

**History of Psychology**

**INVITED ADDRESS**

**IA069**

**Updating the History of Women in Psychology**

*Florence Denmark, Anastasia Reison Pace University, United States of America*

Due to biased social structure and inherent sexism that was predominant from the time of the ancient Greeks until recently, women and psychology had been separated from one another, and psychology was not considered "appropriate" for women. However, with the advent of the women's movement, women fought and increasingly became a valuable part of the discipline. They not only took position in research, as clinicians, and teachers but also made many significant contributions in each of these respective fields. The future is filled with novel challenges that women will have to deal with, as well as opportunities they will be able to explore. It is these obstacles and prospects that will be reflected in the ongoing history of the psychology of women.

**IA070**

**Building a sociocultural approach in Brazilian social Psychology: a history of a scientific innovation of the 1980s**

*Regina H Freitas Campos Universidade Federal de Minas Gerais, Brazil*

The history of social psychology in Brazil shows a strong trend for scientific autonomy, combined with a sociocultural approach. This trend became stronger around the 1980s, with the development of a critical view of Brazilian society and of a need to transform life conditions of communities living in poverty. This movement created the conditions for theoretical and practical advances. New methods of research were developed, inspired in Lewinian action-research and anthropological observations, combining knowledge production and intervention for social and cultural change. Studies focused mainly on psycho-social aspects of the educational and health systems, urban communities, work institutions and families. Social representations, social movements, gender and institutional relations were the chosen objects of analysis in newly created graduate programs in universities. The Brazilian Association of Social Psychology increased scientific exchanges between groups working in different institutions and established a journal, strengthening the presence of social psychologists in Brazilian society.

**IA071**

**Towards a political history of the IUPsyS. Cross-cultural research in**

**the context of the Cold War during the first years of the International Journal of Psychology**

*Hugo Klappenbach Universidad Nacional de San Luis (UNSL) - Consejo Nacional de Investigaciones Cientificas y Tecnicas (CONICET), Argentina*

First of all, what can be understood as political history is briefly discussed. Then the address analyzes the historical origins of the IUPsyS from 1889 to 1951. Later, the European context during the 1960s is examined. The address will point out the consequences of the so called Cold War and the fear of a nuclear war. Next, the "Appeal to psychologists" from 1966 is analyzed. The "Appeal to psychologist" was prepared by the Working Group integrated by Paul Fraise, Alexei Leontiev and Otto Klineberg and it was approved by the Executive Committee of the IUPS. Summarizing, the appeal proposed that psychologists direct their energies to reduce international tensions and to work towards peace. Ending, the conference examines the main characteristics of the cross-cultural psychology program that rapidly developed after such appeal, trying to decrease national and cultural stereotypes. **Keywords:** Psychology - History - International Organizations - IUPsyS - Cross-cultural Psychology

**INVITED SYMPOSIUM**

**IS068**

**Psychology in latin america for the xxith. century**

*Organizer: Ruben Ardila National University of Colombia, Colombia*

Discussant: Buxin Han

Key Lab of Mental Health, Institute of Psychology, Chinese Academy of Sciences, China

**Session Abstract:**

Psychology in Latin America has a long past and a relatively large history. During Colonial times the main psychological ideas came from Christian philosophy especially St. Thomas "faculties of the soul". After independence and the formation of the new republics, European progressive ideas in education, medicine and social philosophy, became predominant. Along the years and important number of Latin American thinkers worked on psychological topics, such as José Ingenieros (in Argentina), Ezequiel Chávez (in México), Manuel Ancízar (in Colombia), Rómulo Peña (in Chile), among others. A critical mass of work in psychology was produced during the XIXth. century and the first half of the XXth. century. Professional training began in 1947 in Chile and Colombia. At the present time psychology is a large science and profession, with research centers. scientific journals, laboratories, training centers, facilities and professional applications. The symposium would attempt to present this current situation and its perspectives

**Panorama of psychology in latin america**

*Ruben Ardila National University of Colombia, Colombia*

Latin America (or Latin America and the Caribbean) is a large sub-continent, including 36 countries with approximately 600 million inhabitants. It goes from Mexico to the Patagonia and the Caribbean. In that region there are important developments in many scientific disciplines among them psychology. As a research area and as a profession, psychology is present in the large majority of Latin American countries. There 500.000 practicing psychologists, the larger number of them being in Argentina, Brazil, Mexico, Colombia, Chile and Peru. Research is carried out in the main areas of psychology. Practice is centered in clinical psychology, educational and school psychology, industrial/organizational, social, and legal psychology. The developments of psychology as a science and as a profession are not well known at the international level. The next task will be "to put Latin American psychology on the map" of international psychology.

**Key words:** Latin America and the Caribbean, psychology, internationalization

**History of professionalization of psychology in Latin America. Between academics and social relevance**

*Hugo Klappenbach Universidad Nacional de San Luis (UNSL) - Consejo Nacional de Investigaciones Cientificas y Tecnicas (CONICET), Argentina*

This presentation is part of the Invited Symposium 2000018 "Psychology in Latin America for the XXIst century" organized by Ruben Ardila. The presentation focuses on the first Psychology Programs in Psychology in Latin America in Chile, Colombia and Guatemala during the 1940's. A few years later, increased interest in clinical psychology in a context where psychoanalysis and psychology overlapped. After the 1970's and 1980's important changes are introduced in Psychology Education in the region that modified professional practice as well. On the one hand, increased fine and rigorous researches, both related to theoretical and applied topics. On the other hand, increased professional developments mainly orientated towards practices involving commitment and social relevance. The presentation then analyzes main characteristics of the development of the Psychology profession in Latin America, with emphasis in with emphasis in community psychology and related fields, among them, Martin-Baro's Liberation Psychology.

