


Current State of History of Psychology Teaching and Education in Argentina: An Empirical Bibliometric Investigation

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Catriel Fierro¹, Ana Elisa Ostrovsky¹,
and María Cristina Di Doménico¹

Abstract

This study is an empirical analysis of the field's current state in Argentinian universities. Bibliometric parameters were used to retrieve the total listed texts ($N = 797$) of eight undergraduate history courses' syllabi from Argentina's most populated public university psychology programs. Then, professors in charge of the selected courses ($N = 7$) were interviewed regarding the structure, procedure, and instructional strategies of their courses. Results showed predominance of works produced by Argentinian scholars and secondary sources. Syllabi showed limited incorporation of primary sources, recent research papers, and certain psychological schools. The pervasive presence of infrastructural constraints and lecture-based instruction are seen as limitations that should be collectively debated and addressed by courses' faculty.

Keywords

teaching of the history of psychology, history of psychology in Argentina, historiography, teaching resources, training and education in psychology

The history of psychology constitutes a scholarly, professional, and multidisciplinary field, linked both to history of science and to psychology itself (Benjamin, 2009; Capshew, 2014; Sokal, 1984). One of the field's debates refers to the progressive advance of professional historians on psychological matters. This advance has raised the issue of whether scholarship on such matters will remain a central topic of study and debate for *psychologists* (Danziger, 1994; Dehue, 1998; van Strien, 1993). Amidst this professional and historiographical debate, and often as its by-product, scholars have criticized undergraduate history courses because of their pedagogic, socializing, and even indoctrinary roles (Ash, 1983; Walsh-Bowers, 2011). According to Danziger (1994, p. 469), history's most common and usual "place in the life of the discipline is not in the area of research or knowledge generation but in the area of public relations through undergraduate education or the area of professional socialization through graduate training." Other authors have equally or more emphatically underlined celebratory tendencies in current history of psychology courses (Greer, 2009), especially in cases where such courses are tend to be taught by nonspecialists (Bhatt & Tonks, 2002; Henderson, 2006; Steim, 2011).

It has been argued that undergraduate history courses could foster students' interest in the field and increase the presence of well-informed, self-conscious, and critical psychologists, not only in historical studies on psychology (Ware & Benjamin, 1991; Woodward, 1980; Woody, 2011) but also in the broader discipline (Barnes & Greer, 2016; Rutherford & Pickren,

2015). Undergraduate courses on the history of science could and should encourage reflective, critical-thinking dispositions and abilities (Benjamin, 2010; Carroll, Keninston, & Peden, 2008; Matthews, 2015; Prieto, 2001), sensitize students to international psychology issues (Pickren, 2012), and train self-conscious, aware professionals (Bazar, 2015).

Discussion on these issues has led to three types of empirical studies. The first type assesses the outcomes of taking history of psychology courses. It has been concluded that important changes take place in students after taking such courses, especially regarding theoretical orientations (Hart & English, 1983) and complex, meta-cognitive and critical thinking dispositions (Henderson, 1995). To this group of studies belongs research on the devising and assessing of specific technical and didactic resources for history courses (Bohan, 1990; Carroll, 2006; Ware & Benjamin, 1991; Woody, 2011; Zehr, 2000, 2004).

¹ National Council of Scientific and Technical Research (CONICET). Faculty of Psychology, National University of Mar del Plata, Argentina

Corresponding Author:

Catriel Fierro, Facultad de Psicología, Universidad Nacional de Mar del Plata, Deán Funes 3250, Fifth Building, Third Floor, "Secretaría de Investigación y Posgrado," Buenos Aires B7600, Argentina.
Email: catriel.fierro@gmail.com

The second type of studies deals with the empirical quality assessment of history of psychology's materials—mostly textbooks—and their adequacy in relation to state-of-the-art historiography and to advances in history of psychology (e.g., Henderson, 2010; Leahey, 2002; Munro, 2014; Thomas, 2007). Finally, a third type of study has surveyed and analyzed specific history courses in diverse academic and geographic contexts. Investigations on history courses' bibliographic materials, available faculty, enrollment, historiographical outlooks, and infrastructure have multiplied in the recent years in countries such as the United States (Fuchs & Viney, 2002; Vaughn-Blount, Rutherford, Baker, & Johnson, 2009), Canada (Barnes & Greer, 2014; Bhatt & Tonks, 2002), England and Ireland (Brock & Harvey, 2015), Spain (Mestre, 2007; Samper, Mestre, Tur, Orero, & Falgás, 2008), and China (Meng & Zhang, 2014).

There is a certain incipient trend toward the latter kind of studies in Latin American countries such as Peru (Arias & Oblitas, 2014), Paraguay (Garcia, 2011), Mexico (Monroy-Nasr, Álvarez-Díaz de León, & León-Sánchez, 2009), Brazil (Guedes, 1996/2008), and Argentina. Argentina is considered one of Latin America's most prolific countries when it comes to historical scholarship (Brozek, 1997; Facchinetti, Talak, Jacó-Vilela, & Klappenbach, 2014; Gallegos, in press). Although Argentinian scholars have occasionally reflected upon the educational value and aims of teaching history of psychology to undergraduates (Fierro, 2015; Gallegos, 2016; Ostrovsky, 2015; Vezzetti, 2007; Vilanova, 1997, 2000), they have not been equally inquisitive regarding history teaching at universities (González, 2014; Visca & Moya, 2013). To date, there appear to be no empirical analyses on the *total* contents of historical courses' syllabi in the context of Argentina's main psychology programs, nor are there empirical analysis on the structure and instructional aspects of said courses.

This study aims to bridge such gaps in historical scholarship in Argentina. The current research involved a bibliometric quantitative and qualitative analysis of the complete references listed as bibliography in eight history of psychology syllabi from the seven most populated Argentinian public universities. We supplemented this analysis with a qualitative analysis on the procedural and technical aspects of these courses.

