

Spring 2019
Dr. Neely Myers

The Good Life? Crisis, Care and Recovery from an Anthropological Perspective
ANTH 6316

Wednesday, 2-450 PM
Heroy Hall, Founder's Room, 4th floor
Email: namyers@smu.edu
Office: Heroy Hall, 455
Office Hours: Wednesdays, 9-11 (except the 23rd); or by appointment

COURSE OVERVIEW

What does it mean to have a “good life”? This course is concerned with local moral worlds of individuals, how people develop their notions of the “good life” or the life well-lived, and in reverse, what constraints do they face in moving in this direction? How do notions of happiness, health, spiritual life, community, intimacy, and well-being shape the “good life” for others and how do people adapt when their ability to seek a “good life” has been constrained by cultural factors like colonialism, poverty, war, migration, strained kinship structures, structural violence, gender-based violence, race, ethnicity, and loss of traditional culture and land? How do the discursive practices of institutions care and fail to care for people in their quest for the “good life” both historically and currently?

Anthropological conversations in the last 50 years both accounting for and understanding the loss of the “good life” have been grounded in terms of subjectivity, psychoanalysis, colonialism, capitalism, mental health, care, caregiving and well-being. We will examine the ways the good life has been shaped by these forces and the importance of working within local moral worlds to understand and preserve local versions of the “good life.”

REQUIRED BOOKS LIST

The following are available for purchase at the bookstore (in the order that you will need them); be sure not to purchase books at the bookstore that are not on this list:

Neely Myers, *Recovery's Edge**

Sameena Mulla, *The Violence of Care***

Peter Redfield, *Life in Crisis*

Jocelyn Chua, *In Pursuit of the Good Life*

Cristiana Giordano, *Migrants in Translation*

Kristin Yarris, *Care across Generations***

Michael Jackson, *Life within Limits***

Note: Books with no stars are only available for purchase in the bookstore or on Amazon at this time, but have been rush ordered by the library.

- Books with one star * are available on course reserve at Fondren Library.
- Books with two stars ** are available online through Fondren Library.

COURSE REQUIREMENTS

Attendance, Participation, Show and Tell (20%): This is a discussion-based seminar. Therefore, it is crucial that you not only attend but that you actively participate in the discussions.

If you must be absent for some reason, please let me know at least 24 hours in advance and we can discuss whether or not it will be an excused absence. **Students with PERFECT ATTENDANCE (no unexcused absences, not late for class by more than 5 minutes, not leaving early ALL semester) will receive an extra credit point on their final grade.**

A participation grade will be recorded after each class based on your engagement with the class discussion and readings. This can make a difference between you receiving an A and a B.

The grade will also be based on your “show and tell” for the day. For this piece, I ask you to look for popular examples of what we have read in the news to share with the class. Please upload your “show and tell” before class to Canvas under the Participation for that Week. We will share using the “show and tell” feature of Solstice. Film clips, etc., should be limited to a few minutes. Sharing will be an important part of your participation grade. If you don’t like talking, please come to my office hours so we can discuss alternative strategies.

Grading: Students who do not attend OR attend but neither participate nor offer a show and tell will receive a 0; students who participate but forgot a Show and Tell will receive a 1; students who participate and bring a Show and Tell will receive a 2.

Reading Responses (20%): Due each week via upload to Canvas under the correct response week by 11 AM the day of class (so that I can look at them before we meet), unless you are facilitating that week or you have a major assignment due (e.g., your project proposal). Responses should be 350-500 words, no more, no less. I am not looking for a summary of each reading, but rather an attempt to comment on some cross-cutting aspect of the reading. What may work best is to ask a question: What is the role of gender in medicine? Make an answer based on the book: Gender in medicine seems fixed and is biased more towards males. And then use evidence from the book to support your point. Responses will be graded within 2 weeks of posting.

Grading: Papers receiving a 1 were not well thought-out or cross-cutting. Papers receiving a 2 were cross-cutting but not well supported or missed some major arguments/ethnographic evidence presented in the book or articles. Papers receiving a 3 make a cross-cutting argument that is well supported by the major arguments/ethnographic examples from the book. When discussing books, be sure not to only discuss one chapter, which would not be considered cross-cutting. Also, do not answer the same question that is being asked for class that day.

Note: One point will be deducted for every hour the response is late, resulting in a 0 for papers turned in after 2 PM.

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Facilitation (20%): You will sign up to facilitate the class discussion **three times** during the semester. Graduate students are likely to be presenting alone; undergraduates will always have a partner. Your preparation for these presentations is absolutely crucial to the richness of our discussion for the day. If you have a partner, you will want to prepare with your co-facilitator in advance, likely by completing the reading for the week by Sunday, and then meeting together Monday to discuss your strategy and prepare. You will need to synthesize (but not summarize) key points you found across the readings, discuss points of connection and disconnection you found across the readings, and bring provocative questions to the table to stimulate discussion about the readings. Your main goal is to help foment discussion. Creativity is encouraged: feel free to use Solstice to prompt discussion or share relevant information and questions and examples via images, PowerPoint, etc. Please plan to facilitate for 60-75 minutes total, and be prepared to be flexible if the timing shifts. This means you will likely want to have at least 10-12 strong questions that will take the class ~ 5 minutes each to answer.

