San José State University  
Psychology Department,  
PSYC 190-01, Current Issues Capstone, Spring 2018  
Narrative Theory and Practice:  
“Making Trouble for the Problem”

Instructor: Simone Lundquist, Ph.D.  
Office Location: Dudley Moorhead Hall (DMH) 310  
Telephone: (408) 924 5634  
Email: Simone.Lundquist@sjsu.edu * The fastest, safest, and best way to contact me is via email  
Office Hours: TTh 10:30 - 11:30 AM  
Class Days/Time: MW 09:00 - 10:15 AM  
Classroom: DMH 347  
Prerequisites: PSYC 100W and Senior Standing  
Pre/co-requisite: Psyc 18 or Psyc 120

SJSUs learning management system, Canvas  
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on.

Course Description

The catalog description of the course is as follows: Integrative survey of current viewpoints and issues in psychology, how they developed and likely future directions of psychology.

In this class, this goal is to understand the theory and practice of Narrative as a way of thinking about the problems within their context rather than pathologizing “otherness.” We will learn to discuss the different portrayals and corresponding intellectual and emotional narratives of human suffering within a variety of contexts. We will also discuss how this way of thinking can be influential in teaching, practicing and even supervision in this field. The primary goal is to refine student’s critical thinking skills applicable to the study of human behavior and to appreciate this in broader cultural contexts.
Course Goals and Student Learning Objectives

Specifically, our course objectives are as follows:

\textit{CLO1} – to review and develop skills in understanding differing epistemologies and to critically evaluate their role in our culture’s understanding of human suffering

\textit{CLO2} – to focus, refine, and provide evidence of your critical thinking skills in the evaluation of problems that are negatively affecting people’s lives with a specific emphasis on how evaluations are impacted by the narratives and portrayals of human suffering and problems

\textit{CLO3} – to demonstrate competence in oral presentation and communication

\textit{CLO4} – to demonstrate competence in written communication by analyzing, synthesizing, and integrating existing psychology literature relevant to this topic

\textit{CLO5} – to demonstrate an integration of knowledge and skills developed across the psychology major including an appreciation of contextual variables such as gender and ethnicity as they relate to psychological principles and human behavior

\textit{CLO6} – to demonstrate an integration of knowledge and skills developed across the psychology major including an appreciation of contextual variables such as gender and ethnicity as they relate to psychological principles and human behavior

\textit{CLO7} – to provide evidence of skills in researching the psychology literature (including accessing electronic and print journal articles in libraries and beyond)

\textit{CLO7} – to thoughtfully apply these skills to topics of interest

These goals will be evidenced through the following assessment strategies:

1. practice critically evaluating the assigned readings
2. writing reflection papers on the readings assigned for the course
3. gather, review, and disseminate information on how different narratives impacts diagnosis and treatment of those struggling with problems in essays and oral presentations
4. write a final paper demonstrating your deep understanding of the theory and practice of Narrative, post-modernism and post-structuralism
5. participate in class interactions during group presentations and forum discussions demonstrating an accurate understanding of the impacts of decontextualized narratives of problems both on the individuals and social and cultural and global contexts and on treatments used to address those problems

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements:

\textit{PLO1 – Knowledge Base of Psychology} – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

\textit{PLO2 – Research Methods in Psychology} – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.

The expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Required Texts/Readings


Other readings will be required and will be available for download from the course website.

**Library Liaison**

The library liaison for the Psychology Department is Bernd Becker.

You can contact him at (408) 808-2348 or at Bernd.Becker@sjsu.edu if you have library research questions, or questions about accessing library resources.