Training and Education in Psychology in Argentinian Universities

In Argentina, the first 14 psychology university programs were established between 1955 and 1964 (Klappenbach, 2015). For a variety of reasons that included the early dominance of psychoanalytic outlooks and the professional struggles with already established medical and psychiatric circles, newly created psychology programs often had an exclusively professional structure, emphasizing psychoanalytical theories and minimizing research-related contents and education (Klappenbach, 2007). Contents on the history of the discipline were present in those programs as separate courses or as part of the introductory or general psychology courses

(Rossi, 1994). The restoration of democracy toward 1983 and the reopening of psychology departments marked the beginning of the normalization of scientific life. Toward 1990, virtually all psychology programs included a history of psychology course (Di Doménico, 1996, 1999).

Core Curriculum and Theoretical Dominance in Argentinian Psychology Programs

Argentinian universities are considerably different from North American and European academies. For instance, they offer psychology study programs with highly structured and defined psychology curricula. Argentinian universities offer highly delimited, stable, and required courses that maintain their contents and staff over the years without significant variations (Di Doménico, 1996, 1999, 2015). Argentinian psychology's core curriculum includes

general psychology; up to three courses on the biology of human behavior; clinical psychology; one or two courses on developmental psychology (infancy and adolescence in particular); educational psychology; forensic psychology; history of psychology; one or two courses on psychological assessment; psychopathology; one or two courses on statistics; and anthropology or sociology. (Klappenbach, 2004, p. 137)

With the possible exception of the University of Buenos Aires (UBA), where required courses have two alternative syllabi among which students must choose, psychology programs at local universities have limited course variability and offerings. Students seeking a psychology degree must pass approximately 40 required courses, whose contents are modified only to a small extent each year, with such modifications depending mostly on the interest, knowledge, and preference of the instructors. In sharp contrast with North American and European psychology curricula, many Argentinian psychology curricula have virtually no optional or elective courses. Thus, students' possibilities of choosing courses and orientations are extremely limited. This arrangement has a direct impact on the profession if we also consider that in Argentina

there are no majors leading to a bachelor's degree. Undergraduate programs center on a single field of knowledge or profession. In psychology, the undergraduate degree is termed "licenciatura en psicología" (licentiate degree in psychology), or simply, "psicólogo" (psychologist). After the customary 5 or 6 years of study, *the licentiate degree is the entry requirement to practice in clinical, educational, and forensic settings, including private practice in psychotherapy. In a sense, the licentiate degree is the first, last, and only university degree for the professional practice of psychology* [in Argentina]. (Klappenbach, 2004, p. 134. Emphasis added)

Regarding general contents, Argentinian psychology curricula are often predominantly and exclusively psychoanalytically focused, disregarding empirical disciplinary advances, excluding other theoretical and disciplinary outlooks and

omitting international perspectives (Klappenbach, 2007). Texts by Freud and Lacan composed 15.4% of the total bibliography used in National University of Córdoba (NUCa)'s psychology program (Medrano, Moretti, Benito, & Elmasian, 2009) and 22.7% of the bibliography used in UBA's psychology program (Benito & Elmasian, 2010), two of the largest psychology undergraduate programs in Argentina. Studies on other universities (Moya, 2012; Vázquez-Ferrero, 2010) have found similar results. In such contexts, students' theoretical and professional choices seem greatly determined by the structure and contents of the curricula. This contrasts with psychology education in North America and Europe, where analyses on undergraduate curriculum have shown a considerable diversity of theoretical and methodological approaches (Blanco, 2001; Norcross, Hailstorks, Aiken, & Pfund, 2016).

Finally, Argentinian auxiliary and chair professors are bound to the as public employees of the federal government. Thus, professors' contracts last until they retire or resign. Hence, it is usual to find courses that have had the same professor (or chair) and syllabus for 15 years or more.¹ This also applies to history of psychology courses.

The History of Psychology Course in Argentinian Psychology Curricula

In clear contrast with North American and European countries, where the primary problem seemingly lies in the *future* prospect of history courses, in the light of numerous schools dropping or not offering them (cf. Barnes & Greer, 2014; Chisvert-Perales, Monteagudo-Soto, & Mestre, 2016), in Argentina the continuity and future of the courses are in great measure *guaranteed*. First, because given the stable structure of psychology curricula, it is unusual for Argentinian faculties and colleges to drop course offerings. At the same time, Latin American experts on curriculum design and innovation have been arguing for the last 40 years about the centrality of historical contents in psychologists' education (Ardila, 1978; AUAPSi, 1998; Vilanova, 1997). Nationwide curriculum analyses during the 1990s that set out to start instructional and content reforms in psychology education concluded that history of psychology was a key undergraduate training (AUAPSi, 1999). Third, accreditation processes that regulate psychology undergraduate programs in public and private universities in Argentina mandate that for psychology programs to be accredited, the basic curriculum must include historical contents (Di Doménico & Piacente, 2011; Klappenbach, 2015), specifically on the "historical origins of psychology, [the] beginnings of scientific psychology, [the] development of contemporary psychological currents [and on] Psychology in Argentina" (Ministerio de Educación, Ciencia y Tecnología, 2009, p. 7).²

Another point of contrast between Argentinian history courses and history courses in other nations refers to the prerequisites for taking the course. As Fuchs and Viney (2002) noted, undergraduate history courses are usually capstone or introductory courses in the United States. This is also the situation in most Canadian psychology departments (Barnes &

Greer, 2014). In Argentina, however, history courses are a part of the 3-year *basic* cycle that forms the first part of the 5-year Argentinian psychology curriculum (Fierro & Di Doménico, 2016). Thus, Argentinian history courses have always been required during the first or second year of psychology programs, and they have always had little or none prerequisites. Hence, as in British universities, where the vast majority of undergraduate history courses have no prerequisites (Brock & Harvey, 2015), as well as in the Spanish psychology curricula (Samper et al., 2008), history courses in Argentina have classically served as introductory courses. This was recently reinforced by accreditation standards, in which history of psychology appears as a thematic axis that along with "biopsychosocial processes and psychological research form the 'basic education' curricular area of the programs" first 2 years (Ministerio de Educación, Ciencia y Tecnología, 2009, p. 5).

