

unit guide

Psychological Thinking

TPS-2-027

http://www.sbu.ac.uk/psycho/teaching/psythink2-main.shtml

FACULTY OF ARTS AND HUMAN SCIENCES DEPARTMENT OF PSYCHOLOGY

2008-2009

become what you want to be

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1. UNIT DETAILS

Unit Title:	Psychological Thinking
Unit Level: Unit Reference Number: Credit Value: Student Study Hours: Contact Hours: Private Study Hours: Course(s): Year and Semester Unit Coordinator: UC Contact Details (Tel, Email, Room)	2 TPS-2-027 1 102 hours 48 150 Psychology Single Honours 2008-9, semester 1 Hillary Katz Ext: 8165 Email: katzh@lsbu.ac.uk
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Subject Area: Summary of Assessment Method:	Psychology 1 essay, 1 examination

2. SHORT DESCRIPTION

This unit primarily concerns the nature of Psychology as a field of study and looks critically at the concepts used to justify its practices and to express what it discovers. A good way to do this is in the context of the historical development of the Psychology, where its philosophical basis can be examined as well as the changing ideas about what Psychology should and can study, leading to the diversity of approaches we see today.

The aims and assumptions of sub-fields within Psychology, along with their corresponding methods, will be evaluated, with tools provided for doing so. Of major interest here will be variation in what is considered to be acceptable, and indeed desirable, subject matter and knowledge.

The unit also takes up two content areas in the study in Psychology, namely, the relationship between mind and brain, and language, where some of the problems and successes in the application of psychological thinking will become evident.

3. AIMS OF THE UNIT

This unit aims to promote the development of knowledge and skills related to a critical understanding of:

- the historical and conceptual development of Psychology
- the competing conceptions of the nature of science that have influenced the practise of Psychology
- the way in which differing conceptions of the nature of language have influenced the practise of Psychology
- the rationale behind the diversity of approaches that have developed
- the criteria for and ways in which knowledge is represented

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding

Upon successful completion of the unit students will be able to:

- discuss how the methods and theoretical orientation of Psychology has changed historically
- discuss the philosophical underpinnings of the study of Psychology
- evaluate how concepts and language are used in Psychology and various kinds of knowledge
- evaluate the strengths and weakness of different approaches to the study of psychology
- discuss conceptual issues and empirical evidence surrounding the relationship of body and mind
- outline and attempt to evaluate competing conceptions of the nature of science
- outline and attempt to evaluate competing conceptions of the nature of language and how these have influenced the practise of Psychology

4.2 Intellectual Skills

- Critically evaluation of concepts
- Application of evidence based reasoning
- Appreciation of theoretical underpinning of research and interpretation
- Articulation of ideas on a theoretical and conceptual level
- Written and oral skills
- 4.3 Practical Skills
 - Use of primary source material
- 4.4 Transferable Skills
 - Effective verbal and written communication
 - Critical evaluation of research claims
 - Independent learning
 - Co-operative work in group situation

5. ASSESSMENT OF THE UNIT

The assessment of the unit consists of an essay and an examination.

2000 word essay40%End of semester examination60%

Notes about submitting coursework

Coursework deadlines are published in Course/Field Guides and on Psychology notice boards. It is your responsibility to ensure that you are aware of these dates. All coursework must be submitted to the AHS Faculty Office in Borough Road (B266).

- 1. When handing in coursework, you must:
 - complete the coursework submission form and attach it to the front of your coursework;
 - take the coursework to the Faculty Office. Your submission form will be date stamped and a receipt issued. Please keep all receipts;
 - keep a copy of your essay.

Students may be required to provide electronic copy of written work submitted. In such instances, the individual student will be written to requesting electronic submission. Failure to provide electronic copy within TWO WEEKS of a written request will result in the work being deemed an incomplete submission, and no mark will be given. The work will then have to be referred for a capped mark. When extenuating circumstances have already been accepted for a unit, this will not negate the proper investigation of any component of that unit for any allegation of academic misconduct, nor the subsequent imposition of any appropriate penalty for proven misconduct.

You must not hand coursework to your unit co-ordinator or other lecturer.

- 2. Unless you have obtained a formal extension from your year tutor, coursework submitted:
 - <u>up to two weeks</u> after the deadline date will receive a maximum mark of the pass mark (40%);
 - more than two weeks after the deadline will not be marked.
- 3. Extensions are only granted for valid reasons (see Course/Field guide). The Year Tutor will normally require concrete evidence (e.g. medical certificate). If you want an extension of the deadline date, you must:
 - get a copy of the form for late submission from the Faculty Office;
 - fill in Part A of the form, giving reasons why you cannot meet the existing deadline date;
 - supply the Year Tutor with relevant documentary evidence;

- submit the form to the Year Tutor who will fill in Part B the decision whether to agree the request rests with the Year Tutor;
- attach the form to the front of your coursework when you submit it (keep a copy for your records);
- each extension form is only valid for <u>one</u> piece of coursework;
- the maximum extension is two weeks.