**Scientific Research in Latin American Psychology: Past and present**

*German Gutierrez National University of Colombia, Colombia*

Research in Latin American Psychology has experienced an exponential growth in the last few years. From a marginal contribution to psychological knowledge, the region is increasingly contributing to the knowledge base in many traditional and current areas of the discipline. In this presentation I show evidence of the aforementioned growth and suggest some of the variables responsible for this change. I also present an analysis on the direction of research in terms of areas of interest and methodology, as well as some of the main theoretical issues, currently discussed by researchers in Latin America.

### Latin American psychology: A view from Europe

**Jose M Peiro** *University of Valencia, Spain*

Latin American psychology is experiencing a period of great development and growth. This is clearly noticed in scientific research, academic activity, education, professional practice, institutional and organizational developments. It is a trend in most if not all Latin American countries although the rate of growth and some developmental features differ across countries. The richness and challenges Latin American societies pose to psychologists is fertilizing the disciplinary and professional developments. The transformation going on in Latin American psychology is relevant and interesting for psychologists in other regions of the world. From a European perspective a number of features of those developments are highly inspiring and stimulating. It is important to promote the mutual knowledge and strengthen the dialog and cooperation between psychologists of Europe and Latin America. The mutual understanding and cooperation will contribute to the development of psychology in a global world where, of course, local realities matter (glo-cal psychology).

### IS069

#### What do laboratories teach us about the history of Psychology?

**Organizer: Sergio Cirino** *Universidade Federal de Minas Gerais, Brazil*

#### Session Abstract:

Scientific laboratories contributed to the institutionalization and disciplinarization of psychology in the 19th and 20th centuries. Such contributions were recorded in several celebratory texts. For instance Wilhelm Wundt was portrayed as the "father of experimental psychology" due to the laboratory he established in Germany in 1879, which is considered to be the very first psychological laboratory worldwide. Although it is still common to find handbooks of psychology attesting that psychology was "born" in Wundt's laboratory in recent decades several historians of psychology have endeavored to modify this memorialistic picture devoted to Wundt. In the midst of the severe criticism of the founding

myth of Wundt, the historiography of psychology began to give less importance to laboratory studies. Far beyond of the trap of celebrating the so-called founders, the symposium's main goal is to promote a contemporary debate about what actually the laboratories can tell us about the History of Psychology.

### The Laboratory of Psychology of the Belo Horizonte Teachers College and the framing of the nature nurture debate in Brazilian psychology

**Regina H Freitas Campos** *Universidade Federal de Minas Gerais, Brazil*

The Belo Horizonte Teachers' College Laboratory of Psychology, established in 1929, was one of the first in Brazil to produce knowledge about the mental development of local schoolchildren. The translation, adaptation and standardization of intelligence tests was performed, to help schools in the organization of homogeneous classrooms by intellectual level, a direction considered crucial for learning success. Test results were interpreted from a sociocultural perspective by the Laboratory director, Helena Antipoff, informed by her previous training in Russia, France and Geneva, and from the observation of specific characteristics of Brazilian children. Her work is an example of how the nature-nature controversy was framed in the specific situation of Brazilian schools around the 1930s, and of the role of laboratories of psychology in the spread of psychological knowledge in Brazil. The work done at this Laboratory deeply influenced the subsequent development of Brazilian psychology applied to education.

### Early history of psychology laboratories in Japan

**Miki Takasuna** *Tokyo International University, Japan*

The first psychology laboratory in the world is considered to have been settled by Wilhelm Wundt at Leipzig University, Germany, in 1879. However, based on the literature, two different years must be considered when discussing the founding of the earliest psychology laboratory in Japan. If a psychology laboratory is defined as any room or building used for psychological experiments with special instruments, then the first psychological laboratory in Japan was settled at Tokyo Imperial University in 1903. If defined as only a psychology seminar or course employing experimental demonstrations, the first such lectures in psychophysics were presented in 1888 by Yujiro Motora, PhD, at Japan's Imperial University (later Tokyo Imperial University). Since a specialized course should have a laboratory for experiments, I use the word here to mean both. Consequently, 15 psychological laboratories were settled in Japan by the end of WWII.

### The First Psychological Laboratory in Mexico

**Rogelio Escobar** *National Autonomous University of Mexico, Mexico*

In 1916 Enrique O. Aragón established the first psychological laboratory in Mexico. Although some research was conducted, its main function was to demonstrate psychological phenomena to students. Instruments imported in 1902 from Leipzig were used. The instruments included chronoscopes, kymographs, pendulums, memory drums, plethysmographs, perimeters, among others. A brief video showing some of the demonstrations performed in the laboratory will be shown. The laboratory functioned for almost three decades and inspired new generations of students to pursue careers in experimental/behavioral psychology. Eventually, the pressure initiated by these students enthusiastic about behaviorism and operant conditioning ended in the creation of a School of Psychology, independent from the School of Philosophy, in the National Autonomous University of Mexico in 1973. The laboratory, that initially exemplified a victory of psychology as an experimental science, also had a critical role in establishing psychology as a profession in Mexico several decades later.

### China's first psychology laboratory: a fortuitous synthesis of western psychology and Confucian morality?

**Chin-Hei Wong (1), Geoffrey Blowers (2)** *1. University of Hong Kong, Hong Kong; 2. University of Hong Kong, Hong Kong*

The first psychology laboratory in China came into being in the late 1910s as a result of a convergence of influences upon Chinese scholars educated abroad that: (i) Confucian moral teaching could be strengthened by ideas borrowed from western psychology, (ii) adopting the pragmatism of John Dewey, western psychology's claims to objectivity came from the use of evidence and (iii) experimental psychology could provide such evidence. These three influences took root in the University of Peking under the Chancellorship of Cai Yuen Pei who had taken classes with Wundt in Leipzig and the laboratory's founder, Chen Daqi, a professor of Philosophy who had studied psychology at Tokyo Imperial University and taught philosophy, psychology and logic. His turn to philosophy in 1921 led to his diminished interest in continuing to run the lab which was left to others.

