

Washington State University
MAJOR CURRICULAR CHANGE FORM - - NEW/RESTORE COURSE

- Please attach rationale for your request, a complete syllabus, and explain how this impacts other units in Pullman and other campuses (if applicable).
- Obtain all required signatures with dates.
- Provide original stapled packet of signed form/rationale statement/syllabus PLUS 10 stapled copies of complete packet to the Registrar's Office, campus mail code 1035.
- Submit one electronic copy of complete packet to wsu.curriculum@wsu.edu.

Requested Future Effective Date: Fall 2015 (term/year) Course Typically Offered: every other year (F14, F16)

DEADLINES: For fall term effective date: October 1st; for spring or summer term effective date: March 1st. See instructions.

NOTE: Items received after deadlines may be put to the back of the line or forwarded to the following year. Please submit on time.

New Course

Temporary Course

Restore Course

ANTH 522 Culture and Mind
 course subject/crosslist course no. title

3 (3 - 0) Graduate standing

Credit hrs per week	lecture hrs hrs per week	lab or studio	prerequisite
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Description for catalog: Examination of cultural variation in mind and mental processing, and how shared ideas and personal perceptions are necessarily co-constitutive of one another.

Additional Attributes: Check all that apply.

- | | |
|--|---|
| <input type="checkbox"/> Crosslisting (between WSU departments)* | <input type="checkbox"/> Conjoint listing (400/500): _____ |
| <input type="checkbox"/> Variable credit: _____ | <input type="checkbox"/> Repeat credit (cum. max. hrs): _____ |

Special Grading: S, F; A, S, F (PEACT only); S, M, F (VET MED only); H, S, F (PHARMACY, PHARDSCI only)

Cooperative with UI Other (please list request): _____

The following items require prior submission to other committees/depts. (SEE INSTRUCTIONS.)

- Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval.)
- Request to meet UCORE in _____ (Must have UCORE Committee Approval >> See instructions.)
- Special Course Fee _____ (Must submit request to University Receivables.)

Contact: <u>Julia Cassaniti</u>	Phone number: <u>335-8224</u>	Campus mail code: <u>4910</u>
Email: <u>julia.cassaniti@wsu.edu</u>	Instructor, if different: _____	

Julia Duff 9/5/14 Anita Dulay 9/18/14
 Chair/date Dean/date

All-University Writing Com Date

Chair (if crosslisted/interdisciplinary)*	Dean (if crosslisted/interdisciplinary)*	UCORE Committee Approval Date
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Catalog Subcommittee Approval Date	GSC or AAC Approval Date	Faculty Senate Approval Date
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*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.

Culture and Mind course rationale (tentatively ANTH 522):

This course has been offered twice using a rotating topics course number for anthropology (Anth 591), and reflects an area of specialty (psychological anthropology) within the Department of Anthropology. Dr. Julia Cassaniti was hired to bolster our strengths in the area of psychological and medical anthropology, and this course provides an overview blending these specialties and interests. She offered this class in spring 2013 and is teaching it again this fall (Fall 2014), and will appear regularly in our graduate program offerings (scheduled for fall every-other year, F14, F16, etc.). The course has attracted strong student interest, and is an especially valuable addition to our curriculum. Assigning this a permanent number will permit us to incorporate this more fully into our graduate curriculum and will also be useful in advertising this area of specialty to prospective graduate students.

Catalogue Title: Culture and Mind

Catalogue Description: Examination of cultural variation in mind and mental processing, and how shared ideas and personal perceptions are necessarily co-constitutive of one another.

ANTH 522: Culture and Mind

Course Syllabus
Fall 2014

Prof. Julia Cassaniti
Wed 1:10pm-3:40pm
Tuesdays 2:30-4pm

Washington State University
Office hours: College Hall 217
julia.cassaniti@wsu.edu

Student Learning Outcomes for this course: At the end of this course, students should be able to:	Course Topics/Dates The following topic(s)/dates(s) will address this outcome:	Evaluation of Outcome: This outcome will be evaluated primarily by:
	<i>List the course topic and date you plan to address this outcome</i>	<i>List the ways you will evaluate progress made towards this outcome (writing, group activities, exams, essays, report, etc.)</i>
Understand how cognition is constructed through culture	Section 1: Perception and Cognition (weeks 1 and 2)	Class discussion based on articles; an illusion brought to class
Understand how identity is constructed through culture	Section 2: Identity (weeks 3-6)	Class discussion and position paper on an ethnographic account of identity in Japan and related articles
Understand how emotion is constructed through culture	Section 3: Emotion (weeks 7-10)	Class discussion and position paper on ethnographic accounts of emotion in Egypt and the Arctic and related articles
Understand how mental health is constructed through culture	Section 4: Mental and Physical Health (weeks Weeks 11-14)	Class discussion and position paper on ethnographic accounts of mental health cross-culturally
Develop graduate-level writing and oral presentation skills through course assignments.	Weekly one-page position papers; present the readings during the semester, and write/present a final research project	Written papers and oral presentations.
EXAMPLE: Synthesize research systematically.	The final research project	Theoretical contribution, understanding of the literature, and evidence of empirical data collection