Students should note that extensions are only granted in exceptional circumstances. In order for an illness or other personal problem to be accepted as grounds for an extension, the Year Tutor will need to convince herself that the problem occurred at such a time, and was of such a duration, that a student's ability to complete the assignment to the best of their ability was significantly reduced.

6. FEEDBACK

Feedback on assessments will normally be given to students 20 within working days after the submission of an assignment.

7. INTRODUCTION TO STUDYING THE UNIT

7.1 OVERVIEW OF THE MAIN CONTENT

The unit will evaluate the study of Psychology as an empirical discipline by examining the philosophical, methodological and conceptual bases of the approaches it takes to the study of mind and behaviour. It consists of three major blocks: Historical/conceptual issues in psychology, the philosophy of science as applied to psychology and language.

The required core text is: Bem, S. and L. de Jong (1997), second edition, *Theoretical issues in Psychology: An introduction.* Supplementing this will be additional articles that will be made available separately, some of which will be the basis of seminar discussions and, hence, must be read beforehand.

7.2 OVERVIEW OF TYPES OF CLASSES

The unit consists of lectures and seminars. The lectures are set up in three blocks, each with a different theme, which run over the course of 3 or 4 weeks. There is a single one-hour seminar associated with each block, that is, on 3 in total for the semester. In addition to these, optional sessions are scheduled (for weeks 2, 5, 8 and 11) that will give you the chance to review and discuss points from the lectures, seminars or reading which you may not have understood fully and wish to review with a tutor.

The seminars will consist of semi-structured activities and discussion of topics that probe further some of the main themes in the lectures. Separate reading or other work will be assigned and must be undertaken in advance of the meeting.

The activities that take place in the seminars are intended to help clarify and solidify your understanding of various issues, and to give you the opportunity to become more fluent in discussing them. The unit is not about factual knowledge but ways of thinking critically about psychology and therefore skills of discourse are important.

7.3 IMPORTANCE OF SELF-MANAGED LEARNING

Ample time is allowed for self managed study. It is expected that students will prepare for lectures in advance by reading the assigned material. Seminar leaders will assume that required preparation has been done before the session. Any student who has not completed the preparation prior to the seminar will be required to do so during the first part of the seminar session.

A lot of the material in this course is very challenging since it requires you to question assumptions about Psychology that you may think you can take for granted. Some of the material we cover, and some of the reading material set, is tough. It is important, therefore, that you complete – as a minimum – about 7 hours of self-managed study per week. You should also take advantage of the drop-in sessions we are providing and also use the regular tutorial hours offered by the course tutors. Students who are not prepared to make this commitment are likely to find the course frustrating and are likely not to do well on the assessments.

It would be a good idea to prepare notes relating to key points, queries or observations you have while reading so that these can be brought up as necessary in the class or the tutorial sessions.

7.4 PDP

Two sessions on Personal Development Planning are scheduled in this unit. The dates for these will be provided in class.

8. <u>THE PROGRAMME OF TEACHING, LEARNING</u> <u>AND ASSESSMENT</u>

	Lecture topics	Seminar
Week 1	Introduction Structure and requirements of unit History of Psychology	No seminar
Week 2	NO LECTURE	NO SEMINAR
BLOCK 1	Conceptual issues in psychology (HK)	
Week 3	What can and should psychology study	Optional drop-in review/ Discussion session +
		planning)
Week 4	Kinds of knowledge in Psychology	Seminar 1 (Group 1 and 2)
Week 5	What is the relationship between mind and body?	Seminar 1 (Group 3 and 4)
Block 2	Philosophy of science (TS)	
Week 6	The philosophy of science of Sir Karl Popper: Conjectures and refutations	Optional drop-in review/ Discussion session
Week 7	The philosophy of science of Thomas Kuhn: Normal and revolutionary science	Seminar 2 (Group 1 and 2)
Week 8	The sociology of science	Seminar 2 (Group 3 and 4)
Block 3	Language (TS)	
Week 9	Language, thought and reality I	Optional drop-in review/ discussion session
Week 10	Language, thought and reality II	Seminar 3 (Group 1 and 2)
Week 11	Language, text and discourse I	Seminar 3 (Group 3 and 4)
Week 12	Language, text and discourse II	No seminar

Lecture 1 (Week 1) Introduction to the unit/ The history of Psychology

Overview of Lecture

The first part of the lecture will introduce the unit, discussing its aims, structure and requirements. The second part will consider the study of Psychology from a historical perspective, paying particular attention to debates that have occurred with respect to its aim, subject matter and methods as an academic and applied discipline. The important and yet unresolved schism between the study of Psychology as mind as opposed to behaviour and approaches allied with each, e.g., phenomenology and behaviourism, will be discussed.

