

Anthropology 329/529
Psychoanalytic and Anthropological Perspectives on Childhood
Spring, 2020
Tuesday
3:00-6:00 p.m.
Classroom: Museum tba

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DESCRIPTION

This course will consider the complex interactions of nature and nurture, culture and individual psychology, and personal and group history from birth to early adulthood. We will examine and discuss phases of human development described by contemporary psychoanalysis, anthropological investigations and ethnographic descriptions of childhood from around the world, and expressions of culture and individual psychology such as folktales and rituals. We will consider questions such as: How do people become who they are, both similar to others and uniquely individual? What biological and historical factors contribute to the cultural and psychological mix? How do we develop emotionally, as individuals and as members of cultural groups? How does culture, as an influence seemingly external to the individual, shape internal psychic experience, and how do internal psychic processes affect culture? How do cultural variations get transmitted from generation to generation? What features of development, child rearing, and family structure and function are and are not universal for our species? What is and is not known about these questions?

It has recently been observed that most psychological data and theory are “WEIRD,” that is, derived from populations that are Western, Educated, Industrial, Rich, and Democratic. We will be particularly interested in what cross-cultural data bring to how we understand childhood, selfhood, developmental phases, developmental conflicts, ourselves and others.

There are no specific course prerequisites apart from curiosity about the human mind and human relationships. The course is appropriate for students of anthropology and psychology, and it may also complement studies in a great many areas of the social sciences and humanities. The class will emphasize critical thinking, careful writing, and thoughtful discussion concerning the great variety of human experience. Students will be expected to actively engage in class discussions and to consider the application of ideas from class to realms beyond the classroom. Students will prepare a final paper extending from ideas covered in the course and will present their research, individually or in groups, to the class at the end of the semester. Some ideas for potential projects are listed at the end of this syllabus.

This class will count toward the minor in psychoanalytic studies. It is one of very few (if any other) college classes in the country with a specifically psychoanalytic approach to understanding childhood.

The instructors are both psychoanalysts. One (LDB) is a psychiatrist with a private practice of psychotherapy and psychoanalysis for adolescents and adults. One (BSS) was trained as a pediatrician and has a private practice of psychotherapy and psychoanalysis for children, adolescents, and adults. When relevant, they will add a clinical perspective to the discussion of topics covered in class.

REQUIREMENTS AND GRADING

This seminar is a participatory examination of key ideas central to psychoanalytic and anthropological understanding of children and childhood. Correspondingly, 50% of a student's grade will be based on a combination of participation in class discussions (30%) and on written statements (formulated in a single sentence) of one key take-away point from each of the required readings (20%). Your key take-away sentences (only as many sentences as the number of required readings in a given week) should be uploaded by 6:00 p.m. Monday before the class discussion of those readings. These sentences will facilitate class discussion. The instructors will provide preliminary comments to the students about the quality of their participation and sentences in Week 6.

We encourage students to expand their perspectives beyond the class materials. Thus, 50% of the student's grade will be based on a presentation (10%) and term paper (40%) applying psychoanalytic and anthropological ideas to study an aspect of childhood beyond or apart from what is covered in class. This may be library research, but first-hand collection of research data is encouraged. Students may work independently or, with the permission of the instructors, in groups of two or three. The paper should be approximately 3000-4000 words in length. Group projects would be appropriately longer.

A paragraph length statement of the research problem and outline of the proposed research should be submitted during Week 6. Students will receive comments about the proposals at that time.

Students will give short presentations of the work they have done on the term papers during the last week of class. Discussion of the presentations will allow the students to incorporate any amendments or alterations they wish into their final papers. Finished papers should be electronically sent to the instructors no later than Friday May 4th, 2018.

COURSE READINGS:

Three books will be available for purchase at the Penn Bookstore. These will also be placed on reserve at the University Museum Library, located on the 3rd floor of the University of Pennsylvania Museum of Archaeology and Anthropology. All other reading materials are in PDF form, and can be accessed through the course website. The books are:

Kakar, Sudhir (1978), *The Inner World: A Psychoanalytic Study of Childhood and Society in India*, Oxford University Press.

Mead, Margaret (1928). *Coming of Age in Samoa*. New York: William Morrow

Shostak, Marjorie (1981). *Nisa*. Cambridge: Harvard University Press.

