

English 723: Structure of English

Focus: Cognitive Linguistics and Conceptual Metaphor

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Office Hours: Thurs. 4pm-7pm; or by appointment. (Please sign up on the Google Doc if you plan to attend office hours. Telephone and/or Skype communication easy to arrange as well.)

<https://docs.google.com/spreadsheets/cc?key=0Aho9XFckMu8IdGR6ZW5uSHR2bS1FNINNSlp3UE5hNHc>

Course Description

Why study language and thought together? Linguistic behavior provides some of the most complex and explicit evidence about many aspects of human cognition; and cognitive science in general provides a background against which we can better understand linguistic competence.

Obvious questions arise in any simple theory of language: for example, why do all languages have metaphoric and metonymic extensions of categories? How do we cognitively and linguistically connect different, as well as similar things? How does our knowledge of space structure our knowledge of language? How do we maintain stable reference for entities over changing situations?

This course will respond to all of the above questions. We will investigate how embodied metaphorical thinking shows up in language and culture, and how this cognitive primitive is built on other structures of knowledge including frames, image schemas, and categories.

Class instruction will include discussions of readings and an emphasis on data analysis.

Textbooks

Metaphors We Live by: With a New Afterword [Paperback]

George Lakoff (Author), Mark Johnson (Author)

Publisher: University of Chicago Press (April 30, 2003)

ISBN 022646801-1

Metaphor: A Practical Introduction [Paperback]

Zoltan Kovecses (Author)

Publisher: Oxford University Press, USA; 2e edition (March 12, 2010)

Language: English

ISBN-10: 0195374940

ISBN-13: 978-0195374940

More than Cool Reason: A Field Guide to Poetic Metaphor [Paperback]

George Lakoff (Author), Mark Turner (Author)

Publisher: The University Of Chicago Press (1989)
Language: English
ISBN-10: 0226468127
ISBN-13: 978-0226468129

Moral Politics : How Liberals and Conservatives Think [Paperback]
George Lakoff (Author)
Publisher: University Of Chicago Press; 2 edition (May 1, 2002)
Language: English
ISBN-10: 0226467716
ISBN-13: 978-0226467719

The Way We Think: Conceptual Blending and the Mind's Hidden Complexities
[Paperback]
Gilles Fauconnier (Author), Mark Turner (Author)
Publisher: Basic Books (March 2003)
Language: English
ISBN-10: 0465087868
ISBN-13: 978-0465087860

Course Reader

Articles downloadable from iLearn.

Assignments/Grading

Three homework assignments: 60%

Homeworks will consist of brief data analyses, designed to gain more hands on practice analyzing metaphorical data. Working groups are encouraged, but final analyses must be individually written.

Final Paper: 30%

Final course paper will involve a deeper analysis of metaphorical language data of your choosing. We will discuss sample topics early in the semester, and you will be asked to turn in a one-page topic proposal (with references), collected data, a rough draft, a peer review, and final draft due Week 16. In order to receive a final grade on final draft, ALL intermediate deadlines must be met. I have been loose with this process in the past, and students have actually complained. It is to everyone's benefit for you to do this project on time in stages –no procrastinating allowed!

Class Participation: 10%

A good seminar depends on active discussion and participation. Please complete readings before class discussion. You will also be asked periodically to look for data to bring into our discussions.

Schedule Readings to be completed for the following week.

Week 1, Jan 29

Discussion: Class introductions; What is metaphor?

Readings: *Metaphor*, Ch. 1-2, 7, 9; *MWLB* Ch. 1-3; Fillmore 1982

Week 2, Feb 5

Discussion: The basics of conceptual metaphor.

Readings: *Metaphor* Ch. 3, Ch 12; *MWLB* Ch. 4-10; Oakley 2008; Talmy 1988; *Gibbs & Colston 1995

Assigned : Homework #1

Week 3, Feb. 12

Discussion: Types of metaphor; metonymy; basis of metaphor: images schemas, force dynamics

Reading: *Metaphor* Ch. 13-15, Gibbs 1990

Week 4, Feb 19

Discussion: Idioms, Universality, Cultural Variation

Reading: Charteris-Black 2006; Kimmel 2010

Due: Homework #1

Week 5, Feb 26

Discussion: Metaphorical Understanding of Political Issues (Possible Guest Lecture)

Readings: *Metaphor* Ch 4-5; *MTCR* Ch. 1-2 *MTCR* Ch. 3-4

Week 6, March 5

Discussion: Metaphor in Literature & *Finding research articles on metaphor*

Reading: *Moral Politics* Ch. 1-6

Assigned Homework #2

Week 7, March 12

Discussion: Metaphor in Politics

Reading: *Moral Politics* Ch. 7-16; Pinker 2006

Due: Final paper proposal & five references

Week 8, March 19

Discussion: Metaphor in Politics

Readings: *TWWT* Ch. 1-4

Due: Homework #2

Week 9, March 26

* Optional Reading

Spring Break

Week 10, April 2

Discussion: Mappings, Conceptual Blending; *Original Data & Integrating Secondary Sources*

Readings *TWWT* Ch. 12-15

Project Data Due

Week 11, April 9

Discussion: Conceptual Blending 2; Data Workshop

Reading: *Metaphor* Ch. 16, Ch. 18; *MWLB* Ch. 20; Johnson 1999; *Bowerman 1996

Assigned: Homework #3

Week 12, April 16

Discussion: Metaphor, grammar, and acquisition & *Referencing Research*

Reading: *Metaphor* Ch. 8; Boroditsky and Ramscar 2002; Matlock, T, Ramscar, M., & Boroditsky, L. (2005); *Gallese & Lakoff (2005)

Week 13, April 23

Discussion: Embodiment

Readings: Nuñez and Sweetser 2006; Cienki 1998

Due: Homework #3

Week 14, April 30

Discussion: Gesture, Sign Language & Metaphor

Rough Draft Due

Week 15, May 7

Class Presentations

Peer Review Due

Week 16 May 14

Class Presentations

Due: Final Paper

Course Reader Contents:

Boroditsky, Lera and Michael Ramscar. 2002. The roles of body and mind in abstract thought. *Psychological Science* 13(2), 185-189.

