



ANTH224

Mad, Bad, Sad: Cross Cultural Perspectives

S1 Day 2016

Dept of Anthropology

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General Information

Unit convenor and teaching staff

Unit Convenor

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Credit points

3

Prerequisites

12cp or ANTH106 or ANTH150 or admission to GDipArts

Corequisites

Co-badged status

Unit description

Madness, deviance and other forms of social difference are culturally constructed and have moral implications that are dramatically entwined within people's life-worlds. How do cultures in different parts of the world determine and understand who is mad, bad or sad? This unit will examine cultural and social construction of normality and what happens when people find themselves outside these bounds. Working from both a comparative perspective and an analytic position moving between social structures and individual experiences and meanings, this unit focuses on the processes and experiences of social marginalisation through examining themes such as mental illness and culture, 'sanity', desire and addictions, emotions, gender norms and their transgressions, melancholy and depression, sorcery and witchcraft, criminality, homelessness, and the processes of representation, medicalisation, and stigmatisation associated with these experiences. Ultimately, students will understand and reflect on how difference is constructed and embodied, and become aware of how deviance is surveilled, managed, and constrained in a variety of cultural contexts.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

To understand and reflect on how normality, abnormality, and difference are constructed and managed within particular social, cultural, political, and environmental contexts.

To analyse a selection of comparative ethnographic perspectives on themes related to culture and madness, disorder, deviance, addictions, and mental health.

To identify the social and cultural factors that make madness a powerful metaphor and site of surveillance within societies.

To apply critical analytic skills to discover the ways in which desire and deviance transcend individual bodies and are incited, monitored and regulated within the social body and the body politic.

To understand the significance and impact of medicalization, labelling and stigmatization.

To understand the cultural and socio-political dynamics present within sorcery and witchcraft practices and related accusations of socially deviant behaviour.

Critically evaluate our assumptions about other cultures and cultural differences and what is considered 'natural' or 'normal' human experience.

Analyse the cultural construction of abnormality and difference within media representations of culture, madness and deviance.

Assessment Tasks

Name	Weighting	Due
Participation	10%	Weekly
Midterm Exam	25%	Week 7
Final Exam	25%	Exam Week
Essay One: Being Deviant	15%	8 April, 5pm
Essay 2	25%	3 June, 5pm

Participation

Due: **Weekly**

Weighting: **10%**

Active attendance and engagement with lecture, tutorial materials, and discussions. Completion of 10 tutorial discussion guides.

On successful completion you will be able to:

- To understand and reflect on how normality, abnormality, and difference are constructed and managed within particular social, cultural, political, and environmental contexts.
- To analyse a selection of comparative ethnographic perspectives on themes related to culture and madness, disorder, deviance, addictions, and mental health.

- To apply critical analytic skills to discover the ways in which desire and deviance transcend individual bodies and are incited, monitored and regulated within the social body and the body politic.
- To understand the significance and impact of medicalization, labelling and stigmatization.
- To understand the cultural and socio-political dynamics present within sorcery and witchcraft practices and related accusations of socially deviant behaviour.
- Critically evaluate our assumptions about other cultures and cultural differences and what is considered 'natural' or 'normal' human experience.
- Analyse the cultural construction of abnormality and difference within media representations of culture, madness and deviance.

Midterm Exam

Due: **Week 7**

Weighting: **25%**

A midterm exam that will be completed on-line.

On successful completion you will be able to:

- To understand and reflect on how normality, abnormality, and difference are constructed and managed within particular social, cultural, political, and environmental contexts.
- To analyse a selection of comparative ethnographic perspectives on themes related to culture and madness, disorder, deviance, addictions, and mental health.
- To identify the social and cultural factors that make madness a powerful metaphor and site of surveillance within societies.
- To apply critical analytic skills to discover the ways in which desire and deviance transcend individual bodies and are incited, monitored and regulated within the social body and the body politic.
- To understand the significance and impact of medicalization, labelling and stigmatization.
- Critically evaluate our assumptions about other cultures and cultural differences and what is considered 'natural' or 'normal' human experience.

Final Exam

Due: **Exam Week**

Weighting: **25%**

A midterm exam that will be completed on-line.

