

ANTH 3303: Self, Culture and Mind: Introduction to Psychological Anthropology

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About the Instructor

I am an Assistant Professor in the Department of Anthropology at SMU where I am in my fifth year of teaching. I also teach in the Health and Society major and have an appointment as an Adjunct Assistant Professor of Psychiatry at UT-Southwestern Medical School. This class will offer credit for both Anthropology and Health and Society. My research expertise lies at the intersections of psychological and medical anthropology, and focuses on cross-cultural experiences of mental health, mental illness and mental health care. I have extensive experience engaging in ethnographic and mixed methods mental health services research projects with diverse communities in the United States and northern Tanzania. My publications include an ethnographic book, *Recovery's Edge*, as well as over 20 articles and book chapters related to anthropological studies of mental health and mental health care. I have active research projects in Dallas, funded by the National Institute of Mental Health and the Hogg Foundation for Mental Health Research, as well as in Tanzania. I love to include students in my research lab. I look forward to teaching students more about mental health and mental health care around the globe in a small setting where we can spend more time together.

Course Description

This course explores the contributions of anthropology to understanding the experience of psychological phenomenon and mind across cultures. It will examine anthropological theories about the interplay of culture, mind and self in various Western and non-Western societies. Child development, cognition, emotion, morality, altered states, "brain sciences" and mental health and illness are analyzed from a cross-cultural perspective. Working through a full range of classic and modern works in medical and psychological anthropology, we debate the ways that social context—and local notions of what is "good," "beautiful" and "true" that are upheld in these contexts—impact one's everyday life and one's experience of one's own mind, and with what consequences.

All of the books listed here can be ordered on Amazon. All other readings can be found on our course CANVAS website.

Margaret Mead, Coming of Age in Samoa

Sigmund Freud, Civilization and Its Discontents

Neely Myers, Recovery's Edge: An Ethnography of Mental Health and Moral Agency

Angela Garcia, The Pastoral Clinic: Addiction and Dispossession along the Rio Grande

UNIVERSITY POLICIES

Disability Accommodations: Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Campus Carry: "In accordance with Texas Senate Bill 11, also known as the "campus carry" law, following consultation with entire University community SMU is a weapons-free campus. Specifically, SMU prohibits possession of weapons (either openly or in a concealed manner) on campus. For more information, please see: http://www.smu.edu/BusinessFinance/Police/Weapons_Policy."

Academic Dishonesty: Students are expected to adhere to the University Honor Code. Students who do not will receive a 0 on the assignment in question. If a student is caught engaging in academic dishonesty on more than one occasion, further disciplinary actions will be sought. The definition, set by SMU students, appears below:

We, the students of Southern Methodist University, with the approval of the Provost and the Dean of Student Life, establish the Honor Council to uphold the standards of academic integrity set forth in the Honor Code. Acts punishable under the code include, but are not limited to the following:

ACADEMIC SABOTAGE *Intentionally taking any action which negatively affects the academic work of another student.*

CHEATING *Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.*

FABRICATION *Intentional and unauthorized falsification or invention of any information or*

citation in an academic exercise.

FACILITATING ACADEMIC DISHONESTY *Intentionally or knowingly helping or attempting to help another to violate any provision of the Honor Code.*

PLAGIARISM *Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.*

BASIS OF YOUR FINAL GRADE

1. **Attendance and Participation. 15%**
2. **Culture and Mind Presentation. 25%**
3. **Culture and Mind Bibliography. 15%**
4. **Image Response Research Project. 25%**
5. **Reading Pop Quizzes. 20%**

NOTE: Late assignments will be dropped a full grade for the first hour late, and an additional 1/3 grade for every additional 12 hours that they are late. (Thurs, 930 AM: A+; Thurs, 11 AM: B+; Thurs, 11 PM: B, etc.)

1. Attendance and Participation. 15% of your final grade.

Please attend class and participate regularly. I expect excellent attendance. Students who wish to be excused from class due to a religious holiday must inform the Professor, by email, of the planned absence no later than *the third week of class*. No exceptions. Participation means attempting to engage with the material in class, either in small groups that you are split into during the class or during an overall class discussion.

