

Summer Session 2016
June 20 – August 12

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Lecture: 240 Mulford, MTWTh 2-3:30 pm
Section: 182 Dwinelle, F 2-3:30 pm

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Office hours: Monday 1-2, Friday 1-2

Throughout the semester, please check the front page of the bCourses site - LING105/COG SCI 101 SUM16 – for updates to critical information about this course, on an ongoing basis.

Also, please make sure you are receiving announcements and communications via email from the instructor through bCourses. Check spam/junk mail folders first before contacting the instructor about troubleshooting. Note that only a berkeley.edu email account would work.

Course Description

In this course we will take a survey of the study of language and thought, with theoretical and empirical insights that span the fields of linguistics, cognitive science, and psychology. Questions we will be addressing include: Does thought influence language, and vice versa, and if so, to what extent? How do people categorize and experience the world around them (e.g., what is a ‘color’ in the real world)? How do people make sense of their social and psychological existence? Is something akin to our ‘language’ likely to exist in non-human animals as well? Does a study of the acquisition of language in early childhood have anything to say about our linguistic categories in adulthood? To tackle these and other questions, we will need to closely examine the most important tools in the cognitive linguist’s toolkit – metaphor, metonymy, categorization and prototype structure, embodiment, gesture, perspective and viewpoint, neurally-based simulation and imagination, subjectivity and intersubjectivity, cultural concepts and framing, and the cognitive foundations of grammar.

Required Books

- Benjamin Bergen. 2012. *Louder Than Words*. New York: Basic Books (Bergen).
- George Lakoff. 1987. *Women, Fire, and Dangerous Things: What Categories Reveal About the Mind*. Chicago: University of Chicago Press. (WFDT).
- George Lakoff and Mark Johnson. 1999. *Philosophy in the Flesh*. New York: Basic Books. (PITF).

Sequence of lectures

Date	Theme	Reading	Assignments Etc.
6/20	Class Introduction	WFDT Ch. 1, Bergen Ch.1,	
6/21	Intro to Cognitive Linguistics	PITF Ch.3	
6/22	Categories	WFDT Ch. 2-3	
6/23	Categories	Regier 2007 ¹	
6/24	Categories continued		Quiz 1, HW 1 Assigned
Week2			
6/27	Force Dynamics	Talmy 1988	
6/28	Image Schemas & Space	E&G Ch. 6	
6/29	Image Schemas & Space	Hampe 2005	
6/30	Image Schemas & Simulation	Bergen 2-4	
7/1	Recap		Quiz 2, HW 2 assigned HW 1 Due
Week3			
7/4	HOLIDAY – NO CLASS		
7/5	Frame Semantics	Fillmore 1982 ²	
7/6	Frame Semantics	E&G Ch. 7	
7/7	Radial Categories	WFDT Ch. 4-6, WFDT Case study 2	
7/8	Intro to Metaphor & Metonymy	PITF Ch.4-6, D&S Ch.1-2	Quiz 3, HW 2 due HW 3 assigned
Week4			
7/11	Primary Metaphor & ESMs	D&S Ch. 3, Grady 1997, PITF Ch. 11	
7/12	Metaphor & Metonymy	D&S Ch. 5	
7/13	More ESMs	PITF Ch. 11 continued	
7/14	Metaphor & Space & Time	PITF Ch. 10 ³ beginnings	
7/15	Recap		Quiz 4, HW 3 Due HW 4 assigned

¹ For more source material reading, see Regier & Kay (2009).

² For more source material reading, see Fillmore (1992).

³ For source material reading, see Casasanto (2008).

Week5			
7/18	Metaphor & Space & FoRs	PITF Ch. 10 continued, Nunez & Sweetser (2006)	
7/19	Metaphor & Time	Thibodeau & Boroditsky 2011	
7/20	Metaphor – Mind and Self	PITF Ch. 12 (PITF Ch. 13 optional)	
7/21	NTL and MetaNet	⁴ M2M Ch. 9, Lakoff 2008: only pages 17-21 (optionally the rest)	
7/22	Guest Lecture George Lakoff	(on metaphor)	Quiz 5 (start of class), HW4 due
Week6			
7/25	Construction Grammar	E&G Ch. 15, Ch. 20 ⁵	HW 5 assigned (2 weeks for completion)
7/26	Construction Grammar		
7/27	Mental Spaces	Evans Ch. 11	
7/28	Mental Spaces Cont.		
7/29	Recap	Fauconnier & Turner 1998 (for next week)	Quiz 6
Week7			
	Mental Spaces/ Blending Theory	Fauconnier & Turner 1998	
8/1	Blending Theory	Evans Ch. 12	
8/2	Blending Theory	Evans Ch. 12 cont.	
8/3	Blending Theory	continue readings (Optional: Coulson & Oakley 2000)	
8/4	Blending Theory		
8/5	Recap		Quiz 7, HW 5 due
Week8			
8/8	Universals & Relativity	Evans & Levinson 2009	
8/9	Universals & Relativity		
8/10	Gesture guest lecture	TBD	
8/11	Review day		
8/12	FINAL		Final Essay Due + In-class final