**Course Requirements and Assignments**

Your grade will be determined by your performance in four categories of coursework:
The grading scheme for this course is determined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100-96.5%</td>
</tr>
<tr>
<td>A</td>
<td>96-93%</td>
</tr>
<tr>
<td>A-</td>
<td>92-90%</td>
</tr>
<tr>
<td>B+</td>
<td>89-87%</td>
</tr>
<tr>
<td>B</td>
<td>86-83%</td>
</tr>
<tr>
<td>B-</td>
<td>82-80%</td>
</tr>
<tr>
<td>C+</td>
<td>79-77%</td>
</tr>
<tr>
<td>C</td>
<td>76-73%</td>
</tr>
<tr>
<td>C-</td>
<td>72-70%</td>
</tr>
<tr>
<td>D+</td>
<td>69-67%</td>
</tr>
<tr>
<td>D</td>
<td>66-63%</td>
</tr>
<tr>
<td>D-</td>
<td>62-60%</td>
</tr>
<tr>
<td>F</td>
<td>59-0%</td>
</tr>
</tbody>
</table>

Class Participation

This is an integral part of this course. Absences result in no individual discussion points for that day. Be aware that this is a small class. Everyone in the class is VERY aware of who is (and is not) attending. You must come on time, and you cannot leave early, particularly on presentation days.

I am very aware that many of you are suffering from senioritis. Don’t let it affect this class. When you first come into class use your prepared question or comment from you’re the assigned readings to help start things off. When one discussion ends, I will choose another comment and so forth.

You will be evaluated on the quality of your participation, and not just the frequency with which words flow out of your mouth. You should listen carefully to other students’ comments and respond intelligently and respectfully. As seniors, you take the responsibility for the direction and quality of the discussion. I am here mostly as a “point of information” person.

A note on the assigned readings: There is a lot of readings to do in this class. In fact, that is the bulk of the workload for the course. You will need to do two things: (1) allow enough time to critically read each reading assignment; (2) plan your reading well in advance. I will not accept an excuse of “I didn’t have enough time.” This is the core of the course, and you are expected to engage in it.
Self-evaluation of Participation

Somewhere around halfway through the semester, you will be required to complete the Self-evaluation of Participation form on the course website. This gives each student an opportunity to assess his or her own level of participation in the course to date. More importantly, it can serve as a prompt to do things differently in the course to improve that level of participation.

The professor will give feedback about the accuracy of that evaluation and brief feedback about how to proceed in the course from there.

Reflection papers

In these papers (19 papers), you will describe your reflections on what you learned from the reading assignments that are due on that day. Maximum length of each paper is 1 typewritten double-spaced page. Please see the modules on Canvas and the class schedule on your syllabus for due dates.

Term Paper

You are seniors, and this is your capstone course. Please, write a great paper. Use appropriate sources (books and journal articles). Submit it on the due date at the beginning of class. Poorly written papers, late papers and/or those that do not use APA style appropriately will receive poorer grades than those who write well, have on time papers, and use APA style.

Choose a Problem (disorder) and Narrative as the form of therapy that is used in Making Trouble for this Problem (treating the disorder). Explain why Narrative Therapy is effective. Examine the current research literature regarding Narrative Therapy for this Problem. I encourage you to use Google Scholar (scholar.google.com) as your search engine, not just PsychInfo.

Please review your materials from PSYC 100W. Your paper must be in APA style (6th edition). Keep in mind that “APA Style” is not just how to do the references, but also grammar, spelling, organization and so forth. The length is to be no less than 1250 words and no longer than 2000 words for the body of the work (~5-9 pages @ 250 words/page, not including title page or references). Keep direct quotes to a bare minimum. You will submit your paper in person in class.

In case I suspect plagiarism, I will email you and ask you to submit your paper to turnitin.com through Canvas. If you plagiarize your paper it will be detected here. Plagiarism will result in a failure in the course and possible dismissal from the university. I assume that you have completed the plagiarism tutorial available here: http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm by the time you have taken this class. If not, please do so as it will help you avoid making costly mistakes.

*Please contact me with questions BEFORE the paper is due.

Please place the word count of the paper (not including tile or references) on the first page below your name. NO cover or title pages.

