

OT 655—Work and Leisure
Doing, Being, and the Constitution of Meaning in Everyday Life
Fall 2008

Instructor:

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Seminar Schedule:

Tuesday 1-4pm, Center for Lifestyle Redesign

Office Hours:

Tuesday 11:30-12:45 at the Center for Lifestyle Redesign

Additional hours arranged by appointment

COURSE DESCRIPTION:

This graduate seminar sets out to explore the subjective experience of “meaningful engagement” in work, play, and the occupational pursuits of everyday life. We will explore the complexities of personal meaning and its relationship to cultural forms and practices of everyday life in a way that is neither psychologically reductionistic nor socially determined. The basic question organizing the seminar is: How do we construct a life characterized by everyday engagements felt to be personally vital, rich, and meaningful? Core issues and tensions we will be addressing include: contemporary views of self and experience; meaning-making processes of subjectification and objectification; the relation of structure and agency; the role of desire, wish, emotion, and fantasy in everyday life; and the place of the unconscious in social theory. By the end of the course, students will have developed fluency in thinking through these complex issues, and will have gained a set of interdisciplinary mental tools—representing the best of psychoanalytic and social theory—for addressing these fundamental questions that lie at the forefront of theory building within occupational science.

The course is divided into four thematic units: I) Introduction to Meaningful Engagement: Culture, Practice, and Identity; II) The Social Shaping of Experience, Emotion, and Occupational Engagement; III) Psychodynamic Perspectives on Self, Subjectivity, and Personal Meaning; And IV) The Importance Of Play, Illusion, and Creativity in Everyday Life. Course material and discussions will address the following questions (with additional questions and conceptual topics emerging from class discussions and presentations):

- 1) How is it that we come to experience certain occupational engagements as “meaningful,” while others remain unsatisfying or even deleterious to our sense of well being?

- 2) In what ways is our very sense of occupation structured socially through participation in particular communities?

3) How do macro-level ideologies and social structures condition both the nature of work and leisure, as well as the individual's felt engagement with these tasks?

4) How do we generate and assign meaning to our experience of living, and in what ways can this sense of subjective engagement go awry? And how can it be restored?

5) In what ways can individuals creatively rework (and actively contest) these overarching social constructions in the pursuit of a life worth living?

Course readings represent a blend of primary and secondary sources (both books and foundational articles) drawn from Occupational Science/Occupation Therapy, as well as related disciplines such as anthropology, sociology, cultural psychology, and psychoanalytic psychology. The goal of the readings is to bring OS/OT students into dialogue with relevant conceptual material from other disciplines, providing an overview of the diversity of contemporary conceptualizations of self, society, and experience, and relating them to the more specific theoretical interests of occupational science and occupational therapy. Seminar participants will be guided in the development of conceptual arguments, and the interpretation of interdisciplinary scholarship related to occupational engagement.

Prerequisites—This graduate seminar is open to any student pursuing the Ph.D. degree. Motivated and interested OTD students may also be admitted at the discretion of the instructor.

COURSE REQUIREMENTS:

Attendance and Participation— This is a graduate seminar structured around *in-depth, critical, group discussion of assigned (required) readings*. In order for the seminar format to work effectively, you *must* come to class having read *all* of the assigned readings for the week, and be prepared to discuss them. The load is moderate (80-100 pages per week), but owing to the unfamiliar and sometimes difficult nature of the readings, be sure to allow sufficient time to process what you have read. Remember, a significant portion of your final grade is based on the quality of your participation in the seminar discussion.

