

OUTLINE

This course is about the relation between culture and the individual. The question to bear in mind is: How does the cultural milieu into which an individual is born influence that person's personality development and cognitive processes? During the semester, we shall survey the literature in two sub-fields of anthropology — the culture and personality school and cognitive anthropology — to see how anthropologists have tried to answer these questions.

The course is divided into three main parts. First, we briefly discuss what is meant in speaking of "culture" and of "personality." This brief introductory section is intended to deepen your grasp of basic concepts. Second, we review the work of the culture and personality school in anthropology. Studies of this genre were done mostly between the 1930's and the early 1960's, although there is a contemporary revival. Third, we move to the cross-cultural study of cognition, or thought processes, which is an active research area involving anthropologists, psychologists, and linguists. After an historical overview of the major currents in cognitive anthropology, we will learn some of the specialized data collection techniques now in vogue in the field. Following the methodological digression, we shall focus more deeply on a few specific topics: the Sapir-Whorf hypothesis, cultural models inherent in folk classification systems, personal versus collective representations, and intracultural variability. The last week or so of the semester (while you are busy writing your major papers), I will describe my own recent research concerning aspects of cultural consensus analysis.

Please note that our use of class time changes during the semester. During the first few weeks, I will lecture in order to introduce topics not in the readings and to speed coverage of the culture and personality material. During the second and third sections of the course, however, most class periods are for students to discuss the readings. Whether a given period is lecture or discussion, you are responsible for carefully reading the assignments, sifting out their important points, and evaluating their arguments **BEFORE** coming to class. Of course, I shall be helping you, but I want you to learn to read literature written for a professional audience by yourself.

MATERIALS

There are two "course packets" and two paperback books required for this course. The two books are available from the University Bookstore (or online), whereas the two course packets will be distributed in class (with reimbursement for xeroxing costs to be collected). Listed in the order we will use them, the materials are as follows:

COURSE PACKET #1. Barnouw, Victor (1985) *Culture and Personality*, 4th Edition. Belmont, Ca.: Wadsworth Publishing. [chapters 1 through 10, plus references and glossary]

D'Andrade, Roy G. (1995) *The Development of Cognitive Anthropology*. New York: Cambridge University Press.

Weller, Susan C., and A. Kimball Romney (1988) *Systematic Data Collection*. Beverly Hills, Ca.: Sage Publications.

COURSE PACKET #2. About 17 articles, book chapters, and papers by various authors.

REQUIREMENTS

Your grade in the course will be determined by a variety of assignments. Briefly, the course requirements are as follows:

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|---|--------------------|
| In-class exam covering Course Packet #1 readings | 200 points |
| In-class exam covering Course Packet #2 readings | 200 points |
| CourseSite postings on D’Andrade (chapters 2 – 9) | 50 points |
| Take-home essays based on D’Andrade’s book | 100 points |
| Four short writing assignments (1 essay, 3 critiques) | 100 points |
| Research paper, with re-write (about 15 pages) | 200 points |
| Class participation | _____ 50 points |
| | Total = 900 points |

Attendance Policy: Note that attendance is required, and especially so during the data-collection exercises. Also, you should read all assignments in advance of the period for which they are assigned. In this way, our discussion of them is more profitable.

Accommodations for Students with Disabilities: If you have a disability for which you are or may be requesting accommodations, please contact both your instructor and the Office of Academic Support Services, Williams Hall, Suite 301 ([610-758-4152](tel:610-758-4152)) as early as possible in the semester. You must have documentation from the Academic Support Services office before accommodations can be granted.

The Principles of Our Equitable Community: Lehigh University endorses The Principles of Our Equitable Community [http://www.lehigh.edu/~inprv/initiatives/PrinciplesEquity_Sheet_v2_032212.pdf]. We expect each member of this class to acknowledge and practice these Principles. Respect for each other and for differing viewpoints is a vital component of the learning environment inside and outside the classroom.

CLASS PERIODS BY CALENDAR DAYS

| <u>Monday</u> | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
|---------------|----------------|------------------|-----------------|---------------|
| Jan 25 | — | Jan 27 | — | Jan 29 |
| Feb 1 | — | Feb 3 | — | Feb 5 |
| Feb 8 | — | Feb 10 | — | Feb 12 |
| Feb 15 | — | Feb 17 | — | Feb 19 |
| Feb 22 | — | Feb 24 | — | Feb 26 |
| Feb 29 | — | Mar 2 | — | Mar 4 |
| Mar 7 | — | Mar 9 | — | Mar 11 |
| — | — | — | — | — |
| Mar 21 | — | Mar 23 | — | Mar 25 |
| Mar 28 | — | (*Mar 30*) | — | (*Apr 1*) |
| Apr 4 | — | Apr 6 | — | Apr 8 |
| Apr 11 | — | Apr 13 | — | Apr 15 |
| Apr 18 | — | Apr 20 | — | Apr 22 |
| Apr 25 | — | Apr 27 | — | Apr 29 |
| May 2 | — | May 4 | — | May 6 |

* Prof. Gatewood will be at professional meetings Mar 30-Apr 1; hence, no class those days.