Paper Format, Guidelines, and point values

You must follow this format to receive credit on the paper. The paper is worth 180 total points

1. Introduction and defining the problem [35 pts]
   a. Introduce the paper, where it is going, and what you want to show.
b. Explain the reason you chose this Problem which in turn will provide depth to your paper.
c. Define the problem and its impact on different aspects of the individual's life (e.g., emotions, thoughts, behaviors, leisure, work, relationships, etc.) and on the lives of others who are in a relationship with this individual.
d. What are the key features of this problem?
e. What is the known prevalence of the problem and how does it cost the culture?

   
a. Provide information gender, ethnicity, family variables here
b. Why does gender matter? Why is it important here?
c. Do these variables impact whether you think the person should be diagnosed or do they mitigate the diagnosis at all?
d. Is this a problem or issue that is more likely identified (over or under) with the contextual variables you identified (gender, age, ethnicity, religion, etc.)?
e. What are the prevalence or treatment outcome rates as they relate to gender, ethnicity or other contextual variables? (CITE stats here!)
f. How does the time or era impact the understanding of this Problem?

3. Treatment of the Problem [35 pts]
   
a. What theoretical perspective is used here?
b. What is the assumption of etiology or cause of the disorder from the perspective used for this treatment?
c. What is the mechanism of change according to the treatment?

4. Empirical evidence [25 pts]
   
a. Summarize the empirical evidence for this treatment
b. DO NOT give summaries of sample size, statistics used, or methods – FOCUS on the overall outcomes and how well the treatment works
c. Describe follow up effectiveness and how long the treatment seems to last

5. Conclusion [20 pts]
   
a. State what you have found with this treatment for this problem
   i. What are concerns you have about the treatment?
   ii. What have the researchers left off or not addressed yet?
   iii. What might be solutions to those concerns?
b. Where should future research focus?

6. References [15 pts]
   
a. This is a scholarly paper, I would expect no fewer than 10 academic references
b. These must be appropriate to the topic and in APA format (both in text and in the reference section)
c. These must be factual, directly related to the topic, and scholarly
d. DO NOT use a text book or a website as a reference EVER!

7. Writing Quality [25 pts]
   
a. Grammar
b. Spelling
c. APA formatting
Presentation

This is an opportunity for you to educate the class on a problem and its treatment using Narrative Therapy. It is designed to allow you to go deeper into an area and share that knowledge with the group. You must spend time and effort on this task to do well and have others get something out of this.

Each presentation will take about 10-12 minutes with questions and discussion following the presentation. Presentations that are significantly less than the expected time with questions and discussion will receive corresponding grade reductions.

Inaccuracies or false answers to questions will also result in grade reductions. You are to know the Problem, its effects and the treatment thoroughly by your presentation day. Problematic answers indicate that you are unprepared and have thus not completed the assignment. Again, you should be an expert on the Problem and the Treatment. An expert very rarely is taken by surprise during a question and answer period.

There is a high standard on senior university student presentations. These will take time to put together and look professional. All students must seek coherence and professionalism in the presentation.

Presentation guidelines

☐ Be professional!
☐ You MUST show depth here
  1. This can come in different ways – digging in on treatment, context, theme, etc.
☐ Be mindful of not labeling a person, but focus on their behaviors that meet diagnostic criteria.
☐ Avoid slang and colloquialisms.
☐ Don’t read your presentation. Individuals who read their presentation will earn no higher than a C.
☐ Rehearse, rehearse, rehearse!!!! Make it a smooth presentation!
☐ Wear appropriate attire.
☐ Do not bore the class. Set a mood! Make it interesting! Be creative! (But stay professional!)

Requirement for audience members

☐ come on time
☐ do not leave early
☐ do not sleep or work on other material during the presentation
☐ get engaged in the presentation!

Final and Mid-term Exams

Both these exams will be multiple-choice and based on the contents of the assigned articles and PowerPoints that are published on your Canvas site. These exams will not be repeated so if you are not in class on the day that the exam is given to you, you will miss the points on that exam. Please keep track of your exam schedule and the points you receive.
Classroom Protocol

The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which things occur. You are responsible for keeping current on any deviations from the class syllabus. Check the course web site if you cannot be in class. This is a seminar, and my role is as guide and facilitator. I am not a lecturer for this course, you are the group leaders. As such, your attendance is essential to do well and get the most out of the course.

