

Culture and Mind Anthropology 508 Fall 2002

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Meeting Time: MW 12:30- 2:00

Office Hours: MW 2:10pm to 3:10pm

Course Description

Culture is a product of human minds, and human minds are a product of culture. To understand this empirical fact, this course explores how three interrelated dynamic processes-genetic evolution, cultural evolution and ontogeny (development and learning)-give rise to human cognition, emotion, behavior, beliefs, modes of induction, mental models and mechanisms of learning. Using theory and data from a wide range of subdisciplines, ranging from traditional psychological anthropology and ethnography to cognitive psychology and evolutionary anthropology, we will examine question such as (1) What aspects of culture are influenced by reliably developing (i.e., pan human) aspects of the human mind? (2) How can we understand both the cognitive and social aspects of cultural transmission? (3) How do the reliably developing aspects of the human mind combine with our capacities for social learning to produce the amazing diversity of cultural patterns we observe in the world?

Course Readings and Resources

Blackboard (<http://classes.emory.edu>) contains all of the non-book readings for the course. These readings will be under either "Course Documents" or "External Links" (the green buttons).

Books

- Michael Tomasello (1999) *On the Cultural Origins of Human Cognition*
- Roy D'Andrade (1995) *The Development of Cognitive Anthropology* (optional buy)
- Bradd Shore (1996) *Culture in Mind*
- David F. Lancy (1996) *Playing on the Mother-Ground: Cultural Routines for Children's Development.*
- E. E. Evans-Pritchard 1937 (1976) *Witchcraft Oracles and Magic Among the Azande*
- Barth, Fedrik (1987) *Cosmologies in the Making*
- Lakeoff and Johnson (1980) *Metaphors we Live By*

Readings on Course Website (Blackboard: <http://classes.emory.edu>)

- Peter Richerson and Robert Boyd (forthcoming) *The Nature of Cultures*
- Douglas L. Medin and Scott Atran (forthcoming) The Native Mind: Biological Categorization, Reasoning, and Decision Making in Development Across Cultures. *Psychological Review*.
- Gergely, Gyorgy, Harold Bekkering, Ildiko Kiraly (2002) Rational imitation in preverbal infants. *Nature* Vol 415: 755.
- Fiske (not sure) Learning A Culture The Way Informants Do: Observing, Imitating and Participating. *Ethos*.
- Lawrence Hirschfeld (1994) "Is the acquisition of social categories based on domain-specific competence or on knowledge transfer?" In: Mapping the Mind
- Alan Leslie (1994) ToMM, ToBy and Agency: Core architecture and domain specificity. In Mapping the Mind. Edited by Hirschfeld and Gelman.
- Kay, P., & Maffi, L. (1999) Color appearance and the emergence and evolution of basic color lexicons, *American Anthropologist*, 101(4), 743-760.
- Alan Page Fiske (1992) The Four Elementary Forms of Sociality: Framework for a Unified Theory of Social Relations *Psychological Review*, 99:689-723.
- Joseph Henrich & Francisco Gil-White (2001) The Evolution of Prestige. *Evolution and Human Behavior* 22 (3), 165-196
- Pascal Boyer Boyer, P., & Ramble, C. (2001) Cognitive Templates for Religious Concepts: Cross-cultural Evidence for Recall of Counter-Intuitive Representations. *Cognitive Science*.
- Boyer, P., (2000) Functional Origins of Religious Concepts: Conceptual and Strategic Selection in Evolved Minds [Malinowski Lecture 1999], *Journal of the Royal Anthropological Institute*, 6: 195-214.
- Judith Rich Harris (1995) Where Is the Child's Environment? A Group Socialization Theory of Development. *Psychological Review*, 102(3): 458-489:
<http://www.apa.org/journals/rev/rev1023458.html>
- Ekman, Paul (1999) Basic Emotions. In *Handbook of Cognition and Emotion*. T. Dalgleish and M. Power (eds.). John Wiley & Sons Ltd., Sussex, U.K.
- Ekman, Paul (1999) Facial Expressions. In *Handbook of Cognition and Emotion*. T. Dalgleish and M. Power (eds.). John Wiley & Sons Ltd., Sussex, U.K.
- Rozin, P., Haidt, J., & McCauley, C. R. (1993). Disgust. In M. Lewis & J. M. Haviland (Eds.), *Handbook of Emotions*. New York: The Guildford Press.
- Vinden, Penelope and Janet Wilde Astington (2000) Understanding Other Minds: Perspectives from Developmental Cognitive Neuroscience.
- Povinelli, D. J., & Preuss, T. M. (1995). Theory of mind: Evolutionary history of a cognitive specialization. *Trends in Neurosciences*, 18(9), 418-424.
- Kay, Paul (1997) Color Categorization. In *The MIT Encyclopedia of the Cognitive Sciences* edited by Robert A. Wilson and Frank C. Keil.