You may also consider buying the following book, especially if you are interested in reading more about child and adolescent development:

Gilmore, Karen and Meersand, Pamela (2014). *Normal Child and Adolescent Development: A Psychodynamic Primer*. Washington, DC: American Psychiatric Publishing.

ATTENDANCE POLICY:

Due to the nature of this course, the attendance policy will be strict. Please do not take this course if you cannot commit to attending every class. You are allowed to miss one class with no impact on your grade with an excuse ahead of time. However, each subsequent class missed may lead to the deduction of a full letter from your final grade. In other words, missing two classes can turn an A into a B and so forth.

ACADEMIC HONESTY:

You are reminded of the university policy on academic honesty. Do not cheat. Do not plagiarize. Do not pass off others' work or ideas as your own. Do not make up facts when doing research. Always cite *all* reference materials and sources (including interviews) that you use. This policy applies to all papers and research projects undertaken in this course as well as elsewhere.

Why study childhood?
What is a psychoanalytic perspective?
Why a cross-cultural perspective?
How do we become who we are?

Reading:

Rothbaum et al (2000), "The Development of Close Relationships in Japan and the United States, *Child Development*, 71:5, 1121-42.

Optional Video: The movie "Babies"

Introductory video presentation by Dr. Shapiro, with clips from Mead and Bateson, John Marshall's !Kung Series, and others

Matters for Discussion:

Understand psychoanalytic and anthropological perspectives.
Introduction to infant, child, and adolescent development.
Introduction to each other. What cultural and micro-cultural backgrounds might we bring with us to class?

Class 2 – Jan 28 Global View of Child Development

Reading:

Gilmore, Karen and Meersand, Pamela (2014). *Normal Child and Adolescent Development: A Psychodynamic Primer*, pp 1-3. Washington, DC: American Psychiatric Publishing.

Lancy, David (2008). *The Anthropology of Childhood*. Chapter 2, pp 24-75.

Diamond, Jared (2012). *The World Until Yesterday*, chapter 5, Bringing Up Children, pp 173 – 209.

Quinn, N (2005). Universals of Child Rearing, *Anthropologic Theory* 5:477-516.

Optional Reading:

Lancy, *ibid*, Chapter 1, pp 1-23, and Chapter 3, pp 76-111.

Konner, Melvin (2010). *The Evolution of Childhood*, Part V: Conclusion, Reprise, Epilogue, pp. 729-53.

Ingham, John (1996) *Psychological Anthropology Reconsidered*. Chapter 3, Childhood, pp. 55-87.

Video and Slide Presentation by Dr. Shapiro: Orientation to Child Development.

Matters for Discussion:

How are children viewed around the world and during various times in history?
What factors influence how children are viewed?
What qualities do parents and cultures attribute to children?

Is there an expectable arc to human development?
How consistent is such an arc around the world?
What are the steps in becoming a person and a member of a culture?
How do you view infants, children, and adolescents in your mind's eye?

Class 3 – Feb 4 First Year of Life, Part I – Attachment around the World

Reading:

Gilmore, Karen and Meersand, Pamela (2014). *Normal Child and Adolescent Development: A Psychodynamic Primer*, pp 26-36. Washington, DC: American Psychiatric Publishing.

Rothbaum, Fred; John Weisz; Martha Post; Kazuo Miyake; and Gilda Morelli. (2000). "Attachment and Culture: Security in the United States and Japan. *American Psychologist* 55(10): 1093-1104.

LeVine, RA and Norman, K (2001). Attachment in Anthropological Perspective, in *Anthropology and Child Development: A Cross-Cultural Reader*, eds. Levine and New (2008), pp 128-142. Blackwell Publishing.

Seymour, Susan C. (2013). "It Takes a Village to Raise a Child": Attachment Theory and Multiple Child Care in Alor, Indonesia and in North India, in *Attachment Reconsidered: Cultural Perspectives on a Western Theory*, eds. Quinn and Mageo, pp 113-159. New York: Palgrave Macmillan; pp 113-159.

Shapiro, V., Fraiberg S., Adelson E. (1976). Infant-parent psychotherapy on behalf of a child in a critical nutritional state. *Psychoanal. Study Child* 31: 461-491.

