



Cognition: Methods and Models

PSYC 2040

L3: Eugenics, psychology, &
intelligence testing

Part 1

logistics: final project groups!



Cognition in Film

- Uma and Elana
- Nick S. And Meredith

Gamifying Cognition

- Ella and Yanevith

Minute Cognition

- Nick W. And Dyana

Podcast Pondering

- Liliana and Natalie

Data Dive

- Jess and Grace

how to get the most out of a group project

- reflect on your own strengths and weaknesses
- work on an accountability contract
- meet in person whenever possible (30 minutes - 1 hour)
 - have a shared google doc for meeting notes
 - have a meeting agenda and pre-assigned tasks
 - meet 1-2 weeks before milestone deadlines to assign tasks/roles
 - meet on the day of submission for final touches
 - collaborate & engage; don't divide and conquer!
- be honest in your self and peer assessments
- communicate effectively and often, especially when things are not going well or you are struggling



logistics: final project milestone #1

- due Feb 12, 2023 (midnight)
- thoroughly read the [google document](#) for your project
- fill out the pre-collaboration [self-assessment](#) individually
- [meet](#) with your project partner and [discuss your reflections](#)
- create an [accountability contract](#)
- think about how this project [aligns with your goals](#) for the class (L0)
- [submit individually](#) on Canvas

recap: Feb 2, 2023



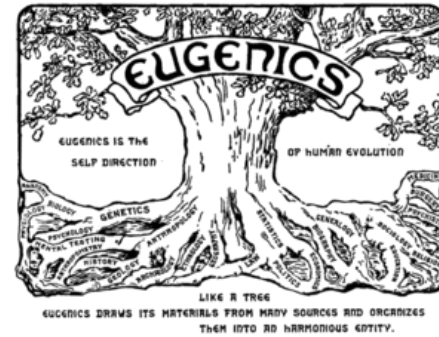
- what we covered:
 - L2: Mental imagery
 - the imagery debate, newer work
- your to-dos were:
 - *complete*: L2 quiz + writing assignments
 - *read*: L3 (Eugenics + Intelligence Testing chapters)



experiences with the VVIQ?

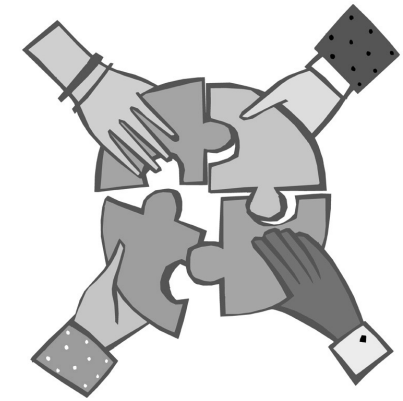
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- **initial part:**
 - eugenics overview
 - the movement
 - psychology and eugenics
- **later part:**
 - project milestones overview
 - meeting your project partner



today's agenda

- initial part:
 - eugenics overview
 - the movement
 - psychology and eugenics
- later part:
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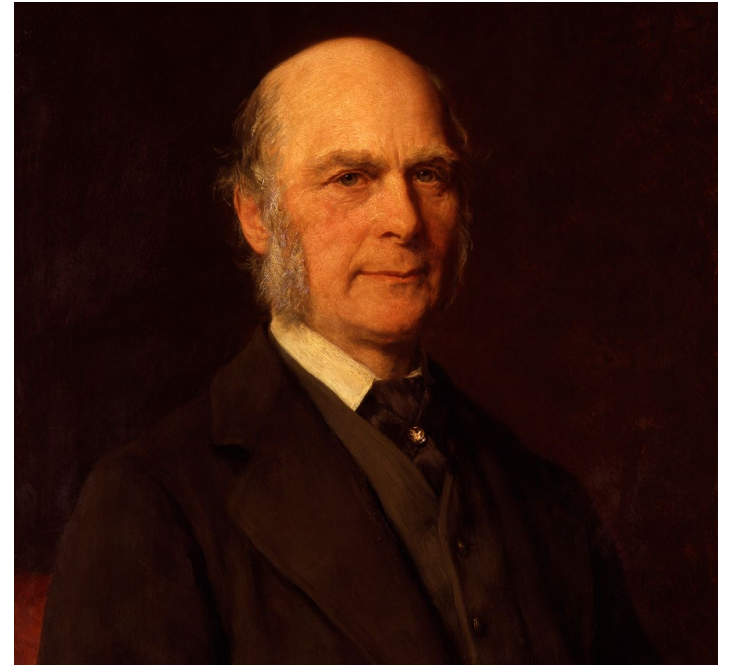


why are we talking about this?

