

| <b>ORIGINATOR'S SECTION:</b>  |   |   |                     |                        |   |         |   |    |          |  |  |     |  |  |
|---|---|---|---------------------|------------------------|---|---------|---|----|----------|--|--|-----|--|--|
| 1. College:<br>CHASS  | Desired Term and Year of Implementation (e.g., Fall 2008):<br>Spring 2014 |   |                     |                        |   |         |   |    |          |  |  |     |  |  |
| <input checked="" type="checkbox"/> CoAS <input type="checkbox"/> CoBA <input type="checkbox"/> CoE   |   |   |                     |                        |   |         |   |    |          |  |  |     |  |  |
| 2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  |   |   |                     |                        |   |         |   |    |          |  |  |     |  |  |
| 3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>("generic" is a placeholder for topics)  |   |   |                     |                        |   |         |   |    |          |  |  |     |  |  |
| 4. Course abbreviation and Number:* ANTH 345  |   |   |                     |                        |   |         |   |    |          |  |  |     |  |  |
| 5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)<br>Culture and Mind   |   |   |                     |                        |   |         |   |    |          |  |  |     |  |  |
| 6. Abbreviated Title for Banner:<br>(no more than 25 characters, including spaces)<br>Culture and Mind  |   |   |                     |                        |   |         |   |    |          |  |  |     |  |  |
| 7. Number of Units: 3   |   |   |                     |                        |   |         |   |    |          |  |  |     |  |  |
| 8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)<br><br>Explores the relationship between cultures, including the social, economic, political, and scientific institutions that constitute them, and minds, selves, emotions, values, the unconscious, and the concept of mental health. Explores a variety of issues, including the nature of emotions, the sources of human identities, and whether all humans share the same kind of mind, or if minds are shaped by a person's environment. These and other questions will be examined. |   |   |                     |                        |   |         |   |    |          |  |  |     |  |  |
| 9. Why is this course being proposed?<br><br>This course is being proposed to expand upper division DD offerings in the Department of Anthropology, and to broaden the offerings available to students in Anthropology. This course explores the work of an important subdiscipline in anthropology which is not presently represented in the catalogue.  |   |   |                     |                        |   |         |   |    |          |  |  |     |  |  |
| 10. Mode of Instruction*<br>For definitions of the Course Classification Numbers:<br><a href="http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Ta b/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Ta b/Instructional%20Mode%20Conventions.pdf</a>  |   |   |                     |                        |   |         |   |    |          |  |  |     |  |  |
| <table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>  |   |   | Type of Instruction | Number of Credit Units | Instructional Mode (Course Classification Number) | Lecture | 3 | C2 | Activity |  |  | Lab |  |  |
| Type of Instruction   | Number of Credit Units  | Instructional Mode (Course Classification Number) |                     |                        |   |         |   |    |          |  |  |     |  |  |
| Lecture   | 3   | C2  |                     |                        |   |         |   |    |          |  |  |     |  |  |
| Activity  |   |   |                     |                        |   |         |   |    |          |  |  |     |  |  |
| Lab   |   |   |                     |                        |   |         |   |    |          |  |  |     |  |  |
| 11. Grading Method:*<br><input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)<br><input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)<br><input type="checkbox"/> Credit/No Credit Only (C)<br><input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)   |   |   |                     |                        |   |         |   |    |          |  |  |     |  |  |
| 12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.   |   |   |                     |                        |   |         |   |    |          |  |  |     |  |  |
| 13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br><input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair  |   |   |                     |                        |   |         |   |    |          |  |  |     |  |  |
| 14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, how many times? (including first offering)  |   |   |                     |                        |   |         |   |    |          |  |  |     |  |  |
| 15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, indicate which course and check "yes" in item #22 below.  |   |   |                     |                        |   |         |   |    |          |  |  |     |  |  |
| 16. Prerequisite(s): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Anthropology 200   |   |   |                     |                        |   |         |   |    |          |  |  |     |  |  |
| 17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   |   |   |                     |                        |   |         |   |    |          |  |  |     |  |  |

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

RECEIVED  
MAR 08 2017  
BY: \_\_\_\_\_

## 18. Documentation attached:

☒ Syllabus    ☐ Detailed Course Outline

## 19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\*

## 20. How often will this course be offered once established?\* once per year

## PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? ☒ Yes ☐ No

## If yes, please specify:

It serves as an elective for the Anthropology major.

