By now I am sure you will have heard that psychology at Duquesne is a little “different” from the main stream. This course introduces you very broadly to the ways in which we are different from most other programs. Most broadly - at risk of being simplistic - most of psychology is organized around the assumptions of natural science, while at Duquesne the Psychology Department's mission statement is to develop psychology as a human science.

In fact, DU is internationally recognized as the English speaking world's center for research and practice of psychology conceived as a human science. So, I hope you enjoy this course and that we shall work well together.

Course objectives
By the end of this course you should be able to

1. Understand the broad assumptions of psychology conceived both as a natural science and as a human science, and be able to discuss the contribution(s)--both as subject matter and as method--of human science to the broader field of psychology.

2. Understand the development and basic propositions of existentialism in psychology, primarily with reference to writings of Rollo May;

3. Understand the central themes of phenomenological psychology as a method for human science research in psychology;

4. Understand critically the broad contributions of depth psychology (Freud and Jung), humanistic psychology (esp. Maslow), social constructionism, and deconstruction for a human scientific psychology;

5. And if that is not enough, I want you to enjoy yourselves and have an experience of your own intellectual growth, or development, within this tradition of doing psychology.
Course expectations You will find that this course is fairly demanding. I have required approximately 3-5 hours of readings and homework for each week. The positive side of this is that students overwhelmingly find that demanding (but fair, congenial, etc.) courses are those they get the most from.

Class attendance There is strong evidence that class attendance is correlated with higher GPA, greater learning, and more enjoyment. We shall start punctually. If, due to unforeseen circumstance, you will be late for class or miss a class, please let me know beforehand. I shall be giving spot quizzes on the readings prepared for class, without makeup, and you need to let me know beforehand if you want a LOA rather than a zero.

Class preparation There are readings for most classes. These should typically not take more than 3-5 hours per week, although there might be a few “big” weeks. Read these required readings actively, which means, taking notes and engaging with the material as you go along. Bring your notes to class, with questions or concerns, for discussions and spot quizzes.

Class participation I know that some of you may feel shy, and even a little intimidated, perhaps, but I would encourage you to participate in class as best you can. Remember that people who seldom speak do not have any less to say than those of us who can’t keep our mouths shut! Grades may be adjusted upwards for class participation.

Plagiarism and academic dishonesty This is severely frowned upon and has dire consequences, which may include failure of the course and even academic dismissal. Downloading material from the web, or quoting without reference, is plagiarism--and my computer can pick it up instantly. Please do not even entertain such thoughts.

Cell phones are to be turned off please.

Note: This syllabus provides the general structure, but I shall leave myself a little “wiggle room” for purposes of flexibility according to class needs. I shall also print and post for your record any changes or updates that occur, so that your final copy will also be a record of what you did.

Your major’s portfolio If you are a psychology major and you have already taken PSYC 102 (Orientation to the Psychology Major) you must upload at least one assignment from this class to your Blackboard portfolio. You may do this at any time during the semester, but it must be done by the end of finals week. You cannot receive your grade from this class until after you have done this.

Readings

You will need to purchase the following books:
Other readings will be placed on Blackboard.

Special needs

Students with documented disabilities are entitled to reasonable accommodations. Please contact the Office of Freshman Development and Special Student Services at room 309 Duquesne Union (ext. 6657) as soon as possible if this applies to you.

Assignments, tests, and grades

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term papers</td>
<td>30%</td>
<td>(2x15%)</td>
</tr>
<tr>
<td>Midterm multiple choice</td>
<td>12%</td>
<td>(12 questions)</td>
</tr>
<tr>
<td>Spot quizzes</td>
<td>28%</td>
<td>(7 x4%)</td>
</tr>
<tr>
<td>Other class assignments</td>
<td>06%</td>
<td>(2x3%)</td>
</tr>
<tr>
<td>End of year exam</td>
<td>24%</td>
<td></td>
</tr>
</tbody>
</table>

Class participation will not be formally graded, but will be credited if you are close to going up to another grade.

Term papers

There will be two term papers, worth 15% each, 5-6 sides, 12 font, double spaced. Details and due dates appear below.

Midterm multiple choice examination

This will comprise 12 questions on the readings and lecture material, and will count for 12% of the final grade. I shall not be asking you about other authors discussed within various readings. So, for instance, you might be asked about what Giorgi argues, but you do not need to remember the comments he makes about all the authors he discusses within his paper(s).

Spot quizzes and short assignments

There will be seven spot quizzes for four percent each at the beginning of some classes. These make up 28% of your grade. These quizzes are to encourage you to be prepared for all your classes. There are no makeups for these. There will also be two short assignments for three percent each.

Extra credit options

There will be some extra credit options made available during the course. These are a great way to improve your grade and to get a better grasp of the field. Students may score up to 10 points through extra credits.

