

Collin County Community College District

APPLICATION FOR SABBATICAL LEAVE

Instructions

Please complete this application by responding to all items. Attach requested documentation (in the order requested) and secure the appropriate signatures prior to submitting the application to the chair of the Sabbatical Leave Committee. Please submit the original and 10 copies.

Name Gerald Sullivan CWID 110726067

Title Professor of Anthropology Division SCC Academic Affairs

Have you ever been granted a sabbatical? No_ If yes: Dates of Prior Sabbatical(s): _____
Please provide a brief description of your previous sabbatical project:

Sabbatical Leave Period Being Requested

Dates: Beginning Date Jan 1, 2019 Ending Date May 24, 2019

Length: [x] One semester [] Two semesters [] Other _____

Applicant's Agreement

ABSTRACT

Please give a summary description of the project and its significance in improving teaching and learning at Collin College. Please use language that can be readily understood by persons in areas of expertise other than your own. **PLEASE DO NOT EXCEED SPACE PROVIDED BELOW.**

I am applying for a sabbatical for the Spring Semester of 2019 so that I may work on a book tentatively entitled *From the Origins of Schism to the Doublebind: The Development of a Theme in the Work of Gregory Bateson*. At present I have between sixty and seventy pages of text which I envision expanding to approximately two hundred fifty pages, not including notes and bibliography. The anthropology editor for an important academic press and several scholars have expressed an interest in this book.

Gregory Bateson (1904-1980) was a British-born polymath, anthropologist, education theorist, biologist, student of the communicative systems enveloping schizophrenics and dolphins as well as an attendee of the Macy Conferences on Cybernetics in the 1940s and 1950s. He (along with others) did much to develop a notion of a second order cybernetics more appropriate to the activity of organically responsive minds than mechanical devices.

Bateson's notion of deuterio-learning, or learning how to learn, is of particular pertinence to the interests of the College and to my own pedagogical practice. Bateson suggested that creatures, including but not limited to human beings, when presented with similar stimuli will not only learn how to respond to those stimuli but will also learn to learn about other related sorts of stimuli, i.e. they will learn not only details but also contexts.

My book makes use of unpublished and as yet uncommented upon materials as well as published, but sometime obscure works by Bateson. It thus both adds to and expands on what we can know about this once obscure but increasingly influential man.

In addition to the book, I am using Batesonian notions in my courses, both in the classroom and online. I will also present this work at scholarly conferences including at the Faculty Development Conference at Collin.

I am applying for a sabbatical for the spring semester of 2019 so that I may have some time to work on a book tentatively entitled *From the Origin of Schism to the Doublebind: The Development of a Theme in the work of Gregory Bateson*. At present I have between sixty and seventy pages of text which I envision expanding to approximately two hundred fifty pages, not including notes and bibliography. The anthropology editor Berghahn Books has expressed an interest in seeing a manuscript with an eye to potentially publishing a book. Lech Witkowski, Professor of Philosophy at Akademia Pomorska, Phillip Gudemi, President of the Bateson Idea Group and Managing Editor of *Cybernetic and Human Knowing* and Levi Bryant, Professor of Philosophy, Collin, have all expressed an interest in reading the book.

Gregory Bateson (1904-1980) was a British-born polymath, anthropologist, education theorist, biologist, student of the communicative systems enveloping schizophrenics and dolphins, as well as an attendee of the Macy Conferences on Cybernetics in the 1940s and 1950s. He devised a science, once obscure but increasingly influential, examining the interrelations of process, context and form in living beings and joining formally two great stochastic processes: evolution and learning. His father, William Bateson (1861-1926), was a leading British biologist engaged in all the disputes of his day, proponent of Gregor Mendel (1822-1884) and coiner of the term "genetics." Gregory Bateson's first wife, Margaret Mead (1901-1978), the most famous American anthropologist of her day, was the world's leading authority of the systematically variable psychological development of individuals within cultures. Bateson's friend, C. H. Waddington (1905-1975) was instrumental in the development of the study of epigenetic processes.