Optional Reading:

McKenna, James J. (2000). "Cultural Influences on Infant and Childhood Sleep Biology, and the Science that Studies It: Toward a More Inclusive Paradigm," in *Sleep and Breathing in Children: A Developmental Approach*, Loughlin, Carroll, & Marcus, eds. Marcell Dakker, pp. 199-230.

Video presentation by Dr. Shapiro, including Tronick's Still Face Paradigm, John Marshall's A Group of Women, and videos of attachment styles.

Matters for Discussion:

What do cross-cultural data show about attachment?
How do cultural attachment styles influence emotional development and communication?
How are love, anger, autonomy, and interconnectedness handled in different cultures?
How do infant and child sleep arrangements vary across cultures, and what can we learn from the variations?
How do responses to infant crying and distress vary across cultures and time?

Class 4 – Feb 11 First Year of Life, Part II - Becoming a Person, a Self, a Self-in-Relation.

Note: First class review of paper/project ideas today.

Reading:

Stern, Daniel (1985). The Interpersonal World of the Infant, Chapter 1 pp 3-12. Basic Books.

Winnicott, DW (1953/71) "Transitional Objects and Transitional Phenomena" in *Playing and Reality* (1971), New York: Basic Books.

Blum, Lawrence (2013). Music, Memory, and Relatedness. *Int J Applied Psychoanalytic Studies*, 10(2), 121-131.

Roland, Alan (1996). The Influence of Culture on Self and Selfobject Relationships: an Asian – North American Comparison. *Psychoanalytic Dialogues* 6:461-75.

Fraiberg, Selma (1982). Pathological Defenses in Infancy. *Psychoanalytic Quarterly* 51: 612-635.

Video and slide presentation including selected clips from Margaret Mahler observations of infant - parent interactions, and Mead and Bateson's Bathing Babies in 3 Cultures.

Matters for Discussion:

How similar or different are infants' and families' experiences around the world?

How significant are the similarities or differences for what it comes to mean to be a person?

How is the sense of self defined and experienced in relation to others?

How does the sense of reality develop?

"His Majesty the baby" and human imperiousness.

What happens when things go wrong - abuse, neglect, and other traumata?

Class 5 - Feb 18 Toddlerhood, Part I – Separation-Individuation, Affect Development

Readings:

Gilmore, Karen and Meersand, Pamela (2014). *Normal Child and Adolescent Development: A Psychodynamic Primer*, pp 45-47. Washington, DC: American Psychiatric Publishing.

Pine F (2004). Mahler's Concepts of "Symbiosis" and Separation-Individuation: Revisited, Reevaluated, Refined. *J Am Psychoanalytic Assn* 52:511-533.

Rogoff, Barbara (2003). The Cultural Nature of Human Development, pp 165-68. Oxford University Press.

Briggs, Jean L. (1994). "Why don't You Kill Your Baby Brother? The Dynamics of Peace in Canadian Inuit Camps" in *The Anthropology of Peace and Nonviolence*, Sponsel and Gregor, eds., pp 155-181. Boulder, CO: Lynne Rienner Publishers.

Fung, Heidi (1999). Becoming a Moral Child: The Socialization of Shame among Young Chinese Children. *Ethos* 27:180-209.

Optional Reading:

Briggs, Jean L. (1972/2008). Autonomy and Aggression in the Three-Year Old: The Utku Eskimo Case, *Anthropology and Child Development: A Cross-Cultural Reader*, eds. Levine and New (2008), pp 187-197. Blackwell Publishing (originally published in *Seminars in Psychiatry*).

Lebra, Takie (1983) Shame and Guilt in Japan, in in *Psychological Anthropology – A Reader in Self and Culture*, ed. RA LeVine (2010), Wiley-Blackwell; originally published in *Ethos*.

Mahler, Margaret (1972). On the First Three Sub-phases of the Separation-Individuation Process. *Int. J. Psychoanal*, 53:333-338.

Video presentation including clips from Margaret Mahler's observations of toddlers with their parents, and Bateson and Mead's Childhood Rivalry in Bali and New Guinea.

