The Purpose of the Course

Sociology is often criticized by scholars in other disciplines for either ignoring the individual or for assuming that the individual is merely a by-product of society. The field of Culture and Personality was established, in part, to counter the "oversocialized" conception of the individual that pervades sociology. More simply, students of Culture and Personality endeavor to bring the individual back into the study of society.

Within sociology, the study of Culture and Personality lies within the domain of social psychology. Social psychologists are not only interested in demonstrating the effects of society on the individual, but also in showing the extent to which individuals produce social structure in the course of social interaction. Individuals are not passive carriers of society's social structures, but are, instead, active participants in the construction of their own personalities. Culture and social structure do present the individual with a limited realm of choices. But even in the most rigid societies, these limits allow for considerable personality differences, and even for the formation of personalities that are incompatible and hostile to conventional norms and values.

To claim that individuals actively "negotiate" with society in the creation of personality is not to say that personality formation is an individual process. Consistent with the sociological perspective, the fundamental presupposition of the course is that personality is a social construction: that individuals more or less construct their personalities according to the attitudes and expectations of social groups. The central theoretical question of this course is not "if" society influences personality, but how and to what extent. The objective of the course is, therefore, to explore the key processes and patterns that link the individual to society and culture. In this way, the study of Culture and Personality is crucial to bridging the micro-macro divide in sociology. My aim is to enhance your understanding of the ways in which society influences personality, and of the ways in which personality contributes to the maintenance or transformation of society (i.e., Society ----> Personality ----> Society).

Fundamental issues or questions:
1. Are there cross-cultural differences in personality traits; that is, are certain personality characteristics more typical of people in one society, sub-society, or role than in others, or are personality traits simply randomly distributed in the human population.
2. How do people come to develop and possess these personality traits; assuming that there are patterned differences between populations, how do individuals incorporate their society's typical personality traits. That is, how thoroughly does the environment transmit and instill these traits?
3. What are the social structural causes and consequences of personality differences between societies? If a society exhibits particular typical personality traits, how do they affect the operation of society?
Definitions
Culture: A system of meanings or understandings (i.e., beliefs, expressive symbols, and values) in terms of which human beings interpret their experience and guide their action.
Personality: Relatively stable characteristics by which individuals can be compared, usually ones that society merits, like achievement motivation and altruism.
Social Structure: Objective patterns of social interaction; social processes and relationships that may or may not be consistent with the meanings that people attribute to them.

Structure of the Course
The course will be divided into two parts. The first half of the course emphasizes the general theoretical approaches to the study of Culture and Personality. From within this framework, we will examine some of the fundamental processes and patterns that link the individual to society. The second half of the course addresses several influential theories of "modal personality types" and their social origins.

COURSE REQUIREMENTS

Required Reading
Culture and Personality, APS reader assembled by the instructor
Code of the Streets, by Elijah Anderson
The Beauty Myth, by Naomi Wolf
All the books are available at the ASUCLA bookstore.

Examinations
You will be tested on all the required reading and all the information presented in the lectures. The lectures will cover the assigned readings, but they will also contain material not covered in the reading. Both the midterm and final exams will consist of two parts. Part I will contain five short answer questions worth six points each. Part II will consist of one essay questions worth ten points each. The final exam is not cumulative. Answers are to be written in bluebooks only. Study guides will be distributed one week before each exam. If you are ill, you must notify the professor or your TA prior to the exam to be eligible for a make-up exam. Make-up exams will be granted only with a doctor's written consent - no exceptions. No exam will be re-scheduled to suit individual circumstances. Both exams will be held in Boelter 3400. The midterm is scheduled for Wednesday, May 3, and the final is scheduled for Wednesday, June 14, 8:00-11:00.

Paper
Your assignment is to select an idea, issue, argument, or proposition advanced in any of the assigned readings, and, in a four to six page, double-spaced, paper, critically examine its empirical validity through your own and/or other peoples' research. In other words, test the argument in the real world, and find out the extent to which it accurately explains the relationship between culture and personality. Since the subject matter of this course is familiar to us all in our immediate lives, I encourage you to study, research, and test these sociological theories in the context of your own experiences and relationships. The term paper is due on the last regular meeting, Wednesday, June 7. No late papers will be accepted.
Be advised that the professor and the TAs are on the look-out for plagiarism, and that we now have some very sophisticated technology for detecting previously published work. We implore you not to jeopardize your academic career and defile your integrity over a grade.

Grading
The midterm and final exams are worth 40 points each, the term paper is worth 30 points, and section attendance is worth 10 points, for a total of 120 possible points. No letter grades will be assigned on the exams or paper - points only. Letter grades will be determined according to an adjusted scale (i.e., curve) that will be based on the final distribution of points.

Grade Review Policy
If you are dissatisfied with any score that you receive on an exam question, and wish to appeal, you must submit a written request for a review of the score. For the midterm, this request must be submitted to your TA no later than one week after it has been returned. For the final, the request must be submitted to your TA by the end of the second week of the next quarter. There are no exceptions to these deadlines. The written appeal must point out some egregious error or oversight in the grading. The burden of proof is upon the student to show precisely where (which part of which question) the grader was clearly wrong about some factual matter. Paper scores are not subject to appeal.