Much recent work on Gregory Bateson, e.g. the books by Peter Harries-Jones, has concerned Bateson after he became "Bateson," the theoretician and scientist versed in processes of communication and learning. I currently have commissions to produce book reviews of some of this work (Kline, Harries-Jones, Chaney) for both *The Journal of the History of the Behavioral Sciences* and *Cybernetics and Human Knowing*.

My book takes up the study of how Bateson became that later "Bateson." It makes use of unpublished and as yet uncommented upon materials from the Margaret Mead Papers at the Library of Congress as well as published, but sometimes obscure works by Bateson.

As currently constituted, the book begins with an observation Bateson made in the afterword he wrote for the second edition of his book *Naven*. When *Naven* first appeared in 1936, Bateson had been of the opinion that the schismogenic processes (literally the origins of schism) he had observed among the Iatmul of New Guinea were so strong that these processes were tearing the society apart, contrary to the expectations of both functionalist and Marxist theory. By 1958, when the second edition appeared,

Bateson contended that the *naven* ceremonies constituted an important feedback mechanism by which the relations between matriclans, and especially between mother's brothers and sister's sons, were continually reemphasized and the social relations between clans constituting Iatmul society reproduced. Along the way, Bateson had engaged and abandoned Ernst Kretschmer's (1888-1944) notions of the ways in which persons of distinctive bodily forms developed specific forms of character presented as psychiatric symptoms. With Mead, he had developed a dialectical theory of the differentially embodied, psychological developments of persons in various cultural settings; I have written extensively on this part of Mead and Bateson's thought. He had written on the control of schizogenesis and contributed to the discussions surrounding John Dollard (1900-1980) *et al*'s theory of frustration and aggression. He had lived and worked among the Balinese whose lives, Bateson contended, did not involve observable schizogenic sequences because Balinese did not seek to maximize any value save balance. He had learned the notion of feedback as a participant in what became the conferences on cybernetics, and subsequently with others (esp. Heinz von Foerster (1911-2002) and Mead) developed notions of a second order cybernetics more appropriate to organically responsive minds than mechanical devices. This trajectory led Bateson to propose the notion of the doublebind, i.e., those communicative catch twenty twos in which schizophrenics, among others, become entangled.

Particularly pertinent to the College and to my own pedagogical practice is Bateson's notion of deutero-learning, or learning how to learn. Influenced by both Kurt Lewin (1890-1947) and I. P. Pavlov (1849-1936), Bateson suggested that creatures, including human beings, when presented with similar stimuli will not only learn to respond to those stimuli but will also learn how to learn about other related sorts of stimuli, i.e. they will learn not only details but also, and more importantly, contexts. I seek to run my courses in ways which stimulate such learning in my students. I am also using notions such as deutero-learning to develop an overarching theme for General Anthropology (ANTH 2346), a theme I call "mind as entangling adaptation." I am currently developing a web-based version of this course.

I will supplement the materials I have already gathered by spending some time at the Bateson papers at the University of California, Santa Cruz. Given that Bateson was so influenced by his father's work and the disputes around evolutionary and genetic theory, I will also study works by participants in those disputes (e.g. Jean-Baptiste Lamarck (1744-1829), Samuel Butler (1835-1902), a trenchant critic of Charles Darwin (1809-1882), as well as Darwin's *The Expression of Emotions in Man and Animals*) with special attention to questions of mind, learning and memory.

In addition to the book and General Anthropology course, I expect to present my work at scholarly conferences, both here at Collin and elsewhere.

Selected Bibliography (Further Sources to be Added as Necessary)

Archival Sources:

GBP The Gregory Bateson Papers, Special Collections and Archives, University of California, Santa Cruz.

MMP The Margaret Mead Papers, Manuscript Reading Room, Library of Congress.

Published Sources:

Bateson, Gregory (1935) Culture Contact and Schizmogogenesis. In *Man* 35:178-83.

([1937]1970) An Old Temple and a New Myth, in Jane Belo, ed., *Traditional Balinese Culture*., New York, Columbia Univ. Press. pp. 111-36.

