Cognitive anthropology is the study of the relationship between human mind and human society. In this course we examine the development of this subdiscipline from its inception at the beginning of the last century. We then explore the various areas of research (e.g., kinship, color, ethnobotany) that have given to cognitive anthropology a prominent place in the anthropological milieu. Finally, we investigate current research and issues (e.g., space, cognition as theory, and cultural models) within contemporary cognitive anthropology and see how they contribute significantly to the larger realm of cognitive science.

**Required Texts:**


(ii) Articles and book chapters available as E-Reserve (URL TBA)

**The course is divided into four parts as follows:**

**Part 1:** Genesis of Cognitive Anthropology. (weeks 1-3)
**Part 2:** Cognitive Structures. (weeks 4-7)
**Part 3:** Cultural Models and Methodology. (weeks 8-11)
**Part 4:** Experiences. (weeks 12-15)

**Week I:**
(August 22) Goals of the course, Requirements, Levy-Bruhl and the Primitive Mind
(August 24) Discussing Levy-Bruhl

Readings:
(1) Littleton, “Introduction” (e-reading 1)
(2) Levy-Bruhl, chapter1 (pp. 35-68) (e-reading 2)
(3) Levy-Bruhl, chapter2 (pp. 69-104) (e-reading 3)

**Week II:**
(August 29) Levi-Strauss and the Savage Mind
(August 31) Discussing Levy-Strauss

Readings:
(4) Levi-Strauss, “Linguistics and Anthropology” (e-reading 4)
(5) Leach, chapters 1-2 (e-reading 5)
(6) Leach, chapter 5 (e-reading 6)
**Week III:**
(September 7) What is Cognitive Anthropology?
A Brief History

**MIDTERM 1 (TAKE HOME)**

Readings:
(7) Tyler, “Introduction” (e-reading 7)
(8) Casson, “General Introduction” and “Language, Culture, and Cognition” (e-reading 8)
(9) Companion, chapter 1 History (Blount)

**Week IV:**
(September 12) Linguistic Relativity
(September 14) Mental Representations 1

**MIDTERM 1 DUE**

Readings:
(10) Companion, chapter 4 Linguistic Relativity (Keller)
(11) Companion, chapter 5 Culture in Mind (Bennardo and Kronenfeld)

**Week V:**
(September 19) Mental Representation 2
(September 21) Kinship

Readings:
(12) Companion, chapter 6 Personal and Collective Representations (Gatewood)
(13) Companion, chapter 14 Kinship Theory (Lehman)

**Week VI:**
(September 26) Ethnomathematics
(September 28) Cognition and Environment

Readings:
(14) Companion, chapter 15 Ethnomathematics (Bender and Beller)
(15) Companion, chapter 16 Indigenous Knowledge (Ellen)

**Week VII:**
(October 3) Emotions

**October 5) MIDTERM 2 (in class)**

Readings:
(16) Companion, chapter 17 Emotions (Anderson)

**Week VIII:**
(October 10) History of Cultural Models
(October 12) How to Get Cultural Models

Readings:
(17) Companion, chapter 2 History of Cultural Models (Quinn)
(18) Quinn, How to Reconstruct Schemas from What People Say (e-reading 10)

**Week IX:**
(October 17) Cognitive Context of Cognitive Anthropology (move up after me and David)
(October 19) Cultural Models and Power (move down before mine)

Readings:
(20) *Companion*, chapter 20 Cultural Models and Power (Vike)

**Week X:**
(October 24) Collecting Data
(October 26) Methods in Cognitive Anthropology

Readings:
(21) *Companion*, chapter 7 Collecting Data (Handwerker)
(22) *Companion*, chapter 8 Methods in Cognitive Anthropology (Boster)

**Week XI:**
(October 31) Consensus Analysis
(November 2) Narrative  
MIDTERM 3 (TAKE HOME)

Readings:
(23) *Companion*, chapter 10 Consensus Analysis (Borgatti and Halgin)
(24) *Companion*, chapter 11 Narrative (Colby)

**Week XII:**
(November 7) Illness  
MIDTERM 3 DUE
(November 9) Romantic Love

Readings:
(25) *Companion*, chapter 28 Illness (Garro)
(26) *Companion*, chapter 27 Romantic Love (deMunck)

**Week XIII:**
(November 14) Monarchy and Democracy
(November 16) Japanese Self

Readings:
(27) *Companion*, chapter 26 Monarchy and Democracy (Bennardo)
(28) *Companion*, chapter 27 Japanese Self (Shimizu)

**Week XIV:**
(November 21) Cognitive Anthropology and Archaeology

Readings:
(29) *Companion*, chapter 24 Cognitive Anthropology and Archaeology (Haidle)
Week XV:
(November 28) Cognitive Anthropology and Cognitive Sciences
(November 30) Review

Readings:
(30) *Companion*, chapter 19 Cognitive Anthropology and Cognitive Sciences (Ross and Medin)

FINAL EXAM MONDAY, DECEMBER 5 4-5:50 P.M.

GRADUATE STUDENTS BOOK SUMMARY DUE
TUESDAY, DECEMBER 6, 4:30 P.M.
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!).

Three midterms (2 take home and 1 in class) exams and a final exam (in class) will be administered as scheduled above. Graduate students will also write a summary of a book or of three articles (to be agreed on with me). Active participation is expected, encouraged, and also evaluated as part of your final grade (participation includes a presentation of an article to the class). 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:
Midterm 2 and final will have similar formats. They include (among others) definitions, short answers, and a short essay. Part of the last class before the exams will be devoted to a review of the material covered and tested in the exam. During this class a study guide will be handed out. 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:
Undergraduate Students (total 500 points):
- Attendance and article (50 pts., 10 %)
- Midterm exam 1 take home (100 pts., 20%)
- Midterm exam 2 in class (100 pts., 20%)
- Midterm exam 3 take home (125 pts., 25%)
- Final exam in class (125 pts., 25%)

Graduate Students (total 600 points):
- Attendance and article (50 pts., 8.5 %)
- Midterm exam 1 take home (100 pts., 16.5%)
- Midterm exam 2 in class (100 pts., 16.5%)
- Midterm exam 3 take home (125 pts., 21%)
- Final exam in class (125 pts., 21%)
- Book Summary (100 pts. 16.5%)

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

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<thead>
<tr>
<th>Grade</th>
<th>Undergraduate</th>
<th>Graduate</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90 (500-450/600-540)</td>
<td>79-70 (399-350/479-420)</td>
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<tr>
<td>B</td>
<td>89-80 (449-400/539-480)</td>
<td>69-60 (349-300/419-360)</td>
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<tr>
<td>C</td>
<td>59-0 (299/359-0)</td>
<td>(D)</td>
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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