### Laboratories of Behavior Analysis in Brazil in the 1960s: Reception, Circulation and Indigenization

**Sergio Cirino (1), Rodrigo L Miranda (2)** *1. Universidade Federal de Minas*

*Gerais, Brazil; 2. Universidade Católica Dom Bosco, Brazil*

Our research focuses in the establishment of the first laboratories of Behavior Analysis in the 1960s in Brazil. More specifically, we analyze the reception and circulation of operant conditioning chamber that was one of the most important instruments in those laboratories. The results indicate that the operant conditioning chamber played a very important role on the indigenization process of Behavior Analysis in Brazil. Its uses were grounded on three aspects: (1) a debate on the training of Brazilian scientists; (2) the strengthening of the university system in the country; and (3) a *Zeitgeist* of Brazilian psychologists focused on educational issues. The results also indicate that the conditioning chambers were seldom used as research instruments. They were mainly used in those laboratories as pedagogical tools, which might be seen as an indigenization.

### IS070

#### **History of psychology and critical psychology (I): Exploration of critical historiography of psychology**

**Organizers: Wahbie Long (1), Yasuhiro Igarashi (2)** 1. University of Cape Town, South Africa; 2. Yamano College of Aesthetics, Japan

Discussant: Wahbie Long

University of Cape Town, South Africa

#### **Session Abstract:**

History of psychology and critical psychology can build a mutually constructive relationship to understand psychology and its multiple origins embedded in social, economic, political, and cultural contexts of nations and regions of a time, and to comprehend what psychologists do as historically situated at the intersections of interests, influences, and powers that a variety of actors both internal and external to the discipline of psychology exert intentionally and unintentionally. In this symposium, we will explore possibilities of a new history and critique of psychology from the perspectives of philosophical psychology, feminist psychology, and critical historiography of psychology based on investigative practices in East Asia, the English-speaking world, and Latin America. We will discuss what can be done to make psychology and applications of psychology more suitable to produce change in the real world.

#### **History of psychology and psychologization : A view of a Japanese critical psychologist**

**Yasuhiro Igarashi** Yamano College of Aesthetics, Japan

Psychologization is mandatory in societies where modernization and rationalization extend into inner qualities of people. Therefore, psychology is too important to leave it to psychologists as it affects the lives and subjectivities of people in general. Critical

histories of psychology can reconstruct the processes that led to the making of psychology of the day at the juncture of the interaction of the discipline and profession, social sectors, political economy, culture and society. Japanese psychology is in a unique position as it has a long history dating back to the 1870s and has been developed in a culture that is different from the West where modern psychology originated. Yet, Japanese psychology shared with western psychology modernization such as industrialization, urbanization, colonialism, rationalization and others. In this paper I will talk about history of psychology from a perspective of critical psychology with examples of self-actualization and personality in Japan.

#### **Feminism and Psychology: A Short History of the Future**

**Jeanne Marecek** Swarthmore College, United States of America

Claims about so-called female nature and the proper relations between the sexes long pre-dated organized psychology. The emergence of psychology as an empirically based discipline coincided with the rise of feminism in Europe and the USA at the end of the 19th century. There were few women in psychology then, but some made use of its scientific methods to challenge prevailing sexist ideologies. The re-emergence of feminism in Europe and the USA in the late 20th century opened the way for the sustained study of women's experiences and gendered power relations, as well as a host of feminist-inspired therapies and activist projects. Some feminist psychologists, though, have stepped back to scrutinize the discipline's methods of producing knowledge, as well as its claims to objectivity and universality. For these critical feminists, resources drawn from other disciplines— such as Foucauldian and sociocultural theories, decolonial theories, and intersectionality theory - have proven invaluable.

#### **Uses of psychological measurement in Brazil**

**Ana Maria J Jacó-Vilela** State University of Rio de Janeiro, Brazil

Psychology, as a camp of knowledge and techniques with plural criteria of scientific legitimacy, permeate in society through practices in different areas and the construction of representations on the psyche. One of the oldest practices is the psychological measurement. The historiography of psychology in Brazil points out that the receipt and use of psychological tests in the country took place in the early twentieth century in laboratories located in schools whose main purpose was to train teachers for elementary schools. However, the Brazilian Mental Hygiene League also promoted the use of psychological measurement and the doctors used them in psychiatric hospitals. This paper will examine

the ideological ways in which the results from children, alienated and Afro-Brazilians will be interpreted.

### IS071

#### **A Conceptual History of Indian Psychology**

**Organizers: Minati Panda (1), Rama C Tripathi (2)** 1. Jawaharlal Nehru University, New Delhi, India; 2. University of Allahabad, India

Discussant: Lilavati Krishnan

Indian Institute of Technology Kanpur (former), India

#### **Session Abstract:**

Indian Psychology has its own intellectual history, which cannot be grasped without studying the dialectical spirals emerging from the constant border crossing of indigenous Indian concepts and the Western academic psychological concepts. If Indian minds are constituted by the cultural concepts and metaphors, the project of Indian psychology remains incomplete without exploring its conceptual machinery in the new discursive space of post-colonial multi-ethnic, multi-religious and multilingual India. This symposium takes off from the project initiated by R. C. Tripathi in 2013 and presents the intellectual history of four core concepts of Indian Psychology using the hermeneutic tools of social history. Each paper deals with one indigenous Indian concept and the discursive process through which this concept evolves from being a philosophical or a folk concept to become a cultural concept of 21st century India. What cultural and intellectual processes reify this concept and make it a substantive Indian psychological concept?