(1941a) Review of *Conditioning and Learning*, by Ernest R. Hilgard and Donald G. Marquis. In *American Anthropologist* 43(1):115-116.

(1941b) Review of *Mathematico-Deductive Theory of Rote Learning*, by Clark L. Hull et al. In *American Anthropologist* 43(1):116-118.

(1941c) The Frustration-Aggression Hypothesis and Culture. In *Psychological Review* 48(4):350-355.

([1942a]2000) Social Planning and the Concept of Deutero-Learning, in *Steps to an Ecology of Mind*, Chicago: University of Chicago Press. pp. 159-176.

([1942b]2000) Morale and National Character, in *Steps to an Ecology of Mind*, Chicago: University of Chicago Press. pp. 88-106.

([1946]1949) The Pattern of an Armaments Race, in Douglas G. Harding, compiler, *Personal Character and Cultural Milieu: A Collection of Readings*, Revised Edition, Syracuse: Syracuse University Press. pp.124-132.

([1947]1949) Sex and Culture, in Douglas G. Harding, compiler, *Personal Character and Cultural Milieu: A Collection of Readings*, Revised Edition, Syracuse: Syracuse University Press. pp. 133-146.

(1949) Bali: The Value System of a Steady State" in Meyer Fortes, ed, *Social Structure: Studies Presented to A. R. Radcliffe-Brown*, Oxford: Clarendon Press. pp. 35-53.

([1955]2000) A Theory of Play and Fantasy, in *Steps to an Ecology of Mind*, Chicago: University of Chicago Press. pp. 177-193.

([1936]1958) *Naven: A Survey of the Problems suggested by a Composite Picture of the Culture of a New Guinea Tribe drawn from Three Points of View*, 2nd Edition, Palo Alto: Stanford University Press.

- ([1967]2000) Style, Grace, and Information in Primitive Art, in *Steps to an Ecology of Mind*, Chicago: University of Chicago Press. pp. 128-152.
- (1971) A Re-examination of "Bateson's Rule," in *The Journal of Genetics* 60:230-240.
- ([1972] 2000) *Steps to an Ecology of Mind*, Chicago: University of Chicago Press
- (1979) *Mind and Nature: A Necessary Unity*. New York: E. P. Dutton.
- (1991) *Sacred Unity: Further Steps to an Ecology of Mind*. Rodney K. Donaldson, ed. New York: HarperCollins.
- (2017) Some 19th Century Problems of Evolution (1965). In *Cybernetics and Human Knowing* 24(1):56-79.
- Bateson, Gregory and Margaret Mead (1942) *Balinese Character: A Photographic Analysis*, New York: The New York Academy of Sciences.
- Bateson, Gregory et al ([1956]2000) Toward a Theory of Schizophrenia, in *Steps to an Ecology of Mind*, Chicago: University of Chicago Press. pp. 201-227.
- Bateson, Gregory and Mary Catherine Bateson (1987) *Angels Fear: Towards an Epistemology of the Sacred*, New York: Macmillan.
- Bateson, Mary Catherine (1984) *With a Daughter's Eye: a Memoir of Margaret Mead and Gregory Bateson*. New York: William Morrow.
- Bateson, William ([1902]1996) *Mendel's Principles of Heredity: A Defense*. Placitas, NM: Genetics Heritage Press.
- (1909) Heredity and Variation in Modern Lights, in A. C. Seward, ed., *Darwin and Modern Science*. Cambridge: Cambridge University Press. pp. 85-101.
- [1913]1979 *Problems of Genetics*. New Haven: Yale University Press.
- Benedict, Ruth (1934) *Patterns of Culture*. Boston: Houghton Mifflin.
- Brockman, John (1977) *About Bateson*. New York. E. P. Dutton.