Method

Participants

With the aim of obtaining a nationwide picture of the current state of undergraduate teaching of the history of psychology in Argentina, the entire group of texts listed as course bibliography ($N = 797$) for eight selected undergraduate history of psychology syllabus were subjected to a quantitative and qualitative analysis. Additionally, chairs of the selected courses ($N = 7$) were interviewed with the objective of acquiring information on procedural and pedagogical aspects of their courses.

We selected and retrieved digital versions of eight history of psychology courses' syllabi from the websites of Argentina's seven most populated public university psychology undergraduate programs. During 2014, the seven selected universities registered an active enrollment of approximately 49,455 psychology students, which represents 51.3% of the total active psychology students in the country and 80.4% of the total active psychology students in national public universities (Alonso & Klinar, 2016).

Selected institutions included the UBA I and UBA II (two courses), the National University of Mar del Plata (NUMDP, one course), the National University of San Luis (one course), the National University of Comahue (one course), the NUCa (one course), the National University of La Plata (NULP, one course), and the National University of Tucumán (NUT, one course). Table 1 shows the enrollment and student-teacher ratio for each selected institution. Six courses are offered as half-year courses; the ones offered at NULP and NUCa are full-year courses.

Materials

We downloaded the eight syllabi from the official websites of each university. The information contained in the syllabi constitutes what psychologists have called the "first level" of curricular development; that is, the declared, explicit knowledge the courses intend to convey to students and the specific readings through which the professors intend to carry out such instruction (Klappenbach, 2003). The second and third levels

Table 1. Undergraduate History of Psychology Courses in Relation to Infrastructural Variables.

University	Psychology Degree Total Active Enrollment for 2015	Percentage of Enrollment in Relation to Total Public-Managed Universities' Enrollment	Number of First Years for 2015 ^a	Number of Teaching Auxiliaries at History Courses	Student-Teacher Ratio
National University of La Plata	12,743	20.7	1,465	10 auxiliary teachers	146
University of Buenos Aires	11,827	19.2	2,320	19 auxiliary teachers	122
National University of Córdoba	10,755	17.4	2,837	7 auxiliary teachers	405
National University of Comahue	8,447	13.7	451	4 auxiliary teachers	113
National University of Tucumán	5,534	9	997	2 main and auxiliary teachers	499 ^b
National University of Mar del Plata	3,719	6	936	7 auxiliary teachers	133
National University of San Luis	1,444	2.8	231	3 auxiliary teachers	77

^aConsidering previous census, the number of freshmen in Argentinean psychology programs has grown progressively in the recent years. Hence, the magnitudes here shown are representative of the enrollees of recent years and do not constitute an anomalous “peak.” ^bBecause the course is offered on a semester basis and each half of the total enrollment takes the course in one of those semesters, technically the half of such ratio represents the number of students per auxiliary per semester (249 students for each auxiliary).

of curricular development refer to the contextual intervening variables regarding the feasibility of the declared curriculum and to the real, effective teaching practices, respectively. To include the last two levels in our analysis, we interviewed seven professors in charge of the selected courses. A general questionnaire was constructed, with mainly open-ended questions about contextual—infrastructural—and pedagogical aspects not declared in the syllabi, such as courses’ space and/or time constraints, didactic approaches, faculty’s knowledge regarding the new trends and developments on historiography of psychology, and use of history textbooks.

Procedure

In the first stage of the study, we conducted a bibliometric analysis of the 797 references listed both as required and as optional or recommended readings in the eight selected syllabi. In line with previous analyses of quantitative analyses of psychology curricula (Klappenbach, 2013; Krampen, 2016; Visca & Moya, 2013), we selected seven bibliometric indicators to break down and classify each bibliographic reference. The seven selected indicators included the *author* of the listed text, the *title* of the text, the *original year of publication*, the *type of sources* of references, the *type of edition* of the text, the *nationality* of the texts’ authors, and the author’s *gender*.

After classifying the references, we conducted a quantitative analysis of the seven indicators in terms of frequencies and percentages. In the second stage, we studied the frequencies and percentages of every indicator for each separate history course, aiming to detect and assess regularities across the selected indicators. After considering the specific results of this stage—for instance, the prevalence of specific authors in certain courses—we interviewed the professors in charge of each course. One professor could not be reached at the time this study was conducted, but the information regarding that course was successfully retrieved from the course syllabus. Three interviews were conducted orally and four were conducted through a digital questionnaire.

Table 2. Authors Referenced More Than 5 Times in Works Listed as Bibliography in History Courses’ Overall Syllabi.