Professional Communication

The best method of contacting me is via email. Please allow 1-2 business days for a response. I do not typically respond to email on weekends. Use the email address listed on this syllabus.

Email is NOT a place to get extensive help with really big questions or with papers. If you have questions about a paper or larger assignment, you must come to office hours to discuss them; I will not read drafts of papers over email. If you have specific questions about your presentation or another assignment, please tell me the question and then make an attempt to answer the question. I will let you know if you are on track and amend the answer to make it better, if need be. Please do not send more than two questions at a time. If you have more than two questions, office hours are the place to get those answered.

As a University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send. When sending email, I would encourage you to create an email account that includes your name (e.g., Joe.Student@internet.com. If you do not create such an email, be certain to include your name in the correspondence.

Please be sure to follow the following basic guidelines when communicating in a professional capacity:

1. In the Subject line, state what specific issue you are emailing about (e.g., exam 3, quiz 7, absence on 3-11-17).
2. In the greeting, please address your professor by his or her title (e.g., Dr. or Professor).
3. Be sure to identify yourself clearly by stating your full name and the specific course and section number you are in.
4. Be clear in your statement about what you are asking for or of what you are informing the reader.
5. Consider your request before you make it. If you believe you can make that request in a professional way and support your reasons for your request, please ask. If you have overslept, are tired, hungover, or whatever, please do not make requests based on those reasons.
6. Use a polite and respectful tone.
7. Use complete sentences.
8. Do not use abbreviations for words that are often used in text messages.
9. Use upper and lower-case letters.
10. Be sure to use correct grammar and spelling in your message.
11. If you need a reply to the email you have sent, please request that clearly. I strongly encourage you to request a response back if you send something that needs to be graded in a timely matter to be certain it was received.
12. If you do not hear back within a reasonable amount of time from the person you sent the email to, politely request a response and resend the original message (you can use the forward function here).

Personal Computer (Laptop) Use

You will not need a laptop for this course, and as such, they are not permitted. If you have trouble with or a concern about this policy, come and talk to me.

Classroom Etiquette

There are only a few real issues here, and they are easy. In general, the guiding principles are to be respectful and attend to what is going on in class. These issues are not typically a problem; that said, doing any of these will not be tolerated and will be grounds for dismissal from the class.

1. Be on time. If you are more than 15 minutes late, you should not come into the class. This is particularly true for presentation days.
2. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
3. Do not carry on conversations with others during lecture. (If you have a question or point to make, just say it so we can all hear it!)
4. Please turn off your cell phone for the time you are in class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.
5. Never use a cell phone during an examination period.
6. Do not text message during lecture.
7. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams.
8. Do not sleep during class.

Attendance

Attendance is required, and it is what will make the course go well. I expect you to come to every class. One absence is fine, after that your ability to do well in the course will be severely compromised. Coming to class late will count as missing class (see above), and you will not pass the class if you miss too many days.

Office Hours

My office is room DMH 310. I will have regular office hours as posted at the top of this syllabus. If you cannot make one of these times, you can e-mail, or see me after class to set an appointment. I want to be available to you. If you email me, you can generally expect a response back in 48 hours during the week. If you email on a Friday or over the weekend, you will not hear back from me until the next business day (typically Monday).

The best time to catch me is right after class, but let me know if you need to see me at another time. With office hours it is first come, first served. If you do not want to wait or were not able to see me, please set a time with me individually. During office hours, we can discuss course questions, psychology as a career, or other topics of interest to you.
Please note that I run an extremely busy schedule, but I absolutely want to make time for our meetings. If I am unavailable at a time you try to see me, let me know, and we will make time to meet.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/).

