Course Description and Goals:

This course uses ideas and developments in the past to reveal the limitations of psychological models and claims in the present. In a real sense, the course is a “history of the present.” We take a “social history” approach in examining the social context and framing of key ideas in the past that then come to frame and constrain current approaches in conceptualizing the material and psychological determinants of human behavior. One goal of this “model analytic” approach is to teach you how to think critically and systematically in understanding psychological claims and isolating their flaws. A second goal is to encourage you to contextualize your understanding of psychological claims by exploring underlying social, political, and economic influences on actors and ideas. A third goal is to use writing tasks to encourage active learning strategies in engaging course material.

Course Requirements:

The course requirements will consist of (a) a midterm essay exam on Tuesday, October 20 (worth 120 points), and (b) a final essay exam (150 points) given during the finals period. (c) You must compose six (of eight) short analyses of specific articles and chapters. If you really mess one up, do another and I’ll take the top six grades. These assignments consist of organized answers to questions provided about readings. I will try to give each assignment a week in advance at least. Each analysis except #5 and #8 is worth 20 points maximum and each should be about 3 pages long. Analyses #5 (IQ) and #8 (:Brain Disease) are mandatory (no choice), are each worth 50 points, and should about 6 pages long. For all analyses, you will lose points for a late submission. Grading is based on the extent of your reading, the organization and clarity of your answer, and editing. One purpose of these analyses is to accomplish the writing goals of the course—lots of practice in structured and focused (on a target) writing and in model analysis. The second important purpose is to get you familiar with ideas and controversies before I go over the material. I need to get you to read, and to read ahead of class discussion. The third purpose is to enable you to discover issues and potential solutions on your own, and before I instruct them. This third purpose goes far in accomplishing my goal of fostering critical thinking skills. **Please note, to accomplish the second and third purposes, you must read even if you choose not to do the analysis. You are still required to do the reading.**

The following point percentage system will determine your final grade:

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<tr>
<th>If you earn</th>
<th>Your grade will be at least</th>
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<tbody>
<tr>
<td>94%</td>
<td>A</td>
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<tr>
<td>90%</td>
<td>A-</td>
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<td>78%</td>
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<tr>
<td>&lt; 60%</td>
<td>F</td>
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Several additional factors will also contribute to your final grade. First, the population grouping will be important. Second, if your grades on the essays and tests improve, I will count the later grades more heavily than the earlier grades. Thus, poor initial performances can be discounted somewhat.

Syllabus

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Sept 1</td>
<td>I. Introduction</td>
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<td>II. Thematic Origins</td>
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<td></td>
<td>A. Vitalist World View</td>
<td>Arts. 1-3</td>
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<td></td>
<td>B. Plato and Aristotle</td>
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<td>C. One-Sex Model</td>
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<td>Sept 8</td>
<td>III. Metaphor Makers in the Renaissance</td>
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<td></td>
<td>A. Historical Context</td>
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<td>B. Mechanical World View</td>
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<td>C. Descartes</td>
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<td>D. Scientific Method</td>
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<td>E. Construction of Modern Motherhood</td>
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<td>IV. Material Metaphor</td>
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<tr>
<td></td>
<td>A. Historical Themes</td>
<td>Arts. 4-7</td>
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</tbody>
</table>
Sept 15    B.  19th Century Physiology  
Sept 22    C.  Darwinism
1.  Context
2.  Principles
3.  Implications
4.  Social Uses of Evolution  Arts. 8-12
D.  20th Century Materialism
Sept 29
1.  Hereditarianism
2.  Evolutionary Psychology  Arts. 13-18
Oct 6
V.  Differential Psychology
Oct 13, 20
A.  Historical Context  Arts. 19-23
B.  General Deficiency Model
Oct 27, Nov 3
C.  Intelligence  Arts. 24-30
D.  Psychopathology
Nov 10, 17
1.  Constructs  Arts. 31-34
Nov 24
2.  History  Arts. 31, 35-39
   a. Psychogenic Models
   b. Somatic/Neural Models  Arts. 38, 39, 40-48
3.  Model Assessment
Dec 1   VI. Experiential Metaphor
A.  Historical Context
B.  Methodological Objectivism
C.  Computer:  AI vs HI
Dec 8   VII. Organismic Metaphor

Required Texts:

Obtain readings from several sources.  E-mail (from me) is EM, and Electronic Journal is EJ.  The readings are referenced on the syllabus by number (Art. 1, Art. 2, etc.).  Consult the master list of references for the full citation.  If you have trouble getting an article on EJ, please let me know as soon as possible.  Note that many of these articles are small.  Really!!  Don’t be intimidated by the list.  Most are even interesting.  Amazing!!

All of the topics below are associated with written analyses.  Topics 5 and 8 with an asterisk (*) have analyses that are required (not optional).  These analyses are worth more points than the others.