⁴ It's really hard to pick one chapter from M2M, as the whole book needs to be read and understood and the material is presented incrementally. I highly encourage you, if you are interested in this topic, to read the whole book cover to cover. This material really would fill a whole course all its own.

⁵ For source-material readings, I suggest Goldberg (1997) and Lakoff's WFDT Case Study 3 (*there*-constructions).

Grading schema

Attendance and participation – 10%

Homework assignments – 50%

(5 assignments: HW1 will be 8%, HW5 will be 15%, and the other 3 will be 10% each)

Weekly quizzes – 14% (7 quizzes, 2% each)

Final exam – 23%

You will have precisely **one week** to turn in a homework assignment, except for HW5, which will be longer so you will be given 2 weeks. The homework deadlines will be strictly enforced. Homework must be handed in during class on the day it's due. Assignments are released via bCourses on Friday and are due the following Friday. Assignments are due in hard copy in class.

Quizzes will take place on Thursday every week. They will consist of 10 multiple choice and/or short answer questions on the basis of the lectures and readings up to that point that week. You will be given 10-15 minutes to take the quiz at the end of class.

The final exam will consist of two parts: half of it will be an in-class multiple choice and short-answer portion, and the other half will be a take-home short research project.

The take-home part shall be done and handed in any time between the time it is assigned and the final day of class. You should think of the essay as an ongoing project throughout the entire semester, and start thinking about it early. You may work on it throughout the semester.

The in-class portion will take place on the last day of class, August 12th.

Assignment Format

Although you may not need this much space for early assignments, ALL homework assignments must be written in 12-point Times New Roman font, double spaced, with 1-inch margins all around. All formatting rules will be strictly enforced, and points will be deducted for formatting changes. Word templates will be available on bCourses, so you can work in the template directly, which is pre-set for all formatting settings, so you don't have to worry about correctly setting the formatting.

Each assignment will contain particular page length restrictions (usually 3 but sometimes 4 or 5 pages max), and submissions that exceed this length will be graded based on the contents of the first however many pages that assignment is set for.

All assignments must be typewritten; no handwritten assignments will be accepted. Please take care to format your written assignments as requested here. They must include your full name (as it appears in the registration roster of the university), your preferred used name or nickname, the class (Ling 105 Summer 2016), assignment number, and the first and last names of the people you may have worked with in group work, if applicable.

Readings

I am assigning relatively fewer readings than normal, although it may not seem that way. This summer course is intended to be a compressed version of the regular course, with all the numerous readings that come with a regular 13-week course. Instead of assigning intimidating amounts of

reading, I am selecting some of the more important ones and asking you to really read them carefully and completely. The in-class quizzes will take details from the readings, so you are expected to do all of the reading. I encourage you to read some of the required books before classes begin.

Keep in mind that for all assignments, quizzes and exams, you are responsible for not only the information from the readings, but also the information from lectures, which may be different from the readings. If you miss a class, be sure to get notes from friends!

In the syllabus, I also make suggestions for optional readings for those who are interested. These are listed in italics in the bibliography section.

Working Groups

This class is about cooperation not competition. Although it is not necessary, I highly encourage group work on all of the written assignments. However:

- **All assignments should be written individually.** Talk as much as you'd like about the problems, but collaboratively writing up the assignment together in pairs or as a group will not be tolerated. (Also, taking detailed notes on a classmate's verbal analysis of a problem and then transforming those notes into your homework response constitutes cheating.)
- Groups should be **limited to 4 people**. I may ask large groups to break up into smaller groups. This ensures that everybody is maximally involved with the material.
- Some questions will require individual answers and group work on these questions is prohibited under the same policy as sharing of written work.
- If you are a non-native speaker, you should seriously consider including a native English speaker in your group, as many of the linguistics problems will rely upon native speaker intuition.

