

**ANSC 121**

**Psychological Anthropology**

*Tentative Syllabus Fall 2022*

**FALL 2022**

M/W/F 1:00-1:50PM SOLIS 109

**LECTURER:**

*Julia K. Sloane, Ph.D. (she/ her)*

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Office Hours: Tuesdays 3:30- 4:30 pm or  
by appointment

<https://ucsd.zoom.us/j/98703094532>

**COURSE DESCRIPTION**

Uniquely situated at the nexus of psychology and anthropology, psychological anthropology investigates the ways in which a given socio-cultural environment influences the lived-experience and behavioral motivations of a person. Further, it considers how individuals use cultural resources to make meaning of their experiences and influence social and personal outcomes. In this course, we will be exploring how humans develop and live as cultural beings guided by the following foundational questions:

- 1. To what extent are our physical and mental experiences influenced by culture?**
- 2. How do cultural views and expectations of normal versus pathological behavior influence mental health and development?**
- 3. What does it mean to be a self in a given society and what is the relationship between self and group?**
- 4. How are cultural meanings personalized and internalized by individual actors?**
- 5. How is social life mediated, experienced and expressed through the body?**

**PREREQUISITE: UPPER DIVISION STANDING**

**COURSE LEARNING OUTCOMES**

Upon completion of this course, students will be able to:

1. Understand how psychological anthropology differs from traditional psychological research and knowledge.
2. Discuss founding key figures, contributions and tenets of the field.
3. Analyze the influences of cultural expectations and experiences on the emotional development and inner-psychological life of an individual.
4. Apply psychological anthropological thinking to question the explanations of human behavior that you currently take for granted or are presented with in the context of everyday life.
5. Propose potential future research topics that consider the intersection of culture and psyche.

**COURSE SCHEDULE**

<b>Week</b>	<b>Theme</b>	<b>Readings / how to prepare for class</b>
<b>Week 0</b>	<b>Introduction</b>	<b>Just show up on Friday!</b>
<b>Week 1</b>	<b>History and Perception</b>	<b>Monday</b>  <b>Wednesday</b> <ul style="list-style-type: none"> <li>• Boas, A Year with Eskimo (<i>skim</i>, 21 pages)</li> </ul> <b>Friday</b>
<b>Week 2</b>	<b>Culture and Personality</b>	<b>Monday</b> <ul style="list-style-type: none"> <li>• Tsosie – Indigenous Peoples, Anthropology, and the Legacy of Epistemic Injustice (11 pages)</li> </ul> <b>Wednesday</b>  <b>Friday</b>

		<ul style="list-style-type: none"> <li>Kaiser and Kohrt, Why Psychiatry Needs the Anthropologist: A Reflection on 80 Years of Culture in Mental Health (7 pages)</li> </ul>
<b>Week 3</b>	<b>Identity and Self</b>	<p><b>Monday</b></p> <ul style="list-style-type: none"> <li>Fisk and Sokefeld, Identity in Anthropology (11 pages)</li> </ul> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>Hollan Cross-Cultural Selves (13 pages)</li> <li><i>Optional</i>: Hallowell, Self and Behavioral Environment</li> </ul> <p><b>Friday</b></p>
<b>Week 4</b>	<b>Emotions</b>	<p><b>Monday</b></p> <ul style="list-style-type: none"> <li>Lutz and White, Anthropology of Emotions (27 pages)</li> </ul> <p><b>Wednesday</b></p> <p><b>Thursday (10/20/22)</b>  <i>Assignment due before 6pm. 250-500 words reflect on MUDDIEST point (see below)</i></p> <p><b>Friday</b></p> <ul style="list-style-type: none"> <li>Kohrt, et al., Applying Nepali ethnopsychology to psychotherapy for the treatment of mental illness and prevention of suicide among Bhutanese refugees (17 pages)</li> </ul>
<b>Week 5</b>	<b>Deviance and Stigma</b>	<p><b>Monday</b></p> <ul style="list-style-type: none"> <li>Good, Culture and Psychopathology (26 pages)</li> </ul> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>Yang, et al., Culture and Stigma: Adding moral experience to stigma theory (11 pages)</li> </ul> <p><b>Friday</b></p>
<b>Week 6</b>	<b>Religion</b>	<p><b>Monday</b></p> <ul style="list-style-type: none"> <li>Basu, Dava &amp; Dua (pp 162-181, rest is optional)</li> </ul> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>Lester, Jesus in Our Wombs (33 pages)</li> </ul> <p><b>Friday</b>  <i>MIDTERM TAKE HOME EXAM DUE BEFORE 6pm (11/4/22).</i></p>
<b>Week 7</b>	<b>Embodiment</b>	<p><b>Monday</b></p> <ul style="list-style-type: none"> <li>Csordas, Somatic Modes of Attention (19 pages)</li> </ul> <p><b>Wednesday</b>  <b>TBA</b></p>

		<b>NO CLASS ON FRIDAY</b>
<b>Week 8</b>	<b>Morality</b>	<b>Monday</b> <ul style="list-style-type: none"> <li>Throop, From pain to virtue (24 pages)</li> </ul> <b>Wednesday</b> <ul style="list-style-type: none"> <li>Myers, Recovery stories: An anthropological exploration of moral agency in stories of mental health recovery (13 pages)</li> </ul> <b>Friday</b>
<b>Week 9</b>	<b>Neuro-anthropology</b>	<b>Monday</b> <ul style="list-style-type: none"> <li>Seligman, Mind, Body, Brain, and the Conditions of Meaning (16 pages)</li> </ul> <b>Wednesday</b> <b>NO CLASS ON FRIDAY</b>
<b>Week 10</b>	<b>Applying psychological anthropology and future worlds</b>	<b>Monday</b> <ul style="list-style-type: none"> <li>Lende and Downey, The Encultured Brain- Toward the Future (21 pages)</li> </ul> <b>Wednesday</b> <ul style="list-style-type: none"> <li><u>Optional</u>: de Léon, Texting Amor (22 pages)</li> </ul> <b>Friday</b>

All readings can be found in pdf format on the course's canvas website! You do not need to purchase anything for this class.

Green highlights indicate the possibility of change. Students will be notified and content replaced.

Yellow highlights indicate an assignment due date. I recommend noting these dates on your personal calendar.

### ASSIGNMENTS, PROJECTS, AND GRADING

Assignment	Submit to:	Weight	Due Date
One Reflection	Canvas: Assignments	10% (20 pts)	10/20/22 @ 6pm
Midterm Exam	Canvas: Assignments	30% (60 pts)	Available: 11/1/22 @ noon Due: 11/4/22 @ 6pm

Participation	In person	20% (20 pts)	Ongoing
Final Report or Project	Canvas: Assignments	40% (80 pts)	12/05/22 @ 6pm

THERE ARE 200 POINTS AVAILABLE TOTAL.

Students will receive a letter grade based on percentage of points accumulated by the end of the quarter based on the following guidelines:

A 94-100%	B+ 87-89%	B- 80-83%	C 74-76%	D 69-65%
A- 90-93%	B 84-86%	C+ 77-79%	C- 70-73%	F < 65%

**MUDDIEST POINT REFLECTION**

M.U.D. = Most Unclear Detail.

250-500 words about either a point that confuses you, or a point that you were unclear about but now think you understand. Explain the concept in your own words. See Assignment sheet for more details.

**FINAL PAPER/ PROJECT**

More information coming soon.

Basics: 5-6 pages double-spaced (not including references). You must reference (at least) one course reading, and cite (at least) two additional peer-reviewed references. (Course reading does not count towards your two references.)

**COURSE POLICIES**

**ATTENDANCE**

Students are required to attend all lectures during the scheduled lecture time unless they are ill or have made temporary alternate arrangements. If unable to attend lecture live, listen to the podcast on canvas as soon as possible. Participation will be structured in a manner that does not force students to share with the entire class (though sharing is also encouraged).

**Participation points** will be earned during lecture but can be earned asynchronously for students who missed the lecture due to reasonable circumstances. I understand that many students are struggling with the transition between remote and in-person learning, and with

the continuing COVID situation. I want to be as considerate of this as possible. At the same time, your education is our joint goal and this deserves respectful treatment. In order for the class to function at its best and the instruction to fit the needs of the students, it is essential for you to be communicative about issues as they arise and engage in the material to the best of your abilities. The instructor strives to be approachable and would much rather accommodate your situation than penalize you for having different needs at this time.

## **LATE POLICY**

Assignments are due at the times listed and should be submitted for canvas. Scores will be penalized 5% for every day that the assignment is late.

## **INCLUSION STATEMENT**

One of my biggest motivations is encapsulated well by Ruth Benedict who said, “the purpose of anthropology is to make the world safe for human differences.” I expect students in my class to demonstrate respect and strive for compassionate appreciation of one another regardless of familiarity. If you experience less than respectful treatment from anyone in the course, please reach out to me. We will do whatever we can to ameliorate the situation. I also understand that we are all starting from different places. If you find yourself needing a little extra assistance in understanding the personhood of others, please reach out to me individually and I will try to help.

## **STUDENTS WITH SPECIAL LEARNING REQUIREMENTS**

Whether or not you are registered with the Office for Students with Disabilities (OSD), please contact me as soon as possible with special requirements that you may have for learning. I understand that this is an unprecedented time with students experiences disabling distress and illnesses that previously did not exist, or did not previously interrupt their work enough to acquire OSD accommodations. If you find yourself in this situation, please do not wait until it's a problem to reach out to me individually to accommodate your concerns.

