

## ANTH 3303: Self, Culture and Mind: Introduction to Psychological Anthropology



Course Location: Remote

Office Hours: Wednesdays, 10 AM -11 AM (Zoom only) or by appointment

[My Zoom Office and Classroom](#)

Teaching Assistant: Nusaiba Chowdhury

TA Office Hours: Tuesdays, 11AM – 12PM

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### **\*\*Statement of Alliance\*\***

I stand with Black, Indigenous, and People of Color (BIPOC) in the fight against racialized injustice and inequality. As a socially conscious scholar, I condemn all acts of racism, xenophobia, and police brutality which have profound consequences for communities of color. I recognize that the field of Anthropology emerged from racist colonial origins and legacies, and though it was also the first discipline with practitioners who recognized the meaninglessness and insidious nature of the race concept (which we will learn about), I still must and will strive to do more to combat historical, systemic, and institutionalized oppression. Given this, I affirm a commitment to use my academic and applied efforts to examine critically and transform the deeply entrenched institutional sources of race-based inequality. Through my work and within my department and university, I commit to examining the imbalances of power in society that lead to racialized violence; to promoting actively anti-racist practices; to elevating the voices of scholars and communities of color; and to conduct my work in more just and equitable ways.

## COURSE OVERVIEW

This course explores the contributions of anthropology to understanding the experience of psychological phenomenon and mind across cultures. It will examine anthropological theories about the interplay of culture, mind and self in various Western and non- Western societies. Child development, cognition, emotion, morality, altered states, “brain sciences” and mental health and illness are analyzed from a cross-cultural perspective. Reading a full range of classic and modern works in medical and psychological anthropology, we debate the ways that social context—and local notions of what is good, beautiful and true that are upheld in these contexts—impact one’s everyday life and one’s experience of one’s own mind, and with what consequences.

## REQUIRED READINGS

All of the books listed here are also on reserve at the library. Readings marked with a \* can be found on our course CANVAS website in the module during which they were assigned. Efforts are being made by the academy to recognize the need to amplify and promote work by scholars who identify black, indigenous and people of color (BIPOC) in order to broaden the perspectives being offered in any given class. As I am making efforts to decolonize this syllabus, I have intentionally made sure that two of the five books you will purchase are by black, indigenous and/or people of color. Hearing about everyday experience from a variety of perspective is an important part of learning to live responsibly and make decisions in a diverse world.

**The following books are available for purchase at the SMU Bookstore. I am also placing them on reserve at the library. Books with an \* are on reserve with unlimited electronic users this semester. We will read most of the text of the books listed here, which is why I suggest you make sure you have your own copy available for class. A digital version is fine. All readings that are not in these books are available on Canvas and are also marked with an \* in the syllabus.**

Sigmund Freud, Civilization and Its Discontents\*

Angela Garcia, The Pastoral Clinic\*

Margaret Mead, Coming of Age in Samoa

Neely Myers, Recovery's Edge: An Ethnography of Mental Health and Moral Agency\*

Malidoma Patrice Some', Of Water and Spirit: Ritual, Magic and Initiation in the Life of an African Shaman

## COURSE LEARNING OUTCOMES

**At the end of this course, students should be able to:**

- 1) Analyze substantial connections between the worldviews and experiences of multiple cultures, historically or in contemporary contexts with various mental phenomenon;
- 2) Utilize methodologies used in psychological anthropology, such as interviewing techniques, to imitate some of the ways psychological anthropologists collect data; compile responses to generate observations about cultural orientations;

- 3) Research, create, and deliver an oral presentation to illustrate the ways cultural and historical context shape the experience, understanding and treatment of mental health and mental illness in a particular local context;
- 4) Integrate cultural, disciplinary and ethical perspectives cross-culturally on psychological development; emotion; cognition; the experience, understanding and treatment of mental health conditions; and mind-body healing modalities across cultures; and,
- 5) Compose an advocacy letter to a person or organization of your choice based on what you have learned to evaluate a complex global challenge and teach others about how policy decisions need to take into account the interplay between self, culture and mind.

## UNIVERSITY POLICIES

**Covid-19 Attendance Statement:** Students who are experiencing COVID-19 symptoms or who have been notified through contact tracing of potential exposure and need to self-quarantine or isolate must follow the protocols laid out in [SMU's Contact Tracing Protocol](#). To ensure academic continuity, students in these situations will not be penalized and will be provided appropriate modifications to assignments, deadlines, and testing.

