

ANTH 445: Psychological Anthropology

Spring 2011

T R 2-3:15pm; Clark C362

Dr. Jeff Snodgrass

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Office: Clark B 219A; Anthropology Main Office/ Mailbox

Off. Hrs: T & R: 3:30-4:45 (or by appointment)

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Description: This course introduces students to Psychological Anthropology – a subfield of Cultural Anthropology that focuses on the interrelationship of mind and culture. It will be argued that attention to mind – and thus to Psychology broadly conceived – greatly enriches the anthropological project. Likewise, it will be suggested that careful consideration of sociocultural processes, as well as cross-cultural research in general, allows for fuller accounts of mental and psychological processes. Though employing the theories and methods of both Psychology and Anthropology in order to deepen students' appreciation of the manner that culture and mind mutually inform each other, this course, like the subfield of Psychological Anthropology itself, encourages students to challenge central assumptions of these two disciplines.

More specifically, we will draw on Psychology and Anthropology to develop a Psychological Anthropological framework that integrates the insights of *Cognitive Anthropology* (and “cultural models” theory in particular, which examines how we cognitively “model,” “frame,” and “construct” the worlds we inhabit) and *Critical Cultural Anthropology* (with its focus on political and institutional contexts of inequality related to poverty and social class, gender, ethnicity, race, language, and other affiliations that can marginalize certain populations). We will be particularly interested to use this framework to analyze relationships between the individual and society—and especially the way self and personal identity vary cross-culturally.

Readings: Readings are listed on this syllabus in the order that they should be read. Many texts are found either on electronic reserve in the Morgan Library or on RamCT. The following books have been placed on order with the CSU bookstore (listed in the order that we will read them): *Culture and Identity: The History, Theory, and Practice of Psychological Anthropology* (Lindholm, abbreviated **CI**); *Don't Think of an Elephant!* (Lakoff); *Glossary of Cognitive Science: Glossary for Research, Reading, and Writing* (Dunlop).

Graded Assignments: Discussion and participation are critical to the success of this class! In order to participate meaningfully in class discussions, students must keep up with assigned readings. In addition, students will complete the following graded assignment: Two analytical papers (film analysis) (approx. 5 pages each; 40%); Midterm exam (covers weeks 1-8) (30%); Final exam (cumulative) (30%). If you conscientiously keep up with readings, you should do well on these assignments.

TOPICS AND READINGS

I: Introduction: The Psychic Unity of Humanity?

Week 1: The Individual in Culture, or, The Question of Personal Identity (Jan. 18, 20)

Readings: **CI:** Ch. 1 and 2

Video: *Fight Club*

Week 2: Notes on the Balinese Cockfight: Has Anthropology Lost Its Minds? (Jan. 25, 27)

Readings: **E-Res.:** “Deep Play: Notes on the Balinese Cockfight” (Geertz; the voluminous footnotes are NOT required); **RamCT:** “Has Culture Lost Its Minds?” (Linger)

Video: *Cockfight*

II: Culture, Personality, and Human Development

Week 3: Anthropology and Psychoanalysis: The Balinese Witch Play and ‘Diaperology’ (Feb. 1, 3)

Readings: **CI:** Ch. 3: pp. 60-68 (on Freud); **E-Res.:** “On the Concept of Plot in Culture” (Mead)

Video: *Bathing Babies in Three Cultures; Trance & Dance in Bali*

Week 4: Transitions to Adulthood: Speaking Self Through *Trek* (Feb. 8, 10)

Readings: **CI:** Ch. 4; **E-Res.:** “Boys in Space: *Star Trek*, Latency, and the Neverending Story” (Bick; only pages 189-195 and 204-207 are required); **E-Res.:** “*Star Trek* Rerun, Reread, Rewritten: Fan Writing as Textual Poaching” (Jenkins);

Video: *Trekkies*

Week 5: Transitions to Adulthood, cont.: Japanese Adolescence and the Body in *Manga* and *Anime* (Feb. 15, 17)

Readings: **CI:** Ch. 5; **E-Res.:** “Why Anime?,” “Body, Metamorphosis, Identity,” “*Akira* and *Ranma ½*: The Monstrous Adolescent” (Napier)

Video: *Akira* (excerpts)

