

**ANTH291: Culture and Mind**  
**Tuesday/Thursday 2:30 – 3:52**  
**SWMU 117**  
**Spring 2013**

**Course description and goals**

This course is an introduction to the field of psychological anthropology. Psychological anthropologists seek to understand the relation between the personal and the social. As such, the field is an interdisciplinary endeavor to uncover what is universal and particular in human behavior and social organization and to question theoretical assumptions about “culture” and “mind.” The foundational concepts, theories, and methods of psychological anthropology will be examined across a broad range of topics, including religion, childhood, labor, and mental health and illness, in settings as different as a Japanese preschool, a Brazilian *favela*, and Palo Alto, CA.

Course goals include: (1) to understand psychological anthropology’s core concepts and methods *by engaging with course readings and films and participating in class discussions*, (2) to challenge commonly-held explanations of human behavior *by synthesizing course readings and relating them to your own lives*, (3) to assess the strengths and weaknesses of the claims and assumptions surrounding them *by debating the material’s primary claims, assumptions, and limitations*, and (4) to apply anthropological theory to phenomena that you encounter in your own life *through close analyses of the course readings and your research project*.

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**Office hours**                                Tuesdays and Thursdays, 1 – 2 p.m.

**Readings**

Readings will be discussed on the day they are assigned and should be brought to class. Most of the readings can be found in electronic format on Moodle. The reading schedule is provisional, and any changes will be announced in class and online in advance. There are also three books available for purchase in the bookstore.

Freud, Sigmund. 1961 (1930). *Civilization and its discontents*. Strachey, James, trans. New York: W. W. Norton and Company.

Illouz, Eva. 2012. *Why love hurts*. New York: Polity Press.

Luhrmann, Tanya M. 2012. *When God talks back: Understanding the American Evangelical relationship with God*. New York: Knopf.

### **Exams**

The midterm will be a mix of short answer and essay questions. You will be tested for content from the lectures, readings, films, and class discussions. It is open-book.

The final will not be cumulative. It is take-home and will be due at 6:30 p.m. on May 7.

### **Research project**

Students will conduct a series of person-centered ethnographic interviews related to course themes and write a 10-15 double-spaced page paper profiling their interviewee. Workshops will be periodically held throughout the semester. Further details will be discussed in class.

Papers should both be turned in class on the due date and submitted to Turn It In via the course Moodle site. Assignments that are turned in one day late will lose 10% of their overall score. There is an additional 5% penalty for each additional day the paper is late. No assignments will be accepted a week after the due date.

### **Discussant role**

Students will work in pairs to lead one discussion of selected chapters from an assigned book. Teams should arrange to meet with me at least a day prior to the discussion to finalize their preparation.

### **PCQs**

PCQ stands for Pros, Cons, and Questions. Students will post a list of three pros, cons, or questions about the readings on the course Moodle forum before noon on the day the readings are assigned. PCQs can be in any combination of pros, cons, or questions. This must be done fifteen times throughout the semester to receive full credit. PCQs about readings that one has been scheduled to lead discussion of will not count.

Although brief, PCQs should demonstrate critical thinking about the topic through providing examples, application, and connections. Those that do not will be flagged the first time and will not receive credit thereafter. Students are encouraged to read each other's PCQs. Considered responses to them can contribute up to five points.

PCQs are designed to keep reading on track, to prepare students for discussion, and to give discussants (whether students or myself) ideas on how to best guide discussion.

## **Participation and professionalism**

The development of critical thinking skills is one of the most tried-and-true ways to achieve the course goals, and to that end there will be multiple formats for you to demonstrate your mastery of the course material. The most important of these (in my opinion) are the seminar-style discussions we will be regularly having, and I expect you will take part in your own and each other's intellectual advancement.

Please be conscientious of your fellow students and your instructor by avoiding all forms of electronic communication (e.g. texting, emailing, and instant messaging) during class. Other forms of disruptive behavior (e.g. consistent tardiness, talking to each other during lecture or films, etc.) will also negatively affect your participation grade.

## **Extra credit**

There is no extra credit for this course. #YOLO.

<b>Grading breakdown</b>	Midterm (20%)
	Final (20%)
	Research project (30%)
	Discussant role (5%)
	PCQs (15%)
	Participation and professionalism (10%)

## **Cheating and plagiarism**

Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind.

## **Writing center**

Bucknell's writing center is an excellent resource to improve your writing. Services are free. <http://www.bucknell.edu/x3990.xml>

## **Students with disabilities**

Bucknell welcomes students who have disabilities and wish to participate in the academic and professional opportunities available in the community. Students requesting accommodations and services due to disabilities should let me know within the first two weeks of class.