Written Outlines of Readings—All students are expected to come to class with brief written notes prepared using the outline below for each reading to be discussed that day:

- 1) **Author's Primary Message:** Based on your reading, what strikes you as the central argument(s) in the reading (summarized in a paragraph). Make notes or indicate specific passages that illustrate the main argument)
- 2) **Key Themes:** List and summarize each theme in 2 or 3 sentences.
- 3) **Counter Arguments:** Can you think of counter arguments to the positions articulated in the readings?
- 4) **Relation to OS/OT:** How might these ideas relate to the concerns of OS/OT? Are they compatible? Are they in tension? How do they shift the way you think about specific issues and interests in the field?
- 5) **Relation to Other Readings:** How do the readings relate to other course material? Are they compatible? Are they in tension? Does it advance your understanding?
- 6) **Difficulties:** What confused you, or what don't you understand?
- 7) **Evaluation:** Brief overall evaluation of the reading.

These notes are to be turned in at the end of each class meeting. They are graded as acceptable/unacceptable. If you are not able to attend a seminar meeting, you can email me your reading notes for credit.

Discussion Facilitation—Each of you will be responsible for leading three seminar discussions. Discussion leaders for the readings will be determined during the first meeting. The purpose of this “facilitation” is not to summarize the readings—the expectation is that everyone has done the readings. You should come to seminar prepared to lead discussion, using your “written outlines” as a springboard for discussion, with particular emphasis on the issues the reading raised for you as an OS/OT student. Your written outline is not a “checklist” of required topics, but rather, a series of possible way to engage with novel interdisciplinary perspectives. You should also come with a list of questions to guide discussion. Remember, *your job is not to be an expert; your role as facilitator is to help open up lines of discussion that we will collectively explore and elaborate.* Additional guidance in preparing these discussions is available in office hours, or by appointment. An additional reading or two may be suggested to aid in preparation.

Research Paper—Each seminar participant will write a publication-quality research paper on a topic related to the course material. Ideally, this paper will integrate some aspect of the conceptual material covered in the course with either the field of OS/OT, the student’s research interests, or both. The final paper should be of journal length (approximately 10,000 words), and conform to the style format of APA. Paper preparation will follow a four-stage process: 1) Each student should meet with the instructor within the first four weeks of class to discuss the chosen paper topic. A preliminary literature review and bibliography must be brought to this meeting; 2) Following approval of the topic, the student will prepare a first draft, which is due on November 4, 2009. This draft will be reviewed and returned with suggestions for revision; 3) Each student will make a 25 minute presentation of their research topic on Dec 2, 2008; and 4) The finished paper is due by 3pm on December 9, 2008 (submit a pdf copy to the instructor at groark@usc.edu). Papers will drop by one letter grade (10% or 5 points) each day until submitted. Papers will not be accepted after Dec 12. Failure to submit a paper by this date will result in a grade of “incomplete.”

SEMINAR GRADING AND EVALUATION:

Your course grade is based on a 100 point scale; 50% of your final grade is based on seminar attendance and participation, and 50% is determined by your seminar paper. Point allocation is outlined below:

Attendance and Participation: **15%** (15 points, 1 per seminar)
Written Outlines: **15%** (15 points, 1 per seminar)
Discussion Facilitation: **15%** (15 points, 5 per Discussion Facilitation)
Final Paper Presentation in Seminar **5%** (5 points)
Research Paper: **50%** (50 points)

Total: 100% (100/100 points)

REQUIRED READINGS:

A complete list of required readings (both books and articles) is included at the end of the seminar schedule. You will need to purchase your own copy of all books assigned for the course. Journal articles marked "Download from Web" are to be downloaded from the source journals through your USC account. Readings marked "To Be Provided" will be distributed by the instructor. An additional set of copies will also be on reserve in the OS/OT Division Office on the Health Sciences Campus. See attached bibliography for full references.

University Policies on Disability and Academic Integrity

Statement for Students with Disabilities—Any student requesting academic accommodations based on disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from the DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30am-5:00pm, Monday through Friday. The phone number for DSP is (213) 740-0776.

