

***Psychology 407: Seminar in Documentary Psychology***

*257 Straub Hall, Tuesday/Thursday 10-11:20am*

**Instructor**

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Tuesday 11:30-1:30 LISB 426

**Course web page:**

<http://canvas.uoregon.edu/>

**Required Readings:** Will be posted to the Course Documents folder of the course web page or available through links on the syllabus.

**Required Text:** Documentary, Expanded (2014, Spring). Aperture Magazine, 214, obtainable at the Duckstore and Amazon.com

*“The time is now for translating psychological science to the public to be a centerpiece of psychology, a deeply held and widely espoused value by the psychology community and by individual psychologists. All psychologists must share the responsibility for communicating psychological knowledge to diverse publics and for conveying the value of psychology through diverse formats.”*

-Nadine J. Kaslow, 2014 president of the American Psychological Association

*“If I could do it, I'd do no writing at all here. It would be photographs; the rest would be fragments of cloth, bits of cotton, lumps of earth, records of speech, pieces of wood and iron, phials of odors, plates of food and excrement... a piece of the body torn out by the roots might be more to the point.”*

- James Rufus Agee

**Course Description**

Psych 407: Seminar in Documentary Psychology is a class with two main objectives. First we will explore current psychology research on the experiences of vulnerable populations in the United States. In class we will consider the experiences of adolescent mothers, birthparents who relinquish their children, families living in poverty, homeless youth, and soldiers returning from war. Second, we will consider the translation of research to public knowledge through the use of new media, storytelling, and documentary making. By examining the translation of research to the public, we will consider how findings can be presented to have the greatest impact. With this goal in mind, students will conduct their own documentary project during the term. Practical information relating to the production of documentary work with vulnerable populations will be presented to deepen discussions and aid in students' pursuit of their own documentary project. Students will both engage with the current psychology literature and have hands on experience presenting information with the goal of impacting change.

## **Requirements**

- 1. Participation** is crucial both to your success in this class and enjoyment of the material. Class time will be divided between four activities: lectures on vulnerable populations, presentations of documentary work, information about engaging in the process of documentary-making, and group work. There will be unannounced graded activities. You will receive full credit for these activities if you are present in class and engaged while completing these activities. Over the course of the semester there will be 5 graded activities worth 1 point each for a total of 5 participation points.
- 2. Reading Assignments** are listed at the end of this syllabus. They are expected to be completed *prior* to class. Note: the required issue of Aperture Magazine will give you a strong sense of the current state of the field of documentary work. Although readings are chosen from this issue for the different classes, I highly recommend that you read it early in the term as you craft your documentary project. Hopefully you find this issue as exciting and thought provoking as I do!
- 3. Fieldnotes Assignment.** Turn in 6-8 pages of Fieldnotes. Please review the reading from 10/6 on Writing Ethnographic Fieldnotes for writing suggestions. These are meant to be your notes to help you with later writing. I will be looking to see that you are out there in the field and taking descriptive detailed notes based on observations and not opinion. Grading Rubric (depth of engaging in fieldwork- 2 points, detailed notes-1 point, notes based on observations and not opinion-2 points)
- 4. Midterm Quiz:** There will be one midterm relating to lectures and reading assignments. It will include both multiple choice questions and short answer questions.
- 5. Research Paper on the Experiences of a Marginalized Population**  
You will turn in a paper (6-8 pages in length) describing the current state of *research* pertaining to an experience of marginalization that you are documenting. This is not an opinion paper. Everything presented in your paper should reflect the current state of the research literature. This paper should be in APA style with in text references and a citations list that include at least 6 references from peer-reviewed journals. This assignment is designed for you to gain a strong sense of the current research that relates to your final paper. You must turn in this assignment through safe assign. Please see more detailed rubric for grading.
- 6. Documentary Project- Documenting Marginalized Populations**  
  
Write about an individual or group of individuals who have experienced marginalization. You may choose to include a series of photographs in your final project. It takes a significant amount of time to gain access and trust as a documentarian and thus it is important to make connections with the person/people whom you are interested in documenting early in the semester. Assignments over the course of the term will be set up to help you stay on track, although ultimately it is your responsibility to ensure that deadlines are met. . Please see more detailed rubric for grading.

Your final project will consist of 3 parts:

1. A **Written Documentary** that is 7-10 pages long accompanied by 10 photographs with captions or 10-15 pages long without a series of photographs. This is not a research paper although it may

refer to the research literature sparingly. This is your chance to tell the story of the person/group of people that you are documenting. Think about the storytelling techniques that we have discussed in class when crafting this piece. Turn in consent forms with your project.