#### **Karma as the Transcendental Path towards Growth and Healing: Conceptual History and Applications**

**Kumar Ravi Priya** Indian Institute of Technology Kanpur, India

Historically, the term, karma has been associated with two complementary meanings. One meaning is about human action and its lawful moral consequences. The other meaning of karma is associated with the spiritual growth of human beings. The former meaning is shared by most of the schools of Indian thought as a means to explain and accept the outcomes of one's present or past actions. The other meaning of karma emphasizes that to identify with 'I' or the ego that takes up an action and becomes happy or sad with its consequences is to lose sight of one's true self. Here, karma becomes the path to realize or to be one's true self that is nothing but pure consciousness. This paper indicates karma as one of the important perceived causal factors for illness or disability and facilitate healing and self-growth for human being in general.

### Madhyam Marg (Middle Path) and Indian Collectivism

**Minati Panda** *Jawaharlal Nehru University, New Delhi, India*

Extending the idea that madhyam marg (middle path) is a core cultural concept (Panda, 2013) that mediates Indian subjectivity and consciousness, the present paper shows how madhyam marg beliefs of Indians foreground the dialectical space between patriarchy and Indian collectivism. Using psycho-analytic tools to analyse the narrative tradition and the lived experiences of Indian men and women, this paper reveals the dense conceptuality of madhyam marg in Indian society and how madhyam marg is reified to produce madhyam marg identity and consciousness among Indians. As the family is the site of actions and power, this paper analyses madhyam marg conflicts encountered in this space to show how it mediates patriarchy and Indian collectivism. The paper concludes by showing how madhyam marg creates middle space between people and individuals who live in some kind of social, economic, religious and ethno-linguistic hierarchies and how madhyam marg dialectics and patriarchy co-produce Indian collectivism.

### Caste, Patriarchy and Embodiment of 'Peeda': A Cultural-Psychological Study of Dalit Women in India

**Aparna Vyas (1), Minati Panda (2)** *1. Zakir Husain Centre for Educational Studies Jawaharlal Nehru University New Delhi India, India; 2. Jawaharlal Nehru University, India*

'Peeda' is a dominant cultural concept in northern states of India. It refers to a deeper level of 'anguish', 'pain', and 'suffering' and is considered as a major emotional experience in most of the Dalit literature. As 'Peeda' is mediated by caste and the patriarchal structure of Northern Indian states, it is embodied differently by women from different castes. The present paper comprises of two parts. The first part lays the conceptual history of 'Peeda' in the context of Dalit literature. It analyses the narratives of the select women characters from Hindi Dalit literature. The second part analyses the lived experiences of four Dalit women from Valmiki community of Western Uttar Pradesh. The analysis of the lived experiences is done using the perspective of "lived body". The analysis reveals how 'Peeda' is embodied by Dalit women in India and how embodied "Peeda" mediates Dalit women's subjectivity and consciousness.

### Manas and the Indian Concept of Self: Some Reflections

**Dharm P Bhawuk** *University of Hawaii at Manoa, United States of America*

Indian concept of self in integrative. It synthesizes physical, psychological, and metaphysical self (Bhawuk, 2008). "manas," loosely and erroneously translated as mind, is an important part of the psychological self. This paper discusses manas presented in the six verses of the yajurveda, an ancient Indian text chanted daily as part of rudra-asthayan at ziva temples, peoples' homes, and in yajna performed by the Arya-samaj followers everywhere. The construct of manas is further analyzed by examining verses of the bhagavadgita, the songs of kabir, a famous fifteenth-century mystic saint of India, who harmonized Hindu and Muslim faiths, and in popular Hindi film songs. These analyses provide the social history of the construct of manas and its centrality to understanding Indian self and mind. The paper ends with a discussion of how this methodology can be used to derive other indigenous constructs leading to theory development in indigenous and global psychology.

### The concepts of purity and impurity (Pavitra and Apavitra): An exploration within the Indian cultural tradition

**Rama C Tripathi** *University of Allahabad, India*

The paper will explore the concepts and of purity and impurity and the manner in which they have evolved and found expression in various life domains of the Indian people. The paper is divided into three parts. The first part will examine the semantic space which the two concepts cover and thereafter discuss their markers within the Hindu, Islam, Christian and Jewish cultures. In the second part, the focus will be on how the concepts of purity and impurity have evolved historically and get socially constructed. In the last part, an attempt will be made to discuss how these concepts undergird the Indian social structure, and implicate norms, beliefs and ideologies that explain behavioural phenomena at the individual, interpersonal and intergroup levels. Finally, we will discuss the social and psychological ways of transcending the state of impurity within the Indian cultural tradition.

## IAAP INVITED SYMPOSIUM

### IAAP08

### Experimental Psychology and Psychological measurement in Latin America

**Organizer: Ana Maria J Jacó-Vilela** *State University of Rio de Janeiro, Brazil*

#### Session Abstract:

The history of psychology has universal traits and local characteristics. The latter are derived from the main forces of countries and regions - the context cultural, political, and economic. Therefore, it's necessary knows these conditions to understand the development of

psychology at each place. In this symposium, we will have participants from Latin America, all of them Psychology historians. We will explain the transition from experimental psychology to psychological measurement in these countries in the first decades of the twentieth century, with the influences and professional uses. We will demonstrate that this transition had different ways and that in the social imaginary of the time, psychology was perceived as able to contribute positively to the lives of people. The participants are: Lucia Rossi, Buenos Aires University Sérgio Cirino, Federal University of Minas Gerais Ana Maria Jacó-Vilela, organizer and participant - State University of Rio de Janeiro.