- Butler, Samuel ([1877]1910) *Life and Habit*. New York: E. P. Dutton.
- ([1877]1922) *Luck, or Cunning as the Main Means of Organic Modification*. London: Jonathan Cape.
- (1917) *The Notebooks of Samuel Butler*. New York: E. P. Dutton.
- Chaney, Anthony (2017) *Runaway: Gregory Bateson, the Doublebind, and the Rise of Ecological Consciousness*. Chapel Hill: University of North Carolina Press.
- Charlton, Noel G. (2008) *Understanding Gregory Bateson: Mind, Beauty, and the Sacred Earth*. Albany: State University of New York Press.
- Cock, Alan G. and Donald R. Forsdyke (2008) *Treasure Your Exceptions: The Science and Life of William Bateson*. New York: Springer.
- Darwin, Charles ([1872]1965) *The Expression of Emotions in Man and Animals*. Chicago: University of Chicago Press.
- Dollard, John et al (1939) *Frustration and Aggression*. New Haven: Yale University Press.
- Goldenweiser, Alexander (1913) The Principle of Limited Possibilities in the Development of Culture, in *The Journal of American Folklore* 26(101, July-Sept):259-290.
- Harries-Jones, Peter (1995) *A Recursive Vision: Ecological Understanding and Gregory Bateson*. Toronto: University of Toronto Press.
- (2016) *Upside-Down Gods: Gregory Bateson's World of Difference*. New York: Fordham University Press.
- Heims, Steve J. (1977) Gregory Bateson and the Mathematicians: From Interdisciplinary Interactions to Societal Functions, in *Journal of the history of the Behavioral sciences*. 13:141-159.
- (1991) *The Cybernetics Group*. Cambridge: The MIT Press.
- Hilgard, Ernest R. and Donald G. Marquis (1940) *Conditioning and Learning*. New York: D. Appleton-Century Co.

- Housemann, Michael and Carlo Severi (1998) *Naven or the Other Self: A Relational Approach to Ritual Action*, Leiden: Brill.
- Hull, Clark C. et al (1940) *Mathematico-Deductive Theory of Rote Learning*. New Haven: Yale University Press.
- Kline, Ronald R. (2015) *The Cybernetic Moment or why We Call Our Age the Information Age*. Baltimore: Johns Hopkins University Press.
- Koffka, Kurt (1927) *The Growth of the Mind*, second impression. New York: Harcourt, Brace & Co.
- Kretschmer, Ernst ([1921]1925) *Physique and Character: An Investigation of the Nature of Constitution and of the Theory of Temperament*, W. J. H. Sprott, trans, New York: Harcourt, Brace.
- Lamarck, Jean Baptiste (1984) *Zoological Philosophy: An Exposition with Regard to the Natural History of Animals*, Hugh Elliot, trans. Chicago: University of Chicago Press.
- Lewin, Kurt (1935) *Dynamic Theory of Personality*. Donald K. Adams and Karl E. Zener, trans., New York: McGraw-Hill Book.
- (1936) *Principles of Topological Psychology*. Fritz and Grace M. Heider, trans., New York: McGraw-Hill.
- (1948) *Resolving Social Conflicts: Selected Papers on Group Dynamics*. New York: Harper & Row.
- (1951) *Field Theory in Social Science*. New York: Harper & Row.
- Lipset, David (1980) *Gregory Bateson: The Legacy of a Scientist*, Boston: Beacon Press.
- McDougall, William (1929) *Modern Materialism and Emergent Evolution*. New York: D. van Nostrand.
- Mead, Margaret (1930) Education, Primitive in *The Encyclopedia of the Social Sciences*, Vol. 5, New York: Macmillan. pp. 399-403.
- (1935) *Sex and Temperament in Three Primitive Societies*. New York: William Morrow.
- (1942) The Comparative Study of Culture and the Purposive Cultivation of Democratic Values, In Lyman Bryson and Louis Finklestein, eds. *Science, Philosophy and Religion: Second Symposium*. New York: Conference on Science, Philosophy in their Relations to the Democratic Way of Life, Inc. pp. 56-69.
- (1968) Cybernetics of Cybernetics, in Heinz von Foerster *et al*, eds. *Purposive Systems*. New York: Spartan Books. pp. 1-11.

