



AL5314 Culture, Language and Mind, 3 credit hours
Fall Sessions II & III, Aug 22-Oct. 17, 2008, 8 am, Mahler 1

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Course Description

The subject of this course is the cross cultural study of cognition and language; i.e., how thought and language are structured and their function in the socio-cultural environment. The course examines categorization as the primary tool of human cognitive and linguistic behavior and the differences that world view exerts on classifications. The class sessions are designed to present and illustrate theoretical perspectives for the research of world view and linguistic categories and to apply these perspectives in the analysis of data. Class examples are taken from a wide range of diverse people groups with a significant portion of class time devoted to student analysis of data.

Outcome Objectives:

1. Students will be able to articulate from a cognitive science perspective the theoretical framework of world view from which cognition and language may be analyzed and understood.
2. Students will be able to apply class analytical models in field work and draw conclusions concerning indigenous categorization.

Competencies to be Acquired:

1. *Knowledge e-* Students will be able to:
 - a) Explain the theories of categorization, taxonomy and basic level, cultural and linguistic narrative, script & frame, prototype, image schema, gestalt, fuzzy set, idealized cognitive model, proposition, conceptual metonymy, conceptual metaphor, cultural model, conceptual blending, worldview, & learning and cognitive styles;
 - b) Formulate a principled basis for categorization and the ways in which knowledge is structured;
 - c) Articulate a model of how people think as they interpret their life experience and the motivation behind conceptual change; and
 - d) Be conversant with the vocabulary and current interests of cognitive semantics for the purpose of reading a wide range of literature in the discipline.
2. *Skills-* Students will be able to:
 - a) Investigate a world view category using a class theoretical research model and propose a cultural cognitive model based on analysis of the data.
 - b) Design a cross-cultural training seminar on a theoretical topic concerning culture, language, and mind.

Text:

Kövecses, Zoltán. 2006. *Language, Mind, and Culture: A Practical Introduction*. Oxford: Oxford University Press.

Course Required Reading

- ◆ All articles and chapters of required reading can be found in the required reading notebook on the library reserve shelf.
- Bartle, Philip. 1983. The Universe Has Three Souls. *Journal of Religion in Africa* 14(2):85-113.
- Brennan, Paul. 1977. Let Sleeping Snakes Lie: Chapter 2-4, pp. 11-35. Special Studies, Number 1. Adelaide: Australian Association for the Study of Religions.
- Davis, Patricia. 1991. Learning Styles and Teaching Methods. *In Cognition and Learning*. pp. 33-61. Dallas: SIL. chapter 3.
- Fauconnier, G. and M. Turner. 2002. The Way We Think. NY: Basic Books. Chapters 3 and 16.
- Frake, Charles. 1975. How to Enter a Yakan House. *In Sociocultural Dimensions of Language Use*. M. Sanches and B. Blount, eds. pp. 25-40. NY: Academic.
- George, Pamela. 1995. College Teaching Abroad. Boston: Allyn & Bacon. Chapter 8: Implementing Effective Instructional Strategies.
- Goddard, Cliff. 2000. "Cultural Scripts" and Communicative Style in Malay *Bahasa Melayu*. *Anthropological Linguistics* 42:1:81-106.
- Halliday, M. and R. Hasan. 1989. Language, Context, and Text: Aspects of Language in a Social-Semiotic Perspective. Oxford: Oxford University Press. Chapters 1-3.
- Hanks, Patrick. 1994. Linguistic Norms and Pragmatic Exploitations or, Why Lexicographers Need Prototype Theory, and Vice Versa. *In Papers in Computational Lexicography: COMPLEX '94*. F. Kiefer, G. Kiss, and J. Pajzs, eds. pp. 89-113. Budapest. www.patrickhanks.com/papers/prototypes.pdf

