

**San José State University  
Department of Anthropology  
Anthropology 142, Culture in Mind, Fall 2019**

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<b>Office Hours:</b>	M 1:30-2:30
<b>Class Days/Time:</b>	M/W 10:30-11:45 am
<b>Classroom:</b>	CLK 204
<b>GE/SJSU Studies Category:</b>	Area D1

**Course Description and Goals**

This course addresses the intersection of culture and psychology, or culture and subjectivity. 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. Throughout the course students will come to understand what anthropologists mean when they use the term “subjectivity,” and the ways in which cultural, technical, infrastructural, and medical systems help to shape identity, emotions, desires, and even mental illnesses. 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.

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**

Ian Hacking, *Mad Travelers: Reflections on the Reality of Transient Mental Illness*, Cambridge: Harvard University Press

Susan Lepselter, *The Resonance of Unseen Things: Poetics, Power, Captivity, and UFOs in the American Uncanny*, Ann Arbor: University of Michigan Press

Additional readings will be available on Canvas or available through the MLK Jr. Library.

### **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**

***No late assignments will be accepted without a Doctors note for serious medical reasons***

***Students must complete all assignments to pass the course***

***Students must take the final exam with their class – no exceptions***

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:

#### **Midterm exam and Final Exam (20% midterm, 25% final)**

The midterm and final will consist of multiple choice, identification, and short essay questions. (SLO 1-4)

#### **Term Paper (20%)**

Students must write a term paper that addresses the control, management, or shaping of subjectivity in a particular institution or through particular cultural locations. Students are welcome to write about and analyzes the shaping of their own subjectivity or personal experiences by drawing on course readings and/or further anthropological research okayed by the instructor. (SLO 1-4)

#### **Participation, In-class pop quizzes, and reading reflection papers (15%)**

Each student will be required to join a Seminar Group – a small group that will convene for in-class discussions. Groups will facilitate conversation with the class regarding reading during their assigned day/week. Seminar facilitation consists of a student summary of the main ideas, concepts, insights, and implications raised in course readings. After summarizing the big ideas in course reading, seminar facilitation groups should have pre-prepared questions to ask both the instructor and classmates. Students will be graded based on participation, preparedness, and engagement with course material. (SLO 1-4)

#### **2 media response papers (10% each)**

Students will use course texts to analyze in-class media regarding key course topics. 2-3 pages each (SLO 1-4)

### **Grading**

Midterm Exam – 20%  
Final Exam – 25%  
Term paper – 20%  
Media Response – 10% each  
Participation – 15%

Final letter grades for this class will be assigned according to the following scale:

A plus = 100-97%	A = 96-93%	A minus = 92-90%
B plus = 89-87%	B = 86-83%	B minus = 82-80%
C plus = 79-77%	C = 76-73%	C minus = 72-70%
D plus = 69-67%	D = 66-63%	D minus = 62-60%
F = 59-0% Unsatisfactory		

### **University Policies and Resources**

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>” Make sure to review these university policies and resources with students.

