

RM 601, Traditions of Inquiry in Social Sciences I/ RM 602, Traditions of Inquiry in Social Sciences II

Course Description

This year long course is an introduction to epistemological concepts and systems in psychology and social work theories. Epistemology is the theory of knowledge, especially with regard to its methods, validity, and scope. Epistemology is the investigation of what distinguishes justified belief from opinion. The logic and rationale of different methodological approaches to developing knowledge, and critiques of the underlying epistemological assumptions are described in the readings and will be discussed in class.

Learning Objectives

- To understand contemporary epistemological tensions in clinical and applied psychoanalysis.
- To think critically about epistemological tensions at play in routine clinical work.
- To practice articulating one's own questions and beliefs about how we know what we know.

Classroom and Grading Policies

Respect for Diversity

Guided by the NASW and ACA Codes of Ethics and the mission of ICSW, students and faculty have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to eliminate personal and institutional discrimination, ensure access to needed resources and opportunities for all persons, especially those who are disadvantaged or disenfranchised. Prejudicial attitudes and discriminatory practices are examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students with Special Needs

Students with special needs or difficulties in learning and completing courses assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided.

Gender Pronouns and Name on Roster

During the first meeting as the class introduces themselves, students may choose to share their name and gender pronoun. If a student would only like to introduce themselves by name, without pronouns, that is also completely fine. If a student does not wish to be called by the name listed on the roster, they are asked to please inform the class. The goal is to create an affirming environment for all students and not make assumptions about students' gender identity or how they would like to be addressed.

Student Evaluation and Grades

Classroom instructors grade students on their course work and submit evaluations on the caliber of each student's work. The purpose of grading is evaluative, as well as to provide a learning tool for students, i.e., to provide feedback on progress, strengths and weaknesses, and issues that need to be addressed. Cumulative grade point average is based on full letter grades, not plus or minus grades. Only letter grades are recorded in the students' transcript. Instructors are required to submit full letter grades (not pluses or minuses) within two weeks after classes end.

Grading Standards

Grades are assigned according to the following standards:

A - Superior Work (4.0 value)

- Class participation
 - o Asks thoughtful and sensitive questions.
 - o Shows in-depth engagement with the readings.
- Paper
 - o Clearly articulated thesis
 - o Well-structured argument
 - o Close reading and convincing textual analysis

B - Satisfactory Work (3.0 value)

- Class participation
 - o Asks relevant questions.
 - o Shows some engagement with the readings.
- Paper
 - o Identifiable thesis
 - o Coherent argument
 - o Makes effort at close reading

C - Marginal Work (2.0 value)

- Class participation
 - o Asks minimal or irrelevant questions.
 - o Shows little engagement with the readings (might or might not have read).
- Paper
 - o Indecipherable thesis
 - o Meandering or incoherent argument
 - o Makes little effort at close reading

F – Failure (0.0 value)

- Class participation
 - o Does not participate.
 - o Shows no engagement with the readings.
- Paper
 - o No thesis
 - o No effort at sustained argument
 - o No close reading

P - Pass* (0.0 value)

AU - Audit (0.0 value) - Auditing a course with approval of Instructor

INC - Incomplete (0.0 value)

**only assigned in Case Conference, Electives, and Practicum Courses*

RUBRIC

Grading is based on the following:

Class Participation: 25%.

Final Paper: 75%

Final Paper – Fall

Is it possible to verify or falsify a theoretical claim based on a single psychoanalytic case study? Please develop your argument through a close reading of Hinshelwood's (2008) paper on splitting (see week 4). If you agree with Hinshelwood—i.e. if you think it *is* possible—then you must not only recapitulate his argument, but also address potential critiques from narrative and constructivist positions. Why would Spence or Hoffman disagree, for instance, and why are they wrong? If you disagree with Hinshelwood, then you must demonstrate why—on narrative or constructivist grounds—he fails to make his case.

