

Psychological Anthropology

ANT 3930
Section 103G
Fall 2017

Mondays 5-6th period, Wednesdays 6th period
Psychology Bldg 130 (Mondays), Florida Gym 280 (Wednesdays)

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Office Hours: Wednesdays 9:30am-12:30pm and by appointment

Course Overview and Objectives

Cultural Anthropology is in a unique position to examine variation in human behavior and psychological functioning in different social and physical environments. This course is a cross-cultural survey of human cognition, perception, personality, socialization practices, mental health, and the relationship between the individual and culture, focusing on the similarities and differences of these phenomena across societies. We will begin with a historical overview of the discipline as a specific subfield of cultural anthropology, beginning with its roots in psychoanalysis, the development of the culture and personality school, and move toward more contemporary approaches and directions in the discipline. In addition to a focus on theoretical perspectives in psychological anthropology, we will also address methodological issues unique to psychological anthropology.

The objectives of this course include the following:

- Discussing basic terms and concepts associated with how anthropologists examine the relationship between culture and the individual.
- Examining and Analyzing the differences between Psychology and Psychological Anthropology.
- Developing skills in the research methods commonly employed in psychological and cognitive anthropology.
- Improving abilities in communication through written, oral, and visual methods.
- Applying lessons from the course material within the context of real world experience and contemporary problems.

Textbooks and Required Reading

There is one textbook for the course:

Lindholm, Charles. 2007. *Culture and Identity: The History, Theory, and Practice of Psychological Anthropology*. New York: Oneworld Publications.

Additional reading will be distributed as .pdf files.

Exams and Grading

Writing Assignments. The course is broken up into units of approximately 2 weeks each. At the end of each unit, students will submit a brief essay synthesizing the material – both the readings and in class discussions – covered during the unit. Each assignment is due by midnight of the due date and worth 50 points. Assessments must be a minimum of 1200 words, typed, and submitted electronically through Canvas.

Late assignments will be penalized 5 pts/day. For final grades, the lowest grade will be dropped.

The last writing assignment of the semester is a reflection on the course. This essay is also worth 50 points, and due during finals week. This assignment is separate from the other assignments, so not subject to being dropped as the low grade.

In-Class Activities and Participation. I might engage in a straight-up lecture occasionally, but the classroom is designed to be much more interactive, which includes both actual discussion and workshop-like activities. Students are expected to engage seriously in these tasks. Regarding attendance, I do not assign an attendance grade (though I will call names until I know everyone), but it should be clear that students who are not in class cannot participate.

Final Grades. Final grades are based on points accumulated during the semester. Points will be awarded as follows:

Bi-Weekly Assessments:	50 points each (total 300)
Final Assessment	50 points
Attendance	50 points
Total Points	400

Grades will be assigned as follows:

A= 372+, A-= 360-371, B+=348-360, B=332-347, B-=320-331, C+=308-319, C=292-307, C-=280-291, D=240-279, E=<240

There is no extra credit offered for this course.

Course Policies

Electronics. Cellphones must be turned off during class. If you insist on a laptop (not entirely necessary, as I will post any power points), social media sites must be off. There is a significant body of research demonstrating that students who use laptops during class do significantly worse than students who do not.

Academic Honesty. Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else's published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same work for different courses) will lead to the Department's and the University's procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the [University's Honor Code](#).

Accommodation for Students with Disabilities. Students requesting classroom accommodation must first register with the [Disability Resource Center](#). The DRC will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. **Requests must be made by August 31.**

UF Counseling Services. Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

1. [University Counseling and Wellness Center](#), 3190 Radio Road, 392-1575. Personal, career, and emergency counseling
2. [Career Resource Center](#), Reitz Union, 392-1601, Career development assistance and counseling
3. [Writing Studio](#), 302 Tigert Hall, 846-1138. Writing assistance, study skills, test preparation

Course Evaluations. Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). Evaluations are typically open during the last 2-3 weeks of the semester, but students will be notified of specific times when they are open. [Summary results](#) of these assessments are also available to students.

Course Outline

The following course outline is approximate. We may spend more (or less) time on specific topics as class interest dictates. Due dates, however, will occur as scheduled and are not subject to change.