### The beginnings of the psychological assessment and guardianship of young offenders in Catalonia

**Sergio Mora Montserrat, Milagros Sáiz Roca, Dolors Sáiz Roca** *Autonomous University of Barcelona, Spain*

The establishment of scientific Psychology in Spain was clearly different to other European countries due to the country's political context and the lack of receptivity to new, foreign ideas in the Spanish universities. Thus, the development of Psychology in Spain was better esteemed in its fields of application than in the laboratory. Among others, the nexus between psychology and law was an object of interest at the beginning of the 20th century. Back then, the increase of juvenile delinquency -in particular, minor crimes committed by abandoned children- became an issue of interest amongst legislators. In this context, a gradual change of mentality occurred and, instead of criminal acts, those minor crimes started to be considered as a behavioral problem. Consequently, the psychological report acquired an important role. This discussion deals with these beginnings of the psychological assessment and guardianship of young offenders in Catalonia.

### Experimental Psychology to Psychometrics in Argentina

**Lucia A Rossi** *Universidad de Buenos Aires, Argentina*

Experimental psychology had in Buenos Aires University (Argentina) an early development. As applied psychology grows as research and teaching in education, clinic and labor fields. Its bronze Laboratory (1901) was founded in physiological basis: declared official teaching. Fatigue research, scientific argument for Congress debate, conquers the eight hours journal labor law (1920). The first Institute of Psychothecnics (1925), had a massive study of workers considering social demands and psychological vocation. Time of reaction and attention perception were the clues. Institutes would replace labs for its integral approaches (1930). Rimoldi proposes the thesis of Psychological fatigue -physical and physiological explanation is over, is sent to England to be

trained in factorial theory of intelligence of Thurnstone and its non-verbal test of Raven. Measuring intelligence as unique factor opens to massive quick application of pencil and paper tests (1942) over large groups. Standards become a revolution: Argentina get the first own Barmos.

**From laboratory to tests: the psychological transition in the educational system of Chile (1889–1927)**  
**Gonzalo Salas** *Universidad Católica del Maule, Chile*

The scientific beginnings of psychology in Chile go hand by hand with the experimental psychology introduced by Wundt in Leipzig. Since the end of the 19th century, Valentín Letelier promoted the arrival of German professors who transmitted Wundt's influence. On the Pedagogical Institute of University of Chile, several psychological instruments were installed with the purpose of measuring aspects related to sense, perception and memory. Rómulo Peña, on their part, in 1905 founded the first laboratory of experimental psychology of the country on the Escuela Normal (Teacher Training School) of Copiapó. On the second decade of 20th century, Luis Tirapegui made an applied turn with the standardization of the intelligence test of Binet-Simon, which objective was requested by the government to scientifically measure the students and to know their capacities. Key words: Laboratory of experimental psychology, tests, Chile.

**CONTRIBUTED SYMPOSIUM**

**CS080**

**History of psychology and critical psychology (II): Reconstructing the international geography of intellectual and practical critique**

**Organizer: Adriana A Kaulino** *Diego Portales University, Chile*

Discussant: Svend Brinkmann  
 Aalborg University, Denmark

**Session Abstract:**

In this symposium we discuss the relationship between history, critical psychology, theory and practice in an international context, taking several continents into account. We address the different trajectories of critical psychologies in the last decades around the world, the importance of culture in critical thought, and the theoretical, epistemological and methodological underpinnings of psychology. Applying reflexivity and analyses of power, historical and theoretical case studies from Asia, Latin America, North America, Africa and Europe are discussed and consequences for a new history of psychology are debated. Using a temporal standpoint, problems of the relevance of traditional psychology for internationalization movements are debated. Implications for the

recognition of various critical approaches in the history of psychology around the world are discussed and suggestions for the future of an international critical psychology that incorporates critical-historical and critical-theoretical ideas are presented.

**Writing co-option into the history of psychology**

**Wahbie Long** *University of Cape Town, South Africa*

For several decades, critical psychologists have claimed that the political underpinnings of psychological theories and practices lend themselves to social reproductive processes. Regardless of the field in question - be it Freudian psychoanalysis, Skinnerian behaviorism, or Rogerian humanism - the argument goes that psychological formulations tend to endorse the dominant ideologies of the day. In this paper, an attempt is made to shift this established focus on theories and practices towards a transhistorical examination of three of Psychology's actual political alliances, namely, with Nazi Germany, apartheid South Africa, and, more recently, the so-called 'war on terror.' It is suggested that the growing phenomenon of co-option not only aggravates the discipline's habit of positioning itself on the wrong side of history but raises troubling questions for historians of psychology and critical psychologists alike.

**A history of contact zones between European and North American critical psychologies**

**Thomas Teo** *York University, Canada*

In this presentation I reconstruct forms of critical psychology as they have developed on different continents, identifying differences and similarities between North American and European critical approaches, specifically between, German, British, and American approaches. German approaches follow an intellectual tradition beginning with Kant and Marx, but also incorporate ideas from the cultural-historical school. German critical psychology led to a program where more precise and better-founded categories were developed, at the same time neglecting activism. British critical psychology was influenced by the linguistic turn in philosophy, varieties of social constructionism, Lacanism, even crediting Locke as a pioneer. Sophisticated analyses of psychological discourses were developed in this contexts. North American critical psychology, very much rooted in a pragmatist tradition, emphasizes practice and, thus, critical approaches thrived in social and community psychology and in social activism. Contact zones between the three approaches and the possibilities of integration are discussed.