## Schedule

- 1/17 Introduction
- 1/22 Nature vs. Nurture, or the Individual in Society
- Selections from Nisbett, Richard E. 2003. *The geography of thought: How Asians and Westerners think differently...and why*. New York: The Free Press.
- 1/24 Psychoanalysis
- Freud, parts I-IV
- 1/29 Psychoanalysis (continued)
- Freud, parts V-VIII
- 1/31 Culture and Personality
- Dundes, Alan. 1978. Into the endzone for a touchdown: A psychoanalytic consideration of American football. *Western Folklore* 37(2): 75-88.
- 2/5 Methods
- Bruner, Jerome. 2006. A narrative model of self-construction. *Annals of the New York Academy of Sciences* 818: 145-161.
  - Hollan, Douglas. 2001. "Developments in person-centered ethnography." In *The psychology of cultural experience*. Moore, Carmella C. and Holly F. Mathews, eds. Cambridge: Cambridge University Press. Pp: 48-67.
- 2/7 Childhood
- Selections from Briggs, Jean L. 1998. *Inuit morality play: The emotional education of a three year old*. New Haven, CT: Yale University Press.
  - Ochs, Elinor and Carolina Izquierdo. 2009. Responsibility in childhood: Three developmental trajectories. *Ethos* 37(4): 391-413.
- 2/12 Childhood (continued)
- Read one of the chapters from Tobin, James, David Y. H. Wu, and Dana H. Davidson. 1989. *Preschool in three cultures*. New Haven, CT: Yale University Press.
- "Japan"
  - "China"
  - "United States"
- 2/14 Religion
- Selections from Gilmore, David D. 2003. *Monsters: Evil beings, mythical beasts, and all manner of imaginary terrors*. Philadelphia: University of Pennsylvania Press.
  - Luhrmann, chapters 1 and 2
- 2/19 Religion (continued)

- Luhrmann, chapters 3 and 4
- 2/21 Religion (continued)
- Luhrmann, chapters 6 and 7
- 2/26 Religion (continued)  
Interview workshop #1
- Luhrmann, chapter 8
  - Sacks, Oliver. 2012. "Hearing things." In *Hallucinations*. Sacks, Oliver. New York: Knopf. Pp: 53-73.
- 2/28 Midterm
- 3/5 Emotion
- Selections from Levy, Robert I. 1973. *Tahitians: Mind and experience in the Society Islands*. Chicago: University of Chicago Press.
- 3/7 Emotion (continued)  
Interview workshop #2  
Guest lecture: Julia Cassaniti (Washington State University)
- Geertz, Clifford. 1984. "From the native's point of view": On the nature of anthropological understanding. In *Culture theory: Essays on mind, self, and emotion*. Shweder, Richard A. and Robert A. LeVine, eds. Cambridge: Cambridge University Press. Pp: 123-136.
  - Goffman, Erving. 1956. Embarrassment and social organization. *American Journal of Sociology* 62(3): 264-271.
- 3/12 & 3/14 Spring break
- 3/19 Emotion (continued)
- Lutz, Catherine. 1986. Emotion, thought, and estrangement: Emotion as a cultural category. *Cultural Anthropology* 1(3): 287-309.
- 3/21 Emotion (continued)  
Film: *Disordered States*
- 3/26 Emotion (continued)
- Katz, Jack. 1999. "Pissed off in LA." In *How emotions work*. Katz, Jack. Chicago: University of Chicago Press. Pp: 18-86.
- 3/28 Mental health and illness  
Interview workshop #3
- Obeyesekere, Gananath. 1985. "Depression, Buddhism, and the work of culture in Sri Lanka." In *Culture and depression: Studies in the anthropology*

*and cross-cultural psychiatry of affect and disorder*. Kleinman, Arthur and Byron J. Good, eds. Berkeley: University of California Press. Pp: 134-152.

- Garcia, Angela. 2008. The elegiac addict: History, chronicity, and the melancholic subject. *Cultural Anthropology* 23(4): 718-746.

4/2 Mental health and illness (continued)

- Jenkins, Janis H. and Martha Valiente. 1994. "Bodily transactions of the passions: El calor among Salvadoran women refugees." In *Embodiment and experience: The existential ground of culture and self*. Thomas J. Csordas, ed. Cambridge: Cambridge University Press. Pp: 163-182.
- Selections from Finley, Erin P. 2011. *Fields of combat: Understanding PTSD among veterans of Iraq and Afghanistan*. Ithaca, NY: Cornell University Press.

4/4 Mental health and illness (continued)

Film: *40 Years of Silence* (dir. Robert Lemelson)

4/9 Gender

- Scheper-Hughes, Nancy. 1985. Culture, scarcity, and maternal thinking: Maternal detachment and infant survival in a Brazilian shantytown. *Ethos* 13(4): 291-317.

4/11 Gender (continued)

- Selections from Hochschild, Arlie R. 1983. *The managed heart: Commercialization of human feeling*. Berkeley: University of California Press.
- Jones, Carla. 2004. Whose stress? Emotion work in middle-class Javanese homes. *Ethnos* 69(4): 509-528.

4/16 Gender (continued)

- Illouz, chapters 1 and 2

4/18 Politics

Interview workshop #4

- Illouz, chapter 4

4/23 Politics (continued)

- Illouz, chapters, 5 and 6

4/25 Presentations

4/30 Presentations