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) ☐ Yes ☒ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline

Signature

Date

\_\_\_\_\_ Support \_\_\_\_\_ Oppose

Discipline

Signature

Date

\_\_\_\_\_ Support \_\_\_\_\_ Oppose

## SIGNATURES : (COLLEGE LEVEL) :

Steven Carlisle

1. Originator (please print or type name)

Date

see email

3/8/17

2. Program Director/Chair

Date

[Signature]

3/8/17

3. College Curriculum Committee

Date

[Signature]

3/8/17

4. College Dean (or Designee)

Date

## (UNIVERSITY LEVEL)

5. UCC Committee Chair

Date

6. Vice President for Academic Affairs (or Designee)

Date

7. President (or Designee)

Date

**From:** Konane Martinez  
**Sent:** Wednesday, March 08, 2017 8:03 PM  
**To:** Angela Baggett  
**Cc:** Steven Carlisle; Carrick Williams  
**Subject:** Re: CAPC status update -- C form ANTH 345

I approve of the updated course, thank you all! Konane Martinez

On Mar 8, 2017, at 3:33 PM, Angela Baggett <[abaggett@csusm.edu](mailto:abaggett@csusm.edu)> wrote:

Hi Steve,

I am happy to report that CAPC reviewed and approved the C form for ANTH 345 today. Due to the revisions, it no longer has the dept. chair signature. I am hoping that Konane could reply to this email noting her approval of the updated course asking that we accept the email in lieu of a wet signature. Once I receive that, I will forward the approved C form, along with the GE form that you submitted, to Academic Programs for the next stage of curricular review.

Thank you!

Best,

*Angela Baggett*

Angela Baggett  
Curriculum and Academic Programs Coordinator  
College of Humanities, Arts, Behavioral and Social Sciences  
Office SBSB 4115H  
Phone 760-750-8025  
[abaggett@csusm.edu](mailto:abaggett@csusm.edu)

<image002.jpg>

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*"It's up to us to create the world we want to live in. And we all have the power to do it if we set our minds to it."*  
-Richard Branson

*"If not us, who? If not now, when?"*  
- John F. Kennedy

# Culture and Mind

Anthropology 345

Professor: Dr. Steven Carlisle

scarlisl@csusm.edu

Office: SBSB 2223

IT Help Desk: (760) 750-6505

## Overview:

At first glance, the relationship between minds and cultures may appear clear, but upon closer examination, a large number of questions arise which cloud the issue. The goal of this class is to explore the relationship between cultures (and the social, economic, political, and scientific institutions that they consist of) and minds, selves, emotions, values, the unconscious, and the concept of mental health.

Does individual psychology tend to shape cultures, or does culture tend to be more important in shaping the individual psyche? What does it mean to be sane? Does it differ from culture to culture? How, and why? What kind of psychological natures do humans have? How flexible are we? What impact do ideas about human nature have on the ways we treat ourselves, each other, and our children? Do all humans share the same emotions, or are some emotions culture-specific? If the unconscious remains hidden from the individual's awareness, then how does it manage to slip into aspects of culture, like myth and ritual? How is it that we take some ideas seriously and personally, while we simply pay lip-service to others? How do we fit in to our cultures – and, more importantly to many of us, why is it that we *don't* seem to fit in? In thinking about the relationship between minds and cultures, there are many questions we can explore – these are just a few of them – and many approaches to understanding them that we can take. The readings here reflect a broad sample of approaches and topics. By the end of the quarter, students should have a better sense of what it means to have both a mind and a culture, and to negotiate between the two.

## Requirements:

To learn effectively, students need to participate actively and consistently in their own educations. To facilitate this, students will be asked to write frequently on topics assigned by the professor in class. To pass this class, students will have to complete a project, a mid-term, and a final exam.

A note about papers: they may be submitted early, but they will not be accepted late without prior approval of the professor. Students may submit papers online before the deadline, but only printed papers handed in during class or left in Dr. Carlisle's mailbox before he leaves campus on the due-date will be considered on-time.

**Credit Hour Statement:**

As a three-credit-hour class, you will be expected to put in about **six hours** of work – in terms of reading, research, and writing – each week.

**Distribution:**

|                        |     |
|------------------------|-----|
| Project:               | 40% |
| Participation/Quizzes: | 10% |
| Midterm:               | 20% |
| Exam:                  | 30% |

A note on computers: While we encourage students to take notes in whatever form they prefer, use of the internet, games, etc., during class is distracting to other students, and disrespectful of the professor. Computer misuse will be noted in your participation grade.

