

CLEVELAND STATE UNIVERSITY

ANT 321 **PSYCHOLOGICAL ANTHROPOLOGY** (4 Credit Hours)

Spring Semester, 2014

Dr. Ron Reminick

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Office Hours: 10:00-10:50; 2:45 – 3:00 M. W. F. and by appointment.

Class Meetings: M.W.F. 1:30 – 2:35.

Required Reading for Purchase:

Kris Holloway, *Monique and the Mango Rains*

Gilbert Herdt, *The Sambia*

Pesek, Reminick, Nair, *Healing Across Cultures and the Good Life:
An Approach to Holistic Health*

Electronic Reserve Reading—Section Titles:

- Personality dynamics and cultural expression
- Symbolism of gender identity
- Violence, warfare, and terrorism
- Transcultural psychiatry
- Spirituality, consciousness, and healing

See assignment schedule for specific readings.

General Course Description:

The field of psychological anthropology strives to understand all levels of human existence, diachronically, through time, and synchronically, existentially, as people are in the present.

In this quest we search for the meaning of human experience that emerges in the context of those environmental forces that shape our personalities, families, and communities.

In this regard anthropologists conduct research around the world. Our overriding paradigm is evolutionary process. We examine instinctual foundations, biological structures and drives, cognitive and emotional dispositions, social structures, cultural paradigms, and spiritual development. To this end anthropologists and other life scientists study human functioning in terms of living systems.

Educational Philosophy

**“Education in our time
Should aim at nothing less than
The renewal of wisdom, the rebirth of gratitude
And the recovery of a sense of beauty
Large enough to embrace
Both esthetics and justice.”**

David Orr
Oberlin College
(from Yes Magazine, Winter, '98-'99)

**“Create an Ignition of Potentiality
Within an Environment of Possibility”**

Ron Reminick
Anthropology of Consciousness Conference
Yale University, 2008

**Know where the truth lies
Know who is lying to you
Think critically about the information that comes to you through the
media, from other personal encounters, and how you think and feel
about yourself**

R.A.R.

**Know who you are!
Not what others want you to be,
Not what you think you should be,
Not to choose a career based on money,
Not what media tempts you to be**

R.A.R.

**Know the consequences of what you put into and onto your body,
the thoughts you think, the feelings you feel, your role in community.
Know the consequences of opening your heart to the forces of the
universe.**

R.A.R.

Knowledge of Self requires meditation

R.A.R.

**Two Life Modalities: Survival and Spiritual Development
Don't emphasize one and ignore the other
The forces of life, planet, universe is based on balance and integration
These should be the guiding principles of living your life.**

R.A.R.

Know how to be happy!

(Guidelines for the Good Life outside Dr. Ron's Office)

Overview of Topics

The first 3 weeks will deal with major theoretical concepts.

The next 3 weeks, 4 – 6, is about the anthropological experience and the methodologies with which we glean data for analysis and understanding.

Weeks 7 and 8 take up the subject of human sexuality and gender identity, both of which account for powerful sources of motivation and behavior.

During Spring Break the student is strongly urged to get into Herdt's *Sambia*. An outline of the required book review essay, part of exam 3, will be supplied.

Semester weeks 9 and 10 deal with initiation and puberty rites and the shaping of gender identity. Both male and female rites are examined.

Weeks 11, 12, and 13 take up the timely issue of cultural pathology, warfare, and terrorism in order to understand the bases of aberrant human behavior on large scale.

The final 2 weeks of the course finishes off with an exploration of spirituality and transcendental consciousness and the paths we should all keep in mind for the betterment of ourselves and humanity.

Film Schedule:

In the second week, with our discussion of instinctual foundations, we will view communication and social behavior of chimpanzees and baboons.

In the fourth or fifth week we will view midwifery in Africa.

With our discussion of methodology and fieldwork we will view a film on growing up among the Hamar of Ethiopia.

With our discussion of human sexuality we will see films on the biology of love, (possibly) female urethral expulsion, human conception, and aging and sexuality. In our section on puberty initiation we will see films on the Sambia and female genital excision.

In our section on cultural pathology we will see a film on the causes of 9/11.

In our examination of alternative therapies we will see a film on the role of religion in healing and on shamanic healing.