To ensure these necessary accommodations, affected students must:

- Provide as much advance notification as possible to the instructor about a change in circumstances. Students must notify their instructor about a potential absence as well as plans for a return to class. For cases in which students test positive for COVID-19, they should fill out a [CCC form at this link](#).
- Communicate promptly with the instructor to establish, as necessary, alternative assignments and/or changes to deadlines and exams. Students are then responsible for meeting the expectations laid out in these alternative arrangements.
- Continue participation in class via Zoom, as health circumstances permit.
- Students facing multiple or extended COVID-19-related absences or illness can work with the Office of the Dean of Students to consider options such as fully remote learning or medical withdrawal.

This policy, aligned with the [SMU Honor Code](#) and the SMU [Pledge to Protect](#), relies on mutual trust and respect between students and faculty to ensure safety, academic integrity, and instructional continuity.

**Caring Community Connections (CCC) program:** This is a resource for anyone in the SMU community to refer students of concern to the Office of the Dean of Students. Faculty play a critical role in identifying students who are experiencing challenges, as you may be the first to notice a change in behavior such as class attendance or performance. The online referral form can be found at [smu.edu/deanofstudentsccc](#). After a referral is submitted, students will be contacted to discuss the concern, strategize options, and be connected to appropriate resources. Additionally, should you have concerns about students and are unclear about what to do, please see the [CCC Reference Guide](#), or contact the Office of the Dean of Students at 214-768-4564.

**Disability Accommodations:** Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/SASP/DASS> to begin the process. Once approved and registered, students will submit a DASS Accommodation Letter to faculty through

the electronic portal *DASS Link* and then communicate directly with each instructor to make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

**Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See policy [here](#).) **Please notify the TA in writing before September 4, 2020.**

**Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (See [2020-2021 SMU Undergraduate Catalog](#) under "Enrollment and Academic Records/Excused Absences.")

**Academic Dishonesty:** Students are expected to embrace and uphold the [SMU Honor Code \(Links to an external site.\)](#). Violations of the Honor Code will be acted upon in accordance with the policies and procedures outlined in the [Mustang Student Handbook \(Links to an external site.\)](#). Students who do not will receive a 0 on the assignment in question. If a student is caught engaging in academic dishonesty on more than one occasion, further disciplinary actions will be sought.

**Student Academic Success Programs:** Students needing assistance with writing assignments for SMU courses may schedule an appointment with the Writing Center through Canvas. Students wishing support with subject-specific tutoring or success strategies should contact SASP, Loyd All Sports Center, Suite 202; 214-768-3648; <https://www.smu.edu/sasp>.

**Statement for Pregnant and Parenting Students:** Accommodations for pregnant and parenting students: Under Title IX students who are pregnant or parenting may request academic adjustments by contacting Elsie Johnson ([elsiej@smu.edu](mailto:elsiej@smu.edu)) in the Office of the Dean of Students, or by calling 214-768-4564. Students seeking assistance must schedule an appointment with their professors as early as possible, present a letter from the Office of the Dean of Students, and make appropriate arrangements. Please note that academic adjustments are not retroactive and, when feasible, require advance notice to implement.

## MY COURSE POLICIES

### *Attendance Policy*

Please do your best to attend class. Given that the class is remote, I hope this will enable many more of you to attend in a steady way. If you are absent, please review the Zoom recording for that day or any other materials. These will be uploaded on Canvas.

If you are absent or miss class, you have the following options, all of which affect your participation grade:

- 1) Submit a doctor's note for your absence unlimited times. Receive a 2/2 for participation on those days. Talk to the professor about how to make up work missed.
- 2) No doctor's note needed up to three times IF you submit a discussion post within two weeks after your absence. Receive a 2/2 for participation on those days.
- 3) If you have no doctor's note and #2 is no longer an option, you will receive a 0/2 for participation on the days you are absent. This will negatively impact your final grade.
- 4) If you miss more than six days of class and cannot provide a doctor's note and do not turn in a discussion post, we will attempt to reach out to you to understand the situation, but it is very likely that you will be asked to withdraw from the class.

#### *Late Assignments*

Please ask permission for an extension at least 24 hours in advance of the due date from the TA. We are happy to work with you, but we need advance notice. If you do not ask in advance, please expect to lose 1/3 of a letter grade for every 12 hours that the assignment is late. (e.g., A to A-). Reach out to the TA as soon as possible to discuss a plan of action to get you back on track.

