

**Northern Illinois University**  
**ANTHR 438/491/690J – Cultural Models: The Language of Culture**  
Spring 2007 – M-W 3:30-4:45 **SB 104**

**Instructor: Dr. Giovanni Bennardo**

Office: 200/C Stevens; Hours: M-W 1:00-2:00 and/or by appointment

E-mail: [bennardo@niu.edu](mailto:bennardo@niu.edu)

Phone: (815) 753-8574

Cultural models are a type of “lenses” through which our view of the world is shaped. They affect the way we speak, reason, and behave. This course explores recent research into cultural models, using examples from many cultures. Perspectives from anthropology, artificial intelligence, linguistics, and cognitive psychology are explored to understand this commonly studied cognitive phenomenon. Students will conduct a mini-research project of their own that includes fieldwork

**Required Texts:**

- (i) Holland, Dorothy and Naomi Quinn (1987). *Cultural Models in Language and Thought*. Cambridge: CUP.
- (ii) D’Andrade, Roy and Claudia Strauss (1992). *Human Motives and Cultural Models*. Cambridge: CUP.
- (iii) Quinn, Naomi (2005). *Finding Culture in Talk: A Collection of Methods*. New York: Palgrave Macmillan.
- (iv) Articles and book chapters available as E-Reserve (URL TBA)

**The course is divided into five parts of different lengths as follows:**

**Part 1:** Genesis of the Concept of Cultural Model (classes 1-6)

**Part 2:** Cultural Models in Anthropology (classes 7-14)

**Part 3:** Contemporary Cultural Models and Methods (classes 15-21)

**Part 4:** Cultural Models and Motivation (classes 22-27)

**Part 5:** Cultural Models and your Research (classes 28-30)

**PART I: GENESIS OF THE CULTURAL MODEL CONCEPT**

**(January 17)** Goals of the course, Requirements, Genesis of Cultural Models

Readings:

- (1) Casson: Schemata in Cognitive Anthropology (pp. 429-462) (**Background Reading**)

**(January 22)** Bateson and Minsky: Frames

Readings:

- (1) Bateson: A Theory of Play and Fantasy (pp. 177-193)
- (2) Minsky: A Framework for Representing Knowledge (pp. 211-277)

**(January 24)** Abelson & Schank and Fillmore: Scripts and Linguistic Frames

Readings:

- (1) Abelson & Schank: Scripts (pp. 36-68)
- (2) Fillmore: Frame Semantics (pp. 111-137)

**(January 29)** Lakoff: Cognitive Models/Schemata

Readings:

- (1) Lakoff: Cognitive Semantics (pp. 269-303)

**(January 31)** Johnson-Laird: Mental Models

Readings:

- (1) Johnson-Laird: Mental Models (pp. 525-527)
- (2) Johnson-Laird: Mental Models in Cognitive Science (pp. 71-115) [optional]
- (3) Norman: Mental Models (7-14)

- (February 5)** Brewer: Schemata vs. Mental Models  
 (1) Brewer: Schemata (pp. 119-160)  
 (2) Brewer: Mental Models vs. Schemata (pp. 187-197)

## **PART II: CULTURAL MODELS IN ANTHROPOLOGY**

### **MIDTERM 1 DUE**

- (February 7)** Cultural Models in Language and Thought  
 Readings:  
 (1) Holland and Quinn: Culture and Cognition (pp. 3-40) **(Background Reading)**
- (February 12)** Sweetser and Kay: Lie and Hedges  
 Readings:  
 (1) H and Q: Sweetser (pp. 43-66)  
 (2) H and Q: Kay (pp. 67-77)
- (February 14)** Holland/Skinner and White: Gender and Proverbs  
 Readings:  
 (1) H and Q: Holland and Skinner (pp. 78-111)  
 (2) H and Q: White (pp. 151-172)
- (February 19)** Lakoff/Kövecses and Kempton: Anger and Heat  
 Readings:  
 (1) H and Q: Lakoff and Kövecses (pp. 195-221)  
 (2) H and Q: Kempton (pp. 222-242)
- (February 21)** Collins/Gentner and Hutchins: Mental Models and Myth  
 Readings:  
 (1) H and Q: Collins and Gentner (pp. 243-265)  
 (2) H and Q: Hutchins (pp. 269-289)
- (February 26)** Lutz and Price: Ifaluk and Ecuador  
 Readings:  
 (1) H and Q: Lutz (pp. 290-312)  
 (2) H and Q: Price (pp. 313-342)
- (February 28)** Linde: Oral Life Stories  
 Readings:  
 (1) H and Q: Linde (pp. 343-366)
- (March 5)** Keesing: An Appraisal  
 Readings:  
 (1) H and Q: Keesing (pp. 369-393)