This course examines cultural variation in mind and mental processing through an investigation of the co-construction of shared ideas and personal perceptions. Perception, cognition, morality, identity, emotion, and mental and physical health are all built with and through culture; we will examine each of these topics in turn. We will discover why many of our psychological concepts need to be deconstructed and reinterpreted through the contingencies of cultural context, including the always-shifting contexts of politics, power, gender, globalization, environment, religion, morality, and history. At the end of the course students will present a research project that incorporates some of these interwoven aspects of psychological variability within their research areas of interest.

Learning outcomes (keyed to Anthropology's Graduate Student Learning Goals) are spread throughout the semester.

- Creative and Critical Reasoning goals are developed throughout, but especially through an independent research project that we work on throughout the semester and students present as a professional panel (with outside audience members invited) on the last day of the semester.
- Information and Data Gathering goals are reflected in this final project too, but are especially developed through our close readings of a variety of methodological approaches to the topics of the course and discussion of these methods.
- Communication Skills goals are developed in the final presentation and in class discussion, but mostly are developed through class presentations, in which each student leads the discussion three times during the semester.
- Analytical Reasoning goals are developed through the making of the final research project, but are especially developed during weekly two-page papers in which students discuss and critique the week's readings. In each class we begin the session with some examples of these essays and a discussion of how to analyze and critique scholarship.
- Specialization of Study goals are shown in the final research project and in the weekly papers and discussion, but are especially developed in the "choose your own adventure" days, in which four times the assignment at the end of each topic of the course is to explore the recent research in the students' area of specialization and present on it in class.

Course texts:

The following books are available at the WSU bookstore. All other reading will be available online through email or Angel. Always print up articles and bring to class all relevant readings in order to better reference sources and facilitate discussion.

- Kondo, Dorinne. 1990. *Crafting Selves : Power, Gender, and Discourses of Identity in a Japanese Workplace* / Dorinne K. Kondo. Chicago : University of Chicago Press.
- Eberhardt, Nancy. 2006. *Imagining the Course of Life: Self Transformation in a Shan Buddhist Community*. Honolulu: University of Hawaii Press.
- Abu-Lughod, Lila. 1986. *Veiled Sentiments: Honor and Poetry in a Bedouin Society*. Berkeley: University of California Press.
- Briggs, Jean. 1970. *Never in Anger: Portrait of an Eskimo Family*. Cambridge: Harvard University Press.
- Watters, Ethan. 2010. *Crazy Like Us: The Globalization of the American Psyche*. Free Press.

Prerequisite for the course: Graduate standing or permission of instructor

Assignments and grading:

Reading responses: Each class prepare a 2 page paper in response to the week's readings. This paper should include a) a summary of the main argument of the work, b) some positive things about the reading and a note on this is constructive and useful for your own thinking, and c) some critique of the reading pointing to what you might do differently in your own work. (Each of the 13 assignments will be graded as a check, check minus or check plus, for up to three points each, for a total of 39% of the course grade)

Learning Goals: 1c. Present a professional, peer-to-peer level, written discussion, including reasoned opinions about, non-anthropological and/or non-academic social issues/concerns related to general anthropology as well as their area of specialization; 1d. Understand and to discuss the relevance of, ethical standards within the profession generally and their area of specialization in particular; 4a. Demonstrate the ability to apply advanced systematic techniques or theory in their data analysis

Participation presentations: In addition to attending and participating in class regularly, three times during the semester you'll present the day's readings and lead class discussion. During your presentation make sure to 1) review what you see as the main arguments of your reading, 2) offer a bit of biographical and theoretical background on the author, including a summary of at least one other work that the author has written, and 3) suggest key points/questions for class discussion. A sign-up sheet for these presentations will be passed around the first week of class. (Each of these three assignments will be graded out of 11 points each, for a total of 33% of the course grade)

Learning Goals: 2a. Demonstrate expertise in knowledge of the historical background, current trends, and major leaders in the field(s) of research relevant to their area of specialization; 3f. Demonstrate a mastery of their area of specialization's style and citation standards; 5f. Develop expertise in the environment, history, traditional and/or contemporary culture(s), and contemporary anthropological issues of a geographic region

