

Syllabus for Anthropology 3700H – Psychological Anthropology
Trent University Oshawa, Fall 2012–13

Wednesday 2:10–5:00 PM, Room 105

Instructor: Professor Roger Lohmann

- Office: Room 182, Thornton Road Campus • Office Hours: Monday 4:10-6:00 PM, Wednesday 5:00–6:00 PM, or by appointment
- Phone: 905-435-5100 ext. 5043 • E-mail and other information at <http://people.trentu.ca/rogerlohmann>

Dept. of Anthropology: Judy Pinto, Secretary, 2140 East Bank Dr., DNA C207, Peterborough, ON K9J 7B8, 705-748-1011 x7825

Course Format: Two-hour-and-fifty-minute lecture weekly. The first two hours will be devoted to lecture, discussion, and films; the third hour will consist of student book review presentations and discussion.

Course Description: This course examines the interrelationship of individual personality and the cultural context. The course includes cross-cultural comparison of emotions, motivation, cognition, imagination, and perception. Personal adjustment, mental illness, states of consciousness, and the nature of mind are all explored from the holistic perspective of anthropology. One focus will be cultural differences in the experience of dreams, and how beliefs about their significance shape how they are remembered and used in forming individual beliefs and cultural ideals.

Learning Outcomes: By the end of the course a successful student should have a basic understanding of (1) the relationship between individual experience and culture; (2) the history of psychological anthropology; (3) ways of relating anthropological and folk theories of mind for greater empathy and scientific sophistication; (4) the cultural component of mental wellbeing and illness and its clinical implications; (5) ways of studying the psychological anthropology of past peoples; (6) methods of studying societies and cultures through individuals; and (6) advances in the current challenge of building a psychologically sophisticated general anthropology.

Required Books available from the Trent University Bookstore

Bock, Philip K.

1999 *Rethinking Psychological Anthropology: Continuity and Change in the Study of Human Action*. Second Edition. Prospect Heights: Waveland.

Lindholm, Charles

2007 *Culture and Identity: The History, Theory, and Practice of Psychological Anthropology*. Oxford: Oneworld..

Additional Required Readings available from the Library or online

Coolidge, Frederick L. and Thomas Wynn

2005 Working Memory, Its Executive Functions, and the Emergence of Modern Thinking. *Cambridge Archaeological Journal* 15(1):5-26.

Eves, Richard

2011 Pentecostal Dreaming and Technologies of Governmentality in a Melanesian Society. *American Ethnologist* 38(4):758–773

Flannery, K. V. and Joyce Marcus

1993 Cognitive Archaeology. *Cambridge Archaeology Journal* 3(2):260-270.

Lohmann, Roger Ivar

2007 Dreams and Ethnography. *In The New Science of Dreaming, Volume 3: Cultural and Theoretical Perspectives*. Deirdre Barrett and Patrick McNamara, eds. Pp. 35–69. Westport, CT: Praeger. Download at www.people.trentu.ca/rogerlohmann.lohmann2007.pdf

Course Requirements and Mark Distribution

Quizzes: Almost every class there will be a ten-question true-false quiz on the readings for that day. Quizzes are always presented first thing every class period, and you will not receive credit for a quiz unless you remain for the entire class period. There are a total of 11 quizzes. **Your lowest score will be dropped, including a zero for not attending due to illness or any other reason, but make-ups are not possible.** Each quiz is worth up to 10 points for a total of 100 points or 25% of your course mark.

Labs: Two in-class lab exercises including experiment, discussion, recording, interpretation, and explanation will be held during the course. Students will hand in written materials at the end of each lab for credit. **Since these labs require the group experience of participation in class, they cannot be made up.** Each lab is worth 10 points for a total of 20 points/5% of the course mark.

Book Review Presentation: The schedule for each class day lists four relevant books. Pick one of these books to review; you will be given 20 minutes of class time to present a summary of the book's contents, emphasizing those parts that relate to the required readings and the general topic for the day. Students should also bring to class a one-page handout for all of your classmates, including one for the professor. On the handout, include your name, a complete reference for the book in AAA style (http://aaanet.org/publications/style_guide.pdf), and summarize in point form the book's topic, its central thesis, the evidence on

which its thesis is based, and the name and a one-sentence summary of the content of each chapter. Your grade depends upon how well and accurately you communicate the book's main points to the class. The oral presentation and handout are each worth 40 points or 10% of the course mark, so in total, this assignment is worth 80 points or 20% of the course mark.