Statement on Academic Integrity—USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by the instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

SCHEDULE OF SEMINAR TOPICS AND READINGS

UNIT I: INTRODUCTION TO MEANINGFUL ENGAGEMENT—CULTURE, PRACTICE, AND IDENTITY

Class 1 (8/26): Course Overview and Organization

Class 2 (9/02): Variations in “Meaningful” Occupational Engagement: The Case of “Ikigai” in Japan

Bonder, Bette R. et al. 2004. Culture Emergent in Occupation. *American Journal of Occupational Therapy* 58(2):159-168.

Mathews, Gordon. 1996. The Stuff of Dreams: Ikigai and “The Japanese Self”. *Ethos* 24(4):718-747.

Hoffman, Diane. 2000. Individualism and Individuality in American and Japanese Early Education: A Review and Critique. *American Journal of Education* 108:300-317.

Kondo, Tomoko. 2004. Cultural Tensions in Occupational Therapy Practice: Considerations from a Japanese Vantage Point. *American Journal of Occupational Therapy* 58(2):174-184.

Iwama, Michael. 2003. Toward Culturally Relevant Epistemologies in Occupational Therapy. *American Journal of Occupational Therapy* 57(5):582-588.

Class 3 (9/09): Conceptualizing Culture and Meaning—Models and Schema Theory

D’Andrade 1984. Cultural Meaning Systems. Pp. 88-119 in *Culture Theory: Essays on Mind, Self, and Emotion* (Richard A. Schweder and Robert A. Levine, eds).

Strauss, Claudia and Naomi Quinn. 1997. *A Cognitive Theory of Cultural Meaning*. Cambridge University Press: New York. (Selected Chapters – See Below)

Chapter 4 (pp. 85-110)

Chapter 5 (pp. 111-134)

Emde, Robert M. 1994. Individuality, Context, and the Search for Meaning. *Child Development* 65:719-737.

Class 4 (9/16): Communities of Practice, Situated Learning, and Habitus

Wenger, Etienne. 1998. *Communities of Practice: Learning, Meaning, and Identity*. Cambridge University Press: New York. Introduction: A Social Theory of Learning (pp. 3-15 (To Be Provided))

Lave, Jean and Etienne Wenger. 1991. *Situated Learning: Legitimate Peripheral Participation*. Cambridge University Press: New York.

Throop, C. Jason and Keith M. Murphy. 2002. Bourdieu and Phenomenology: A Critical Assessment. *Anthropological Theory* 2(2):185-207

Class 5 (9/23): Practice Theory and Identity

Holland, Dorothy, William Lachicotte Jr., Debra Skinner, and Carole Cain. 1998. *Identity and Agency in Cultural Worlds*. Cambridge, MA: Harvard University Press. (Selected Chapters—See Below)

The Woman Who Climbed up the House. Pp. 1-18

A Practice Theory of Self and Identity Pp. 19-46

Figured Worlds. Pp. 49-65

Positional Identities. Pp. 125-143

Authoring Selves. Pp. 169-191

UNIT II: THE SOCIAL SHAPING OF EXPERIENCE AND EMOTION

Class 6 (9/30): Social Constructivist Perspectives on Everyday Life: Institutionalization and Subjectification

Berger, Peter L and Thomas Luckmann. 1966. *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. New York: Anchor Books (Chapters 2 and 3 (pp. 47-183)).

Class 7 (10/07): The Social, Political, and Gender Economy of Emotion and Feeling

Denzin, Norman. On Understanding Emotion: The Interpretive-Cultural Agenda. Pp. 85-116 in *Research Agendas in the Sociology of Emotions* (To Be Provided)

Levy, Robert I. 1984. Emotion, Knowing, and Culture. Pp. 213-237 (To Be Provided)

Hochschild, Arlie. 1979. Emotion Work, Feeling Rules, and Social Structure. *American Journal of Sociology* 85:551-575

Thoits, Peggy A. 1990. Emotional Deviance: Research Agendas. Pp. 180-203 in Research Agendas in the Sociology of Emotions (To Be Provided)

Class 8 (10/14): Ethnographic Case Study: Emotion Work at Home and in Family Life

Hochschild, Arlie. 2003. *The Managed Heart: Commercialization of Human Feeling* (Twentieth Anniversary Edition, with a New Afterword). University of California Press.

