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 impact individual psychology? What is the “self” and how is identity formed? Is there such a thing as “human nature,” and, if so, what were/are the forces that have created it? How does emotion arise? 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 basic principles and core controversies in psychological anthropology. We will then explore three major areas in psychological anthropology: self/selves/identity, emotion, and mental illness.

Readings:

Books:


Chapters and Articles (on CANVAS): List of all CANVAS readings is at the end of the syllabus

413 Requirements:

1. “Pop” Quizzes: We will have five pop quizzes. Each quiz has 6 multiple choice and/or true and false questions. Most of the questions come from the week’s readings and a smaller number will come from lectures. For example, a quiz week 2 would have questions from the readings assigned for week 2 and it may also have questions from that week’s lectures. Some quizzes will be given at the beginning of class and others at the end of class. There are NO
makeups under any circumstances. The pop quizzes are intended to encourage you to both attend classes and keep up with the readings. Make-up quizzes defeat those purposes! Total points possible: 30

2. **Midterm**: The midterm has two parts. Part one is an essay and requires you to answer one (of two) questions from lectures, readings, and films. Part two requires you to reflect on your own self/identity and, in particular, on the issue of social media and its relationship to notions of the self/identity and/or emotion. Guidelines will be provided on CANVAS on Wednesday, January 25 and **the midterm is due on Tuesday, February 14 in class.** Total points possible: 30

3. **Final Essay Exam**: The final exam has two parts. Part one consists of one question that all students will answer. Part two consists of three shorter questions and students will answer two of them. The question in part one will be posted on Tuesday, March 14 and the questions in part two will be posted on Friday, March 17. The exam is due on CANVAS on **Monday, March 20 by 5 pm.** Total points possible: 35.

**513 Requirements**

1. **“Pop” Quizzes**: We will have five pop quizzes. Each quiz has 6 multiple choice and/or true and false questions. Most of the questions come from the week’s readings and a smaller number will come from lectures. For example, a quiz week 2 would have questions from the readings assigned for week 2 and it may also have questions from that week’s lectures. Some quizzes will be given at the beginning of class and others at the end of class. There are NO makeup quizzes under any circumstances. The pop quizzes are intended to encourage you to both attend classes and keep up with the readings. Make-up quizzes defeat those purposes! Total points possible: 30

2. **Midterm**: Students answer one essay question. Answer should be 3-4 pages. The midterm question will be posted on CANVAS on Wednesday, January 25 and is due on Tuesday, February 14 in class. Points possible: 15.

3. **Final Essay**: Students answer one essay question. Answer should be 3-4 pages. The essay will be posted on CANVAS on Tuesday, March 14 and is due on Monday, March 20 by 5 pm. Points possible: 15

4. **Research Paper**: Students will select a topic that is pertinent to our class to research, write about and present to the class (week 10). Students must choose their topic in conjunction with the professor. Full guidelines will be provided on CANVAS. Research papers are due on CANVAS on Tuesday, March 21 by 5 pm. Research paper points possible: 35. Class presentation points possible: 5 points.

**How Grades Are Determined: Standards for Grading**
These standards are set by the Department of Anthropology for all courses.

A+: Quality of student’s performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.

A: Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.

B: Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.

C: Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.

D: Quality of performance is at the minimal level necessary to pass the course, but does not fully meet the course requirements; demonstrates a marginal understanding of course content.

F: Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.

Final grades are figured based on points, not percentages.

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<th>Points</th>
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Class Guidelines: Please follow the guidelines below:

1. Turn off electronic devises and keep phones out of sight.
2. You may use a laptop for note-taking ONLY. No other use is permitted (no email, Facebook, etc.) Students who do not conform to this guideline will no longer allowed to use a laptop during class.
3. Be respectful to the professor and students by paying attention: no side-conversations, etc.
4. The professor is available during office hours and by email. You are encouraged to attend office hours. Before you email questions, make sure you’ve checked the syllabus and that the answer to your question isn’t there. Most questions have been answered in the syllabus. The professor will
return emails within 48 hours.

