

Anthropology 413/513
Culture and Psychology
Winter 2016
Working Syllabus



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Office Hours: Monday and Wednesday 12:30-1:30 and by appointment

Psychological Anthropology (Culture and Psychology) is the sub-field of cultural anthropology that focuses most specifically on the relationships between cultural and psychological fields. It poses a variety of questions, such as: How does culture affect individual psychology? Is there such a thing as the "self" or "human nature" and, if so, what do these look like? How does emotion arise? What is the mind? What is the relationship between sociocultural and historical/political processes and notions of individual identity and the self? What is the relationship between culture and mental health and illness? In this course, we will begin by examining some core controversies in psychological anthropology, which, as we will see, are indicative of controversies in anthropology and the social sciences, more generally. We will then explore four major areas in psychological anthropology: self/selves and identity, emotion, and mental health/illness. We will see how the core controversies play out in these three areas and at the end of the course, you will be in charge of the curriculum.

Course Objectives:

By the end of this course, you will have the tools to

1. Discuss the counterpoint between ideologies of universal mind versus culturally constructed mind.
2. Explain the culturally variable nature of the self and the difference between the Western ideas of bounded self versus other constructions.
3. Understand how selfhood, emotion and mental health/illness are interrelated in a variety of cultural circumstances and settings.

Readings and films:

Books (available at the Duck Store):

Theresa O'Neill, *Disciplined Hearts*. University of California Press, 1996.

Parin Dossa, *Politics and Poetics of Migration*. Canadian Scholars' Press, 2004.

Articles and book excerpts on Canvas.

Films (in addition to videos and films included in lectures). All can be rented through Amazon:

1. *Remains of the Day*
2. *Shall We Dance* (the Japanese version, NOT the Jennifer Lopez version)
3. *The Magdalene Sisters*

Anth 413 Requirements: (No midterm & no final)

1. Participation in Discussion Board Forums (35% of final grade)
2. Term project (65% of final grade):
 - a. Presentation--5 minutes (20% of final grade)
 - b. Final paper—1500-2000 words (30% of final grade)
 - c. Peer evaluations of presentations—due by midnight Friday of Week 10 (15%)
3. Watch 3 films outside Class: Films are available to rent or download through Amazon. I'm not sure whether you can find them through Netflix. They are also available on reserve at Knight Library (the Circulation Desk can tell you where video/DVD reserves are).
 - View before Jan. 23: *The Remains of the Day*
 - View before Feb. 6: *Shall We Dance?* (Japanese version)
 - View before Mar. 6 (possible): *The Magdalene Sisters*

513 Requirements (Graduate Students Only)

1. Complete readings and watch films.
2. Set up 2-3 individual meetings with Chris.
3. Teach part of a class.
4. Write a 12-14 (double-spaced, 12-pt. font, 1-in. margins) page research paper related to the subject taught.

Grading Guidelines:

- A: Does the assignment exceptionally well—richer, deeper analysis and insightful discussion. Outstanding written work and participation. Shows a very high quality of understanding of course material.
- B: Does more than just the assignment and does it well. Very good written work and participation. Shows a high quality of understanding of course material.
- C: Does the assignment but nothing more. Acceptable written work and participation. Shows an understanding of course material.
- D: Does not really do the assignment. Poor written work. Shows minimal understanding of course material.
- F: Incomplete work and/or shows a lack of understanding of course material.

Final grades will be determined as follows:

- 90-100 = A- to A+
- 80-89 = B- to B+
- 70-79 = C- to C+
- 60-69 = D
- <60 = F

Class Protocols: Passionate—always respectful--disagreement is an important part of learning, so we should work together to foster a class environment where excited inquiry, when it happens, can take place respectfully and even kindly. In other words, be polite, treat each other—and me—with respect and kindness when there is disagreement--even (maybe especially) if you are annoyed or angry. I want you to bring up disagreements or questions with me; I will always endeavor to answer you well, though I can't always promise to give you the answer you want. In an online course, most interaction occurs on discussion boards and emails, so we'll work together to build the classroom community that suits your needs.

Accommodations: Accommodations will gladly be made for students with disabilities. If you anticipate needing accommodations, please speak with Chris early in the quarter. Also, if English is not your first language and you need some extra help, please let me know.





CLASS SCHEDULE



Week 1: Introduction, What is a Self? & The Human Nature Debate

Read:

1. *Shweder*, "Romantic Rebellion"
2. *Spiro*, "Some Reflections On. . ."
3. *Azar*, "Your Brain on Culture"
4. Read over the syllabus and plan your work load for the term.

Discussion 1 due by midnight Sunday January 10

Week 2: Classical Culture and Personality

Read:

Piker, *Classical Culture and Personality*
Baxter, "Symbol as Symptom"
 Begin *Disciplined Hearts*

Due: Discussion 2 due by midnight Sunday January 17.

Before next week, view "Remains of the Day."

Week 3: Social Structural School

Read:

Continue *Disciplined Hearts*
Bock, *Social Structure*
Kondo, *Creating the Self*

Due: Discussion 3 due by midnight Sunday 24 January

Week 4: Crafting Self

Read:

Continue *Disciplined Hearts*
Baxter, "Honor Thy Sister"
Ewing,

Due: Discussion 4 due by midnight 31 January.

Week 5: Self/Emotion/Identity

Read:

Finish *Disciplined Hearts*
Robarchek, "Waorani Grief"
Wikan, *Managing the Heart to Brighten Face and Soul*

Watch “Shall We Dance” (Japanese version, NO Jennifer Lopez) before Week 6.

Due: Discussion 5 due by midnight Sunday 7 February.

Week 6: Self/Identity/Emotion 2—Disciplined Hearts

Read:

Begin *Politics and Poetics of Migration*
Rebhun, A heart too full

Due: Discussion 6 due by midnight Sunday 14 February.

Week 7: Mental Health

Read:

1. Continue *Politics and Poetics of Migration*
2. Dossa, Social Suffering
3. Baron Cohen, Is Asperger’s Syndrome Necessarily a Disability?

Due: Discussion 7 due by midnight Sunday 21 February.

Possible outside movie: *The Madeleine Sisters* (watch by Feb. 18)

Week 8: Globalization and Mental Health/Illness

Read:

1. Finish *Politics and Poetics of Migration*
2. Mendenhall, “Introduction” (to *Syndemic Suffering*)
3. TBA

DUE: PRESENTATIONS DUE by Sunday midnight 28 February.

Week 9: View presentations, write up evaluations and submit

Week Ten: Continue to view and evaluate Group Presentations

DUE: PEER EVALUATIONS DUE by Friday March 11 midnight.

Finals Week

DUE: FINAL PAPER DUE by midnight Tuesday March 15 (early submissions will be very much appreciated).