#### *Statement on Communication*

You may contact the TA via email or the Canvas inbox. She will respond to your question or email within 24 hours during the regular week (not Saturday and Sunday). If your TA cannot answer the question, please note that she will contact me and I will reach out to the TA with an answer. Please email your TA first. Do not email me directly unless I have directly emailed you or it is a confidential matter.

Assignments will be graded within 7-10 business days of the assignment due date. My grading timeline might be delayed, especially if I or my family become sick this semester. We will all need to be patient with each other.

### **COURSE ASSESSMENTS**

- 1. Participation. 15% (All Objectives)**
- 2. Culture and Mind Presentation. 20% (Objective 1, 3)**
- 3. Culture and Mind Bibliography. 5% (Objective 3)**
- 4. Image Response Research Project. 20% (Objective 2)**
- 5. Five Discussion Posts. 20% (Objective 1, 4)**
- 6. Advocacy Letter or Op-Ed. 20% (Objective 5)**

**NOTE: All grades may take up to 2 weeks to post on CANVAS.**

#### **1. Participation. 15% of your final grade.**

Participation will be assessed using the “attendance” part of the gradebook. If you are absent or do not participate, you will receive an “absent.” Opportunities to address absences are described on the Attendance Policy section of the Syllabus page in Canvas. If you are in class

and participate minimally, you will receive a “late” score. If you are participating and contributing to the extent of your ability at the time, you will be given a “present” score.

## **2. Culture and Mind Presentation. 20% of your final grade.**

**The culture and mind presentation fills the Individuals, Institutions, and Cultures-Level 2 and Historical Contexts requirement in the University Curriculum.**

On the first day of class, each student will be assigned randomly a group number and a partner with whom they will choose a topic from those listed below for this assignment. We will post the list of topics below in Google Docs. Working in pairs, you will need to sign up for a date for your topic. On your assigned date, each student will offer an 8 to 10-minute presentation on one of the culturally salient mental health conditions listed below. After the presentation, students will then have 3-5 minutes for questions from their classmates. The presentation should include a relevant lecture using slides, and may include up to (but no more than) 2 minutes of video to illustrate some aspect of your presentation.

### Grading Rubric for Culture and Mind Presentation

Your presentation will be graded on whether or not it included the following.

Each is worth 10 points (the last 5 items in bold are for your **Oral Communication** assessment and are taken from the rubric for that assessment):

1. Cultural/historical context of people experiencing this ailment?
2. Who typically experiences or experienced this ailment—are there patterns in gender, age, class, etc.? Do these vary in different cultural settings?
3. What are the symptoms? How are they experienced and understood locally?
4. Are there (or were there) any local/indigenous cures or treatments available?
5. Describe the relationship between social context, symptoms, and treatment options
6. **Organizational pattern: specific introduction and conclusion, sequenced material with appropriate transitions is clearly and consistently observable within the presentation.**
7. **Language is thoughtfully chosen and appropriate to audience.**
8. **Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting and the speaker appears comfortable.**
9. **Main thesis is clear and consistent with the supporting material.**
10. **Supporting materials make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter’s credibility/authourity on the topic.**

### Presentation Topics (20)

Ataque de nervios (Latinos, Puerto Rico)  
Amok/amuk/ngamuk (Malaysia)  
Latah (Singapore)  
Koro (Southeast Asia)  
Pibloktoq (Arctic Eskimos)  
Boufee Delirante (West Africa and Haiti)  
Susto (Latin America)  
Brain Fag Syndrome (West Africa)  
Hwabyung (Korea)  
Locura (Latinos in the U.S.)  
Zar (North Africa, Middle East)

Orpeko (Tanzania Maasai)  
Berserkr (Old Norse)  
Khyal Cap (Cambodian)  
Kufungisisa (Zimbabwe)  
Wendigo "Psychosis" (Algonquin)  
Shenjing Shuairo (China)  
Taijin (Japan)  
Hikikomori (Japan)  
Anorexia Nervosa (USA)

### **3. Culture and Mind Bibliography**

Each Culture and Mind Presentation will have a slide at the end that includes a bibliography for the project. Bibliographies must include at least ten scholarly references you used. Bibliographies should follow the Chicago Manual of Style Author-Date Format, which can be reviewed here: [https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)

Each reference is worth one point of your project grade, so please choose carefully. All references should be from a scholarly source: academic journal articles, reputable news sources (e.g., Reuters), references books, or books published by a university press. If you need help, please ask Evelyn Day, the SMU Anthropology research librarian. You can schedule a consultation with her here: <https://sites.smu.edu/libraries/librarians/>

If you choose, you may turn in your bibliography **up until 1030 AM ONE WEEK BEFORE your presentation** to the TA for a review and feedback of the quality of the bibliography.