Final Research Paper (30%): Deadlines are listed on the syllabus; a rubric will be posted online. This is a major research paper where you **use key concepts from the course** to examine a “good life”-related issue pertinent to the course. You must meet with me in a 20-minute meeting and obtain my approval and guidance for your topic. Graduate students: 20-25 pages. Undergraduates: 10-15 pages. Please use a standard citation and bibliographic format, 1-inch margins all around, double-spaced, Times New Roman 12-point font. You will workshop your rough drafts with your peers. The draft should represent a substantial amount of the work to be done on the paper. The stronger your paper is at that point, the stronger it will be in the end.

Final Presentation (10%): You will present your research paper at the end of the semester on the last day of class. Your presentation will be about 20 minutes and will include a PowerPoint that guides the class through an overview of your argument and findings.

CLASS POLICIES

Grading Scale: A 95-100; A- 90-94.9; B+ 87-89.9; B 84-86.9; B- 80-83.9; C+ 77-79.9; C 74-76.9; C- 70-73.9; D+ 67-69.9; D 64-66.9; D- 61-63.9; F 61 and below.

Note: Final grades are not rounded up or down. For example, a final grade of 93.99 will be recorded with the Registrar as an A- while a final grade of 94.01 will be recorded as an A. In no cases, should a student request a grade be ‘bumped up’. Doing so constitutes academic dishonesty and I reserve the right to report such student requests to The Honor Council of Southern Methodist University.

Problems with Deadlines: The only valid excuse for being late on assignments is a personal medical or family emergency. Students must present an excuse **in writing from a professional** in order to be allowed to make up work and avoid penalties. Computer failure, travel plans, and work are not acceptable excuses.

Religious holidays: If you intend to be absent from class because of religious observance, you must inform the professor of the date(s) **in writing no later than Monday, January 28th.**

UNIVERSITY POLICIES

· **Disability Accommodations:** Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement. All DASS accommodations needed **MUST BE REPORTED TO THE INSTRUCTOR, in writing, by JANUARY 28, 2019.** Please note accommodations are not retroactive and must be requested by January 28th.

· **Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. ([See University Policy No. 1.9](#))

· **Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (See [2018-2019 University Undergraduate Catalogue](#))

In case of a flu epidemic or other emergency or weather situation, we will adhere to SMU guidelines.

ACADEMIC DISHONESTY

THE CONSTITUTION OF THE HONOR COUNCIL OF SMU

PREAMBLE AND DEFINITIONS We, the students of Southern Methodist University, with the approval of the Provost and the Dean of Student Life, establish the Honor Council to uphold the standards of academic integrity set forth in the Honor Code. Acts punishable under the code include, but are not limited to the following:

ACADEMIC SABOTAGE Intentionally taking any action which negatively affects the academic work of another student.

CHEATING Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

FABRICATION Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

FACILITATING ACADEMIC DISHONESTY Intentionally or knowingly helping or attempting to help another to violate any provision of the Honor Code.

PLAGIARISM Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

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The general principles for all honest writing can be summarized briefly.

Acknowledge indebtedness:

1. Whenever you quote another person's actual words.
2. Whenever you use another person's idea, opinion, or theory, even if it is completely paraphrased in your own words.
3. Whenever you borrow facts, statistics, or other illustrative material - unless the information is common knowledge.

Plagiarism also encompasses the notions of citing quotations and materials from secondary sources that were not directly consulted in the preparation of the student's work, and copying the organizational and argumentation structure of a work without acknowledging its author.

SCHEDULE OF READINGS

Wednesday, January 23, Week 1: Introduction to Culture, Local Moral Worlds, and the Anthropology of the Good

Robert LeVine, "Properties of Culture," in Shweder and Levine (1984) Essays on Mind, Self and Emotion (Canvas)

Joao Biehl, Vita, Part One: Vita, 35-66.

Joel Robbins, "Beyond the Suffering Subject: Toward an Anthropology of the Good"

Arthur Kleinman, 1999. "Moral Experience and Ethical Reflection: Can Ethnography Reconcile Them? A Quandary for the New Bioethics." Pp. 69-99.

Wednesday, January 30, Week 2: Whose Good is It? Subjectivity, Psychoanalysis and Colonialism

Joao Biehl, Subjectivity, "Introduction: Rethinking Subjectivity"

<http://joaobiehl.net/wp-content/uploads/2009/09/subj2.pdf>

[The above link is actually to the entire book to my surprise! However, you just want to read the introduction, not all 240 pages]

Frantz Fanon (1963), "Colonial War and Mental Disorders" and "Conclusion," The Wretched of the Earth. Grove Press. (Canvas)

Angela Garcia (2010), "The Elegaic Addict: History, Chronicity and the Melancholic Subject," Cultural Anthropology, 23 (4): 718-756.

