A pervasive problem in psychology lies in partitioning interiority and exteriority, which sets the mental into another realm than the material. This dividing entails a fundamental opposition between the individual and the social, which develops along the lines of uniqueness versus commonality, of privacy versus publicness, and of creativity versus entrenchment. As is well known, this problem is instituted by Cartesian philosophy establishing the modern notion of mind. The dividing leads to two parallel lives: “A person therefore lives through two collateral histories, one consisting of what happens in and to his body, the other consisting of what happens to his mind. The first is public, the second is private” (Ryle, 1949, p. 11). In this context, the idea of sociogenesis offers an alternative view of the mind. Sociogenesis emphasizes social activities as the source of individual mind; it claims the social foundation of individual higher psychological functions, offering therewith an account of the relation between the social and the individual. Sociogenesis is a cornerstone to psychologies that view the individual as related to others and understand individual psychological processes through socio-cultural activities. With reference to Janet's work, Vygotsky developed sociogenesis in a highly influential way. Cultural-Historical Theory continued this idea as central to human development. Emphasizing otherness of self based on dialogues, Dialogical Self Theory also significantly relates to Vygotsky in understanding the self's development.

The general aim of this class is to make visible the fundamental question of how social and individual are related to each other and to introduce to cultural-historical psychology as context to understanding and appreciating sociogenesis; in particular, the work of Vygotsky (1896-1934) focusing on thinking and speech and addressing interiorization will be addressed in its original formulation and with subsequent developments in contemporary research. Through Vygotsky’s work and its context, the understanding of the fundamental problem becomes differentiated into different aspects such as the question of intersubjectivity, the role of language for thinking, and the phenomenology of what we experience as “inner”, in particular inner voices and inner dialogues.
The dialogical self and its dynamics in voiced positions, relating self and language is the key notion the class is aiming at. This leads to develop a notion of the dialogicality of self, which is experienceable (by oneself), observable (in others), and performable through the self’s different voices.

Specific aims:

1) Understanding the key issue of the relation between social and individual for any psychological theoretical and empirical work; being able to articulate a position to this key issue;

2) Elaborating the notion and the phenomenon of sociogenesis and the role of the other to any self

3) Sensitize for a historical reflection needed for a theoretical and thus empirical advancement of psychology as a project to understand human beingness; including one’s own historical-epistemological situatedness;

4) Introduce to Cultural-Historical Theory and specifically to the thinking of Lev S. Vygotsky

5) Introduce to Dialogism and Dialogical Self Theory as a historical and conceptual complement to Vygotsky’s thinking

6) Introduce to research about inner speech, inner voices, and inner dialogues

Students should be able to:

- Articulate a position to the key issue of the relation between social and individual

- Articulate the concept of sociogenesis and alongside with it of otherness

- Understand the importance of historical reflection

- Understand basic ideas of cultural-historical theory and Vygotsky’s thinking

- Understand the model of the Dialogical Self

- Understand the notion of voice in its different theoretical takes
ASSIGNMENTS, REQUIREMENTS

All the texts that we will read and talk about in class are supplied as PDF on Course Den in the LIBRARY.

Regarding attendance, I expect that you will be attending classes regularly, as well as participating actively. Phones are not used during class time.

General requirement: Active reading in preparation and discussing in class.

Individual assignments

1. **Facilitation with Handout** (oral + written part) – glossary terms to provide!
   The facilitation is basically a focused summary of a reading, it has the function to provide a common basis of understanding and a starting point for the discussion in class. Hence, it is not a position paper to the text you are facilitating, i.e. you will reserve your opinion for the discussion. The facilitation addresses only the text and tries to offer a close reading – clearly your reading, meaning that you are choosing the relevant aspects and how you present them (just as any summary is already an interpretation).
   The handout accompanies the facilitation, it has no own status. Its function is to help memory and orientation, to support your talking to the text. Thus, it cannot show a different text than what you are saying and it has to show the same structure.
   **Structure:** Please avoid a simple bullet point list as well as full-fledged written longer paragraphs. Think of your audience who should be able to look at you while you are talking and to find what you are talking about with a quick view on the handout (you don’t want an audience shuffling in the papers, looking for information and not looking at you). A handout to a facilitation is on the mid-way between an oral and a written text; it supports the talking voice, it does neither create an alternative voice nor a written voice: you are addressing and audience with a speaking voice.