We shall consider different approaches to the study of Psychology as seen in the schools and subfields that have been spawned, and tool provided for evaluating their relative strengths and weaknesses in terms of their scope and validity.

<u>Aims</u>

This session aims to discuss:

- the structure and requirements of the unit
- the history of the study of Psychology
- major approaches to the study of mind and behaviour
- the identity of psychology as a science or humanities
- tools for evaluating fields of Psychology

Learning Outcomes

At the end of the session students will be able to:

- outline the requirements of the unit, topics considered and resources available
- describe major figures and issues that have shaped the historical development of Psychology
- discuss why there are diverse approaches to the study of Psychology
- evaluate the strength and weaknesses of different fields and approaches

Essential Reading

Bem, S. and L. de Jong (1997) Theoretical issues in Psychology: An introduction.

Gardner, H. (1985). *The Mind's New Science: A history of the cognitive revolution.* New York: Basic Books. Basic Books, - excerpt from Chap 2. [hand out]

Additional reading

Gergen, K. J. (1996) Social Psychology as social constructionism: The emerging vision.

http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu1&st=manuscripts&hf=1

McGhee, P. (2001) Thinking Psychologically. Basingstoke: Palgrave

BLOCK 1 Conceptual issues in Psychology

Lecture 2 (Week 3) What can and should psychology study?

Overview of Lecture

The lecture considers the basic assumptions to which Psychology adheres as an empirical discipline and what allows it, or keeps it, from being a science. Whether or not psychology adheres to the laws of classical science is important because this rules in or out the possibility of deterministic explanations, especially of a reductive sort. It is also important because its influences the methods of study and the type of information obtained.

For different reasons, traditional efforts to study the mind and behaviour have had limited success. However, alternative ways of conceiving psychology have since arisen which more flexibly account for the mind and behaviour as part of a dynamic or enactive system that operates in connection with the environment.

<u>Aims</u>

This session will:

- review the philosophical assumptions that underpin the study of Psychology
- discuss the link between how psychology is conceived and methods of research
- discuss why traditional approaches to psychology have had limited success
- introduce the notions of dynamic systems and enactive behaviour

Learning Outcomes

At the end of the session students will be able to:

- offer a critique of the 'scientific' approach to the study of psychology
- discuss enactive and dynamical approaches to the study of Psychology
- discuss the link between concepts adopted by different approaches to psychology and the methods employed

Essential reading

Bem, S. and L. de Jong (1997) Theoretical issues in Psychology: An introduction.

Thompson, E, (2007) Mind in life, The Belknap Press of Harvard University, Cambridge. **Chapter 3**

Valentine, E. R. (1999) The possibility of a science of experience: An examination of some conceptual problems facing the study of consciousness. British Journal of Psychology, 90, 535-542.

Further reading

Bechtel, W. (1995) Biological and social constraints on cognitive processes: The need for dynamical interactions Canadian Journal of Philosophy, Supplementary Volume.

Chapter 5, pp. 84-96: Giere, R. N. (1999) Science without laws. University of Chicago Press, Chicago

Lecture 3 (Week 4) Kinds of knowledge in Psychology

Overview of Lecture

This lecture considers knowledge as sought and defined in the study of Psychology in relation to empirical practices, models and theories. We shall consider the 'realist' position of most mainstream approaches in contrast to phenomenology and constructivist positions which emphasise how meaning made. This will lead to a critical examination of kinds of knowledge and whether or not it is more appropriate to consider their status as being descriptions or explanations of real events. Differences in these positions are reflected in the means of study, the type of information considered valuable and valid, and the concepts and language used to express the understanding achieved.

One area of investigation in psychology, notably cognitive psychology, shows how the problem of knowledge has been confronted in terms of changes in definition, subject matter, methods and concepts.

<u>Aims</u>

- To consider different types and the validity of knowledge in Psychology
- To discuss models, laws and theories as applied to Psychology
- To consider debates between traditional and constructivist positions in Psychology
- To discuss shifts in concepts and practices in cognitive psychology, especially in relation to conscious experience.

Learning Outcomes

At the end of the session students will be able to:

- Compare and contrast traditional and enactive theories of cognition.
- Discuss the development of the study of cognition historically
- Discuss critically the different forms knowledge in Psychology can take

Essential readings

Bem, S. and L. de Jong (1997) Theoretical issues in Psychology: An introduction.

Giere, R. (2004) How models are used to represent reality. Philosophy of Science, 71, 742-752. http://www.tc.umn.edu/~giere/hmurr.pdf

Rosch, E. (1999) Reclaiming concepts, Journal of Consciousness Studies, 6, 61-77.

Background reading

Burr, V. (1998) An introduction to social constructionism. London: Routledge.

Nightingale, D. & Cromby, J. (1999) Social constructionist psychology: A Critical Analysis of Theory and Practice. Buckingham: Open University Press.

