

Psychological Anthropology

ANT 4930/ANG 6930
Sections 6951/6958
Fall 2011

Tuesdays 4th period, Thursdays 4-5th period
Turlington 2346 (Tuesdays), 2336 (Thursdays)

Instructor: Dr. Peter Collings
Office: B-135 Turlington Hall
Phone: 392-2253x239
Email: pcollings@ufl.edu

Office Hours: T&R 6th period 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 cultural and personality school, and moving toward more contemporary approaches and directions in the discipline. In addition a focus on theoretical perspectives in psychological anthropology, we will also address methodological issues unique to psychological anthropology.

Textbooks and Required Reading

The textbooks for the course are as follows:

Lindholm, Charles. 2007. *Culture and identity: The history, theory, and practice of psychological anthropology*. New York: Oneworld Publications.

Freud, Sigmund. 2010. *Civilization and its discontents*. New York: Norton.

Scheper-Hughes, Nancy. 2001. *Saints, scholars, and schizophrenics*. University of California Press.

Luhrmann, T.M. 1988. *Of Two Minds: An anthropologist looks at American psychiatry*. New York: Vintage Books.

Lindholm is our primary text and will provide us with a general overview of various trends and developments in psychological anthropology. Freud, Scheper-Hughes, and Luhrmann provide in-depth examinations of specific threads in the discipline. Much of our reading, however, will come from the primary literature, and so will be available as .pdf files, which be distributed through Elearning.

Exams and Grading

Participation. Because this is a reasonably small class, this class will be conducted in a discussion-oriented format. No one wants to listen to me talk for three hours a week, believe me. Generally, I will provide a list of questions and discussion points that will help us through each week's readings. I envision classes as more like debates rather than lectures, focused on questions, such as "what are the strengths and limitations of a psychoanalytic approach to understanding cultural behavior?"; "What is the nature of the self and its

relationship to culture?"; or "what are the limitations of anthropological approaches to understanding psychological phenomena?"; in each case, the readings form the basis of the discussion. *This is not a passive classroom.* To do well, as a student you will need to actively engage in the class discussions.

Graduate students will be employed somewhat differently. In addition to general participation in class discussions, one period per week will be devoted to graduate students leading the discussion of a particular reading. There will be plenty of choice; each graduate student will present at least twice during the semester and will have the option of presenting material of particular interest.

All of these endeavors fall under "participation", and all students will receive a grade (100 pts total) that summarizes contributions to the class.

Exams. There will be two exams, a mid-term and a final. Each is worth 100 points. Exams will consist of a combination of short answers and long essay questions. Both exams will be take-home and open book, due on the dates listed below. I generally hand out the exam a week or 10 days before the due date.

Research Paper. Undergraduate students are required to write a 14-16 page paper on a topic based on "psychological anthropology." There is a great deal of leeway here, but topics should be approved beforehand; thus, paper proposals are due well ahead of the paper due date. The term paper is worth 100 points. Details will be forthcoming at our second class meeting. If 14-16 pages seems like a lot, consider that graduate student papers should be manuscript length (20+ pages).

Final Grades. Final grades are assigned out of 400 points (100 for participation, 100 for each exam, and 100 for the term paper). A detailed grade breakdown is as follows:.

A=360+, A-=352, B+=340, B=320, B-=312, C+=300, C=280, C-=272, D=250, E=<250

Policy on Make-ups: Exam and research paper due dates (listed below) are not subject to change. Late work will be penalized 10 pts. for each day past the due date of the assignment. If you anticipate a problem meeting a deadline, please see me in advance to discuss the matter and make alternative arrangements.

Course Policies, Procedures, and Resources

Elearning/Sakai: I will be using Sakai to manage the course. This means that all important materials can be viewed online using Sakai, including a copy of the syllabus, exams, assignments and any supplemental readings or links I might think to post. While Sakai is a useful tool for managing this course, it is important to remember that this is not an online course, and I am only using Sakai as an organizational tool.

