

## PSYCHOLOGY 6021, Section 1: PSYCHOLOGY AS HUMAN SCIENCE - Fall 2019

### Instructor Information

Instructor: James Christopher Head

Time: 9:30-11:10, MW

Location: 102 Melson Hall

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### Course Information

#### Course Description

“Psychology as human science,” what might that mean? If psychologists were to envision themselves as practitioners of human science, how might they actualize that vision? What questions might they ask? What investigatory approaches might they take? What philosophies might they draw from? How might they position themselves in relation to the humans they seek to learn from? Towards what ends might they engage in their work? How might they understand themselves in relation to practitioners of natural science? These are some of the questions we will explore as we work toward developing an understanding of a psychology that is humane, humanizing, and focused on aspects of human life that are not typically addressed by practitioners of natural science (meanings, values, experiences, etc.). While working toward making sense of these big and complex questions, we will engage in (or work toward engaging in) human science research, which will help us ground our work in interpersonal processes and will provide students the opportunity to imagine a future in which they practice psychology as human science.

### Course Objectives and Learning Outcomes

Upon completion of the course, students should be able to:

- 1) Engage in the ethical relational practices that underpin human science research, which will be demonstrated by facilitating lessons and research groups.
- 2) Comprehend and synthesize prominent historical, philosophical, and conceptual foundations of human science, which will be demonstrated in class discussions, facilitating lessons, reflection papers, and a research proposal.
- 3) Apply, analyze, and evaluate foundational knowledge when interrogating human science research and investigatory practices, which will be demonstrated in class discussions, facilitating lessons, reflection papers, and a research proposal.

- 4) Engage in analytical writing (e.g., reflection papers and research proposal) that reflects a deep understanding of the historical, philosophical, and conceptual foundations of human science.
- 5) Develop and propose a research project that reflects a deep understanding of the foundations of human science.

### Grading Information and Policy

There are 100 points possible in the course. Participation is worth a total of 25 points, reflection papers are worth a total of 40 points (10 points each), the topic facilitation is worth a total of 10 points, and the research proposal is worth a total of 25 points. These 100 points will be used to calculate a percentage grade according to the standard percentage point divisions:

Grading structure and point scale:

90-100 points	90% - 100%	A
80 points - 89 points	80% - 89%	B
70 points - 79 points	70% - 79%	C
60 points - 69 points	60% - 69%	D
< 60 points	< 60%	F

### Late work policy:

All assignments are due (i.e., submitted on the course website, unless otherwise specified) by the beginning of the class period corresponding to the due date of the assignment (see the course schedule). Any work turned in after this time will be docked 10% for each day past the due date that it is not turned in.

### Assignments and Requirements

**Attendance.** Formal attendance will be taken in this class and there is no way to learn the material, complete the project, or to get a good grade without regular attendance. Some course work will be completed in class and all assignments will only be fully explained in class.

**Readings.** You are expected to come to each class with a copy of the reading for the day, having read the materials listed on the same date as that lecture (see course schedule below). Each day's class will cover material relevant to the assigned readings, so you will be more prepared to understand the material if you come to class having read the assignment.

**Participation.** You are expected to participate in in-class activities and exercises. This class will be highly experiential (i.e., non-lecture), so you should expect to come to class, come on time, come prepared, and actively engage in your learning.

**Reflection Papers.** You are expected to write four reflections (2 pages, double spaced, 12pt font) that demonstrate your understanding of and engagement with course texts, concepts, and issues.

**Topic Facilitation.** You are expected to facilitate the class's learning of one course texts. After selecting one course texts that you will explore in-depth, you will prepare a "lesson" that will help your classmates better understand/appreciate the texts.

**Research Proposal.** You are expected to construct a formal research proposal of a human science research project you might conduct. This will be the summative project for this course, and accordingly, will reflect your understanding of the concepts and issues addressed in throughout the semester. You will present a succinct version of your proposal to the class.

### Texts, Readings, Instructional Resources, and References

The number associated with each text corresponds with the class schedule (see below). Readings should be completed before the date in which they are scheduled to be addressed.