In our discussions of altered states and transcendental consciousness we will be introduced to the institution of shamanism and the ancient art of Ayurvedic medicine.

Course Requirements:

The course reading assignment is +/- 850 pages.

That amounts to +/- 60 pages / week.

You should note the page-length assignment and budget your time accordingly. Six examinations will cover the course content. The examinations will be part multiple-choice, surveying the breadth of material for each section of our assignments, and an attached optional extra-credit essay problem on a particular aspect of the section under assignment.

There are **2 major written essays** to be submitted: A research paper and x5 essay.

Exam V is a written article review on violence and terrorism. Guide questions for writing on these essays are provided.

All exams are weighted equally.

The research paper on an issue chosen by the student and approved by the instructor, of +/- 8 pages, will be due on or before the last day of class. However, early submissions of papers will be given more consideration in terms of instructor's comments and the option for revision. Guidelines are provided for most topics. You will note that library research papers must be written with proper citation format. Papers submitted ignoring nationally recognized guidelines (e.g., careless references to sources of information) will be rejected.

This assignment will include the following suggested topics:

- An interesting person's life history (an older person preferred).
- An autobiography.
- The student's experience of a religious service or ritual.
- The course of someone's symptomatology precipitated under stress.
- A description of one's sexual and gender-forming experiences.
(Personal and private material is treated with the utmost confidentiality.)
- Review and interpretation of a film. Good examples: "American Beauty", "Y Tu Mama Tambien", "Bowling for Columbine", "The Deer Hunter", "The Godfather", "Borat", "No Country for Old Men", "The Help", "The Sessions". **A film review paper is limited to 4 pages** and 2 film reviews would be required. Other films must be approved by instructor who will also suggest guide points for writing up a film review.
- Book review of one of our texts or an outside book. Book critiques in journals or newspapers, or other sources add value to paper. The student's **personal response to a film or book is a required** final paragraph.
- The student is encouraged to dream up a topic of one's own interest and discuss it with the instructor for approval.

Papers suspected of being plagiarized will be submitted to a data bank. A plagiarized paper will result in the student receiving an F in the course. Papers submitted suspected of being from a previous course will be investigated.

The student is strongly encouraged to attend class regularly and is responsible for **any** information transpiring in class.

Class participation counts toward a student's final grade.

Grading:

Grade point averages are carried out to the hundredth place.

60-69=D; 70-76=C; 77-79=C+; 80-82=B-; 83-86=B; 87-89=B+; 90-92=A-; 93-100=A.

Students are encouraged to keep **accurate records** of their grades because, e.g., a 79.44 = C+ while a 79.45 will be rounded out to a B-. Be responsible for knowing your running exam grades and **keep all your work** until you see your final grade report. A grade of X will be submitted for a student who has not fulfilled the course requirements.

Schedule of Topics and Reading Assignments.

Week Topic and Assignment

**PART I
ANTHROPOLOGICAL PERSPECTIVES**

I
1/13

Introduction to the Course.

The major holistic paradigms of the discipline:

- Evolution
- Ecology Culture
- Social organization
- Personality
- Methodology of fieldwork

"One aspect of Science deals with the discovery of what already exists." R.A.R.

Rdg. (No reading assignment)

The student is urged to review the syllabus and determine one's budgeting of time-frames for assignments, including papers.

II
1/20

Concepts of Organic Systems.

(Monday 1/20 is M.L.K. Day)

Levels of human functioning:

- VII. Spiritual (=high human levels of potentiation)
- VI. Cultural
- V. Social
- IV. Cognitive
- III. Emotional
- II. Instinctual
- I. Organization of molecular, organic, and electrochemical fields (=foundation of all life forms)

Films:

Chimpanzee kinesic communication.

Baboon behavior and society.

Rdg. Reminick, Some Principles of Personality Functioning.
Electronic Course Reserve (39 pp.)

III
1/27

The Concept of Personality, Mind, and Culture.

The evolution of culture and society.

Rdg. handout charts on definition of culture.

Reminick, A Concept of Mind (on electronic reserve 23 pp.)