2. Culture and Mind Presentation. 25% of your final grade.

On the first day of class, each student will be assigned a group and a partner with whom they will choose a topic from those listed below for this assignment. Working in pairs, each student will offer a 10-minute presentation on one of the culturally salient mental health conditions listed below. After the presentation, students will then have 3-5 minutes for questions from their classmates. The presentation should include a relevant lecture using slides, and may include up to 2 minutes of video to illustrate some aspect of your presentation.

Grading Rubric for In-Class Presentation

Your presentation will be graded on whether or not it included the following.

Each is worth 10 points:

- 1) Cultural/historical context of people experiencing this ailment
- 2) Who typically experiences or experienced this ailment—are there patterns in gender, age, class, etc.? Do these vary in different cultural settings?
- 3) What are the symptoms? How are they experienced and understood locally?
- 4) Are there (or were there) any local/indigenous cures or treatments available?
- 5) Describe the relationship between social context, symptoms, and treatment options
- 6) Images/video used are interesting, clear and appropriate
- 7) Clarity of information on slides (not too much info)
- 8) Engaging with the audience (looking at the audience when speaking)
- 9) Finishing on time
- 10) Quality of evidence used

Presentation Topics

Ataque de nervios (Latinos, Puerto Rico)
Amok/amuk/ngamuk (Malaysia)
Latah (Singapore)
Koro (Southeast Asia)
Pibloktoq (Arctic Eskimos)
Boufee Delirante (West Africa and Haiti)
Susto (Latin America)
Brain Fog Syndrome (West Africa)
Hwabyung (Korea)
Locura (Latinos in the U.S.)
Zar (North Africa, Middle East)
Orpeko (Tanzania Maasai)
Berserkr (Old Norse)
Khyal Cap (Cambodian)
Kufungisisa (Zimbabwe)
Wendigo "Psychosis" (Algonquin)
Shenjing Shuairo (China)
Taijin (Japan)
Hikikomori (Japan)

3. Culture and Mind Bibliography. 15% of your final grade.

Each Culture and Mind Presentation will have a slide at the end that includes a bibliography for the project. Bibliographies must include at least ten scholarly references that follow the Chicago Manual of Style Author-Date Format, which can be reviewed here:
https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Each reference is worth one point on your final grade, so please choose carefully. Also, each reference is worth 10 points (out of 100) for the assignment. Grammatical errors (incorrect citation format) will lose 5 points per reference. References that are not scholarly will also result in the loss of a 5 points per reference.

All references should be from a scholarly source: academic journal articles, reputable news sources (e.g., Reuters), references books, or books published by a university press. If you need help, please ask Jennifer Sullivan, the SMU Anthropology research librarian. You can schedule a consultation with her here: <https://sites.smu.edu/libraries/librarians/>

Your bibliography should be in the American Anthropological Association format, which follows the Chicago Manual of Style Author-Date style. More information can be found here: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html. It is crucial that you strictly follow this style (punctuation, spaces, including websites that you used to find the citation, etc.). Partners for each topic will turn in one joint bibliography, with one grade assigned to you both. If you choose, you may turn in your bibliography to me ONE WEEK BEFORE your presentation for a review and feedback of the quality of the bibliography.

This is how we will assess your **Information Literacy** proficiency, so please take the bibliography seriously.

4. Image Response Research Project. 25% of your final grade.

I will share an image with you on the first day of class. You will all receive the same image. It

is very unlikely that many of you will know what it is. If you do, please do not share the answer with your classmates. Please do not share the answer with anyone you are interviewing, either. This will hurt the experiment.

Once you have the image, please share it with a **diverse group** of 8-10 people that you know and ask them to offer a brief response explaining their **IMMEDIATE REACTION** to what they think this image signifies. Given that we are in a remote location, it is acceptable to email this image to friends or family to diversify your sample. You are not looking for a one-word response, but a few sentences on their thoughts. Please take notes as they are talking or immediately after you share the image. There is no right or wrong response!!! Please discourage them from asking you any questions and do not ask them when there are others around them (so that you can get a more honest answer). We are looking for their immediate reaction **ONLY**. Please distill these responses down into 3-5 themes that you describe in a 2-page discussion paper using the techniques we discuss in class. If you notice differences by age, gender, cultural affiliation, etc., please note this in your paper. Papers should be uploaded to CANVAS and will also be shared in class on the day the responses are due. On that day, we will explore our findings as a group.

