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 #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
- Short essay (about 5 pages) early in the semester 40 points
- Three article critiques (about 2 pages each) 60 points
- Research paper, with re-write (about 15 pages) 200 points
- Class participation 50 points

Total = 900 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

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# SCHEDULE OF TOPICS

## PART I: PSYCHOLOGICAL AND CULTURAL LEVELS OF BEHAVIOR

<table>
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<tr>
<th>Date</th>
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<th>Reading Material</th>
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| 1. Jan 14  (M) | Introductory Remarks  
Definitions of Personality and of Culture | Barnouw (1985), pp. 3-11 |
| 3. Jan 18  (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

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<tr>
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<td>13. Feb 11  (M)</td>
<td>- - - - FIRST EXAM - - - -</td>
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PART III: CULTURE AND COGNITION

14. Feb 13 (W) Historical Background to Cognitive Anthropology
   Barnouw (1985), pp. 170-187
   D’Andrade (1995), Preface & Chapter 1

15. Feb 15 (F) Toward an Analysis of Meaning & The Classic Feature Model
   D’Andrade (1995), Chapters 2 & 3

16. Feb 18 (M) Extension of the Classic Feature Model
   D’Andrade (1995), Chapter 4

17. Feb 20 (W) Folk Taxonomies
   D’Andrade (1995), Chapter 5

18. Feb 22 (F) The Growth of Schema Theory
   D’Andrade (1995), Chapter 6

19. Feb 25 (M) GUEST LECTURE by Dr. Andrea Bender

20. Feb 27 (W) Models and Theories
    D’Andrade (1995), Chapter 7

21. Mar 1 (F) - - - - - TAKE-HOME ESSAY QUESTIONS DISTRIBUTED - - - - -
    Cultural Representations and Psychological Processes
    D’Andrade (1995), Chapter 8

22. Mar 4 (M) Cognitive Processes and Personality
    D’Andrade (1995), Chapter 9

    Weller & Romney (1988), pp. 9-20

24. Mar 8 (F) Data Collection Methods: Pile-Sorts
    Weller & Romney (1988), pp 20-31

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

25. Mar 18 (M) Data Collections Methods: Triadic Comparisons

26. Mar 20 (W) - - - - - TAKE-HOME ESSAYS DUE - - - - -
    Analyses and Discussion of the Class’s Data Collections

6(2):5-10.

27. Mar 22 (F) The Sapir-Whorf Hypothesis


28. Mar 25 (M) The Sapir-Whorf Hypothesis (continued)


29. Mar 27 (W) The Sapir-Whorf Hypothesis (continued)


30. Mar 29 (F) Systems of Folk Classification


31. Apr 1 (M) Systems of Folks Classification (continued)


32. Apr 3 (W) Personal versus Collective Representations


33. Apr 5 (F)  Personal versus Collective Representations (continued)


34. Apr 8 (M)  Intracultural Variability


35. Apr 10 (W)  Intracultural Variability (continued)


36. Apr 12 (F)  Intracultural Variability (continued)


37. Apr 15 (M)  Cognitive Anthropology versus Cross-cultural Psychology


38. Apr 17 (W)  Conjoining Cultural Model Theory and Consensus Analysis

Gatewood & Lowe’s (2006) pilot study of credit union employees

39. Apr 19 (F)  Methodological Refinements to the Pilot Study

Gatewood & Lowe’s (2008) follow-up study of credit union employees

40. Apr 22 (M)  Identifying the Meaning of the 2nd Factor from Consensus Analysis

Gatewood & Cameron’s (2009) study of TCI residents’ perceptions of tourism

41. Apr 24 (W)  Effects of Distributional Patterns on Key Indicators of Consensus

Gatewood & Lowe’s (2009) simulation study of perspectival diversity

42. Apr 26 (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.  