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 14 (worth 120 points), and (b) a final essay exam (150 points) given during the finals period. The exams are cumulative. (c) You must compose nine short analyses of specific articles and chapters. 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 #9 is worth 20 points maximum and each should be about 3 pages long. Analysis #9 (Major Depressive Disorder) is 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. (d) We may have an extra-credit assignment worth 10 points maximum and possibly due on October 16. The reason it is “extra-credit” is that timing is critical, with the result that course assignments are too closely packed.

The following point percentage system will determine your final grade:

<table>
<thead>
<tr>
<th>If you earn:</th>
<th>Your grade will be at least:</th>
</tr>
</thead>
<tbody>
<tr>
<td>94%</td>
<td>A</td>
</tr>
<tr>
<td>90%</td>
<td>A-</td>
</tr>
<tr>
<td>78%</td>
<td>B-</td>
</tr>
<tr>
<td>60%</td>
<td>C-</td>
</tr>
<tr>
<td>&lt; 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 26</td>
<td>I. Introduction</td>
<td>Arts. 1-3</td>
</tr>
<tr>
<td></td>
<td>II. Thematic Origins</td>
<td></td>
</tr>
<tr>
<td>Sept 2</td>
<td>III. Metaphor Makers in the Renaissance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IV. Material Metaphor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Historical Themes</td>
<td>Arts. 4-7</td>
</tr>
<tr>
<td>Sept 9</td>
<td>B. 19th Century Physiology</td>
<td>Arts. 8-12</td>
</tr>
<tr>
<td>Sept 16</td>
<td>C. Darwinism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. 20th Century Materialism</td>
<td></td>
</tr>
<tr>
<td>Sept 23</td>
<td>1. Hereditarianism</td>
<td>Arts 13-17</td>
</tr>
<tr>
<td></td>
<td>2. Evolutionary Psychology</td>
<td></td>
</tr>
<tr>
<td>Sept 30</td>
<td>3. Neuropsychology and the Engram</td>
<td>Arts 18-23</td>
</tr>
<tr>
<td></td>
<td>V. Differential Psychology</td>
<td></td>
</tr>
</tbody>
</table>
Oct 7, A. Historical Context Arts. 24-27
Oct 16 B. General Deficiency Model Arts. 28-33
Oct 21 C. Intelligence Arts. 28-33
D. Psychopathology
Oct 28 1. Constructs
Nov 6 2. History Arts. 3, 34-37
Nov 11 a. Somatic Models
b. Psychogenic Models
Nov 20 c. Diagnostic Revolution Arts. 38-42
Dec 2 3. Model Assessment Arts. 43-50

VI. Experiential Metaphor
A. Historical Context
B. Methodological Objectivism
C. Computer: AI vs HI

VII. Organismic Metaphor

Required Texts:

Obtain readings from several sources. E-mail (from me through pobox) 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.

Cultural Frame: Science and the Two-Sex Model
1. The Sperm and the Egg by E. Martin EJ
2. Why Mammals are Called Mammals by L. Schiebinger EJ
3. The Hysterical Woman by C. Smith-Rosenberg EM

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

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

Analysis 3: Evolutionary Psychology
13. Our Cheating Hearts by R. Wright EM
14. Black or White or Shades of Gray: by H.T. Reis & B.J. Carothers EJ
15. Men's and Women's Mating Preferences by L.C. Miller et al. EJ
16. The Gender Similarities Hypothesis by J. S. Hyde EJ
17. Sexual selection, parental investment, and sexism by C.B. Travis & C. P. Yeager EM

Analysis 4: fMRI and Neurobable
18. The Appeal of the Brain in the Popular Press by D. M. Beck EJ
19. Growing Pains for fMRI by G. Miller EJ
20. The Role of fMRI in Cognitive Neuroscience: where do we stand? by R. A. Poldrack EJ
21. Voodoo Correlations are Everywhere—Not Only in Neuroscience by K. Fiedler EJ
22. From Scanner to Sound Bite by C. Fine