Thompson, E, (2007) Mind in life, The Belknap Press of Harvard University, Cambridge. Chapter 2

Seminar 1

Language and concepts in research

When language is used inaccurately, then misimpressions can be given about the actual accomplishment of a study, even if the research itself was faultless in terms the mechanics of observation and measurement. In this seminar, we shall evaluate the argument of a research report, looking carefully at the use of language in respect of claims made and conclusions reached. We shall consider the meaning or words and phrases, the logical development of the argument, concepts employed, operational definitions, technical terms, logical inferences and interpretation; in effect, testing the consistency between the stated aims of the study, as given in the title and hypothesis, and its conclusions via the results obtained.

This will contribute to a better understanding of the logic and argumentation of experimental research, especially with respect to the possible misuse or sloppy use of language, flaws in the connection between the conceptual and methodological levels of the study, weaknesses in interpretation. Overall the seminar should sharpened one's understanding of the validity and value of conceptually rigorous research.

In preparation for this seminar read the paper by Roazzi and Bryant (1998), noting places in the text where meanings are vague, doubtful or misleading, and be ready to discuss these in class.

Reference

Jarrett, C. (2008) Foundations in sand? The Psychologist, 21 (9), 756-757.

Roazzi, A. and Bryant, P. (1998) The effect of symmetrical and asymmetrical social interactions on children's logical; inferences, British Journal of Developmental Psychology 16, 175-181.

Lecture 4 (Week 5) What is the relationship between mind and body? (HK)

Overview of Lecture

How to conceive of the relationship between mental life, i.e., awareness and the brain or body in which it takes place is one of the most enduring problems in philosophy and psychology, and it is still not resolved, The question concerns both the ontological status of the mind in relation of its physical substrate but also the nature of their relationship causally. The lecture will discuss various conceptions of the mind-body problem and outline theories of embodiment that seek to embrace both aspects of living beings.

We then consider how techniques to measure the activity of the brain provide the means to turn what have been ponderable theoretical questions into potentially answerable empirical ones. Such evidence casts light on questions relating to determinism and free-will.

<u>Aims</u>

This session aims to:

- introduce concepts relating to the ontology of mind and brain
- discuss neurobiological evidence relating to the causal relationship between them
- consider classical and alternative explanation of link between mind and brain
- consider theories that maintain natural links between the mental and physical worlds.

Learning Outcomes

At the end of the session students will be able to:

- discuss why mind or consciousness has been proven an intractable problem in psychology
- evaluate in the light of biological evidence the relationship between mind and brain
- discuss theories of embodiment as applied to mind

Essential Reading

Bem, S. and L. de Jong (1997) Theoretical issues in Psychology: An introduction.

Damasio, A. (1999) How the brain creates the mind? Scientific American, Dec 75-79.

Libet, B. (1999) Do we have free-will? Journal of consciousness studies, 6(8-9), 47-57.

Further reading

Libet, B. (1994) A testable field theory of mind-brain interactions, Journal of consciousness studies, 1(1) 119-126.

Metzinger, T (2005) Précis: Being No One, Psyche 11 (5), 1-35.

Damasio, A. (2000) *The Feeling of What Happens: Body and Emotion in the Making of Consciousness.* London: Heinemann.

BLOCK 2: Philosophy of Science

Lecture 5 (Week 6): The Philosophy of Science of Sir Karl Popper (TS)

Overview of Lecture

If we are to form a reasoned view on the question of the scientific status of Psychology, then we need to understand some of the major philosophical views on the nature of the natural sciences. This lecture introduces students to the influential work of the Austrian philosopher Sir Karl Popper (1902-1994).

<u>Aims</u>

- To explain Popper's "solution" to the problem of induction;
- To explain Popper's idea of falsifiability and of the demarcation problem;
- To explain the concept of verisimilitude;
- To explain some of Popper's later epistemological ideas such as his distinction between worlds 1,2, and 3;
- To introduce some of the main problems with Popper's philosophy of science.

Learning Outcomes

Students will be able to:

- Articulate Popper's solution to the problem of induction;
- State Popper's demarcation criterion between science and pseudo-science;
- Offer a balanced account of Popper's application of his criterion to psychoanalysis and Marxism;
 - Outline the main features of Popper's philosophy of science;
 - Define accurately the concepts: conjecture, refutation, and falsifiability;
 - Describe and assess some of the 'logical' objections to Popper's falsificationism;
 - Define the concept of verisimilitude;
 - Explain what Popper means by "epistemology without a knowing subject";
- Identify and begin to evaluate the strength of some of the problems with Popper's approach to science.

Core Reading

Bem, S & De Jong, H. (2006) <u>Theoretical issues in Psychology: An Introduction</u>. **Chapter 1.3 & Chapter 3**.

Godfrey-Smith, P. (2003) <u>Theory and reality: An introduction to the philosophy of science</u>. Chicago: University of Chicago Press. **Chapter 4**.

Supplementary Reading

Bird, A (1998) Philosophy of science. London: UCL Press. Chapter 8.