5. Reading Pop Quizzes. 5% of grade each, 20% of your final grade.

There will be 4 reading pop quizzes throughout the semester. These will not be announced ahead of time. Questions may be multiple choice, T/F, fill in the blank, or short answer. Each quiz will be worth 5% of your final grade, so please be prepared.

This assignment will also count as your assessment grade for **Global Engagement**.

UNIVERSITY CURRICULUM

Individuals Institutions and Cultures, Level 2 or Historical Contexts (2016)

To meet this UC requirement, students will demonstrate that they are able to evaluate critically the research outcomes, theory, and/or theoretical applications in the study of individuals, institutions, and cultures that shape economic, political and social experiences. This requirement will be assessed as part of your **Culture and Mind Presentation**. In your oral presentation, you will examine how/why a certain mental phenomenon is being expressed in a particular social context and the research related to that phenomenon.

Global Engagement

Throughout the course, we will be engaging in graded coursework that reflects substantive intellectual engagement with concerns related to non-US cultures or to immigrant cultures within the United States. Ongoing assessment of your engagement will occur. Students will gain an enhanced awareness of personal values and attitudes pertaining to global identity and commitment through engagement with other societies and cultures. This will be assessed through a question on your **Reading Pop Quizzes** using course materials.

Human Diversity

To satisfy this requirement, you will demonstrate an understanding of the historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments. This will be assessed by your **Image Response Research Project**.

Information Literacy

To assess this requirement, your oral presentation will include a slide about the **Culture and Mind Bibliography** on the topic at hand.

Schedule of Readings

Part I. What is psychological anthropology?

Thursday, May 16: What is Culture?

- Introduction to Psychological Anthropology
- What is Culture?
- Film: Maasai Women
- Readings: Levine, Properties of Culture: An Ethnographic View*
Miner, 1956, Body Ritual among the Nacirema*
Sapir, 1934, The Psychology of Culture*
- Discuss Image Response Research Project and Demo

Friday, May 17: How do anthropologists know?

- Ethnographic Methods
- Film: A Man Called Bee
- Discuss and assign Culture and Mind Presentation Projects
- Library Tour and Research Tutorial

Part II. Mind and Self

Monday, May 20: Freudian Perspectives in Psychological Anthropology

- Psychoanalytic Roots of Psychological Anthropology
- Culture and Self: Classic Perspectives
- Readings: Freud, Civilization and Its Discontents, selected chapters

Tuesday, May 21: What about childhood and adolescence across cultures?

- Culture, Childhood and Adolescence
- Readings: Margaret Mead, Coming of Age in Samoa, Selected chapters
- Film clips: Babies
- Film clips: Inside an Apache Rite of Passage to Womanhood

Wednesday, May 22: What about modern selves? Moral and Emotional Perspectives

- **Reading:** Markus and Kitayama, 1991, Culture and the Self: Implications for Cognition, Emotion and Motivation* (skim the article)
- **Reading:** Rosaldo, 1989, Grief and a Headhunter's Rage, pg. 22-42 of Culture and Truth*
- Image Response Research Project DUE; in-class discussion

Part III. What is a Deviant Self?

Thursday, May 23: A History of Deviant Selves

- Reading: Neely Myers, Recovery's Edge, first half of book

Friday, May 24: How do Western cultures manage deviance?

- Reading: Neely Myers, Recovery's Edge, second half of book

Tuesday, May 28: Culture and Addiction—The Opioid Crisis

- Reading: Angela Garcia, The Pastoral Clinic: Addiction and Dispossession along the Rio Grande, selected chapters
- Reading: Hansen, Is the Prescription Opioid Epidemic a White Problem?
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5105018/>

Wednesday, May 29: Culture, Beauty and Eating Disorders

- Reading: Watters, Eating Disorders in Hong Kong
- Film: Thin

Part IV. Healing the Mind and Ways Forward

Thursday, May 30: Mental Health and Healing across Cultures

- Reading: Bourignon, Trance and Spirit Possession across Cultures
- Reading: Heller, Sacred Play at Burning Man
- Reading: Lewis, Flexible Selves
- Film: Burning Man

Friday, May 31

- In-Class Presentations
- Culture and Mind Discussion

***Note: The syllabus and course schedule are subject to change at the discretion of the instructor.**