**Ancient-history, critical history, and the creation of a**

**psychology-underground in Hong Kong**

**Wai Fu** *Department of Counselling and Psychology, Hong Kong Shue Yan University, Hong Kong*

Unlike psychology in Hong Kong academia, the "psychology-underground", which comprises a group of young activists, prefers the work of Slavoj Žižek and Jacques Marie Lacan as the guidance for their endeavour in critical psychology. This presentation examines the possibility to connect historical psychology and critical psychology in counteracting the discourse led by Postivistic psychological establishment, and how to prevent falling into the pitfall of oversimplified "indigenization" view of psychology. This will be illustrated with a case study on reconstruction of a Ming dynasty (1368-1644) Confucian philosopher, Wang Souren (1472-1529) in modern Chinese psychological scene, and how such reconstruction is embedded in the discourse of Neoliberalism. Possibilities of dialogue between critical psychology and history of psychology will be discussed.

**ORAL PRESENTATION**

**OR1177**

**History of cooperation of Czech psychology with Japanese psychology**

**Daniel Heller** *Department of Psychology, Charles university, Prague, Czech Republic*

The paper presents the overview of the history of the cooperation of Czech psychology with Japanese psychology in the last third of the twentieth century, namely since the visit of professor Jiri Hoskovec (1933-2011) from the Department of Psychology, Faculty of Arts, Charles University in Prague, Czech Republic, to Japan in 1967 to his last visit to Japan in 1987. The results of the cooperation with Japanese colleagues are presented and analyzed, especially their publication in both the Czech and Japanese scientific psychological journals, e.g. *Ceskoslovenska Psychologie* (Czechoslovak Psychology) and *Japanese Journal of Psychology*. Among the fields of the cooperation, the problems of scientific study of hypnosis and suggestion remained the dominant and leading ones. The case of the cooperation of Czech psychology with Japanese psychology since sixties to eighties represents an unique case of Central European - Japanese cooperation and counts for the history of psychology as well.

**OR1178**

**Wundt's Critique of Individualism and Psychologism**

**Gordana R Jovanovic** *University of Belgrade, Faculty of Philosophy, Serbia*

The aim of this paper is to show the historical as well as the theoretical relevance to contemporary psychology and the social sciences of some still-neglected aspects of Wundt's work. It is not only a delay which characterizes the reception of Wundt's second psychology - Völkerpsychologie, rendered as cultural or social psychology, but also many misinterpretations of his claims in laying down a foundation for Völkerpsychologie and defining its relation to his individual psychology. Contrary to the one-sided reception of the latter, Wundt claimed that individual psychology needs (bedarf) Völkerpsychologie. He justified the necessity of Völkerpsychologie by pointing out that there are forms of human experience that cannot be derived from individual experience (language, customs, religion), but are nevertheless indispensable contents of human experience. Along with a critique of individualism and psychologism in interpreting psychological processes, Wundt also criticized some individualistic and intellectualistic assumptions of Enlightenment and social contract theories.

#### OR1180

##### **"I am Psyched!" Using psychology's past and present to inspire and empower minority girls**

**Shari E Miles-Cohen (1), Cathy Faye (2), Alexandra Rutherford (3)** 1. *American Psychological Association, United States of America*; 2. *Drs Nicholas and Dorothy Cummings Center for the History of Psychology at the University of Akron, United States of America*; 3. *Psychologys Feminist Voices Oral History and Digital Archive Project, Canada*

By reconstructing psychology's rich history related to minority women and their achievements and connecting this history with issues important to girls, we can inspire minority girls to consider psychology careers and to learn how psychology can be used to effect positive societal change. The APA Women's Programs Office, the Cummings Center for the History of Psychology, and Psychology's Feminist Voices Oral History Project with the White House Council on Women and Girls and the Smithsonian Affiliations program are designing and implementing an interactive exhibit for Museum Day, March 12, 2016 using psychology's history to empower minority girls. In addition, the exhibit, activities, and related curricula will be widely disseminated to girls' empowerment groups, and high school and community college psychology classes across the nation via online and print resources. Presentation includes description of this collaborative initiative and reflection on process of using history to "go public" to reach minority girls.

#### OR1181

##### **Mental Retardation and Abnormal Psychology in the**

##### **De-institutionalization Era: A discourse analysis of Special Education Plans in the Illinois**

**Taku Murayama** *Tokyo Gakuzei University, Japan*

In this presentation, a series of the documents entitled "The Illinois Plan for the Special Education of Exceptional Children" is focused. These plans were published and revised as an educational and teaching plan by the Illinois state between 1944 and 1966, under the cooperation with University of Illinois. These plans are the type of curriculum and instructional guide for the teachers of the special education. In this survey, the discourse analysis is adopted and how the psychological and diagnostic understanding on the "mental retardation" has stated to the teachers and other professionals in special education in these plans and the documents including one by R. Graham and S. Kirk. Taking notice to these materials is suggestive for finding the process of the theorizing the educability and trainability of the mentally retarded based on the abnormal psychology in this era, including the definition of "Mental Retardation" by AAMD in 1959.

#### OR1182

##### **The 120-Year of History of Self-Realization in Japan: An Outline of Various Revolutionary Changes in the Relationships between Individuals and Society**

**Hidekazu Sasaki** *Utsunomiya University, Japan*

The modern Japanese word jiko-jitsugen, which denotes self-realization and/or self-actualization, is generally regarded as a term symbolizing individualism. Moreover, it is occasionally identified with the egoism and selfishness actualized by individuals. Thus, jiko-jitsugen can be considered as a very individual matter, with a weak relationship with society. However, immediately after the ethical theory of self-realization was imported from England to Japan in the 1890s, the situation reversed. Strongly influenced by British idealism, the core concept of jiko-jitsugen was centered on the harmony between individuals and society. Further, before and during World War II, rewarding the Japanese state with their loyalty was frequently encouraged as one of the best means for young elites to realize their individual selves. This presentation elucidates how and why the context of self-realization in Japan has undergone various drastic changes in its 120-year history.