Special Accommodations

Berkeley is committed to fair treatment for all students. If you require disability related accommodations for situations such as DSP letters, childcare, athletics, religious accommodation or the like, please let me know as soon as possible. I am happy to make adjustments and can also direct you to on campus resources.

Participation

A portion of your grade depends on your participation in section, namely 10%. The 10% is not automatic based on attendance alone: **you must participate in order to get the full points**. Given the wide variety of personalities and participation styles, this can be accomplished in a variety of ways:

- Participation in section, such as answering/asking questions, active listening, and taking part in group activities
- Coming to my office hours with questions
- Some combination of the latter, and also emailing interesting questions

Again, to emphasize: the participation grade is not only based on mere attendance. To obtain a maximum participation grade you must noticeably participate. The intellectual vibrancy of our discussions depends on this fully!

Office Hours

Office hours are a very valuable resource to students, since it is a time when you have my full attention and we can discuss things one on one or in smaller groups. In my experience, students do not take enough advantage of this resource. If you find you have trouble with any aspect of the course whatsoever, or if you are just very curious about a particular topic and want to discuss it more, or if you have questions about linguistics, or post-graduate life in general, do make ample use of the office hours.

Academic Integrity

The issue of academic integrity is of utmost importance in our department and on UC Berkeley campus. We are not putting this here just as a standard warning, rather, we take this very seriously and actively monitor.

The work you produce for this course will be all in the form of essays and short answers. All answers you hand in must be 100% your own work. Also, please cite your peers in your writing if an idea arose during group work and you feel it's valuable enough to mention in your paper.

The policy regarding plagiarism is very strict. Please be sure to cite all sources appropriately, even if you are not using direct quotes and are just paraphrasing (this includes ideas and unique phrasing you hear from your peers in the study groups you form). The consequences for discovered copying or plagiarism will vary based on the degree of infraction, but *will at the very least* involve: disciplining by the Instructor, a report to the Office of Student Conduct (they will have a record of your name and the incident from then on), and a zero on that assignment or exam. You must trust me when I say you do not want to go down this path, and it's just not worth it!

I strongly encourage you to take a moment to read through the definitions and guidelines on academic conduct found at this website: <http://campuslife.berkeley.edu/conduct/>.

Bibliography of readings

Casasanto, D. (2008). *Similarity and Proximity: When Does Close in space mean Close in mind?*. *Memory & Cognition*, 36(6), 1047-1056.

Coulson, Seana, and Todd Oakley. 2000. "Blending Basics." *Cognitive Linguistics* 11 (2000): 175-96. doi:10.1515/cogl.2001.014.

Dancygier, B. & Sweetser, E. (2014). *Figurative Language*. Cambridge University Press. [D&S]

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- Feldman, J. (2008). From molecule to metaphor: A neural theory of language. MIT press. [M2M]
- Fillmore, C. (1982). Frame semantics. *Linguistics in the morning calm*, 111-137.
- Fillmore, C. J., & Atkins, B. T. (1992). Toward a frame-based lexicon: The semantics of RISK and its neighbors. Frames, fields, and contrasts: New essays in semantic and lexical organization, 103.*
- Goldberg, Adele E. 1997. "The Relationships between Verbs and Constructions." In Lexical and Syntactical Constructions and the Construction of Meaning, 383-98.*
- Hampe, B. (2005). Image schemas in cognitive linguistics: Introduction. From perception to meaning: Image schemas in cognitive linguistics, 29, 1.
- Lakoff, G. (1990). *Women, fire, and dangerous things: What categories reveal about the mind.* Chicago: University of Chicago press.
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- Núñez, R. E., & Sweetser, E. (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(3), 401-450.
- Regier, T., & Kay, P. (2009). Language, thought, and color: Whorf was half right. Trends in cognitive sciences, 13(10), 439-446.*
- Regier, T., Kay, P., & Khetarpal, N. (2007). Color naming reflects optimal partitions of color space. *Proceedings of the National Academy of Sciences*, 104(4), 1436-1441.
- Talmy, L. (1988). Force dynamics in language and cognition. *Cognitive science*, 12(1), 49-100.
- Thibodeau, P. H., & Boroditsky, L. (2011). Metaphors we think with: The role of metaphor in reasoning. *PLoS One*, 6(2), e16782.
- Tomasello, M. (2003). Constructing a Language: A Usage-Based Theory of Language Acquisition. Harvard Univ Press. (selected chapters)*