### **4. Image Response Research Project. 20% of your final grade.**

**DUE DATE: Upload your paper to CANVAS before class on October 7<sup>th</sup> so that we can discuss your results in class.**

I will share an image with you on the third day of class. You will all receive the same image. It is very unlikely that many of you will know what it is. If you do, please do not share the answer with your classmates. Please do not share the answer with anyone you are interviewing, either. This will hurt the experiment.

Once you have the image, please share it with a **diverse group** of 10 people that you know and ask them to offer a brief response explaining their **IMMEDIATE REACTION** to what they think this image signifies. You are not looking for a one-word response, but a few sentences on their thoughts. Please take notes as they are talking or immediately after you share the image. There is no right or wrong response!!! Please discourage informants from asking you any questions and do not ask them when there are others around them (so that you can get a more honest answer). We are looking for their immediate reaction **ONLY**. Also, please ask for the following demographic information: age, self-identified race/ethnicity, and self-identified gender. Please tally the demographic information, and also distill these responses down into 3-5 themes that you describe in a 2-page discussion paper. Themes may include broad overarching patterns you see in the data, such as ("preoccupation with danger" or "discussing gender"). We will talk about this more in person. If you notice differences by age, gender, cultural affiliation, etc., please note this in your paper. Papers will be uploaded to CANVAS and also shared in class on the day the responses are due. On that day, we will explore our findings as a group.

**5. Five Discussion Posts. 20%** You will have five assigned posts due on a specific day for five of the course topics. Posts should be 200 words and should incorporate two course readings and one outside source. With instructor permission, Topic 4 (Rites of Passage) and 6 (Culture and Deviant Selves) may be used for make up posts.

**6. Advocacy Letter or Op-Ed. 20% of your final grade.**

For this assignment, you can choose to address/design your opinion piece for a newspaper or send it to an individual as an advocacy letter. The difference is not that great—it just depends on which venue appeals more to you!

For this assignment, you will submit an advocacy letter or op-ed that raises some of the issues we have discussed in class and advocates for some kind of action you hope to see taken. Your assignment is not due until the end of the final exam period, but you are welcome to write and send out the letter and/or submit it to us at any time this semester. You do not *have* to send/submit your letter or op-ed, but I strongly encourage you to consider doing so. This assignment will also count as your assessment grade for your **Human Diversity** and **Global Engagement** requirements for the University Curriculum (pre-2020) and your **Global Perspectives** requirement in the Common Curriculum (2020 forward).

Your overall goal is to make an argument about the relationship between culture and some kind of mental phenomenon and what we can do to address that phenomenon more effectively. You might ask: “what does cultural context have to do with X?” And then answer: “therefore, we can better address it if we take into account the effects of culture and do Y differently.” It is likely that you will need to do additional research and draw on personal experience to flesh out your piece.

Important questions to ask yourself along the way for either op-ed or advocacy letter:

1. What is the point I am trying to make—in the letter as a whole and in each paragraph?
2. Is the material I am discussing/presenting necessary and does it advance the goals for which I am advocating as a whole? Does each paragraph contribute to the whole? Does each sentence contribute to teach paragraph? (If not, fix it or delete it).
3. Does the advocacy letter or op-ed carry the reader’s attention throughout? If not, how I can make sure it does?

Sources

Internet research of reputable sources is acceptable. You must list all sources on which your letter draws, either directly or indirectly, at the end of the letter in a section called “List of References” (this list can include Internet sources and websites). Scholarly references should follow the Chicago Manual of Style.

Tip: an advocacy letter differs from a typical academic paper by being more engaging, energetic, and edgy. It argues a point, takes a stand, and advocates for a new understanding or new policy or new something. Be spirited in an informed way!

Your letter or op-ed must be double-spaced, normal 1-inch margins, and typed in 12-point font. No extra spaces between paragraphs, please. A letter or op-ed that is much shorter than 500 words is likely to be considered skimpy, while one much longer than 600 words is likely to be left unread. Please respect the 600-word limit.