On successful completion you will be able to:

- To understand and reflect on how normality, abnormality, and difference are constructed and managed within particular social, cultural, political, and environmental contexts.
- To analyse a selection of comparative ethnographic perspectives on themes related to culture and madness, disorder, deviance, addictions, and mental health.
- To identify the social and cultural factors that make madness a powerful metaphor and site of surveillance within societies.
- To apply critical analytic skills to discover the ways in which desire and deviance transcend individual bodies and are incited, monitored and regulated within the social body and the body politic.
- To understand the significance and impact of medicalization, labelling and stigmatization.
- To understand the cultural and socio-political dynamics present within sorcery and witchcraft practices and related accusations of socially deviant behaviour.
- Critically evaluate our assumptions about other cultures and cultural differences and what is considered 'natural' or 'normal' human experience.

Essay One: Being Deviant

Due: **8 April, 5pm**

Weighting: **15%**

In this essay, you get the opportunity to be mad, bad, or sad. Your assignment is find a social situation, determine a social rule or cultural practice in effect in the situation (what is considered "normal"), and offer a description and analysis of what happens when you or someone else violates that rule, does something "wrong," or steps beyond the bounds of normality. Please see the iLearn section for the full assignment details. We will also provide further information in your tutorials and as the semester progresses.

On successful completion you will be able to:

- To understand and reflect on how normality, abnormality, and difference are constructed and managed within particular social, cultural, political, and environmental contexts.
- To apply critical analytic skills to discover the ways in which desire and deviance transcend individual bodies and are incited, monitored and regulated within the social body and the body politic.
- To understand the significance and impact of medicalization, labelling and stigmatization.

Essay 2

Due: **3 June, 5pm**

Weighting: **25%**

This project gives you the opportunity to explore a deviant community in detail. You will analyse an on-line community that might be perceived as mad, bad or sad (that is, any community seen

as abnormal or deviant). You will conduct on-line fieldwork exploring an internet community (websites, forums, Facebook, darkweb, etc.) and write an analysis of this community. Please see the iLearn section for the full assignment details. We will also provide further information in your tutorials and as the semester progresses.

On successful completion you will be able to:

- To understand and reflect on how normality, abnormality, and difference are constructed and managed within particular social, cultural, political, and environmental contexts.
- To identify the social and cultural factors that make madness a powerful metaphor and site of surveillance within societies.
- To apply critical analytic skills to discover the ways in which desire and deviance transcend individual bodies and are incited, monitored and regulated within the social body and the body politic.
- To understand the significance and impact of medicalization, labelling and stigmatization.
- Analyse the cultural construction of abnormality and difference within media representations of culture, madness and deviance.

Delivery and Resources

The unit guide that is available in iLearn will be the final and best version. Please consult iLearn for all weekly readings and assessments.

For lecture and tutorial times and classrooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations. Tutorial locations sometimes change in the weeks before class. Be sure to check. Tutorials start on week 2.

Tutorial attendance is mandatory. The lectures will be one of your primary sources of material for this unit. I bring together a range of concepts from a variety of sources, present the central theories and ideas, model anthropological thinking, adapt the material to your background, integrate contemporary events, and provide a framework to help make sense of the readings. It is unlikely that you will pass this class if you focus on the readings and tutorials alone.

Physical attendance is not required in lecture. While the ECHO system records most lectures, I strongly encourage everyone to attend the lectures in person. ECHO has been known to fail and I have a tenuous (at best) relationship with the system. I will not offer notes or repeat lectures due to a system failure. The best approach is to attend lecture in person. Use the ECHO system only when unavoidable circumstances arise. I attempt to make lectures as dynamic as possible and interact with students. You will also have the opportunity to share experiences and ask questions during and after the lecture. Attending in person is a unique and engaging experience. Moreover, honestly, the lectures are much more engaging for everyone if people are actually present.