Course Requirements and weightings for grade:

Discussion Leading (10%): The participants will take turns leading the class discussions. One or two students will be assigned per class. Students are encouraged to meet with the instructor prior to the class in which they are leading the discussion.

Two Short Papers (8 -12 pages, 40%): Three or four possible paper topics will be assigned two weeks prior to the due date for each paper (see schedule). Student must write on one of those topics. While some amount of research and extra reading is encouraged in preparing these papers, they (unlike the final paper) are meant to explore and integrate the class reading materials.

Final Paper (20 – 25 pages (MAX), 50%): This research paper is intended to allow students to go beyond the class material and extend it into their own professional interests.

All papers should be submitted via Blackboard.

Schedule

Class 1: Introduction to the course: Culture and Psychology

Evolutionary Foundations

Class 2-3: Evolutionary Foundations of Psychology: Innateness Approaches

Readings: Cosmides & Tooby (<http://www.psych.ucsb.edu/research/cep/primer.html>); Sperber (Class Website: 39-67) and Hirschfeld & Sperber (<http://www.dan.sperber.com/mites>).

Class 4-5: Culture-Gene Evolutionary Foundations of Psychology:

Readings: Tomasello (p.1-55), Richerson and Boyd (Chapter 1 & 2 on Class Website); Gergely, Gyorgy, Harold Bekkering, Ildiko Kiraly (2002)
Supplement: James Baldwin (<http://www.santafe.edu/sfi/publications/Bookinforev/baldwin.html>)

Class: 6-7: Culture-Gene Evolutionary Foundations of Psychology:

Readings: Richerson and Boyd (Chapters 3, 4, 5 and 6 on Class Website)

Coevolution and Cognitive Science

Class 8: Theory of mind, joint attention and cultural learning

Reading: Tomasello (p. 56-93), Vinden & Wild Chapter (passed out), and Alan Leslie (p. 119-148; on course Website), Povinelli, D. J., & Preuss, T. M. (1995).

Assignment: Topics for Paper 1

Class 9: Folkbiology: Categorizing and making inductive inferences about the natural world

Readings: D'Andrade (p. 92-121) and Medin & Atran (forthcoming; see Class Website).
Start Reading (for class 14): D'Andrade (p. 1-91)

Class 10: Folkethnicity: On the origins and psychology of ethnicity and social categorization

Readings: Gil-White (2001) and Hirschfeld (1994) (on Class Website)

Class 11: Religious ideas, Cognition, Culture and Evolution

Readings: Boyer (2001, 2000)
Supplemental Readings: Boyer (1994)

Class 12: The Psychology, Biology and Culture of Colors:

Readings: Kay et. al. (1999; On Class Website); Kay (1997)
Supplemental: Kay and Maffi Class 13: Emotion, Cognition and Evolution

Class 13: Emotions and Cognition

Readings: Ekman (1999 X 2), Rozin et. al. (1993) and Levy (1973) all are posted on the class website

Due: Paper #1

Cultural Learning: What is learned? How? When? And, from whom?

Class 14: Psychological Anthropology and Psychic Unity Muddle

Readings: Shore (p. 3-41), D'Andrade (p. 1-91) and Rivers (On Class Website)

Class 15: Mental Representations and Culture

Readings: D'Andrade (122-181) and Shore (p.42-71)

Class 16: Language, Learning and the Mind

Reading: Tomasello (p. 94-217)

Class 17: Cultural learning, but from whom?

Reading: J. R. Harris (<http://www.apa.org/journals/rev/rev1023458.html>); Fiske (Learning A Culture The Way Informants Do: Observing, Imitating and Participating; passed out)

Assignment: Topics for Paper #2

Class 18-19: Cultural learning and mental models

Reading: Shore (p. 208-261), D'Andrade (p. 182-217), Lakeoff & Johnson (1980; on Class Website)

Class 20: Prestige and Dominance in Social Cognition

Readings: Henrich & Gil-White (2001; Class Website)

Class 21: Cultural Models, Cognitive Conflict and the Problem of Meaning

Readings: Shore (p. 265-340)

Class 22: Mental models of Social Relations

Reading: Fiske (1992; Class Website) <http://www.sscnet.ucla.edu/anthro/faculty/fiske/reimodov.htm>

Due: Paper #2

Ethnographic Applications

Class 23-24: Fedrik Barth (1987)

Class 25-26 David F. Lancy (1996)

Class 27-28: E. E. Evans-Pritchard 1937 (1976)