Chalmers, A. F. (1999) <u>What is this thing called science? (3rd. Ed.)</u> Milton Keynes: Open University Press. **Chapters 5-7**.

Gillies, D. (1993) <u>Philosophy of Science in the Twentieth Century: Four Central</u> <u>Themes</u>. Oxford: Blackwell. **Chapters 2 & 3**.

Ladyman, J. (2002) <u>Understanding philosophy of science</u>. London: Routledge. **Chapter 3**.

Newton-Smith, W.H. (1995) Popper, science and rationality. In A. O'Hear, (ed.) <u>Karl</u> <u>Popper: Philosophy and Problems</u>. Cambridge: Cambridge University Press.

Popper, K. R. (1959) <u>The logic of scientific discovery</u>. London: Hutchinson. **Chapters 1, 4 and 5**.

Popper, K. R. (1963) <u>Conjectures and refutations</u>. London: RKP. **Introduction and chapter 1**.

Popper, K. R. (1972) Objective knowledge. Oxford: London. Chapters 1, 3 and 4.

Putnam, H. (1974) The 'corroboration' of theories. In P.A. Schilp (Ed.) <u>The philosophy</u> <u>of Karl Popper, Part 1</u> pp. 221-240. (See also Popper's response in part 2, pp. 993-998.)

Worrall, J. (1995) 'Revolution in permanence': Popper on theory change in science. In A. O'Hear, (ed.) <u>Karl Popper: Philosophy and Problems</u>. Cambridge: Cambridge University Press.

Lecture 6 (Week 7): The Philosophy of Science of Thomas Kuhn

Overview of Lecture

This lecture introduces students to the philosophy of science associated with the American philosopher and historian of science, Thomas Kuhn (1922-1996). It concentrates on explaining and exploring the key ideas of normal science, revolutionary science, paradigm and incommensurability.

<u>Aims</u>

- To outline the main features of Kuhn's philosophy of science;
- To compare and contrast Kuhn's philosophy of science with that of logical empiricist and Popperian approaches;

Learning Outcomes

Students will be able to:

- Define the concepts <u>paradigm</u>, <u>normal science</u>, <u>revolutionary science</u> and <u>(in)commensurability</u>;
- Give examples from the history of science that illustrate Kuhn's approach;
- Identify and describe some of the psychological sources of Kuhn's approach;
- Identify the main differences between Kuhn's approach and that of Popper

Core Reading

Bem, S & De Jong, H. (2006) <u>Theoretical issues in Psychology: An Introduction</u>. **Chapter 3**.

Godfrey-Smith, P. (2003) <u>Theory and reality: An introduction to the philosophy of science</u>. Chicago: University of Chicago Press. **Chapters 5 and 6**.

Kuhn, T. (2000) <u>The Road since Structure</u>. Chicago: University of Chicago Press. **Chapters 1 and 2 & Part 3**.

Smith, R. (1997) <u>The Fontana History of the Human Sciences</u>. London: Fontana. **Chapters 11-20**.

Supplementary Reading

Bird, A (1998) Philosophy of science. London: UCL Press. Chapter 8.

Bird, A. (2000) Thomas Kuhn. Guildford & King's Lynn: Acumen. Chapters 1-3.

Chalmers, A. F. (1999) <u>What is this thing called science?</u> (3rd Ed.) Milton Keynes: Open University Press. **Chapter 8**.

Kuhn, T. S. (1970, 2nd Ed.) <u>The structure of scientific revolutions</u>. Chicago: University of Chicago Press.

Kuhn, T. S. (1964) A function for thought experiments. In I. Hacking (ed.) (1981) <u>Scientific revolutions</u>. Oxford: OUP. Also in T. S. Kuhn (1977) <u>The essential tension</u>. Chicago: University of Chicago Press.

Ladyman, J. (2002) <u>Understanding philosophy of science</u>. London: Routledge. **Chapter 4**.

Useful sources for the history of psychology

Fancher, R. E. (1996) Pioneers of psychology (3rd Ed.).

Leahey, T. H. (1994) <u>A history of modern psychology (2nd Ed.)</u>. New Jersey: Prentice Hall.

Leahey, T. H. (1997) <u>A history of psychology: Main currents in psychological thought</u>.(4th Ed.) New Jersey: Prentice Hall.

Richards, G. (1996) Putting psychology in its place. London: Routledge.

Robinson, D. N. (1995) <u>An intellectual history of psychology</u>. (3rd Ed.)London: Arnold.

Sternberg, R. J. (1995) <u>Psychology: The science of the mind</u>. New York: Harcourt Brace.

Lecture 7 (Week 8): The Sociology of Science

Overview of Lecture

This lecture introduces students to some sociological views on the nature of science, including hermeneutic, social constructionist and feminist approaches. It will also explore the implications of these approaches for topics such as scientific realism.