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at [http://www.sjsu.edu/studentconduct/](http://www.sjsu.edu/studentconduct/).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/senate/docs/PD030301.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center (AEC)](http://www.sjsu.edu/aec/) to establish a record of their disability.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at [http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

(Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more...
information, visit Counseling Services website at http://www.sjsu.edu/counseling.
Psychology 190, Current Issues Capstone, Spring, 2018

This is a tentative timeline and we may deviate from it. It is your responsibility to know where we are in the readings and if the test dates or materials to be included on tests might have been changed. We will work very hard to stay on schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments and Quizzes Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1 01-24</td>
<td>Introduction to course</td>
<td>First Day Welcome!</td>
<td></td>
</tr>
<tr>
<td>WEEK 2 01-29</td>
<td>How Narrative Therapy Works</td>
<td>Monk: Preface, Introduction</td>
<td>PowerPoint 01/29 In-Class Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monk: Chapter 1</td>
<td></td>
</tr>
<tr>
<td>WEEK 2 01-31</td>
<td>Theory and Therapeutic Relationship</td>
<td>Monk: Chapters 2 &amp; 3</td>
<td>In-Class Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Narrative Therapy Hand-out</td>
<td></td>
</tr>
<tr>
<td>WEEK 3 02-05</td>
<td>Learning &amp; Teaching Narrative Ideas</td>
<td>Monk: Chapter 4</td>
<td>Reflection Paper 1 Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Critique on DSM</td>
<td>In-Class Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: The Myth of Mental Illness</td>
<td></td>
</tr>
<tr>
<td>WEEK 3 02-07</td>
<td>Narrative Approaches to Psychiatry</td>
<td>Monk: Chapter 5 &amp; 6</td>
<td>Reflection Paper 2 Due</td>
</tr>
<tr>
<td></td>
<td>Countering Alcoholic Narratives</td>
<td>Read: Process of Questioning</td>
<td>In-Class Discussion and Activity</td>
</tr>
<tr>
<td>WEEK 4 02-12</td>
<td>Male Sexual Abuse Survivors, School Counseling &amp; Appreciating Indigenous Knowledge</td>
<td>Monk: Chapters 7, 8, &amp; 9</td>
<td>Reflection Paper 3 Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In-Class Discussion</td>
</tr>
<tr>
<td>WEEK 4 02-14</td>
<td>Mediation, Health-Promoting Conversations</td>
<td>Monk: Chapters 10, 11, &amp; Epilogue</td>
<td>Reflection Paper 4 Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In-Class Discussion and Activity</td>
</tr>
<tr>
<td>WEEK 5 02-19</td>
<td>The Culture of the Professional Disciplines</td>
<td>Narratives of Therapists' Lives: Introduction &amp; Chapter 1</td>
<td>Reflection Paper 5 Due Small Group Discussion</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings Due</td>
<td>Assignments and Quizzes Due</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>---------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>WEEK 5 02-21</td>
<td>Re-membering</td>
<td>Narratives of Therapists’ Lives: Chapter 2</td>
<td>Reflection Paper 6 Due Small Group Discussion</td>
</tr>
<tr>
<td>WEEK 6 02-26</td>
<td>Re-membering and Professional Lives</td>
<td>Narratives of Therapists’ Lives: Chapter 3</td>
<td>Reflection Paper 7 Due Small Group Discussion</td>
</tr>
<tr>
<td>WEEK 6 02-28</td>
<td>Definitional Ceremony &amp; Professional Discourses</td>
<td>Narratives of Therapists’ Lives: Chapters 4 &amp; 5</td>
<td>Reflection Paper 8 Due Small Group Discussion</td>
</tr>
<tr>
<td>WEEK 7 03-05</td>
<td>Therapeutic Relationship and Supervision</td>
<td>Narratives of Therapists’ Lives: Chapters 6 &amp; 7</td>
<td>Reflection Paper 9 Due Small Group Discussion</td>
</tr>
<tr>
<td>WEEK 7 03-07</td>
<td>Training and The Ethic of Collaboration</td>
