ANTH R106: PSYCHOLOGICAL ANTHROPOLOGY

Originator
amelidonis

College
Oxnard College

Discipline (CB01A)
ANTH - Anthropology

Course Number (CB01B)
R106

Course Title (CB02)
Psychological Anthropology

Banner/Short Title
Psychological Anthropology

Credit Type
Credit

Start Term
Fall 2021

Catalog Course Description
Psychological anthropology examines the relationship between culture and psychology. It draws from both anthropology and psychology to explore the complex relationships between the social and the individual. Through the use of ethnographic sources, anthropological and psychological theory, films and other readings, we employ a cross-cultural perspective to consider how culture impacts behavior, understandings of mental health, identity, cognition, personality, perception, and self.

Taxonomy of Programs (TOP) Code (CB03)
2202.00 - Anthropology

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Grading method
Letter Graded

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5
Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105
Maximum Outside-of-Class Hours
105

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

1	Students will be able to apply an anthropological perspective, researching, problem solving, generating new ideas, reading, comprehending, and interpreting various types of published ideas while avoiding ethnocentrism, learning about cultural diversity and paying attention to issues surrounding power, identity and discrimination
2	Students will identify and distinguish between key theories and figures in psychological anthropology and be apply to apply those theories to the analysis and cross-cultural comparison of groups around the world, emphasizing the relationship between culture and psychology, perception, mental illness, identity, and personality.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1	Evaluate and demonstrate comprehension of the primary theories of psychological anthropology including those from the culture and personality school and cognitive anthropology.
2	Analyze and evaluate the relationships between culture and psychology, society and the individual, and understand how individual behavior, perception, understandings of mental illness, self, and personality are impacted by culture.
3	Describe the psychology of particular cultures and recognize how they differ cross-culturally.
4	Discuss the history and development of psychological anthropology.

Course Content

Lecture/Course Content

1. Introduction
   a. Anthropology and Psychology of Personality
   b. The emergence of the field "Culture and Personality"
   c. Anthropology's early encounter with psychoanalysis; defining culture, personality.
2. The "Culture and Typical Personality" approach
   a. Ruth Benedict: Configurational personality
   b. Abran Kardiner- Oppression and Mental Health
   c. Basic personality and adaptional psycho-dynamics
   d. Model personality
   e. Theories and research of Mead, Bateson, Gorer, Benedict, Harring, Fromm, and others

     f. A.F.C. Wallace: the organization of diversity vs. Replication of uniformity

     g. LeVines' Darwinian variation selection model

3. Approaches to Enculturation (Socialization)
   a. Psychoanalytic approaches
   b. Formal learning theories
   c. Communication approach
   d. enculturation and development

4. The Cross-Cultural Testing of Psychological Hypotheses
   a. Studies with attempt to test the validity of psychoanalytic theories which stress importance of child-rearing development, and others

5. The Psychology of Culture Change
   a. Psychological dynamics of:
      i. Culture contact
      ii. Acculturative processes
      iii. Culture crisis
      iv. reactive movements
      v. the revitalization process
      vi. millenarism
      vii. nativistic movements
      viii. transition movements
      ix. revolutionary movements

6. Culture and Personality Disorders
   a. Is there such a thing as a "sick" Culture
   b. Cross-cultural psychiatric epidemiology
   c. Cross-cultural variation in definition and attitudes toward abnormal psychological conditions
   d. Psycho-therapy in non-Western traditional societies

7. Cognitive Anthropology
   a. Thought, cognition and culture
   b. Language and Thought
   c. Schema Theory
   d. Ethnoscience
   e. Cultural Models
   f. Self
   g. Personality
   h. Emotion
   i. Perception

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Essays
Group projects
Objective exams
Quizzes
Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Collaborative group work
Class activities
Class discussions

Distance Education
Demonstrations
Group discussions
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

1. The instructor will lead discussions on topics that may include culture and personality, psychoanalytic approaches, learning theory, cross-cultural approaches to psychology, and cognitive psychology.
2. The instructor will utilize lectures, films, and internet materials to explore and critically analyze topics relevant to the understanding of psychological anthropology.
3. Students will discuss topics relevant to the study of psychological anthropology such as how culture shapes development during puberty.

Representative Course Assignments

Writing Assignments

1. Analytic papers on reading (short or term paper length)
2. Observation-based ethnographies (short or term paper length)

Critical Thinking Assignments

1. Participate in class, online and small group discussions regarding psychological anthropology including discussions on culture and personality, cognitive anthropology, and psychoanalytic theory.
2. Students will complete short writing assignments exploring topics related to psychological anthropology.

Reading Assignments

One chapter per week from textbooks such as "The Development of Cognitive Anthropology," by D'Andrade combined with ethnographic reading from the internet or from other books, such as Ruth Bennedict's "The Chrysanthemum and the Sword."

Outside Assignments

Representative Outside Assignments

1. Film viewing, documented by brief write-ups. Example: Watching a video clip about coming of age in Samoa and comparing that to how culture shapes this process in US culture.
2. Participating in online discussions related to the course materials for that particular week. Topics may include how culture shapes development and personality.

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
Kohrt, Brandon (2015). *Global Mental Health: Anthropological Perspectives* (latest edition). New York Routledge. 0521459761

Resource Type
Textbook

Description
Bateson, G. (2000). *Steps to an Ecology of Mind* (1st). Chicago University of Chicago Press Classic Text. 0226039056

Resource Type
Textbook

Description

LeVine, R. (2010). *Psychological Anthropology: A reader on self in culture.* (1st edition). Boston Wiley-Blackwell (Latest Edition). 1405105763

Resource Type

Textbook

Description

Kronenfeld, D. Bernardo, G. (2011). *A Companion to Cognitive Anthropology* (1). New York Wiley-Blackwell. 1405187786

Resource Type

Other Resource Type

Description

Scholarly websites and films such as: http://www.aaanet.org/sections/spa/, "Latah: A Culture-Specific Elaboration of the Startle reflex," and "Afflictions: Culture and Mental Illness in Indonesia." .

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post on discussion board topics such as how culture is related to personality disorders.
E-mail	Faculty will communicate with students via email regarding course information and concerns.
Other DE (e.g., recorded lectures)	Faculty may record video lectures on the course content including on culture and personality, cognitive anthropology, culture and personality disorder, psychoanalytic theory.
Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

Hybrid (51%–99% online) Modality:

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Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post on discussion board topics such as how culture is related to personality disorders.
E-mail	Faculty will communicate with students via email regarding course information and concerns.
Other DE (e.g., recorded lectures)	Faculty may record video lectures on the course content including on culture and personality, cognitive anthropology, culture and personality disorder, psychoanalytic theory.
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Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
ANTHROPOLOGY

Review and Approval Dates

Department Chair
09/03/2020

Dean
09/03/2020

Technical Review
09/09/2020

Curriculum Committee
09/09/2020

Curriculum Committee
11/25/2020

CCCCO
MM/DD/YYYY

Control Number
CCC000149431

DOE/accreditation approval date
MM/DD/YYYY