2. **Discussion summary** (written)
   This paper summarizes the discussion, i.e. it does not reconstruct turns in the discussion nor who said what. Concentrate on topics and main points, this is more important than the chronology of speech acts. We want to know later what we said, not who said what and when.

3. **Position Paper** to chapters 2, 3, 4, 5 (see architecture and schedule). The position paper displays your position to the content of a chapter, i.e. to its readings and our discussions. You don’t need to address everything we talked about in all details, but try to be encompassing. Work focusing on some points (or a single one), which can be a question, a curiosity, an insight. I want to hear your voice and to read that you were and are engaged in the content.

4. **Final Presentation** We will end the class with your final presentations – rather short (15 minutes talk and 10 minutes discussion), but this should give us all a sense of our work. You will choose your topic to discuss and further understand sociogenesis, and specifically the role of the other and of the social and societal. Chose your point of entry, discuss the topic, evaluate it for the project of psychology, and finally relate to your own interest in psychology.
Collective Products

1. Collective elaboration of historical context (chapter 1, two groups)
2. Glossary of key terms
3. A virtual booklet composed by:
   a. The presentations to the historical context
   b. Handouts and Discussion Summaries in chronological order (and any interesting additional material)
   c. Glossary

Grading Rubrics

- **Facilitation** (50)
  i. Being clear and understandable in speaking; addressing the audience
  ii. Relating to the reading by content and possibly by inserting core sentences or passages to read commonly
  iii. Coherent arguments and structure
  iv. Initiating discussion with question at the end
  v. Respecting time frame (20-30 minutes)

- **Handout to Facilitation** (50)
  i. Header: Your name, date, class, topic
  ii. Clear layout structure with clear language
  iii. Length: depending on your text, the handout can have 2-3 pages (Times 11 pt, 1.5 line spacing).
  iv. Reference(s): in APA format at the end and in text if using quotes.
  v. Providing glossary terms at the end

- **Discussion Summary** (50)
  i. Header: Your name, date, class, topic
  ii. Clear layout structure with clear language
  iii. Length: depending on the density of the discussion, the paper can have 1-2 (3 are unlikely) pages (Times 11 pt, 1.5 line spacing)
iv. Reference(s): in APA format at the end and in text if using quotes.
v. Pointing out core terms and/or core ideas and/or core struggles at the end

- **Position Paper** (100 each)
  i. Timely submission: **5 pts**
  ii. Argumentation: clear and understandable, coherent development through sections: **30 pts**
  iii. Language correctness: spelling, phrasing, punctuation: **20 pts**
  iv. Formal correctness: cover page (your name, date, class, and a title you chose), page numbering, references, quotes; font and size: Times 11 pt, 1.5 line spacing; length 4-5 pages, papers #3 and 4 can be 6 pages (without cover page and reference page): **15 pts**
  v. Structure: **30 pts.**
     Introduction (introducing your subject the point you intend to make, providing the context, i.e. which of Vygotsky’s work, when written etc.) – main part (you might have several paragraphs, as needed) – conclusion – references (APA style)

Please label the introduction **Introduction**, give each of the paragraphs in the main part an own title, and label the conclusion **Conclusion**.

Model: A journal article such as in *Theory & Psychology*.

**Due dates:**
Position Paper #2 to The Problem: 2/11
Position Paper #3 to Semiotic Mediation: 3/03
Position Paper #4 to Inner Speech and Inner Voice: 4/07

- **Final Presentation** (150)
  vi. Respecting time: **10 pts**
  vii. Argumentation: clear and understandable, coherent development: **50 pts**
  viii. Discussion and interaction activity: **20 pts**
  ix. Formal correctness: cover slide (your name, date, class, and a title you chose), overview of sections slide; slide numbering, references, quotes; reference slide **20 pts**
  x. Structure: **50 pts.**
     Introduction (introducing your subject the point you intend to make, providing the context, i.e. which of Vygotsky’s work, when written etc.) – main part (you might have several sections, as needed) – conclusion – references (APA style).
• Overview of Assignments with Grading

1 Facilitation 50  
1 Handout 50  
1 Discussion Summary 50  
4 Position Paper (100 e.) 400  
2/11; 3/3; 4/7; 4/27 due  
1 Final Presentation 150  
SUM 700

A: 630-700  B: 560-629  C: 490-559  D: 420-489  F: 0-419

SCHEDULE OF CLASSES

Week 1: Tuesday, January 7 and Thursday, January 9, 2020

No classes, Bertau at a Summer School in Chile.