## **PART III: CONTEMPORARY CULTURAL MODEL RESEARCH AND METHODS**

### **MIDTERM 2 DUE**

- (March 7)** Finding Culture in Talk  
 Readings:  
 (1) Quinn: Introduction (pp. 1-34) **(Background Reading)**
- (March 19)** Quinn: Marriage  
 Readings:  
 (1) Quinn: From Talk to Cultural Models (pp. 35-82)
- (March 21)** D'Andrade: American Cultural Model of Society  
 Readings:  
 (1) D'Andrade: Methods for Studying Cultural Cognitive Structures (pp. 83-104)
- (March 26)** Strauss: Cultural Complexity  
 Readings:  
 (1) Strauss: Discourse and Cultural Complexity (pp. 203-242)

**(March 28)** Luttrell: Life-Stories

Readings:

(1) Luttrell: Life-Story Analysis (pp. 243-268)

### **MIDTERM 3 DUE**

**(April 2)** Bennardo: A Foundational Cultural Model in Tonga

Readings:

TBA

**(April 4)** Discussion

### **PART IV: CULTURAL MODELS AND MOTIVATION**

**(April 9)** Cultural Models and Motivation

Readings:

(1) D'Andrade and Strauss: Strauss (pp. 1-20) (**Background Reading**)

**(April 11)** D'Andrade: Schemas and Motivation

Readings:

(1) D and S: D'Andrade (pp. 23-44)

**(April 16)**

Readings:

(1) D and S: Mathews (pp. 127-162)

**(April 18)** Harkness and Lutz: American Parenting and Motivated Models

Readings:

(1) D and S: Harkness et al (pp. 163-178)

(2) D and S: Lutz (pp. 181-190)

**(April 23)** Schema and Motives: Discussion

Readings:

(1) D and S: Strauss (pp. 191-224)

### **PART V: YOUR RESEARCH**

#### **MIDTERM 4 DUE RESEARCH PROPOSAL DUE**

**(April 25)** Research Proposal/Preliminary Results Presentation and Discussion

**(April 30)** Research Proposal/Preliminary Results Presentation and Discussion

**(May 2)** Research Proposal/Preliminary Results Presentation and Discussion

**FINAL PAPER DUE MAY 5, 4:30 PM.**

**Contributions of Students to Class:**

This course takes the position that students who have not read the assignments before class will not fully profit from in class activities. The lectures (and other activities) will augment and expand on the material presented in the assigned readings, not repeat the information. Reading assignments are included in the specific content of the week they refer to, but must be read before the first lecture of that same week (except for first week!).

**During the semester, students are required to act as discussant for assigned readings. All other students will be responsible for asking at least 3 relevant questions on that same reading, showing that they have read it/them. At the end of the first 4 parts of the course, students are required to hand in a paper (3-4 pages for undergraduates and 5-6 pages for graduates) in which they show that they have learned and assimilated the major ideas discussed in that part of the course. The paper for the 5<sup>th</sup> part consists of a research project proposal to be discussed in class. The final exam consists of a research paper (10-15 pages for undergraduates and 15-20 pages for graduates).**

Active participation is expected, encouraged, and also evaluated as part of your final grade. I strongly encourage you to speak up and/or get help when something is unclear. I am available during office hours or by appointment for help.

**Grading:**

The first 4 Midterms will be graded according to coverage of main ideas/points read about and discussed in class. The research proposal will be graded according to coverage of literature, appropriate methodology, and feasibility of project. Final paper will be graded according to standard research paper parameters.

Students are urged to study constantly throughout the semester.

No late assignment will be accepted. Absences may lower your grade and will be excused only by handing in written medical proof.

No extra credit assignment is allowed.

Plagiarism (the presentation of the ideas or writings of another as one's own) will be penalized. When one uses an idea (or writing) of another, it must be credited in citation. If the student copies words directly, they must be in quotation marks.

**Requirements for the Class:**

- Attendance (50 pts., 12.5%)
- Four Midterm Papers, 50 points each (200 pts., 50%)
- Research Proposal (50 pts., 12.5%)
- Final Paper (100 pts., 25%)

**Grading scale (in %, points, and letters):**

100-90	(400-360)	(A)	79-70	(319-280)	(C)
89-80	(359-320)	(B)	69-60	(279-240)	(D)
		59-0	(239-0)	(F)	

NIU abides by Section 504 of the Rehabilitation Act of 1973 regarding provision of reasonable accommodations for students with documented disabilities. Moreover, your academic success is of importance to me. If you have a disability that may have a negative impact on your performance in this course and you may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Center for Access-Ability Resources (CAAR), the designated office on campus to provide services and administer exams with accommodations for students with disabilities. CAAR is located on the 4th floor of the University Health Services building (753-1303). I look forward to talking with you to learn how I may be helpful in enhancing your academic success in this course.

**Have a great time!**

**PLEASE READ AND KEEP THIS SYLLABUS FOR REFERENCE**