

Syllabus
PT 171 Systematic Investigations and Ethics in the Human Sciences
M. M. Silverman Fall 2020

Wed. 7:30-9:30
NYGSP: 2 Credits

Course Description

This course is designed to provide a theoretical and practical knowledge of research and methodology. It is oriented toward teaching the principles of concept formation and research design. The course examines what is basic to scientific inquiry and reviews the important tools, methods, and techniques that are available for the implementation of sound and ethical research.

Objectives

By the end of the course the student will be able to:

- define scientific research and discuss various research methodologies employed in the social sciences;
- describe several research tools (e.g., interviews, case studies, rating scales);
- develop a design for research: a review of design procedures, methods of collecting data, a means of analysis; and
- discuss and assess the ethical dilemmas involved in human science research.

Methods of Evaluation

Twelve written logs (approximately 250 words by email) are to be completed soon after each class meeting and submitted to the instructor before the following class meeting, via email to *mmsilverman@gmail.com*. The log is a private communication to the instructor enumerating:

1. thoughts, feelings, and reactions from class regarding course content and class interactions/class dynamics.
2. a short critique of the assigned reading for that class
3. for the final log, a self-evaluation of how you met the course requirements

These responses make clear that you have read and engaged with the readings and are able to relate them to class process. Questions and comments from the logs may serve as a springboard for class discussion.

Student's name, PT 171, date of class for which log is written, instructor's name, and log # should be at the top of each email.

The term paper should consist of an argument or discussion of the primary subject matter at hand and explored during class. The term paper should expand upon class discussions, individual scholarship, and/or additional reading/viewing/creating done outside the classroom. Students are encouraged to develop an idea/hypothesis that expands on the subject matter via other creative works (books, films, etc.), clinical experiences, and theoretical exploration. Readings from the semester and/or additional readings should be incorporated in a scholarly manner. A paper that is well developed in all of the following areas will receive a Pass. A paper that is incompletely developed in some of the following areas, and/or has poorly integrated relevant developmental theories will receive a Low Pass. A paper

that is incompletely developed in most areas and/or does not meet basic graduate level standards for written work will be returned to the student for improvement in order to receive credit.

1. The discussion should begin with a definition the concept.
2. Describe the theoretical underpinnings of the concept, using at least 3 of the assigned or additionally relevant readings.
3. Explore a hypothesis that is either theoretical (ideas), clinical (based upon psychoanalytic work of some kind) or exploratory (finding meaning in the subject material in the arts, literature, etc.).
4. Describe how modern psychoanalysts have either maintained or modified their understanding of the original concept; include citations.
5. Appropriately use subject-specific vocabulary.
6. Use APA format and appropriate academic language.
7. Paper should be five to eight double-spaced pages long, followed by a bibliography.

Grading

Students may receive a Pass (P), Low Pass (LP), Incomplete (I), No Credit (NC). Students are evaluated on the basis of attendance, class participation and the ability to understand, integrate and communicate material from the readings and class discussions. This understanding is demonstrated in classroom discussion, and by the quality of writing in the logs and in the term paper.

To earn a grade of “Pass,” the student

- Misses no more than two class meetings.
- Demonstrates understanding of the course subject matter in class, including the class presentation.
- Submits 12 logs.
- Demonstrates understanding of the course subject matter in the logs.
- Submits assignments on time.
- Submits a well-developed term paper that meets all criteria requested.

To receive a grade of “Low Pass,” the student

- Misses no more than two class meetings.
- Submits 12 logs.
- Demonstrates one or more of the following:
 - Minimal participation in class
 - Problematic/disruptive participation in class
 - Minimal understanding of the course subject matter in class discussion or presentation.
 - All assignments are completed but some are submitted late.
 - Term paper is incompletely developed, some but not all of criteria are met, and/or relevant psychoanalytic theories are poorly integrated
 - Logs do not regularly address the two stated criteria

To receive a grade of “Incomplete,” the student

- Does not submit acceptable written work by the last class meeting of the semester [or date specified by the instructor].

To receive “No Credit,” the student

- Does not submit acceptable written work within 30 days after the end of the semester *or*
- Regularly exhibits disruptive behavior that interferes with the functioning of the class *or*
- Misses more than two classes.

Academic Honesty

All students are expected to respect the highest standards of academic integrity. The Graduate School considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others. Violation may lead to failing a course, academic probation, or in repeated cases, suspension or expulsion.

To access full text documents from the PEP links, you'll need to first log into your PEP account.

Assigned Readings

Class 1: Introduction to Research

Hurst, W. J. Introduction to research in the human sciences. (Unpublished manuscript).

Stepansky, P. E. (2010). Science matters. In *Psychoanalysis at the margins* (pp. 217-250). Other Press.