Wednesday, February 6, Week 3: Disability & the Good Life in the U.S. (and methods)

Neely Myers (2015) Recovery's Edge, entire book

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Wednesday, February 13, Week 4: Moral Experience/Experiments & the Good Life

Myers, N. 2016. Recovery Stories: An Anthropological Exploration of Moral Agency in Stories of Mental Health Recovery. In Special Issue: Practical Anthropology for a Global Public Psychiatry (editors: Neely Myers, Kim Hopper and Rebecca Lester). *Transcultural Psychiatry* 53(4):427-444.

Myers, N. & Tali Ziv. 2016. 'No one ever even asked me that before.' Autobiographical Power, Social Defeat and Recovery among African Americans with Lived Experience of Psychosis. *Medical Anthropology Quarterly* 30(3): 395-413.

Myers, N. 2019. Beyond the "Crazy House": Mental/Moral Breakdowns and Moral Repair in Early Psychosis. *Ethos*. Paper accepted; publication expected Spring 2019.

Cheryl Mattingly, 2014. Moral Laboratories, Part II, Moral Becoming and the Everyday, pp. 61-149

Wednesday, February 20, Week 5: Crisis Response: Science, Politics and Rape "Care"

Sameena Mulla, The Violence of Care, NYU Press. Entire book.

Wednesday, February 27, Week 6: Saving Lives? The Biopolitics of the Good Life

Peter Redfield, Life in Crisis. Entire book.

Wednesday, March 6, Week 7: A Life Worth Living? Neoliberalism, Aspiration and Suicide

Jocelyn Lim Chua, In Pursuit of the Good Life. Entire book.

Wednesday, March 13, Week 8: NO CLASS, SPRING BREAK

Wednesday, March 20, Week 9: What is a "good" life for migrants? Part I

Cristiana Giordano, Migrants in Translation. Entire book.

Wednesday, March 27, Week 10: What is a "good" life for migrants? Part II

Kristin Yarris*, Care across Generations, Stanford University Press.

*Kristin Yarris will Skype into the beginning of class (12 PM-1 PM) to introduce her book.
--Please arrive early to class! Show and Tells will occur after we are done with the Skype call.
--Instead of a response this week, please post 3 well-composed questions you would like to ask Dr. Yarris.

Wednesday, April 3, Week 11: No Class. MA Exam Prep

Wednesday, April 10, Week 12: No Class. Paper meetings with Dr. Myers instead

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Wednesday, April 17, Week 13: Lingerin Questions
Michael Jackson, Life within Limits: Well-Being in a World of Want

Wednesday, April 24, Week 14: Research Writing Workshop in-class

Wednesday, May 1, Week 15: Student Presentations and Final Discussion

Schedule At-A-Glance					
Date	Week	Topic	Readings	What is due	Presenters
1/23	Week 1	Introduction to Culture, Local Moral Worlds, and the Anthropology of the Good	All on Canvas Levine Biehl Robbins Kleinman	RR1 + Show and Tell	n/a
1/30	Week 2	Whose Good is It? Subjectivity, Psychoanalysis and Colonialism	All on Canvas Rethinking Subjectivity Fannon Garcia	RR2 + Show and Tell	
2/6	Week 3	Disability & the Good Life in the U.S. (and methods)	Neely Myers, Recovery's Edge	RR3 + Show and Tell	
2/13	Week 4	Moral Experience/Experiments & the Good Life	All on Canvas Mattingly, Part II Myers, MAQ Myers, Ethos Myers, Transcultural Psychiatry	RR4 + Show and Tell	
2/20	Week 5	Crisis Response: Science, Politics and Rape "Care"	Sameena Mulla, The Violence of Care	RR5 + Show and Tell	
2/27	Week 6	Saving Lives? The Biopolitics of the Good Life	Peter Redfield, Life in Crisis	RR6 + Show and Tell	
3/6	Week 7	A Life Worth Living? Neoliberalism, Aspiration and Suicide	Jocelyn Lim Chua, In Pursuit of the Good Life	RR7 + Show and Tell	
3/13	Week 8	NO CLASS	SPRING BREAK	N/A	N/A
3/20	Week 9	What is a "good" life for migrants? Part I	Cristiana Giordano, Migrants in Translation	RR9 + Show and Tell	
3/27	Week 10	What is a "good" life for migrants? Part II	Kristin Yarris, Care across Generations	RR10 + Show and Tell	
4/3	Week 11	No Class. MA Exam Prep	No Readings.	N/A	N/A
4/10	Week 12	No Class. Paper meetings with Dr. Myers instead	No readings. Paper topics to Dr. Myers	Paper Topic & meeting	N/A
4/17	Week 13	Lingerin Questions	Michael Jackson, Life within Limits: Well-Being in a World of Want	RR 13	
4/24	Week 14	Research Writing Workshop (see description)	n/a	Rough Draft uploaded; student comments shared	N/A
5/1	Week 15	Research Presentations	n/a	PowerPoint in class	N/A