://www.adoma.cdc-habitat.fr/adoma/Loger-chez-Adoma/Je-cherche-un-logement/p-40-PARIS-F.SELIGMANN-RS-et-PF.htm?item_id=433

PAYAN, S., ESSADEK, A. "Un psy dans les lieux d'hébergement pour personnes en situation précaires: qui inclut qui?", *Empan*, 117, 104-108, 2020

12th session (3h00): Revisions

Course content:

Review of all that has been learned during the courses and cocurricular activities. Refocusing of the situation of psychology in relation to other fields, such as philosophy, psychiatry, psychotherapy and psychoanalysis.

Session 13 (3h00): Final exam

Course Work :

In-class exam covering all the concepts covered in class, during guest lectures and on field trips.

Bibliography and On-Line Resources

CHABERT, C., LOUET, E. et al. *Manuel du Rorschach et du TAT: Interprétation psychanalytique*. Paris: Dunod, 2020

DELACROIX, J. "Attendre l'art de la Gestalt-thérapie au travers d'explorations atypiques." *Gestalt*, 1(1), 43-56. 2020.

DESRUMAUX, P., JEOFFRION, C., et al. *10 études de cas en psychologie du travail et des organisations*. Paris: Dunod, 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. » *Evol psychiatrique*, 85(1), 49-66, 2020

HOUDE O. *Histoire de la psychologie*, Paris : Que sais-je ?, 2018

LIEURY, A. "Introduction", *Manuel visuel de psychologie cognitive*. 4e éd. Paris: Dunod, 2020
<https://books.google.fr/books?hl=fr&lr=&id=zm32DwAAQBAJ&oi=fnd&pg=PR5&dq=origine+psychologie+cognitive&ots=aWxvXMbKFD&sig=zArILbLrSW6D6VyKwpsV9d-WhK0#v=onepage&q=origine%20psychologie%20cognitive&f=false>

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

PAYAN, S., ESSADEK, A. "Un psy dans les lieux d'hébergement pour personnes en situation précaires : qui inclut qui ?", *Empan*, 117, 104-108, 2020

VAN REETH, A., KRISTEVA, J. "Les chemins du vendredi. Cours particulier. Épisode 1: Julia Kristeva, psychanalyste : "La psychanalyse est une poétique", 2022, 02-26, <https://www.franceculture.fr/emissions/les-chemins-de-la-philosophie/cours-particulier-180-julia-kristeva-la-psychanalyse-est-une-poetique>

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<https://www.cite-sciences.fr/fr/au-programme/expos-permanentes/la-cite-des-enfants/cite-des-enfants-2-7-ans>

<https://www.cite-sciences.fr/fr/au-programme/expos-permanentes/la-cite-des-enfants/cite-des-enfants-5-12-ans>

<https://www.ghu-paris.fr/fr>

<https://musee.mahhsa.fr/>

<https://www.adoma.cdc-habitat.fr/adoma/L-entreprise/Les-residences-Adoma/p-76-Pensions-de-famille.htm>

https://www.adoma.cdc-habitat.fr/adoma/Loger-chez-Adoma/Je-cherche-un-logement/p-40-PARIS-F.SELIGMANN-RS-et-PF.htm?item_id=433

<http://www.codededeontologiesdespsychologues.fr/LE-CODE.html>

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