Part I: Private Life (pp. 1-88,
Appendices A-C; pp. 211-251

Class 9 (10/21): Ethnographic Case Study Continued: Emotion Work on the Job

Hochschild, Arlie. 2003. *The Managed Heart: Commercialization of Human Feeling* (Twentieth Anniversary Edition, with a New Afterword). University of California Press.

Part II: Public Life (pp. 89-207)

UNIT III: PSYCHODYNAMIC PERSPECTIVES ON SELF, SUBJECTIVITY, AND PERSONAL MEANING

Class 10 (10/28): Psychoanalytic Approaches to the Study of Subjectivity

Elliott, Anthony. 2002. *The Force of Freud: Situating Psychoanalytic Studies*. Pp. 1-8 in *Psychoanalytic Theory: An Introduction* (To Be Provided)

Elliott, Anthony. 2002. *The Making of the Self*. Pp. 9-39 in *Psychoanalytic Theory: An Introduction* (To Be Provided)

Mitchell, Stephen A. 1993. What Does the Patient Need? A Revolution in Theory—Pp. 13-39 in *Hope and Dread in Psychoanalysis*.

Mitchell, Stephen A. 1993. What Does the Analyst Know? A Revolution in Metatheory—Pp. 40-66 in *Hope and Dread in Psychoanalysis*.

Class 11 (11/04): Psychodynamic Conceptions of the Self (*Reminder: Drafts of Seminar Research Papers Due Today)

Mitchell, Stephen A. 1993. Multiple Selves, Singular Self . Pp. 95-122 in *Hope and Dread in Psychoanalysis*.

Mitchell, Stephen A. 1993. *True Selves, False Selves, and the Ambiguity of Authenticity*. Pp. 123-150 in *Hope and Dread in Psychoanalysis*.

Hollan, Douglas. 2000. Constructivist Models of Mind. *American Anthropologist* 102(3):538-550.

Ewing, Kathy. 1990. The Illusion of Wholeness: Culture, Self, and the Experience of Inconsistency. *Ethos* 18(3):251-278.

UNIT IV: THE IMPORTANCE OF PLAY, ILLUSION, AND CREATIVITY IN EVERYDAY LIFE: THE CONTRIBUTIONS OF D.W. WINNICOTT

Class 12 (11/11): The Intermediate Area of Experiencing

Mitchell, Stephen A. and Margaret J. Black (1995). The British Object Relations School: W.R.D. Fairbairn and D.W. Winnicott. Pp. 112 - 138 in *Freud and Beyond: A History of Modern Psychoanalytic Thought*. (To be Provided)

Winnicott, D.W. 1982[1971]. Transitional Objects and Transitional Phenomena. Pp. 1-25 in *Playing and Reality*.

Winnicott, D.W. 1982[1971]. The Use of An Object and Relating Through Identifications. Pp. 86-94 in *Playing and Reality*.

Winnicott, D.W. 1960. Ego Distortions in Terms of True and False Self. Pp. 140-152 in *The Maturation Processes and the Facilitating Environment*. (To Be Provided)

Class 13 (11/18): The Experiential Space of Creativity and Vitality

Winnicott, D.W. 1982[1971]. Playing: A Theoretical Statement. Pp. 38-52 in *Playing and Reality*.

Winnicott, D.W. 1982[1971]. Playing, Creative Activity and the Search for the Self. Pp. 53-64 in *Playing and Reality*.

Winnicott, D.W. 1982[1971]. The Location of Cultural Experience. Pp. 95-104 in *Playing and Reality*.

Winnicott, D.W. 1982[1971]. The Place Where We Live. Pp. 104-111 in *Playing and Reality*.

