

**San José State University
Department of Anthropology
Anthropology 142, Fall 2015**

Instructor:	Dr. John Marlovits
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Office Hours:	Monday/Wednesday 12-1:00
Class Days/Time:	M/W 9:00-10:15
Classroom:	WSQ 004
GE/SJSU Studies Category:	Area D1

Course Description and Goals

This course addresses the intersection of culture and psychology. Course materials will introduce students to a range of anthropological approaches to how culture shapes interiority or psychological life. Course readings draw from a variety of approaches and topics within anthropology, including: the Culture and Personality school; Cross-Cultural Psychology; the study of psychiatry and psychiatric disorders through the lens of Critical Medical Anthropology; Poststructuralist approaches to the interface of technology and subjectivity; Alterity and Otherness; and Affect Theory. Throughout the course students will come to understand what anthropologists mean when they use the clumsy term “subjectivity,” and the ways in which cultural, technical, and medical systems help to shape identity, emotions, desires, and even mental illnesses. And students will come to develop an appreciation and sensibility for the uses and significance of sociocultural approaches and applications to contemporary psychological and psychiatric problems.

Course topics range from the emotional development of Samoan adolescents, to the exportation of Western psychological concepts and practitioners in global context. From the management of sleep disorders and the relationship of American sleep habits and capitalist development, to the forms of consciousness made material in the emergence of digital capitalism and the expansion of internet technologies. From the making of zones of abandonment for marginal and colonized populations, to the relationship between the built environment and affect in a postwar polity. Through this material students will come to understand how the things that we feel are most intimate, personal, and unique to us are not simply individually-bound, but rather, developed through interaction with cultural, technical, and material environments that differ across space and time.

The course satisfies requirements for the Human Behavior/D(1) Area in the General Education Core, as well as departmental and program requirements in anthropology and behavioral science.

Student Learning Objectives

Students who satisfactorily complete this course will be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation, and

1. place contemporary developments in cultural, historical, environmental, and spatial contexts;

2. identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them; and
3. evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues, and
4. recognize the interaction of social institutions, culture, and environment with the behavior of individuals.

Departmental Learning Objectives and Skills:

By

the completion of this course, students should have an increased:

1. Understanding the influence of culture on individual psychology.
2. Awareness of human diversity and the ways humans have categorized diversity.
3. The role of social, political, and technical systems in the shaping of mental life.
4. An understanding of the distinction – and complementarities – between anthropological and psychological approaches to contemporary mental illnesses.
5. A grasp of theoretical traditions in the anthropological study of psychology.

Required Course Texts

Rebecca Solnit, *The Faraway Nearby*

Michael Taussig, *Beauty and the Beast*

Sidonie Smith and Julia Watson, *Reading Autobiography: A Guide for Interpreting Life Narratives*

Additional readings will be added to my faculty page in electronic form.

Classroom Protocol/Student Responsibilities

Please do not use your cell phones or MP3 players for any purpose during class. However, if you are expecting an important call you should notify me so we can make arrangements. Please do not use your computers to take notes during in-class films.

There will be various in-class assignments intended to help students grasp and apply concepts that are discussed in class. I highly recommend students attend class as often as possible. Some in-class assignments will be given at the beginning of class and others at the end of the class; thus, it is important to arrive on time and attend the entire class period. Students will not be able to make-up the in-class assignments. If you know in advance that you should be unable to attend an exam, it is your responsibility to contact me immediately by either e-mailing me, leaving a message for me at the main department office, or coming by during my office hours. Only students with a valid documented excuse will be able to take a make-up exam or hand in a late assignment. Late assignments will not be accepted otherwise. Students will not be able to make-up the in-class assignments.

I have a zero-tolerance on cheating and plagiarism; if you cheat or plagiarize you will fail the course! Incidences of cheating and plagiarism will be turned into the academic integrity office. Students are responsible for understanding and adhering to the academic integrity policy.

I will not answer questions about what occurred in class due to an absence. Please ask your fellow students for copies of their notes.

Students are responsible for understanding policies about adding, dropping, and incompletes.

Students are responsible for being aware of assignment due dates, midterm date, and the final exam schedule.

If you have any concerns about your class performance or comprehension, come by my office during office hours or schedule an appointment. I am always willing to help students and I care about whether students are grasping the material and enjoying the class.

Course Requirement and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Students will complete five essay assignments for this course. The first paper is an in-class written exam in which students will be asked to briefly explain major concepts in the anthropological study of subjectivity (see department learning objective 5). Second, students will be required to develop a research prospectus concerning a life history interview and write-up that they plan to develop (1 page, department learning objective 4). Third, students will be required to hand in a transcript of an oral history interview they conduct (roughly 5 pages). Fourth, students will complete an anthropological analysis of their life history interview for their final paper (7 pages, department learning objective 2&3). Fifth, students will be required to complete a short seminar paper once during the semester (1-2 pages, department learning objective 1).

Grading

Paper 1 = 100 points

Paper 2 = 100 points

Paper 3 = 100 points

Paper 4 = 200 points

Seminar paper = 100 points

600 total points

Grades will be based on percentages: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, below 60 = F

Departmental Goals _____

Learn about the goals of the anthropology department and how it can benefit your education.

Goals <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

Credit Hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

University Policies _____

Here are some of the basic university policies that students must follow.

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

[Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) <http://info.sjsu.edu/static/catalog/policies.html>.