SCHEDULE OF TOPICS

PART I: PSYCHOLOGICAL AND CULTURAL LEVELS OF BEHAVIOR

1. Jan 25 (M) Introductory Remarks
 Definitions of Personality and of Culture
 Barnouw (1985), pp. 3-11
2. Jan 27 (W) Personality and Culture: Phenomenal Levels or Analytical Perspectives?
 Barnouw (1985), pp. 3-11
3. Jan 29 (F) Models of “Core of Personality” and How Each Views the Relation between
 Culture and Personality
 Barnouw (1985), pp. 11-33

PART II: CULTURE AND PERSONALITY

4. Feb 1 (M) Brief History of the Notion of Social Character
 Barnouw (1985), pp. 34-55
5. Feb 3 (W) Configuralist Approaches: Ruth Benedict (also, Morris Opler and
 E. Adamson Hoebel)
 Barnouw (1985), pp. 59-75
6. Feb 5 (F) Configuralist Approaches: Margaret Mead
 Barnouw (1985), pp. 94-109
7. Feb 8 (M) Configuralist Approaches: Gregory Bateson
 Barnouw (1985), pp. 74-75 & 120-127
8. Feb 10 (W) Cultural Relativism versus Human Nature: Sigmund Freud, Bronislaw
 Malinowski, and the Universality of the Oedipus Complex
 Barnouw (1985), pp. 76-93
9. Feb 12 (F) Basic and Modal Personality Structure: Abraham Kardiner, Ralph Linton, and
 Cora DuBois
 Barnouw (1985), pp. 110-120
10. Feb 15 (M) Crisis in Culture and Personality Studies
 Barnouw (1985), pp. 131-145
11. Feb 17 (W) The Cross-Cultural Correlational Method
 Barnouw (1985), pp. 153-169 & 188-202
12. Feb 19 (F) Critique of the Cross-Cultural Correlational Method
 Barnouw (1985), pp. 145-150
13. Feb 22 (M) ----- FIRST EXAM -----

PART III: CULTURE AND COGNITION

14. Feb 24 (W) Historical Background to Cognitive Anthropology
 Barnouw (1985), pp. 170-187
 D'Andrade (1995), Preface & Chapter 1
15. Feb 26 (F) Toward an Analysis of Meaning & The Classic Feature Model
 D'Andrade (1995), Chapters 2 & 3
16. Feb 29 (M) Extension of the Classic Feature Model
 D'Andrade (1995), Chapter 4
17. Mar 2 (W) Folk Taxonomies
 D'Andrade (1995), Chapter 5
18. Mar 4 (F) The Growth of Schema Theory
 D'Andrade (1995), Chapter 6
19. Mar 7 (M) Models and Theories
 D'Andrade (1995), Chapter 7
20. Mar 9 (W) Cultural Representations and Psychological Processes
 D'Andrade (1995), Chapter 8
21. Mar 11 (F) ----- TAKE-HOME ESSAY QUESTIONS DISTRIBUTED -----
 Cognitive Processes and Personality
 D'Andrade (1995), Chapter 9

----- SPRING BREAK -----

22. Mar 21 (M) Data Collection Methods: Free Listing [and Paired Comparisons]
 Weller & Romney (1988), pp. 9-20
23. Mar 23 (W) Data Collection Methods: Pile-Sorts
 Weller & Romney (1988), pp.20-31
24. Mar 25 (F) Data Collections Methods: Triadic Comparisons
 Weller & Romney (1988), pp. 31-37 & 49-55
25. Mar 28 (M) ----- TAKE-HOME ESSAYS DUE -----
 Analyses and Discussion of the Class's Data Collections

Gatewood, John B. (1999) Culture...One Step at a Time. The Behavioral Measurement Letter 6(2):5-10.

Gatewood, John B. (2000) Culture...One Step at a Time (Part 2). The Behavioral Measurement Letter 7(1):20-24.