(Also in: ch. 4 in Pesek, Reminick, Nair. (pp. 39-57)

EXAMINATION I (1/31)

PART II EXPERIENCE AND METHODOLOGY

science = knowing
religion = believing
spirituality = being

- IV
2/3 **Foundations of Culture:**
Perception, Cognition, Emotion, Pragmatics.
Analysis and Meaning of the symbol.
Cosmetics, guns, SUV's and chopper motorcycles.
Experiential ethnography.
- Rdg.:**
Holloway, *Monique* (a study in experiential ethnography)
- V
2/10 **Foundations of culture:** Tribal life close to nature.
Film:
Nyamakuta: Midwifery in Africa.
Rdg.
Holloway, *Monique* (continued)
- VI
2/17 **Anthropological Methodology:**
(Monday, 2/17 is President's Day)
The Strategies of Data-Collection.
The existential state description
The fieldwork process.
Tapping the variables of personality with projective tests.
Ethnography and culture shock.
The risks and dangers of fieldwork.
Film:
On growing up among the Hamar
Rdg.:
Holloway, *Monique* (conclude)

EXAMINATION II

PART III
Human Sexuality and Gender Identity

VII
2/24

The Biology of Human Sexuality.

Incest taboo: the basis of pair-bonding and family.
The ontogenetic basis of human bisexuality.

Films:

The Biology of Love

The Miracle of Life

Your Sweet Kisses (sexuality in old age)

Reserve Rdg. (electronic reserve 113 pp. 2 weeks):

Reminick, Symbolic Significance of Ceremonial Defloration (11 pp.)

The Sport of Warriors on the Wane (5 pp.)

Sisaraw Dinku, Person and Society Among the Afar (11.3 pp.)

Meridith Small, A Woman's Curse? (5.5 pp.)

Inga Muscio, *Cunt: A Declaration of Independence* (49 pp.)

Orgasms from Cunts (26 pp.)

VIII
3/3

Gender Issues and the Ecology of Gender Differentiation.

Male and female gender symbolism.

Rdg.:

(continued reading from previous week)

EXAMINATION III (3/7)

SPRING BREAK: 9 – 16 March

Possible Spring Break Activities:

Option 1: working up Sambia assignment.

Option 2: you may write up your Exam V review essay according to the guidelines. Completing one or both of these affords you free time later!

Option 3: kick back and forget about school! (therapeutic value)

PART IV
INITIATION, STATUS, AND GENDER IDENTITY

SAMBIA GUIDE QUESTIONS FOR OBJECTIVE/ESSAY EXAM.

Controlling the information on these points can guarantee an A on this exam.

- 1.The Sambias live in which geographic area?
- 2.Describe Herdt's field site.
- 3.How does Herdt see the Sambias natives?
- 4.On first entering the village, Herdt found the men to be...
- 5.Sambias technology consists of ...?
- 6.The foods of the Sambias consist of ...?
- 7.What is the primary domestic animal of the Sambias?
- 8.How does warfare affect men?
- 9.What is the source for the motivation to warfare?
- 10.The fear of war breaking out at any time conditions men to what emotional disposition?
- 11.What is the characteristic pattern of Sambias warfare?
- 12.What is the "security circle"?
- 13.What is the meaning of "cult" as in the Sambias initiation cult?
- 14.What are the stages of the Sambias male initiation cult?
- 15.What is the dominant ecological activity that shapes the Sambias person and group?
- 16.What is meant by "behavioral environment"?
- 17.Which qualities of women do men fear?
- 18.Sambias men believe women have lethal power in their...?
- 19.How do Sambias men expel harmful female substances from their body?
- 20.Who is the "rubbish man"?
- 21.The socialization of boys involves a "double bind" which refers to...?
- 22.What objects in the material world are given gender status?
- 23.What does Herdt associate with secrecy?
- 24.Who mediates the human world with the spirit world, who acts as diviner and is a source of comfort and healing?
- 25.Why do women have few rituals to secure their gender identity?

26. What are the consequences of ritual secrecy?
27. Describe the consequences of cross-sex identification.
28. Identify 4 aspects of Sambia initiation.
29. What is the real power of Sambia women?
30. Compare the symbolism of blood and semen.
31. What is the meaning of Sambia boys fellating Sambia men?
32. What personality disposition is created by cross-sex identity and fears of not living up to the ideals of masculinity?
33. Compare the mental status of Sambia women with that of Sambia men.
34. What is your attitude and feeling about genital excision ceremonies? Consider both the positive and negative points?

