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SEARCH STRATEGY

Set No.	Searched for	Databases	Results
S1	Culture, Medicine and Psychiatry	Ebook Central, Public Health Database, Publicly Available Content Database	74098*

* Duplicates are removed from your search, but included in your result count.

Idea Technology and Ideology

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[ProQuest document link](#)

ABSTRACT (ENGLISH)

Although we are accustomed to thinking about technology as involving things—objects and processes—derived from scientific discoveries, science also creates a technology of ideas, ways of thinking both about the world and about human beings. And unlike “thing technology,” “idea technology” can have powerful effects even when the ideas are false. This paper discusses false idea technology, or ideology, and suggests mechanisms by which it can have effects on both individuals and societies. It discusses neuroscience as the “next frontier” of ideology that may change our conceptions of human nature.

CURED Written and Directed by Patrick Sammon and Bennett Singer Story Center Films and Singer & Deschamps Productions, 2020 80 Minutes

Gideonse, Theodore K ¹ ¹ University of California, Department of Health, Society & Behavior, Program in Public Health, Irvine, USA (GRID:grid.266093.8) (ISNI:0000 0001 0668 7243)

[ProQuest document link](#)

Politics of Plasticity: Implications of the New Science of the “Teen Brain” for Education

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ABSTRACT (ENGLISH)

In recent years, claims that developmental brain science should inform pedagogical approaches have begun to influence educational policies. This article investigates the promise, pitfalls, processes, and implications of these claims. We explore how research on neuroplasticity has led to enormous interest in harnessing mechanistic models of development for applications in the classroom. Synthesizing analysis from the scientific literature on “neuroeducation” and interviews with key actors in the field, we analyze how neural and cognitive processes are mapped onto pedagogical constructs, and how psychological and social-structural factors are (or are not) integrated into explanations. First, we describe the historical trajectory of educational neuroscience and identify how tensions between antagonist groups struggling for authority over brain-based educational claims shaped the field. Second, we focus on the pervasive use of the concept of “neuroplasticity” in the literature. We argue that it is used as a rhetorical device to create hope and empower children, teachers, and parents through educational exercises that promote neurobiological reflexivity. Third, we turn to the notion of “self-regulation” in the neuroeducational programs. We argue that the rationale of these programs emphasizes the young person’s responsibility in navigating their social worlds through the imperative to enhance their executive functions while failing to adequately account for the role of the social environment in the development of self-regulation.

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Being Human in the Age of the Brain: Models of Mind and Their Social Effects

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Divided Bodies: Lyme Disease, Contested Illness, and Evidence-Based Medicine

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[ProQuest document link](#)

Correction to: Cured Written and Directed by Patrick Sammon and Bennett Singer Story Center Films and Singer & Deschamps Productions, 2020

Gideonse, Theodore K ¹ ¹ University of California, Department of Health, Society & Behavior, Program in Public Health, Irvine, USA (GRID:grid.266093.8) (ISNI:0000 0001 0668 7243)

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Psychological Theory and the Illusion of Scientific Prediction

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[ProQuest document link](#)

ABSTRACT (ENGLISH)

The attempt of empiricist psychology to achieve scientific respectability through reliance on quantification is deeply flawed. Not only does it come at the expense of the phenomena, which, in the study of the mind, must reference subjectivity, but it is incommensurate with the basic scientific principles on which it claims to operate. Specifically, psychological theory typically cannot support prognostication beyond the binary opposition of “effect present/effect absent.” Accordingly, the “numbers” assigned to experimental results often amount to affixing names (e.g., more than, less than) to the members of an ordered sequence of outcomes. This, I contend, is one reason why psychologists find it difficult to discriminate between competing theories: without a well-specified theory capable of enabling precise and detailed quantitative prediction, inferring underlying mental mechanisms from experimental outcomes becomes a difficult, if not impossible, task.

Not You: Addiction, Relapse, and Release in Uganda

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ABSTRACT (ENGLISH)

In recent years, alcohol abuse and dependence have become topics of increasing concern in Uganda, but the chronic relapsing brain disease model of addiction remains only one of many ways of understanding and addressing alcohol-related problems there. For many Ugandan Pentecostals and spirit mediums to be addicted is to be under the control of a being that comes from outside the self. Where these two groups differ, and here they differ strongly, is in regard to the moral valence of these external spirits and what ought to be done about them. This article draws on four years of collaborative ethnographic fieldwork to explore the affordances of these ways of viewing and experiencing addiction and recovery for Ugandans attempting to leave alcohol behind. While the idioms of bondage, dedication, and possession are at times severe, this article argues that they contain within them concepts and practices that point away from models of addiction as a chronic relapsing brain disease and towards the possibility of release.

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Psychiatry and Its Discontents. By Andrew Scull. University of California Press, 2019, 356 pp

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Laboratory Happiness or Human Flourishing: The Empirical Science of Wellbeing in Phenomenological Perspective

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ABSTRACT (ENGLISH)

In this paper I analyze philosophically the dominant conception of happiness operative in the increasingly popular global movement to empirically define, measure, and promote human happiness: the idea of “subjective psychological wellbeing” (SWB). SWB is presented as an ethically and metaphysically neutral “scientific” view of the human good or wellbeing, grounded purely in empirical psychology, survey data, and neuroscientific findings about the brain mechanisms involved in happiness. I argue that this conception of happiness actually rests upon highly controversial philosophical (non-empirical) presuppositions about the nature of human agency, pleasure, emotion, and the experience of value. I then draw upon phenomenology, the philosophy of emotion, and ethics to argue that this particular conception of happiness, while perhaps suitable for certain limited purposes, is highly problematic when given the leading normative role by the happiness science movement, particularly as a guiding aim of individual decision-making and public policy interventions.