End of year essay examination

You will write this examination in the classroom, but here is the question. Note that it is the first course objective. It is given to you now so that you have a focus for your reading and thinking
throughout the course. The second option is designed for students who might be going on to
nursing, occupational therapy, business, etc.

EITHER: Write a letter to a friend who is studying psychology at another university. This
friend has asked you what is human science psychology and how you think it contributes your
understanding of yourself as a psychologist and to the field of psychology. In your answer,
describe both your personal and intellectual responses to the course you have just completed.

OR: Write a letter to a friend who is studying your future occupation at another university.
This friend has asked you what is human science psychology and how it contributes to your
understanding of yourself and your future occupation. Describe both your personal and
intellectual responses to the course you have just completed.

You are encouraged to be honest in your responses, being enthusiastic, measured, and/or
critical as the case might be. Credit will be given for clarity of thought and expression,
conceptual precision and accuracy, appropriate use of authors and theory, and personal
integration of the material into your own experience of yourself and others. Of course,
you do not need to use APA style referencing in this closed book examination. A copy of
my grading guidelines is attached to this syllabus.

Course structure
Week/day
1 Introduction and overview
Th Jan 1/9 Introduction and overview

2 Getting oriented: two broad approaches to psychology
Tu 13 Personal reflections on being human and being psychological
Homework for today: Write a page or two on an experience that was psychologically
meaningful for you.

Th 15 Quantitative and qualitative questions
Giorgi: Phenomenology and experimental psychology: 11 (Do not worry if you are not
clear about the meaning of the term phenomenology at this stage. It is enough to know it
refers to the description of the meanings and structures (a structure is a form or
organization) of the phenomena of psychological life.)

Workshop on these two types of questions regarding your own experience. Why did you
choose that particular experience? What quantitative and qualitative questions about it
might be interesting to you as a psychology student? How might you go about answering
those questions?

3 Psychology as a natural science and as a human science
Tu 20 Assumptions underlying experimental psychology. Brief overview of: empirical
observation, hypothesis testing, operationalized variables (IVs & DV), quantitative
measurement, independence of the observer.
Th 22  Review APA's definition of psychology as a STEM discipline. Think of your own experience and questions in natural scientific terms.

4  Deepening the meaning of human science
Tu 27  Giorgi: The idea of human science. Do not get lost in the details, but understand the central theme in each section.

Th 29  May: The discovery of being, Part 1, chapters 1 and 2
Read with a special view to noting the human science principles and assumptions in these chapters and the story of “Mrs Hutchens.”

5  Existentialism
Tu Feb 3  Submit first paper: Choose an experience that was psychologically meaningful to you and discuss how it might be approached from natural and human scientific perspectives. Note how the different approaches change your experience of what you are thinking about. The aim of this paper is that you demonstrate how the different approaches towards a psychological phenomenon change your experience and, in a sense, change the phenomenon too. 4-6 sides, 12 font, double spaced. Send it as an attachment to me saved with the heading: Your Last name 1. (My paper would be saved as Brooke 1. Then your second paper will be Your Name 2). Once I open your paper, then I would like to see your own heading for your topic.

Th 5  May: The discovery of being, Part 2, chapters 3 and 4

6  Existentialism and phenomenology
Tu 10  May: The discovery of being, Part 3, chapter 6 (Recommended, ch 8)

Th 12  Phenomenology as an approach (its assumptions and method)
Recommended: Carol Becker: Living and relating, chapter 1

7  Phenomenology as approach, method, and subject matter
Tu 17  Extra credit: May 8-10  3 credits

Th 19  Mid-term multiple choice test. 12 questions.

8  From descriptive (“eidetic”) phenomenology to hermeneutic phenomenology
Tu 24  Brooke: What is guilt?
Write no more than one page showing how the human science approach, phenomenological method, and the findings (content) are evident in this paper. (Three points)

Th 26  From phenomenology to psychoanalysis
Class exercise and reflections (word-association study?)
Recommended: Romanyszyn: Complex knowing
Midterm break, March 2 to March 6

9  Depth psychology: Freud
Tu March 10 Psychoanalysis today
   Shedler: That was then, this is now

Th 12 Freud: The first lecture  (Teaching assistant to take this class)
     Freud: First Lecture (from Five Lectures on Psycho-Analysis)
     Find three examples in the text where Freud’s approach to hysteria is consistent with the
     assumptions of psychology as a human science. (Three points.)

10  Psychoanalysis as human science
Tu 17 Retaining the human in our clinical practice: an appeal from a psychoanalyst
     McWilliams: Preserving our humanity as therapists
     Recommended: McWilliams: Ancillary lessons of psychoanalytic psychotherapy
     -- Kvale: Psychoanalytic therapy as qualitative research (This could be helpful if
     integrated into your final paper.)

Th 19 Review (Film of McWilliams or Garland at work?)