Author	Frequency	Percentage	Accumulated Percentage
Vezzetti, Hugo	34	4.3	4.3
Danziger, Kurt	30	3.8	8.0
Klappenbach, Hugo	18	2.3	10.3
Talak, Ana María	18	2.3	12.5
Foucault, Michel	15	1.9	14.4
Freud, Sigmund	15	1.9	16.3
Vilanova, Alberto	14	1.8	18.1
Rose, Nikolas	13	1.6	19.7
Bleger, José	12	1.5	21.2
Dagfal, Alejandro	12	1.5	22.7
Gould, Stephen Jay	11	1.4	24.1
Wundt, Wilhelm	11	1.4	25.5
Smith, Roger	9	1.1	26.6
Hergenhahn, B. R.	8	1.0	27.6
Ben Plotkin, Mariano	7	0.9	28.5
Various authors	6	0.8	29.2
Canguilhem, Georges	6	0.8	30.0
Garrett, Henry	6	0.8	30.7
Grob, Gerald	6	0.8	31.5
Ingenieros, José	6	0.8	32.2
Roudinesco, Elisabeth	6	0.8	33.0
Watson, John	6	0.8	33.8

Results and Discussion

First Stage: Bibliometric Analysis of Overall References

Authors, nationalities, and languages. We first conducted an analysis of frequencies and percentages according to the seven bibliometric indicators on the total sample without distinction regarding the original courses each text belongs to. Table 2 presents the listed texts’ authors that were cited 6 or more times in the 797 references. The vast majority of listed authors are Argentinian. Because local historians usually circumscribe their historical research to psychology as produced and

developed in Argentina (Klappenbach & Jacó-Vilela, 2016), we can conclude that history courses' contents are to a large extent local contents: that is, scholarship about the history of Argentinian psychology.

Scholars such as Pickren (2012) and Rutherford and Pickren (2015) have suggested that history of psychology courses should try to balance local, regional, and international contents with the aim of internationalizing the curriculum and conveying a complete picture of the discipline's multiple origins and developments. Our analysis of Argentinian history courses shows a limited regionalization and internationalization regarding course contents. Data in Table 3 suggest that Argentinian authors are prevalent in the surveyed syllabi, followed by North American (United States) authors. This is confirmed by the high prevalence of contents in the Spanish language: 669 references (89.9% of the total contents) are in said language, followed by 101 (12.7%) texts in English, 25 (3.1%) texts in French, and 2 (0.3%) texts in Portuguese. Most history courses converge in the prevalence of Argentinian authors and sources. One exception is the second history course at the UBA which has a marked prevalence of French authors. The second exception is the NUMDP course with a prevalence of authors from the United States. The scarcity of non-Argentinian Latin American authors is problematic because knowledge on the history of regional psychology serves as a meaningful context for an historical understanding of local psychology (Klappenbach & Pavesi, 1994; Vilanova & Di Doménico, 1999).

In spite of such apparent local circumscription of contents, there exists a common group of international scholars cited in undergraduate history courses' syllabi. Notable historians of psychology such as Kurt Danziger, Nikolas Rose, and Roger Smith, biologist-historian Stephen Gould, psychoanalyst-historian Elisabeth Roudinesco, and philosophers Michel Foucault and Georges Canguilhem compose the group. The only scholar of that group who received a thorough training and education in psychology in a university setting is Kurt Danziger. Key figures in the international historiography of psychology such as Allan Buss, Benjamin Harris, Elizabeth Scarborough, Roger Smith, Michael Sokal, and Mitchell Ash, among many others, are seemingly underrepresented in the references. Important psychologists-historians such as Ludy Benjamin, Josef Brozek, Laurel Furumoto, Mary Henle, Franz Samelson, John O'Donnell, and Michael Woodward are not present in any degree in the surveyed syllabi.

Presence of historical psychologists. In quantitative studies on psychology education, the number of citations can be interpreted as indicative of the degree of consensus that universities have achieved regarding the relevance of certain authors or psychological schools for the current status of the discipline. Regarding historical authors taught through primary sources, it must be noted that as detailed in Table 3, the only historical figures represented more than 6 times in the sample are psychoanalyst Sigmund Freud, psycho-physiologist Wilhelm Wundt, behaviorist John Watson, and Argentinian naturalist José Ingenieros. We assume there is no direct relation between the type and the quantity of texts used in a syllabus and the diversity

Table 3. Nationality of Authors of Works Listed as Bibliography in History Courses' Overall Syllabi.

Nationality	Frequency	Percentage	Accumulated Percentage
Argentinian	267	33.5	33.5
North-American (United States)	151	18.9	52.4
French	131	16.4	68.9
German	70	8.8	77.7
English	44	5.5	83.2
Spanish	38	4.8	88.0
Austrian	20	2.5	90.5
Swizz	16	2.0	92.5
Colombian	6	0.8	93.2
Russian	6	0.8	94.0
Canadian	5	0.6	94.6
Chilean	4	0.5	95.1
Brazilian	3	0.4	95.5
Cuban	3	0.4	95.9
Estonian	3	0.4	96.2
Dutch	3	0.4	96.6
Various (more than three nationalities)	3	0.4	97.0
Italian	2	0.3	97.2
Mexican	2	0.3	97.5
Venezuelan	2	0.3	97.7
German and Estonian	1	0.1	97.9
German and Dutch	1	0.1	98.0
German and American	1	0.1	98.1
German, American, and Dutch	1	0.1	98.2
British-Canadian	1	0.1	98.4
Czech and American	1	0.1	98.5
Egyptian	1	0.1	98.6
Spanish and German	1	0.1	98.7
American, Argentinian, and Canadian	1	0.1	98.9
American and British	1	0.1	99.0
American and Hungarian	1	0.1	99.1
American, New Zealander, and Belgian	1	0.1	99.2
American and Russian	1	0.1	99.4
Peruvian	1	0.1	99.5
Portuguese	1	0.1	99.6
Soviet	1	0.1	99.7
South African, British, and Australian	1	0.1	99.9
Basque	1	0.1	100.0
Total	797	100.0	

and quality of education in the history of psychology. And while it is possible that a diverse history could be reflected through using few texts (e.g., a textbook), multiple scholars have deemed accessing first-hand information about historical authors, concepts, and theories through *primary* sources as a prerequisite for the independent and critical-reflexive type of thinking that history courses usually pursue (Dunn & Dougherty, 2005; Gibson, 2014; Rutherford & Pickren, 2015). Table 4 shows the 62 unique groups of historical authors whose

Table 4. Psychologists Included in Argentinian History of Psychology Syllabi From Primary Sources.

