ADPS 400001
Psychology and the Other: Interdisciplinary Seminar
Fall 2015   4 Credits

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Schedule/Locations:
- Saturday, September 19th (9-4pm)— Boston College Stokes 103S
- Friday, Saturday, and Sunday—October 9-11th (9am-6pm at conference)—Harvard Square (99 Brattle Street)—see website for exact location details (www.psychologyandtheother.com)
- Saturday, November 7th (9-4pm)—Boston College 103S

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
This course is an interdisciplinary offering wherein students consider the shape of human subjectivity, experience, and identity from a variety of disciplinary, historical, clinical, and conceptual positions. Oriented around the conversation taking place at the Psychology and the Other Conference—featuring top thinkers in philosophy, theology, and psychology—this course addresses the many discourses, political imports, phenomenological markers, and philosophical heritages that underlie our understanding of and lived range in human experience. Please note: It is mandatory that students registered for this course attend the Psychology and the Other Conference (www.psychologyandtheother.com) in Harvard Square from 9am-6pm on Friday, October 9th through October 11th (in addition to the on-campus Saturday dates in September and November).

NOTE: Registration for the conference is required as a part of this course, but it is not expected that students will pay the registration rate. Please select the “Plenary/Invited Speaker” option on the registration page to avoid any fees. See Psychology and the Other website for more details: www.psychologyandtheother.com

Distinctive Schedule and Independent Approach
The structure of this course is unique and abides by more of an intimate seminar and group independent study format. The course is intensive in the sense that it revolves around a 3 day conference (October 9-11th) and two additional Saturdays spread throughout the semester (see schedule above and below). And, the remainder of the course functions around independently determined readings and assignments (with particular parameters). The purpose of this is to allow maximum flexibility in students’ choices regarding the course emphasis. Some content areas may include: socio-political and cultural dimensions of human
experience, phenomenology of identity (gender, sexuality, self-other constitution), intersubjectivity and transformation/healing, intergenerational transmission of trauma, theological/philosophical concepts of self and other relations, Gestalt theory and intervention, and contemporary psychoanalytic principles, concepts, and interventions.

During the first meeting (9/19), we will convene from 9am to 4pm to begin this journey and to discuss course parameters and think through the specifics of this course with one another.

**Course Objectives**

1. The student will demonstrate the capacity for critical reflection on contemporary issues and the philosophical, theological, and psychological assumptions and frameworks that underlie them as evidenced by written assignments and in person discussion.

2. The student will demonstrate breadth of understanding of the intersection points between ethical theories and theories of identity as evidenced by the completion of reading logs and reflections, a research paper, and in person discussion.

3. The student will demonstrate competency across cultural settings and will learn the impact of culture, race, gender, class, and age in human service professions as evidenced by engagement of such issues in course discussions, completion of readings on the topic, and careful scholarship in the final research paper.

4. The student will demonstrate ethical sensibilities pertaining to human suffering, identity, and healing as evidenced by the ability to summarize, compare, and critically reflect on thinkers, concepts, and systems that address these facets of human experience in both written and verbal forms.

**Grading**

- Reading Log and Reflections: 125 points
- Thesis Paper: 175 points
- Attendance/Participation: 50 points

**WCAS Grading System**

The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (0.0), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (.00), failure.

Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known the HELP Desk located in the Campus Technology Resource Center (CTRC) in O’Neill Library will issue a new one. The CTRC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

**Text(s)/Readings (Required)—in Bookstore**


*Additional articles will be assigned and will be put on reserve in the library and made available on Canvas.*
**Text(s)/Readings (Recommended)**


**Important Policies**

[http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html](http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html)

**Written Work**

Students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA format. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].
Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. In the case of plagiarism, the grade for the assignment in question will be an “F”. Furthermore, based on the discretion of the professor, the student may fail the course and/or be reviewed by an Academic Integrity committee.

Request for Accommodations
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance
Class attendance is an important component of learning and this is especially important in a weekend intensive format such as this class. As such, absence and tardiness is not acceptable. Should a student miss more than 3 hours of the course (total), the student will not be able to receive a passing grade for the course. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. During the conference, it is expected that the students will check-in at the start of the day (before 9am) and check-out at the end of the day (at 6pm) with the registration desk. Failure to attend any part of the conference leads to a failing grade as this is a core component of this educational experience.

When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due. If you miss class, you cannot make up participation points associated with that class. And, as noted above, this may translate into a failing grade for the course. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.
Deadlines
Assignments are due at the beginning of the class period on the specified dates. Late assignments will not be accepted.