→For those of you choosing to write an advocacy letter:

For more on the origins of this assignment, what makes a good advocacy letter, examples of advocacy letters, and a place to share an advocacy letter with a broader audience (should you write it before November 3<sup>rd</sup>), please see: <http://somatosphere.net/2020/advocacy-letters-and-invitation.html/> You will need to state the corporate, government, or non government entity to which your letter is addressed clearly in the letter. That is to say, it should look like a letter, with all the appropriate contact information for the entity you have chosen to contact.

→For those of you choosing to write an op-ed:

Another option is to write an op-ed and submit it to a newspaper for consideration of publication. SMU has an office that can help you place your letter in a local paper, as one of my student's from this class did a couple of years ago. I will post that op-ed on the course website under the Assignments tab and under Op-Ed/Advocacy Letter as an example. Please choose a venue where you plan to submit your op-ed and include that information when you submit. Write your op-ed as if you really hope it will be published—and maybe it will! In addition, having a clearly written, brief paper in your personal file is often useful for practical matters such as getting an internship/job/letter of recommendation.

Grading Rubric (10 points each)

- 1) **Does the advocacy letter or op-ed mention the impact of one's own actions and the actions of others and the consequences those actions can have for people involved in this issue?**
- 2) **Does the advocacy letter or op-ed integrate a variety of perspectives, such as cultural, anthropological and ethical perspectives, to make its argument?**
- 3) **Does the op-ed or advocacy letter evaluate complex global challenges that are appropriate to their contexts using multiple disciplinary perspectives?**
- 4) **How well have you described at least one of the major approaches, theories, methods or substantive findings from the social sciences in this letter?**
- 5) **How well have you applied concepts and theories from the social and behavioral sciences domain to real life contexts in this letter?**
- 6) **How well have you evaluated the significant theories, methods and evidence within the social and behavioral sciences in this letter?**
- 7) **Did you include a corporate, government or nongovernment entity and the correct contact information (for an advocacy letter)? OR, did you provide the name of a target newspaper or magazine, etc, and an introduction (not part of the letter or op-ed) with 3-5 sentences about your choice of letter or op-ed and audience?**
- 8) **Is the language and tenor of the letter appropriate for your audience?**
- 9) **Is your op-ed/letter free of typos and grammatical errors? Did you respect the 600-word limit?**
- 10) **Letter is convincing and well-organized.**

## Schedule of Course Requirements

### **Topic 1. What do anthropologists mean by “culture” and how is it studied?**

8/24. Introduction to Class

In-Class:

- Synchronous Zoom Lecture and Discussion
- Assign group numbers and partners and fill out Google Doc for Culture and Mind Presentations

8/26. What is culture?

Before Class:

- Look over the reading Levine, Properties of Culture: An Ethnographic View\*
- Discussion Post 1: Upload a short (no more than 30 second) film clip of something you feel is representative of your own cultural background. Start with your name, year, hometown. View your classmates' posts and share at least 3 comments before the end of Topic 1. Your discussion post grade will be based on both your post (you posted it) and the presence of your comments.

In-Class:

- Synchronous Zoom Lecture and Discussion

8/28. How do we think about another culture?

Before class:

- Read Miner, 1956, Body Ritual among the Nacirema\*

In-Class:

- Synchronous Zoom Lecture and Discussion
- Remaining syllabus questions

8/31. Introducing Ethnographic Methods and Ethics

Before Class:

- Read Malinowski, Argonauts of the Western Pacific, 1-26\*

In-Class:

- Synchronous Zoom Lecture and Discussion

9/2. Guest Lecturer, Evelyn Day, Social Science Research Librarian Presentation

9/4. Anthropology and Ethics

Before class:

- Read: AAA Statement on Ethics  
<https://www.americananthro.org/LearnAndTeach/Content.aspx?ItemNumber=22869>
- Watch: Maasai Women (55 minutes)

During Class:

- Zoom Lecture and Ethics Discussion using film as example (please watch film!)

### **Topic 2. Psychoanalytic Roots**

9/7. Introducing Freud--Asynchronous Class

Before Class:

- Watch mini-lecture about Freud
- Search online for further information about something about Freud's life or ideas that interested you from the mini-lecture

- Write Discussion Post 2 about some aspect of Freud's life or ideas that interested you. Read and comment on the posts of at least three other people
- Your attendance grade will reflect the quality of your engagement with other people's posts.

During class:

- Read others' posts and comment on at least three of them. Your engagement in the discussion will determine your participation grade for the day.