- Keesing, Roger. 1982. *Kwaio Religion: The Living and the Dead in a Solomon Island Society*. NY: Columbia Uni. Press. Chapter 10.
- Kendall, Martha. 1982. Getting to Know You. *In Semantic Anthropology*. D. Parkin, ed. pp. 198-209. London: Academic.
- Kratz, Corinne. 1991. Amusement and Absolution: Transforming Narratives during Confession of Social Debts. *American Anthropologist* 93(4):826-851.
- Littlemore, Jeannette. 2003. The Effect of Cultural Background on Metaphor Interpretation. *Metaphor and Symbol* 18(4):273-288.
- McElhanon, Kenneth A. 2005. From Word to Scenario: The Influence of Linguistic Theories Upon Models of Translation. *Journal of Translation* 1(3): 29-67. <http://www.sil.org/siljot/2005/3/siljot2005-3-02.html>
- Samanta, Suchitra. 1998. The Powers of the Guru: Sakti, "Mind", and Miracles in Narratives of Bengali Religious Experience. *Anthropology and Humanism* 23(1): 30-50.
- Van Vlaenderen, Hilde. 2001. Group Problem Solving Among Grassroots Development Activists in South Africa: A Process of Horizontal Mediated Action. *Mind, Culture, and Activity* 82:148-173.
- Wierzbicka, Anna. 2002. Australian Cultural Scripts: Bloody Revisited. *Journal of Pragmatics* 349:1167-1209.

Resources:

1. Student Course Pak, includes:
 - a. Syllabus
 - b. Lecture outlines
 - c. Theoretical research application models
 - d. Assigned Activity Forms (see Appendix A in student course pak, p. 94).
 - e. Glossary (see Appendix B in student course pak, p. 110).
 - f. Websites for cognitive science research: conceptual blending, conceptual metaphor, semiotics, CogNews. (see Appendix C in student course pak, p. 116).
 - g. Teaching models for writing lesson plans and developing teaching materials (see Appendix D in student course pak, p. 120). Models include: Role Play, synectics, direct instruction, inductive thinking, advance organizer, jurisprudential, memorization, and nondirective teaching.
2. Student CD/DVD includes the student course pak and a portion of articles that are available as .PDF or Microsoft Word computer files. See the file, Reference List for references.

Course Outline:

1. World View Categories and the Structure & Function of Thought & Language;
2. Cognitive Styles for Categorizing Learning & Teaching;
3. Theories of Categorization: Basic Level, Prototypes, Narrative, Scripts/Frames, Radial Categories;
4. Idealized Cognitive Models: Image Schema, Conceptual Metonymy, Conceptual Metaphor, Conceptual Blends.

Methods for Instruction

Direct instruction, case study, gaming, advance organizer, information processing through synectics, and inductive thinking are engaged to present theory and examples to the learner; use of small group task, didactic task, and socratic task are employed so that the learner applies theory to reality and develops the ability to answer questions and solve problems in field work.

Course Requirements & Assessment

Assigned Activities	40%	(due Monday following assignment)
Oral Presentations (3 group presentations)	10%	(Sept. 11, Sept. 18, October 3)
Research Paper	30%	(October 17)
Seminar Outline	<u>20%</u>	(October 6)
	100%	

- ◆ Late assignments are not accepted. All assignments are due on the date listed in the class calendar.
- ◆ No examinations are planned for the course. However, if students do not keep up with the assigned readings & activities, the professor reserves the right to announce an exam with one week notice.

1. Assigned Activities by the student on:

- a. Ten (10) written **activities included with selected DE classes**. See class calendar for due dates.
 - 1) Ten (10) assigned activities are due the Monday following the class day in which the assignment is given.
 - 2) Please consider working in a small group with other students for the 10 assigned activities rather than alone. Each student should submit their own activity form however most of the activities are more fulfilling with group interaction.
 - 3) See Appendix B in the student course pak for Assigned Activity forms.
 - 4) Submit a type written paper copy to the instructor on the Monday following assignment.
- b. Evaluation of Assignments: A student will receive a maximum of 4 points for each activity with 40 points maximum for all assigned activities.

