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 Thursday, October 13 (worth 120 points), and (b) a final essay exam (150 points) given during the finals period. The exams are cumulative. (c) You must compose eight short analyses of specific articles and chapters. A ninth is for extra credit. 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 should be about 3 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.

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>
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<tbody>
<tr>
<td>94%</td>
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<tr>
<td>90%</td>
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<td>78%</td>
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<td>60%</td>
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<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>Aug 30</td>
<td>I. Introduction</td>
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<td>II. Thematic Origins</td>
<td>Arts. 1-3</td>
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<td>Sept 6</td>
<td>III. Metaphor Makers in the Renaissance</td>
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<td>Sept 13</td>
<td>IV. Material Metaphor</td>
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<td>Sept 20</td>
<td>A. Historical Themes</td>
<td>Arts. 4-7</td>
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<td>Sept 27</td>
<td>B. 19th Century Physiology</td>
<td>Arts. 8-12</td>
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<td>Oct 4</td>
<td>C. Darwinism</td>
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<td>Oct 11</td>
<td>D. 20th Century Materialism</td>
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<td>Oct 20</td>
<td>1. Hereditarianism</td>
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<td>Oct 25</td>
<td>2. Evolutionary Psychology</td>
<td>Arts 13-17</td>
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<td>3. Neuropsychology and the Engram</td>
<td>Arts 18-24</td>
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<td>V. Differential Psychology</td>
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<td></td>
<td>A. Historical Context</td>
<td>Arts. 25-29</td>
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<td>B. General Deficiency Model</td>
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<td>C. Intelligence</td>
<td>Arts. 30-35</td>
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<td>D. Psychopathology</td>
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</table>
Nov 1    1. Constructs
Nov 10   2. History
        a. Somatic Models
        b. Psychogenic Models
Nov 17   3. Diagnostic Revolution
Nov 29   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 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. Evaluating Gender Similarities and Differences... by E.Zell, Z.Krizan, & S.R. Teeter  EJ
17. Sexual selection, parental investment, and sexism by C.B. Travis & C. P. Yeager  EJ

Analysis 4: fMRI and Neurobabble
18. Thinking it over: fMRI and Psychological Science by Christy Nicholson  EM
19. Essentialist Views of the Mind by L. Barrett       EM
20. The Appeal of the Brain in the Popular Press by D. M. Beck       EJ
21. Growing Pains for fMRI by G. Miller       EJ
22. The Role of fMRI in Cognitive Neuroscience: where do we stand? by R. A. Poldrack       EJ
23. Voodoo Correlations are Everywhere—Not Only in Neuroscience by K. Fiedler       EJ
24. Genetic Essentialism, Neuroessentialism, and Stigma by N. Haslam     EJ
Analysis 5: Medicalizing Motherhood
25. Science Enters the Birthing Room by J. Leavitt
26. What Birth Has Done for Doctors by D. C. Wertz
27. Mother, The Invention of Necessity by N.P. Weiss
28. Constructing Mothers by R. D. Apple
29. Is Breast Truly Best? by C.G. Colen, & D.M Ramey

Analysis 6: IQ
30. Schooling makes you smarter by R. E. Nisbett
31. Schooling, Intelligence, and Income by S. J. Ceci and W. M. Williams
33. Genetic and Environmental Influences on Cognition by E. M Tucker-Drob et. al.
34. Role of test motivation in intelligence testing by A. L. Duckworth et al.
35. Self-Discipline Outdoes IQ… by A.L. Duckworth & M.E. P. Seligman

Analysis 7: Mental Disease/Dis-Ease as Chrystallization of Culture
36. The Uses of a Diagnosis by B. Sicherman
37. Women's Voices in Nineteenth-Century Medical Discourse by N. M. Theriot
38. Freudian Hysterics by A. Scull
39. ‘Mother’s Little Helper’… by J. M Metzl
40. Can’t a mother sing the blues? by L. Held & R. Rutherford

Analysis 8: Medical Models: Diagnosis and Professionalization
41. Contested Boundaries by C. E. Rosenberg
42. DSM-III and the Revolution in the Classification of Mental Illness by R. Mayes & A.V. Horwitz
43. The Dictionary of Disorder by A. Spiegel
44. An Epidemic of Depression or the Medicalization of Distress? by R. Mulder
45. Diagnosing the DSM: by S.E. Hyman

Analysis 9: Psychopharmacology
46. ‘A pill for every ill’; by J. Busfield
47. How an Age of Anxiety Became an Age of Depression by A. Horwitz
48. The disease-centered model of drug action by J. Moncrieff
49. How pharmaceutical industry funding affects trial outcomes by A. Sismondo
50. Assessing the Impact of SSRI Antidepressants by J. M. Metzl & J. Angel
51. Antidepressants and the placebo response by I. Kirsch
52. Influence of Patients’ Requests… by R.L. Kravitz, et. al.

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. I have a similar policy concerning COMPUTER USE in the classroom. Use the computer to take notes if you must (it is inefficient), but that is all. If I have any sense that you are using the computer for other purposes, I will exact the same penalty as in #2.
4. Stay awake and pay attention. I'll call on you if you doze off, and embarrass myself. Take good notes!
5. Hand in assignments on time! I will penalize late assignments.
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.
<table>
<thead>
<tr>
<th>Event</th>
<th>Readings</th>
<th>Date Due</th>
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<tbody>
<tr>
<td>Cultural Frames</td>
<td>Arts. 1-3</td>
<td>Tuesday, Sept 6</td>
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<tr>
<td>Analysis #1</td>
<td>Arts. 4-7</td>
<td>Tuesday, Sept 13</td>
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<td>Analysis #2</td>
<td>Arts. 8-12</td>
<td>Tuesday, Sept 20</td>
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<tr>
<td>Analysis #3</td>
<td>Arts. 13-17</td>
<td>Thursday, Sept 29</td>
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<tr>
<td>Analysis #4</td>
<td>Arts. 18-24</td>
<td>Thursday, Oct 6</td>
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<td>Mid-Term Exam</td>
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<td>Thursday, Oct 13</td>
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<td>Analysis #5</td>
<td>Arts 25-29</td>
<td>Tuesday, Oct 18</td>
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<td>Analysis #6</td>
<td>Arts. 30-35</td>
<td>Thursday, Oct 27</td>
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<td>Analysis #7</td>
<td>Arts. 3, 36-40</td>
<td>Thursday, Nov 3</td>
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<td>Analysis #8</td>
<td>Arts. 41-45</td>
<td>Thursday, Nov 17</td>
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<td>Analysis #9</td>
<td>Arts. 46-52</td>
<td>Thursday, Dec 1</td>
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<td>Final Exam</td>
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<td>Finals Week</td>
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