11  Humanistic psychology: Maslow
Tu 23 Toward a psychology of health
     Maslow: Toward a psychology of health
     Recommended: Maslow: Knowing and fear of knowing
     Recommended: Richard Lowry’s Foreword to Maslow: Toward a psychology of being

Th 26 Maslow on the extent, or heights, of human experience
     Maslow: Cognition of Being in the peak-experiences
     Recommended: Maslow: Creativity in self-actualizing people

12
Tu 31 Submit second term paper. Write a 4-6 page, double space paper comparing
     psychoanalysis and Maslow’s humanistic psychology. You might find it helpful to
     think historically. In other words, perhaps you notice that psychoanalysis today
     seems closer in some respects to humanistic psychology as envisaged by Maslow. Be
     sure to support any general impressions with scholarly references to the texts. Save
     your text as an attachment with the heading: Name 2. Once opened, then I would
     like to see your own heading for your topic.

     Humanistic principles in psychotherapy and institutions
     Patricia Deegan: Spirit breaking: when the helping professions hurt

     3 extra credits for identifying humanistic themes in McWilliams: Preserving our
     humanity. 1 extra credit for explaining the title (max: 3 points)

Th April 2    Easter break
13 Pulling it together
Tu 7 No class today: Monday schedule

Th 9 Brooke: Introduction to psychology as a human science

14 Pulling it together
Tu 14 Brooke: Introduction to psychology as a human science
Recommended: Brooke: Emissaries from the underworld. (Summarize for 1 extra credit)

Th 16 --Continued

15 Social constructionism and the postmodern turn
Tu 21 The social construction of the self
Gergen: The dissolution of the self

Th 23 Cushman's appeal
Cushman: Defenselessness in the face of the status quo: psychology without a critical humanities (1-2 page personal response, 2 extra credits)

16
Tu 28 Preparation tutorial
Th 30 FINALS begin

References


Shedler, J. (2006). *That was then, this is now*. jonathan@shedler.com
**UNDERGRADUATE GRADING GUIDELINES FOR DR. ROGER BROOKE**

The guidelines are meant to orient you and me. They are not meant to be prescriptive, and I shall use my judgment in each case, being appropriately flexible as the case may be. If you want to approach a written assignment in a particularly unusual way, I suggest you discuss this with me. Evidence of poor proofing, significant grammatical errors, or sloppy presentation will automatically drop as much as two grade levels (e.g., B+ to B-). Be sure to let me know what year of study you are in: sophomore, junior, senior. If English is not your first language let me know that too.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>GUIDELINES</th>
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<tbody>
<tr>
<td>A</td>
<td><strong>Superior</strong> presentation and integration of relevant material, including excellent usage of both required and supplementary readings. Arguments are clear and persuasive, and demonstrate insight into some of the subtleties involved in the subject matter. Writing is grammatically excellent, and there are few, if any, grammatical or typographical errors.</td>
</tr>
<tr>
<td>A-</td>
<td><strong>Excellent.</strong> As above, with minor weaknesses in organization, insight, or conceptualization, as long as these do not involve confusion or inconsistency. Reasonably good use of recommended readings. The paper represents a clear potential to succeed in graduate studies. (This does NOT mean that it has to be a graduate level paper, as you clearly do not have the time or scholarship yet for that.)</td>
</tr>
<tr>
<td>B+</td>
<td><strong>Very good.</strong> Competent coverage of required reading and relevant material, reasonably well organized. Supplementary readings may be covered but tend not to be well integrated. The paper is well written, with good English (teniency towards English-second-language speakers), and has been proof read, with spell check. References are properly cited. OR this may be an otherwise excellent paper with some problems in organization or some area of misunderstanding.</td>
</tr>
<tr>
<td>B</td>
<td><strong>Good.</strong> Satisfactory coverage of relevant material, reasonably well organized and integrated, but lacking in scholarship, or with a superficial understanding. There may be minor omissions of important material.</td>
</tr>
<tr>
<td>B-</td>
<td><strong>Satisfactory.</strong> Adequate coverage of relevant material, but with some significant areas of confusion or omissions. Lack of critical insight and/or unclear organization. Tendency to rote repetition of lectures and required readings. Maximum grade if there is evidence of poor proofing, significant grammatical errors, or sloppy presentation.</td>
</tr>
<tr>
<td>C(+)</td>
<td><strong>Minimum average grade for graduation.</strong> Significant tendency to rote repetition of required material, but with insufficient material covered or areas of significant confusion, or misunderstanding.</td>
</tr>
<tr>
<td>D</td>
<td><strong>Lowest passing grade.</strong> Just enough contact with reference material to pass, but with significant gaps or misunderstandings. Material presented in a confusing or weak way, despite evidence of having grasped a few basic ideas.</td>
</tr>
<tr>
<td>F</td>
<td>Major misconceptions, poor organization, significant lack of intellectual clarity or scholarship.</td>
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Roger Brooke, Ph.D., ABPP  
Professor