

ANTH 4230 | Psychological Anthropology

Department of Anthropology | University of North Texas

MEETING:

September 22 – December 11

Tuesday and Thursday | 3:30 to 4:50 (In-Person/Synchronous)

Room: LANG 316

Instructor: Gi Giamarqo

Office Location: Sycamore Hall

Phone: (940) 565-2290 (Anth. Dept. Office)

Email: gi.giamarqo@unt.edu

Office Hours: Tuesday and Thursday 5:00-6:30 PM & By Appointment (Virtual or In-Person)

Communication: Please add "ANTH 4230" at the beginning of the subject when emailing me so that it stands out. Email is the best way to reach me, and I will answer within 48 hours at the latest. If I have not reached out in that time, I may have missed it; please resend your email or contact me in class.

Course Description:

Psychological anthropology seeks to understand the relationship between societal, cultural, and personal phenomena and processes. This course will look at topics in psychological anthropology and related subdisciplines (cognitive anthropology, cultural psychology, and social psychology). Readings and lectures will briefly review the history and development of the discipline, then proceed to engage questions of being, self, personality, and behaviors and their relation to culture, society, and biology. The discussion will utilize several theories that focus on the two main paradigms of the subdiscipline: culture and personality, which draws from psychoanalysis and cognitive anthropology. The discussion will further apply the theories to examining cross-cultural examples, leaning towards ontology, adaptation, cognition, illness/health, the "other," and societal stigma.

Learning Objectives:

By the end of this course, a successful student should have a basic understanding of (1) the relationship between culture, society, and the individual experience, (2) the influence of culture on internal definitions and narratives of being, reality, and behavior, (3) the influence of culture on variation in cognition and perceptions of reality (3) the two general theoretical paradigms of the subdiscipline, and most important (5) be informed of the forces that potentially shape their perception of the world, their internal sense of self, and their behaviors.

Additional Course Information:

This course may have a relatively heavy reading load. Some of the course materials will be dense. You are not expected to have a "perfect" understanding after reading any course materials. This course will emphasize class discussions to co-learn and better understand the topics covered in the course materials. Some of the topics discussed in this course may be considered sensitive. Please reach out if you have any questions or concerns.

Course Materials:

The syllabus, schedule of topics and readings, and materials not in the required textbooks will be available on Canvas. The schedule of readings/topics is subject to change.

Two Blue Exam Books ("Blue Book"). Students can purchase these at the UNT bookstore (Barnes & Noble).

Required Textbooks:

Lindholm, Charles. 2007. *Culture and Identity: The History, Theory, and Practice of Psychological Anthropology*. London: Onewold Publications.

Conerly, Casey, and Robert B. Edgerton. 2007. *A Companion to Psychological Anthropology*. Malden, MA: Blackwell Publishing Ltd.

Course Structure:

Tuesday's class meetings will generally be lectures.

Thursday's class meetings will generally be "discussion sessions." The discussion session will be in the style of the Socratic method.

Attendance:

In-person attendance is essential for this class. Discussions will be a significant learning method for this course; excessive absences will be detrimental to your understanding of the material and affect your overall grade. **You will be counted absent if you are over 15 minutes late to class.** If you must be absent or late for any reason, email me. If you missed a class, please come to office hours or set up an appointment for alternative office hours to discuss the missed topic and potentially get attendance credit for the missed day.

Participation:

Everyone is expected to participate in the class discussion (including me). You are not expected to have some novel or amazing insight. Please share your thoughts and questions openly. The purpose of class discussion is to have a deeper understanding of the weekly topics; I want to ensure the class develops an open atmosphere where we all (and I mean all) learn from each other.

Assessments:

This course has two graded assessments: **(1) a mid-semester in-class assessment and (2) an end-of-semester in-class assessment.**

You will need a blue book and a pen for the in-class assessments. The assessment will comprise 2-4 short answers and 1-2 long answer questions. Short answers should take about one-fourth to half of a page, and long answers should be around one page. Questions on the assessment will not be given in advance, though you will likely get hints during class.

These assessments are not about gauging your ability to memorize or retain information. The questions will not ask you to name theories, authors or define terms. The questions will gauge your general understanding of the theories and your ability to analyze ideas discussed in class and potentially apply them to examples of phenomena.