26. Mar 30 (W) [NO CLASS – Prof. Gatewood at professional meetings]
27. Apr 1 (F) [NO CLASS – Prof. Gatewood at professional meetings]

28. Apr 4 (M) The Sapir-Whorf Hypothesis

** Whorf, Benjamin Lee (1956) The Relation of Habitual Thought and Behavior to Language. In John B. Carroll, ed., *Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf*. Pp. 134-159. Cambridge, MA: The M.I.T. Press. [Essay originally published in 1941.]

Von Bertalanffy, Ludwig (1968) The Relativity of Categories. In *General Systems Theory*, Revised Edition. Pp. 222-250. New York: George Braziller. [Chapter originally published in 1955.]

29. Apr 6 (W) The Sapir-Whorf Hypothesis (continued)

Berlin, Brent and Paul Kay (1969) *Basic Color Terms: Their Universality and Evolution*. Berkeley: University of California Press.

Lucy, John A. and Richard A. Shweder (1979) Whorf and His Critics: Linguistic and Nonlinguistic Influences on Color Memory. *American Anthropologist* 81:581-615.

30. Apr 8 (F) Systems of Folk Classification

D'Andrade, Roy G. (1985) Character Terms and Cultural Models. In J. Dougherty, ed., *Directions in Cognitive Anthropology*. Pp. 321-343. Urbana: University of Illinois Press.

Gatewood, John B. (1997) *Semantic Models and Survey Research: What Do Respondents Respond to?* Presented at the 96th Annual Meeting of the American Anthropological Association, Washington, D.C., Nov 19-23.

31. Apr 11 (M) Systems of Folk Classification (continued)

** Dougherty, Janet W. D. and Charles M. Keller (1985) *Taskonomy: A Practical Approach to Knowledge Structures*. In J. Dougherty, ed., *Directions in Cognitive Anthropology*. Pp. 161-174. Urbana: University of Illinois Press.

Gatewood, John B. (1985) *Actions Speak Louder Than Words*. In J. Dougherty, ed., *Directions in Cognitive Anthropology*. Pp. 199-219. Urbana: University of Illinois Press.

32. Apr 13 (W) Personal versus Collective Representations

Gatewood, John B. (2011) *Socially Distributed Cognition*. In P. C. Hogan, ed., *The Cambridge Encyclopedia of the Language Sciences*, pp. 779-781. New York: Cambridge University Press.

Gatewood, John B. (2011) *Personal Knowledge and Collective Representations*. In D. Kronenfeld, G. Bennardo, V. de Munck, and M. Fischer, eds., *A Companion to Cognitive Anthropology*, pp. 102-114. Malden, MA: Blackwell Publishing.

33. Apr 15 (F) Personal versus Collective Representations (continued)

Gatewood, John B. (1983) *Loose Talk: Linguistic Competence and Recognition Ability*. *American Anthropologist* 85:378-387.

Gatewood, John B. (1993) Intracultural Variability and Problem-Solving. Presented at the 92nd Annual Meeting of the American Anthropological Association, Washington, D.C., Nov 17-21.

34. Apr 18 (M) Intracultural Variability

** Boster, James S. (1985) "Requiem for the Omniscient Informant": There's Life in the Old Girl Yet. In J. Dougherty, ed., *Directions in Cognitive Anthropology*. Pp. 177-197. Urbana: University of Illinois Press.

35. Apr 20 (W) Intracultural Variability (continued)

Romney, A. Kimball, Susan C. Weller, and William H. Batchelder (1986) Culture as Consensus: A Theory of Culture and Informant Accuracy. *American Anthropologist* 88:313-338.

36. Apr 22 (F) Intracultural Variability (continued)

Boster, James S. and Jeffrey C. Johnson (1989) Form or Function: A Comparison of Expert and Novice Judgments of Similarity among Fish. *American Anthropologist* 91:866-889.

Dressler, William W. (2005) What's Cultural about Biocultural Research? *Ethos* 33:20-45.

37. Apr 25 (M) Cognitive Anthropology versus Cross-cultural Psychology

Boster, James S. (2011) Data, Method, and Interpretation in Cognitive Anthropology. In D. Kronenfeld, G. Bennardo, V. de Munck, and M. Fischer, eds., *A Companion to Cognitive Anthropology*, pp. 131-152. Malden, MA: Blackwell Publishing.

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38. Apr 27 (W) Cultural Consensus Analysis: Theoretical Background
U. Bergen Workshop Presentation #1 (2015)

39. Apr 29 (F) Conjoining Cultural Models and Consensus Analysis
U. Bergen Workshop Presentation #2 (2015)

40. May 2 (M) Consensus Analysis and Subcultural Variation: Examining the Second Consensus Factor
U. Bergen Workshop Presentation #3 (2015)

41. May 4 (W) Perspectival Diversity and Consensus Analysis
U. Bergen Workshop Presentation #4 (2015)

42. May 6 (F) Course Summary and Student Evaluations
D'Andrade (1995), Chapter 10

Reminder: The SECOND EXAM will be held during the time assigned us in the "Final Exam Period." The second exam is not cumulative, but rather covers only the readings in Course Packet #2.