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Life as an Intelligence Test: Intelligence, Education, and Behavioral Genetics

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ABSTRACT (ENGLISH)

Using the large datasets available with new gene sequencing and biobank projects, behavioral geneticists are developing tools that attempt to predict individual intelligence based on genetics. These predictive tools are meant to enable a ‘precision education’ that will transform society. These technological developments have not changed the fundamental aims of a program with a long history. Behavioral genetics is continuous with previous attempts to match personal characteristics to heredity, such as sociobiology and evolutionary psychology, and threatens racial and other forms of bias. From these older paradigms, it inherits an understanding of intelligence as informational processing shaped by mechanistic and computational metaphors as well as a view of society and education organized around competition. Because of these influences, these models misdescribe fundamental aspects of human engagement with the world and disregard other concepts of intelligence, which creates problems for the precision education that researchers hope to construct using genetic knowledge.

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‘The Explanation You Have Been Looking For’: Neurobiology as Promise and Hermeneutic Closure

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(GRID:grid.27755.32) (ISNI:0000 0000 9136 933X)

ABSTRACT (ENGLISH)

The biomedical aspiration of psychiatry has fundamentally reoriented clinical practice since the DSM-III in 1980 and reverberated in the public sphere. Over time, lay public understanding of the causes of mental suffering has increasingly endorsed biological conceptions. In this paper, I explore the sources from which a neurobiological model for mental suffering reaches ordinary people, and investigate its rhetorical appeal, personal appropriation, and consequences. Drawing on interviews and other data, I show that these sources—physicians, popular media, and advertising—share common ontological and moral assumptions. These assumptions, in turn, influence how people take up neurobiological explanation to account for their suffering, and how, paradoxically, they join it to their projects of self-determination. I conclude by considering how, from a phenomenological perspective, a neurobiological account fails to enhance self-knowledge or determination but leads to a hermeneutic dead end.

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Citation style: APA 6th - Annotated with Abstracts - American Psychological Association, 6th Edition

Schwartz, B. (2022). Idea technology and ideology. *Culture, Medicine and Psychiatry*, 46(1), 12-30.
doi:<https://doi.org/10.1007/s11013-021-09712-x>

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Gideonse, T. K. (2022). CURED written and directed by patrick sammon and bennett singer story center films and singer & deschamps productions, 2020 80 minutes. *Culture, Medicine and Psychiatry*, 46(1), 152-154.
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Suparna, C., & Wannyn, W. (2022). Politics of plasticity: Implications of the new science of the “Teen brain” for education. *Culture, Medicine and Psychiatry*, 46(1), 31-58. doi:<https://doi.org/10.1007/s11013-021-09731-8>

In recent years, claims that developmental brain science should inform pedagogical approaches have begun to influence educational policies. This article investigates the promise, pitfalls, processes, and implications of these claims. We explore how research on neuroplasticity has led to enormous interest in harnessing mechanistic models of development for applications in the classroom. Synthesizing analysis from the scientific literature on “neuroeducation” and interviews with key actors in the field, we analyze how neural and cognitive processes are mapped onto pedagogical constructs, and how psychological and social-structural factors are (or are not) integrated into explanations. First, we describe the historical trajectory of educational neuroscience and identify how tensions between antagonist groups struggling for authority over brain-based educational claims shaped the field. Second, we focus on the pervasive use of the concept of “neuroplasticity” in the literature. We argue that it is used as a rhetorical device to create hope and empower children, teachers, and parents through educational exercises that promote neurobiological reflexivity. Third, we turn to the notion of “self-regulation” in the neuroeducational programs. We argue that the rationale of these programs emphasizes the young person’s responsibility in navigating their social worlds through the imperative to enhance their executive functions while failing to adequately account for the role of the social environment in the development of self-regulation.

Davis, J. E., & Scherz, P. (2022). Being human in the age of the brain: Models of mind and their social effects. *Culture, Medicine and Psychiatry*, 46(1), 1-11. doi:<https://doi.org/10.1007/s11013-021-09763-0>

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Klein, S. B. (2022). Psychological theory and the illusion of scientific prediction. *Culture, Medicine and Psychiatry*, 46(1), 139-151. doi:<https://doi.org/10.1007/s11013-021-09757-y>

The attempt of empiricist psychology to achieve scientific respectability through reliance on quantification is deeply flawed. Not only does it come at the expense of the phenomena, which, in the study of the mind, must reference subjectivity, but it is incommensurate with the basic scientific principles on which it claims to operate. Specifically, psychological theory typically cannot support prognostication beyond the binary opposition of “effect present/effect absent.” Accordingly, the “numbers” assigned to experimental results often amount to affixing names (e.g., more than, less than) to the members of an ordered sequence of outcomes. This, I contend, is one reason why

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China, S., George, M., & Sarah, N. (2022). Not you: Addiction, relapse, and release in Uganda. *Culture, Medicine and Psychiatry*, 46(1), 101-114. doi:<https://doi.org/10.1007/s11013-021-09722-9>

In recent years, alcohol abuse and dependence have become topics of increasing concern in Uganda, but the chronic relapsing brain disease model of addiction remains only one of many ways of understanding and addressing alcohol-related problems there. For many Ugandan Pentecostals and spirit mediums to be addicted is to be under the control of a being that comes from outside the self. Where these two groups differ, and here they differ strongly, is in regard to the moral valence of these external spirits and what ought to be done about them. This article draws on four years of collaborative ethnographic fieldwork to explore the affordances of these ways of viewing and experiencing addiction and recovery for Ugandans attempting to leave alcohol behind. While the idioms of bondage, dedication, and possession are at times severe, this article argues that they contain within them concepts and practices that point away from models of addiction as a chronic relapsing brain disease and towards the possibility of release.

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