## 9/9. Psychoanalytic Theory I

Before class:

- Read Freud, Civilization and Its Discontents, I-II

In-Class:

- Synchronous Zoom Lecture and Collaborative Teach Back

## 9/11. Psychoanalytic Theory II

Before Class:

- Civilization and Its Discontents, III-IV

In-Class:

- Synchronous Zoom Collaborative Teach Back

## 9/14. Psychoanalytic Theory III

Before Class:

- Read Freud, Civilization and Its Discontents, IV-VI
- Identify three aspects of Freud's arguments that are bothering you and do some online research to identify other people who have written about the piece that you do not agree with and write a brief summary. Be prepared to present this view in class with a link to the page where you found the argument.

In Class:

- Synchronous Zoom Collaborative Debate

## Topic 3. Nature vs. Nurture?

### 9/16. The Boasian Response to Racism in Anthropology (and beyond)

Before class:

- Read Charles King, Gods of the Upper Air, Chapter 1. Away, pgs. 1-13; pgs. 74-126; pgs. 158-186
- Search online for at least one examples of racism in Anthropology
- Be prepared to discuss your examples in class

In class:

- Synchronous Zoom Lecture and Discussion

### 9/18. Culture and Child Development

Before class:

- Read Margaret Mead, Coming of Age in Samoa, Foreword, Preface to 1973 edition, I. Introduction, II. A Day in Samoa, III. Education of the Samoan Child, V. The Girl and Her Age Group

In Class:

- Synchronous Zoom Collaborative Teaching

## 9/21. Culture and Gender

Before class:

- Read: Margaret Mead, Coming of Age in Samoa, VI. The Girl in the Community, Chapter VII. Formal Sex Relations, Chapter X. The Experience and Individuality of the Average Girl

In Class:

- Synchronous Zoom Collaborative Teaching

## 9/23. Cross-Cultural Comparison of Adolescents

Before class:

- Read: Margaret Mead, Coming of Age in Samoa, XII. Our Educational Problems in the Light of Samoan Contrasts, Chapter XIV. Education for Choice

In-Class:

- Synchronous Zoom Collaborative Teaching
- Discussion Post 3 on Margaret Mead assigned in-class

## **Topic 4. Culture and Rites of Passage**

### 9/25. Cultural Colonialism and Indigenous Peoples

Before Class:

- View and take notes about Dawnland (55 minutes)
- Look up something on the internet about resources we can use to support indigenous peoples that are related to some of the issues mentioned in the film, and post it in the Class Discussion thread titled Dawnland

In-class:

- Film discussion with solutions brainstorming session

### 9/28. Cultural Colonialism and Indigenous Peoples

Before class:

- Read Malidoma Some', Of Water and Spirit, pgs. 1-98

In-Class:

- Synchronous Zoom Lecture and Discussion

### 9/30. Initiation Rites

Before class:

- Read Malidoma Some', Of Water and Spirit, 149-224

In-Class:

- Synchronous Zoom Lecture and Discussion

### 10/2. Initiation Rites

Before class:

- Read Malidoma Some', Of Water and Spirit, 225-302

In-Class:

- Synchronous Zoom Collaborative Teaching

## **Topic 5. Culture and Emotion**

### 10/5. Culture and Emotion

Before class:

- View film: Raised by Krump (22 minutes)

- View Maya Angelou performing "[The Mask](#)" (9 minutes)
- Read: [New Orleans Jazz Funerals](#)
- View [New Orleans Jazz funeral of tuba player James Kerwin](#) (7 minutes)
- Be prepared to discuss what you have seen in class!

In-Class:

- Lecture and Synchronous Zoom Discussion

#### 10/7. Culture, Emotion and Morality

Before Class:

- Finish \*\*Image Response Research Projects, which are DUE in class\*\*

In-Class:

- Zoom Discussion of Image Response Research Projects

#### 10/9. Culture, Stress and Neuroanthropology

Asynchronous class:

- View pre-recorded Culture and Stress mini-lecture on Canvas
- Read Downey and Lende, Neuroanthropology and the Encultured Brain\*
- Take a look at and read some of the posts on: [Neuroanthropology Blog](#)
- Generate Discussion Post 4: Post and discuss examples of how culture gets “under the skin” and review the posts of others
- Your participation grade for the day will reflect the quality of your comments on your classmates posts