Assignment:

You are asked to do an oral presentation. You can do the presentation yourself or with up to two other people (3 people per group max). I prefer group presentations, but you have that option if you want to do a presentation yourself. The presentation must be around 15 minutes. You may use visuals (slide deck, pictures, etc.) to aid your presentation. The idea is for you (and potentially your group) to find an article that interests you (y'all) and is related to the week's topic and readings, present a summary and analysis (your thoughts) on your chosen reading, and prepare 2-3 questions to start the discussion session. There will only be one presentation from an individual or a group weekly. So, some of you will do your presentations as soon as week's 3-4. Students/groups will be randomly picked to choose a week/topic to present on.

Course Grade

Your grade will be based on a total of 1500 points with the following breakdown:

Attendance	10%	150 points
Participation	20%	300 points
Mid-Semester Assessment	25%	375 points
End-of-Semester Assessment	25%	375 points
Discussion Presentation	20%	300 points
Total Possible Points	100%	1500 points

Point to Grade Conversion:

A (Outstanding work, participates in class regularly)	100% 90%	1500-1350 points
B (Good work, usually participates in class)	89% 80%	1349-1200 points
C (Acceptable work, doesn't always participate in class)	79% 70%	1199-1050 points
D (Below average work, participates in class every once in a while)	69% 60%	1049-900 points
F (Sub-par work, rarely participates in class)	<= 59%	<= 899 points

Make-Up, Do-Overs, Grade Appeals, and Extra Credit

Attendance/Participation: If you cannot attend class, you will have the opportunity to make up the attendance and participation credit by coming to office hours (or setting up an appointment) and having a short discussion with me on the topic(s)/reading(s) for the day you missed. You have until the following week to make up attendance/participation credit.

Assessment: If you received an unsatisfactory grade on the mid-semester assessment, you are allowed to redo it. You have two weeks from the mid-semester assessment to reach out to me to arrange a day/time to retake the assessment.

Grade Appeals: If you have questions about a grade you received and/or wish to request an appeal, please reach out in person, during office hours, or via email, and we can arrange a time to meet and discuss your questions or concerns. I aim for you to learn successfully and will review an assessment/assignment with you.

Extra Credit: At least two extra credit opportunities will be available during the course.

Important Registrar Dates, Drops, and Withdraws: You are responsible for your timely admission, registration, payment, and withdrawals. Please refer to the Registrar's office and calendar for important dates and deadlines: <https://registrar.unt.edu>. Withdrawing from a course is a formal procedure that a student must initiate. If you stop attending and do not withdraw, you will receive a grade that considers your missed attendance, participation, and any missed assessments or assignments.

Classroom Behavior: Everyone in the class is expected to be professional, courteous, and respectful of others in the classroom. Everyone has different experiences and cultural backgrounds; hold discussions with that in mind and have grace for others and yourself. While I hope everyone in the class feels open to expressing their thoughts, I will not tolerate the following: Any discussions or comments that question an individual or group's being or existence. Any form of prejudice or discrimination. Any form of bullying or harassment.

Sexual Discrimination, Harassment, and Assault:

UNT is committed to providing an environment free of ALL forms of discrimination, harassment, and assault, particularly those of a sexual nature, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) are a victim of any acts of aggression, we are here for you. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. A Student Advocate can be reached by e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648.

Academic Dishonesty

University Policy on Student Academic Integrity: (Policy and Procedures number 06.003)

Academic Misconduct: "Academic Misconduct," in this policy, means the intentional or unintentional action by a student to engage in behavior in the academic setting including, but not limited to: cheating, fabrication, facilitating academic misconduct, forgery, plagiarism, and sabotage.

- A. **Cheating:** "Cheating," in this policy, means the use of unauthorized assistance in an academic exercise, including but not limited to: 1. use of any unauthorized assistance to take exams, tests, quizzes, or other assessments; 2. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; 3. use, without permission, of tests, notes, or other academic materials belonging to instructors, staff members, or other students of the University; 4. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor; 5. any other act designed to give a student an unfair advantage on an academic assignment.
- B. **Fabrication:** "Fabrication," in this policy, means falsifying or inventing any information, data, or research outside of a defined academic exercise.
- C. **Facilitating Academic Dishonesty** (i.e., collusion): "Facilitating academic dishonesty," in this policy, means helping or assisting another in the commission of academic dishonesty.
- D. **Forgery:** "Forgery," in this policy, means intentionally falsifying or altering a score, grade, or official academic University record or the signature of another.
- E. **Plagiarism:** "Plagiarism," in this policy, means use of another's thoughts or words without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to: 1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment or citation, or 2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.
- F. **Sabotage:** "Sabotage," in this policy, means acting to prevent others from completing their work or willfully disrupting the academic work of others.

Department of Anthropology Policy on Student Academic Integrity:

The Department of Anthropology expects its students to abide by the high ethical standards of practicing professionals within the field of anthropology. The Department does not tolerate cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, or sabotage. This includes the use of unauthorized professional writing/editing services and generative AI for assignments. Students are expected to follow the American Anthropological Association's code of ethics: "In their capacity as researchers, anthropologists are subject to the ethical principles guiding all scientific and scholarly conduct. They must not plagiarize, nor fabricate or falsify evidence, or knowingly misrepresent information or its source" (<http://ethics.americananthro.org/category/statement/>).

Students are encouraged to use the UNT Writing Center. For additional resources to help with paper writing, including how to avoid plagiarism and how to use citations, see the Department of Anthropology Writing Guide. For information on the University's policies and procedures regarding academic integrity and dishonesty, see the UNT Student Academic Integrity policy.

Course Policy and Procedures on Student Academic Integrity:

Academic honesty is central to the class and the greater university community. Do not cheat or commit any act of academic dishonesty or any action that may make anyone suspect you of academic dishonesty. If you have issues with class materials, assignments, or assessments for any reason (including personal life reasons), please reach out, and we can discuss potential arrangements.

Any student suspected and found cheating, plagiarizing, or committing other acts of academic misconduct will be, at the least, given an F for the assignment. After reviewing the severity of the act, a student may receive an F for the course. I reserve the right to submit a report against the student with UNT which may result in further academic penalties. If a report is submitted to the university, the student can appeal the decision according to UNT's appeal process.

Additional Policies and Procedures:**ODA Policy:**

"UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu."

You are responsible for initiating a private discussion with faculty regarding your specific needs in any course.

For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu>. You may also contact their office by phone at 940.565.4323.

Emergency Notifications and Procedures:

"Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials."

University Resources:

UNT Learning Center: The Learning Center offers tutoring, academic coaching, study and learning workshops, speed reading (great course!), and other campus resources on academic success. Many of their services are already covered by registration costs for the semester and are at no additional cost to you. If you haven't already, you technically paid for it's not a bad idea to at least check them out.

<https://learningcenter.unt.edu>

UNT Writing Lab: They help with writing via workshops, proofreading, tutoring, paper reviews, and other resources. Many of their services are also at no additional cost to you.

<https://writingcenter.unt.edu>

Veteran Services: If you or anyone you know is an active or retired U.S. military veteran, UNT has veteran-focused organizations and resources:

<http://studentaffairs.unt.edu/student-veteran-services>

"Succeed at UNT" initiative:

"UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find support. Get advised. Be prepared. Get involved. Stay focused."

A centralized site that has information on many university resources.

<http://succeed.unt.edu>"

Anth 4030 - Fall 2023 | Weekly Topics, Reading Schedules, and Coursework

Assigned Readings and Weekly Topics are subject to change. The readings during the second half of the semester (after the mid-term) will likely change. If there is a change, I will give you at least a weeks' notice and update the schedule accordingly. I will post a Canvas announcement of any change and the name of the course schedule doc will indicate when it was updated (e.g. Anth 4020Course Schedule – Updated 11/12/23).