Unit Schedule

Week	Date	Lecture	Assessment
1	29 Feb	Introduction: Normality and Abnormality Across Cultures	
2	7 March	Deviance, Disorder, and Diagnosis	
3	14 March	Medicalization and Social Abandonment: Marginality and the “Ex-Human”	
4	21 March	Madness and Culture I: Sadness, Melancholy, and Depression	
5	28 March	Easter Monday – No lecture or tutorials	
6	4 April	Madness and Culture II: Psychosis	Essay 1 Due (8 April)
Semester Break: 11 April to 25 April			
7	25 April	ANZAC Day - No lecture or tutorials (however readings are assigned)	Exam 1(26-28 April)
8	2 May	“Madness is Civilization”: Disordered States and Postcolonial Disorders	
9	9 May	Against the Moral and Social Order: Witchcraft, Sorcery, and Possession	
10	16 May	Guest: Sexuality and Deviant Desires	
11	23 May	Bad Parenting?: Infanticide, Child Abuse, and Neglect	
12	30 May	Guest: Drugs	Essay 2 Due (3 June)
13	6 June	Anthropological Perspectives on Happiness and Living Well	
Exam Week		Exam Week	Exam 2 (13-15 June)

Learning and Teaching Activities

1

Lecture Attendance and Participation

2

Tutorial Attendance and Participation

3

Fieldwork Experiences

4

Essay Writing

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Assessment tasks

- Participation
- Essay One: Being Deviant

Learning and teaching activities

- Tutorial Attendance and Participation
- Fieldwork Experiences

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement.

They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- To analyse a selection of comparative ethnographic perspectives on themes related to culture and madness, disorder, deviance, addictions, and mental health.
- To understand the significance and impact of medicalization, labelling and stigmatization.
- Critically evaluate our assumptions about other cultures and cultural differences and what is considered 'natural' or 'normal' human experience.
- Analyse the cultural construction of abnormality and difference within media representations of culture, madness and deviance.

Assessment tasks

- Participation
- Essay One: Being Deviant

Learning and teaching activities

- Fieldwork Experiences

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning and teaching activities

- Lecture Attendance and Participation
- Fieldwork Experiences

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- To understand and reflect on how normality, abnormality, and difference are constructed and managed within particular social, cultural, political, and environmental contexts.
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Assessment tasks

- Participation
- Midterm Exam
- Final Exam
- Essay One: Being Deviant
- Essay 2

Learning and teaching activities

- Lecture Attendance and Participation
- Tutorial Attendance and Participation
- Essay Writing

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- To understand and reflect on how normality, abnormality, and difference are constructed and managed within particular social, cultural, political, and environmental contexts.
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Assessment tasks

- Participation
- Midterm Exam
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- Essay 2

Learning and teaching activities

- Lecture Attendance and Participation
- Tutorial Attendance and Participation
- Fieldwork Experiences
- Essay Writing

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- To analyse a selection of comparative ethnographic perspectives on themes related to culture and madness, disorder, deviance, addictions, and mental health.
- To identify the social and cultural factors that make madness a powerful metaphor and site of surveillance within societies.
- To apply critical analytic skills to discover the ways in which desire and deviance transcend individual bodies and are incited, monitored and regulated within the social body and the body politic.
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Assessment tasks

- Midterm Exam
- Essay One: Being Deviant
- Essay 2

Learning and teaching activities

- Tutorial Attendance and Participation
- Fieldwork Experiences
- Essay Writing

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- Analyse the cultural construction of abnormality and difference within media representations of culture, madness and deviance.

Assessment tasks

- Participation
- Essay 2

Learning and teaching activities

- Tutorial Attendance and Participation

- Fieldwork Experiences

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- To understand and reflect on how normality, abnormality, and difference are constructed and managed within particular social, cultural, political, and environmental contexts.
- To identify the social and cultural factors that make madness a powerful metaphor and site of surveillance within societies.
- To apply critical analytic skills to discover the ways in which desire and deviance transcend individual bodies and are incited, monitored and regulated within the social body and the body politic.
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Assessment tasks

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- Essay One: Being Deviant
- Essay 2

Learning and teaching activities

- Lecture Attendance and Participation
- Tutorial Attendance and Participation
- Essay Writing

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work

with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- To understand and reflect on how normality, abnormality, and difference are constructed and managed within particular social, cultural, political, and environmental contexts.
- To analyse a selection of comparative ethnographic perspectives on themes related to culture and madness, disorder, deviance, addictions, and mental health.
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Assessment tasks

- Essay One: Being Deviant
- Essay 2

Learning and teaching activities

- Lecture Attendance and Participation
- Tutorial Attendance and Participation
- Fieldwork Experiences
- Essay Writing