5. If you have a question about an assignment, make sure you ask it a minimum of 48 hours before the assignment is due.

6. Extensions on required work are very rarely given. If you have a documentable emergency, it's necessary to be in touch with the professor before the assignment/exam is due. Requests for extensions after due dates will not be considered.

7. Incompletes in the course are rarely given and a student must show exceptional cause for an incomplete to be granted. According to university rules, an incomplete can only be given when a student has done almost all of the requirements.

Accommodations: Accommodations will gladly be made for students with disabilities. If you anticipate needing accommodations, please speak with the professor early in the quarter.

Academic Honesty: Students at the UO are expected to act with academic honesty. It is the official policy of the University of Oregon that all acts of alleged academic dishonesty by students must be reported to the Director of Student Conduct and Community Standards in the Office of Student Life. The two most prevalent forms of academic dishonesty are cheating and plagiarism. For more information, see the UO website at https://studentlife.uoregon.edu/conduct.

Class Schedule

(Readings should be completed by the date they are listed under)

Week One: Introduction to Course and Topics

1/10: Beginnings of Psychological Anthropology

1/12: Culture and Personality

Read: Picker, Classical Culture and Personality; Ingham, Introduction (Psychological Anthropology Reconsidered)

Week Two: The Self and its Construction

1/17: The impact of social structure on the self

Read: Erchak, Adaptation and the Cultural Construction of the Person; Bock, Social Structure and Personality
1/19: Introduce Disciplined Hearts and watch clips from The Remains of the Day and Discussion

Read: Begin O'Neill, Disciplined Hearts (Pp. 1-44)

**Week Three: Emotion**

1/24: Emotions: Development and Expression

Read: Continue O'Neill (Pp. 45-109)

1/26: Expressions of Sadness, Grief and Rage

Read: Robarchek, Waorani Grief and the Witch-Killer’s Rage; Abu-Lughod, Veiled Sentiments

**Week Four: The Self/Identity/Emotion and Social Media**

1/31: Self-Branding

Read: Hearn, Meat, Mask, Burden: Probing the contours of the branded self; Monago, Self-Presentation and Gender on MySpace

2/2: Exercise and Discussion: The Self and Emotion on Social Media

Read: Continue O’Neill (Pp. 110-139)

**Week Five: Disciplined Hearts: Self, Emotion, Mental Illness**

2/7: DH, History, Identity, and the “Really Indian”

Finish O’Neill (143-215)

2/9: DH: Loneliness, Depression, and the DSM

**Week Six: Self and Emotion in Japan**

2/14: Watch Dream Girls (Japanese) and Discuss

Read: Kondo, The Ethics Retreat (Disciplined Selves)

2/16: Discussion of the Ethics Retreat, Dream Girls and Shall We Dance? (Japanese version)

Read: Begin Schepers-Hughes (Prologue, Introduction, Chapters 1 and 2)

**Week Seven: Mental Health and Illness**

2/21: The Psychobiological and Cultural Components of Mental Health/Illness

Read: Desjarlais (2 files)
2/23: A Focus on the Cultural
Read: Baxter, Symbol as Symptom; Continue Scheper-Hughes (Chapters 3 and 4)

**Week Eight: Saints, Scholars, and Schizophrenics**
2/28: S, S, & S: Political Economy of Mental Illness
Finish Scheper-Hughes (Chapters 5, 6, and Concluding Observations)
3/2: S, S, & S: Childrearing, Siblings, and Sex

**Week Nine: Illness, Exported**
3/7: PTSD in Global Context
Read: Watters, The Wave that Brought PTSD to Sri Lanka
3/9: Putting It Together
https://www.youtube.com/watch?v=bH6ty1wkJlw (Great exportation of cure (14 min)

**Week Ten: Graduate Student Presentations**
3/14 and 1/16
No Readings

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**Articles and Book Chapters on CANVAS**

**Week One:**


**Week Two:**

Week Three:


Week Four:


Week Six:


Week Seven:


Week Nine:
