

González, *Psychological Anthropology*, Fall 2017

Psychological Anthropology
Anth-243-01

Spring 2017
Tuesday and Thursday 3:00-4:30 p.m.
Location: CARN 05
Macalester College



Instructor: Olga González
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Office hours: Wednesday 5:00-6:30 p.m.; Friday 1:30-3:30 p.m. by appointment. There is a sign-up sheet on the bulletin board outside my office.

Course Description:

This course introduces the field of psychological anthropology. Psychological Anthropology seeks to understand the relationship between personal and sociocultural phenomena – between such aspects as personality and mind, and society and culture. In this course we will explore the relationship between self, culture and society. We will examine and discuss critically the broad array of methods and theories anthropologists use to analyze personality, socialization and mental illness in different societies. Our aim is to address questions related to the cultural patterning of personality, the self and emotions and to understand how culture might shape ideas of what a person is. We will also seek to understand how cultures define behavior as abnormal or pathological, and how they make sense of trauma and suffering.

Required Texts:

- *Hejtmanek, Katie Rose. 2015. Friendship, Love and Hip Hop: An Ethnography of African American Men in Psychiatric Custody. New York: Palgrave Macmillan.*
- *Kusserow, Adrie. 2004. American Individualisms: Child Rearing and Social Class in Three Neighborhoods. New York: Palgrave Macmillan.*
- *O’Neill, Theresa DeLeane. 1996. Disciplined Hearts: History, Identity and Depression in an American Indian Community. Berkeley, Los Angeles and London: University of California Press.*

These texts will be available for purchase at Macalester’s bookstore. Additional readings will be posted on Moodle or can be accessed through JSTOR.

Syllabus is subject to modification. Changes will be announced in class and posted on Moodle.

ASSESSMENT:

Evaluation will be based on the following:

1. Class attendance, preparation and active participation:

- For a full grade, students should attend and participate in class discussions.
- You should come to class prepared to discuss the readings for each week since this course will not be based exclusively on lectures but also in-depth discussion.
- Be prepared to be called upon to share your reflection on any assigned reading.
- All students are expected to bring written comments and questions to facilitate the discussion.
- Participation includes raising questions, exchanging ideas, contributing to the discussion, offering criticism and providing information.

- Regular attendance is required in all course activities. You can only miss two classes without justification, more than that means your grade will suffer.
 - Assigned readings are due on the date specified in the syllabus. Please, manage your time and read ahead of time, especially when it's a week with a heavier reading load or when there is no written assignment.
 - During class discussions it is important to be respectful of each other's ideas and points of views.
2. **Take-Home Exam:** The exam will be a take-home exam that will consist of four essays (2 pages per essay = 8 double-spaced pages) based on the assigned class readings and films and class discussions. The exam questions will be handed out a week in advance.
3. **Reaction Paper (see handout for more specifications):** One reaction paper based on a set of readings different from those corresponding to your oral presentation.

A Reaction paper should be 2-3 pages in length and double-spaced. Your paper should be posted on Moodle no later than Monday at noon for everybody to be able to read it for the corresponding Wednesday class.

The **reaction paper** should provide the necessary contextualization, summarize the main ideas and explain the main argument of each text in a concise way. Keep in mind that in some cases your presentation will relate to more than one text so look for common and contrasting themes. In order to contribute to the discussion, it is important to formulate a couple of questions related to the main arguments and to be critical.

4. **Collaborative Ethnographic Project:**

- This project involves ethnographic interviewing. Students should choose any topic within the field of psychological anthropology (socialization, education, mental health, emotions, selfhood, etc.). You might consider focusing on some type of institution: school, college, non-profit organization as a fieldsite. For example, if you are interested in how some institutions respond to the mental health needs of the Hmong community in the Twin Cities, you can consider the Wilder Foundation, which has a Southeast Asian Services program that provides this community with “social adjustment, family strengthening, psychosocial education, mental health, and school success services.” (See: <https://www.wilder.org/Programs-Services/Southeast-Asian-Services/Pages/default.aspx>). The handout for the assignment will provide more detailed guidelines.
- You will work in teams of two students preferably.
- Each student will conduct **two interviews** of one hour each.
- Make sure to transcribe your interviews and keep fieldnotes.
- Final ethnographic essay should be from **18 to 20 pages double-spaced**.