Authors	Frequency	Percentage	Accumulated Percentage
Freud, Sigmund	15	8.3	8.3
Bleger, José	12	6.7	15.0
Wundt, Wilhelm	11	6.1	21.1
Foucault, Michel	6	3.3	24.4
Garrett, Henry	6	3.3	27.8
Ingenieros, José	6	3.3	31.1
Watson, John	6	3.3	34.4
Darwin, Charles	5	2.8	37.2
Piaget, Jean	5	2.8	40.0
Sartre, Jean-Paul	5	2.8	42.8
Vigotsky, Liev	5	2.8	45.6
James, William	4	2.2	47.8
Kant, Immanuel	4	2.2	50.0
Köhler, Wolfgang	4	2.2	52.2
Lagache, Daniel	4	2.2	54.4
Husserl, Edmund	3	1.7	56.1
Janet, Pierre	3	1.7	57.8
Pierón, Henri	3	1.7	59.4
Politzer, Georges	3	1.7	61.1
Allport, Gordon	2	1.1	62.2
Angell, James	2	1.1	63.3
Bleger, José; Caparrós, Antonio; Pichón-Rivière, Enrique; Rozitchner, León	2	1.1	64.4
Bruner, Jerome	2	1.1	65.6
Descartes, René	2	1.1	66.7
Dilthey, Wilhelm	2	1.1	67.8
Elias, Norbert	2	1.1	68.9
Grasset, Joseph	2	1.1	70.0
Habermas, Jürgen	2	1.1	71.1
Horas, Plácido	2	1.1	72.2
Hume, David	2	1.1	73.3
Jaspers, Karl	2	1.1	74.4
Menninger, William	2	1.1	75.6
Merleau-Ponty, Maurice	2	1.1	76.7
Morgan, Lloyd	2	1.1	77.8
Rees, John Rowland	2	1.1	78.9
Ribot, Théodule	2	1.1	80.0
Aberastury, Arminda y otros	1	0.6	80.6
Adler, Alfred	1	0.6	81.1
Alberini, Corolario	1	0.6	81.7
Ardila, Rubén	1	0.6	82.2
Autores varios	1	0.6	82.8
Baldwin, James Mark	1	0.6	83.3
Bechtereve, Vladimir	1	0.6	83.9
Bloch, Marc	1	0.6	84.4
Brentano, Franz	1	0.6	85.0
Breuer, Joseph and Freud, Sigmund	1	0.6	85.6
Carr, Edward	1	0.6	86.1
Charcot, Jean-Marie	1	0.6	86.7
Condillac, Étienne	1	0.6	87.2
Cortada, Nuria	1	0.6	87.8
Dewey, John	1	0.6	88.3
Dumas, George	1	0.6	88.9
Febvre, Lucien	1	0.6	89.4

(continued)

Table 4. (continued)

Authors	Frequency	Percentage	Accumulated Percentage
Fraisse, Paul	1	0.6	90.0
Gadamer, Hans-Georg	1	0.6	90.6
Galton, Franz	1	0.6	91.1
Jung, Carl Gustav	1	0.6	91.7
La Mettrie, Julien	1	0.6	92.2
Lacan, Jacques	1	0.6	92.8
Lewin, Kurt	1	0.6	93.3
Martín-Baró, Ignacio	1	0.6	93.9
Maslow, Abraham	1	0.6	94.4
Merleau Ponty, Maurice	1	0.6	95.0
Mouchet, Enrique	1	0.6	95.6
Pichon-Rivière, Enrique; Bleger, José; Liberman, David and Rolla, Eduardo	1	0.6	96.1
Piñero, Horacio	1	0.6	96.7
Popper, Karl	1	0.6	97.2
Sastre, Carlos	1	0.6	97.8
Seligman, Martin and Csikszentmihalyi, Mihaly	1	0.6	98.3
Skinner, Bhurrus	1	0.6	98.9
Spinoza, Baruch	1	0.6	99.4
Watson, John and Rayner, Rosalie	1	0.6	100.0
Total	180	100.0	

primary sources appear to any degree in the surveyed syllabi. It is worth noting that we found a prevalence of psychoanalytic authors. Such frequencies would indicate consensus regarding their relevance to Argentinian psychology.

Conversely, other historical figures are cited one time and are therefore present only in one syllabus. Historical psychologists such as Gordon Allport, James Angell, and Jerome Bruner are only cited twice in our sample.³ Furthermore, works by key historical figures such as Alfred Adler, James Baldwin, Vladimir Bechtereve, Franz Brentano, John Dewey, George Dumas, Paul Fraisse, Franz Galton, Carl Jung, Kurt Lewin, Abraham Maslow, and Frederic Skinner are cited in just one syllabus. We cannot delve here in considerations about the eminence of these personalities or about their objective relevance to psychology (see Simonton, 2013). Acknowledging the difficulty of said issues, we assume here that the aforementioned authors are usually considered key figures in history textbooks and historical scholarship. Thus, and in regard to history teaching, their scarce presence in the syllabi would imply that most Argentinian students do not have direct, unmediated access (through primary sources) to psychological schools or currents such as individual psychology, Chicago functionalism, Russian reflexology, early American developmental psychology, act (or intentionalist) psychology, analytical psychology, group dynamics, humanism, and operant behaviorism. The comparatively weaker presence of nonpsychoanalytical psychological schools in certain courses could potentially lead to reinforce Argentinian students'

Table 5. Types of Editions of Texts Listed as Bibliography in Argentinian History Courses' Syllabi.