2. Oral Presentations

a. Group Presentations: Students will divide into groups for a small group presentation:

- 1) on Sept. 11 choosing one person in the Bible that represents a prototype of a concept. (see p. 45 in course pak for response form).
 - 2) on Sept. 18 choosing one article from the following list (see p. 52):
 - ◆ Goddard 2000 (Malay)
 - ◆ Wierzbicka 2002 (*bloody* Aussie)
 - ◆ Kendall 1982 (*groit* Mali)
 - ◆ Kratz 1991 (Okiek initiation, Kenya)
 - ◆ Samanta 1998 (Bengali gurus)
 - ◆ Keesing 1982 (Kwaio death, Solomon Is.)
 - 3) on Oct. 3 choosing one article of choice (p. 80) taken from selection of the following books (in notebooks on reserve shelf):
 - ◆ Metaphor and God-talk
 - ◆ Faith and Fiction
 - ◆ Religious Language and Critical Discourse Analysis
 - ◆ Metaphor, Canon and Community
- 2) Presentations should be 10 min. with time for questions from the class.
- 3) Students should use page 45 response form for the Sept. 11 presentation, the response form on p. 52 for the Sept. 18 presentation and the outline on page 80 for the Oct. 3 presentation. It is expected that student groups will be prepared and have command of the literature under review. Appropriate visual aids are welcomed.
- b. Evaluation of Presentations: A total of ten (10) points for oral presentations is possible with each presentation worth a maximum of 3 points for the first two and 4 points for third presentation and graded according to the following rubric:

Rubric 1

Verbal Effectiveness: Idea development, use of language, and the organization of ideas are effectively used to achieve a purpose. Advanced Developing Emerging

Rubric 2

Nonverbal Effectiveness: The nonverbal message supports and is consistent with the verbal message. Advanced Developing Emerging

Rubric 3

Appropriateness: Idea development, use of language, and the organization of ideas for a specific audience, setting, and occasion are appropriate. Advanced Developing Emerging

Rubric 4

Responsiveness: Communication may be modified based on verbal and nonverbal feedback. Speakers/listeners demonstrate active listening behaviors. Advanced Developing Emerging

3. Research Paper

- ◆ Students will divide into research teams of two (2) and then investigate a world view topic.
- a. Each team will choose and apply one of the following theoretical research models for data collection and analysis:
- ◆ Narrative Analysis (student course pak, p. 49)
 - ◆ Personal Supernaturalism Interview (student course pak, p. 53-59)
 - ◆ Cultural Conceptual Metaphor (student course pak, p. 78)
 - ◆ Cultural Conceptual Blend (student course pak, p. 83)
- b. Teams will prepare a joint paper reporting their research and conclusions. All team members receive the same grade.
- c. **Submit both an electronic and paper copy of the paper that is type written.**
- d. The research paper should contain four sections:
- 1) Paper organization and introduction to theoretical model:
Address your introduction to an audience wanting to learn about the culture & language from which your data is gathered. View this paper as a report of your activity as a researcher. Your goal is to introduce what you have done and why you have done it to an audience of your colleagues. The introduction should include a brief explanation of the cultural, geographical, and linguistical setting of the paper and basic assumptions you have made by this time about the usefulness of the theoretical model for analysis of cognition, language, and culture issues. You should also give a brief review of the significant questions you have asked and hope to answer in this paper. Summarize the key issues that you faced in the research that are important to what follows. Include in this section the source of your data (informant, written material, other).
 - 2) Data collection & analysis by means of the chosen theoretical research model:
This section is the main body of data from your paper. In preparing this you will want to organize that data into the units of your chosen theoretical research model. Discuss each section of your chosen model according to informant responses or written materials under scrutiny. Each section should be marked by a heading in the text.
 - 3) Explanation, summary of findings, and conclusions about the topic under study.
After you have completed the presentation of your data, you should present for your reader a concluding discussion of significant cultural & linguistic themes your analysis has uncovered and the significance of your research for cross-cultural interaction and understanding. You should show in specific detail how the critical features of your research have direct impact for your ministry strategy among people such as your informant or of your source materials.
 - 4) Reference sections:

You should include a reference section of bibliographic entries cited within the text. Also, the theoretical research model should be included in the appendix of your paper.

- e. Evaluation of Research Paper: 30 points maximum credit. The due date is October 17. Be advised that no late papers will be accepted.