- many early psychologists were interested in **cognitive abilities** *because* they were interested in or part of the **eugenics** movement
- as we embark on a course that describes the history of cognitive research, it would be **irresponsible to pretend** as if cognitive and/or psychological research did not have serious, problematic, long-term ramifications on society
- to move forward, we must **acknowledge this past and learn from it**

Galton and eugenics

- Galton's explorations into mental imagery had **hidden motives**
- “The larger object of my inquiry is to **elicit facts** that shall define the natural varieties of mental disposition in the **two sexes and in different races**, and **afford trustworthy data** as to the relative frequency with which different **faculties are inherited** in different degrees”

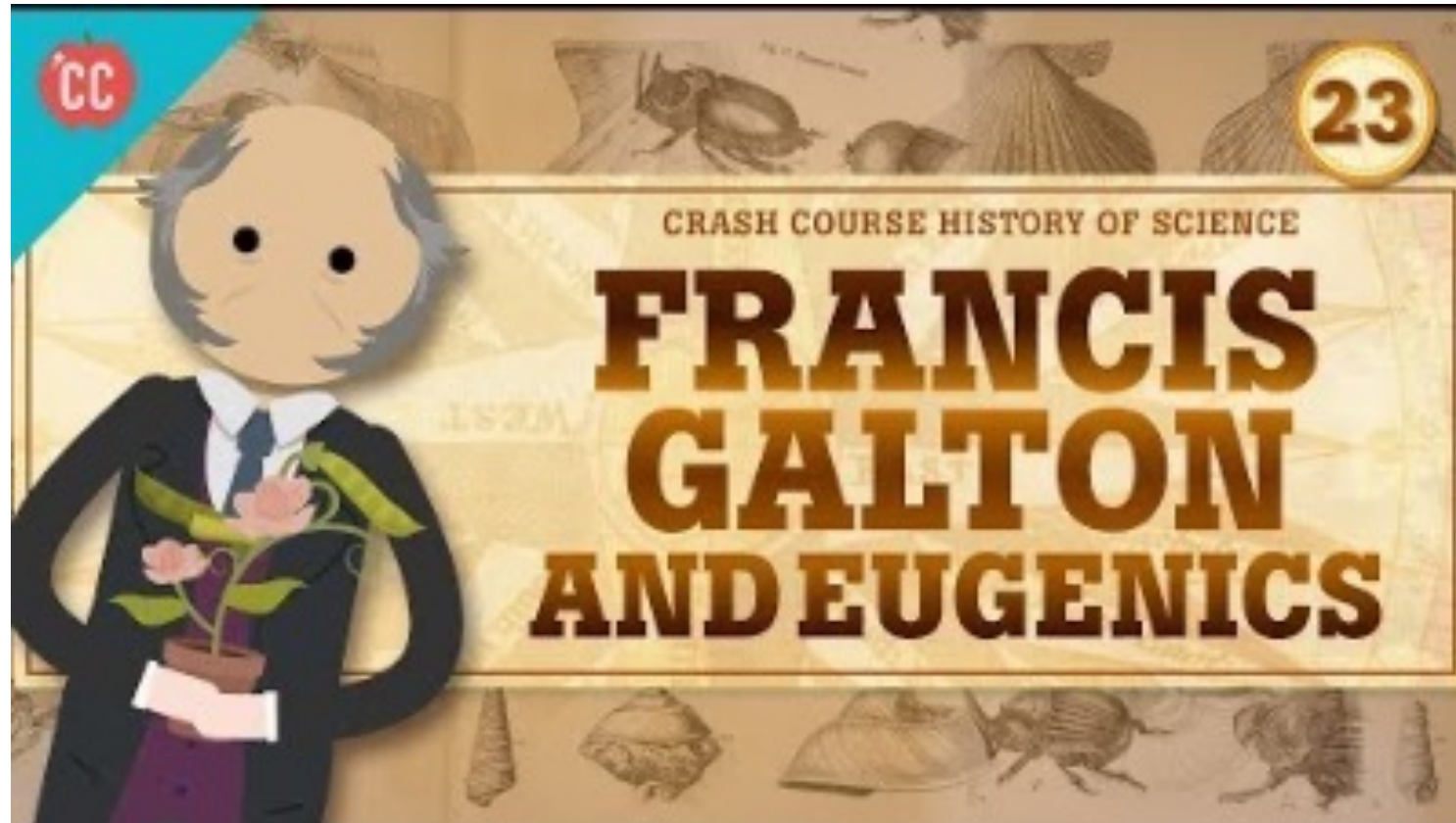


think, pair, and share



- we'll now watch a video about Galton's role in the eugenics movement
- think about what you found most **surprising** or **interesting** or **depressing**
- think [3 minutes]: make notes (individually)
- pair [3 minutes]: discuss together
- share [whoever's birthday is earlier in the year]

Galton and eugenics



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broader **negative** consequences