## **COVID-19/ Sick Policy**

If you're faced with the loss of a loved one, or illness strikes during the term and hinders your academic performance, please email me to make appropriate accommodations. Part of being a student is being a human and as strict as academic power dynamics may feel at times, your instructors are aware of this and most likely more sympathetic than you might think. It is important to alert your instructors early if something threatens to inhibit your performance instead of trying to work through it on your own and then reaching out if you can't or when you're healthy again. Professors almost always consider an early warning as a sign of responsibility and preparedness, not weakness or difficulty.

## **ACADEMIC INTEGRITY**

As a student in this course, you are responsible for knowing and abiding by UCSD's Policies on [Integrity of Scholarship](#) and [Student Conduct](#).

“Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result sanctions. Sanctions can include an F in this class and suspension or dismissal from the University. So, think carefully before you act. Before you act ask yourself the following questions: a) is my action honest, fair, respectful, responsible & trustworthy and, b) is my action authorized by the instructor? If you are unsure, don't ask a friend—ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at [academicintegrity.ucsd.edu](http://academicintegrity.ucsd.edu)” (Source: Tricia Bertram Gallant, Ph.D., UCSD Academic Integrity Office, 2017)

<p><b>What you can do to support your success in the course:</b></p>	<p><b>What I will do to support your success in the course:</b></p>
<p>Read the syllabus and stay current with course information</p>	<p>Be prepared and bring my enthusiasm for teaching to each session</p>
<p>Keep up with readings and assignments.</p>	<p>Respond to emails within one working day, and provide timely feedback on assignments / submissions.</p>
<p>Contribute to the learning environment with <a href="#">fairness, cooperation, and professionalism</a></p>	<p>Establish a learning environment with fairness, cooperation and professionalism, and will take action if these principles are violated.</p>
<p>Treat your classmates, instructional assistants and myself honestly and ethically</p>	<p>Treat you honestly and ethically, and will address any concerns you might have</p>
<p>Commit to excel with integrity. Have the courage to act in ways that are honest, fair, responsible, respectful &amp; trustworthy.</p>	<p>Uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.</p>
<p>Manage your time, so you can stay on track with the course and complete tasks on time.</p>	<p>Only assign work that is vital to the course, and will work to meet the standard credit hour allotment for the course.</p>
<p>Communicate with me if you determine that a deadline cannot be met due to extenuating circumstances</p>	<p>Consider requests for adjustments and will make reasonable exceptions available to all students when approved</p>

<b>Learning and Academic Support</b>	
<p><b><u><a href="#">Ask a Librarian: Library Support</a></u></b> <i>Chat or make an appointment with a librarian to focus on your research needs</i></p> <p><b><u><a href="#">Course Reserves, Connecting from Off-Campus and Research Support</a></u></b> <i>Find supplemental course materials</i></p> <p><b><u><a href="#">First Gen Student Success Coaching Program</a></u></b> <i>Peer mentor program that provides students with information, resources, and support in meeting their goals</i></p> <p><b><u><a href="#">Office of Academic Support &amp; Instructional Services (OASIS)</a></u></b> <i>Intellectual and personal development support</i></p>	<p><b><u><a href="#">Writing Hub Services in the Teaching + Learning Commons</a></u></b> <i>One-on-one online writing tutoring and workshops on key writing topics</i></p> <p><b><u><a href="#">Supplemental Instruction</a></u></b> <i>Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses</i></p> <p><b><u><a href="#">Tutoring – Content</a></u></b> <i>Drop-in and online tutoring through the Academic Achievement Hub</i></p> <p><b><u><a href="#">Tutoring – Learning Strategies</a></u></b> <i>Address learning challenges with a metacognitive approach</i></p>
<b>Support for Well-being and Inclusion</b>	
<p><b><u><a href="#">Basic Needs at UCSD</a></u></b> <i>Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact: <a href="mailto:foodpantry@ucsd.edu">foodpantry@ucsd.edu</a>   <a href="mailto:basicneeds@ucsd.edu">basicneeds@ucsd.edu</a>   (858) 246-2632</i></p> <p><b><u><a href="#">Counseling and Psychological Services</a></u></b></p>	<p><b><u><a href="#">Community and Resource Centers</a></u></b> <b><u><a href="#">Office of Equity, Diversity, and Inclusion</a></u></b> <i>As part of the <a href="#">Office of Equity, Diversity, and Inclusion</a> the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus</i></p>

<p><i>Confidential counseling and consultations for psychiatric service and mental health programming</i></p> <p><b><u><a href="#">Triton Concern Line</a></u></b></p> <p><i>Report students of concern: (858) 246-1111</i></p> <p><b><u><a href="#">Office for Students with Disabilities (OSD)</a></u></b></p> <p><i>Supports students with disabilities and accessibility across campus</i></p>	<p>(858).822-.3542   <a href="mailto:diversity@ucsd.edu">diversity@ucsd.edu</a></p> <p><b><u><a href="#">Get Involved</a></u></b></p> <p><i>Student organizations, clubs, service opportunities, and many other ways to connect with others on campus</i></p> <p><b><u><a href="#">Undocumented Student Services</a></u></b></p> <p><i>Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence</i></p>
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