Section 1

1. Title Page					
2. Table of Contents					
3. List of Tables/Figures					
4. Introduction to your research	1	2	3	4	5

Section 2

1. Presentation of data	6	7	8	9	10
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Section 3

1. Discussion of Conclusions					
2. Significance of Findings	6	7	8	9	10

Section 4

1. References Cited					
2. Appendix	1	2	3	4	5

4. **Seminar Outline:** Design a one day workshop or seminar to be conducted in a **cross-cultural setting** teaching one CLAM theory. Theories include but are not limited to:

- ◆ Basic level ◆ Conceptual metaphor ◆ Conceptual metonymy ◆ Idealized Cognitive Model
- ◆ Prototype ◆ Image schema ◆ Conceptual blending ◆ Narrative, Scripts, Events

- a. Answer this question: How would you attempt to teach your cross-cultural ministry team the notions behind narratives, scripts and frames? or conceptual metaphor? or basic level? or prototype theory?
- b. Write a detailed outline of your class time, including lecture outlines, quotes, visual aids, handouts, exercises and in-class activities, etc. Refer to the evaluation in point d. for the elements you are expected to cover and will be graded.
- ◆ Choose a particular cross-cultural audience which may have one target language or encompass more than one language. (example: choosing a Melanesian audience that includes many language groups or a Thai audience that speaks only Thai). If you choose a broad cultural setting with more than one target language, then you will need language examples from at least two (2) languages within the region.
 - ◆ What is culturally and linguistically particular about your audience that can be used to organize the seminar and focus the main attention? (examples: culturally specific topics, specific language examples, culturally specific teaching methods, etc.).
 - ◆ Your seminar outline should not be a copy of this course pak and accompanying notes. Your outline should not resemble our class notes since these are for an American audience using mostly English examples.
- c. You may organize your day and lesson lengths according to your own personal preference, but the time should include approximately from 9 am till noon and 1 pm till 4 pm.
- d. List the references from which you glean your theoretical framework and examples.
- e. **Submit both an electronic copy and a paper copy, type written, on the date given in the course calendar.**
- f. Evaluation of Seminar Outline: 20 points maximum credit. Due date is Oct. 6. No late submissions are accepted.

Lesson Audience: Who is the target of your goals?

1. Introduction to cultural context	1.20	1.40	1.60	1.80	2
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Lesson Theory Outline: What do you hope to accomplish?

1. Lesson goals & objectives	1.20	1.40	1.60	1.80	2
2. Theory description & definition	1.20	1.40	1.60	1.80	2
3. Theory examples	1.20	1.40	1.60	1.80	2
4. References cited	1.20	1.40	1.60	1.80	2

Lesson Aids: Ways of accomplishing goals?

1. Small group activities	1.20	1.40	1.60	1.80	2
2. Visuals or other kinds of teaching aids	1.20	1.40	1.60	1.80	2

Lesson Application

1. Practical exercises	1.20	1.40	1.60	1.80	2
2. Practical assignments	1.20	1.40	1.60	1.80	2
3. Appropriate application to cultural context	1.20	1.40	1.60	1.80	2

Financial Aid

“Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the bimester may have their financial aid adjusted because of the withdrawal or addition. This change in schedule may affect the aid they are receiving during the current bimester, and might affect their eligibility for aid in the future.”

Disabilities

“Once admitted to this course, a student who has provided documentation of disability to the Dean of Students has the responsibility of informing the course instructor in writing during the first week of class of any disabling condition that will require modifications to avoid discrimination.”

Grievance and Discipline and Appeals Procedures

Faculty members commit themselves to abide by GIAL’s Grievance and Discipline and Appeal Procedures as stated in the *Student Handbook* and the *Catalog*.

Posting of Final Course Grades

“Each faculty member may, at his or her discretion, post or otherwise distribute to the student’s course grades for each class in a manner that protects the privacy of each student’s grade. Final course grades provided to a student by a faculty member may not be relied upon as official. Official grade reports can be obtained only through the GIAL Registrar’s Office. The GIAL *Catalog* and *Student Handbook* state, ‘All accounts must be paid in full before a student can receive official grade reports or apply for a transcript.’”