IX
3/17 **Rites of Initiation:** Social, Emotional, and Cognitive Meaning.
The socialization of gender-specific behavior and mentality.
(Refer to Reminick on defloration, Sisaraw on Afar, and Muscio on female symbolism.)
Case Study: The Sambia of New Guinea.
Films:
Female genital excision in Africa.
The Sambia of New Guinea

Rdg.: (211 pp.)
Memuna Sillah, Bundu Trap (5 pp.)
Herdt, *The Sambia*

(You'll notice, this is a 2 week assignment, but, if you begin reading during spring break it becomes a 3 week assignment.)

X
3/24 **Fear and Envy of Women in Male Initiation.**
Rdg.:
G. Herdt, *The Sambia* (conclude reading)

EXAMINATION IV (3/28)

PART V
PSYCHO-CULTURAL PATHOLOGY
Ecology of SocioCultural Pathology.

EXAM V WRITTEN ASSIGNMENT

Exam V is an article review of your electronic course reserves for weeks 11, 12, and 13. The 18 articles to be read and reviewed are listed in weeks XI and XIII. You have approximately three weeks, 21 days, to read +/-136.5 pages. That comes to 45.5 pages / week. And that amounts to 7.5 pages / day for a 6 day week. This is simply to encourage you to exercise discipline, budget your time, and, preferably, have a partner proofread your essay.

The General Problem:

Compare the traumas and pathologies in each instance.

In a concluding paragraph of your review essay, suggest your own thoughtful resolutions for the issues you have read, employing the therapies in the reading as well as any therapeutic approaches you have learned about.

This is an exercise in thoughtful reading, abstracting important points from the information, analyzing the content, and reflexively (looking into yourself) responding to the material. Do not be anxious about giving your brain a workout!

Specific Assignment:

It is highly recommended you read the articles in **the order they are listed**. Summarize the content of each article in no more than a few sentences. You should use double-spaced 12 pt. Times New Roman or another font of your choice. It is required that you **number and title** each article review.

You may want to delve into this material during Spring Break to get a head start and ease your study load during weeks XI-XIII for all your courses. But, kicking back and doing nothing academic during break also has its value!

It is very important to follow these directions. Part of your grade will depend on how well you follow this program. Your grade will also rest on your choice of points raised for each article, your clarity of writing, and syntax and spelling, so, don't hesitate to use SpellCheck.

Your instructor welcomes any questions or problems that come up during the course of this assignment. Communication can be in the office, telephone, or through email. Any urgent issues should be directed to my gmail address since I don't get into CSU email every day and CSU email sometimes proves unreliable.

XI
3/31

Culturally sanctioned violence and murder.

The anthropology of warfare, violence, and terrorism.

Rdg. (electronic reserve 104.5 pp. for week XI)

(Total 3-Week Assignment = 144.5 pp.: 46 pp. / week)

(Read these articles in this order.)

1. Joseph Stiglitz, Globalization and Its Discontents (3.2 pp.)
 2. Pat McNulty, "An Offer They Can't Refuse" (7.5 pp.)
 3. Evan Wright, "The Killer Elite" (12 pp.)
 4. Evan Wright, "From Hell to Baghdad" (9 pp.)
 5. Evan Wright, "The Battle for Baghdad" (6 pp.)
 6. Haim Harari, "A View from the Eye of the Storm" (5.5 pp.)
 7. Arline Kaplan, "Psychiatrists in the Midst of the Horror" (5 pp.)
 8. Lionel Tiger, "Rogue Males" (3.3 pp.)
 9. Phillip Zimbardo, "The Psychology of Terrorism" (2 pp.)
- From The Observer:
10. "Inside the Mind of a Terrorist" (6.5 pp.)
 11. "If I Blow Myself Up...I Will Be Loved" (8 pp.)
 12. "Terrorism and the Borderline Personality" (13 pp.)
 13. H. Mayell, Thousands of Women Killed for Family Honor (7 pp.)
 14. C. Joseph, "Scarlet Wounding: Issues of Child Prostitution" (14 pp.)
 15. Nicholas Kristof, "The Evil Behind the Smiles" (2.5 pp.)