Matters for Discussion:

To what extent do psychoanalytic ideas about early development help us understand the ethnological record?

How much are psychoanalytic ideas of early development culturally determined?

How do varying cultural emphases on shame, guilt, and fear affect the individual?

Class 6 - Feb 25 Toddlerhood and beyond, Part II - Absorbing the Culture

Note: Written Plan for your paper/project due today.

Readings:

Chapin, Bambi (2010). "We Have to Give": Sinhala Mothers' Responses to Children's Expression of Desire" *Ethos* 38:4, pp 354-68.

Erikson, Erik (1950). Chapter 4: "Fishermen along a salmon river." *Childhood and Society*, pp. 166-186. New York: W.W. Norton & Co., Inc.

Mageo, Jeanette M (2013). Toward a Cultural Psychodynamics of Attachment: Samoa and US Comparisons, in *Attachment Reconsidered: Cultural Perspectives on a Western Theory*, eds. Quinn and Mageo, pp 191-215. New York: Palgrave Macmillan.

Shostak, Marjorie (1981). *Nisa*, Chapter 1: "Earliest Memories," pp 45-61. Cambridge: Harvard University Press.

Optional Reading:

Barlow, Kathleen (2010) "Sharing Food, sharing Values: Mothering and Empathy in Murik Society" *Ethos* 38:4, pp. 339-53.

Video presentation including John Marshall's Debe's Tantrum, and Karen Gilmore observations.

Matters for Discussion:

How do parent-child interactions affect the affect the individual and the individual-in-culture?

How does an individual's early experience affect her/his approach to parenting?

What are the psychological and cultural implications of feeding and food sharing methods?

Class 7 – March 3 Triangular/Oedipal Phase Patterns – Male

Readings:

Fraiberg S. (1996) The Magic Years Chapter 6 pp 179-193 and 202-209. Simon and Schuster New York, New York.

Gilmore, Karen and Meersand, Pamela (2014). *Normal Child and Adolescent Development: A Psychodynamic Primer*, pp 73-4, 110-112, 117-199, 131-132, 134-135. Washington, DC: American Psychiatric Publishing.

Lapidos, Juliet (2010) "Back to Your Mom: How *Back to the Future* Made Incest Fun for the Whole Family, Slate magazine, posted Nov. 3, 2010.

Obeyekere, Gananath (1989). "The conscience of the Parricide: A Study in Buddhist History," *Man*, 24, pp236-54.

Obeyesekere, (1990). *The Work of Culture*, pp 156-63, esp pp 160-63.

https://en.wikipedia.org/wiki/Kinship_terminology (read the descriptions of the six listed types of kinship terminology and examine the chart).

Optional reading:

Parsons, Anne (1964), Is the Oedipus Complex Universal?, in *Psychological Anthropology – A Reader in Self and Culture*, ed. RA LeVine (2010), Wiley-Blackwell; originally published in *The Psychoanalytic Study of Society*, Vol.3.

Gu, Ming Dong (2006) The Filial Piety Complex: Variations of the Oedipus Theme in Chinese Literature and Culture. *Psychoanalytic Quarterly*, 75:163-95.

Clinical examples provided by instructors.

Literary References: Sophocles (Oedipus), Shakespeare (Hamlet).

Video presentation: Star Wars light saber fight (Luke, Vader, arm amputation).

Matters for Discussion:

The role of kinship systems in oedipal configurations

What is the / are some of the (male version/s of) the Oedipus complex?

What do the terms "positive" and "negative" oedipal dynamics mean?

How is the Oedipus complex related to the incest taboo?

How and why do different cultures emphasize different forms of the Oedipus complex?

What is bilateral cross-cousin marriage, and what are its relations to the incest taboo?

The role of siblings in female and male triangular configurations.

What do the different forms mean for the individual? For the culture?

March 10 Spring Break – No Class

Class 8 - March 17 Triangular (aka Oedipal) Phase Patterns – Female

Readings:

Balsam, R. (2015). Oedipus Rex: Where are we going, especially with females? *Psychoanalytic Quarterly* Vol 84 #3, pp 555-588. (Concentrate on pages 555-561, 564, 570-end.)

Lichtenberg J (2010). Patterns of Love in the Four-to Six-Year-Old Period and the Dispositional Effect They Create. *Psychoanalytic. Inq.* 30: 478-484.