<u>Aims</u>

- To outline some of the main contemporary approaches to science from the field of science studies;
- To explore the implications of the social nature of science for the views on the cognitive status of science, in particular to explain the so-called "strong programme" in the sociology of science;
- To introduce some of the ideas emanating from feminist approaches to epistemology and the philosophy of science;

Learning outcomes

Students will be able to:

- Describe ways in which science is a social practice;
- Outline and assess the "strong programme" in the sociology of science;
- Give a balanced account of debates on rationality and relativism;
- Outline the main contributions of feminist thinking to the philosophy of science.

Core Reading

Bem, S & De Jong, H. (2006) <u>Theoretical issues in Psychology: An Introduction</u>. **Chapters 4 and 5**.

Godfrey-Smith, P. (2003) <u>Theory and reality: An introduction to the philosophy of science</u>. Chicago: University of Chicago Press. **Chapters 8 & 9**.

Woolgar, S. <u>Psychology, qualitative methods and the ideas of science</u>. In Richardson, J. T. E. (Ed.) <u>Handbook of Qualitative Research Methods for Psychology and the Social</u> <u>Sciences</u>. Leicester: BPS Books.

Supplementary Reading

Barnes, B. & Bloor, D. (1982) Relativism, rationality and the sociology of knowledge. In M. Hollis & S. Lukes (Eds.) <u>Rationality and relativism</u>.

Couvalis, G. (1997) <u>The philosophy of science: Science and objectivity</u>. London: Sage. **Chapter 6**.

Hacking, I. (1999) The social construction of what? Cambridge, MA: Harvard University Press.

Keller, E. F. & Longino, H. E. (Eds.) (1996) <u>Feminism and science</u>. Oxford: Oxford University Press.

Koertge, N. (ed.) (1998) <u>A house built on sand: Exposing postmodernist myths about</u> <u>science</u>. Oxford: Oxford University Press.

Kukla, A. (2000) <u>Social constructivism and the philosophy of science</u>. London: Routledge.

Latour, B. (1987) Science in action. Milton Keynes: Open University Press.

Lennon, K. & Whitford, M. (Eds.) (1994) <u>Knowing the difference: Feminist perspectives</u> in epistemology. London: Routledge.

Lyotard, J.F. (1984) <u>The post-modern condition: A report on knowledge</u>. Minneapolis MN: University of Minnesota Press.

Rosenberg, A. (2000) Philosophy of science: A contemporary introduction. Chapter 6.

Seminar 2

Popper and Kuhn

This seminar requires you to read and analyse a journal paper in the philosophy of science. You will be provided with the paper well in advance of the seminar. You will need to study the paper carefully and prepare draft answers to some questions that will be set on the paper. In the seminar we will discuss how the questions might be answered. The seminar will also include a writing exercise where you will be required to write about 1000 words explaining the main ideas contained in the paper on the basis of your answers to the set questions.

Reference

Putnam, H. (1974) The 'corroboration' of theories. In P.A. Schilp (Ed.) <u>The philosophy</u> of Karl Popper, Part 1 pp. 221-240.

BLOCK 3 LANGUAGE

Lectures 8 and 9 (Week 9 and 10) Language, Thought and Reality (TS)

Overview of Lectures

These lectures introduce students to a small number of key issues on the relationship between language, thought and reality. The initial topic will concern questions concerning the relationship between thought and language – for example, can only language users think? With respect to the relationship between language and reality, there will be discussion of the nature of reference and the relationship between meaning and truth.

The second lecture will concentrate on investigating the use of language. It will begin by describing key elements of the later work of Ludwig Wittgenstein, explaining his notions of a language game and language as a form of life. It will go on to look at some more systematic approaches to the study of the use of language (the discipline of pragmatics) such as Grice's theory of conversational implicatures and Sperber & Wilson's relevance theory.

<u>Aims</u>

- Provide students with an introductory overview of some key ideas in contemporary thought on language;
- Introduce students to the distinction between semantics and pragmatics
- Explore the nature of meaning
- Investigate the priority of thought over language or vice-versa
- Investigate the relationship of language to the world
- Investigate the relationship between meaning and use of language
- Explain the distinction between Inferential and code theories of language

Learning Outcomes

Students will be able to:

- Outline the distinction(s) between semantics and pragmatics
- Outline the basic features of Grice's account of linguistic meaning
- Outline some key aspects of the relationship between thought and language
- Outline some key aspects of the relationship between language and truth
- Outline the idea that meaning is use
- Outline the essential features of Sperber & Wilson's relevance theory

Essential Reading

Davies, M. (2006) Foundational Issues in the Philosophy of Language. In M. Devitt & R. Hanley, Eds., <u>The Blackwell Guide to the Philosophy of Language</u>. Available at: <u>http://philrsss.anu.edu.au/~mdavies/papers/issues.pdf</u> [Last accessed - 10/09/07]

Sperber, D. & Wilson, D. (1995, 2nd Ed.) <u>Relevance: Communication and Cognition</u>. Oxford: Blackwell. **Extracts**.