#### Required Texts:

1. Head, J.C. (2018). Course Proposal.
2. Lake, R. W. (2014). Methods and moral inquiry. *Urban Geography*, 35(5), 657-668.
3. Friedman, M. (1988). Intersubjectivity in Husserl, Sartre, Heidegger, and Buber. *Review of existential psychology and psychiatry*, 21, 63-80.
4. Finlay, L. (2005). " Reflexive embodied empathy": A phenomenology of participant-researcher intersubjectivity. *The Humanistic Psychologist*, 33(4), 271-292.
5. Clegg, J. W., & Slife, B. D. (2005). Epistemology and the hither side: A Levinasian account of relational knowing. *European Journal of Psychotherapy & Counselling*, 7(1-2), 65-76.
6. Sampson, E. E. (2003). Unconditional kindness to strangers: Human sociality and the foundation for an ethical psychology. *Theory & Psychology*, 13(2), 147-175.
7. Witty, M. C. (2007). Client-centered therapy. In *Handbook of homework assignments in psychotherapy* (pp. 35-50). Springer, Boston, MA.
8. Maslow, A. H. (1961). Are our publications and conventions suitable for the personal sciences?. *American Psychologist*, 16(6), 318.
9. Bergner, R. M. (2017). What is a person? What is the self? Formulations for a science of psychology. *Journal of Theoretical and Philosophical Psychology*, 37(2), 77.
10. Harding, S. (1992). After the Neutrality Ideal: Science, Politics, and " Strong Objectivity". *Social Research*, 567-587.
11. Lorde, A. (2003). The master's tools will never dismantle the master's house. *Feminist postcolonial theory: A reader*, 25, 27.

12. Bhatia, S. (2007). Rethinking culture and identity in psychology: Towards a transnational cultural psychology. *Journal of Theoretical and Philosophical Psychology*, 27(2-1), 301.
13. Fine, M., Tuck, E., & Zeller-Berkman, S. (2008). Do you believe in Geneva. *Handbook of critical and Indigenous methodologies*, 157-180.
14. Finlay, L. (2002). Negotiating the swamp: the opportunity and challenge of reflexivity in research practice. *Qualitative research*, 2(2), 209-230.
15. Chase, S. E. (2003). Learning to listen: Narrative principles in a qualitative research methods course.
16. Husserl, E. (1970). *The crisis of European sciences and transcendental phenomenology: An introduction to phenomenological philosophy*. Northwestern University Press.
17. Heidegger, M. (1977). Modern science, metaphysics, and mathematics. *Basic writings*, 284.
18. Osbeck, L. M. (2014). Scientific reasoning as sense-making: Implications for qualitative inquiry. *Qualitative Psychology*, 1(1), 34.
19. Maslow, A. H. (1946). Problem-centering vs. means-centering in science. *Philosophy of Science*, 13(4), 326-331.
20. Polkinghorne, D. (1983). Introduction. In *Methodology for the human sciences: Systems of inquiry*. Suny Press.
21. Polkinghorne, D. (1983). Appendix: The term "human science." In *Methodology for the human sciences: Systems of inquiry*. Suny Press.
22. Slife, B. D., Williams, R. N., & Williams, R. N. (1995). Science and human behavior. In *What's behind the research?: Discovering hidden assumptions in the behavioral sciences*. Sage.
23. Marshall, C., & Rossman, G. B. (1999). The "what" of the study: Building the conceptual framework. *Designing qualitative research*, 3, 21-54.
24. Slife, B. D., Williams, R. N., & Williams, R. N. (1995). Ways of knowing. In *What's behind the research?: Discovering hidden assumptions in the behavioral sciences*. Sage.
25. Denzin, N. K., & Lincoln, Y. S. (2008). Paradigmatic controversies, contradictions, and emerging confluences. In *The landscape of qualitative research* (Vol. 1). Sage.
26. Hermans, H. J., & Hermans-Jansen, E. (2001). The person as motivated storyteller: Basic metaphor. In *Self-narratives: The construction of meaning in psychotherapy*. Guilford Press.
27. Slife, B. D., Williams, R. N., & Williams, R. N. (1995). Human images. In *What's behind the research?: Discovering hidden assumptions in the behavioral sciences*. Sage.

28. Rennie, D. L. (2007). Methodical hermeneutics and humanistic psychology. *The Humanistic Psychologist, 35*(1), 1-14.
29. Josselson, R. (2004). The hermeneutics of faith and the hermeneutics of suspicion. *Narrative inquiry, 14*(1), 1-28.
30. Wiggins, B. J. (2011). Confronting the dilemma of mixed methods. *Journal of Theoretical and Philosophical Psychology, 31*(1), 44.
31. Tseölon, E. (1991). The method is the message: On the meaning of methods as ideologies. *Theory & Psychology, 1*(3), 299-316.
32. Bates, T. R. (1975). Gramsci and the Theory of Hegemony. *Journal of the History of Ideas, 35*1-366.
33. Weis, L., & Fine, M. (2012). Critical bifocality and circuits of privilege: Expanding critical ethnographic theory and design. *Harvard Educational Review, 82*(2), 173-201.
34. Pitkin, H. F. (1987). Rethinking reification. *Theory and Society, 16*(2), 263-293.
35. Holzkamp, K. (1992). On doing psychology critically. *Theory & Psychology, 2*(2), 193-204.
36. Pryiomka, K. & Clegg, J.W. (in press). Contested method. In W. Pickren (Ed.), *Oxford encyclopedia of the history of psychology*. Oxford: Oxford University Press.
37. Head, J.C., Quigua, F. & Clegg, J.W. (2019). The radical potentials of human experience: Maslow, Leary and the pre-history of qualitative inquiry. *Qualitative Inquiry, 6*(1), 116-132.