Prepare a collective presentation to the historical context in arts and sciences (G1) and to the West and East European political and societal developments (G2), both for the time around 1910 – 1934.

Please meet and negotiate your collaborations: we need two groups. Group 1: Arts and Sciences, G2: Political and social developments, both for West and East Europe (you might add hints to the United States and your own country, but sparely). Speak to what you might find important, discuss what you would like to know about that time, and also how you will logistically put the information gathered into one ppt. The presentation will be collaboratively presented on 01/14, since we have 1 hour 50 minutes, think about an appropriate number of slides leaving enough time for discussions and explanations. Our leading questions are: What kind of fundamental human experiences were made? What kind of fears, hopes and visions were developed?

G1: Arts and sciences include certainly a lot of innovations and new creative paths, forms, genres; there is also a “crisis discourse” going on in several scientific domains, such as mathematics and psychology. Look also into inventions, they always tell a lot about a time’s obsessions. Work with pictures! Do not cover slides with text, privilege talk.  
G2: Political and social developments: As you know, the 4 decades I am aiming at were quite turbulent, from right and left movements, new movements and conservative fears. Labor changed, war changed, both through new technologies; new ideas and visions for the future, for man as such (sometimes including women) were developed. As G1, please work with pictures and do not cover slides with text, privilege talk.
Week 2 1 HISTORICAL CONTEXT

Tuesday, 01/14

Constructing the cultural-historical and social context to the main works on sociogenesis (Pierre Janet, Lev Vygotsky). What kind of fundamental human experiences were made? What kind of fears, hopes and visions were developed?

Thursday, 01/16

More history: Lev Vygotsky life, work, translations (Bertau)

Week 3 2 THE PROBLEM

Tuesday, 01/21

2.1 Social~Individual, Individual~Social Roth (2018)

2.2 Language and Thinking

Thursday, 01/23

2.3 for 2.1.: Cultural-Historical Theory Vygotsky (1925), Humboldt (1827)

Week 4

Tuesday, 01/28

2.3 for 2.1. continued: Vygotsky 1934, Preface; Vološinov (1929); Shotter (2006)

Thursday, 01/30

Result to The Problem: Conversions and a sentence by Engels

Week 5 3 SEMIOTIC MEDIATION

Tuesday, 02/04

3.1 Mediation, basic text TBD
3.2  Vygotsky (1928/1929) and Vygotsky (1997/1931)

**Thursday, 02/06**

3.2  continued, Bertau (2011), notion of language, two types of language activity

**Week 6**

**Tuesday, 02/11**  
*Position Paper #2 due*

3.3  Overview of Vygotsky 1934-book, a palimpsest; chapter 2 (succinctly), start chapter 7

**Thursday, 02/13**

Chapter 7 continued; Bertau (2014, 451-461)

**Week 7**

**Tuesday, 02/18**

Chapter 7, results/overview, the planes behind, possibly Paulhan via Bertau 2014

**4 INNER SPEECH, INNER VOICES, DEEPER INTO TRANS-FORMATION**

**Thursday, 02/20**

4.1  Jakubinskij 1979

**Week 8**

**Tuesday, 02/25**

4.1  Vološinov (1930), Bakhtin

**Thursday, 02/27**

4.1  Notion of voice, notion of language – relate to 3.2
Week 9

Tuesday, 03/03

4.2 Contemporary Dialogism: Hermans (2001), Handbook DST; strengths and weaknesses of the model

Thursday, 03/05

4.2 Two types of voices; forms of otherness in/for self

Start photo safari

Week 10

Tuesday, 03/10

4.3 Synthesis Dialogism – CHT

Interiorization reconsidered: Bertau and Karsten (2018)

Thursday, 03/12

4.3 Interiorization continued and finished; role of objectification – relate to 2.2

Kleist (1807)

Present photo safari

SPRING BREAK MARCH 16 – 20 *** ENJOY!