Tips on How to Approach Course Readings:

Do not approach the readings trying to remember every detail. This course is seeking higher level thought that just remembering. The goal of the readings is to share with students' theories/ideas/perspective that they can hold up then apply to phenomena. Identify the thesis (main point/main assertion) of the work. The main idea(s) of the work may be fuzzy. That's okay! Just sit with it for a minute and get comfortable with the fuzziness of the idea. Toss and spin it around, how does it feel to you? Try to think about what paradigm/theoretical approach/epistemological perspective the author is using to gain some insights. Process for a bit what the author is saying or asserting and then apply it to some phenomena (personally observed/experienced, an account you read/saw, etc.) Do you agree/disagree with the thesis/assertion/main point? Is the thesis applicable to a phenomenon you thought of? Or do the phenomena you thought of potentially negate the thesis? Note these thoughts and questions and bring them to class discussion.

I like to, and suggest, quickly reading the abstract, introduction, and conclusion before going through the whole piece. If you can speed read great! If you are short on time just read the abstract, introduction, and conclusion and scan the body of the piece for major points and subsections so you can in the least follow the discussion and contribute to it.

Read all assignments by the discussion session class meetings on Thursday.

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Some or all of the materials in use may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner unless fair use or another exemption under copyright law applies. You **MUST** use proper citation styles (provided in the Navigation tab) when citing course material and any external sources. Egregious and/or intentional failure to cite sources is grounds for failure on assignments with no makeup opportunity.

Week 01 (Aug 21 & 23): Introductions, Syllabus Review, Brief Discussion on Major Topics in Western Thought	
Readings	None
Week 02 (Aug 28 & 30): Culture, Perception and Self	

Readings	Lindholm Chapter 1 – Introduction & Blackwell Chapter 3 – “Effort After Meaning” in Everyday Life (Garro)
Week 03 (Sep 04 & 06): Culture, Perception and Self Cont.	
Readings	Lindholm Chapter 8: Sections I & II – Dialectics of Self and Other, Bochner (1994) – Cross-Cultural Differences in the Self Concept, Hollan (1992) – Cross-Culture Differences in the Self
Week 04 (Sep 11 & 13): Culture and Cognition	
Readings	Lindholm Chapter 3: Summary - Lindholm Chapter 4: Sections I-III - Blackwell Chapter 1 – “Time and Consciousness”
Week 05 (Sep 18 & 20): Culture and Cognition Cont.	
Readings	Scheweder & Borne (1982) Kuhnen & Oyserman (2002)
Week 06 (Sep 25 & 27): Language and Perception	
Readings	Lindholm Chapter 4: Section V Part A Lindholm Chapter 9 – Sections I & II –
Week 07 (Oct 02 & 04): Language and Perception Cont.	
Readings	Blackwell Chapter 9 – “Disability: Global and Local Lives (Whyte) Thierry (2016)
Week 08 (Oct 09 & 11): Mid-Semester Assessment	
Readings	TBD
Week 09 (Oct 16 & 18): Culture & Personality	
Readings	Lindholm Chapter 4: - Section V Part B to e Bock (2000)
Week 10 (Oct 23 & 25): Deviancy, Stigma, and Alterity	
Readings	Lindholm Chapter 11 Lindholm Chapter 4 – Section 3
Week 11 (Oct 30 & Nov 01): Deviancy, Stigma, and Alterity Cont.	
Readings	Lyon-Callo (2000) Mackenzie (2000) Yang, and Kleinman (2007)
Week 12 (Nov 06 & 08): The Social and Cultural Aspects of Illness and Mental Health,	
Readings	Conrad (2015), Conrad (2013) Sedler (2016) Puspitawati (2021)
(Alternative) Week 12 (Nov 06 & 08): The Psychology of Social Life	
Readings	Fisk (1992) Haidt (2001), Graham et al (2013)

Week 13 (Nov 13 & 15): The Existence of Race and It's Effects	
Readings	Blackwell Chapter 15 – Race: Local Biology and Culture in Mind (Gaines) Cohen (2013), Trawater (2020)
Week 14 (Nov 20 & 22): Class Culture	
Readings	King (2021) Kraus (2012), Grossman (2010)
Week 15 (Nov 27 & 29): Childhood, Development, and Learning	
Readings	Chen (2019) Lourenco (2012)
Week 16 (Dec 04 & 06): Evolutionary Theories, Behavior, and Adaptations	
Readings	Enke (2019) Arnot et al (2020), Rosentrom (2017)
Week 17 (Dec 12): End of Semester Assessment 1:30 – 3:30 PM	
Readings	None