<td>Narratives of Therapists’ Lives: Chapters 8 &amp; 9</td>
<td>Reflection Paper 10 Due Small Group Discussion</td>
</tr>
<tr>
<td>WEEK 8 03-12</td>
<td>Decentered Practice and Poststructuralism &amp; Conclusion</td>
<td>Narratives of Therapists’ Lives: Chapters 10 &amp; 11 and the Conclusion</td>
<td>Reflection Paper 11 Due Small Group Discussion</td>
</tr>
<tr>
<td>WEEK 8 03-14</td>
<td></td>
<td><strong>Mid-Term Exam</strong></td>
<td></td>
</tr>
<tr>
<td>WEEK 9 03-19</td>
<td>Deconstruction and Therapy</td>
<td>White (Classics): Chapter 1</td>
<td>Reflection Paper 12 Due Small Group Discussion</td>
</tr>
<tr>
<td><strong>03-19</strong></td>
<td><strong>Your Self-Evaluation of Participation Due</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings Due</td>
<td>Assignments and Quizzes Due</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------</td>
<td>-----------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>WEEK 9 03-21</td>
<td>Psychotic Experience and Discourse</td>
<td>White (Classics): Chapter 2</td>
<td>Reflection Paper 13 Due Small Group Discussion</td>
</tr>
<tr>
<td>WEEK 10 03-28</td>
<td><strong>SPRING</strong> RECESS ENJOY!!!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 11 04-02</td>
<td>Saying Hullo Again: The Resolution of Grief Foucault &amp; Chomsky Debate Foucault: Beyond Good &amp; Evil</td>
<td>White (Classics): Chapter 3</td>
<td>Reflection Paper 14 Due Extra credit 2-page reflection paper on both Foucault’s videos Small Group Discussion</td>
</tr>
<tr>
<td>WEEK 11 04-04</td>
<td>Re-membering Foucault: Discipline &amp; Punish</td>
<td>White (Classics): Chapter 4</td>
<td>Reflection Paper 15 Due on White Chp 4 &amp; Foucault: Discipline &amp; Punish Small Group Discussion</td>
</tr>
<tr>
<td>WEEK 12 04-09</td>
<td>Children, Trauma, and Subordinate Storyline Development</td>
<td>White (Classics): Chapter 5</td>
<td>Reflection Paper 16 Due on White Chp 5 and on Foucault: History of Sexuality Small Group Discussion</td>
</tr>
<tr>
<td>WEEK 12 04-11</td>
<td>Unpacking of Identity Conclusions</td>
<td>White (Classics): Chapter 6</td>
<td>Reflection Paper 17 Due Small Group Discussion</td>
</tr>
<tr>
<td>WEEK 13 04-16</td>
<td>Fostering Collaboration</td>
<td>White (Classics): Chapter 7</td>
<td>Reflection Paper 18 Due Small Group Discussion</td>
</tr>
<tr>
<td>WEEK 13 04-18</td>
<td>On Ethics and Spiritualities</td>
<td>White (Classics): Chapter 8</td>
<td>Reflection Paper 19 Due Small Group Discussion</td>
</tr>
<tr>
<td>WEEK 14 04-23</td>
<td>Conscious Purpose and Commitment Exercise</td>
<td>White (Classics): Chapter 9</td>
<td>Extra Credit (10 Points) Reflection Paper on White (Classics): Chapter 9 Presentations (3 Students)</td>
</tr>
</tbody>
</table>

Reminder ***

**FINAL PAPER is DUE on 05/14**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments and Quizzes Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 14</td>
<td></td>
<td>Presentations (4 Students)</td>
<td></td>
</tr>
<tr>
<td>04-25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 15</td>
<td></td>
<td>Presentations (4 Students)</td>
<td></td>
</tr>
<tr>
<td>04-30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 15</td>
<td></td>
<td>Presentations (4 Students)</td>
<td></td>
</tr>
<tr>
<td>05/02</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 16</td>
<td></td>
<td>Presentations (4 Students)</td>
<td></td>
</tr>
<tr>
<td>05/07</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 16</td>
<td></td>
<td>Presentations (4 Students)</td>
<td></td>
</tr>
<tr>
<td>05/09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05-09</td>
<td>Reminder: Final Paper is Due on 05/14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WEEK 17 05/14**  
Presentations (4 Students)  
**Final Paper Due**

**FINAL EXAM**  
**FINAL: Scheduled for Tuesday, May 22nd, 07:15-09:30 AM**