XII
4/7

Cultural Psychiatry and Healing.

Stress as a causative agent of illness.

Culture-bound syndromes in selected societies

Cultural determinants of psychiatric disorders.

Sorcery, witchcraft, and the ontogenesis of death.

Films:

Eduardo the Healer and Dreamspeaker (if available)

XIII
4/14

Traditional and Alternative Therapies.

The function of catharsis.

Films:

Healing

Holy Ghost People (rattlesnake handling)

Rdg. (electronic reserve 40 pp.):

16. Newsweek, "Stress" (6 pp.)
17. Ari Kiev, "The Study of Folk Psychiatry" (26 pp.)
18. Thomas Adeoye Lambo, "Psychotherapy in Africa" (5 pp.)
19. Amer. Psychological Ass'n., "Managing Traumatic Stress" (3 pp.)

EXAMINATION V (4/18) Review essay due + obj. exam.

Examination V Essay Due Friday, 18 April

Late penalties will apply

PART VI
ALTERED STATES OF CONSCIOUSNESS AND THE SHAMANIC VISION
PATHS TOWARD A TRANSCULTURAL CONSCIOUSNESS

Guideposts to the Good Life:
Seek after
Purpose, Meaning, Richness,
Beauty, Authenticity, Connection
and
Practice Gratitude
R.A.R.

XIV
4/21

Sacred Journeys to Paths of Power.

Modalities of the altered states of consciousness.
Cultural configurations of spiritual power.

Films:

Shamanism

Ayurveda: The Art of Being

Rdg. (38 pp.):

Pesek, Reminick, Nair, chs. 1, 2 (20 pp.)

Michael Pollen, "The Botany of Desire" (6 pp.)

Erica Bourguignon, "Trance and Meditation" (12 pp.)

XV
4/28

Shamanism, Spirituality, and Consciousness.

Rdg. (electronic reserve 45 pp.)

Pesek, Reminick, Nair, ch. 5 (14 pp.) (ch.6 important but optional)

Alberto Villoldo, "The Shaman's Way of Seeing" (27 pp.)

Roger Walsh, "The Practices of Essential Spirituality" (4 pp.)

Last Day of Class: 2 May.

EXAMINATION VI (finals week)

Wednesday, 7 May, 1:00 – 3:00 p.m.

The following policy is established by the university.

Statement on Plagiarism.

The CSU Student Handbook (p. 17) describes plagiarism as “stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.” In the case of plagiarism “another person” can mean a published author of a book, magazine, journal, etc.; an electronic resource found on the World Wide Web; another student’s work; or a paper writing service which sells paper for a fee. In order to avoid unknowingly plagiarizing, students are encouraged to use the resources available from Cleveland State’s writing center including the following:

Common Myths About Plagiarism:

<http://www.csuohio.edu/writingcenter/WAC/Common%20myths%20about%20Plagiarism.doc>

or

Plagiarism Quiz:

<http://www.csuohio.edu/writingcenter/WAC/Plagiarism%20Quiz.docand>

In addition, students may wish to set up an appointment with a tutor in the writing center to check their work for plagiarism (216 687 6981).

Plagiarism is a serious offense and will be treated as such. Cases of plagiarism will be reported to the Department Chair. Students who plagiarize will minimally earn a failing grade for the assignment and may earn a failing grade for the course. Substantial cases of plagiarism will also be subject to CSU disciplinary action. For more information about CSU’s academic dishonesty policies, see <http://www.csuohio.edu/studnetlife/conduct/acadregs.html>.

Statement Regarding Rights and Responsibilities of Students with Disabilities.

Please notify your instructor at the beginning of the term of any disability that may affect your participation or performance in this course so that we might work together to provide the best possible outcome. Likewise, should anything occur during the term that changes the status of your abilities, please inform your instructor as soon as possible. Further information on CSU’s policies regarding disabilities are available under “information for Persons with Disabilities” on the CSU Affirmative Action webpage at www.csuohio.edu/affirmative_action/information_disabilities.html