Supplementary Reading

Bach, K (2005, forthcoming) The Top 10 Misconceptions about Implicature. Also see Bach's web site for numerous papers on this and related topics: <u>http://userwww.sfsu.edu/~kbach/</u>

Grice, H. P. Studies in the Way of Words. Oxford: OUP. Extracts.

Lectures 10 and 11 (Week 11 and 12) Language, Text and Discourse

Overview of Lectures

In recent years, there has been a "turn to language" in Psychology – especially associated with critical approaches to Social Psychology. These lectures provide students with the tools they need to understand and evaluate this "turn." The first part of the lectures will concentrate on the structuralist movement that was especially influential in French philosophy and Social Science in the third quarter of the 20th Century. Reference will be made to the work of thinkers such as Saussure and Levi-Strauss. The later lectures will introduce some key themes from post-structuralist thought, concentrating upon the selected aspects of the work of Michel Foucault and Jacques Derrida.

<u>Aims</u>

- To provide students with some of the tools needed to understand and make preliminary evaluations of recent work in the structuralist and post-structuralist traditions
- To explore the concept of <u>discourse</u> as this has been used in philosophy and applied in work in qualitative Psychology
- To introduce students to selected aspects of the work Jacques Derrida and Michel Foucault
- To provide students with an introduction to theoretical and empirical debates in social psychology associated with the 'turn to language' in critical social psychology
- To examine the role of interaction and conversation in human meaning making.
- To explore some of the recent criticisms within critical psychology regarding the centrality of language

Learning outcomes

At the end of the session, students will be able to:

- Compare and contrast the views of language presented in the course
- Outline the main features of the structuralist approaches to language and the social sciences
- Provide outline accounts of concepts such as <u>discourse</u> and of the relationship Foucault identifies between power and knowledge
- Provide outline accounts of Derrida's notion of logocentrism
- Illustrate the reasons for the 'turn to language' in social psychology
- Understand the functions of interaction, conversation and the symbolic in creating the social world
- Present evidence from empirical work in social psychology that demonstrates the interactional features of traditional 'cognitive' concepts in social psychology, such as attribution and memory

Core Reading

Bem, S. and L. de Jong (1997) Theoretical issues in Psychology: An Introduction.

Foucault, M. What is enlightenment? In P. Rabinow (Ed.) (1986) <u>The Foucault Reader</u>. London: Penguin.

Gutting, G. (2001) French Philosophy in the Twentieth Century. Cambridge: CUP.

Gutting, Gary, "Michel Foucault", *The Stanford Encyclopedia of Philosophy* (Fall 2008 Edition), Edward N. Zalta (ed.), forthcoming URL = ">http://plato.stanford.edu/archives/fall2008/entries/foucault/.

Johnson, C (1997) <u>The Great Philosophers: Derrida</u>. London: Weidenfeld and Nicholson.

Lawlor, Leonard, "Jacques Derrida", *The Stanford Encyclopedia of Philosophy* (Fall 2008 Edition), Edward N. Zalta (ed.), forthcoming URL = http://plato.stanford.edu/archives/fall2008/entries/derrida/.

Searle, J. (1999) <u>Mind, Language and Society</u>. London: Weidenfeld & Nicholson. **Chapters 1, 5 and 6**.

Sturrock, J. (2003) <u>Structuralism</u>. Oxford: Blackwell. (The 1993 edition in the library is fine.)

Note that there is a web site containing a selection of excerpts from Derrida's work at: <u>http://www.hydra.umn.edu/derrida/content.html</u>

An interesting-looking web site on Foucault is at: <u>http://www.protevi.com/john/Foucault/index.html</u>

Supplementary Reading

Berger, P. & Luckman, T. (1971) The Social Construction of Reality. London: Penguin.

Derrida, J. (1998) <u>Of Grammatology</u>. Baltimore, MD: Johns Hopkins University Press. **Part II, Chapter 1**.

Edwards, D. (1997) Discourse and Cognition. London: Sage.

Gutting, G (2005) Continental Philosophy of Science. London: Routledge.

Lechte, J. (1994) <u>Fifty Key Contemporary Thinkers: From Structuralism to</u> <u>Postmodernity</u>. London: Routledge.

Levi-Strauss, C. (1997/1955) <u>Tristes Tropiques</u>. New York: The Modern Library. Chapter 28. (The edition in the library is fine.)

Mulligan, K. (2003) Searle, Derrida and the Ends of Phenomenology. Available at: <u>http://www.unige.ch/lettres/philo/enseignants/km/doc/SearleDerrida.pdf</u>

Rabinow, P. (Ed.) (1986) The Foucault Reader. London: penguin.

Saussure, F. (1983) Course in General Linguistics. London: Duckworth.