2. An 8-10 minute **Presentation** to the class about your documentary project. In the presentation briefly discuss research related to the marginalized population that you have documented. Then, engage us through storytelling! Be creative in your presentation.
3. A 5-7 page **Artist Statement**.  
In this artist statement please answer the following questions/provide the following information. The statement should be written so that it flows and is in paragraph form, however please note where you answer each question by placing the number in parentheses.

### Grading

**In class participation:** 5 points

**Fieldnotes:** 5 points

**Midterm Quiz:** 25 points

**Research paper:** 30 points

**Documentary project:** 35 points (15 points for written/photography documentary project, 5 points for presentation, 15 points for artist statement)

#### **Deadlines to keep in mind:**

10/6/2015 Email Amanda idea for documentary project

10/27/2015 6-8 pages of Fieldnotes

11/3/2015 Research Paper

11/10/2015 Midterm quiz

11/24/2015 Artist Statement

11/26/2015 No class

12/3/2015 Written Documentary

12/1/2015, 12/3/2015 Presentations

Final grades are based on percentages of total possible points earned. Grades will be distributed as follows:

A+	97-100	C-	70-72
A	93-96	D+	67- 69
A-	90-92	D	63--67
B+	87-89	D-	60-62
B	83--86		
B-	80-82	N	less than 70***
C+	77-79	P	70 or higher***
C	73-76		***If taking pass/fail

## **Additional Notes**

### **Policy on Email**

Make sure that the email address listed for you on canvas is correct. You will need to check this account frequently because we may communicate with you outside of class.

### **Academic Honesty**

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with an instructor before you complete any relevant requirements of the course. (Text adopted here as recommended from the UO web site regarding academic honesty at:

<http://darkwing.uoregon.edu/~conduct/>).

### **Students with Disabilities**

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. Also, if possible, please request that the Counselor for Students with Disabilities send a letter verifying your disability.

## CLASS SCHEDULE

*This is an outline for the course, subject to change at any time. Updates to this schedule will be discussed in class, so please attend. Being unaware of a change due to missing class is not an excuse for being unprepared.*

9/29/2015, Class 1.1

Topic: Who are Marginalized Populations? Documentary work as a translational tool.

Readings for Today: None

Assignments Due: None

10/1/2015, Class 1.2,

Topic: Streams of Knowledge: The Scientific Method, Ethnography, Documentary Work

Readings for Today:

- Nancy Schepper-Hughes (1989). Death without weeping: *Natural History*, 98(10) 8-16.
- Richardson, L. (2000). Evaluating ethnography. *Qualitative Inquiry*, 6(2), 253-255.
- Lassiter, L. E. (2005). *The Chicago Guide to Collaborative Ethnography*. University of Chicago Press. Pages 15-24.

Assignments Due: None

Expected Progress on Documentary Project: Meet your documentary ideas group today! Send email to Amanda by class 2.1 identifying 2 marginalized populations that you could work with over the course of the term.

10/6/2015, Class 2.1

Topic: On Conducting Documentary Work

Readings for Today:

- Ghodsee, K. (2013, May 24). Writing Ethnographies that Ordinary People Can Read. *Society for Humanistic Anthropology*. Retrieved from <http://www.anthropology-news.org/index.php/2013/05/24/writing-ethnographies-that-ordinary-people-can-read/>
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press. Pages 1-20.
- Boot, C. (2014). Photography expanded. *Aperture Magazine*, 214, pages 27-31.

- Ewald, W. (2000). *Secret Games Collaborative Works with Children 1969-1999*. New York: Scalo Publishers.

For additional information on Interviewing:

- <http://transom.org/workshop/online-workshop/interviewers-on-interviewing/>
- <http://storycorps.org/great-questions>

Assignments Due: Send email to Amanda by class today identifying 2 marginalized populations that you could work with over the course of the term.

10/8/2015, Class 2.2

Topic: Ethical Considerations when Conducting Documentary Work

Readings for Today:

- Lassiter, L. E. (2005). *The Chicago Guide to Collaborative Ethnography*. Chicago: University of Chicago Press. pages 79-97
- Toward a New Documentary Expression. *Aperture Magazine*, 214, pages 23-35.
- Rosenberg, D. (2014, March 12). A precarious family that sparked outrage. *Slate*. Retrieved from: [http://www.slate.com/blogs/behold/2014/03/12/irina\\_popova\\_another\\_family\\_examines\\_the\\_role\\_of\\_photographer\\_as\\_a\\_documentarian.html](http://www.slate.com/blogs/behold/2014/03/12/irina_popova_another_family_examines_the_role_of_photographer_as_a_documentarian.html)
- Morrison, B. (2012, June 15). Irina Popova's photographs: voyeuristic and exploitative, or objective social comment? *The Guardian*. Retrieved from: <http://www.theguardian.com/artanddesign/2012/jun/15/irina-popova-photographs-lilya-family>

For additional information on ethics for new media see: <http://ethics.aaanet.org/category/media/>

For additional information on the American Anthropological Association Principles of Professional Responsibility (including the seven statements on ethics): <http://ethics.aaanet.org/category/statement/>

For the news article mentioned in class: Winter, M. (2013, Nov 10). My Abortion. *New York Magazine*. Retrieved from <http://nymag.com/news/features/abortion-stories-2013-11/>

Assignments Due: None

Expected Progress on Documentary Project: By this class you will have received feedback on your documentary plan. This week and next you should establish contact with a participant/participants and have started your documentary project. It is essential to make this a priority early in the term!

