Psychology 188A Special Seminar in Psychology
Understanding Social Change and Human Development through Theory, Research, and Material Culture: A Case Study of Evolving Creativity in the Zinacantec Maya of Chiapas, Mexico

Time: Thursdays, 8-11 a.m.
Place: 2268 Franz Hall

Instructor: Professor Patricia Greenfield

**Seminar description.** Through reading, discussion, and a field trip to the Maxwell Museum of Anthropology, University of New Mexico, Albuquerque, this interdisciplinary seminar will apply the instructor’s theory of social change and human development to a case study of the Zinacantec Maya of Chiapas, Mexico. The book, *Weaving Generations Together: Evolving Creativity in the Maya of Chiapas*, by Patricia Greenfield will form the intellectual core of the seminar. This special seminar is designed to provide an opportunity for students to visit an exhibition based on the book at the Maxwell Museum of Anthropology, University of New Mexico. Albuquerque. Through textiles, photographs, and artifacts, the exhibition brings alive the research reported in *Weaving Generations Together*, which serves as the exhibition catalog. In addition, educational outreach materials developed for the exhibition will be experienced during the field trip and connected to learning issues in exhibition design and interactive education in a museum context.

**Field trip.** This field trip, a required component of the seminar, is planned around a visit to the exhibition on Saturday, May 19. For the field trip, students will carpool for the 12-hour trip from Los Angeles to Albuquerque and back, ideally with three drivers per car. They will be reimbursed for travel expenses, as well as two nights at a common hotel selected by the instructor, where the whole group will stay. Students will leave on Friday morning, May 18, and return Sunday evening, May 20. Saturday, May 19, will be spent at the exhibition. The instructor will provide a gallery tour and opportunity for the students to explore the exhibition. The museum’s Curator of Ethnology, Kathryn Klein, will introduce the exhibition; the Education Curator, Amy Grochowski, will provide students with an opportunity to participate in educational activities designed to enrich the exhibition learning experience. On Sunday, May 20, students will carpool to Acoma Pueblo, to explore parallels in the social change processes affecting indigenous arts between the Maya in Mexico and the Pueblo Indians in New Mexico. You will tour the old pueblo, at over 800 years old, the oldest continuously inhabited area in the United States, and, if it is open, visit its Cultural Center. Acoma is off Interstate 40, the road you will take to return to Los Angeles.

Students will sign UCLA’s standard waiver of liability for a required field trip.

**Students.** Because of space requirements for the gallery tour and the interactive nature of the seminar, only 12 students have been selected for enrollment. In order to enhance the interdisciplinary nature of the seminar content, an interdisciplinary group of juniors and seniors from Psychology, Anthropology, Latin American Studies, Chicano Studies, World Arts and Cultures, and Women’s Studies has been assembled.
**Readings.** The main text, *Weaving Generations Together: Evolving Creativity in the Maya of Chiapas* (hereafter WG), is available at the Student Store (both new and used copies). I would like everyone to have his or her own copy. If anyone has a problem in purchasing the book (it should cost $35 new), please talk to me after the first class. Articles will be put up on the class website or links provided in this syllabus. The class website can be found at [https://ccle.ucla.edu/course/view/12S-PSYCH188A-3](https://ccle.ucla.edu/course/view/12S-PSYCH188A-3)

**Assignments.** Members of the seminar will have questions or issues they bring to class to discuss concerning the chapters or articles that they read. Given that this will be a small seminar, class participation will be crucial. To ensure active preparation for discussing the readings, students will prepare two questions in advance for six out of seven seminar meetings after the first week, with the exception of May 31, when a reflection paper will be the required assignment, and June 7 (see below). If there is more than one reading, each question should be on a different reading. Questions can be to stimulate discussion in the class. Or they can be things that you did not understand or would like me to explain or elaborate on further. An alternative to two questions would be to write briefly (half page) about a connection between two or more readings or the first week’s lecture and a reading. There is also an alternative for Week 2 (see below). Six out of seven means that everyone can have one “off” week where they do not do write questions on the reading. Plan your off-week carefully; for example, during midterms. On June 7, you will write a one-page reflection paper (see Week 10 description.), as well as writing questions on the reading.