West, D. 1996) <u>An Introduction to Continental Philosophy</u>. Oxford: Polity Press. **Chapter 6**.

Seminar 3

Language

Prior to the seminar you will be presented with a list of statements about language that you will have met in your reading during self-managed study. For each statement you will be required to write 300-500 words explaining what the statement means and the rationale for it. In the seminar there will be peer review of statements (i.e., each student will read and comment upon another's work). In the second part of the seminar the tutor will provide some exemplar responses and illustrate how these might help you to begin to construct an essay.

9. LEARNING RESOURCES

9.1 CORE READING

Bem, S. and L. de Jong (1997) Theoretical issues in Psychology: An introduction. London, Sage.

9.2 OTHER RELEVANT READING

Bechtel, W. (1995) Biological and social constraints on cognitive processes: The need for dynamical interactions Canadian Journal of Philosophy, Supplementary Volume.

Block, N. (1996) What is functionalism? Available at: <u>http://www.nyu.edu/gsas/dept/philo/faculty/block/</u>. [Last accessed: 28/08/07]

Burman, E. (1994) *Deconstructing Developmental Psychology*. London: Routledge.

Burr, V. (1998) An introduction to social constructionism. London: Routledge.

Chalmers, A. (1999, 3rd. Ed.) *What is this thing called Science?*. Buckingham: Open University Press. Chapters 8 and 9.

Damasio, A. (1999) How the brain creates the mind? Scientific American, Dec 75-79.

Damasio, A. (2000) *The Feeling of What Happens: Body and Emotion in the Making of Consciousness.* London: Heinemann.

Edwards, D. (1997) Discourse and Cognition. London: Sage.

Finger, S. (2000) Minds Behind the Brain: A History of the Pioneers and their Discoveries . New York: Oxford University Press.

Gardner, H. (1985). *The Mind's New Science: A history of the cognitive revolution.* New York: Basic Books. Basic Books

Gergen, K. J. (1996) Social Psychology as social constructionism: The emerging vision. http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu1&st=manuscri pts&hf=1

Giere, R. N. (1999) Science without laws. University of Chicago Press, Chicago

Giere, R. (2004) How models are used to represent reality. Philosophy of Science, 71, 742-752.

Godfrey-Smith, P. (2003) *Theory and Reality: An Introduction to the Philosophy of Science.* Chicago: Chicago University Press. Chapters 5 and 6.

Guttenplan, S. (1995) *A Companion to the Philosophy of Mind*. Oxford: Blackwell. Entries on functionalism, etc. Copies in Perry Library.

Hacking, I. (1995) *The social construction of what?* Cambridge: Harvard University Press.

Heil, J. (2004, 2nd. Ed.) *Philosophy of Mind: A Contemporary Introduction*. London: Routledge. Chapter 7. Copies in Perry Library.

Kim, J. (2006, 2nd. Ed.) *Philosophy of Mind.* Colorado: Westview Press. Chapter 6. Copies in Perry Library.

Koenig, J-P. (2005) Discourse and Cognition: Bridging the Gap. Stanford: CSLI Press.

Libet, B. (1994) A testable field theory of mind-brain interactions, Journal of consciousness studies, 1(1) 119-126.

Libet, B. (1999) Do we have free-will? Journal of consciousness Studies, 6(8-9), 47-57.

Macrae, N. & Bodenhausen, G.V. (2000) Social cognition: thinking categorically about others. *Annual Review of Psychology*, 51, 91-120.

McGhee, P. (2001) Thinking Psychologically. Basingstoke: Palgrave

Molder, H te, & Potter, J. (2005) Conversation and Cognition. Cambridge: Cambridge University Press.

Nightingale, D. & Cromby, J. (1999) Social constructionist psychology: A Critical Analysis of Theory and Practice. Buckingham: Open University Press.

Potter, J. & Wetherell, M. (1987) *Discourse and social psychology: Beyond attitudes and behaviour.* London: Sage.

Roazzi, A. and Bryant, P (1998) The effect of symmetrical and asymmetrical social interactions on children's logical; inferences, British journal of developmental psychology 16, 175-181,

Robinson, D. N. (1995) An intellectual history of Psychology. London. Arnold.

Rosch, E. (1999) Reclaiming concepts, Journal of Consciousness Studies, 6, 61-77.

Stainton Rogers, W. (2003) *Social Psychology: experimental and critical approaches.* Buckingham: Open University Press.

Uttal, W. R. (1998) Toward a new behaviourism: The case against perceptual reductionism, Laurence Erlbaum Associates

Thompson, E, (2007) Mind in life, The Belknap Press of Harvard University, Cambridge

Valentine, E. R. (1999) The possibility of a science of experience: An examination of some conceptual problems facing the study of consciousness. British Journal of Psychology, 90, 535-542.

Varela, F, Thompson, E. and Rosch, E. (1991) The Embodied Mind: Cognitive Science and Human Experience, by Cambridge, MA: MIT Press