### Topic 6. “Deviant Selves” across Cultures

#### 10/12. Group 1 Presentations

#### 10/14. Guest Lecturer: Scot Deily, Wilderness Rites of Passage Guide, School of Lost Borders

Before Class:

- Peruse [School of Lost Borders website](#)
- Prepare 3 questions that you can ask Scot about his work with the School of Lost Borders and post them on a Rites of Passage discussion thread

#### 10/16. Hearing Voices and the Social Context of Deviance

Before class:

- Watch Film: [The Love of Joan of Arc](#) (this is an excerpt) (26 minutes)
- Read Luhrmann, Differences in Voice-Hearing Experiences of People with Psychosis in the USA, India and Ghana: Interview-Based Study

In-Class:

- Synchronous Zoom Collaborative Discussion

#### 10/19. Psychiatric Disability in the US: Life on the Institutional Circuit

Before Class:

- Read: Neely Myers, Recovery’s Edge, pgs. 1-56

In class:

- View pre-recorded lecture

#### 10/21. Group 2 Presentations

## 10/23. Psychiatric Disability in the US: Culture, Mind and Medicine

Before Class:

- Read Neely Myers, Recovery's Edge, pgs. 57-119

In-Class:

- Synchronous Zoom Collaborative Teaching: Take Your Meds Research Project

## 10/26. Psychiatric Disability and The “Good” Life

Before Class:

- Read Neely Myers, Recovery's Edge, pgs. 121-164

In-Class:

- Synchronous Zoom Collaborative Teaching

## 10/28. Group 3 Presentations

## 10/30. Culture and Addiction I

Before class:

- Read Garcia, Pastoral Clinic, pgs. 1-68

In-Class:

- Synchronous Zoom Collaborative Teaching

11/2. Class cancelled for REQUIRED Lecture with Angela Garcia regardless of Zoom date and time, which will be listed here when available.

## 11/4. Group 4 Presentations

## 11/6. Culture and Addiction II

Before class:

- Read Garcia, Pastoral Clinic, pgs. 68-149

In-Class:

- Synchronous Zoom Collaborative Teaching

## 11/9. Culture and Addiction III

Before class:

- Read Garcia, Pastoral Clinic, pgs. 150-205

In-Class:

- Synchronous Zoom Collaborative Teaching

## 11/11. Group 5 Presentations

## **7. Healing the Embodied Mind**

### 11/13. Mental Health Healing Practices

Before class:

- Find an alternative mental or complementary mental health healing practice that interests you
- Generate Discussion Post 5. Post a description of the healing modality and a link to an example in the discussion thread. If you have had personal experience with it, tell us more!
- Be prepared to talk about the healing modality verbally with your classmates

In-Class:

- Synchronous Zoom Collaborative Teaching

## 11/16. Meditation and PTSD

Before class:

- Read: Lewis, Flexible Selves\*

In-Class:

- Synchronous Zoom Lecture and Discussion

## 11/18. Absorption, Prayer and Play

Before class:

- Read Luhrmann, When God Talks Back, pgs. 189-226\*
- Take Tellegen Absorption Scale\*

In-Class:

- Synchronous Zoom Lecture and Discussion

## 11/20. Guest Lecturer, Nusaiba Chowdhury, Dance as Healing Modality: Zikr

Before class:

- Read Turner, Music and Trance as Methods for Engaging with Suffering\*

In class:

- Synchronous Zoom lecture

## 11/23. Guest Lecture: Psychedelic-Assisted Psychotherapy, Sara Lewis, PhD

Before Class:

- Readings TBA

In-Class:

- Synchronous Zoom Lecture and Discussion

## 11/25. NO CLASS. UNIVERSITY POLICY.

## 11/27. NO CLASS. UNIVERSITY POLICY.

## 11/30. NO CLASS. UNIVERSITY POLICY.

## 12/2. Advocacy Letter Workshop

Asynchronous Class

Before and during class:

- Randomly assigned Small Group Peer Review of Drafts will be given before Thanksgiving Break. Plan to post your reviews as early as possible, but no later than 950 AM on 12/2.

## 12/4. Final Questions and Future Directions in Psychological Anthropology

In-Class:

- Synchronous Zoom Collaborative Teaching

12/12. Final Assignment: Advocacy Letter, due at 11 AM, Saturday, December 12, which is the end of your final exam period. There will be no other final exam for this class. Late assignments cannot be accepted. An Incomplete will be awarded if you cannot turn the assignment due to sickness.