Erikson on Play (To Be Announced)

Allison, Anne. 2002. *Playing With Power: Morphing Toys and Transforming Heroes in Kids' Mass Culture*. Pp. 71-92 in *Power and the Self* (Jeanette Mageo. ed.). New York: Cambridge University Press.

Class 14 (11/25): Play, Imagination, and Agency in Figured Worlds

Holland, Dorothy, William Lachicotte Jr., Debra Skinner, and Carole Cain. 1998. *Identity and Agency in Cultural Worlds*. Cambridge, MA: Harvard University Press. (Selected Chapters—See Below)

Play Worlds, Liberatory Worlds, and Fantasy Resources. Pp. 235-252
Making Alternative Worlds in Nepal. Pp. 253-269
Identity in Practice. Pp. 270-287

Lachicotte, William S. 2002. *Intimate Powers, Public Selves: Bakhtin's Space of Authoring*. Pp. 48-67 in *Power and the Self* (Jeanette Mageo. ed.). New York: Cambridge University Press.

Class 15 (12/02): Paper Presentations

All seminar participants must come to class prepared to make a 25 minute presentation based on your research paper. Group discussion (questions, comments, critiques, etc.) will follow each presentation.

Class 16 (Dec 7): Finals Week - No Meeting

Final seminar papers are due on December 9, 2008. Papers should be emailed to me as pdf attachments (Groark@usc.edu). Papers will drop by one letter grade (10% or 5 points) each day until submitted. Papers will not be accepted after Dec 12. Failure to submit a paper by this date will result in a grade of "incomplete."

REQUIRED SEMINAR TEXTS

BOOKS (TO BE PURCHASED):

- 1) Berger, Peter L and Thomas Luckmann. 1966. The Social Construction of Reality: A Treatise in the Sociology of Knowledge. New York: Anchor Books. (ISBN: 0385058985; \$11.16 Amazon.com)
- 2) Holland, Dorothy, William Lachicotte Jr., Debra Skinner, and Carole Cain. 1998. Identity and Agency in Cultural Worlds. Cambridge, MA: Harvard University Press. (ISBN: 0674005627; \$27.45 Amazon.com)
- 3) Hochschild, Arlie. 2003. The Managed Heart: Commercialization of Human Feeling (Twentieth Anniversary Edition, with a New Afterword). University of California Press. (ISBN: 0520239334; \$20.65 Amazon.com)
- 4) Mitchell, Stephen. 1993. Hope and Dread in Psychoanalysis. New York: Basic Books (ISBN: 0415345464; \$20.70 Amazon.com)
- 5) Winnicott, D.W. 1971. Playing and Reality. New York: Routledge. (ISBN: 0465030629; \$17.79 Amazon.com)
- 6) Lave, Jean and Etienne Wenger. 1991. Situated Learning: Legitimate Peripheral Participation. Cambridge University Press: New York. (ISBN: 0521423740; \$24.29 Amazon.com)

ARTICLES AND BOOK CHAPTERS (DOWNLOADED OR SUPPLIED BY INSTRUCTOR):

Allison, Anne. 2002. Playing With Power: Morphing Toys and Transforming Heroes in Kids' Mass Culture. Pp. 71-92 in *Power and the Self* (Jeanette Mageo. ed.). New York: Cambridge University Press. (To Be Provided)

Bonder, Bette R. et al. 2004. Culture Emergent in Occupation. *American Journal of Occupational Therapy* 58(2):159-168. (Download from Web – JOTA via USC Portal)

D'Andrade 1984. Cultural Meaning Systems. Pp. 88-119 in *Culture Theory: Essays on Mind, Self, and Emotion* (Richard A. Schweder and Robert A. Levine, eds). (To Be Provided)

Denzin, Norman. On Understanding Emotion: The Interpretive-Cultural Agenda. Pp. 85-116 in *Research Agendas in the Sociology of Emotions*. (To Be Provided)