Pfiefer, Annie (2017). Let It Go: Making Peace with Princesses. *New York Times* October 28, 2017.

Grimm JL and Grimm WC (1812). Snow White and the Seven Dwarfs, in *Grimm's Fairy Tales*. <http://www.pitt.edu/~dash/type0709.html>

Grimm JL and Grimm WC (1812 and 1819) Cinderella:

<http://www.pitt.edu/~dash/grimm021.html>

Yeh-Shen The Chinese Cinderella. First published in *Miscellaneous Morsels from Young* in 850 AD: <http://traditions.cultural-china.com/en/211Traditions8980.html>

Optional Readings:

Kulish, N., Holtzman, D. (1998). Persephone, the Loss of Virginity and the Female Oedipal Complex. *Int. J. Psycho-Anal.*, 79:57-71.

Silverman, M (2012). On Myths and Myth-Making: Psychoanalytic Theorizing about Mother-Daughter Relationships and the “Female Oedipus Complex.” *Psychoanalytic Quarterly* Vol 81#3 pp 727-750.

Clinical Examples provided by instructors.

Video presentation including Gilmore’s interview with a 4 year old girl, clips from the movie *Ma Vie en Rose*, and clips from Disney’s *Snow White*.

Matters for Discussion:

Different cultural influences on female triangular patterns.

The role of kinship systems in female triangular configurations.

The role of siblings in female and male triangular configurations.

The role of fantasy, sensuality, and sexuality in female triangular configurations

The role of the mother-daughter relationship in female triangular configurations.

Class 9 - March 24 Middle Childhood, Latency

Readings:

Gilmore, Karen and Meersand, Pamela (2014). *Normal Child and Adolescent Development: A Psychodynamic Primer*, pp 141-51, 158-62. Washington, DC: American Psychiatric Publishing.

Montgomery, Heather (2009). *An Introduction to Childhood: Anthropological Perspectives on Children's Lives*, Chapter 6, Discipline, Punishment, and Abuse, pp. 157-80. Wiley-Blackwell.

Twain, Mark (1874). *The Adventures of Tom Sawyer*, Chapter 7.

Shostak, Marjorie (1981). *Nisa*, Chapter 2: "Family Life," pp 65-78, Chapter 4: "Discovering Sex," pp 105-25. Cambridge: Harvard University Press.

Optional Reading:

Whiting, JWM (1941) *Becoming a Kwoma* (1941), chapter 4, Childhood, pp 38-64.

Video presentation including John Marshall's Playing with Scorpions and The Lion Game (from the !Kung series), and Dalit school children in India.

Matters for Discussion:

Why does formal education start in the same age range across cultures?

To what extent does "Latency" exist cross-culturally?

What is children's culture?

What are "cooties" and why do they continue in children's culture?

What happens to sex and aggression in middle childhood?

Education versus Identification as a means of cultural transmission.

March 31 Class 10 Coming of Age – Male

Readings:

Poole, Fitz JP (1982). The Ritual Forging of Identity: Aspects of Person and Self in Bimin-Kuskusmin Male Initiation, in G. Herdt, ed. *Rituals of Manhood*, Berkeley and Los Angeles: University of California Press.

Anonymous (2013). Penn Fraternity Initiation rituals

Arlow, Jacob (1951). A Psychoanalytic Study of a Religious Initiation Rite: Bar Mitzvah. *Psychoanalytic Study of the Child*, 6:353-374.

Optional:

Levy-Warren, M (2008). Wherefore the Oedipus Complex in Adolescence? Its Relevance, Evolution, and Appearance in Treatment. *Studies in Gender and Sexuality* 9:328-348. (Concentrate on pages 328-340)

Video presentation of coming of age ceremonies including Papua New Guinea Blood Initiation, Amish Rutspringa, and Initiation Ceremony in Benin.

Matters for Discussion:

- What are the psychological and cultural effects and meanings of puberty?
- How are earlier developmental phases (e.g., separation-individuation, oedipal) reworked in adolescence?
- Are there rituals that help with psychological and social adjustment?
- What are the meanings of circumcision, scarification, and other blood-letting rituals?
- What is necessary for a sense of masculinity?
- Is masculinity more contested or tenuous than femininity?
- How is burgeoning female and male sexuality treated in the culture?
- What provisions are there to help with the transition to parenthood?