The questions need to be emailed to me by 5 p.m. the day before. I will organize them for our discussion the next day. Two copies of the reflection papers can be brought to class (see below).

**Attendance.** Because participation (both listening and talking) is so important in an interactive seminar, attendance will be taken every week and will factor into grades.

**Class schedule**
Because students will be spending 6 hours on a Saturday at the Maxwell Museum of Anthropology and about 3 hours on a Sunday at Acoma Pueblo, the class will not meet the week after the field trip, on Thursday, May 24. In addition, we will, after the first class, shorten class by 15 minutes, so that we will finish at 10:35. We will also take the normal 20 minute break somewhere near the middle of class. In this way the total “class” time, including that taking place on the field trip, will be equivalent to the normal 2.5 hours per week for a four unit class or seminar lasting ten weeks. Because of the total of about 24 hours of driving time for the field trip, time for out-of-class assignments will be reduced accordingly to about 4.5 hours per week.

**Schedule of Topics, Assignments, and Readings**
In addition to the topics listed, parts of various classes before the field trip will be used for logistical planning.

**Week 1, April 3:** Introductions, plan of the quarter (syllabus), signing waiver forms
Lecture and discussion: Social change, culture, and human development: The role of technology

**Week 2, April 10:** Reading

Instead of reading the foreword to the English edition, two people can volunteer to read the corresponding parts of the Spanish edition by Xun Teratol and Lourdes de Leon. Instead of writing questions, these two students can report to the group a summary of major points in each of these interpretations of the book, one by a Zinacantec Maya Indian and one by a Mexican anthropologist. (These summaries will be read in class and should be emailed to the instructor any time before class; they should be 1-2 pages in length.)

**Week 3, April 17:** Reading
WG: Chapter 2: Foundations of cultural continuity.


**Week 4, April 24:** Reading
WG: Chapter 3: Apprenticeship transformed.


**Weeks 5, May 3:** Reading
WG: Chapter 4: Relaxing the textile rules

(Note: The two blue photographs are labeled with incorrect dates. They are from 2007. The box called “Snapshot: A self-directed huipil weaver” describes a series of woven and embroidered huipiles that you will see at the end of the exhibition.)

**Week 6, May 10:** Reading
WG: Chapter 5: Inside the mind

Greenfield, P. M., Maynard, A. E., & Childs, C. P. (2003). Historical change, cultural learning, and cognitive representation in Zinacantec Maya children, Cognitive Development, 18. Read from Study 2 through the end (You will find the article in the Week 4 folder.)

**Week 7, May 17:** Reading
WG: Chapter 6: The creative process; Coda: Cross-cultural perspectives.


Two-page reflection paper on your trip will be assigned; details will be provided later. Papers will be read aloud to the seminar group on May 31 (and also handed in).

**May 18-20:** Field trip to New Mexico.

**Week 8, May 25:** No class.

**Week 9, May 31:**
Reflection papers will be read aloud to the group by every member of the seminar. Bring two copies of your paper to class, one to read from and one to hand in at the beginning of class.

**Social change continues!**


**Week 10, June 7**


http://jar.sagepub.com/content/early/2011/10/11/0743558411417863.full.pdf+html

If it is finished, we will also read a third paper by Adriana Manago on implications of high school for adolescent development and value change across the generations. If it is not ready, I will present the study in class in a Powerpoint format either this week (10) or the week before (9).

Read aloud and turn in reflection papers on the most important things you will take away from this seminar. If the seminar has affected what you would like to do in the future, include that. These will be one-page papers to be read aloud to the class. Bring two copies of your paper to class, one to read from and one to hand in at the beginning of class.