Final Paper – Spring

Due one week after the last class. Please write an 8-10 page critical examination of Kohut's (1979) "The Two Analyses of Mr. Z," drawing on one of the epistemological positions discussed in the course. If you would like to synthesize more than one position, you may do so, but please be sure to think critically about your

integration. Where appropriate, please indicate the difficulties in integrating the multiple positions.

E.g. If you adopt a positivist position, you must argue for or against Kohut's conclusions in the case. In doing so, you must operationalize your hypothesis and define the relevant data. You must also defend your approach and conclusion against potential criticism from the advocates of other epistemological camps (e.g. the constructivists, perspectivists and hermeneuticists.)

Eg. If you adopt a constructivist position, you must argue for or against the reader's acceptance of Kohut's conclusions in the case. In doing so, you must outline your position, define the relevant data, and explain to the reader why, in the absence of a singular, capital "T" truth, he should be compelled to accept your reading of the clinical material.

Grading Policy

Incompletes: An incomplete can be granted only in cases of significant personal emergency and when the student has been in touch with the instructor in advance of the due date for the required work. Any incompletes must be resolved by the first day of the following semester (fall, spring, summer). If the work has not been completed by this date, the incomplete grade will convert to a failing grade. It is always the student's responsibility to initiate the process for an incomplete. It is also the responsibility of the student to turn in the completed work by the following semester's end.

Late papers: A late assignment is one that is submitted after the deadline but before grades are submitted. Approval for turning assignments in late is determined by individual instructors.

Attendance:

Students are required to attend class every class session. The intimacy and intensity of our classroom environments make consistent attendance very important. Students who miss more than one class session may see that reflected in their grade. Two or more unexcused absences will result in either a withdrawal from the class or a failing grade. All absences, excused and unexcused, must be reported to the Director of Academic Administration via email within one week of the missed class.

Student Code of Academic and Professional Conduct

ICSW is committed to the support of the standards and ideals of the social work, counseling, and psychology professions. In accordance with these goals, each student at ICSW is expected to be bound by the code of ethics for their respective discipline. Students are expected to adhere to principles of academic honesty and integrity. Any

student who engages in academic dishonesty, which includes giving or receiving unauthorized aid to any assignment or examination, plagiarism, or tampering with grades or irregularities shall be subject to disciplinary action. Such action may include a failing grade in the course, suspension, or dismissal from the program as determined by the Progression Committee and the Dean.

Students are expected, at all times, to respect the confidentiality of their clients and must, therefore, appropriately disguise client materials in all oral and/or written presentations to consultants, and/or to teachers and fellow students during class discussions.

Plagiarism Policy

Plagiarism is unacceptable at any time, and constitutes a severe academic violation. When plagiarism is suspected, students may be asked to submit their papers electronically to a third party plagiarism detection service. If a student is asked to submit the paper and refuses to do so, the student must provide proof that all work is correctly cited and/or original. Papers that are determined to contain plagiarism will receive a failing grade, and the student will be referred to the Progression Committee and the Dean.

Plagiarism Defined: “Plagiarism takes many forms, but falls into three main categories: using a source’s language without quoting, using information from a source without attribution, and paraphrasing a source in a form that stays too close to the original” (Yale Writing Center, 2014). If a student has any question about what constitutes plagiarism, please contact the Associate Dean.

Reusing Your Own Work: Cutting and pasting from or resubmitting a paper written for an earlier purpose or class is a form of academic dishonesty commonly referred to as “self-plagiarism.” It is prohibited at ICSW to reuse your own written work. It is allowable to quote from your own earlier work, but the material is subject to the same rules of citation that govern all academic writing.

REQUIRED READINGS – FALL

All readings can be found on pep-web.org or on Blackbaud.

COURSE OUTLINE – FALL

Week/Session 1: Positivism Versus Constructivism: An Epistemological Debate

Comte, A. (1830/1988) “The Nature and Importance of the Positive Philosophy.” In *Introduction to Positive Philosophy*. Frederick Ferre (trans.). Indianapolis, IN: Hackett [See Blackbaud]

Gergen, K. “Social Construction: Revolution in the Making.” In *An Invitation to Social Construction*. London: Sage [See Blackbaud]

Week/Session 2: On Clinical Data: Free-association and Child’s Play

Freud, S. (1900). The Interpretation of Dreams. The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume IV (1900): The Interpretation of Dreams, Chapter 2, p.95-121.