1	8/21	Introduction
2	8/26 8/28	<b>What is subjectivity?</b> Biehl, Good, and Kleinman, "Rethinking Subjectivity" Scheper-Hughes and Lock, "The Mindful Body"
3	9/2 9/4	<b>Labor Day – Campus Close</b> <b>Fugue: a culture-bound syndrome?</b> Ian Hacking, <i>Mad Travelers</i> , Introduction – ch 3 (pp. 1-80)
4	9/9 9/11	<b>Historical Ontology and Illness Categories</b> Ian Hacking, <i>Mad Travelers</i> , ch 4 – supplement 3 (pp. 80-135)  Recommended: Grant David Bollmer, "Pathologies of Affect: the 'new wounded' and the politics of ontology" <i>Cultural Studies</i> 28(2): 2014 Raad Fadaak, "Catherine Malabou's The New Wounded: From Neurosis to Brain Damage," <i>Somatosphere</i> , <a href="http://somatosphere.net/2013/catherine-malabous-the-new-wounded-from-neurosis-to-brain-damage.html/">http://somatosphere.net/2013/catherine-malabous-the-new-wounded-from-neurosis-to-brain-damage.html/</a>
5	9/16 9/18	<b>Community Mental Health: Managing Difference</b> John Marlovits, "Community Mental Health as Ruination" Mark Cresswell and Helen Spandler, "Psychopolitics: Peter Sedgwick's Legacy for Mental Health Movements," <i>Social Theory and Health</i> 7:2 (2009): 129-147
6	9/23 9/25	<b>Disabling Conditions</b> Viewing: <i>Elling</i>  Recommended: Matthew Wolf Meyer, <i>Unravelling</i> , excerpts Rapp and Faye Ginsburg, "Anthropology and the Study of Disability Worlds"
7	9/30 10/2	<b>Feeling stuck: Personal Narrative, Repression, Subjectivity</b> M: Adam Phillips, Introduction and ch 5 in <i>On Kissing, Tickling, and Being Bored</i> W: Lauren Berlant, "The Broken Circuit," in <i>Cabinet</i> : <a href="http://www.cabinetmagazine.org/issues/31/najafi_serlin.php">http://www.cabinetmagazine.org/issues/31/najafi_serlin.php</a>
8	10/7 10/9	<b>Jumping Scales: how to see the cultural, or the "big picture," in the intimate detail (Methods in reading and analyzing affect)</b> M: Marita Sturken, "Feeling the Nation, Mining the Archive: Reflections on Lauren Berlant's <i>Queen of America</i> " W: Susan Lepselter, <i>The Resonance of Unseen Things</i> , ch 1 & 2 <b>Media Response #1 due Wednesday</b>
9	10/14 10/16	<b>UFOs and American Malaise</b> M: Lepselter, ch 3 & 4 W: <b>Midterm</b>
10	<b>10/21</b>	<b>Tuesday: Depression, Anhedonia, Stuckness, Working Through</b>

	10/23	<p>M: Viewing: <i>Queer Eye</i> Lepselter, ch 5 &amp; 6</p> <p><b>W: Slackers and American Malaise</b> Viewing: <i>Slacker</i>, dir. Richard Linklater John Marlovits, "Give me Slack" Alex Williams, "Evan Dando Knows he's Lucky" <i>New York Times</i> 5/14/19</p> <p>Recommended: Rob Stone, Introduction to <i>The Cinema of Richard Linklater: Walk, Don't Run</i></p>
11	10/28 10/30	<p><b>Bad Atmospheres: Shaping Fear in National Publics – and the weather</b> Marita Sturken, "Desiring the Weather: El Nino, The Media, and California Identity" Joseph Masco, "Bad Weather: On Planetary Crisis" <b>Media Response #2 Due Wednesday</b></p>
12	11/4 11/6	<p><b>Drugs, Fantasy, Normativity</b> Jason Pine, "Last Chance, Incorporated" Jonathan Metzl, "Prozac and the Pharmacokinetics of Narrative Form" Nikolas Rose, "Becoming Neurochemical Selves"</p>
13	11/11 11/13	<p><b>Veterans Day – Campus Close</b> <b>Love (and Hate): Intimacy, Exhaustion, and Dramas of Transformation</b> Laura Kipnis, "Dangerous Liaisons: Public and Private" Lauren Berlant, "Intimacy: A Special Issue" Marita Sturken, "The Remembering of Forgetting: Recovered Memory and the Question of Experience"</p>
14	11/18 11/20	<p><b>Cultural Memory, Loss, Trauma</b> Daphne Berdahl, "'(N)Ostalgie' for the present: Memory, Longing, and East German Things" Viewing: <i>Goodbye, Lenin</i> <b>Term Paper due Wednesday</b></p>
15	11/25 No class 11/27	<p><b>Ordinary Affects: Compositions and Potentials</b> Kathleen Stewart and Lauren Berlant, excerpts in <i>The Hundreds</i> Robert Walser, excerpts <b>Media Response #3 due Monday</b></p>
16	12/2 12/4	<p><b>Punk and Abjection</b> Seth Greene, "On Misanthropology (punk, art, species-hate)" Jack Halberstam, "Go Gaga: Anarchy, Chaos, and the Wild"</p>
16	12/9	<b>Review</b>
Final Exam	12/12	<b>Thursday December 12 9:45-12</b>