Bowerman, Melissa. 1996. Learning how to structure space for language: A cross linguistic perspective. In *Language and Space*, eds. Paul Bloom, Mary A. Peterson, Lynn Nadel, and Merrill F. Garret. Cambridge MA: MIT Press. 383-436.

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- Charteris-Black, J. 2006. Britain as a container: immigration metaphors in the 2005 election campaign. *Discourse & Society* 17. 563-581.
- Cienki, Alan. 1998. Metaphoric gestures and some of their relations to verbal metaphoric expressions. In Jean-Pierre Koenig ed. *Discourse and cognition: Bridging the gap*. Stanford, CA: CSLI. 189-204.
- Fillmore, Charles. 1982. Frame Semantics. In *Linguistics in the morning calm*. Seoul: Hanshin. 111-137
- Gallese, Vittorio and George Lakoff. 2005. The brain's concepts: The role of the sensory-motor system in conceptual knowledge. *Cognitive Neuropsychology* 22 (3/4). 455-479.
- Gibbs, Raymond W. Jr. 1990. Psycholinguistic studies on the conceptual basis of idiomaticity. *Cognitive Linguistics* 1(4), 417-451.
- Gibbs, Raymond W. Jr., and Herbert Colston. 1995. The cognitive psychological reality of image schemas and their transformations. *Cognitive Linguistics*. Volume 6, Issue 4. 347-378.
- Johnson, Christopher. 1999. Metaphor vs. conflation in the acquisition of polysemy: the case of *see*. In Masako K. Hiraga, Chris Sinha, and Sherman Wilcox (eds.), *Cultural, psychological and typological issues in cognitive linguistics*. Amsterdam: John Benjamins. 155-169.
- Kimmel, M. 2010. Why we mix metaphors (and mix them well): Discourse coherence, conceptual metaphor, and beyond. *Journal of Pragmatics* 42. 97-115
- Matlock, Teenie, Michael Ramscar, & Lera Boroditsky. 2005. On the Experiential Link Between Spatial and Temporal Language. *Cognitive Science* 29. 655-664.
- Núñez, Rafael E., and Eve Sweetser. 2006. With the Future Behind Them: Convergent Evidence From Aymara Language and Gesture in the Crosslinguistic Comparison of Spatial Construals of Time. *Cognitive Science* 30, 1-49.
- Oakley, Todd. 2008. Image Schemas. In *Handbook of Cognitive Linguistics*. Dirk Geeraerts & Hubert Cuyckens (eds.): Oxford, U.K.:Oxford University Press.
- Pinker, S. 2006. Block that Metaphor! *The New Republic*. 24-29.
- Talmy, Leonard. 1988. Force Dynamics in Language and Cognition. *Cognitive Science* 12, 49-100.

SFSU POLICIES AND RESOURCES

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific form of cheating. Plagiarism occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as her or his own. Any assignment found to be plagiarized will be given an "F" grade. All instances of plagiarism in the College of Humanities will be reported to the Dean of the College, and may be reported to the University Judicial

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Affairs Officer for further action. (Quotation taken from the College of Humanities Plagiarism Resources, www.sfsu.edu/~colhum/plagiarism.html)

Information on the University's policy regarding cheating and plagiarism, is located in the *Schedule of Courses* ('Legal Notices on Cheating and Plagiarism') or the *University Catalog* ('Policies and Regulations'). See also the student code of conduct at the following website:
<http://www.sfsu.edu/%7Ehelpdesk/docs/rules/conduct.htm>

For help with plagiarism, see the following web-based resources:

- (1) http://online.sfsu.edu/~dcohler/stu_resource.html#plagiarism
- (2) <http://www.sfsu.edu/~colhum/plagiarism.html>
- (3) <http://online.sfsu.edu/~rone/StudentHelp/Plagiarism.html>

Accessibility: I wish to make this courses as accessible as possible to students with disabilities or medical conditions that may affect any aspect of course assignments or participation. You are invited to communicate with me at the outset of the course or at your discretion about accommodations that will improve your experience of or access to the course. Also contact the Disability Resource Center at 338-2472 (Voice/TDD).

Americans with Disabilities Act (AD) Accommodation: The University is committed to providing reasonable academic accommodation to students with disabilities. The Office of Services for Students with Disabilities provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Service for Students with Disabilities for information regarding accommodations. Please notify your instructor so that reasonable efforts can be made to accommodate you. If you expect accommodation through the Act, you must make a formal request through Services for Students with Disabilities.

Computer/Internet Access Requirement: At SFSU, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to a computer or have other personal access to a workstation (including modem and printer) and access to on-line educational resources.

Classroom Behavior: The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.