Type of Edition	Frequency	Percentage	Accumulated Percentage
Single-author book chapter	260	32.6	32.6
Article from scientific periodical publication	203	25.5	58.1
Single-author book	166	20.8	78.9
Book chapter from collective, edited book	59	7.4	86.3
Internal circulation document (faculty-made works)	28	3.5	89.8
Article from complete works	22	2.8	92.6
Book chapter from collective, compiled book	17	2.1	94.7
Collective, edited book	10	1.3	96.0
Collective, compiled book	7	0.9	96.9
Article from meeting proceedings	5	0.6	97.5
Article from newspaper	3	0.4	97.9
Other (proceedings)	3	0.4	98.2
Other (mimeo)	2	0.3	98.5
Other (unpublished PhD thesis)	2	0.3	98.7
Encyclopedia entry	1	0.1	98.9
Dictionary entry	1	0.1	99.0
Other (popular journal article)	1	0.1	99.1
Other (unpublished dissertation chapter)	1	0.1	99.2
Other (conference)	1	0.1	99.4
Other (Internet entry)	1	0.1	99.5
Other (research report)	1	0.1	99.6
Other (unpublished talk)	1	0.1	99.7
Other (unpublished undergraduate dissertation)	1	0.1	99.9
Other (scholarship report)	1	0.1	100.0
Total	797	100.0	

mono-theoretical view of the discipline by downplaying the relevance of non-Freudian or Lacanian theories and concepts to past and contemporary psychology. This could imply a failure in conveying a central idea attributed to history courses: scientific pluralism (e.g., Dagenbach, 1999; Goodwin, 2002).

Types of sources and editions. Regarding the quality and type of the listed texts (source types), the bibliography was found to be composed mainly by secondary sources—564 texts, 70.8% of the references—followed by primary—180 texts, 22.6%—and tertiary—53 texts, 6.6%—sources. The prevalence of secondary sources must be noted in light of the importance of primary sources according to historians (Benjamin, 2009; Capshew, 2014; Rutherford & Pickren, 2015).

As we detail in Table 5 regarding edition types, almost a third of the sample is composed of book chapters from single-author books. This prevalence is problematic considering that most of those single-author books comprise secondary sources. In this case, the prevalence of such type of editions tends to exclude other sources and editions considered essential to

Table 6. Scholarly Journals Listed With Frequency Greater Than Two in Argentinian History Courses' Syllabi.

Name of Scholarly Journal	Frequency	Percentage	Accumulated Percentage
<i>Revista de Historia de la Psicología</i>	24	11.8	11.8
<i>Cuadernos Argentinos de Historia de la Psicología</i>	11	5.4	17.2
<i>Journal of the History of the Behavioral Sciences</i>	10	4.9	22.2
<i>American Psychologist</i>	9	4.4	26.6
<i>Acta Psiquiátrica y Psicológica de América Latina</i>	6	3.0	29.6
<i>Revista Latinoamericana de Psicología</i>	6	3.0	32.5
<i>Anuario de Psicología</i>	5	2.5	35.0
<i>Cátedra I Historia de la Psicología Facultad de Psicología UBA</i>	5	2.5	37.4
<i>History of Psychology</i>	5	2.5	39.9
<i>History of the Human Sciences</i>	5	2.5	42.4
<i>Revista Universitaria de Psicoanálisis</i>	5	2.5	44.8
<i>Anuario de Investigaciones</i>	4	2.0	46.8
<i>Theory & Psychology</i>	4	2.0	48.8
<i>Cátedra Psicología I Facultad de Psicología NULP</i>	3	1.5	50.2
<i>Facultad de Psicología UBA</i>	3	1.5	51.7
<i>Revista de la Asociación Española de Neuropsiquiatría</i>	3	1.5	53.2
<i>Revista de Psicología General y Aplicada</i>	3	1.5	54.7

history teaching as are primary sources and contemporary advances in historical research published by scholarly journals. Articles from peer-reviewed journals comprise 25.5% of the total analyzed references. According to previous analyses on history courses' required readings (Visca & Moya, 2013), scholarly articles compose 15% of the courses' required readings. Table 6 details which scholarly journals are cited in the syllabi. Given the importance of scientific papers in academic education, the limited presence of historical research when compared to nonhistorical secondary sources could hinder students' understanding of the empirical, research-fueled nature of the history of psychology as a subdiscipline (Benjamin, 2009).

This marks another point of contrast between Argentina and North American psychology education. According to Vázquez Ferrero and Colombo (2008), North American and European undergraduate psychology courses tend to be built around a single textbook. This applies to history of psychology courses in the United States (Fuchs & Viney, 2002; Hogan, Goshtasbpour, Laufer, & Haswell, 1998). According to Barnes and Greer (2014), this is also the case for Canadian undergraduate history of psychology courses. Conversely, history courses at British psychology departments tend to incorporate "a wide variety of literature" (Brock & Harvey, 2015, p. 9), preferring primary and secondary sources over tertiary sources as history

textbooks. As in England and Ireland, the use of history textbooks in Argentina is highly infrequent. Secondary—and to a lesser extent, primary—sources tend to structure Argentinian history courses.

Thus, while North American courses are built mostly on tertiary sources, Argentinian courses usually omit the use of textbooks, favoring original sources and a wide variety of secondary sources. Primary and secondary sources have their own problems. According to several interviewed professors, they are usually challenging to the first- or second-year student. Nevertheless, professors argued that by reading primary sources, students develop competences such as conceptual precision that textbooks would not systematically help to develop.

Second Stage: Qualitative Analysis of Procedure and Structural Aspects of History Courses

Contextual factors in the teaching of the history of psychology. All seven interviewed chairs stated that university infrastructure and contextual variables (e.g., large enrollments, high student–teacher ratios, scarce full-time professors and auxiliaries, insufficient spaces and infrastructure, and limited access to online libraries and journals) constrained the teaching of history courses in specific ways. Professors stated that what they intend or plan to teach—this is, their ideal syllabus—usually has to be minimized for the sake of feasibility because of said infrastructural constraints. Specifically, with only one exception, all professors highlighted the detrimental effect that lack of classroom space has on auxiliary professors' instructional strategies, especially regarding space and time demanding group-based activities such as role-plays and structured debates.

