

Duquesne University
Psychology and Cultural Diversity
Spring 2018
Thursdays, 12:15 – 2:35

Instructor: Elizabeth Fein, Ph.D.
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Office Hours: Wednesday 4 – 5; Thursday 11 – 12; by appointment
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“Subject and object, self and other, psyche and culture, person and context, figure and ground, practitioner and practice, live together, require each other, and dynamically, dialectically, and jointly make each other up.”

- Rick Shweder, “Cultural Psychology: What Is It?”

Course Overview

We are shaped by our life experiences, in patterned ways. Our opportunities, interpretations, tendencies, feelings, the stories we tell ourselves about ourselves and about others, all are shaped by the broader webs of meaning that make up our life-worlds – some of which are of our own choosing, others of which are less so. And we ourselves shape, transform and perpetuate these meaning-worlds – sometimes on purpose, sometimes less so.

The ghosts of our early childhood experiences speak through us to the children in our own lives, teaching them what to expect from their world. Taken-for-granted styles of everyday comportment direct resources toward some people and away from others – and in doing so, assure continuities of privilege and power. We select symbols with which to express ourselves; sometimes it feels like those symbols also select us. To understand these phenomena, and perhaps to consciously act upon and within them, requires a psychology that goes beyond the bounds of the individual, while still holding space to consider the depths we each carry within ourselves. This course occupies that space in between, examining the ways in which we create our intentional worlds and the ways these worlds become part of who we are.

Course Goals

The focus of this course is to increase your familiarity and comfort with a range of approaches to the study of person and culture, and to provide you with tools for conceptualizing how cultural opportunities and resources are distributed, and to what effect. In the second half of the class, we will go on to apply these approaches to some of the most prominent axes along which our differences and similarities are organized: race, class, gendered sexualities, and age. We will attend to the ways that particular belief systems shape our own interpretations of the worlds we inhabit and co-create. Since one of the things we are all doing here is trying to develop our abilities as healers, we will also spend some time focusing specifically on how culture shapes experiences of, and

responses to, suffering and distress. Psychotherapy, as a meaning-centered healing practice, is intimately and inextricably intertwined with the work of culture. It is my hope that this course contributes to the development of a psychotherapy practice that situates both practitioner and patient in their shared and distinct meaning-worlds.

Course Readings

The majority of the readings for this course will be available on Blackboard, under Course Documents. The one exception is for Week 8, when we will be reading several chapters out of Luhrmann and Morrow's recent edited volume *Our Most Troubling Madness: Case Studies in Schizophrenia Across Cultures* (Berkeley: University of California Press.) Since we are reading a significant portion of the book, these chapters will not be available on Blackboard. The book will be for sale at the bookstore and you should purchase it or otherwise make sure you have access to a copy.

Course Requirements

Attendance/Participation:

You should come to class each week prepared to participate actively in discussion. This class meets only once per week, so we must make the most of the time we have. Missing more than one class session will have a negative impact on both your course grade and on your experience of the class, as will frequent lateness.

Midterm and Final Paper and Presentation:

There are two papers assigned for this class. Each paper should be approximately 10 – 15 pages. One of these papers is due at the midpoint of the semester, and one is due at the end. You can do them in either order.

For one of the papers, please relate the material we have read and discussed in class so far to *a case or issue from your clinical work*. This could include discussion of a particular client or clients; it could also involve issues relevant to your own clinical training, professional goals, and decisions as a clinician.

For the other paper, please relate the material we have read and discussed in class so far to *your scholarly or research work*. This could include material that you have worked with on one or more of your research practica; your beginning formulation of research questions for your dissertation; or even a (substantial) re-analysis of content from another course in light of material we have covered in this course.

For *either* the midterm class or the final class, you should prepare a ten minute presentation on your paper.

Final grades for the course will be assigned as follows:

Attendance/Participation: 20%

Midterm paper: 25%

Midterm presentation: 15%

Final Paper: 25%

Final presentation: 15%

Policies

Academic Integrity:

Students at Duquesne University are expected to adhere to the highest standards of academic integrity and honesty. The University policy on academic integrity can be found at: http://www.duq.edu/documents/academic-affairs/_pdf/academic-integrity-5-1-12.pdf.

Technology:

You are allowed to use portable electronic devices such as laptops in class to access readings and to take notes. However, class will go better if we are all looking at each other so I request that you rely on these devices as little as possible.

Disability Support:

Students with documented disabilities are often entitled to accommodations in the classroom. If you require such accommodations, please contact the Office of Freshman Development and Special Student Services in 309 Duquesne Union (412-396-6657), and then speak with me, as soon as possible, so that we can get them set up for you in this class. *Regardless of whether you have a documented disability, please come talk to me if you feel that something about the classroom environment is getting in the way of your active participation or learning process. I will do whatever I can to help.*

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these to me, in advance if possible.

Office Hours:

Feel free to stop in any time you see my door open. Or, you can also email me and we can set up a time to meet. I can usually schedule appointment times within a week, and hold Wednesday 4 – 5 and Thursday 11 – 12 open for student appointments.

Please see me if you are having a problem with some aspect of the course, but also keep in mind that office hours are not only a time to address problems. I'd be happy to talk with you about your areas of special interest, help you find further readings, discuss longer-term goals, et cetera.

Course Schedule:

Week One, January 11th – Introduction to the Course

American Psychological Association. 2017. Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality. Retrieved from:

<http://www.apa.org/about/policy/multicultural-guidelines.pdf>

Pages 4 – 26 (Introduction; Guideline #1)

Hollan, Douglas. 2012. “Constructivist Models of Mind, Contemporary Psychoanalysis and the Development of Culture Theory.” *American Anthropologist* 102(3): 538-550.

Geertz, Clifford. 1973. “The Impact of the Concept of Culture on the Concept of Man.” In *The Interpretation of Cultures*, 33-54. New York: Basic Books.

Week Two, January 18th – Cultural Psychology

Cole, Michael. 1996. “From Cross-Cultural Psychology to the Second Psychology”. In *Cultural Psychology: A Once and Future Discipline*, 98-115, Cambridge: Harvard University Press.

Shweder, Richard A. 1990. “Cultural Psychology: What Is It?” In *Cultural Psychology: Essays on Comparative Human Development*, edited by James W. Stigler, Richard A. Shweder, and Gil Herdt, 1-43, New York: Cambridge University Press.

Winston, Cynthia E. and Michael R. Winston. 2012. “Cultural Psychology of Racial Ideology in Historical Perspective: An Analytic Approach to Understanding Racialized Societies and their Psychological Effect on Lives.” In *The Oxford Handbook of Culture and Psychology*, edited by Jaan Valsiner, 558-581, Oxford: Oxford University Press.

Week Three, January 25th – Indigenous Psychologies

Kim, Uichol. 2000. Indigenous, cultural, and cross-cultural psychology: A theoretical, conceptual, and epistemological analysis. *Asian Journal of Social Psychology*, 3:265–287

Gone, Joseph P. 2016. Alternative knowledges and the future of community psychology: Provocations from an American Indian healing tradition. *American Journal of Community Psychology*, 58(3-4), 314-321.

Napoleon, Harold. 1996. “Yuuyaraq: The Way of the Human Being”. In: *Yuuyaraq: The Way of the Human Being. With Commentary*. Edited by Eric Madsen. Fairbanks: The Alaska Native Knowledge Network.

Please read:

Introduction – Eric Madsen (vii-x)

Yuuyaraq: The Way of the Human Being – Harold Napoleon (1-36).

Commentary on Harold Napoleon’s Paper – Oscar Kawagley (39-42).

APA Multicultural Guidelines, Guideline #2 (26 – 34)

Week Four, February 1st – Cultural Socialization

Chapin, Bambi. 2014. "Socializing Desire: Demanding Toddlers and Self-Restrained Children." In *Childhood in a Sri Lankan Village: Shaping Hierarchy and Desire*, 42-68. New Brunswick: Rutgers University Press.

Bronfenbrenner, Urie. 1981. "An Ecological Orientation." In *The Ecology of Human Development: Experiments by Nature and Design*, 3-42. Cambridge: Harvard University Press.

Rogoff, Barbara. 2003. "Individuals, Generations, and Dynamic Cultural Communities." In *The Cultural Nature of Human Development*. Oxford: Oxford University Press. **Page 77 – 83.**

Week Five, February 8th – Re-markable Identities

Henrich, Joseph, Steven J. Heine, and Ara Norenzayan. 2010. "The weirdest people in the world?" *Behavior and Brain Sciences*, 33: 61-83.

Walkerdine, Valerie, Helen Lucy and June Melody. "The Making of the Bourgeois Subject as Feminine". In *Growing Up Girl: Psychosocial Explorations of Identity and Class*. 164-186. New York: New York University Press.

Fine, Michelle. 1997. "Witnessing Whiteness". In Michelle Fine, Lois Weis, Lina Powell, L. Mun Wong (Eds.), *Off White: Readings on Race, Power and Society*. New York: Routledge. 57-65.

Walker, Nick. 2013. "Throw Away the Master's Tools: Liberating Ourselves from the Pathology Paradigm." <http://neurocosmopolitanism.com/throw-away-the-masters-tools-liberating-ourselves-from-the-pathology-paradigm/>

Week Six, February 15th – Derek Hook visit – Racial Diversities

Sue, Derald Wing and David Sue. 2016. "Racial/Cultural Identity Development in People of Color: Counseling Implications." In *Counseling the Culturally Diverse: Theory and Practice*, 366-392. Hoboken: John Wiley and Sons.

Hudis, Peter. 2015. "Self and Other: The Dialectic of *Black Skin, White Masks*". In *Frantz Fanon: Philosopher of the Barricades*. London: Pluto Press. 28-54.