O'Shaughnessy, E. (1994). What is a Clinical Fact?. *Int. J. Psycho-Anal.*, 75:939-947. [...]

Week/Session 3: Clinical Observation: Empathy as Instrument

Kohut, H. (1959). Introspection, Empathy, and Psychoanalysis—An Examination of the Relationship Between Mode of Observation and Theory. *J. Amer. Psychoanal. Assn.*, 7:459-483. [...]

Week/Session 4: The Possibility (or Impossibility) of Falsification

Hinshelwood, R.D. *Research on the Couch*. New York: Routledge, Chapters 14 & 18.
Hinshelwood, R.D. (2008). Repression and Splitting: Towards a Method of Conceptual Comparison. *Int. J. Psycho-Anal.*, 89:503-521. [...]

Week/Session 5: The Role of Extra-Analytic Research

Shedler, J. (2010). The Efficacy of Psychodynamic Psychotherapy. *The American Psychologist*. 65, 2: 98-109.
Berlin, H.A. (2011). The Neural Basis of the Dynamic Unconscious. *Neuropsychoanalysis*, 13:5-31. [...]

Week/Session 6: Narrative Perspectives

Spence, D. (1982) *Narrative Truth and Historical Truth*. New York: Basic Books, Chapter VI, p. 175-214.
Stern, D.B. (2009). Partners in Thought: A Clinical Process Theory of Narrative. *Psychoanal Q.*, 78:701-731. [...]

Week/Session 7: Social Constructivism in Clinical Psychoanalysis

Hoffman, I.Z. (1992). *Some Practical Implications of a Social-Constructivist View of the Psychoanalytic Situation*. *Psychoanal. Dial.*, 2:287-304. [...]

REQUIRED READINGS – SPRING

Kuhn, T.S. (1962). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

All other papers and book chapters can be found on pep-web.org or on Blackbaud.

COURSE OUTLINE – SPRING

Class I The Criteria of Falsifiability

Popper, K. (1935). "A survey of some fundamental problems." In *The Logic of Scientific Discovery*. New York: Routledge, pp. 1-27. [Blackbaud]

Popper, K. (1935). "Falsifiability." *The Logic of Scientific Discovery*. pp. New York: Routledge, 57-73. [Blackbaud]

Class II. The Anomaly

Kuhn, T.S. (1962). "The Route to Normal Science." In *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press, pp. 10-22.

Kuhn, T.S. (1962). "The Nature of Normal Science." In *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press, pp. 23-35.

Kuhn, T.S. (1962). "Anomaly and the Emergence of Scientific Discoveries." In *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press, pp. 52-65.

Kuhn, T.S. (1962). "The Resolution of Revolutions." In *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press, pp. 143-158.

Class III. Prejudice and Horizon

Gadamer, H.G. (1965). *Truth and Method*, 2nd ed. Trans. & ed. G. Barden & J. Cumming. New York: Seabury Press, 1975, Part II, Chapter II, p. 265-369. [Blackbaud]

Class IV. Knowledge and Self-Inquiry

Habermas, J. (1968). "Self-reflection as science: Freud's psychoanalytic critique of meaning." In *Knowledge and Human Interests*, pp. 214-243.

Class V. The Logic of Proof in Psychoanalysis

Ricoeur, P. (1977). The Question of Proof in Freud's Psychoanalytic Writings. *J. Amer. Psychoanal. Assn.*, 25:835-871. [Pep web]

Class VI. The Pragmatic Solution

James, W. (1995) *Pragmatism*. Toronto: Dover Publications, pp. 76-91 [Blackbaud]

Class VII. Objectification and the Recognition of Alterity

Rizzolo, G.S. (2017) Alterity, Masochism and Ethical Desire: A Kohutian Perspective on Levinas' Ethics of Responsibility for the Other. *Psychoanalysis, Self and Context*, 12:2, 101-115. [Pep web, Blackbaud]