

Anthropology 3503 (Fall 2017)

Psychological Anthropology

Prof. Roy Richard Grinker

M-W, 3:45 PM – 5:00 PM in Smith Hall #115

My Contact Info: rgrink@gwu.edu

Office: 2110 G Street Suite 201

My Office Hours: Thursday 1-3, Drop-by, or by appointment

Books Required:

Freud, Sigmund. 1927. *Future of an Illusion* (W.W. Norton)

Young, Allan 1995. *The Harmony of Illusions* (Princeton University Press)

Khan, Nicola. 2017. *Mental Disorders* (University of Toronto Press)

Articles: Available on Blackboard through the primary class link.

Grading

Short Paper 20%

Mid-Term Exam 30%

Class Participation 15%

Final Exam 35%

Due Date

September 18

October 18

TBD

Sections: Attendance comprises a substantial part of your overall course grade. If for any reason you cannot attend section you must notify your instructor prior to the section you miss.

Learning Goals (specific):

By the end of this class, students will be able to:

- Understand the interplay between biological, cultural and psychological phenomena.
- Show how specific aspects of social life, such as economy, religion, and politics, and history are related to psychology and clinical manifestations of mental illness.
- Understand how local factors affect mental health and mental health care treatment, including poverty, access to services, racial discrimination, stigma, cultural beliefs about what kinds of behavior are “normal” and “abnormal,” and a nation’s public health infrastructure.
- Understand the role of culture in shaping specific mental illness categories, such as depression, post-traumatic stress disorder, autism, and schizophrenia.

Learning Goals (general): Critical Thinking and Cross-Cultural Perspectives

This course will contribute to student mastery of:

- critical thinking skills, where critical thinking is defined as analyzing and engaging with the concepts that underlie an argument.
- the ability to demonstrate critical thinking through written communication skills, which will be evaluated in the short paper and exams.
- cross-cultural perspectives, through which students critically analyze cultural difference as a fundamental aspect of human nature.

Academic Integrity

All students must practice academic integrity. This means doing your own work, and when you use *the words and ideas of others in any written work, you must*: 1) identify direct quotations with quotation marks; and 2) indicate the source of ideas that are not your own by using social sciences notation form. If you have any questions at all about what this means, you should speak to the instructor. Plagiarism, and all breaches of academic integrity (for example, the sale of lecture-notes from this class, or the use of content from the internet as though it was your own), will be severely dealt with in accordance with the University's policies and procedures. For more information on The George Washington University's policies on academic integrity, consult:

<http://www.gwu.edu/~ntegrity/code.html>

*The policy on academic integrity in this course is that if you commit a breach of academic integrity in any assignment or exam, you will receive a zero for that assignment or exam. This infraction will be reported to the University's Academic Integrity Council. You will be **clearly** notified by the instructor in person OR by email before the Council is informed.*

Use of Mobile Technology in the Classroom

Many people now read online or take notes on laptops or tablets. However, electronics are a major distraction in the classroom. If you are interested in reading about this topic, please consult the literature on the impact of electronics (e.g. Fried, C.B. 2008. "In Class Laptop Use" in *Computers & Education*, 50: 906-914). The study found that "students who used laptops in class spent considerable time multitasking and that laptop use posed a significant distraction to both users and fellow students." See also, Fana, S. 2013. "Laptop Multitasking" in *Computers & Education*, 62: 24-31 and Patterson, R.W. 2017. "Computers and Productivity." *Economics of Education Review*, 57: 66-79. The latter study found that use of computers in the classroom had the most negative impact on achievement among students with a record of lower academic performance. The following articles may also be informative:

http://www.insidehighered.com/news/2011/05/18/professors_spy_on_students_to_see_how_they_are_using_laptops_in_class

<http://www.newyorker.com/online/blogs/elements/2014/06/the-case-for-banning-laptops-in-the-classroom.html?mobify=0>

<http://msutoday.msu.edu/news/2014/surfing-the-web-in-class-bad-idea/>

<http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/>

Students may not use electronic devices (e.g., laptops, cell phones, tablets) in the classroom without written consent of the professor. If you have special needs for which use of electronics is an appropriate accommodation you must either 1) deliver a request from Disability Support Services or 2) send the professor and your TA a one-page explanation justifying the request.