Term Paper: Write a 10–12 page research paper on any aspect of psychological anthropology, in 12 point type, double spaced, on numbered pages printed on both sides of the paper and stapled, without a cover page or binder. The marker will not read beyond 12 pages. Place your name, the title of your paper, the name of this course, and the date in the upper right corner of the first page. Your paper must have a clear thesis backed up by evidence from the psychological anthropological literature organized in a logical flow. Do not rely on quotes. You must refer to and properly cite ideas and data found in at least seven scholarly books and/or articles from refereed journals not among our assigned readings. Use AAA style citation and referencing. **You must stop in my office hours and get approval** for both your topic and your minimum of seven sources no later than October 31 to get credit for your term paper. When you come to see me, bring a sheet of paper with your proposed title, topic, and list of sources referenced in AAA style. The term paper is due in class on November 21, and is worth up to 100 points or 25% of the course mark.

Final Exam: The final will be scheduled during the exam period, and will cover all course materials including student book review presentations. It will be composed of multiple choice, matching, short answer, and essay questions, and is worth 100 points/25% of the course mark.

Expectations and Policies

1) Punctuality: Arrive and be settled in your seat by the beginning of class and to remain until the end of class. Unless you become ill, do not begin packing up books or stand to leave before the end of class.

2) Attention and Courtesy in Class: Anything you say in class should be directed to everyone in the room. Refrain from private conversations. Computers may be used in class **only** for taking notes. Messaging, game-playing, and web-surfing are not allowed.

3) E-mail Communication: If you e-mail your professor, do so in a professional manner. Write courteously and clearly; avoid abbreviations and slang. Provide a summary of the e-mail topic in the Subject line. Use your Trent e-mail address.

4) Handing In Assignments: Homework assignments are to be presented to your instructor in person only, and are due during the class period on the deadline. Assignments turned in late or left without previous agreement will not be accepted.

5) Missed Exams: Students are responsible to take the exams at the scheduled times. Make up exams are only entertained in emergencies. The decision whether to offer one rests with the instructor. Any make up exam will be offered once, in essay format.

6) Academic Integrity: Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a 0 grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself—unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more: www.trentu.ca/academicintegrity.

7) Access to Instruction: It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Disability Services Office (Trent Oshawa office, Room 111, 905-435-5100, disabilityservices@trentu.ca) as soon as possible. For more details, see "Access to Instruction" on p. 14 of the 2012–2013 Academic Calendar.

8) Illnesses and Emergencies: If an emergency impacts your coursework, it is your responsibility to contact the instructor as soon as possible to discuss whether it would be in your best interest to drop the course or to arrange an alternative assignment or deadline. Any changes must be supported by documentation verifying sufficient cause, and settled in writing. See <http://trentu.ca/academicpetitions>.

9) Withdrawing from the Course: Please see the Trent University academic calendar for University Diary dates, Academic Information and Regulations, and University and departmental degree requirements. Last date to withdraw from Fall courses without academic penalty in 2012–13 is November 6, 2012.

10) Please see the Trent University academic calendar for University Diary dates, Academic Information and Regulations, and University and departmental degree requirements. <http://www.trentu.ca/calendar/>

11) Anthropology Guidelines: Workshop/lab assignments will not be accepted in the anthropology office. All assignments will be collected and handed back in class or may be dropped off or picked up in the faculty offices during their office hours. The Anthropology Department will not accept assignments by fax or e-mail and is not responsible for missing assignments if they are dropped off in the Department office.

12) Faith Dates/Examination Periods: Students who wish to observe their cultural religious holidays during the scheduled examination periods should notify the Registrar's Office in writing by Monday, October 1st. The Registrar's Office will, wherever possible, incorporate these exceptions into the scheduling of examinations. Where it is not possible to do so, the student should notify the instructor in order to make alternative arrangements.

13) Research with Human Subjects: All research involving the use of human subjects requires advance approval from the Departmental Ethics Committee.