10/13/2015, Class 3.1

Topic: On Storytelling and Photographic Aesthetics/The Importance of Appealing to Ordinary People

Readings for Today:

- Feiler, B. (2013, March 15). The Stories that Bind Us. *New York Times*. Retrieved from [http://www.nytimes.com/2013/03/17/fashion/the-family-stories-that-bind-us-this-life.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2013/03/17/fashion/the-family-stories-that-bind-us-this-life.html?pagewanted=all&_r=0)
- Isey, D. (2001). Radio Documentaries take Listeners into Dark Corners. Nieman Reports. Retrieved from <http://www.nieman.harvard.edu/reports/article/101584/Radio-Documentaries-Take-Listeners-Into-Dark-Corners.asp>
- The moth storytelling tips <http://themoth.org/tell-a-story/storytelling-tips>

For additional information on storytelling:

- Ira glass on Storytelling part 3, part 4 (<https://www.youtube.com/watch?v=BI23U7U2aUY>, <https://www.youtube.com/watch?v=baCJFAGEuJM>)

Assignments Due: None

Expected Progress on Group Documentary Project: This week you should establish contact with a participant/participants and begin your documentary project. Note: the reading for today is very light because I anticipate that you will need to devote a lot of time to your documentary project.

10/15/2015, Class 3.2

Topic: Communicating Scientific Findings

Readings for Today:

- Kaslow, N. (2015) Translating Psychological Science to the Public. *American Psychologist*, 70 (5), 361-371.
- <http://www.radiolab.org/story/91852-tell-me-a-story/>, listen to this podcast
- Thompson, N. (2014). Photography and its citizens. *Aperture Magazine*, 214, pages 52-57.
- Manovich, L. (2014). Watching the world. *Aperture Magazine*, 214, pages 48-51.

Assignments Due: None

Expected Progress on Documentary Project: This week you should establish contact with a participant/participants and begin your documentary project. If you haven't started meeting with a participant at this point, please schedule a time to troubleshoot with Amanda during office hours.

10/20/2015, Class 4.1

Topic: The Case for Investing in Disadvantaged Children I

## Readings for Today:

- Hanford, E. (2009) Early Lessons. *American RadioWorks*. Retrieved from: [http://americanradioworks.publicradio.org/features/preschool/American\\_RadioWorks\\_-\\_Early\\_Lessons\\_-\\_ebook.pdf](http://americanradioworks.publicradio.org/features/preschool/American_RadioWorks_-_Early_Lessons_-_ebook.pdf)

Assignments Due: None

10/22/2015, Class 4.2

Topic: Finishing up the Case for Investing in Disadvantaged Children/Group work day

## Readings for Today:

- None due. Please bring your field notes to class, you will be working in groups discussing your documentary projects today.

For additional information on investing in young children:

- <http://www.thisamericanlife.org/radio-archives/episode/474/back-to-school>
- Heckman, J. J., & Masterov, D. V. (2007) The productivity argument for investing in young children. *Review of Agricultural Economics*, 29(3), 446-493.  
(note: this is an in depth article and a good opportunity to practice pulling out key information without reading every word of the article)
- Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. *American Journal of Preventative Medicine*, 14(4), 245-258.

Assignments Due: None

10/27/2015, Class 5.1

Topic: Poverty

## Readings for Today:

- Agee, J., & Evans, W. (1941). *Let us Now Praise Famous Men*. Boston: Houghton Mifflin. Pages 3-9, 23-30; 59-76
- Whitford, D. (2005, September 19). The most famous story we never told. *Fortune Magazine*. Retrieved from: [http://money.cnn.com/magazines/fortune/fortune\\_archive/2005/09/19/8272885/](http://money.cnn.com/magazines/fortune/fortune_archive/2005/09/19/8272885/)

Assignments Due: Send 6-8 pages of ethnographic fieldnotes (see reading from class 2.1 for how to write fieldnotes)



10/29/2015, Class 5.2

Topic: Poverty II

Readings for Today:

- Edin, K., & Lein, L. (1997). *Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work*. New York: Russell Sage Foundation. Pages ix-xxvii, 60-87. Reading 218-235 is optional.
- Goldberg, J. (1985). *Rich and Poor*. New York: Random House. (also review photographs from this project here: <http://todayspictures.slate.com/richpoor/>)
- Kozak, W. (2012, May 17). Food Stamps and the \$41 Cake. *Wall Street Journal*. Retrieved from <http://online.wsj.com/news/articles/SB10001424052702304203604577398542170392890>

Assignments Due: None

11/3/2015, Class 6.1

Topic: Special Guest Melanie Hibbert; Shackling of Women Inmates who are in Labor

Readings for Today:

- Quinn, A. (2014, July 26). The Outrageous shackling of pregnant inmates. *The New York Times*. <http://www.nytimes.com/2014/07/27/opinion/sunday/the-outrageous-shackling-of-pregnant-inmates.html>
- Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York: Teachers College Press.

For additional information on shackling of women in labor:

- Jeltsen, M. (2015, February 12). Disturbing report finds New York's female prisoners illegally shackled during labor. *The Huffington Post*. [http://www.huffingtonpost.com/2015/02/12/shackling-new-york\\_n\\_6665600.html](http://www.huffingtonpost.com/2015/02/12/shackling-new-york_n_6665600.html)

Assignments Due: Research Paper Due!!!

11/5/2015, Class 6.2

Topic: Birthmoms

Readings for Today:

- Fessler, A. (2006). *The Girls Who Went Away*. New York: Penguin Press. Pages 7-13, 133-154. Optional 207-236.
- Cushman, L. F., Kalmuss, D. & Namerow, P. B. (1997) Openness to adoption. *Marriage and Family Review*, 25(1-2); 7-18.

Assignments Due: None

11/10/2015, Class 7.1

Topic: Midterm Quiz

Readings for Today: None

Assignments Due: None

11/12/2015, Class 7.2

Topic: Violence Against Women

Readings for Today:

- Lewkowicz, S. N (2013, February 27). Photographer as Witness: A Portrait of Domestic Violence. *Time Lightbox*. Retrieved from: <http://lightbox.time.com/2013/02/27/photographer-as-witness-a-portrait-of-domestic-violence/#15>
- Flavin, J. (2009). *Our Bodies, Our Crimes: The Policing of Women's Reproduction in America*. New York: New York University Press. Pages 95-118.

For additional information on Trauma and Domestic violence:

- Herman, J. (1992). *Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Terror*. New York: BasicBooks. p74-96

Assignments Due: None

11/17/2015, Class 8.1

Topic: PTSD/Returning from War

Readings for Today:

- <http://www.thisamericanlife.org/radio-archives/episode/429/will-they-know-me-back-home?act=1#play> (listen to act 1 only)
- Jakupcak, M., Conybeare, D., Phelps, L., Hunt, S., Holmes, H. A., Felker, B., ... & McFall, M. E. (2007). Anger, hostility, and aggression among Iraq and Afghanistan war veterans reporting PTSD and subthreshold PTSD. *Journal of Traumatic Stress*, 20(6), 945-954.
- Kuyawama, T. (2014). Basetrack. *Aperture Magazine*, 214, pages 118-127.
- Ritchen, F. (2014). Of Them, and Us. *Aperture Magazine*, 214, pages 42-47.

Assignments Due: None

11/19/2015, Class 8.2

Topic: Adolescent Motherhood

Readings for Today:

- Geronimus, A. T. (2003). Damned if you do: Culture, identity, privilege, and teenage childbearing in the United States. *Social Science & Medicine*, 57, 881-893.
- Coles, R. (1997). *The Youngest Parents*. New York: W.W. Norton & Company. Pages 139-171; 183-217.

Assignments Due: None

11/24/2015, Class 9.1

Topic: Homelessness

Readings for Today:

- Fadiman, A. & Mark, M. E. (1987, December). A week in the life of a homeless family. *Life Magazine*. Retrieved from: <http://www.maryellenmark.com/text/magazines/life/905W-000-031.html>
- Herbers, J. E., Cutuli, J. J., Monn, A. R., Narayan, A. J., & Masten, A. S. (2014). Trauma, Adversity, and Parent–Child Relationships Among Young Children Experiencing Homelessness. *Journal of Abnormal Child Psychology*, 1-8.
- Irving, J., & Mark, M. E. (1983). *Streetwise*. Baltimore: John D. Lucas Printing Company.

In class today we will watch clips from the video *Streetwise* (1984) by Martin Bell

Assignments Due: Artist Statement Due.

Expected Progress on Documentary Project: Prepare for group presentation.

11/26/2015, No Class Thanksgiving Holiday

12/1/2015, Class 10.1

Topic: Presentation of Documentary Projects

Readings for Today: None.

Assignments Due: None

12/3/2015, Class 10.2

Topic: Presentation of Documentary Projects

Readings for Today: None.

Assignments Due: Documentary Project Due.