

Psychological Anthropology

ANT 4930/ANG 6930

Class #27263

Fall 2022

Tuesdays 5-6th period, Thursday 6th period
Turlington 1101

Instructor: Dr. Peter Collings

Office: B-135 Turlington Hall

Phone: 392-294-7593

Email: pcollings@ufl.edu

Office Hours: Thursdays 10-noon 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:

Bock, P.K. and S. Leavitt. 2019. *Rethinking Psychological Anthropology*. Waveland Press.

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. 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 worth 100 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. This classroom is designed to be much more interactive, which includes both discussion of the assigned readings, workshop-like activities, and some lecturing. Because of the interactive and discussion-oriented nature of the classroom, participation is expected and is worth 50 points toward the final grade.

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

Bi-Weekly Assignments:	50 points each (total 250)
Final Assignment	100 points
Participation	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.

UF Policies

Academic Honesty: When students enroll at UF they commit themselves to honesty and integrity. As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." On work submitted for credit by UF students, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Campus Helping Resources: Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counselling resources. The UF Counselling and Wellness Center provides confidential counselling services at no cost for currently enrolled students.

1. Counselling and Wellness Center, <http://www.counseling.ufl.edu/cwc/>
2. Student Health Care Center: <http://shcc.ufl.edu/> For an overview of various resources see <http://www.distance.ufl.edu/getting-help>

Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Technical assistance:

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at: • Learning-support@ufl.edu

- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

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 for assignments are not subject to change.

Important Dates:

Assignment Due Dates: **September 15, Sept 22, Oct 13, Oct 27, Nov10, Dec 6.**

Final Assignment due: **Dec. 14**

No Class Nov. 24 (Thanksgiving)

August 25-Sept. 1. Basic Concepts: Introduction and Orientation to Psychological Anthropology.

Readings: Bock and Leavitt Chapter 1, Guercio 1986, Briggs 1970, Gmelch 1992 ([here](#)), Segall et al. 1990.

Sept. 6-8. Freud, Psychoanalysis, and Culture

Readings: B&L 2, pdf: Barnouw 1978, Freud 1918, Delebarre 2022 ([here](#))

September 13-22: Culture and Personality.

Readings: S&L 3,4,5, Interlude. Pdf: Hallowell 1976, Benedict 1934, Costa and McCrae 1992

September 27- October 6: Beyond Culture and Personality.

Readings: S&L 6-7, pdf: : Barry et al. 1959; Whiting and Whiting 1978, Whiting and Whiting 1975

October 11-20. Cognition, Behavior, Structure.

Readings: S&L 8-10; pdf:, Hay 1977, Quinn TBA, Goffman TBA

October 25-November 3. Emotions, Mental Health, and Mental Illness

Readings: S&L 11-12; pdf: Kleinman 1987, Hallowell 1934, Luhrmann 2011

November 8-15 The Body, Embodiment

Readings: S&L 13-14; pdf: Geertz 1984, Csordas TBA, Good 2012

November 15-December 1. Childhood and Human Development

Readings: S&L 15. pdf: 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.

Costa, and McCrae. 1992. The Five-Factor Model of Personality and it's Relevance to Personality Disorders. *Journal of Personality Disorders* 6(4): 343-359.

Delebarre, Henri. 2022. Fashion, Ego, and Psyche: When Clothes Make the Mood. *Antidote*. (article [here](#)).

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.

- Gmelch, George. 1992. Baseball Magic. *Elysian Fields Quarterly* 11(3): 25-36.
- Good Byron. 2012. Phenomenology, Psychoanalysis, and Subjectivity in Java. *Ethos* 40(1): 24-35.
- 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.
- Luhrmann, Tanya. 2011. Hallucinations and Sensory Overrides. *Annual Review of Anthropology* 40:71-85.
- 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.