Due dates for this project:

- Collaborative Ethnographic Research Proposal: October 10
- First Draft for Peer Review Due date: November 28
- Peer Review of First Draft in class: November 30
- Oral presentation: December 5 or 7 (sign-up)
- Final Draft: Paper Due: December 12

5. Oral presentations: You will give two oral presentations.

- **One presentation of the assigned readings corresponding** to any of the scheduled class meetings. You can choose from the topics that most interest you. Schedule an appointment with me to review and rehearse your presentation. You must schedule a meeting to discuss your presentation with the instructor before the day of the presentation. **This meeting is 5% of your grade.** You must come prepared to the meeting, which means you have already done the readings, done the necessary additional research and have ideas on how you will do your presentation. The meeting gives you the opportunity to go over the material with the instructor, clarify doubts and strengthen your points.
- You will also give an oral **presentation of your ethnographic research paper.** To be well prepared schedule an appointment with me to review and rehearse your presentation.

Essay Specifications:

* If a paper/essay is posted on moodle/news forum or emailed please name the file as follows: last name of student_type of assignment (reaction paper, research paper, etc.) and/or abbreviated title of reading or paper/last name of author depending on the corresponding assignment.

* Insert page numbers and header for each page.

* Refer to the style guide of the American Anthropological Association for any questions about formatting, style, and references for all written assignments at <http://www.aaanet.org/aa/styleguide.htm>. Please, get a hardcopy of the guide.

- Incompletes are strongly discouraged and will only be given provided documented case of illness or emergency.
- You must follow ethical guidelines for conducting anthropological research. See Policy on Ethics and Anthropological Research at the end of the syllabus.
- You must follow Macalester's rules on academic honesty.

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Policy on Electronic Devices:

- I strongly discourage students from using their laptops in class but if they do they should not multi-task, otherwise computer use in the classroom will be suspended.
- Turn off your cell-phone or any other electronic device that might disrupt the class.

Services for students with disabilities:

I am committed to supporting the learning of all students in my class. If you are encountering barriers to your learning that I can mitigate, please bring them to my attention. If you need disability related accommodations please contact *the Disability Services Office, 651-696-6874 to schedule an appointment and discuss your individual circumstances. It is important to meet as early in the semester as possible; this will ensure that your accommodations can be implemented early on. The Director of Disability Services, Allie Quinn, coordinates services for students seeking accommodations.* Additional information regarding the accommodations process for students with disabilities can be found at:
<http://www.maclester.edu/studentaffairs/disabilityservices/>

GRADING IN THE COURSE:

Your final grade will be based on the following items:

Class attendance, preparation and active participation	15%
Take-home Exam	20%
Reaction Paper	5%
Oral Presentation of readings	10%
Final Research Paper: (Total: 50%)	
Description, Preliminary Research Questions, Thesis and Annotated Bibliography	10%
Fieldwork (two interviews, transcriptions and fieldnotes)	15%
First Draft and Peer Review	10%
Oral Presentation of Ethnographic Project	5%
Final Version:	10%

Important Due Dates of Assignments:

Take-home Exam	October 31
Reaction Paper	On the day the readings are due
Oral Presentation of readings	On the day the readings are due
Final Research Paper:	
Collaborative Ethnographic Research Proposal	October 10
First Draft	November 28
Peer Review of First Draft	November 30
Oral Presentation of Paper	December 5 and 7
Final Version of Paper:	December 12

Grading:

A = 93%+	A- = 90-92%	
B+ = 87-89%	B = 83-86%	B- 80-82%
C+ = 77-79%	C = 73-76%	C- = 70-72%
D+ = 67-69%	D = 63-66%	D- = 60-62% NC = <60%

Weekly Syllabus:**Week 1**

Tuesday, September 5: **Course Overview**

Thursday, September 7: **Introduction to the Field of Psychological Anthropology**

Begin to read: Begin reading Kusserow's "American Individualisms,"
Introduction-Chapter Three