Week Seven, February 22nd – Midterm Presentations; first paper due

Week Eight, March 1st – Culture and Distress I

Luhrmann, T.M. and Jocelyn Morrow, eds. 2016. *Our Most Troubling Madness: Case Studies in Schizophrenia Across Cultures*. Berkeley: University of California Press.

Please read:

“Introduction” – T.M. Lurhmann (1 – 26)

“Racism and Immigration: An African-Caribbean Woman in London” – Joanne Eliacin (86 – 98)

“Voices That Are More Benign: The Experience of Auditory Hallucinations in Chennai” – T.M. Lurhmann and R. Padmavati (99 – 112)

“Return to Baseline: A Woman with Acute-Onset, Non-affective Remitting Psychosis in Thailand” – Julia Cassaniti (167 – 179)

APA Multicultural Guidelines: Guideline #7 (65 – 76)

Week Nine, March 8th No Class

Week Ten, March 15th – Class Diversities

Walley, Christine J. 2013. “Places Beyond.” In *Exit Zero: Family and Class in Post-Industrial Chicago*, 89-116. Chicago: University of Chicago Press.

Walkerdine, Valerie, Helen Lucy and June Melody. 2001. “Class and Educational Success.” In *Growing Up Girl: Psychosocial Explorations of Identity and Class*. 108-137. New York: New York University Press.

Beck, Ulrich. 2002. “Beyond Status and Class?” In Ulrich Beck and Elisabeth Beck-Gernsheim, *Individualization: Institutionalized Individualism and its Social and Political Consequences*. Los Angeles: Sage. 30-41.

Bourdieu, Pierre. 1986. “The Forms of Capital.” In Richardson, J., *Handbook of Theory and Research for the Sociology of Education*. Westport, CT: Greenwood. 241–58.

Week Eleven, March 22nd – Gendered Sexual Diversities

Bennett, John L. and Katie E. Douglass. 2013. “Growing Pains: An Eriksonian View of the Arc of Presenting Concerns in an LGBT Community Mental Health Center.” *Clinical Social Work Journal*, 41(3): 277-287.

Chodorow, Nancy. 1994. “Heterosexuality As A Compromise Formation”. In *Femininities, Masculinities and Sexualities: Freud and Beyond*. Lexington: University Press of Kentucky. 33-70.

Zea, Maria Cecilia and Nadine Nakamura. 2014. “Sexual Orientation”. In *The APA Handbook of Multicultural Psychology*, edited by Frederick T.L. Leong, Lillian Comas-Díaz, Gordon C. Nagayama Hall, Vonnie McLoyd, and Joseph E. Trimble. Washington DC: American Psychological Association. 395-410.

Week Twelve, March 29th No Class

Week Thirteen, April 5th – Age Diversities

Hampel, Amir. 2017. Equal Temperament: Autonomy and Identity in Chinese Public Speaking Clubs. *Ethos*, in press.

Lock, Margaret. 1998. “Deconstructing the Change: Female Maturation in Japan and North America.” In *Welcome to Middle Age! (And Other Cultural Fictions)*, edited by Richard A. Shweder, 45-74.

Myerhoff, Barbara. 1978. “Teach Us To Number Our Days.” In *Number Our Days: A Triumph of Continuity and Culture Among Jewish Old People in an Urban Ghetto*, 195-232. New York: Simon and Schuster.

APA Guideline #8 (76 – 83)

Week Fourteen, April 12th – (Sub)cultures and Affinity Spaces

Hebdige, Dick. 1978. *Subculture: The Meaning of Style*. New York: Routledge.

“Introduction: Subculture and Style” (1 – 4)

“From Culture to Hegemony” (5-19)

“Home-Grown Cool: The Style of the Mods (52-54)

Gee, James Paul. 2005. “Semiotic Social Spaces and Affinity Spaces: From *The Age of Mythology* To Today’s Schools”. In David Barton and Karen Tusting, eds. *Beyond Communities of Practice: Language, Power and Social Context*. Cambridge: Cambridge University Press. (214 -232)

Boellstorff, Tom. 2008. *Coming of Age in Second Life: An Anthropologist Explores the Virtually Human*. Princeton: Princeton University Press. Pages TBA.

Week Fifteen, April 19th – Culture and Distress II

Hinton, Devon E. and Roberto Lewis-Fernández. 2010. “Idioms of Distress Among Trauma Survivors: Subtypes and Clinical Utility.” *Culture, Medicine and Psychiatry*, 34: 209-218.

Kohrt, Brandon A. and Daniel Hruschka. 2010. “Nepali Concepts of Psychological Trauma: The Role of Idioms of Distress, Ethnopsychology and Ethnophysiology in Alleviating Suffering and Preventing Stigma.” *Culture, Medicine and Psychiatry*, 34: 322-352.

Csordas, Thomas. 2002. “The Affliction of Martin.” In *Body/Meaning/Healing*, 100-138. New York: Palgrave Macmillan.

APA Multicultural Guidelines: Guideline #9 (83 – 88)

Week Sixteen, April 26th - Final Presentations; second paper due