Attendance. I will call roll until I know all of your names, but I do not feel the need to assign a grade based on attendance. However, given the size of the class and my emphasis on discussion of the material, it will be difficult for you to participate if you are not here. You have a responsibility to both the class and yourself to be here. UF policy is that students will attend all classes. I will also note that class attendance is highly correlated with your performance on exams, and thus your grade in the course.

Communication: Don't be shy about contacting me via email, coming to office hours, or asking questions. There is only a single caveat: I have a very full life at both work and at home. Teaching this class is but one of the many facets of my job as a professor. In addition, my activity patterns are quite different from that of the average college student. All this is to say that when you email me at 1:00 am, you are not likely to get an immediate response. I don't live for email or update my life on Facebook hourly. But be patient. I will get back to you.

Classroom Behavior: Being in class is an indication that you are here to learn something about anthropology. I expect that cell phones will be turned off during the lecture, that you will pay attention in class, and that you will remain seated during class. Passing notes, chatting with your neighbors, reading the newspaper, doing your math homework, playing World of Warcraft, surfing Facebook, or texting under the desk are distracting

to and disrespectful of everyone in the class. If you do need to leave early, please sit in a location where your movement will cause the least disruption. If you need to chat with your neighbor, please wait until after class. Really, if you can't stay away from checking email, logging onto Facebook, texting under the desk, or playing an online game for an entire class period, you should seek professional help.

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](#) and the student conduct code. If you are unsure whether your activities are legitimate regarding paper writing and exam taking, please do not hesitate to ask me.

Accommodation for Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. **Please make any requests by the second week of class.**

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 and career counseling
2. [Sexual Assault Recovery Services \(SARS\)](#), Student Health Care Center, 392-1161, sexual counseling
3. [Career Resource Center](#), Reitz Union, 392-1601, career development assistance and counseling
4. [Reading & Writing Center](#), Broward Hall, 392-0791, writing assistance, study skills, test preparation

Course Outline

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

Important Dates:

Paper Proposals Due: **September 29**

Mid-Term Exam: **Due October 13**

Papers Due: **November 22**

Final Exam: **Due December 12, noon**

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

August 22-September 8. Historical Roots and a Basic Orientation to Psychological Anthropology. Emics and Etics.

Readings: Lindholm 1-4, Freud (all), pdf: Guercio 1986, Briggs 1970, Lambo 1978, Harris 1976, Segall et al. 1990.

September 13-22. Culture and Personality.

Readings: Lindholm 5, pdf: Barnouw 1978; LeVine 1982, Benedict 1934; La Barre 1958

September 27-October 13. Beyond Culture and Personality. The Yale Synthesis, national character, socialization.

Readings: Lindholm 6, pdf: Barry et al. 1959; Whiting and Whiting 1978, Whiting and Whiting 1975

October 18-Nov.1. Self, the Individual, and Emotional Expression.

Readings: Lindholm 8-10, Scheper-Hughes (all), pdf: Hallowell 1976; Spiro 1993, Hay 1977, Geertz 1984

November 3 -22. Mental Disorders, Mental Health, and Mental Illness. Culture-Bound Syndromes. Cross cultural psychiatry.

Readings: Luhrmann (all), Lindholm 11-13 .pdf: Kleinman 1987, Hallowell 1934

November 29-December 6. Loose ends.

Catch-up. 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.
- Harris, Marvin
1976. History and significance of the emic/etic distinction. *Annual Review of Anthropology* 5: 329-350.
- 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.
- Lambo, Thomas Adeoye
1978. Psychotherapy in Africa. *Human Nature*, March: 176-180.
- La Barre, Weston
1958. The influence of Freud on anthropology. *American Imago* 15: 275-328.
- LeVine, Robert A.
1982. Culture, Behavior, and Personality, 2nd edition. New York: Aldine de Gruyter.
- 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.