Schedule of Assignments & Course Calendar

Date	Lecture # & Topic	Required Reading	Due Dates
August 22, 25-29	1. Syllabus Explanation	1. Kövecses 2006, chapters 1-2	Assignments for Aug. 22-29 are due Monday, Sept. 2. <u>Assignments:</u> 1. Activity 1, see p 95
	2. Viewing the World of Thought and Language ♦ <i>Role Play Teaching Model</i>	2. Read Bartle 1983 article before Aug. 28 DE Class.	
	3. The Structure of Thought and Language ♦ <i>Synecotics Teaching Model</i>		
	4. The Function of Thought and Language ♦ <i>Direct Instruction Teaching Model</i>		
	5. DE Class + Assignment - View the Akan World: Cultural Model of Cognition (with outline) ♦ <i>Inductive Teaching Model</i> ♦ Interactive Powerpoint Lecture-Bartle 1983, Ghana ♦ Activity 1: Akan View of Revelation		
	6. Learning Your World ♦ <i>Advance Organizer Teaching Model</i>		
September 2-5	7. Cognitive Styles of Your World	1. Littlemore 2003 Effect of Cult Bk	Assignments for Sept. 2-5 are due Monday, Sept. 2 - put paper copy under my door.
	8. Learning Settings & Teaching Preferences in Others' World	2. George 1995: ch 8 Implementing Effective Instructional Strategies	
Research Application Basic Level	9. DE Class + Assignment - Navigating Decisions in Your World (no outline) ♦ <i>Jurisprudential Teaching Model</i> ♦ Two Case Studies of Missiological Conflicts Among the Telugu Speakers of India (no powerpoint) ♦ Activity 2: Jurisprudential Problem Solving Exercise	3. Davis 1991: ch 3 Learning Styles and Teaching Methods 4. Kövecses 2006, chapter 3	<u>Assignments:</u> 1. Activity 2, see p 96-98
	10. DE Class - Basic Levels in Categorizing the World- Powerpoint Lecture (with outline)	5. Read Two Case Studies provided in Appendix B for Sept. 4 DE Class	
September 8-12	11. DE Class - Basic Levels: Gestalt and Epistemology & Ontology - Powerpoint Lecture (with outline)	1. Kövecses 2006, chapters 4, 13	Assignments for Sept. 8-12 are due Monday, Sept. 15. <u>Assignments:</u> 1. Activity 3, see p 99-100 *Group presentation Thurs, Sept. 11.
	12. DE Class + Assignment - Basic Levels in Categorizing a So. African World (no outline) ♦ Activity 3: Basic Level & Gr Org & Leadership, Van Vlaenderen 2001, S. Africa	2. Read Vlaenderen 2001 article before Sept. 9 DE class	
	13. Prototypical View of the World ♦ Monologue: Woman at the Well	3. Hanks 1994 Why Lexicographers...	
	14. Prototypical People in Biblical Worlds ♦ <u>Student Group Presentations:</u> Biblical Characters, p. 46		
	15. Narrating the World ♦ "I Counted My Sins." Ndorobo: "Calves of My Stomach."		
September 15-19 Research Application Narrative Analysis	16. Scripting the World	1. Halliday & Husan 1989 Lang. Context...	Assignments for Sept. 15-19 are due Monday, Sept. 22. <u>Assignments:</u> 1. Activity 4, see p 101-2 2. Activity 5, see p 103 *Group presentation of Cultural Script Article
	17. DE Class + Assignment - Scripting the Yakan World (no outline) ♦ Activity 4: Scripting Yakan World, Frake 1975, Philippines	2. Kövecses 2006, chapter 5-6 3. Read Frake 1975 article before Sept. 16 DE class	
	18. DE Class + Assignment - 2 nd Scripting a Translation for the Yakan World (no outline) ♦ Activity 5: Scripting a Translation for Yakan, Frake 1975, Philippines	4. Chose article for Gr Presentation: ♦ Goddard 2000 Malay ♦ Wierzbicka 2002 <i>bloody</i> Aussie	