Week 2: Socialization

Tuesday, September 12:

Film (60 minutes): Four Families (India, France, Japan and Canada),
Documentary with Margaret Mead (1960)

Continue reading Kusserow's "American Individualisms," Chapters Four-Five

Thursday, September 14:

Chapters Six-Seven, Kusserow's "American Individualisms"

Week 3: Socialization

Tuesday, September 19:

Film (58 minutes): Preschool in Three Cultures Revisited: Japan, China and the
United States by Joseph Tobin, David Wu and Dana Davidson (1989)

Thursday, September 21:

Finish reading Kusserow's "American Individualisms"

Week 4: Ethnographic Research

Tuesday, September 26: **Interviewing**

Davies, Charlotte Aull. 1999. "Interviewing". In *Reflexive Ethnography: A Guide to Researching Selves and Others*. London and New York: Routledge. Pp. 94-116

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Kvale, Steinar and Kvale Brinkmann. 2009. "Conducting an Interview". In *Interviews: Learning the Craft of Qualitative Interviewing*, Second Edition. Los Angeles, London, New Dehli and Singapore: Sage Publications. Pp.123-140

Quick tips for ethnographic Interviewing: See

<http://pages.ucsd.edu/~dkjordan/resources/InterviewingTips.html>

Thursday, September 28: **Analysis and Write Up**

Davies, Charlotte Aull. 1999. "Formalizing Analysis" and "Writing up, concluding." In *Reflexive Ethnography: A Guide to Researching Selves and Others*. London and New York: Routledge. Pp. 193-229

Week 5: Concepts of Person and Self

Tuesday, October 3:

Shweder, Richard and Edmund Bourne. 1984. "Does the concept of person vary cross-culturally?" In Richard Shweder and Robert Levine, eds, *Culture Theory: Essays on Mind, Self and Emotion*. Pp. 158-199.

Harris, Grace Gredys. 1989. Concepts of Individual, Self and Person in Description and Analysis. *American Anthropologist* 91 (3): 599-612

Thursday, October 5:

Ewing, Catherine. 1990. The Illusion of Wholeness: Culture, Self, and the Experience of Inconsistency. *Ethos* 18 (3): 251-278

Bacigalupo, Ana Mariella. 2004. The Mapuche Man Who Became a Woman Shaman: Selfhood, Gender Transgression and Competing Cultural Norms. *American Ethnologist* 31 (3): 440-457.

Week 6: Anthropology of Emotions: Focus on Empathy

Tuesday, October 10:

***Collaborative Ethnographic Research Proposal Due:**

- Brief Description
- Preliminary Research Questions and Thesis
- Annotated Bibliography (minimum of six relevant scholarly sources)
- Informants: Who are your informants?
- Interview Schedule
- Research Planning (dates)

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Hollan, Douglas and C. Jason Throop. 2011. "The Anthropology of Empathy: Introduction." In *The Anthropology of Empathy: Experiencing the Lives of Others in Pacific Societies*. New York and Oxford: Berghahn Books. Pp. 1-21

Mageo, Jeannette. 2011. "Empathy and 'As If' Attachment in Samoa. In *The Anthropology of Empathy: Experiencing the Lives of Others in Pacific Societies*. New York and Oxford: Berghahn Books. Pp. 69-93

Thursday, October 12:

International Roundtable "Empathy and Its Discontents" (Oct 12-Oct 14):
You must attend the presentation of at least one keynote speaker. Take notes for class discussion.

Strauss, Claudia. Is Empathy Gendered and If So, Why? An Approach from Feminist Psychological Anthropology. *Ethos* 32: 432-457

Week 7: _____

Tuesday, October 17: **Anthropology of Emotions: Focus on Empathy**

Bring notes related to International Roundtable presentations

Groark, Kevin P. 2008. Social Opacity and the Dynamics of Empathic In-Sight among the Tzotzil Maya of Chiapas, Mexico: *Ethos* 36 (4): 427-448

Bubandt, Nils And Rane Willerslev. 2015. The Dark Side of Empathy: Mimesis, Deception, and the Magic of Alterity. *Comparative Studies in Society and History* 57(1): 5-34.