Final project: The last day of class (Wednesday, December 10) hand in a 15-18 page research paper on a topic of your choice that integrates psychological variation, and present the work in class during the final week (in an interactive, visual, 20-minute, conference-panel-style format). (This project will be graded for up to 29 points, or 29% of the course grade)

Learning Goals: 1a. Present a professional, peer-to-peer level, written discussion of the role of their area of specialization within the broader historical and contemporary field of general anthropological theory; 1b. Present a professional, peer-to-peer level, written discussion of the relevance of their specific research project to the goals of their area of specialization; e. Have original ideas about their research topic, and are they able to relate these ideas to those of other scholars in the relevant literature 2c. Demonstrate an understanding of the differences between, and appropriate uses of, both qualitative and quantitative data 2d. Demonstrate the ability to apply systematic techniques in their data collection and analysis; all of 3, especially 3 c. Present a clear statement of their research methods 3d. Write a well-reasoned interpretation of their analysis 3e. Write a unifying conclusion statement 3f. Demonstrate a mastery of their area of specialization's style and citation standards; 4b. Select appropriate quantitative or qualitative assessment techniques

in-line with their research question; 4c. Discuss the strengths, weaknesses, limitations, etc. of their data selection and collection techniques (sample bias); 4d. Make reasonable interpretations from their theoretical perspective and/or analyses; 4e. Discuss reasonable alternative interpretations; 5f. Develop expertise in at least one area of methodology within their area of specialization; 5g. Develop expertise in the environment, history, traditional and/or contemporary culture(s), and contemporary anthropological issues of a geographic region

Percentage Grade Scale: 94-100 A; 90-93 A-; 87-89 B+; 83-86 B; 80-82 B-; 77-79 C+; 73-76 C; 70-72 C-; 67-69 D+; 60-66 D; 0-59 F.

Late assignments will be considered at the instructor's discretion.

Attendance Policy: Attendance will not be taken, however, students are expected to attend all classes and excessive absence may affect the final grade. Class participation is encouraged and discussion material will be fair game for exams. If you miss a class, You are responsible for obtaining all material covered (lecture, films, discussion).

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center. All accommodations MUST be approved through the Access Center (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with an Access Advisor.

Academic Integrity: Academic integrity is the cornerstone of the university. Any student who attempts to gain an unfair advantage over other students by cheating, will fail the assignment and be reported to the Office Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). <http://conduct.wsu.edu>

Plagiarism: Be scrupulously careful to cite all the sources used in your work for material that is not "common knowledge". Plagiarism is unacceptable. Suspected plagiarized work, or work with unintentional misuse of sources may be returned ungraded. Intentional plagiarism must be reported to the Office of Student Conduct, and will be grounds for F for the work, or for the class. Consult the WSU Plagiarism Information Site <http://www.wsulibs.wsu.edu/plagiarism/main.html> for a full discussion of definitions and procedures.

Safety: The Campus Safety Plan, which can be found at <http://safetyplan.wsu.edu>, contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. Please visit this web site as well as the University emergence management web site at <http://oem.wsu.edu/Emergencies> to become familiar with the campus safety and emergency information provided.

SECTION I: Perception and Cognition

We begin the course by examining cognition and cognitive constructs as frameworks from which stimuli from the environment are processed. We will find that even at the apparently ‘pre-cultural’ stage of perception our socially-influenced personal interests orient the things we take into awareness and the meanings that we make of them.

Week 1:

Wednesday, August 27: Introductions to the mind and the course

Unity vs. Diversity, Science vs. Humanity, Culture vs. Mind, and Other Disciplinary Dichotomies we should Get Rid of Soon.

--- Sapir, Edward. 1929. "The Unconscious Patterning of Behavior in Society" In E. S. Dummer, ed., *The Unconscious: A Symposium* New York, Knopf. pg.114-142.

--- Henrich, Joseph, Steven Heine, and Ara Norenzayan. "The Weirdest People in the World?" *Behavioral and Brain Sciences* 33 (2-3): 61–83.

(Learning Goal 5a. Demonstrate knowledge of the historical development of their topic and the broader academic, and non-academic contexts of their area of specialization)

Week 2:

Wednesday, September 3: Cognition and Culture

--- Tversky, Amos and Kahneman, Daniel. "Judgment Under Uncertainty: Heuristics and Biases." *Science*, 185(4157), 1124-1131.

---- Gregory, Richard. 1980. "Perceptions as Hypotheses" *Philosophical Transactions of the Royal Society of London*, 290 (1038), 181-197.