	<p>19. Cultural Scripts in Different Worlds</p> <ul style="list-style-type: none"> ◆ <u>Student Group Presentations</u>, p. 52 ◆ Goddard 2000 Malay ◆ Wierzbicka 2002 <i>bloody</i> Aussie ◆ Kendall 1982 <i>groit</i> Mali ◆ Kratz 1991 Okiek initiation, Kenya ◆ Samanta 1998 Bengali gurus ◆ Keesing 1982 Kwaio death, Solomon Islands 	<ul style="list-style-type: none"> ◆ Kendall 1982 <i>groit</i> Mali ◆ Kratz 1991 Okiek initiation ◆ Samanta 1998 Bengali gurus ◆ Keesing 1982 Kwaio death 	on Thurs, Sept. 18.
September 22-26 Research Application Interview	20. Researching the Supernatural World		
	21. Researching the Supernatural World	1. Read Brennan article before Sept. 24 DE class	Assignments for Sept. 22-26 are due Monday, Sept. 29.
	22. Radial Categories in a Fuzzy World	2. Kövecses 2006, chapters 7-8, 11-12	<u>Assignments:</u> 1. Activity 6, see p 104 2. Activity 7, see p 105
	<ul style="list-style-type: none"> ◆ Kannada ICM in Amma's World ◆ Hebrew WV Category of ΓΟΙΕλ (λαγ) 		
	23. DE Class + Assignment - Scripting the Enga Cosmological World (no outline)		
	◆ Activity 6: Scripting for Enga, Brennan 1977, PNG		
	24. DE Class + Assignment - Cognitive Science's Model of One's World - Powerpoint Lecture (with outline)		
	◆ Activity 7: ICM of 'Christian'		
	25. DE Class Schematic Imaging of the World (with outline)		
September 29-Oct. 3	26. Conceptually a Metonymic World	1. Kövecses 2006, chapters 9-10	*Group presentation: Religion Article Friday, Oct. 3.
	27. DE Class - Cultural Basis of a Metonymic & Metaphoric World - Powerpoint Lecture (with outline)	2. McElhanon 2005	
	◆ Basso 1981, Apache Wise Words		
Research Application Conceptual Metaphor	28. Conceptually a Metaphoric World		
	29. Metaphoric World cont. - Model of Analysis		*Seminar Outline due Monday, October 6.
	30. Metaphoric World cont.		
	◆ <u>Student Presentations:</u> Each student will give an oral report from one article in 4 books listed, p. 80		
October 6-10	31. DE Class + Assignment - Conceptually a Metaphoric World (no outline)	1. Kövecses 2006, chapters 14-15	Assignments for Oct. 6-10 are due Monday, Oct. 13.
	◆ Activity 8: Psalm 23; John 15:1-8; I Cor. 3:1-16	2. Fauconnier & Turner 2002: ch 3, 16 The Way We Think	<u>Assignments:</u> 1. Activity 8, see p 106-7 2. Activity 9, see p 108 3. Activity 10, see p 109
	32. DE Class + Assignment - Conceptually a Metaphoric World (no outline)	3. Chose an article for Presentation from the following books:	
	◆ Activity 9: Metaphoric World of Hebrews	◆ Metaphor and God-talk	
	33. Mental Spaces in a Blended World	◆ Faith and Fiction	
	◆ Types of blends	◆ Religious Language and Critical Discourse Analysis	
Research Application Analyzing a Blend	34. Mental Spaces in a Blended World	◆ Metaphor, Canon and Community	
	◆ Single & Double Scope & Optimality Principles		
	35. DE Class + Assignment - Mental Spaces (no outline)		
	◆ Activity 10: Blended World of Matt. 13:24-30		
October 13-17	36. Mental Spaces in a Blended World		Research Paper due Friday, October 17.
	◆ Blended World of <i>Seinfeld</i>		
	37. Research & Writing Day		
	38. DE Class - Mental Spaces in Sign Language Powerpoint Lecture (no outline)		
	39. Research & Writing Day		
	40. CLAM Confusion - Research Paper Due		