Course Schedule

| Date | Topic | Reading | Assignment |
|---------|--|--------------------------------|--|
| Sept 12 | Anthropological Perspectives on the Mind Film: <i>Culture and Personality</i> (30 min) | 67 pages: L 3–70 | Quiz 1 |
| Sept 19 | Origins of Psychological Anthropology Devereux, George 1969[1951] <i>Reality and Dream: Psychotherapy of a Plains Indian</i> . Garden City: Anchor. Freud, Sigmund 1975[1930] <i>Civilization and its Discontents</i> . London: Hogarth Press and the Institute of Psycho-analysis. Róheim, Geza 1950 <i>Psychoanalysis and Anthropology: Culture, Personality and the Unconscious</i> . New York: International Universities Press. Lincoln, Jackson Steward 1935 <i>The Dream in Primitive Cultures</i> . London: Cresset Press. | 68 pages: B 1-44; L 73–97 | Quiz 2 |
| Sept 26 | Culture and Personality Film: <i>Margaret Mead: An Observer Observed</i> (85 min) | 112 pages: B 45-116; L 97–138 | Quiz 3 |
| | Benedict, Ruth 1934 <i>Patterns of Culture</i> . Boston: Houghton Mifflin. Du Bois, Cora 1960 <i>The People of Alor: A Social-Psychological Study of an East Indian Island</i> . Cambridge: Harvard University Press. Mead, Margaret 1963[1935] <i>Sex and Temperament in Three Primitive Societies</i> . New York: Morrow. Wallace, Anthony F. C. 1970 <i>Culture and Personality</i> . New York: Random House. | | |
| Oct 3 | Psychocultural Adaptations in Cultural Contexts Film: <i>Secrets of the Psychics</i> (60 min) | 67 pages: B 117-156; L 139–167 | Quiz 4 |
| | Herd, Gilbert H. 1981 <i>Guardians of the Flutes: Idioms of Masculinity</i> . New York: Columbia University Press. Ingham, John M. 1996 <i>Psychological Anthropology Reconsidered</i> . Cambridge: Cambridge University Press. Spiro, Melford E. and Audrey G. Spiro 1958 <i>Children of the Kibbutz</i> . Cambridge: Harvard University Press. Stephen, Michele 1995 <i>A'aisa's Gifts: A Study of Magic and the Self</i> . Berkeley: University of California Press. | | |
| Oct 10 | From Agency to Social Structure and Back Film: <i>Who Killed the Electric Car?</i> (92 min) | 99 pages: B 157-190; L 168-234 | Quiz 5 |
| | Kracke, Waud 1978 <i>Force and Persuasion: Leadership in an Amazonian Society</i> . Chicago: University of Chicago Press. Lave, Jean and Etienne Wenger 1991 <i>Situated Learning: Legitimate Peripheral Participation</i> . Cambridge: Cambridge University Press. Scheper-Hughes, Nancy 1992 <i>Death Without Weeping: The Violence of Everyday Life in Brazil</i> . Berkeley: University of California Press. Throop, C. Jason 2010 <i>Suffering and Sentiment: Exploring the Vicissitudes of Experience and Pain in Yap</i> . Berkeley: University of California Press. | | |
| Oct 17 | Consciousness: Cognition and Perception | 61 pages: B 191-222; L 235–265 | Quiz 6 Trance Induction Lab |
| | Berland, Joseph C. 1982 <i>No Five Fingers Alike: Cognitive Amplifiers in Social Context</i> . Cambridge: Harvard University Press. Goodman, Felicitas D. 1988 <i>How About Demons?: Possession and Exorcism in the Modern World</i> . Bloomington: Indiana University Press. Neisser, Ulric 1976 <i>Cognition and Reality: Principles and Implications of Cognitive Psychology</i> . San Francisco: W. H. Freeman. Shore, Bradd 1996 <i>Culture in Mind: Cognition, Culture, and the Problem of Meaning</i> . Oxford: Oxford University Press. | | |

