

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 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:

In-class exam covering Course Packet #1 readings	200 points
In-class exam covering Course Packet #2 readings	200 points
Short essay (about 5 pages) early in the semester	40 points
Take-home essays based on D'Andrade's book	100 points
Three article critiques (about 2 pages each)	60 points
Research paper (about 15 pages)	200 points
Class participation	50 points

Total = 850 points

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.

CLASS PERIODS BY CALENDAR DAYS

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Jan 16	—	Jan 18	—	Jan 20
Jan 23	—	Jan 25	—	Jan 27
Jan 30	—	Feb 1	—	Feb 3
Feb 6	—	Feb 8	—	Feb 10
Feb 13	—	Feb 15	—	Feb 17
Feb 20	—	Feb 22	—	(*Feb 24*)
Feb 27	—	Feb 29	—	Mar 2
—	—	—	—	—
Mar 12	—	Mar 14	—	Mar 16
Mar 19	—	Mar 21	—	Mar 23
Mar 26	—	Mar 28	—	Mar 30
Apr 2	—	Apr 4	—	Apr 6
Apr 9	—	Apr 11	—	Apr 13
Apr 16	—	Apr 18	—	Apr 20
Apr 23	—	Apr 25	—	Apr 27

Note: No class on Feb 24, because Prof. Gatewood will be at professional meetings.

SCHEDULE OF TOPICS

PART I: PSYCHOLOGICAL AND CULTURAL LEVELS OF BEHAVIOR

1. Jan 16 (M) Introductory Remarks
Definitions of Personality and of Culture
Barnouw (1985), pp. 3-11
2. Jan 18 (W) Personality and Culture: Phenomenal Levels or Analytical Perspectives?
Barnouw (1985), pp. 3-11
3. Jan 20 (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. Jan 23 (M) Brief History of the Notion of Social Character
Barnouw (1985), pp. 34-55
5. Jan 25 (W) Configuralist Approaches: Ruth Benedict (also, Morris Opler and
E. Adamson Hoebel)
Barnouw (1985), pp. 59-75
6. Jan 27 (F) Configuralist Approaches: Margaret Mead
Barnouw (1985), pp. 94-109
7. Jan 30 (M) Configuralist Approaches: Gregory Bateson
Barnouw (1985), pp. 74-75 & 120-127
8. Feb 1 (W) Cultural Relativism versus Human Nature: Sigmund Freud, Bronislaw
Malinowski, and the Universality of the Oedipus Complex
Barnouw (1985), pp. 76-93
9. Feb 3 (F) Basic and Modal Personality Structure: Abraham Kardiner, Ralph Linton, and
Cora DuBois
Barnouw (1985), pp. 110-120
10. Feb 6 (M) Crisis in Culture and Personality Studies
Barnouw (1985), pp. 131-145
11. Feb 8 (W) The Cross-Cultural Correlational Method
Barnouw (1985), pp. 153-169 & 188-202
12. Feb 10 (F) Critique of the Cross-Cultural Correlational Method
Barnouw (1985), pp. 145-150
13. Feb 13 (M) ----- FIRST EXAM -----

PART III: CULTURE AND COGNITION

14. Feb 15 (W) Historical Background to Cognitive Anthropology
 Barnouw (1985), pp. 170-187
 D'Andrade (1995), Preface & Chapter 1
15. Feb 17 (F) Toward an Analysis of Meaning & The Classic Feature Model
 D'Andrade (1995), Chapters 2 & 3
16. Feb 20 (M) Extension of the Classic Feature Model
 D'Andrade (1995), Chapter 4
17. Feb 22 (W) Folk Taxonomies
 D'Andrade (1995), Chapter 5
18. Feb 24 (F) [no class]
19. Feb 27 (M) The Growth of Schema Theory
 D'Andrade (1995), Chapter 6
20. Feb 29 (W) Models and Theories
 D'Andrade (1995), Chapter 7
21. Mar 2 (F) - - - - - TAKE-HOME ESSAY QUESTIONS DISTRIBUTED - - - - -
 Cultural Representations and Psychological Processes
 D'Andrade (1995), Chapter 8
- - - - - S P R I N G B R E A K - - - - -
22. Mar 12 (M) Cognitive Processes and Personality
 D'Andrade (1995), Chapter 9
23. Mar 14 (W) Data Collection Methods: Free Listing [and Paired Comparisons]
 Weller & Romney (1988), pp. 9-20
24. Mar 16 (F) Data Collection Methods: Pile-Sorts
 Weller & Romney (1988), pp.20-31
25. Mar 19 (M) Data Collections Methods: Triadic Comparisons
 Weller & Romney (1988), pp. 31-37 & 49-55
26. Mar 21 (W) - - - - - 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.

27. Mar 23 (F) 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.]

28. Mar 26 (M) The Sapir-Whorf Hypothesis (continued)

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

29. Mar 28 (W) The Sapir-Whorf Hypothesis (continued)

* 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. Mar 30 (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 2 (M) Systems of Folks 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 4 (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 6 (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 9 (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 11 (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 13 (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 16 (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.
- - - - - [Lectures on recent research, i.e., no additional readings] - - - - -
38. Apr 18 (W) Conjoining Cultural Model Theory and Consensus Analysis
Gatewood & Lowe's (2006) pilot study of credit union employees
39. Apr 20 (F) Methodological Refinements to the Pilot Study
Gatewood & Lowe's (2008) follow-up study of credit union employees
40. Apr 23 (M) Identifying the Meaning of the 2nd Factor from Consensus Analysis
Gatewood & Cameron's (2009) study of TCI residents' perceptions of tourism
41. Apr 25 (W) Effects of Distributional Patterns on Key Indicators of Consensus
Gatewood & Lowe's (2009) simulation study of perspectival diversity
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42. Apr 27 (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.