III. Gendered Selves

Week 6: Narrative/ Poetry & Gendered Experience Among the Bedouin (Feb. 22, 24)

Readings: **CI:** Ch. 6; **E-Res.:** “Modesty and the Poetry of Love” (Abu-Lughod); **E-Res.:** “The *Balah*: Poem as Play” & “The Poetic Construction of the Self” (Caton pp. 79-108 should be skimmed to get main points, pp. 109-130 are required)

** Paper 1: Due Thurs., Feb. 24th in class**

Week 7: The Representation of Women in Japanese *Anime* (March 1, 3)

Readings: **CI:** Ch. 7; **E-Res.:** “Controlling Bodies: the Body in Pornographic Anime” & “Doll parts: Technology and the Body in *Ghost in the Shell*” (Napier); **E-Res.:** “Cartooning Erotics: Japanese *Ero Manga*” (Allison only pp. 51-56 and 78-79 are required—still, skim the rest)

Video: *Ghost in the Shell*

Week 8: Heroes, Male and Female: Re-reading the *Ramayana* (March 8, 10)

Readings: **CI:** Ch. 8; **E-Res.:** “Introduction: the Diversity of the *Ramayana* Tradition” (Richman); **E-Res.:** “Fire and Flood: The Testing of Sita in Kampan’s *Iramavataram*” (Shulman); **E-Res.:** “A *Ramayana* of Their Own: Women’s Oral Tradition in Telugu” (Rao)

Video: *Fire*

Week 9: Spring Break, No Class! (March 12-20)

IV: Towards a Comprehensive Cognitive Anthropology: Cultural Models and the Regulation of Thought, Emotion, and Personality

Week 10: Human Cognition: Thinking Through “Cultural Models” (March 22, 24)

Readings: **CI:** Ch. 9; *Don’t Think of an Elephant!* (Lakoff)

Midterm Exam: Covers wks. 1-8; Thurs., March 24th

Week 11: Towards a Cognitive Anthropology (March 29, 31)

Readings: *Glossary of Cognitive Science* (Dunlop and Fetzer); **RamCT:** “A Cognitive/ Cultural Anthropology” (Strauss and Quinn); **E-Res.:** “Convergent Evidence for a Cultural Model of American Marriage” (Quinn)

Video: *Wedding Crashers* (excerpts); *My Best Friend’s Marriage* (excerpts)

Week 12: Cultural Models and Psychological Processes (April 5, 7)

Readings: **CI:** Ch. 10; **E-Res.:** “Cultural Representations and Psychological Processes” (D’Andrade); “Cognitive Processes and Personality” (D’Andrade)

V: Culture and Mental Wellness

Week 13: Mental Illness (and Deviance) in a Cross-Cultural Perspective (April 12, 14)

Readings: **CI:** Ch. 11; **RamCT:** “The unmaking and making of self: Embodied suffering and mind-body healing in Brazilian Candomblé” (Seligman)

Video: *Alejandro Mamani: A Case Study in Psychological Anthropology*

** Paper 2: Due Thurs., April 14th in class**

Week 14: Pathological or Therapeutic Dissociation? (April 19, 21)

Readings: **RamCT:** “Adaptive and maladaptive dissociation: An epidemiological and anthropological comparison and proposition for an expanded dissociation model” (Lynn); **E-Res.:** “Dissociative experience and cultural neuroscience: Narrative, metaphor and mechanism” (Seligman and Kirmayer)

Video: tba

Week 15: Videogames and Avatar-Selves: Trance, Stress, and Addiction (April 26, 28)

Readings: **RamCT:** “Trance states: A theoretical model and cross-cultural analysis” (Winkelman); “Multidisciplinary perspectives on consciousness” (Winkelman); **RamCT:** “Salivary alpha-amylase and cortisol among Pentecostals on a worship and nonworship day” (Lynn); **RamCT:** “Magical Flight and monstrous stress: Technologies of absorption and mental wellness in Azeroth” (Snodgrass)

VI: Conclusion: Emotion, Self, and Society

Week 16: Culture, Self, and Love in a Cross-Cultural Perspective (May 3, 5)

CI: Ch. 12, 13

** Final Exam, Thurs., May 12th, 4:10-6:10pm**