

Draft Syllabus
PT 140 Socio-Cultural Influences on Maturation and Psychopathology
P. LaMariana Spring 2018

Wed. 5:30-7:30
CMPS: 45 Clock Hours
NYGSP: 3 Credits

Course Description

This course examines the pathological process by which groups of people in our society become objectified (“Othered”) and the effect of this trauma on emotional health and identity. Consideration is given to ways in which analytic space can be provided to include these issues.

Dalal (2006) observed that “Notions of similarity and difference have become buzzwords in this territory. However, in analytic literature, notions of similarity and difference are rendered curiously asocial, as though all differences were equivalent. They are not”. Together we examine this resistance, finding our history, our patients, and ourselves in it.

Objectives

The student will be able to:

- Clarify the difference between stigmatized social identities which are innate and(largely) visible, innate but(largely) invisible, and acquired and achieved, considering their effect on transference, and disclosure.
- Identify and discuss conflicts related to “race”, xenophobia, homophobia, and transphobia, within themselves and their patients through clinical presentation and theoretical readings; and
- Develop critical thinking about the differing experiences of stigma in similar groups based upon history, geography, income, and multiple stigmas.

Lab Component

There is a weekly lab component in addition to class work. Students will view/read the assigned lab assignment and will write a log in response to the viewing.

Method of Evaluation

1. Participation in class discussions.
2. Weekly written in class logs and lab logs.Lab logs are due 24 hours before the start of each class to lamariana1@aol.com.
3. Final paper. Final paper will be a 5-8 page paper, following the APA style, which focuses on a topic or topics considered this semester. I should include 3-5 references from the reading list.

Or

A creative final project approved by the instructor.

Assigned Readings

Class 1

- Dalal, F. (2006). Racism: Processes of detachment, dehumanization, and hatred. *Psychoanalytic Quarterly*, 75, 131-161. (PEP)
- Frosh, S. (2002). The other. *American Imago*, 59, 389-407. (PEP)

Lab:

- Scott Sambou, T. (Lead producer). (2017). *The first time I realized I was black* [14 Video files]. Retrieved from <http://www.cnn.com/interactive/2017/02/us/first-time-i-realized-i-was-black/>
- The Real William & Mary. (2017, April 6). *When I realized I was black* [Video file]. Retrieved from <https://www.youtube.com/watch?v=E1YBQoSeqyQ>

Class 2

- Davies, J. E. (2011). Cultural dimensions of intersubjectivity: Negotiating “sameness” and “otherness” in the analytic relationship. *Psychoanalytic Psychology*, 28, 549-559. (PEP)
- Frosh, S., & Baraitser, L. (2003). Thinking, recognition and otherness. *Psychoanalytic Review*, 90, 771-789. (PEP)

Lab:

- (Film) del Toro, G. (Director). (2017). *The shape of water* [Motion Picture]. USA: TSG Entertainment.

Class 3

- Altman, N. (2000). Black and white thinking: A psychoanalyst reconsiders race. *Psychoanalytic Dialogues*, 10, 589-605. (PEP)
- Altman, N. (2006). Whiteness. *Psychoanalytic Quarterly*, 75, 45-72. (PEP)
- Ramos, A. (2017, November 10). *17 people talk about the first time they experienced privileges for being white* [Video file]. Retrieved from <https://www.buzzfeed.com/ramosaline/readers-share-when-they-realized-they-were-white>

Lab:

- Random House (2017, November 7). *Ta-Nehisi Coates on words that don't belong to everyone | We Were Eight Years In Power Book Tour* [Video file]. Retrieved from <https://www.youtube.com/watch?v=QO15S3WC9pg>
- Woke Folks (2017, October 12). *How do you explain privilege simply to those who don't see it? This video demonstrates* [Video file]. Retrieved from <https://www.facebook.com/WokeFolks/videos/1014990085308007/>

Class 4

- Altman, N. (2004). Whiteness uncovered: Commentary on papers by Melanie Suchet and Gillian Straker. *Psychoanalytic Dialogues*, 14, 439-445. (PEP)
- Starker, G. (2004). Race for cover: Castrated whiteness and perverse consequences. *Psychoanalytic Dialogues*, 14, 405-422. (PEP)
- Suchet, M. (2007). Unraveling whiteness. *Psychoanalytic Dialogues*, 17, 867-886. (PEP)

Lab:

- Peck, R. (Director). (2016). *I am not your Negro* [Motion picture]. USA: Magnolia Productions.

Class 5

Katz-Eisold, B. (2004). Tiffany and the land of black and white: Can the "other" psychoanalytically informed clinician make a difference to children living in the inner city, and if so, how?

Contemporary Psychoanalysis, 40, 91-107. (PEP)

White, K. P. (2002). Surviving racism and being hated: Some personal thoughts about racism from a psychoanalytic perspective. *Contemporary Psychoanalysis*, 38, 401-422. (PEP)

Lab:

Winograd, B. (Director). (2014). *Black psychoanalysts speak* [Video]. PEP Video Grants, 1(1):1.

Retrieved from <http://www.pep-web.org/document.php?id=pepgrantvs.001.0001a> (PEP)

Class 6

Holmes, D. (2006). The wrecking effects of race and social class on self and success. *Psychoanalytic Quarterly*, 75, 215-235. (PEP)

Leary, K. (1995). Interpreting in the dark: Race and ethnicity in psychoanalytic psychotherapy.

Psychoanalytic Psychology, 12, 127-140. (PEP)

Lab:

Pollard, S. (Director) (2017). *The talk: Race in America*. [Motion picture]. USA: Thirteen Productions.

Retrieved from <http://www.pbs.org/video/talk-race-america-talk-race-america/> Also available on Amazon prime and Amazon.

Class 7

Eng, D. L., & Han, S. (2000). A dialogue on racial melancholia. *Psychoanalytic Dialogues*, 10, 667-700. (PEP)

Gu, M. D. (2006). The filial piety complex: Variations on the Oedipus theme in Chinese literature and culture. *Psychoanalytic Quarterly*, 75, 162-700. (PEP)

Lab: TBA

Class 8

Foster, R. P. (1998). The clinician's cultural countertransference: The psychodynamics of culturally competent practice. *Clinical Social Work Journal*, 26(3), 253-270.

TBA

Lab:

Winograd, B. (Director). (2016). *Psychoanalysis in El Barrio* [Video]. PEP Video Grants, 1(2):10.

Retrieved from <http://www.pep-web.org/document.php?id=pepgrantvs.001.0010a> (PEP)

Class 9

Bodner, S. (2004). Remember where you come from: Dissociative process in multicultural individuals. *Psychoanalytic Dialogues*, 14, 581-603. (PEP)

Boulanger, G. (2015). Seeing double, being double: Longing and belonging, recognition, and evasion in psychodynamic work with immigrants. *American Journal of Psychoanalysis*, 75, 287-303. (PEP)

Lab: TBA

Class 10-12 TBA