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 #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:

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) 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

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

* 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)  
   Configurationalist Approaches: Ruth Benedict (also, Morris Opler and E. Adamson Hoebel)  
   Barnouw (1985), pp. 59-75

6. Feb 5 (F)  
   Configurationalist Approaches: Margaret Mead  
   Barnouw (1985), pp. 94-109

7. Feb 8 (M)  
   Configurationalist 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  

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

   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

- - - - - S P R I N G   B R E A K   - - - - -

   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

25. Mar 28 (M) - - - - - TAKE-HOME ESSAYS DUE - - - - -
   Analyses and Discussion of the Class’s Data Collections

6(2):5-10.

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


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


30. Apr 8 (F) Systems of Folk Classification


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


32. Apr 13 (W) Personal versus Collective Representations


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


34. Apr 18 (M) Intracultural Variability


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


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


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


- - - - - - - - - - - - - [ Lectures on recent research, i.e., no additional readings ] - - - - - - - - - - -

38. Apr 27 (W) Cultural Consensus Analysis: Theoretical Background


39. Apr 29 (F) Conjoining Cultural Models and Consensus Analysis


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


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.
Spradley, James A., ed.
Ellen, Roy F., and David Reason, eds.
Casson, Ronald W., ed.
Kempton, Willett
Rogoff, Barbara, and Jean Lave, eds.
Brown, Cecil
Dougherty, Janet W. D., ed.
Holland, Dorothy, and Naomi Quinn, eds.
Schwartz, Theodore, Geoffrey M. White, and Catherine A. Lutz, eds.
D’Andrade, Roy G., and Claudia Strauss, eds.
Berlin, Brent
Lucy, John A.
Wierzbicka, Anna
Kempton, Willett, James S. Boster, and Jennifer A. Hartley
Kronenfeld, David B.
Shore, Bradd
Keller, Charles M., and Janet D. Keller
Strauss, Claudia, and Naomi Quinn

Hardin, C. L., and Luisa Maffi, eds.

Shaul, David L., and N. Louanna Furbee

Wierzbicka, Anna

de Munck, Victor

Danziger, Eve

Ross, Norbert

Quinn, Naomi, ed.

D’Andrade, Roy

Kronenfeld, David B.

Kronenfeld, David B., Giovanni Bennardo, Victor de Munck, and Michael Fischer, eds.