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13 March 2016

Culture and Personality Week 9

Research / Real People . . . Real Places . . .

Birth Order and Its Effects
Magical Death and Children's Magical Death

In-class Research Project Design on Birth Order and Its Effects

Welcome back to Spring Semester. I hope you had a grand Spring Break.

This week we'll continue with our "Real People . . . Real Places . . ." series, starting with where you and your personality fit into your family. We'll start off **Monday** with *Birth Order and Its Effects*. And if all goes as "normal" you'll be surprised at how much of your personality is said to be part of your birth order.



Having returned from the magical reality Spring Break we witness still another reality, the psychological world of **anthropological research**.

With a classic way of learning about anthropological research reality we're going to have a go at **designing a comparative research project aimed at trying to find out the effects of birth order on adult personality**, including the effect of birth order on persons who live in special cultural worlds.

You'll meet **Jani Farrell-Roberts**, a friend best known world-wide for her international investigative work on "Blood Diamonds," but who is also a Druid priestess. She was also formerly a Jesuit priest in the Roman Catholic Church. Jani's the father of two daughters.

This week, briefly, we'll also review "**Culturally Constituted Behavioral Environments**" (CCBE) in general, starting off with the Yanomamö and their *Magical Death*.

Next week we'll continue on our "Real People . . . Real Places . . ." tour with a visit with **N!ai**, a zhun/twasi woman in her mid-thirties who will talk about her arranged marriage to /Gunda—at the age of eight. From Africa we'll travel to Southeast Asia to visit a small group of Malaysian individuals living in their own special psychological world, people with "**Latah**"—a psychological-biophysical state brought on by people poking a Latah individual, and by other startling events.

Wednesday of this week we'll continue on our "Real People . . . Real Places . . ." venture and have a look at Yanomamö *Magical Death*, and *Children's Magical Death* . . . and witness still another reality, with a familiar way of learning about that reality. The Yanomamö studies were done by Napoleon A. Chagnon, featured in *The New York Times* . . .

□ Eakin, Emily. "Who are the Real Savages." *The New York Times Magazine*. 17 February 2013, pp. 32-37, 51-53.

□ Povinelli, Elizabeth. *Review of Noble Savages: My Life Among Two Dangerous Tribes—the Yanomamö and the Anthropologists* (Simon & Schuster, 2013). *The New York Times Sunday Book Review*. 17 February 2013.





If you took the exam the results are in your Moodle Gradebook (check the upper left-hand corner of your Moodle HomePage under “Administration”).

Profs “grading” exams is a lot like an ump in Major League Baseball calling balls and strikes. The Major League rules are clear

<http://www.d.umn.edu/cla/faculty/troufs/anth4616/cpgrades.html#strikezone> as are the stated criteria for written projects and exams <http://www.d.umn.edu/cla/faculty/troufs/anth4616/cpgrades.html>.

But, in the end, they are both human judgments.

The biggest difference between a Major League Umpire calling balls and strikes and a professor calling a grade is that you get ejected from the baseball game if you argue balls and strikes (see Section 9.02 Official Baseball Rules http://mlb.mlb.com/mlb/official_info/official_rules/foreword.jsp) is that one *should* really question the prof if they didn’t like the call, and that is especially true for midterm exams as one can often learn quite a bit that is helpful on the final by looking over and discussing a midterm exam.

Maybe a better analogy would be judging **Olympic Figure Skating, or Gymnastics, or Ski Jumping, Diving** and the

like . . . <http://www.d.umn.edu/cla/faculty/troufs/anth4616/cpgrades.html#gymnastics>.



If your style is to look at charts, the grading “chart” is at

<http://www.d.umn.edu/cla/faculty/troufs/anth4616/cpgrades.html#gradingpolicies>.

So if, for whatever reason, you didn’t like “the call,” e-mail or stop in.

Please pay attention to what the numbers mean in terms of the final course letter grade:

$$\begin{aligned} &\text{Numerical Example:} \\ &18/20 + 93/100 + 372/400 = 483/520 \\ &= \mathbf{92.9\%} \\ &= \mathbf{A} \\ &\text{(the highest grade the UM system allows)} \end{aligned}$$

EXTRA CREDIT

If you didn’t do quite as well as you might have liked on the Midterm Exam, or if you did better than you even hoped on the Midterm exam but want to “bank” some insurance points for your final course grade, think about doing one (or even two—one of each) of the optional extra credit papers.