-- Good, Erica. "How Culture Molds Habits of Thought" *New York Times*, August 8, 2000 <http://www.nytimes.com/library/national/science/health/080800hth-behavior-culture.html>

--- Shweder, Richard. 2003. *Why Do Men Barbeque?* Chapter 7: A Polytheistic Conception of the Sciences and the Virtues of Deep Variety (291-317)

--- Choose your own illusion: Find an illusion online (optical or otherwise) whose ambiguity might be interpreted differently by different people with different interests/histories.

(Learning Goal 5g. Demonstrate competence in working with a specific theoretical focus)

SECTION II: Identity

The individual, autonomous, bodily and mentally bounded self is often considered a basic fact of our human existence. In this section of the course we will question this assumption through ethnographic accounts that demonstrate variation within the ways we identify individually in time and space within larger social groups.

Week 3:

Wednesday, September 10: Markus and Kitayama's Identity and Culture, Crafting Selves Part 1

--- Markus, Hazel, and Shinobu Kitayama. 1991. "Culture and the Self." *Psychological Review* 98 (2): 224.

--- Crafting Selves, Chapter 1: The Eye/I (3-48), Chapter 2: Industries, Communities, Identities (49-75), Chapter 3: Disciplined Selves (76-118), Chapter 4: Circles of Attachment (119-160)

--- Discussion of class research project development

(Learning Goals 1e. Have original ideas about their research topic, and are they able to relate these ideas to those of other scholars in the relevant literature 2 b. Provide a well-reasoned explanation for their selection of data and analytical techniques 3a. Write a clear and concise statement defining their research topic 3b. Write a contextual statement for their topic 5a. Demonstrate knowledge of the historical development of their topic and the broader academic, and non-academic contexts of their area of specialization)

Week 4:

- Wednesday, September 17: Geertz's Bali and Identity, Crafting Selves Part II
--- Crafting Selves, Chapter 5: Adding the Family Flavor (161-198), Chapter 6: Company as Family? (119- 228); Chapter 7: The Aesthetics and Politics of Artisanal Identities (229-257)
Chapter 8: *Uchi*, Gender, and Part-Time Work (259-308)
--- Geertz, Clifford 1973 "Person, Time, and Conduct in Bali." In *The Interpretation of Cultures*. C. Geertz, ed. pg. 360-411. New York: Basic Books.

Week 5:

- Wednesday, September 24: Shweder and Bourne's Identity and Culture, Imagining Part I
Shweder, Richard A., and Edmund J. Bourne 1984 "Does the concept of the person vary cross-culturally?" In *Culture Theory: essays on mind, self, and emotion*. R.A. Shweder and R.A. LeVine, eds. pg. 158-199. Cambridge, UK: Cambridge University Press.
--- Imagining, Chapter 1: Introduction (1-27) and Chapter 2: Spirits, Souls, and Selves: The Body as a Contested Site (28-47); Chapter 3: Souls into Spirits: Death as Self-Transformation (46-71)

Week 6:

- Wednesday, October 1: Imagining the Course of Life Part II
--- Imagining, Chapter 4: Domesticating the Self (72-101); Chapter 5: Maintaining Health and Well-Being (101-123), Chapter 6: Marking Maturity: The Negotiation of Social Inequalities at Midlife (124-146); Chapter 7: The Ethnopsychology of Aging and Overall Development (147-170); Chapter 8: Imagined Lives (171-178)
--- Choose your own adventure: Find an article about identity and culture that speaks to you and your area of research, and bring in a copy to discuss with the class.
(Learning Goal 5g. Demonstrate competence in working with a specific theoretical focus)

SECTION III: Emotion

Emotions seem to occur internally; it seems to occur separate from cognition, as a quality that is experienced similarly across our human species. Here we critically examine these assumptions with an eye on the cultural co-construction of emotional creation, experience, and regulation.

Week 7:

- Wednesday, October 8: Ekman's and Russel's Psychology and Emotion, Veiled Sentiments Part I
-- Ekman, P. and W. V. Friesen (1971). "Constants across Cultures in Face and Emotion." *Journal of Personality and Social Psychology*. 17(2): 124-129.
-- Russell, J. A. (1994). Is There Universal Recognition of Emotion from Facial Expression - a Review of the Cross-Cultural Studies. *Psychological Bulletin* 115:102-141.
--- Veiled Sentiments, Chapter 1: Guest and Daughter (1-38);
(Learning Goal 5a. Demonstrate knowledge of the historical development of their topic and the broader academic, and non-academic contexts of their area of specialization)

Week 8:

- Wednesday, October 15: Lutz and White's Emotion and Culture, Veiled Sentiments Part II
--- Lutz, Catherine and Geoffrey White. 1986. "The Anthropology of Emotions." *Annual Review of Anthropology*. pg. 405-436
-- Veiled Sentiments, all the rest - Part One: The Ideology of Bedouin Social Life, Chapter 2: Identity in Relationship (39-77); Chapter 3: Honor and the Virtues of Autonomy (78-117); Chapter 4: Modesty, Gender and Sexuality (118-170); Part Two: Discourses on Sentiment, Chapter 5: The Poetry of Personal Life (171-185); Chapter 6: Honor and Poetic Vulnerability (186-207); Chapter 7: Modesty and the Poetry of Love (208-232); Chapter 8: Ideology and the Politics of Sentiment (233-259)

Week 9:

- Wednesday, October 22: Schweder's and Rosaldo's Emotion and Culture, Never in Anger Part I
--- Why Do Men Barbeque? Chapter 3: Cultural Psychology of Emotions: Ancient and New (with Jonathan Haidt) (134-168)
--- Rosaldo, Renato. 2004 [1989]. "Grief and a headhunter's rage." In *Violence in war and peace*. Edited by Nancy Scheper-Hughes and Philippe Bourgois. Blackwell Publishing (online at Google books)
-- Never in Anger, Introduction (1-40)

Weeks 10:

- Wednesday, October 29: Never in Anger Part II
--- Never in Anger, the rest - Chapter 1: Inuttiaq (41-74); Chapter 2: Family Life: Expressions of Closeness (75-108), Chapter 3: Inuttiaq's Children (109-176); Chapter 4: Two Kin Groups: Expressions of Separateness and Hostility (177-186); Chapter 5: Nilak's Family (187-224) Chapter 6: Kapluna Daughter (225-307)
--- Choose your own adventure: Find an article about emotion and culture that speaks to you and your area of research, and bring in a copy to discuss with the class.
(Learning Goal 5g. Demonstrate competence in working with a specific theoretical focus)

SECTION III: (Mental and Physical) Health

In this last section of the course we question what it means to be healthy in cultural context. Often the idea of wellness is the unmarked category, and the aim of the sick body and mind is to return to this unmarked state. Here we examine both wellness and distress through the always-changing medical, ideational institutions that create these categories of health, and examine their embodied experience in concrete time and space.

Week 11:

- Wednesday, November 5:
--- Good, Byron. 1977. "The Heart of What's the Matter." *Culture, Medicine and Psychiatry* 1, 25-58.
--- Crazy Like Us: Intro and Chapter 1: The Rise of Anorexia in Hong Kong (2-64), and Chapter 2: The Wave that Brought PTSD to Sri Lanka (65-126),
--- Young, Allen. 1995. *The Harmony of Illusions: Inventing Post-Traumatic Stress Disorder*. Princeton, NJ: Princeton University Press. "Making Traumatic Memory" pgs. 13-42
(Learning Goal 5a. Demonstrate knowledge of the historical development of their topic and the broader academic, and non-academic contexts of their area of specialization)

Week 12:

- Wednesday, November 12:
--- Crazy Like Us: Chapter 3: The Shifting Mask of Schizophrenia in Zanzibar (127-186), Chapter 4: The Mega-Marketing of Depression in Japan (187-248) and conclusion (249-256)
--- Kleinman, Arthur. 1986. *Social origins of stress and disease: depression, neurasthenia, and pain in modern China* New Haven: Yale University Press. pg. 1-67, 143-179.
--- Luhrmann, Tanya and Jocelyn Marrow. *Under review* "Introduction" *Schizophrenia across cultures*.
--- Film: *Disordered States* (Tape 8, PBS's "Medicine at the Crossroads" Series, 1993, 56 mins)

Week 13:

- Wednesday, November 19:
--- *Minding Buddhism: Mindfulness Practices in Buddhist Southeast Asia*, by Julia Cassaniti

--- Choose your own adventure: Find an article about mental health and culture that speaks to you and your area of research, and bring in a copy to discuss with the class.

(Learning Goal 5g. Demonstrate competence in working with a specific theoretical focus)

Wednesday, November 25th is Thanksgiving Break

Week14:

Wednesday December 3:

American Anthropological Association Annual Meetings in Washington DC

Week 15:

Wednesday, December 10:

--- New directions in Culture and Mind research. For our final presentations we'll create a mini conference to present research projects. The panels will be arranged thematically as projects take shape throughout the semester. We'll invite our friends and colleagues to class to listen to the presentations and offer questions and feedback for future work.