Class 11 – April 7 Coming of Age – Female

Reading:

- Mead, Margaret (1928). Chapter 6, Formal Sex Relations, and Chapter 8, The Experience and Individuality of the Average Girl, in *Coming of Age in Samoa*. New York: William Morrow.
- Shostak, Marjorie (1981). *Nisa*, Chapters 5 and 6, “Trial Marriages” and “Marriages,” pp 127-166. Cambridge: Harvard University Press.
- Mokaya, D. M. (2012). Chapter Five: From Childhood into Womanhood (Obware) Gusi Female Rite of Passage, pp 21-45. In Mokaya D. M. *Female Circumcision Among the Agagusii of Kenya*. Nsemia Publishers, Oakville, Ontario, Canada.
- Levine R., LeVine B (1977). *Nyansongo: A Gusi Community in Kenya*, pp 191-192. Robert Krieger Publishing, Huntington New York.
- Shapiro, B. (2003). Building bridges between body and mind: The analysis of an adolescent with paralyzing chronic pain. *Int. J. Psycho-Anal.*, 84:547-561.

Optional Reading:

- If you have the chance, read the entirety of Mead’s *Coming of Age in Samoa*, a classic of anthropology.

Video presentation of coming of age ceremonies including an Apache girl, Quincineara, South Indian Puberty Ritual, and clips from Margaret Mead in Samoa.

Matters for Discussion:

- What are the psychological and cultural effects and meanings of puberty?
- How are earlier developmental phases (e.g., separation-individuation, oedipal) reworked in adolescence?
- Are there rituals that help with psychological and social adjustment?
- What are some of the cross cultural variations surrounding the girl’s first period?
- How is burgeoning female and male sexuality treated in the culture?
- How is the body treated?
- How do we understand the ritual of clitoridectomy?
- How is burgeoning female sexuality treated by females and males in the culture?
- What provisions are there to help with the transition to parenthood?

Class 12 - April 14 Interaction of Culture and Personality: Sex, Gender, and Aggression Through the Lifecycle

Readings:

Kakar, Sudhir (1978), *The Inner World: A Psychoanalytic Study of Childhood and Society in India*, Oxford University Press. (Focus on Chapters 3 and 4.)

Goldner, Virginia (2011). Trans: Gender in Free fall. *Psychoanal Dialogues*, 21:159-171.

Video presentation of gender fluidity in various cultures including Two Spirit (Berdache) Native Americans, the Bugis in South Sulawesi, the Zoe tribe in the Amazon, Fa'afafine in Samoa, and Hijra in India.

Matters for Discussion:

All of the ideas in this course!

How fixed or malleable are the results of developmental processes?

How are gender fluidity and intersex manifested cross-culturally?

Class 13 – April 21 Student Presentations

Class 14 – April 28 Student Presentations

Potential Student Project Ideas:

Infant Directed Speech; which societies don't; correlations with culture; developmental consequences?

Oedipal picture with son valued over father: Kakar's India, Shtetl Jews, other? Cultural picture?

Mother/daughter relationships and cross cultural variations.

Across cultures what roles do girls and women play in the family?

Latency – To what extent does it exist cross-culturally?

Lullaby lyrics cross-culturally – to what extent are they hostile? Where? Why?

Literature on daycare vs parent care?

Cultural and psychological factors in corporal punishment.

Cultural and psychological aspects of pediatric/medical approaches to bed-wetting.

Cultural and psychological aspects of pediatric/medical approaches to feeding.

Psychological, cross cultural or subcultural (e.g. in Philadelphia) aspects breast-feeding.

Childrearing variations among ethnic subcultures in Philadelphia.

Female genital cutting: cross cultural understanding.

Cross-cultural / psychological aspects to pediatric and medical management of hyperactivity.

Observational study of children with their caregivers, or children at play.

Gender fluidity cross culturally.

Cross cultural issues in medical, psychiatric, and mental health care for children and adolescents.

Societal trauma as it affects children and their families.

Transgenerational transmission of trauma.