- (1972) *Blackberry Winter: My Earlier Years*. New York: William Morrow & Co.
- Morgan, C. Lloyd (1927) *Emergent Evolution*. New York: Henry Holt and Company.
- Paradis, James G. ed. (2007) *Samuel Butler: Victorian Against the Grain*. Toronto: University of Toronto Press.
- Pavlov, I. P. (1960) *Conditioned Reflexes*. New York: Dover.
- Price, David H. (1998) Gregory Bateson and the OSS, in *Human Organization* 57(4):379-384.
- Radcliffe-Brown, A. R. ([1924]1965) The Mother's Brother in South Africa, In *Structure and Function in Primitive Society*, New York: The Free Press. pp. 15-31.
- Richardson, Lewis F. (1939) *Generalized Foreign Politics*, in The British Journal of Psychology Monograph Supplements XXIII, Cambridge: University of Cambridge Press.
- Rieber, Robert, ed. (1989) *The Individual, Communication and Society: Essays in Memory of Gregory Bateson*. New York: Cambridge University Press.
- Ruesch, Jurgen and Gregory Bateson ([1951]1968) *Communication: The Social Matrix of Psychiatry*, New York: W. W. Norton.
- Silverman, Eric Kline (2001) *Masculinity, Motherhood, and Mockery: Psychoanalyzing Culture and the Iatmul Naven Rite in New Guinea*, Ann Arbor: The University of Michigan Press.
- Steier, Frederick and Jane Jorgenson, eds. (2005) *Gregory Bateson: Essays for the Ecology of Ideas*. Special issue *Cybernetics and Human Knowing*. 12(1-2).
- Sullivan, Gerald (1999) *Margaret Mead, Gregory Bateson, and Highland Bali: Fieldwork Photographs of Bayung Gedé 1936-1939*, Chicago, The University of Chicago Press.
- (2001a) Recording Social Interaction: Margaret Mead and Gregory Bateson's Contribution to Visual Anthropology in Ethnographic Context, in Beate Engelbrecht, ed. *Memories of the Origins of Ethnographic Film*. Frankfurt am Main: Peter Lang. pp. 59-70.
- (2001b) Improvising Methods: Margaret Mead, Gregory Bateson, Made Kaler and Their Afternoon with the Karmas, unpublished paper presented at the American Anthropological Association Meetings, Washington, D.C., 29 November 2001.
- (2003) The Paper Formerly Known as "Narcissism and the Patterns of Balinese Character," unpublished paper presented at the American Anthropological Association Meetings, Chicago IL, 19 November 2003.
- (2004a) A Four-fold Humanity: Margaret Mead and Psychological Types, in *The Journal of the History of the Behavioral Sciences* 40(2, Spring):183-206.

- (2004b) Of Feys and Culture Planners: Margaret Mead and Purposive Activity as a Value. In Dolores Janiewski and Lois W. Banner, eds. *Reading Benedict/Reading Mead: Feminism, Race, and the American Empire*. Baltimore: Johns Hopkins University Press. pp. 101-14.
- (2005) Margaret Mead's Individual in Culture, or Cultures and Personalities without Embarrassment, in *Pacific Studies* 28 (3/4):91-105.
- (2009) Of External Habits and Maternal Attitudes: Margaret Mead, Gestalt Psychology and the Reproduction of Character, in *Pacific Studies* 32(2/3):222-250.
- Visser, Max (2003) Gregory Bateson on Duetero-Learning and Double Bind: A Brief Conceptual History, in *Journal of the History of the Behavioral Sciences* 39:269-278.
- Wallace, Alfred Russel (1858) On the Tendency of Varieties to Depart Indefinitely from the Original Type. In Arnold C. Brackman (1980) *A Delicate Arrangement: The Strange Case of Charles Darwin and Alfred Russel Wallace*. New York. Times Books. pp. 326-337.
- Weiner, Norbert (1948) *Cybernetics or Control and Communication in the Animal and the Machine*. New York: John Wiley & Sons.
- (1954) *The Human Use of Human Beings*. Boston: Houghton Mifflin.