#### OR1183

##### **Psychological aspects in Mukhagali Makhatayev's creativity**

**Meruyert Tileubayeva (1), Almakhan B Kabylova (2)** 1. *Al-Farabi Kazakh National University, Kazakhstan*; 2. *JSC branch*

*NCIQ "Orleu" Advanced Training Institute, Kazakhstan*

Psychological aspects in Mukhagali Makhatayev's creativity are presented in this article. This paper will achieve its aims in several ways: methodological and theoretical basis of creative activity in the domestic and foreign psychology is determined, then national psychological significance of Mukhagali Makhatayev's poetry is identified, psychological aspects in Mukhagali Makhatayev's creativity using content analysis are carried out. In our research, we try to compile and systematize psychological concepts and ideas scientifically related to psychology which were found in Mukhagali Makhatayev's creativity. The theoretical (analytical and synthetic, comparative, inductive-deductive analysis), empirical (autobiographical, content analysis, survey, interview) methods, mathematical methods of processing information will be used. Key words: character, creativity, inspiration, personality, psychological aspects.

#### OR1184

##### **Psychological study of genius and Mukhagali Makhatayev's genius personality**

**Meruyert Tileubayeva, Aliya R. Masalimova, Maira P. Kavakova, Elmira K. Kalymbetova, Aliya K. Ramazanova, Aliya M. Boltayeva** *Al-Farabi Kazakh National University, Kazakhstan*

The article presents the different approaches to definition and study of genius phenomenon by the example of Mukhagali Makhatayev's creativity. This paper will achieve its aims in several ways. First, genius criteria and its substantial characteristics are assigned. Second, factors of genius person forming were revealed in the course of historic and psychological reconstruction. Third, the nature of poetry and genius of the poet will be addressed. The diary and poetry of Mukhagali Makhatayev are used in this research paper to gather some insights into the psychology of creativity. In our study we try to analyze M. Makhatayev's genius personality and his poetry. General methods of description, analysis, classification, generalization, and systematic-structural and historical-comparative methods are used in the article. Key words: genius, genius personality, creativity, human nature, talent.

#### OR1185

##### **A Relational and Transactional Approach in Understanding Human Psychology with Semiotic Mediated Action**

**Lisa C Yamagata - Lynch, Anne L Skutnik, Jaewoo Do** *University of Tennessee, United States of America*

In this presentation we will examine human psychology from a relational and transactional epistemological paradigm. We will introduce

psychology as the study of the organism and environment, and address them as an inseparable whole. As psychologists, we align ourselves with Vygotsky and resonate with the crisis that he found in the 1920s. We believe that the crisis he found still persists to this day, and we will ground this discussion in various historical moments in psychology. We will also introduce Vygotsky's conceptualization of mediated action as a semiotic process. Then, from a methodological standpoint, we will introduce human activity as the unit of analysis when investigating psychological phenomenon. We will end the presentation with a discussion on how present Cultural Historical Activity Theory (CHAT) scholars engage in research while examining human activity through mediated action.

**OR1186**

**Historical and Current Perspectives on the Growth of Psi Chi, the International Honor Society in Psychology Beyond the 50 US States: 1929-2016 and One Year at HELP University in Malaysia**

**Martha S Zlokovich (1), Cameron Teoh (2)** 1. *Psi Chi Intern'l Honor Society in Psychology, United States of America*; 2. *HELP University, Malaysia*

When the 9th International Congress of Psychology met in the United States for the first time in 1929, faculty from 14 universities signed a Constitution founding Psi Chi, the International Honor Society in Psychology. Eighty years later, with chapters at more than 1000 US universities, Psi Chi became international. By 2016 the board had approved 17 chapters in 14 different countries. This talk will focus on the HELP University experience of applying for and starting a chapter, as well as student motivations for joining and participating in an international honor society. This Malaysian chapter of Psi Chi was the first to be approved in Asia, and examining cultural differences between Asian and American student participation in the local and international community of psychology via their local Psi Chi chapter may guide future chapters in the region.

**POSTER PRESENTATION**

**P1804**

**On harmony and diversity, the case of art-therapy and animal assisted therapy**

**Sari Bar-On (1,2), Miki Eshkar (3)** 1. *Tmurot institute, Israel*; 2. *Levinsky College of Education, Israel*; 3. *Haifa University, Israel*

The growth and forming of professions was enlightened by the central place given to culture and power relations in society (Weber 1968). The hierarchy of social roles in the accepted professions of any culture serves as

a convention and a resource for accumulating dignity, as a resource granting symbolic capital in society. Thus, the forming of psychiatry in the 19th century was accompanied by pushing it into a marginal place in relation to other medical practices (Foucault 2002). Freud went against his colleagues Jung, Adler and Ferenczi. Different psychological practices underwent the same process before being accepted by established theoreticians (Capshe, 1999). In this poster we will discuss two case-studies of patients that demonstrate the process of two new therapies (Animal Assisted therapy and Art therapy) from splitting off a leading theory in psychology, through a phase of diversity to becoming a legitimate branch in the psychology field.

**P1805**

**Reconstruction of Ludwig's improved kymograph equipped with Foucault's pendulum (1847)**

**Ken'ichi Fuji** *Ritsumeikan University, Japan*

Kymograph (Kymographion) is one of the self-registering and graphic-registering instruments invented in 1846 by Ludwig who was an experimental physiologist. Instruments in experimental psychology such as the cumulative recorder were developed under the influence of the kymograph. A demonstration model was made to investigate the structure and function of Ludwig's improved kymograph made in 1847. The model construction was based on a drawing of Ludwig (1847). The drawing suggested an overspeed governor which maintain at a low constant rotational speed of a recording cylinder using Foucault's pendulum. The model was made from various parts, standard gears and shafts, common bolts, nuts and so on. The sizes of the model were 90 cm W, 25 cm D and 100 cm H, respectively. The rotational speed (revolutions per second) of the cylinder was obtained from the average, 0.018 s<sup>-1</sup>.