Special Needs

Please let me or your TA know **right away** if you have any special needs with respect to how this course will be conducted. **Don't wait to do this.** *If you need extra time for exams, you must register with DSS; please let us know if you need to do this, and don't wait.* The web site for Disability Support Services is as follows:

<http://gwired.gwu.edu/dss/>

University Policy on Religious Holidays

1. Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
2. Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
3. Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

Workload

Average minimum amount of independent, out-of-class, learning expected per week: In a 15 week semester, including exam week, students are expected to spend a minimum of 100 minutes of out-of-class work for every 50 minutes of direct instruction, for a minimum total of 2.5 hours a week. A 3-credit course should include 2.5 hours of direct instruction and a minimum of 5 hours of independent learning or 7.5 hours per week

Week 1: Introduction

Monday, 8/28: Introductory Remarks

Wednesday, 8/30: Khan, N. 2017. *Mental Disorder*, pp. ix – 14.

Week 2: Psychoanalysis

Monday, 9/4: LABOR DAY (NO CLASS)!

Wednesday, 9/6: Freud, S. 1927. *Future of an Illusion*

Week 3: Psychology in the History of Anthropology:

Monday, 9/11: Read Kroeber (both excerpts) and Durkheim.

Wednesday, 9/13: Parsons, A. "Is the Oedipus Complex Universal?"

Week 4: Psychoanalysis and its Aftermath

Monday, 9/18: Bettelheim, B. "Snow White."

Wednesday, 9/20: Khan, N. Chapters 2, 3, and 4.

Week 5: Social Construction

Monday, 9/25: Excerpt from Foucault, *Madness and Civilization*.

Wednesday, 9/27: Hacking, I. "Madness." From Hacking, U. "*The Social Construction of What?*"

Week 6: War and Pathology

Monday, 10/2: Anderson and Anderson. 1984. "Nostalgia and Malingering in the Military During the Civil War. Also read: Flicker and Weiss, "Nostalgia."

Wednesday, 10/4: Adams and Rowe, 1947. "A Study of Military Prisoners at a Disciplinary Barracks." Weiss, M. 1946. "Homosexuality."

Week 7: Homosexuality

Monday, 10/9: FALL BREAK (NO CLASS)!

Wednesday, 10/11: Halperin, D. "One Hundred Years of Homosexuality." Herdt, G. "Transitional Objects."

Week 8: The DSM

Monday, 10/16: Listen to: Alix Spiegel, "81 Words."

<https://www.thisamericanlife.org/radio-archives/episode/204/81-words>

Wednesday, 10/18: Begin Young, Allan. 1995. *Harmony of Illusions*. Chapters 1-3.

Week 9: Post-Traumatic Stress Disorder

Monday, 10/23: Young, Chapters 4-5.

Wednesday, 10/25: Young, Chapters 6,7,8, and conclusion.

Week 10: Schizophrenia

Monday, 10/30: Murphy, J. "Psychiatric Labeling in Cross-Cultural Perspective." Khan Chapter 5.

Wednesday, 11/1: Barrett, R. History of Schizophrenia, Parts 1 and 2.

Week 11: Depression

Monday, 11/6: Solomon, A. "Depression," and "Populations."

Wednesday, 11/8: Solomon, A. "Poverty."

Week 12: Psychiatric Epidemiology

Monday, 11/13: Weissman and Klerman.

Wednesday, 11/15: Kim et al. "Prevalence of Autism Spectrum Disorder in a Total Population Sample."

Week 13: Empathy and Emotions

Monday, 11/20: Rosaldo, R. "Grief and the Headhunter's Rage."

Wednesday, 11/22: HAPPY THANKSGIVING (NO CLASS)!

Week 14: Empathy and Emotions (continued)

Monday, 11/27: Lutz, Catherine. "Introduction" and "Emotional Theories."

Wednesday, 11/29: Freud, S. "Mourning and Melancholia."

Week 15: National Trauma

Monday, 12/4: Excerpt from Grinker, *Korea and its Futures*.

Wednesday, 12/6: Khan, Chapters 6, 7, and Conclusion

Week 16:

Monday, 12/11: Review

Short Paper Assignment: Mental Illness and Stigma. Assignment instructions will be distributed to the class during the first week of the semester.