Discussion Section
Section attendance is essential to your success in this course. TAs will take roll and award one point per section for attendance. The TAs primary responsibility is to organize discussions around the chapters of the Anderson and Wolf books, and the Ball, Kimmel and Fromm selections in the course reader. The discussions prior to the midterm will focus on the Anderson book and the Ball and Kimmel articles, while the discussions after the midterm will focus on the Wolf book and the Fromm reading. A schedule of weekly reading assignments will be arranged by your TA and distributed at the first section meeting. Questions from these articles and books will constitute a significant percentage of the points awarded on the exams.

Regarding the discussion format, each section will be divided into five different discussion groups. Students will remain in the same group for the duration of the quarter, and should assemble immediately into their groups upon entering the classroom each meeting. At this time, the TA will assign each group one or two written questions taken from the day's reading assignment. For the next ten to fifteen minutes of class, students will research their question(s) with fellow group members. For the remaining forty minutes or so of the class period, each groups will, one by one, orally present its findings to the rest of the class. Groups members should take turns presenting, so that each student in the class speaks on behalf of their group at least once over the course of the quarter. These oral presentations will be the basis of discussion, wherein the class at large is encouraged to offer comments or criticism.

The TAs are also responsible for advising students on their term papers. They will help you to develop the ideas for your paper and make sure that you understand the guidelines. Finally, since the TAs will be grading your exams and paper, it would be in your best interest to develop a close working relationship with them.

Course Schedule and Reading Assignments
PART ONE: PATTERNS AND PROCESSES OF PERSONALITY

Week One
Reading: *Culture, Behavior, and Personality*, chapters 3, 4, 6 (pp., 1-21), and "Personality in Society . . ." (pp., 23-56)
4/3 - Introduction: 1) Review course goals and requirements; 2) Discuss: a) folk or conventional explanations for personality differences; b) the individual and society; c) personality as a relatively autonomous action system.
4/5 - General theoretical approaches to culture and personality: How, and to what extent are culture and personality integrated? 1) Mead and Benedicts' "dominant theme" approach ("Appollonian" and "Dionysian" themes); 2) Kardiner's psychodynamic theory of the "basic personality structure"

Week Two
Reading: "Making Men Modern . . ." (pp., 177-188); *Civilization and Its Discontents* (pp., 199-206), and "The Oversocialized Conception of Man . . ." (pp. 105-116)
4/10 - General Theoretical Approaches: 3) Personality as generalization from interpersonal experience: Durkheim on collective representations; Levy-Bruhl on mystical and cognitive representations; Kelson on justice and causality; Weber on the Protestant Ethic; 4) Structural-Functionalism
4/12 - The formation of personality through socialization processes. How is the personality formed? 1) internalization/enculturation: Piaget on the internalization of morality; M. Mead on the internalization of shame and guilt 2) frustration-gratification approach

Week Three
Reading: *Unnatural Emotions* (pp., 117-150) and "The Social Shaping of Emotion" (pp., 151-170)
4/17 - The formation of personality through socialization processes: 3) Adaptation; Kaplan on adaptation to street life; 4) Meanings approach: G. H. Mead on Self formation
4/19 - Cross-cultural variation: How and to what extent does personality differ across cultures? 1) Cultural and historical variation in emotions: The study of mourning and grief; Bateson on grieving in the Philippines; Emotions as social constructions

Week Four
Reading: *The Child in Society* (pp., 57-80); "The Lower Class Value Stretch" (pp., 93-104)
4/24 - Cross-cultural variation: 2) Mead on Adolescence; 3) Malinowski on the Oedipal Complex
4/26 - Subcultural differences in personality: How and to what extent does personality vary within a society? 1) Kohn on Class and Conformity; 2) Lewis on The Culture of Poverty

Week Five
5/1 - Subcultural differences 3) Liebow on "street-corner society"; 4) Rodman on the "lower-class value stretch"
5/3 - Midterm Examination
PART TWO: MODAL PERSONALITY TYPES

**Week Six**
Reading: "The Metropolis and Mental Life" (pp., 207-212); "The Other-Directed Man" (pp., 221-224); "The Mutable Self . . ." (pp., 225-238)
5/8 - Modernity and Personality: 1) The "Urban" personality
5/10 - Modernity and Personality: 1) the "situational" personality (or the "chameleon" personality)

**Week Seven**
Reading: "The Anomie of Modern Life" (pp., 213-220); *Habits of the Heart* (pp., 271-300)
5/15 - Modernity and Pathology: 1) The "Anomic" Personality
5/17 - Modernity and Pathology: 2) The "Therapeutic" Personality

**Week Eight**
Reading: *The Culture of Narcissism* (pp. 239-270)
5/22 - Modernity and Pathology: The "Therapeutic" Personality (continued)
5/24 - Modernity and Pathology: The "Narcissistic" Personality

**Week Nine**
5/29 - No class: Memorial Day
6/31 - Modernity and Pathology: The "Narcissistic" Personality (continued)

**Week Ten**
Reading: *Bobo's in Paradise* (pp., 301-318) and *Bowling Alone* (pp., 319-334)
6/5 - Post-Modern Personality: The "Consumer" Personality
6/7 - Post-Modern Personality: The "Loner" Personality