There are **two Extra Credit options: (A) a case study**, and/or **(B) a review** of a lecture or an approved film (*other* than one of the films we see in class). For the review option you may also *compare* two or more films. (Remember from Week 1, one of the main features of anthropology is that it is *comparative*?)

Details on the extra credit are on-line at

http://www.d.umn.edu/cla/faculty/troufs/anth3635/extra_credit/ceextracredit.html



A major part of this course is your research project—not just for the points, but because researching a topic you are interested in and presenting your findings to others, and then writing the results up as a formal paper, is one of the best ways to learn things. (Lectures, as it turns out, research suggests, are one of the worst ways—keeping in mind that one must separate “learning” from the “*perception* of learning.”) So this week be sure to spend some time working on your **Paper and Presentation**. (Remember that your Presentation is a “work in progress” report on your paper.)

If I can be of help with your project, please let me know.

Sign up for your Class Presentation Time

(See Week 9 Activities)

(Sign up for one time slot selected from the following days)

The **class Presentations WebPage**, if you would like to review, is at

<http://www.d.umn.edu/cla/faculty/troufs/anth4616/cpproject.html#title>.

-  **Sign up for Class Presentations Session I:** Week 14 Day 25, Monday, 18 April 2016 URL
-  **Sign up for Class Presentations Session II:** Week 14 Day 26, Wednesday, 20 April 2016 URL
-  **Sign up for Class Presentations Session III:** Week 15 Day 27, Monday, 25 April 2016 URL

For this week our course developer has prepared an on-line survey of the class. Please help us by filling it out honestly, and promptly. Your views are very important in the future development of Culture and Personality.

Take the Student Survey:

We greatly appreciate your participation in the course survey. If you didn't fill the Student Survey out yet, please do that (with the "Activities" for Week 8). In order for it to be most useful, it's 100% anonymous.



Student Survey

<https://ay15.moodle.umn.edu/mod/feedback/view.php?id=585171>

The survey is part of our "Activities" of the week.

Rate and Rank the Films / Videos

The survey and the in-class research design project is our main "Activities" of the week, but please also rate the video's . . .

-  **Response to the film *Birth Order and Its Effects*** (Due by the end of Week 9—Saturday, 19 March 2016; Your Name Will Be Logged) Feedback
-  **Response to the films *Magical Death and Children's Magical Death*** (Due by the end of Week 9—Saturday, 19 March 2016; Your Name Will Be Logged) Feedback

Share your ideas with others. It's always a good idea to share your ideas with others. You can discuss them on-line with the others in class. And you should do that.











s2016 **Student Collaboration Space**

for your own personal use

 Wiki for Project Collaboration

The above item will be found at the top of your **Moodle** folder under "Student Collaboration Space".

Remember to check the results of the class Video Responses from earlier weeks when they close. You can find the results in the **Moodle** Blocks where they first appeared. This week have a look at . . .

-  Results--*Personality All About Me* s2016
-  Results—"Psychological Anthropology" from the *Faces of Culture* Series s2016
-  Results--*Chimp Talk* s2016 File resource
-  Results--"Everything is Relatives: William Rivers" s2016 File resource
-  Results--"New Orleans Black Indians: A Case Study in the Arts" s2016
-  Results--"Grouping by Gender, Age, Common Interests and Class" s2016 File resource
-  Results--"Coming of Age: Margaret Mead" s2016 File resource
-  Results--*Margaret Mead and Samoa* s2016 File resource
-  Results--*Stranger in the Mirror: An Examination of Visual Agnosia* s2016 File resource
-  Results--*Synesthesia: Derek Tastes of Earwax* s2016 File resource
-  Results--*Making Sense of Sensory Information* s2016 File resource
-  Results--"ESP" segment from *Science Frontiers: Put to the Test* s2016 File resource

Public Service Announcement:

No class on Wednesday, 30 March 2016

I will be at the Applied Anthropology Meetings in Vancouver, B.C.

Your **(1) Topics** and **(2) Readings** and **(3) Assignments and Activities listings** are available in the **Week 9 Block** of your **Moodle** folder.

In the meantime, if you have any general or specific questions, please let me know <mailto:troufs@d.umn.edu>.

Best Regards,

Tim Roufs