[Add/drop deadlines](http://www.sjsu.edu/provost/services/academic_calendars/) http://www.sjsu.edu/provost/services/academic_calendars/

[Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) <http://www.sjsu.edu/aars/policies/latedrops/policy/>

Consent for Recording of Class and Public Sharing of Instructor Material

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf) <http://www.sjsu.edu/senate/docs/S12-7.pdf>

Academic integrity

Learn about the importance of academic honesty and the consequences if it is violated.

[University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) <http://www.sjsu.edu/senate/docs/S07-2.pdf>

[Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) <http://www.sjsu.edu/studentconduct/>

Campus Policy in Compliance with the American Disabilities Act

Here are guidelines to request any course adaptations or accommodations you might need.

[Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_199703.pdf)

http://www.sjsu.edu/president/docs/directives/PD_199703.pdf

[Accessible Education Center](http://www.sjsu.edu/aec) <http://www.sjsu.edu/aec>

Resources

The university provides resources that can help you succeed academically. Just look here.

[Academic Success Center](http://www.sjsu.edu/at/asc/) <http://www.sjsu.edu/at/asc/>

[Peer Connections website](http://peerconnections.sjsu.edu) <http://peerconnections.sjsu.edu>

[Writing Center website](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>

Anth 142 Section 1 / Culture in Mind, Fall 2015

Course Schedule

1	8/20	No class
2	8/24 – 8/26	Week 2: Foucault: Architectures of Subjectivity Michel Foucault, “The Body of the Condemned” in <i>Discipline and Punish</i> Ian Buchanan, “Overview of Themes: Theory and Praxis & Renovating Psychoanalysis,” in <i>Deleuze and Guattari’s Anti-Oedipus</i>
3	8/31- Sept 2	Week 3: Borderland Subjectivity, Power, and Difference M: Gloria Anzaldua, excerpts from <i>Borderlands/La Frontera</i> John Berger, <i>A Seventh Man</i> W: Michael Taussig, “Pity Those Weak in Lying” Recommended: excerpts from Julian Pitt-Rivers, <i>People of the Sierra</i>
4	No class 9/7 9/9	Week 4: Cultural Anxiety and the Return of the Repressed M: Peter Stallybrass and Allon White, “Below the Stairs: The Maid and the Family Romance” in <i>The Poetics and Politics of Transgression</i> W: James Siegel, “Surakartan Theater Under the New Order” in <i>Solo in the New Order: Language and Hierarchy in an Indonesian City</i> Excerpts from Margaret Mead, <i>Coming of Age in Samoa</i> Viewing: Slavoj Zizek, <i>The Pervert’s Guide to Cinema</i> and interviews with Adam Phillips LIFE HISTORY TOPIC PROSPECTUS DUE 9/9
5	9/14 – 9/16	Week 5: Affect Theory: History is Felt Before it’s Understood Lauren Berlant, “Nearly Utopian, Nearly Normal” Yael Navaro-Yashin, short excerpt from <i>The Make Believe Space: Affective Geography in a Postwar Polity</i> Recommended: Melissa Gregg and Gregory Seigworth, “An Inventory of Shimmers,” in <i>The Affect Theory Reader</i> Kathleen Stewart, “Precarity’s Forms” <i>Cultural Anthropology</i> , 27(3), 2012
6	9/21 – 9/23	Week 6: Loss, Trauma, Becoming: Coming of Age in America Rebecca Solnit, <i>The Faraway Nearby</i> CRITICAL CONCEPT EXAM IN CLASS 9/23
7	9/28 – 9/30	Week 7: Writing Lives Solnit, <i>The Faraway Nearby</i>

8	10/5 – 10/7	Week 8: Analyzing Life History Narratives Excerpts from Sidone Smith and Julia Watson, <i>Reading Autobiography: A Guide for Interpreting Life Narratives</i>
9	10/12 – 10/14	Week 9: The Dialogic Imagination and Collecting Narrative Ethnographic Data Hugh Raffles, “In the Flow of Becoming: Igarape Guariba, 1941-1996,” in <i>In Amazonia: A Natural history</i> VN Volisinov, excerpts from <i>Marxism and the Philosophy of Language</i>
10	10/19 – 10/21	Week 10: Transient Mental Illness Ian Hacking, selections from <i>Mad Travelers: Reflections on the Reality of Transient Mental Illness</i> Elizabeth Wilson, chapter 1&2 in <i>Psychosomatic</i>
11	10/26 – 10/28	Week 11: Historical Contextualization: Placing Stories and Interviews Virginia Scharff, “The Long, Strange Trip of Pamela Des Barres,” in <i>Twenty-Thousand Roads: Women, Movement, and the West</i>
12	11/2 -11/4	Week 12: Bad Subjects Laura Kipnis, “Adultery,” in <i>Critical Inquiry</i> , 1998
13	11/9 no class 11/11	Week 13: Desire and Cultural Generativity Michael Taussig, <i>Beauty and the Beast</i>
14	11/16 – 11/18	Week 14: Writing Culture Taussig, <i>Beauty and the Beast</i>
15	11/23 – 11/25	Week 15: Frontiers of medicine and subjectivity Beatriz Preciado, excerpts from <i>Testo-Junkie: Sex, Drugs, and Biopolitics in the Pharmacopornographic Era</i>
16	11/3012/2	Week 16: Review Paper 3 Due 12/4
Final Exam And last day	12/7	Last Day of Class Final Exam: Wednesday December 11, 12:15-2:30 WSQ 004