Enrollment in Argentinian psychology programs has registered an exponential growth during the past three decades, often surpassing faculties' human resources and infrastructure (Alonso & Klinar, 2016; Vilanova, 1993). There are currently more than 78,000 undergraduate psychology students in the country, with 52,000 of them distributed in nine public-managed universities. If we consider that Argentinian psychology programs usually have only one dozen of classrooms (AUAPsi, 1999; Di Doménico & Vilanova, 1999), then it is understandable that the amount of active undergraduates surpasses available spaces. Table 1 details infrastructural constraints related to classrooms overpopulation. Six of the courses are located at the first semesters of the curricula. Hence, they in particular suffer the direct impact of massive enrollments. Regarding scarce physical spaces in history classes, all interviewed professors state that available human resources—auxiliary professors in charge of practices—are insufficient to meet the demands represented by the high quantity of students. Auxiliary professors—this is, professors in charge of practical classes—often have to teach highly populated classes.⁴

This magnitude of attendance has two direct consequences. First, it forces teachers to implement lecture-like modalities of teaching. According to professors, practices at local history

courses often take the form of unidirectional, oral lectures or conferences with the occasional use of reading groups. This greatly limits the interaction of students, between them and the professor and between themselves. While lecturing constitutes the cornerstone of university teaching, its limitations have been repeatedly stated, especially for history of psychology courses (Goodwin, 2002; Woody, 2011). In fact, part of the drive behind promoting meaningful, inventive, engaging history teaching seeks to complement lectures with other instructional approaches (Davis, Janzen, & Davis, 1982; Nawrot, 2014).

Of course, there are pedagogical alternatives that go beyond lecturing, such as semester papers, limited (but original) research, faculty genealogies, structured debates, and comparative analyses of primary, secondary, and tertiary sources (Henderson, 1995; Waller, 2013; Zehr, 2000, 2004). More than half of the interviewed professors acknowledged the existence and relevance of said alternatives. Nevertheless, the high student–teacher ratio in their courses renders them infeasible. Auxiliaries often have to teach two or more courses: Thus, in some cases, the student ratio doubles or triples in a given semester. This is what we deem as the secondary mechanism by which massive attendance hinders history teaching. Alternatives to lecturing that do not require the use of classroom space, such as field work, drafting scientific communications, or undertaking brief research projects, are not feasible because of the teacher workload such alternatives would create.

There are of course alternatives to these necessarily complex instructional resources that could possibly fit the Argentinian context, such as short papers, text commentaries, or analyses of historical personalities (Carpintero, Vidal, & Tortosa, 1993). Nevertheless, most interviewed professors did not recognize those alternatives, tending to mark as unfeasible those didactic approaches they considered inapplicable in the local context.

Regarding other contextual factors, Argentinian history courses count with certain strengths and advantages, the most important being the training of regular, adjunct, and auxiliary professors. During the 1990s, research groups on historical subjects formed in psychology programs (Klappenbach & Jacó-Vilela, 2016). Most researchers at those groups are also teachers at history undergraduate courses. Thus, active researchers on historical subjects in Argentina often teach history courses. According to all interviewed professors, most history of psychology teachers in contact with students are members of such research groups. Additionally, five of the courses have at least one auxiliary professor with a PhD on an historical subject. Even if it is likely that those PhDs are on *Argentinian psychology*, they still indicate certain specialized professional training on historiography.

This marks another interesting contrast with universities in the United States and Canada. According to Fuchs and Viney (2002, p. 11), in the United States, most history courses' instructors teach the course “out of personal interest, often stimulated by a course at the undergraduate or graduate level.” Only a small portion of history teachers have a PhD on historical issues. This is also the case of Canadian psychology

departments, in which only a third of history of psychology courses are taught by specialists, apparently because “the number of [history] courses taught and offered far outweighs the number of specialists” (Barnes & Greer, 2014, p. 162). Almost 80% of the history courses offered by British psychology departments that Brock and Harvey (2015) surveyed are offered by nonspecialists. Conversely, all eight history courses analyzed in our research have at least one professor (chair) or auxiliary teacher with PhD-level training in historical subjects.

Didactic and pedagogical approaches to teaching history of psychology. As could be predicted from the infrastructural issues described, the concrete history teaching that takes place in the classrooms is usually limited to lectures or expository instruction modalities. According to all interviewed professors, history classes are composed of two spaces with different modalities. Theory lessons are imparted by the professor; they consist of weekly lectures of about 90 minutes in which the teacher briefly and broadly summarizes the topic of the week, usually resorting to social, cultural, or intellectual history and without delving into the topic’s conceptual or theoretical issues.

These spaces are complemented with weekly one and a half to 3-hr practical classes, taught by auxiliary professors. Practical classes of surveyed courses usually begin with the teacher briefly discussing the topic of the week. In most courses, this discussion is followed by the auxiliary explaining and detailing the topic through oral presentations. Most surveyed courses use some kind of graphic stimuli together with the lectures, such as PowerPoint slides, related videos, and pictures of primary sources. Those expositions are the exclusive teaching modality of history practical classes at three of our courses. The other five courses implement specific complementary instructional techniques: mainly, the formation of reading groups that must analyze a primary, secondary, or tertiary source in order to answer predefined questionnaires. Auxiliary professors are given freedom to decide which instruction strategies they use.