Some General Books in Cognitive Anthropology

(useful reference materials arranged chronologically... cited here in *American Anthropologist* format)

Tyler, Stephen A., ed.

1969 *Cognitive Anthropology*. New York: Holt, Rinehart and Winston.

Spradley, James A., ed.

1972 *Culture and Cognition: Rules, Maps, and Plans*. San Francisco: Chandler.

Ellen, Roy F., and David Reason, eds.

1979 *Classifications in Their Social Context*. New York: Academic Press.

Casson, Ronald W., ed.

1981 *Language, Culture, and Cognition: Anthropological Perspectives*. New York: Macmillan.

Kempton, Willett

1981 *The Folk Classification of Ceramics: A Study of Cognitive Prototypes*. New York: Academic Press.

Rogoff, Barbara, and Jean Lave, eds.

1984 *Everyday Cognition: Its Development in Social Context*. Cambridge, MA: Harvard University Press.

Brown, Cecil

1984 *Language and Living Things: Uniformities in Folk Classification and Naming*. New Brunswick, NJ: Rutgers University Press.

Dougherty, Janet W. D., ed.

1985 *Directions in Cognitive Anthropology*. Urbana: University of Illinois Press.

Holland, Dorothy, and Naomi Quinn, eds.

1987 *Cultural Models in Language and Thought*. New York: Cambridge University Press.

Schwartz, Theodore, Geoffrey M. White, and Catherine A. Lutz, eds.

1992 *New Directions in Psychological Anthropology*. New York: Cambridge University Press.

D'Andrade, Roy G., and Claudia Strauss, eds.

1992 *Human Motives and Cultural Models*. New York: Cambridge University Press.

Berlin, Brent

1992 *Ethnobiological Classification: Principles of Categorization of Plants and Animals in Traditional Societies*. Princeton, NJ: Princeton University Press.

Lucy, John A.

1992 *Language Diversity and Thought: A Reformulation of the Linguistic Relativity Hypothesis*. New York: Cambridge University Press.

Wierzbicka, Anna

1992 *Semantics, Culture, and Cognition : Universal Human Concepts in Culture-Specific Configurations*. New York : Oxford University Press.

Kempton, Willett, James S. Boster, and Jennifer A. Hartley

1995 *Environmental Values in American Culture*. Cambridge, MA: MIT Press.

Kronenfeld, David B.

1996 *Plastic Glasses and Church Fathers: Semantic Extension from the Ethnoscience Tradition*. New York: Oxford University Press.

Shore, Bradd

1996 *Culture in Mind: Cognition, Culture, and the Problem of Meaning*. New York: Oxford University Press.

Keller, Charles M., and Janet D. Keller

1996 *Cognition and Tool Use: The Blacksmith at Work*. New York: Cambridge University Press.

- Strauss, Claudia, and Naomi Quinn
1997 A Cognitive Theory of Cultural Meaning. New York: Cambridge University Press.
- Hardin, C. L., and Luisa Maffi, eds.
1997 Color Categories in Thought and Language. New York: Cambridge University Press.
- Shaul, David L., and N. Louanna Furbee
1998 Language and Culture. Prospect Heights, IL: Waveland Press.
- Wierzbicka, Anna
1999 Emotions across Languages and Cultures : Diversity and Universals. New York: Cambridge University Press.
- de Munck, Victor
2000 Culture, Self, and Meaning. Prospect Heights, IL: Waveland Press.
- Danziger, Eve
2001 Relatively Speaking: Language, Thought, and Kinship among the Mopan Maya. New York : Oxford University Press.
- Ross, Norbert
2004 Culture and Cognition: Implications for Theory and Method. Thousand Oaks, CA: Sage.
- Quinn, Naomi, ed.
2005 Finding Culture in Talk: A Collection of Methods. New York: Palgrave Macmillan.
- D'Andrade, Roy
2008 A Study of Personal and Cultural Values: American, Japanese, and Vietnamese. New York: Palgrave Macmillan.
- Kronenfeld, David B.
2008 Culture, Society, and Cognition: Collective Goals, Values, Action, and Knowledge. New York: Mouton de Gruyter.
- Kronenfeld, David B., Giovanni Bennardo, Victor de Munck, and Michael Fischer, eds.
2011 A Companion to Cognitive Anthropology. Madlen, MA: Blackwell Publishing.