**P1806**

**The Evolution and Development of Psychology in Romania-25 years of Romanian New Age Psychology**

**Anitei Mihai** *Bucharest University, Romania*

After a gap of 12 year (1977-1989) while the psychology was forbidden in Romania by the communist regime, the new Age of Psychology has arisen in Romania. Beginning with 1989 before regulating the profession of psychologist (on 1st of July 2004), there were approximately 500 psychologists in practice. In just few years started to grow domain as: clinical, work, traffic psychology followed in short time by psychotherapy. After regulating the profession of psychologist, the number of people interested in this profession has increased. Today in Romania currently operate

approximately 16,000 psychologists with right of free practice. This was possible because the Romanian College of Psychologists has promoted the psychologist's role in society, and the advantages of using psychological services by the population. New challenges are waiting to develop in Romania psychology: neuropsychology, environmental psychology, psychology of diversity and others.

**P1807**

**The study of the problems of the creativity in terms of the constructological paradigm**

**Valentin Molyako, Natalia Vaganova, Nadiia Medvedeva, Tatiana Tretiak** *G.S. Kostyuk Institute of Psychology of the National Academy of Pedagogical Sciences of Ukraine, Ukraine*

The aim of our study is to analyze a new theory-practical work of the creative constructology as the thing which maximum integrates the different concepts of the creativity. There consider the chronology of the birth and the development of the psychology of creativity in Ukraine. There have been analyzed the works of the whole range of philosophers and psychologists including modern researchers. Conclusion. In the study of creativity in terms of constructological paradigm the creative construction is considered as one of the most important subsystems of the creative process which presupposes the interconnection of such main components as the personality who is the doer of the action, the product and the conditions in which it is fulfilled. Besides that he process-dynamic aspect is the basic here and it is presented like the entire form of syntheses of different psycho revealings of the subject and covers the he whole searching.

**P1808**

**Vygotsky after Vygotsky**

**Liudmila F Obukhova** *Moscow University of Psychology and Education, Russia*

Vygotsky caused a real revolution in developmental psychology marking the start of non-classical psychology. Education creates the zone of proximal development. Leontiev discovered the central role of activity in psychological development. His theory was used to develop the program "Origins. Basic program to foster preschoolers' development". Zaporozhez created the program of an educational system for preschoolers based on the idea of amplification of child development. Lisina's views on the development of communication as a specific type of activity were behind the educational program "Steps of communication" for toddlers. Bozhovich's studies of emotional and personality development helped to formulate the criteria of readiness for school. Venger investigated cultural mediation in perception and thinking. His students created an educational program for preschoolers

called "Development". Gal'perin started productive investigations of mental actions, concepts and images. Davydov created the concept of developmental education. As we see, Vygotsky is not alone in psychology.

#### P1809

##### **Classical experimental apparatus of psychology in Taiwan**

**Shojiro Sakurai** *Kaohsiung Medical University, Taiwan*

In the National Taiwan University (NTU) save about thirty classical apparatus of psychology. These apparatus had belonged to the Taihoku Imperial University, which was established by the Japanese government in 1928. Before establishing, the first professor of psychology Mr. Iinuma had been sent to Germany for two years by the Japanese colonial government. He might purchase the apparatus in there. I found important classical apparatus at the NTU. For example, they have Wundt's pendulum tachistoscope, which was only after the second Kyoto University found. According to the plate, I found it was made by Zimmermann, Germany. I have built apparatus's Digital Collections pages. In the pages, I created 3D models for some apparatus, which allows users to remotely control their rotation and zoom. In the future, I hope to cooperate with other scholars to understand the history of Taiwanese

psychology and relationship of the classical apparatus saved in National Taiwan University.

#### P1810

##### **Development of the intelligence tests in Japan**

**Tomoko Suzuki** *YOKOHAMA National University, Japan*

The development of intelligence tests in Japan is discussed from a historical perspective. Two trends were identified through literature reviews and interviews with test developers. The first trend is tests developed in the discipline of psychology. Tanaka-Binet and Suzuki-Binet tests that are currently used in school psychology include original Japanese items, which are more familiar to Japanese children. However, WAIS III and WISC IV have few original Japanese items, because publisher of these tests have strict rules about revisions. Developers of these tests have the common purpose of using test results for psychological assessment. The second trend in intelligence tests occurred in medicine. These tests include the Noken Intelligence Scale and Hasegawa's Dementia Scale, which were developed by psychiatrists for screening intellectual disabilities and dementia. It is concluded that these two trends in test development have different uses and different histories.

#### P1811

##### **Cambridge University Examination Papers of Moral Sciences around 1900 depict the struggle for independence of modern psychology in the arising era**

**Maki Wada (1), Isaka Hiroko (2)** 1. *Nihon University, College of Law, Japan*; 2. *Nihon University, College of International Relations, Japan*

The aim of this study was to analyse Cambridge University Examination Papers of Moral Sciences around 1900 in order to figure out what sort of the discipline of psychology was taken into modern psychology in the arising era. Later in the 19th century, psychology was struggle for the independent status from Moral Sciences. In 1901 Psychological Society in Great Britain was founded and the Society's first president, C.S. Myer and other academics such as J. Ward, W.H.R. Rivers who had been educated in Physiology or Medicine constituted the Examiners of the Tripos. Their activities contributed to establish new Tripos subdivision specified for psychology. New subdivision of Tripos included topics chiefly contained sense, perception, image, emotion, instinct, will, mental activity and psycho-physical experiments. (This study was supported by Nihon University Multidisciplinary Research Grant for 2014.)