Important Dates:

Reflection Papers Due: **Aug 30, Sept. 13, Sept. 27, Oct 11, Oct 25, Nov. 8, Nov. 27.**

Final Paper due: **Dec. 14**

No Class Nov. 17 (AAA meetings, Montreal, 24 (Thanksgiving))

August 21- 28. Introduction and Orientation to Psychological Anthropology.

Similarities and Differences between Psychology and Anthropology. Emics and Etics. The Concept of Culture.

Readings: Lindholm 1, Guercio 1986, Briggs 1970, Segall et al. 1980.

August 30-September 13. The Western Concept of the Self.

Theory and Philosophy in Psychological Anthropology. The Individual as a Western Construct. Freud and Anthropology.

Readings: Lindholm 2-3, pdf: Barnouw 1978, Freud 1918, Hallowell 1976, Spiro 1993.

September 18-27: Culture and Personality.

Cultural Universals. Freud (Yes, again. Get used to him). Projective Tests.

Readings: Lindholm 4-5, pdf: Barry et al. 1959; Whiting and Whiting 1978, Whiting and Whiting 1975

October 2-16: Beyond Culture and Personality.

The Construction of Worldview. Ritual and Expression. Producing Meaning. Culture and the Body.

Readings: Lindholm 6-7, pdf: Geertz 1984, other readings TBA

October 18-30. Self and the Individual, Reason and Knowledge.

Hybridity, Hierarchy, and Epistemology. Cognitive Anthropology.

Readings: Lindholm 8-9, pdf:, Hay 1977, other readings TBA

November 1 –November 15. Emotions, Mental Health, and Mental Illness

Culture and Biology. More on Cultural Universals. Stigma and Charisma

Readings: Lindholm 10-11. pdf: Kleinman 1987, Hallowell 1934, other readings TBA

November 20-December 6. Contemporary Problems and Solutions.

Love and Identity. Authenticity and being "American."

Readings: Lindholm 12-13. pdf: readings TBA

List of Readings in .pdf format:

Barnouw, Victor

1978. An interpretation of Wisconsin Ojibwa culture and personality. In: George D. Spindler (ed.), *The Making of Psychological Anthropology*; pp. 64-86. Berkeley: University of California Press.

Barry, Herbert III, et al.

1959. Relation of child training to subsistence economy. *American Anthropologist* 61: 51-63.

Benedict, Ruth

1934. Anthropology and the abnormal. *Journal of General Psychology* 10: 59-80.

Briggs, Jean

1970. Kapluna daughter: Adopted by the Eskimo. In: Peggy Golde (ed.), *Women in the field*. Chicago: Aldine de Gruyter.

Freud, Sigmund

1918. The infantile recurrence of totemism. In *Totem and Taboo*; pp. 130-207. New York: Vintage Books.

Geertz, Clifford

1984. 'From the native's point of view:' On the nature of anthropological understanding. In: Richard A. Shweder, and Robert A. Levine (eds.), *Culture theory: Essays on mind, self, and emotion*. Pp. 123-136. Cambridge: Cambridge University Press.

Guercio, Gino

1986. Secrets of Haiti's living dead. *Harvard Magazine*. January/February: 31-37.

Hallowell, A. I.

1934. Culture and mental disorder. *Journal of Abnormal and Social Psychology* 29: 1-9.

1976. Ojibwa ontology, behavior, and world view. In *Contributions to anthropology: Selected papers of A. Irving Hallowell*; University of Chicago Press: Chicago.

Hay, Thomas H.

1977. The development of some aspects of the Ojibwa self and its behavioral environment. *Ethos* 5: 71-89.

Kleinman, Arthur

1987. Anthropology and psychiatry: The role of culture in cross-cultural research on illness. *British Journal of Psychiatry* 151: 447-454.

Segall, Marshall H. et al.

1990. *Human behavior in global perspective: An introduction to cross-cultural psychology*. New York: Pergamon Press.

Spiro, Melford

1993. Is the Western conception of the self 'peculiar' in the context of world cultures? *Ethos* 21: 107-153.

Whiting, John M., and Beatrice Whiting

1975. Aloofness and intimacy of husbands and wives: A cross-cultural study. *Ethos* 3: 183-207.

1978. A strategy for psychocultural research. In: George D. Spindler (ed.), *The Making of Psychological Anthropology*; pp. 41-61. Berkeley: University of California Press.