23. Genetic Essentialism, Neuroessentialism, and Stigma by N. Haslam

Analysis 5: Medicalizing Motherhood

24. Science Enters the Birthing Room by J. Leavitt

25. What Birth Has Done for Doctors by D. C. Wertz

26. Mother, The Invention of Necessity by N.P. Weiss

27. Constructing Mothers by R. D. Apple

Analysis 6: IQ

28. Schooling makes you smarter by R. E. Nisbett

29. Schooling, Intelligence, and Income by S. J. Ceci and W. M. Williams


31. Emergence of a Gene x Socioeconomic Status Interaction... by E. M Tucker-Drob et. al.

32. Role of test motivation in intelligence testing by A. L. Duckworth et al.

33. Self-Discipline Outdoes IQ..... by A.L. Duckworth & M.E. P. Seligman

Analysis 7: Mental Disease/Dis-Ease as Chrystallization of Culture

34. The Uses of a Diagnosis by B. Sicherman

35. Women's Voices in Nineteenth-Century Medical Discourse by N. M. Theriot

36. A New Generation of Women... by E. Lunbeck

37. ‘Mother’s Little Helper’... by J. M Metzl

Analysis 8: Medical Models: Diagnosis and Professionalization

38. Contested Boundaries by C. E. Rosenberg

39. DSM-III and the Revolution in the Classification of Mental Illness by R. Mayes & A.V. Horwitz

40. The Dictionary of Disorder by A. Spiegel

41. Transforming Normality into Pathology by A.V. Horwitz

42. How an Age of Anxiety Became an Age of Depression by A. V. Horwitz

Analysis 9: Major Depressive Disorder

43. Depression by G. Grob & A. V. Horwitz

44. The Myth of the Chemical Cure J. Moncrieff

45. An Epidemic of Depression or the Medicalization of Distress? by R. Mulder

46. Assessing the Impact of SSRI Antidepressants by J. M. Metzl & J. Angel

47. Antidepressants and the placebo response by I. Kirsch

48. Influence of Patients’ Requests... by R.L. Kravitz, et. al.

49. Can’t a mother sing the blues? by L. Held & A. Rutherford

Guidelines for Course Success

1. Attend class! I have a MANDATORY ATTENDANCE policy. You will FLUNK if you do not ATTEND CLASS.

2. Put your CELL PHONES away. I have a ZERO TOLERANCE policy. Use your phone in class and I won’t grade the next thing you hand in (including mid-term and final exams).

3. Stay awake and pay attention. I’ll call on you if you doze off, and embarrass myself. Take good notes!

4. Hand in assignments on time! I will penalize late assignments.

5. Participate in class discussion and do not not not be intimidated (that’s three nots). I’m much more interested in your opinion than I am in my own.

6. Consult! If you miss a class because aliens landed in your home town and took your dog hostage, get the notes from an “A” classmate. Get together to study for tests—it works. Come to the pre-test sessions. That works too.

7. Pretend you’re having fun!

8. Don’t believe anything I say.
9. Be prepared to be offended by the concepts (and language) of the course. The intent is theoretical, not personal, and I aim to provoke. Not much is sacred here.

### Tentative Event Schedule

<table>
<thead>
<tr>
<th>Event</th>
<th>Readings</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Frames</td>
<td>Arts. 1-3</td>
<td>Tuesday, Sept 2</td>
</tr>
<tr>
<td>Analysis #1</td>
<td>Arts. 4-7</td>
<td>Tuesday, Sept 9</td>
</tr>
<tr>
<td>Analysis #2</td>
<td>Arts. 8-12</td>
<td>Tuesday, Sept 16</td>
</tr>
<tr>
<td>Analysis #3</td>
<td>Arts. 13-17</td>
<td>Thursday, Sept 25</td>
</tr>
<tr>
<td>Analysis #4</td>
<td>Arts. 18-23</td>
<td>Thursday, Oct 2</td>
</tr>
<tr>
<td>Analysis #5</td>
<td>Arts. 24-27</td>
<td>Thursday, Oct 9</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td></td>
<td>Tuesday, Oct 14</td>
</tr>
<tr>
<td>Extra-Credit Analysis *</td>
<td></td>
<td>Thursday, Oct 16</td>
</tr>
<tr>
<td>Analysis #6</td>
<td>Arts. 28-33</td>
<td>Thursday, Oct 23</td>
</tr>
<tr>
<td>Analysis #7</td>
<td>Arts. 3, 34-37</td>
<td>Thursday, Oct 30</td>
</tr>
<tr>
<td>Analysis #8</td>
<td>Arts. 38-42</td>
<td>Tuesday, Nov 11</td>
</tr>
<tr>
<td>Analysis #9 * *</td>
<td>Arts. 41, 42, 43-49</td>
<td>Tuesday, Nov 25</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td>Finals Week</td>
</tr>
</tbody>
</table>

* The assignment and date of the Extra-Credit analysis (10 points) are tentative.

* * Worth 50 points.