Thursday, October 19: **Psychiatry as a Cultural System**

Kleinman, A., "What is a Psychiatric Diagnosis," in *Rethinking Psychiatry: From Cultural Category to Personal Experience*, New and London: Free Press, 1988.

Luhrmann, T. M. 2007. Social Defeat and the Problem of Chronicity: Or, Why Schizophrenia Does So Well Over There and So Badly Here. *Culture, Medicine and Psychiatry* 31: 135-172

Week 8: Psychiatry as a Cultural System _____

Tuesday, October 24: **Take-home Exam handout**

Hejtmanek, Katie Rose. 2015. Introduction and Chapter 1. In Friendship, Love and Hip Hop: An Ethnography of African American Men in Psychiatric Custody.

Film: *The New Asylums* (documentary film, 54 minutes). 2005. Frontline/PBS.

Recommended film: 13th (2016) director: Ava DuVernay. This film explores the intersection of race, justice and mass incarceration in the United States.

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Thursday, October 26: **Fall Break**

Week 9: Psychiatry as a Cultural System

Tuesday, October 31:

Take-home exam due in class (email and hard-copy)

Hejtmanek, Katie Rose. 2015. **Chapters 2 and 3.** In *Friendship, Love and Hip Hop: An Ethnography of African American Men in Psychiatric Custody*.

Thursday, November 2:

Hejtmanek, Katie Rose. 2015. **Chapters 4 and 5.** In *Friendship, Love and Hip Hop: An Ethnography of African American Men in Psychiatric Custody*.

Week 10: Psychiatry as a Cultural System

Tuesday, November 7:

Hejtmanek, Katie Rose. 2015. **Chapters 6 and 7.** In *Friendship, Love and Hip Hop: An Ethnography of African American Men in Psychiatric Custody*.

Thursday, November 9:

Hejtmanek, Katie Rose. 2015. **Chapters 8 and 9.** In *Friendship, Love and Hip Hop: An Ethnography of African American Men in Psychiatric Custody*.

Week 11: Mental Illness: Culture and Depression

Tuesday, November 14:

O'Neil, Theresa DeLeane. 1996 **Introduction and Part I.** *Disciplined Hearts: History, Identity and Depression in an American Indian Community*.

Thursday, November 16:

Film: *Medicine Woman* (2016). 60 minutes, PBS Series

Week 12: Mental Illness: Culture and Depression

Tuesday, November 21

O'Neil, Theresa DeLeane. 1996 **Part II.** *Disciplined Hearts: History, Identity and Depression in an American Indian Community*.

Thursday, November 22: **Thanksgiving**

Week 13:

Tuesday, November 28:

O'Neil, Theresa DeLeane. 1996. *Disciplined Hearts: History, Identity and Depression in an American Indian Community*. **Finish reading the book.**

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First Draft Due on Wednesday at noon: email to the designated peer reviewer/s and to Olga.

Thursday, November 30: **Peer Review of First Draft in class (see handout)**

I won't be in class. I am participating in the American Anthropological Association Meetings, Washington D.C.

Week 14:

Tuesday, December 5: Student Presentations of Ethnographic Research Projects

Thursday, December 7: Student Presentations of Ethnographic Research Projects

Week 15:

Tuesday, December 12: Wrap-up
FINAL PAPER DUE

Helpful Journal titles:

The flagship journal for psychological anthropology is ETHOS: Journal of the Society for Psychological Anthropology. Check this website:

<http://ethos.anthro.illinois.edu/RelatedLinks.htm>. This link also offers links to other journals that might be of interest to you:

- [Anthropology Quarterly](#)
- [The Canadian Review of Sociology and Anthropology](#)
- [Child Development](#)
- [Culture, Medicine and Psychiatry](#)
- [Culture and Psychology](#)
- [Human Development](#)
- [Identities: Global Studies in Culture and Power](#)
- [Journal of Black Psychology](#)
- [Journal of Comparative Family Studies](#)
- [Journal of Cognition and Culture](#)
- [Journal of Cross-Cultural Psychology](#)
- [Medicine and Psychiatry](#)
- [Mind, Culture and Activity](#)
- [Psychoanalytic Psychology](#)
- [Public Culture](#)
- [Transcultural Psychiatry](#)

