Northern Illinois University  
ANTHR 438/491/690J – Cultural Models: The Language of Culture  
Spring 2010 – T-TH 12:30-1:45 SB 206  
Instructor: Dr. Giovanni Bennardo  
Office: 200/C Stevens; Hours: T-TH 11:00-12:00 and/or by appointment  
E-mail: 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:**


(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 15-20)  
**Part 4:** A Foundational Cultural Model in Polynesia (classes 21-28)  
**Part 5:** Cultural Models and your Research (classes 29-30)

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

**(January 12)** Goals of the course, Requirements, Genesis of Cultural Models

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

**(January 14)** 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 19)** Abelson & Schank and Fillmore: Scripts and Linguistic Frames

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

**(January 21)** Lakoff: Cognitive Models/Schemata
Readings:
(1) Lakoff: Cognitive Semantics (pp. 269-303)

(January 26) 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)

(January 28) 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 2)

(February 2) Cultural Models in Language and Thought
Readings:
(1) Holland and Quinn: Culture and Cognition (pp. 3-40) (Background Reading)

(February 4) Sweetser and Kay: Lie and Hedges
Readings:
(1) H and Q: Sweetser (pp. 43-66)
(2) H and Q: Kay (pp. 67-77)

(February 9) 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 11) 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 16) 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 18) Lutz and Price: Ifaluk and Ecuador
Readings:
(1) H and Q: Lutz (pp. 290-312)
(2) H and Q: Price (pp. 313-342)

(February 23) Linde: Oral Life Stories
Readings:
(1) H and Q: Linde (pp. 343-366)

(February 25) Keesing: An Appraisal
Readings:
(1) H and Q: Keesing (pp. 369-393)

PART III: CONTEMPORARY CULTURAL MODEL RESEARCH AND METHODS
MIDTERM 2 DUE (March 2)

(March 2) Finding Culture in Talk
Readings:
(1) Quinn: Introduction (pp. 1-34) (Background Reading)

(March 4) Quinn: Marriage
Readings:
(1) Quinn: From Talk to Cultural Models (pp. 35-82)

(March 16) D’Andrade: American Cultural Model of Society
Readings:
(1) D’Andrade: Methods for Studying Cultural Cognitive Structures (pp. 83-104)

(March 18) Strauss: Cultural Complexity
Readings:
(1) Strauss: Discourse and Cultural Complexity (pp. 203-242)

(March 23) Luttrell: Life-Stories
Readings:
(1) Luttrell: Life-Story Analysis (pp. 243-268)

PART IV: A FOUNDATIONAL CULTURAL MODEL IN POLYNESIA

MIDTERM 3 DUE (March 25)

(March 25) Bennardo: A Foundational Cultural Model in Tonga
Readings:
(1) Bennardo: Introduction and Tonga (pp. 1-19 and 20-38) (Background Reading)

(March 30)
Readings:
(2) Bennardo: Space in Tongan Language and Cognition (pp. 41-104)

(April 1)
Readings:
(3) Bennardo: Culture and Space (pp. 105-170)

(April 6)
Readings:
(4) Bennardo: Radiality in Possession and Time (pp. 173-203)

(April 8)
Readings:
(5) Bennardo: Radiality in Kinship (pp. 204-242)

(April 13)
Readings:
(6) Bennardo: Radiality and Speech about Social Relationships (pp. 243-286)

(April 15)
Readings:
(7) Bennardo: Radiality and Mental Representations of SRs (pp. 287-308)

(April 20)
Readings:
(8) Bennardo: Radiality in Social Networks and Conclusion (pp. 309-347)
PART V: YOUR RESEARCH

MIDTERM 4 DUE (April 22)
RESEARCH PROPOSAL DUE (April 22)

(April 22) Research Proposal/Preliminary Results Presentation and Discussion

(April 27) Research Proposal/Preliminary Results Presentation and Discussion

(April 29) Research Proposal/Preliminary Results Presentation and Discussion

FINAL PAPER DUE MAY 6, 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 each 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 5th 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):

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<th>Percentage</th>
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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