Course Assignments (readings, exercises and/or experiences)

1) Reading Log and Notes

Each week (by Sunday evenings at 5pm), students will upload a reading log (template provided on Canvas). The reading log includes a list of the pages read and short notes and questions from the readings. The notes and questions should be thoughtful commentary that captures the questions that the reading leaves you with and the implications of the reading on your way of thinking. By the end of the course, there should be a total of 10 reading logs uploaded to the Canvas site. The first reading log is due on September 11th, 2015 before the start of class.

The readings will be a combination of specifically assigned readings (see the course schedule) and student selected readings. Following the conference, students will decide on one or two thinkers whose scholarship aligns with their own interests and select a series of readings by or about this thinker (e.g., Judith Butler, Susannah Heschel, Richard Kearney, Sue Grand, and so forth). Students will create a working bibliography and, in total, these books, book chapters, and articles should consist of 1,500 pages. At the end of the semester, these will all be documented on the reading log.

2) Final Thesis Paper
15-20 pages (details to be provided in handout)
Due Date: Friday, December 11th at 5pm (turn in a hard copy at the Woods College of Advancing Studies)

3) Attendance/Participation

-- See above in attendance policy--

Please note that because this class meets in an intensive and intermittent format, it is expected that the student will be working for 8 hours each week on reading and writing even when the class is not meeting. Some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the semester. If you are spending less time each week than this, it is likely that you are not keep up with the pace of the requirements. Again, the course has a significantly independent rhythm and necessitates you taking this time investment seriously.

GENERAL REMARKS

First and foremost, I am here to serve you in the process of growing and learning. I am excited about watching you wrestle with the material and engage the questions it brings up for you. This can be amazingly rich subject matter and sometimes can be overwhelming in terms of the density and newness of the content. Also, sometimes, psychological course material can bring up or highlight some difficult family issues or painful problems in your life. Please don’t feel as though you need to bear this alone. Feel free to talk with me about it and I will help in any way that I can.

As for the course schedule, it is a tentative guide that might flex and change as we journey through the course together. I will let you know about changes as we go. Feel free to provide feedback about the pace and your needs throughout the course. The only way that I can know how to help is by hearing from you about how things are going. I want to be as accessible as possible. Don’t feel sheepish about getting a hold of me or asking for my time. I am excited about getting to know you…
COURSE SCHEDULE

9/19  Class Meeting at Boston College (9-4pm)

Topics:
1) Introduction to the Other: The World of Identity, Suffering, and Healing—The Purpose, Hope, and Scope of this Interdisciplinary Conversation
2) The Triple Entendre of Otherness: Ethical Calling, Disciplinary Difference, and Exclusion
3) Continental Philosophy and Ethical Subjectivity: A Primer

Reading:
1) Read chapters 1, 4, and 5 in Donna Orange’s Thinking for Clinicians
2) Read chapters 1-4 in Frank’s The Renewal of Generosity

Assignment:  First Reading Log Due (upload to Canvas)

10/9-10/11  Psychology and the Other Conference (in Harvard Square)

**Attend sessions during each time block on the three days of the conference (begins at 9am each morning and ends at 6pm- check in and out with registration)

Plenary Address list:
Sue Grand, Psychoanalysis and Invisible Populations: Native American Experience
John Manoussakis, Augustine, the Unconscious, and Embodied Experience
Judith Butler, Performance, Vulnerability, and Precarious Ethics
Susannah Heschel, Jewish Theology and Social Injustice
Janice Gump, Slavery History and Present Inequalities
Richard Kearney, Narrative, Flesh, and Trauma

11/7  Class Meeting at Boston College (9am-4pm)

Topics:
1) Conference Debrief and Reflections
2) Perspectives on the Other: Implications on Politics, Clinical Treatment, and How We Define Identity
3) Human Vulnerability and Relationship

Reading:
1) Donna Orange’s Thinking for Clinicians: Chapter 6: Hans-George Gadamer—Undergoing the Situation with the Other
2) Donna Orange’s The Suffering Stranger (entire book)
3) Judith Butler’s Violence, Mourning, Politics article

Assignments:
1) Six reading logs completed and uploaded to Canvas before meeting
2) Thesis statement and outline draft brought to class

12/11  NO MEETING- Research Paper Due
*Turn in hard copy at the Woods College of Advancing Studies by 5pm