**University Writing Requirement:**

To fulfill CSUSM's writing requirement, students will be required to submit a written project (including a plan for this project, to be submitted several weeks before the project deadline), and take both a mid-term and final exam. (Total writing: about 2500 words.)

**Materials:**

There are three required texts for this class:

- *Civilization and its Discontents*, by Sigmund Freud
- *Patterns of Culture*, by Ruth Benedict
- *The Protestant Ethic and the Spirit of Capitalism*, by Max Weber

All other readings will be available through Cougar Courses. Readings should be completed *before* the class for which they are assigned.

**Learning Outcomes:**

- Student will explain the interconnections between social structures, political and economic institutions, religion, and the environment in shaping thought
- Student will explain the ways that human thought shapes different aspects of culture
- Student will use a holistic approach to the study of culture
- Student will explore and be able to explain the methods used to make sense of the mind cross-culturally
- Students will be able to describe the history of thought about the relationship between culture and mind

**This course fulfills the following General Education Learning Outcomes:**

- Compare and contrast relationships within and between human cultures.
- Communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences.
- Find, evaluate, and use authoritative and/or scholarly information to comprehend a line of inquiry.
- Think critically and analytically about an issue, idea or problem, considering alternative perspectives and re-evaluation of one's own position.
- Describe the importance of diverse experiences, thoughts, and identities needed to be effective in working and living in diverse communities and environments.
- Apply knowledge gained from courses in different disciplines to new settings and complex problems.

**ADA Statement:**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

**Academic Honesty Policy:**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

## **Schedule**

Week 1: Introductions

### **Part I: Historical Overview:**

Week 2: Psychology, then Culture

Sigmund Freud, *The Ego and the Id*, chs. 1-3 (Note: these chapters will be available in book-form at the reserves desk.)

Freud, *Civilization and its Discontents*, chs. 1-3

Week 3: Freud II

Freud, *Civilization and its Discontents*, chs. 4-8

Week 4: Culture, then Psychology

Ruth Benedict, *Patterns of Culture*

### **Part II: Culture and Health**

Week 5: Healthy Minds: The Life Cycle

Erik Erikson, *Childhood and Society*, ch. 7

Week 6: Healthy Minds: Coping and Defending

George Vaillant, *Adaptation to Life*, intro, ch 1 and ch 4

Week 7: Ethnopsychology and Morality: One Route to Good Children

Alice Miller, *Drama of the Gifted Child*, pp. 1-20

Miller, *Thou Shalt Not Be Aware*, ch. 9

James Dobson, *Dare to Discipline*, introduction, chs. 1 and 5

George Lakoff, *Don't Think of an Elephant*, ch. 1

### **Part III: Culture and Illness**

Week 8: Unhealthy Minds: Diagnosing Illness, or Creating It?

Peter Kramer, *Listening to Prozac*, ch. 1

Rick Mayes, "DSM-III and the Revolution in the Classification of Mental Illness"

Week 9: Culture-Specific Illnesses

Robert Hahn and Arthur Kleinman, "Belief as Pathogen, Belief as Medicine"

Suzanne Kessler, *Lessons from the Intersexed*, ch. 2



## **Part IV: Culture and the Unconscious**

### **Week 10: The Work of Culture**

Gananath Obeyesekere, *Medusa's Hair*, part 1

Obeyesekere, *The Work of Culture*, ch. 1

Alan Johnson, "Repression: A Reexamination of the Concept as Applied to Folktales"

## **Part V: Emotions**

### **Week 11: Universal? No.**

Nancy Scheper-Hughes, "Death Without Weeping"

Katherine Lutz, *Unnatural Emotions*, ch. 5

### **Week 12: Universal? Maybe.**

Melford Spiro, *Oedipus in the Trobriands*, ch. 6

Richard Shweder, "Menstrual Pollution, Soul Loss, and the Comparative Study of Emotions"

## **Part VI: Being "You" and the Bigger Picture**

### **Week 13: Convincing You to Be Yourself**

Michel Foucault, *The Uses of Pleasure*, pp. 1-32

Fredric Barth, "How is the Self Conceptualized? Variations Among Cultures"

### **Week 14: Finding a Place in a Complex Cultural World**

Douglas Hollan, "Constructivist Models of the Mind, Contemporary Psychoanalysis, and the Development of Culture Theory"

Max Weber, *The Protestant Ethic and the Spirit of Capitalism*, chs. 1-2

### **Week 15: Finding a Place in a Complex Cultural World II**

Max Weber, *The Protestant Ethic and the Spirit of Capitalism*, chs. 3-5

Finals Week: *Exam*.