### **Supplemental Texts:**

1. Kahn, J. H. Sample APA Paper for Students Interested in Learning APA Style 6th Edition Jeffrey H. Kahn Illinois State University.
2. Levitt, H. M., Motulsky, S. L., Wertz, F. J., Morrow, S. L., & Ponterotto, J. G. (2017). Recommendations for designing and reviewing qualitative research in psychology: Promoting methodological integrity. *Qualitative Psychology, 4*(1), 2.
3. Josselson, R., & Lieblich, A. (2003). A framework for narrative research proposals in psychology. *Up close and personal: The teaching and learning of narrative research, 2*, 259-274.
4. Bowen, G. A. (2005). Preparing a qualitative research-based dissertation: Lessons learned. *The Qualitative Report, 10*(2), 208-222.

## Class Schedule Information

Schedule		Topic	Reading #	Assignment Due
August	14	Wednesday	Introduction	Syllabus
	19	Monday	Relationality in human science practice	Course proposal
	21	Wednesday	Relationality in human science practice	2
	26	Monday	Intersubjectivity	3, 4
	28	Wednesday	Relational ethics	5, 6
				<b>Reflection Paper 1</b>
Sept.	4	Wednesday	Engaging with others	7
	9	Monday	The personal in research	8, 9
	11	Wednesday	Standpoint, position and culture	10, 11, 12
	16	Monday	Collaboration	13
	18	Wednesday	Reflexivity	14
	23	Monday	Engaging with others	15
	25	Wednesday	Philosophical roots of human science	16, 17
	30	Monday	Science and rationality	18, 19
				<b>Reflection Paper 2</b>
October	2	Wednesday	“Human science”	20, 21
	7	Monday	Science and human behavior	22
	9	Wednesday	Engaging with others	23
	14	Monday	Epistemology	24
	16	Wednesday	Paradigms and metaphors	25, 26
	21	Monday	Theory	27
	23	Wednesday	Hermeneutics	27, 28
	28	Monday	Method and methodology	30,
	30	Wednesday	Worldviews and ideologies	31
November	4	Monday	Power and hegemony	32, 33
	6	Wednesday	Reification	35
	11	Monday	Contestation of method	36
	13	Wednesday	Consequential transgression	37
	18	Monday	Investigation	tbd
	20	Wednesday	Engaging with others	tbd
				<b>Reflection Paper 3</b>
Dec.	2	Monday	Presentations	
	4	Wednesday	Presentations	
				<b>Research proposal</b>

\*See the reading list of readings below for complete references for all additional readings. All readings will be posted on the course website.

## Course and UWG Policies

### Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

### Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

### Accessibility Services

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services](#).

**Center for Academic Success:** The [Center for Academic Success](#) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu)

**University Writing Center:** The [University Writing Center](#) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu)

### **Americans with Disabilities Act Statement:**

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Office for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

I strongly recommend that students make an electronic copy of everything submitted to me via the dropbox.

### **Additional Support Information**

#### **Technical Support**

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [Technology Requirements](#).

#### **Support for courses**

\*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

#### **[CourseDen D2L Home Page](#)**

#### **[CourseDen Help](#) (8 AM – 5 PM)**

Call: 678-839-6248 or 1-855-933-8946 or

email: [online@westga.edu](mailto:online@westga.edu)

#### **[24/7/365 D2L Help Center](#)**

Call 1-855-772-0423

#### **[University Bookstore](#)**

#### **[Student Services](#)**

### **Center for Academic Success**

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is [cas@westga.edu](mailto:cas@westga.edu).



## Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

## Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

## Full URL Support for Courses

- **CourseDen D2L Home Page**  
<https://westga.view.usg.edu/>
- **CourseDen Help (8 AM – 5 PM)**  
<https://uwgonline.westga.edu/uwg-online-student-help.php>  
Email: [online@westga.edu](mailto:online@westga.edu)
- **24/7/365 D2L Help Center**  
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**  
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**  
<https://www.westga.edu/administraton/vpaa/common-language-course-syllabi.php>
- **UWG Cares**  
<http://www.westga.edu/UWGCares/>
- **Accessibility Services**  
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**  
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**  
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**  
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**  
<http://www.westga.edu/library/>
- **Proctored Exams**  
<http://uwgonline.westga.edu/exams.php#student>
- **UWG Accessibility Statements for Technology**  
[https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnE\\_A/edit?ts=57b4c82d#heading=h.yrqeffvts1f](https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnE_A/edit?ts=57b4c82d#heading=h.yrqeffvts1f)

## Syllabus

As this document corresponds with a dynamic entity (a class), this syllabus is subject to change.