Policy on Ethics and Anthropological Research

The Anthropology Department at Macalester College requires that all students conducting research in conjunction with an anthropology course and all students affiliated with the Anthropology Department (majors and minors) conducting independent study research adhere to the ethical guidelines put forth by the American Anthropological Association or the American Association of Physical Anthropologists depending on the nature of the research to be undertaken. Students anticipating such research should familiarize themselves with and adhere to these guidelines in their entirety. The full text of these guidelines is available as follows:

- **American Anthropological Association** *Code of Ethics*

www.aaanet.org/stmts/ethstmnt.htm

- **American Anthropological Association** *Statement on Ethnography and Institutional Review Boards*

www.aaanet.org/stmts/irb.htm

- **American Association of Physical Anthropologists** *Code of Ethics*

www.physanth.org/association/position-statements/code-of-ethics

Highlights of these guidelines include, but are not limited to, the following:

- 1. It is unethical for students to misrepresent themselves and their research to informants. Students must identify themselves to informants as students engaged in an anthropological research project or class assignment.**
- 2. The student's paramount responsibility is to those they study. When there is a conflict of interest, these individuals must come first. Researchers must do everything in their power to protect the physical, social, and psychological welfare and to honor the dignity and privacy of those studied. This includes an informant's right to remain anonymous. When presenting their ethnographic data, whether in verbal, written or visual form, students must respect their informants' desire for privacy and anonymity. If an informant is to be identified, either in an ethnography or through visual representations, the student must first obtain the informant's explicit consent.**
- 3. Students may not study illegal cultural scenes. This is due to the potential of harm to themselves and risk to their informants (for example, if the ethnographer's notes were to be subpoenaed in legal actions against the informant).**

In addition, the Anthropology Department takes the position that our undergraduate students are "researchers-in-training." We recognize that some research topics, particularly those involving what the American Anthropological Association terms "vulnerable populations," is important work and may be suitable study populations for more experienced researchers, but still inappropriate for novice researchers. Therefore, students are discouraged strongly from conducting research with "vulnerable populations," as set out in the following excerpt from the AAA Statement on Ethnography and Institutional Review Boards (p. 5):

Although most ethnographic research involves minimal risk, IRBs cannot presume that all ethnographic research involves no more than minimal risk. Ethnographic research can involve significant risks. Although ethnographers often observe and record public behavior that involves minimal risk to participants, if, for example, the public event is

videotaped and used by the researcher or others for purposes that may harm the participant(s) and the identity of the participant(s) can be ascertained, the research involves higher risk. This is particularly true in research that involves working with vulnerable populations, such as those with a potentially stigmatizing illness (e.g., HIV/AIDS), individuals engaged in illegal activities (e.g., sex work, drug use), or those whose civil rights have been compromised.

It is the responsibility of the instructor to implement this policy in the classroom and ensure that students are fully aware of the ethical implications of their research. The instructor may impose sanctions in cases where the student fails to meet his or her ethical obligations as described in this document and the sources it references, up to and including the withholding of credit.

Projects funded by extramural sources (e.g. Keck Foundation, Lilly Foundation) and/or that involve significant ethical concerns must be reviewed by the Macalester College Institutional Review Committee. Information about the materials needed for this level of review is available from the Office of Institutional Research.

Students may find it helpful to consult these additional Codes and Documents:

- **American Sociological Association's** *Code of Ethics*

www.asanet.org/about/ethics.cfm

- **Office for Human Research Protections (OHRP)** *Federal Policy for the Protection of Human Subjects ("the Common Rule")*

www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm

- **Category 7 of Guidance Issued Under the Common Rule**

www.hhs.gov/ohrp/humansubjects/guidance/expedited98.htm

- **United Nations** *Universal Declaration of Human Rights*

www.un.org/Overview/rights.html

Questions or concerns about ethics and anthropological research should be directed to the Chair of the Anthropology Department. A copy of this document **MUST** be attached to all syllabi in anthropology that include a research or other pedagogical component involving human subjects.

Adopted November 10, 2004

Revised February 4, 2010