Reading Week

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| Oct 31 | Dreaming: Context, Causes, Consequences Film: <i>What Are Dreams</i> (56 min) | 48 pages: Eves; Lohmann; Dream Interpretation Lab | Quiz 7 Approval for Term Paper |
| Adler, Shelley R. 2011 <i>Sleep Paralysis: Night-mares, Nocebos, and the Mind-Body Connection</i> . New Brunswick, NJ: Rutgers University Press. | | | |
| Edgar, Iain 2011 <i>The Dream in Islam: From Qur'anic Tradition to Jihadist Inspiration</i> . New York: Berghahn. | | | |
| Mageo, Jeannette Marie 2011 <i>Dreaming Culture: Meanings, Models, and Power in U.S. American Dreams</i> . New York: Palgrave Macmillan. | | | |
| Poirier, Sylvie 2005 <i>A World of Relationships: Itineraries, Dreams, and Events in the Australian Western Desert</i> . Toronto: University of Toronto Press. | | | |
| Nov 7 | Emotion; Self and Other Film: <i>Marathon Monks of Mount Hiei</i> (57m) | 68 pages: B 223-262; L 266-295 | Quiz 8 |
| Briggs, Jean L. 1970 <i>Never in Anger: Portrait of an Eskimo Family</i> . Cambridge: Harvard University Press. | | | |
| Lutz, Catherine A. 1988 <i>Unnatural Emotions: Everyday Sentiments on a Micronesian Atoll and Their Challenge to Western Theory</i> . Chicago: University of Chicago Press. | | | |
| Parish, Steven M. 1994 <i>Moral Knowing in a Hindu Sacred City: An Exploration of Mind, Emotion, and Self</i> . New York: Columbia University Press. | | | |
| Rosaldo, Michelle Z. 1980 <i>Knowledge and Passion: Ilongot Notions of Self and Social Life</i> . Cambridge: Cambridge University Press. | | | |
| Nov 14 | Film: <i>Black Harvest</i> (90 min) [Quiz 9 will include questions on the film] | | |
| Nov 21 | Person-Centred Ethnography; Mental Health and Illness Film: <i>Alejandro Mamani: A Case Study in Culture and Personality</i> (30 min) | 34 pages: L 296-330 | Quiz 9 Term Paper |
| Devereux, George 1980 <i>Basic Problems of Ethnopsychiatry</i> . Chicago: University of Chicago Press. | | | |
| Goddard, Michael 2011 <i>Out of Place: Madness in the Papua New Guinea Highlands</i> . New York: Berghahn. | | | |
| Gregor, Thomas 1985 <i>Anxious Pleasures: The Sexual Lives of an Amazonian People</i> . Chicago: University of Chicago Press. | | | |
| Lattas, Andrew 2010 <i>Dreams, Madness, and Fairy Tales in New Britain</i> . Durham, NC: Carolina Academic Press. | | | |
| Nov 28 | Identification and Affiliation Film: <i>Cracking the Maya Code</i> (53 min) | 65 pages: L 333-398 | Quiz 10 |
| Ahearn, Laura 2001 <i>Invitations to Love: Literacy, Love Letters, and Social Change in Nepal</i> . Ann Arbor: University of Michigan Press. | | | |
| Briggs, Jean 1999 <i>Inuit Morality Play: The Emotional Education of a Three-Year-Old</i> . New Haven: Yale University Press. | | | |
| Fisher, Helen 2004 <i>Why We Love: The Nature and Chemistry of Romantic Love</i> . New York: Henry Holt. | | | |
| Obeyesekere, Gananath 1984 <i>Medusa's Hair: An Essay on Personal Symbols in Religious Experience</i> . Chicago: University of Chicago Press. | | | |
| Dec 5 | Toward a Psychological General Anthropology Film: <i>Ape Genius</i> (52 min) | 31 pages: C & W; F & M | Quiz 11 |
| Strauss, Claudia and Naomi Quinn 1997 <i>A Cognitive Theory of Cultural Meaning</i> . Cambridge: Cambridge University Press. | | | |
| Tomasello, Michael 2000 <i>The Cultural Origins of Human Cognition</i> . Cambridge: Harvard University Press. | | | |
| Laughlin, Charles D. 2011 <i>Communing with the Gods: Consciousness, Culture and the Dreaming Brain</i> . Brisbane: Daily Grail. | | | |
| Pearson, James L. 2002 <i>Shamanism and the Ancient Mind: A Cognitive Approach to Archaeology</i> . Walnut Creek, CA: AltaMira. | | | |
| Dec 10-19 | Final Exam (to be scheduled) | | |