- Nazi propaganda and war crimes
- forced sterilization and institutionalization
- racial segregation and anti-miscegenation
- IQ/standardized testing, gifted school programs
- employment selection procedures

eugenics and psychology

- Galton's anthropometric lab
- legitimizing the study of people's abilities
 - positive and negative eugenics
- Karl Pearson (Galton's student)
- known for inventing the correlation coefficient (Pearson's r) and Annals of Eugenics (now called Annals of Human Genetics)



eugenics and psychology

- The American Psychological Association (APA) and other prominent psychological organizations (e.g., APS) had several prominent eugenicists on their boards, as members, and even had/have awards that are named after them
 - E.L. Thorndike Career Achievement Award (renamed)
 - Granville Stanley Hall Award (renamed)
- APA recently issued an apology for its complicity in perpetuating racism

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ARTICLE

WILEY

Eugenics and its evolution in the history of western psychology: A critical archival review

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Abstract

Since its inception Western academic psychology has been influenced by and closely affiliated with eugenics, defined by its originators as the "science of racial betterment." The role of eugenics has been minimally acknowledged in historical accounts of Western psychology, although it was fundamental to the establishment of empirical psychology methods as well as its applied theories, specifically behaviorism. The continued influence of eugenics in Western psychology, noted in this article, is traced to biologizing human differences while minimizing the role of social context as well as to dividing individuals into groups according to their supposedly innate fitness levels (such as intelligence and optimism). The impact of eugenics on the practice of psychotherapy is highlighted.

activity: a **timeline** of psychology's contribution to inequality and racism

- in groups, explore the timeline at <https://www.apa.org/about/apa/addressing-racism/historical-chronology>
 - group 1: 1850–1925
 - group 2: 1925–1950
 - group 3: 1951–1975
 - group 4: 1975–2020
- identify 3-5 events that you thought were interesting during this period
- come back and debrief



psychology's contributions

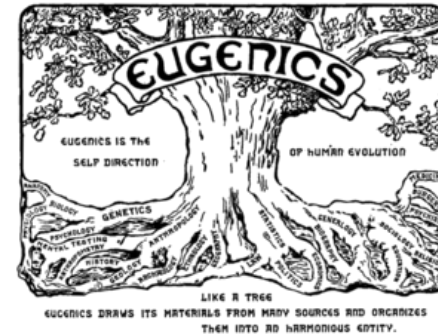
- ideas and theories about eugenics and/or gender/racial differences of prominent psychologists were published in “scientific” journals and therefore legitimized
- psychologists also contributed to the development of tests, tools, and methods to “measure” these differences, which further legitimized eugenics as a science
- these ideas and tests were codified in laws and policies that created a system of oppression that we are still navigating
- as we discuss more theoretical ideas about cognition going forward, it is important to keep in mind that our motivations may not align with those who came before us, and we must continue to question why we study what we study



other thoughts?

today's agenda

- initial part:
 - eugenics overview
 - the movement
 - psychology and eugenics



- later part:
 - project milestones overview
 - meeting your project partner



project milestones overview

milestone #1:
project &
partner
selection

milestone #2:
instance of
cognition

milestone #3:
article
QALMRI

milestone #4:
project
plan/outline

milestone #5:
project first
draft

milestone #6:
final
submission

Feb 12

Feb 19

Mar 5

Apr 2

Apr 30

May 14

final project milestone #1

- due Feb 12, 2023 (midnight)
- thoroughly read the **google document** for your project
- fill out the pre-collaboration **self-assessment** individually
- **meet** with your project partner and **discuss your reflections**
- create an **accountability contract**
- think about how this project **aligns with your goals** for the class (LO)
- **submit individually** on Canvas

final project milestone #2

- due Feb 19, 2023 (midnight)
- thoroughly read the [google document](#) for your project
- [come up with a plan](#), assign tasks and sub-tasks, and regroup
- jointly [select an instance](#) of cognition
 - Minute Cognition & Gamifying Cognition : instance only
 - Data Dive: instance only (but limited to 4 potential datasets, details in google doc)
 - Cognition in Film + Podcast Pondering: instance + film/podcast
- find and read [one review article](#) on that instance of cognition
 - Beth Hoppe will come to class on Feb 14 with more guidance on this
 - but you can (and should) get started before this
- fill out [self/peer assessment](#): major discrepancies in these can affect your grade
- [submit individually](#) on Canvas

start **planning** now!

- find your project partner and discuss your **schedules**
- create a **shared google doc** to keep track of each meeting/plans
- lay out a plan for **when/where you'll meet** for milestones #1 and #2
- discuss
 - what needs to be done **before** you meet next
 - what you'll do **during** the meeting
 - what you hope to achieve at the **end** of each meeting
- Matt and I will come around and chat with you

next class

- **before class:**
 - *complete*: L3 (Eugenics + Intelligence Testing chapters)
 - *post*: L3 conceptual question
 - *schedule meeting with project partner*: project milestone #1
 - *look at*: L3 writing assignments
- **during class:**
 - intelligence testing