Week 11

Tuesday, 03/24

4.4 Phenomenology of voice: Perronne-Bertolotti et al. (2014; Luhrmann et al. (2015)

Thursday, 03/26

4.4 Luna (1993), O’Connell (1988): collective, dominant, hegemonic voices

Wertsch (2002)
**Week 12**

5 PROCESSES OF SOCIOGENESIS

Tuesday, 03/31

5.1 Ontogenesis: PBS - Wertsch (1984)

Thursday, 04/02

5.1 Ontogenesis; Culture and self - Demuth et al. (2011)

**Week 13**

Tuesday, 04/07  
*Position Paper #4 due*

5.1 Ontogenesis: Play - Vygotsky (1933) and Bodrova et al. (2013)

Thursday, 04/09

5.1 Results to ontogenesis

**Week 14**

Tuesday, 04/14

5.2 Actual genesis: Mamberg; [Mercer and Sams (2006)]; results to actual genesis

**6 CONCLUSIONS AND NEW CHALLENGES: FINAL PRESENTATIONS**

Thursday, 04/16

Presentation #1 (15 minutes talk +10 minutes discussion)

Presentation #2 (15 minutes talk +10 minutes discussion)

Presentation #3 (15 minutes talk +10 minutes discussion)

**Week 15**

Tuesday, 04/21

Presentation #4 (15 minutes talk +10 minutes discussion)

Presentation #5 (15 minutes talk +10 minutes discussion)
Presentation #6 (15 minutes talk +10 minutes discussion)

Thursday, 04/23

Presentation #7 (15 minutes talk +10 minutes discussion)
Presentation #8 (15 minutes talk +10 minutes discussion)
Presentation #9 (15 minutes talk +10 minutes discussion)

*Position Paper #7 due 4/27*

**Week 16: April 27 classes end, 28 assessment day**

**COURSE POLICIES**

**Accessibility.** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. To make an appointment, please contact Counseling & Career Services in 123 Row Hall, or call 678-839-6428. For additional information, visit the following website: [http://www.westga.edu/counseling/index_8884.php](http://www.westga.edu/counseling/index_8884.php). Any student in this course who has a disability that prevents the fullest expression of abilities should also contact me as soon as possible to discuss appropriate accommodations.

**Civility.** We should work together to create a classroom atmosphere conducive to learning. While we may sometimes disagree with each other on topics discussed in class, it is important that we remember that appreciating diversity in perspectives is an important part of the learning process. With that said, all opinions are welcome. However, disagreements should be directed at an argument and not the person. It is expected that everyone will be treated with respect. **If you ever feel that you are not being treated with respect in the classroom, please let me know.**

**Cell phones and other noisy things.** Cell phones, pagers, iPods, headphones, etc. are not to be in use while in class or during exam days. Please refrain from texting, instant messaging, gaming, and emailing while in class. It is distracting to the instructor as well as to those around you. If you require an exception to this rule, come and talk to me about your situation asap. If any of these issues becomes a problem, you will be excused from the class.
**Academic and Personal Integrity:** As outlined by the University of West Georgia Honor Code, “West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity.” Violations of this policy will be met with sanctions and ignorance of its provisions is not an acceptable excuse. Make sure to read the university policy on plagiarism and academic dishonesty in your student handbook. Plagiarism involves the use of others’ words and/or ideas without giving them proper credit, which includes passing another person’s paper off as your own and failing to cite a source. If you copy a student’s paper or copy a paper off the internet, you will get caught. Plagiarism software can detect copied papers and copied text. You are responsible for knowing how to properly cite sources with APA formatting.

**Communication Policy.** As the instructor, I will endeavor to reply to all messages that conform to conventional standards of polite, respectful correspondence within 48 hours. I will reply to other (i.e., less than polite) messages as circumstances permit. Please note that I reserve the right (and have the responsibility) to purge offensive or excessively aggressive posts to Course Den. Although it should go without saying, please refrain from attacking, harassing, or threatening either fellow students or instructors via the Course Site (or any other means, for that matter).

**Intellectual Property Rights.** Course materials prepared by the instructor, together with the content of all lectures and notes presented by the instructor are the property of the instructor. Unless explicit permission is obtained from the instructor, course materials may not be modified and **must not be transferred or transmitted to any other person**, whether or not that individual is enrolled in the course.

**Note:** The syllabus contains a lot of essential information about the course so please make sure to read it carefully and revisit it regularly during the semester. In addition, all students must review the following information about university policies:

https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf

Students are expected to review the following information:

https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php