Class 2

Cohen, M., & Nagel, E. (1934). Logic and the method of science. In *An introduction to logic and the scientific method* (pp. 191-196). Harcourt.

Peirce, C. S. (1877, November). The fixation of belief. *Popular Science Monthly*, 12, 1-15.

<http://www.peirce.org/writings/p107.html>

Class 3

Rosenberg, A. (2008). Interpretation. In *Philosophy of social science* (pp. 101-139). Westview Press.

Strenger, C. (1994). Epilogue: Psychoanalysis between hermeneutics and science. In *Between hermeneutics and science: An essay on the epistemology of psychoanalysis* (pp. 209-217).

International Universities Press.

Class 4

Bowlby, J. (1981). Psychoanalysis as a natural science. *International Review of Psychoanalysis*, 8, 243-256.

<http://www.pep-web.org/document.php?id=irp.008.0243a>

Meadow, P. W. (1992). Is psychoanalysis a science? *Modern Psychoanalysis*, 17(2), 137-160.

<http://www.pep-web.org/document.php?id=mpsa.017.0137a>

Class 5

Domhoff, G. W. (2000). Methods and measures for the study of dream content. In M. Kryger, T. Roth, & W. Dement (Eds.), *Principles and practices of sleep medicine: Vol. 3* (pp. 463-471). W. B. Saunders.

https://dreams.ucsc.edu/Library/domhoff_2000a.html

Domhoff, G. W. (2007). Dreaming as the embodiment of thoughts: A widower's dreams of his deceased wife. Paper presented to the annual meeting of the International Association for the Study of Dreams, Rohnert Park, California.

https://dreams.ucsc.edu/Library/domhoff_2008b.html

Class 6

Maxwell, J. A. (2005). Goals: Why are you doing this study? In *Qualitative research design* (2nd ed.) (pp. 15-32). Sage Publications.

Maxwell, J. A. (2005). Conceptual framework: What do you think is going on? In *Qualitative research design* (2nd ed.) (pp. 33-63). Sage Publications.

Class 7

- Maxwell, J. A. (2005). Research questions: What do you want to understand? In *Qualitative research design* (2nd ed.) (pp. 65-78). Sage Publications.
- Maxwell, J. A. (2005). Methods: What will you actually do? (Decisions about data collection). In *Qualitative research design* (2nd ed.) (pp. 91-103). Sage Publications.
- Maxwell, J. A. (2005). Validity: How might you be wrong? In *Qualitative research design* (2nd ed.) (pp. 105-116). Sage Publications.

Class 8

- Clarke, S., & Hoggett, P. (2009). Researching beneath the surface: A psychosocial approach to research and method. In S. Clarke & P. Hoggett (Eds.), *Researching beneath the surface* (pp. 1-26). Karnac.
- Wallerstein, R. S. (2002). Psychoanalytic therapy research: An overview. *The American Psychoanalyst*, 36 (1), 10-13.
<http://www.psychomedia.it/spr-it/artdoc/waller02.htm>

Class 9

- Colby, K. R. (1960). Psychoanalysis as science; Research in the analytic situation. In *An introduction to psychoanalytic research* (pp. 52-108). Basic Books.
- Young-Bruehl, E., & Schwartz, M. M. (2012). Why psychoanalysis has no history. *American Imago*, 69(1), 139-159.
<http://www.pep-web.org/document.php?id=aim.069.0139a>

Class 10

- Krippendorff, K. (1980). Preface; Foreward; History; Conceptual foundations; Uses and kinds of inferences. In *Content analysis: An introduction to its methodology* (pp. 7-47). Sage Publications.
- Meadow, P. W. (1974). A research method for investigating the effectiveness of psychoanalytic techniques. *Psychoanalytic Review*, 61(1), 79-94.
<http://www.pep-web.org/document.php?id=psar.061.0079a>

Class 11

- Kandel, E. R. (2005). Psychotherapy and the single synapse. In *Psychiatry, psychoanalysis, and the new biology of mind* (pp. 5-26). American Psychiatric Publishing.
- Kandel, E. R. (2005). Biology and the future of psychoanalysis. In *Psychiatry, psychoanalysis, and the new biology of mind* (pp. 59-106). American Psychiatric Publishing.

Class 12

- Aron, L. (2000). Ethical considerations in the writing of psychoanalytic case histories. *Psychoanalytic Dialogues*, 10(2), 231-245.
<http://www.pep-web.org/document.php?id=pd.010.0231a>
- Boersema, D. (2009). Science and society. In *Philosophy of science* (pp. 473-514). Prentice Hall.
- Hurst, W. J. Introduction to research in the human sciences: Conclusions. (Unpublished manuscript).