Elliott, Anthony. 2002. *The Force of Freud: Situating Psychoanalytic Studies*. Pp. 1-8 in *Psychoanalytic Theory: An Introduction* (2nd Edition ; Anthony Elliott). Durham: Duke University Press. (To Be Provided)

- Elliott, Anthony. 2002. *The Making of the Self*. Pp. 9-39 in *Psychoanalytic Theory: An Introduction* (2nd Edition ; Anthony Elliott). Durham: Duke University Press. (To Be Provided)
- Ewing, Kathy. 1990. The Illusion of Wholeness: Culture, Self, and the Experience of Inconsistency. *Ethos* 18(3):251-278. (Download from Web - JSTOR)
- Emde, Robert M. 1994. Individuality, Context, and the Search for Meaning. *Child Development* 65:719-737. (Download from Web - JSTOR)
- Hasselkus, Betty. 2006. Eleanor Clarke Slagle Lecture—The world of everyday occupation: Real people, real lives. *American Journal of Occupational Therapy*, 60(6): 627–640. (Download from Web – JOTA via USC Portal)
- Hochschild, Arlie. 1979. Emotion Work, Feeling Rules, and Social Structure. *American Journal of Sociology* 85:551-575. (Download from Web - JSTOR)
- Hoffman, Diane. 2000. Individualism and Individuality in American and Japanese Early Education: A Review and Critique. *American Journal of Education* 108:300-317. (Download from Web - JSTOR)
- Hollan, Douglas. 2000. Constructivist Models of Mind, Contemporary Psychoanalysis, and the Development of Culture Theory. *American Anthropologist* 102(3):538-550 (Download from Web - JSTOR)
- Iwama, Michael. 2003. Toward Culturally Relevant Epistemologies in Occupational Therapy. *American Journal of Occupational Therapy* 57(5):582-588. (Download from Web – JOTA via USC Portal)
- Kondo, Tomoko. 2004. Cultural Tensions in Occupational Therapy Practice: Considerations from a Japanese Vantage Point. *American Journal of Occupational Therapy* 58(2):174-184. (Download from Web – JOTA via USC Portal)
- Lachicotte, William S. 2002. Intimate Powers, Public Selves: Bakhtin’s Space of Authoring. Pp. 48-67 in *Power and the Self* (Jeanette Mageo. ed.). New York: Cambridge University Press. (To Be Provided)
- Levy, Robert I. 1984. Emotion, Knowing, and Culture. Pp. 213-237 in *Culture Theory: Essays on Mind, Self, and Emotion* (Richard A. Schweder and Robert A. Levine, eds). (To Be Provided)
- Mathews, Gordon. 1996. The Stuff of Dreams: Ikigai and “The Japanese Self”. *Ethos* 24(4):718-747. (Download from Web - JSTOR)
- Mitchell, Stephen A. and Margaret J. Black (1995). The British Object Relations School: W.R.D. Fairbairn and D.W. Winnicott. Pp. 112 - 138 in *Freud and Beyond: A History of Modern Psychoanalytic Thought*. (To be Provided)
- Strauss, Claudia and Naomi Quinn. 1997. *A Cognitive Theory of Cultural Meaning*. Cambridge University Press: New York. (To Be Provided)

Thoits, Peggy A. 1990. Emotional Deviance: Research Agendas. Pp. 180-203 in Research Agendas in the Sociology of Emotions (To Be Provided)

Throop, C. Jason and Keith M. Murphy. 2002. Bourdieu and Phenomenology: A Critical Assessment. *Anthropological Theory* 2(2):185-207. (Download from Web - JSTOR)

Wenger, Etienne. 1998. *Communities of Practice: Learning, Meaning, and Identity*. Cambridge University Press: New York. (To Be Provided)

Winnicott, D.W. 1960. Ego Distortions in Terms of True and False Self. Pp. 140-152 in *The Maturation Processes and the Facilitating Environment*. (To Be Provided)