Cultural Frame: Science and the Two-Sex Model
1.  The Sperm and the Egg by E. Martin
2.  Why Mammals are Called Mammals by L. Schiebinger
3.  The Birth of Sex Hormones by N. Oudshoorn

Topic 1: Mechanism and Essentialism
4.  Physiologists of Mind by R. E. Fancher (Chapter 2)
5.  Nineteenth-Century Craniology by E. Fee
6.  Measuring Heads by S.J. Gould
7.  The Victorian Conflict Between Science and Religion by F.M. Turner

Topic 2: Social (Sexual) Darwinism
8.  Charles Darwin and the Theory of Evolution by R. E. Fancher (Chapter 6)
9.  The Bitter Fruit by C. S. Rosenberg
10.  The Cult of True Womanhood by B.Welter
11.  Functionalism, Darwinism, and the Psychology of Women by S. A. Shields
12.  The Paradox of G. Stanley Hall by L. A. Diehl

Topic 3: Evolutionary Psychology
13.  Our Cheating Hearts by R. Wright
14.  Evolutionary Psychology: The Wheat and the Chaff by F.B.M de Waal
15. Men’s and Women’s Mating Preferences by L.C. Miller et al.  
16. Sociobiology, Biological Determinism, and Human Behavior by R. Bleier  
17. The Gender Similarities Hypothesis by J. S. Hyde  
18. Sexual selection, parental investment, and sexism by C.B. Travis & C. P. Yeager  

**Topic 4: Medicalizing Motherhood**  
19. Science Enters the Birthing Room by J. Leavitt  
20. What Birth Has Done for Doctors by D. C. Wertz  
21. Mother, The Invention of Necessity by N.P. Weiss  
22. Constructing Mothers by R. D. Apple  
23. Reconstructing Motherhood by L.Y. Weiner  

**Topic 5: IQ**  
24. The IQ by P. S. Fass  
25. Race, Genes, and I.Q. - An Apologia by C. Murray & R. J. Herrnstein  
26. For Whom The Bell Curve Tolls by R. J. Sternberg  
27. Schooling, Intelligence, and Income by S. J. Ceci and W. M. Williams  
29. Socioeconomic Status Modifies Heritability of IQ... by E. Turkheimer et al.  
30. Self-Discipline Outdoes IQ..... by A.L. Duckworth & M.E. P. Seligman  

**Topic 6: Medical Models: Cause and Diagnosis**  
31. The Uses of a Diagnosis by B. Sicherman  
32. Divergences in American Psychiatry... by H. Pols  
33. Contested Boundaries by C. E. Rosenberg  
34. DSM-III and the Revolution in the Classification of Mental Illness by R. Mayes & A.V. Horwitz  

**Topic 7: Mental Disease/Dis-Ease as Chrystallization of Culture**  
35. The Hysterical Woman by C. Smith-Rosenberg  
36. Women's Voices in Nineteenth-Century Medical Discourse by N. M. Theriot  
37. A New Generation of Women... by E. Lunbeck  
38. ‘Mother’s Little Helper’... by J. M Metzl  
39. Assessing the Impact of SSRI Antidepressants... by J.M. Metzl & J. Angel  

**Topic 8/Analysis 8: Brain Disease/Neuromythology?**  
40. Towards Responsible Use of Cognitive-Enhancing Drugs... by H Greeley et al.  
41. Good Science or Good Business? by D. Healy  
42. C. Wright Mills meets Prozac by M. Lyon  
43. Blaming the Brain (Ch 4) by E.S. Valenstein  
44. From Hyperactive Children to ADHD Adults by P. Conrad & D. Potter  
45. The Run on Ritalin by L.H. Diller  
46. Psychology in the Prescription Era by D.O. Antonucci et al.  
47. A Critique of the International Consensus Statement on ADHD by S. Timimi (and 33 others)  
48. Diagnosis and Treatment of ADHD NIH  

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**Guidelines for Course Success**

1. Attend class! Commit! Sit up front! You will FLUNK if you do not ATTEND CLASS.
2. Stay awake and pay attention. I'll call on you if you doze off, and embarrass myself. Take good notes!
3. Hand in assignments on time! You will not pass if you fail to hand in an analytic essay, and late assignments will be penalized.

4. Participate in class discussion and do not be intimidated. I’m much more interested in your opinion than I am in my own.

5. Consult! If you miss a class, get the notes from an “A” classmate. Get together to study for tests—it works. Come to my office hours for the pre-test sessions. That works too.

6. Pretend you're having fun!

7. Don't believe anything I say.

8. Be prepared to be offended by the concepts (and language) of the course. The intent is theoretical, not personal.

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**Tentative Event Schedule**

<table>
<thead>
<tr>
<th>Event</th>
<th>Readings</th>
<th>Date Due</th>
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<tbody>
<tr>
<td>Analysis #1</td>
<td>Arts. 4-7</td>
<td>Tuesday, Sept 15</td>
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<tr>
<td>Analysis #2</td>
<td>Arts. 8-12</td>
<td>Tuesday, Sept 22</td>
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<tr>
<td>Analysis #3</td>
<td>Arts. 13-18</td>
<td>Thursday, Oct 1</td>
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<tr>
<td>Analysis #4</td>
<td>Arts. 19-23</td>
<td>Tuesday, Oct 13</td>
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<tr>
<td>Mid-Term Exam</td>
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<td>Tuesday, Oct 20</td>
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<tr>
<td>Analysis #5 *</td>
<td>Arts. 24-30</td>
<td>Thursday, Oct 29</td>
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<td>Analysis #6</td>
<td>Arts. 31-34</td>
<td>Tuesday, Nov 10</td>
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<tr>
<td>Analysis #7</td>
<td>Arts. 31, 35-39</td>
<td>Tuesday, Nov 17</td>
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<tr>
<td>Analysis #8 *</td>
<td>Arts. 38, 39, 40-48</td>
<td>Thursday, Dec 3</td>
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<tr>
<td>Final Exam</td>
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<td>Finals Week</td>
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* Required analyses, worth 50 points.