In the light of these findings, issues regarding history classes’ structure and dynamics constitute another point of contrast between Argentina and international perspectives. Thorough revisions (e.g., Rutherford & Pickren, 2015; Ware & Benjamin, 1991) have shown that transcending lecture-based instruction has been a constant in the teaching of the history of psychology. Thus, history courses in North America (Barnes & Greer, 2014; Bhatt & Tonks, 2002) tend to complement lectures and discussion with active learning exercises that aim to foster students’ interests and critical thinking (Benjamin, 2002).⁵ Conversely, Argentinian psychology courses, constrained by large enrollments and material deficits, have privileged a discursive or “verbalist” modality of education, which has also affected history courses. Thus, what seems missing in most courses are active instructional resources that allow students to acquire and assess historical sources, have direct contact with psychology-related documents, and read and write in accordance with scientific standards (Henderson, 1995; Zehr, 2004, 2006).

However, the absence of active learning exercises is not considered a limitation by professors. Five interviewees explicitly stated that reading and analyzing primary and secondary sources through questionnaires helped students develop a critical, noncelebratory perspective toward psychology. Moreover, and regarding their perception on the role of history courses, six professors argued that history of psychology was a key content in helping students develop a critical, self-conscious thinking style. Thus, history of science education in Argentina would enable a critical stance toward dogmas and pseudo-scientific orthodoxies. Most interviewees argued that history should be a mandatory content in psychologists’ education because it provides perspective on contemporary psychological issues and because it enables the embedding of psychology in its various social, cultural, and political milieus. Specifically, several interviewed professors argued that education in historical issues in the context of Argentinian psychology is vital, since it helps refuting the local, commonly held belief that psychology began—and ended—with psychoanalysis. According to one interviewee, education on psychology’s history is “a way to promote students’ critical assessment of theoretical and professional alternatives, thus indirectly promoting a socially relevant, rigorously scientific psychology.”

Certain Argentinian universities have recently established local history of psychology museums and archives (Klappenbach & Jacó-Vilela, 2016). While the primary objectives of these spaces are the preservation of primary sources and the development of scholarly research, they have been recently included as course-related formative spaces (González & Piñeda, 2015). Students taking history courses are required to visit the museums and carry out specific tasks and assignments, such as analyzing certain primary sources or interacting with classical psychological apparatus. According to the interviewees, this has helped in exposing students to the research activities involved in the historiography of psychology. Although these are the only cases where lectures and reading groups are complemented with field trips, there have been recent initiatives for establishing museums and archives at other Argentinian psychology programs (Polanco & Talak, 2015). Undergraduate history courses could thus benefit from the experience those centers can offer.

When asked about the future of their courses, five of the interviewed professors stated there were no plans to make any changes. The titular professor at the NUC “History of Psychology” course stated that between 2012 and 2014, the syllabus had notoriously changed, including a more diverse set of themes, sources, and didactic approaches. Because we considered the course’s 2011 syllabus, such changes were not reflected in our results. Finally, the NUT course professor stated the intention to enhance the syllabus’ diversity of sources and authors in the near future.

Limitations

Our sample did not comprise all Argentinian history of psychology courses, covering 51.3% of the total of active

psychology students in the country and 80.4% of the enrollment at public universities. This was primarily because the syllabi from those universities were unobtainable and in certain cases because history did not appear in the curriculum as a separate course. Additionally, our interviewees' experience is necessarily subjective and, as such, their responses could be biased or untruthful, thus distorting collected data. These limitations notwithstanding, our study informs on the current status of a considerable part of Argentinian history of psychology undergraduate courses.

Conclusion

History of psychology constitutes a mandatory curricular content in Argentinian psychology university education. Our research showed certain regularities in undergraduate history courses. Regarding the "first level" of curriculum concretion, historical education in Argentina tends to be built around texts by Argentinian authors—especially book chapters and secondary sources. Scholarly articles and historiographical work constitute almost a fourth of the syllabi bibliography. Primary sources are heterogeneous, but there seems to be a group of psychoanalytical authors common to various syllabi and scarce primary sources on non-psychoanalytical psychological schools. Regarding the "second level" of curriculum concretion, history courses are mostly team-taught by active researchers in the field. Nevertheless, courses are hindered by multiple infrastructural constraints, such as high student–teacher ratios and low spatial availability. Regarding the "third level" of curriculum concretion, such infrastructural constraints lead to pedagogical modalities that are usually limited to lectures and group-based discussions. Future research should further work on syllabi contents and should assess the effectiveness and efficiency of a wider arrange of instructional strategies.

Author's Note

The conclusions and results presented in this article are nonetheless responsibility of the authors.

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Notes

1. It has been noted that during recent decades, a growing process of feudalization has taken place in professor groups. This refers to an increasing process of mutual isolation between each of the courses that belong to the same psychology faculty, usually at the expense of updating and aligning course contents with international developments and ministerial and governmental resolutions regarding university education. Consequently, a process of curriculum stagnation and stasis has been identified (Klappenbach, 2003; Vilanova, 1994a, 1994b, 1997b).
2. The inclusion of history of psychology in the accreditation processes' standards was a result of psychologists' proposals regarding education in psychology (AUAPsi & UVAPSI, 2008); proposals which at the same time were based in previous professional debates and resolutions (AUAPSi, 1998, 1999; Fierro & Di Doménico, 2016).
3. This does not necessarily mean that such authors are present in two different syllabi: Each author's pair of citations can belong to the same syllabus.
4. Regarding infrastructural constraints, the Higher Education Law in Argentina was recently amended and selective exams for entering colleges and universities have been rendered illegal: Any citizen with complete secondary education can now enroll for higher education directly and without any prior assessment. It is still too early to assess the impact this measure will have on the already massive enrollment in psychology programs and on the budget granted to each national university if any.
5. Research on history teaching in Britain and in the United States, as the ones by Brock and Harvey (2015) and by Fuchs and Viney (2002), respectively, do not contain information regarding the structure and dynamics of history classes.

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