

***Human Being, Language, and Mind: An Introduction to Cognitive Linguistics***

(Linguistics 267/367 or General Slavic 217/317)

Spring Quarter 2004

MWF 11:30-12:20

Cobb 104

**Dr. Steven Clancy**

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**Overview**

This course explores the relatively new framework of Cognitive Linguistics, providing a thorough introduction to the foundational works of the discipline and exposure to some related writings in other fields. Topics will include metaphor and metonymy, prototypes, polysemy, categories and concepts, constructions, the embodiment of language, construal, and grammaticalization, among others. The major ideas behind this linguistic theory will be grasped quickly, affording students the opportunity to begin applying this theoretical knowledge to their own interests through classroom assignments and a research project. Readings will be drawn from the work of Croft, Janda, Lakoff & Johnson, Langacker, Sweetser, Talmy, Turner, Wierzbicka, and others. Additional readings will take up topics from neuroscience, philosophy, and other disciplines. The course will be of interest to students in linguistics, literature, philosophy, psychology, anthropology, language teaching and learning, and other fields. Open to both undergraduates and graduates. Familiarity with at least one language, ancient or modern, is recommended, no other linguistic knowledge is assumed.

**Grading and Requirements**

Students will be expected to:

- complete the readings and prepare for participation in classroom discussions
- complete ten short, written homework assignments (averaging one/week)
- conduct a research project, present the data and analysis orally, and write a paper

Class attendance/participation	10%
Homework (10 assignments)	40%
Paper topic (if on time)	5%
Paper outline/bibliography/data sample (if on time)	5%
Oral presentation of paper (=final exam)	20%
<u>Written version of paper</u>	<u>20%</u>
Total	100%

There will be no tests or exams. The oral presentation of the paper project will be in lieu of a final exam.

### **Homework Assignments**

At the end of most classes, a homework assignment for the next class will be given. The homework assignments will serve mostly as springboards for classroom discussion, so you should be prepared with forethought and notes to discuss all assignments in class, but you will only be required to write up and hand in 10 of these questions/assignments. The homework will typically involve a problem set or a theoretical question. Homework assignments will provide opportunities to practice applying the linguistic theories we will be studying. You may hand in the assignments at any time, incorporating elements of the classroom discussion if you wish. Handing in written homeworks will be done according to your own schedule, but you should plan to complete at least one written homework assignment each week.

### **Research Project and Papers**

You are free to select any topic that interests you. The only requirement is that you study some aspect of language and that you incorporate relevant ideas, theories, and methodologies discussed in the course. Papers written in other linguistic frameworks critical of any of the material we are studying are welcome. Topics might range from a literary analysis of metaphor to a comparison of approaches to a traditional topic in linguistics and how that topic is dealt with from the point of view of cognitive linguistics. Possible topics will be discussed early in the quarter and you are encouraged to consult with me about your projects and chosen topics. Please also see the paper titles from Winter 2003 for more examples at the previous course's website.

For undergraduates (Linguistics 267 or General Slavic 217), papers should be at least 8-10 pages\* long (2400-3000 words). Undergraduate papers may be original research based on language data or an extended essay in response to issues raised in the readings. For graduate students (Linguistics 367 or General Slavic 317), papers should be at least 10-15 pages\* (3000-4500 words) and preferably will represent original research utilizing newly collected data.

\* For purposes of these papers, a "page" will consist of 12pt type, double-spaced, with 1-inch margins top and bottom and 1-inch to 1.25 inch left and right margins, roughly yielding 300 words/page (1600 non-space characters/page).

The research project will be conducted during the course of the quarter, with three deadlines to be observed. At the end of 4th Week (Friday, April 23), your proposed paper topic will be due. This should be a short paragraph describing the problem you are investigating, languages to be studied, and type and source of data to be collected. At the end of 8th Week (Friday, May 21), your outline, bibliography, and a representative sample of data will be due. Final papers will be due no later than the last day of the exam period (Friday, June 11).

In lieu of a final exam, we will hold a (low-stress) mini-conference during our scheduled exam period (Wednesday, June 9; 10:30-12:30). Depending on the number of students in the course, we may need to meet for up to 3 hours (Wednesday, June 9, 9:30-12:30) presentations will likely be around 10-15 minutes each or less. The conference will allow you all to take a look at the variety of applications of Cognitive Linguistics theory and share your findings with your fellow students. See the website for the Winter 2003 final mini-conference panels.

## Introduction to Cognitive Linguistics

Reading codes:

E=easy/entertaining, M=mildly difficult, D=dense/difficult, S=somewhat skimmable

<b>Week 1</b>	<b>Topic</b>	<b>Readings</b>
Mon Mar 29 [24 pages-E]	COURSE INTRODUCTION What is cognitive linguistics?	<ul style="list-style-type: none"> <li>• Janda, “Cognitive Linguistics”</li> <li>• Croft &amp; Cruse, Chap 1, pp. 1-4</li> </ul>
Wed Mar 31 [73-E/S]	COURSE INTRODUCTION What is cognitive linguistics? (cont.) THE RESEARCH PROJECT Engl <i>guy</i>	<ul style="list-style-type: none"> <li>• Janda, “Cognitive Linguistics”</li> <li>• [pre-read Lakoff &amp; Johnson, <i>Metaphors We Live By</i>, Chaps. 1-14]</li> </ul>
Fri Apr 2 [78-E/S]	LANGUAGE AND METAPHOR	Lakoff & Johnson, <i>Metaphors We Live By</i> , Chaps. 15-22
<b>Week 2</b>	<b>Topic</b>	<b>Readings</b>
Mon Apr 5 [81-E/S]	LANGUAGE AND METAPHOR	Lakoff & Johnson, <i>Metaphors We Live By</i> , Chaps. 23-30
Wed Apr 7 [30-E/S]	REVIVING THE PHILOLOGICAL, PART I: METAPHORS WE <i>OUGHT</i> TO LIVE BY?	Lewis, <i>Abolition of Man</i> (whole)
Fri Apr 9	NO CLASS — GOOD FRIDAY	
<b>Week 3</b>	<b>Topic</b>	<b>Readings</b>
Mon Apr 12 [64-D]	A PHILOSOPHICAL APPROACH, PART I	Sokolowski, <i>Introduction to Phenomenology</i> , Intro-Chap 4, pp. 1-65
Wed Apr 14 [45-D]	A PHILOSOPHICAL APPROACH, PART I Czech Dative	Sokolowski, <i>Introduction to Phenomenology</i> , Chaps. 5-7, pp. 66-111
Fri Apr 16 [71-M/S]	CATEGORIES, PROTOTYPES, ICMS Prepositions in English <b>2-3 WRITTEN HOMEWORKS BY TODAY</b>	Lakoff, <i>Women, Fire, &amp; Dangerous Things</i> , Chaps. 1-4, pp. 5-76
<b>Week 4</b>	<b>Topic</b>	<b>Readings</b>
Mon Apr 19 [77-M/S]	RADIAL CATEGORIES Polish GENsg <i>-a/-u</i>	Lakoff, <i>Women, Fire, &amp; Dangerous Things</i> , Chaps. 5-10, pp. 77-154
Wed Apr 21 [69-M]	CASE STUDY 1: ANGER	Lakoff, <i>Women, Fire, &amp; Dangerous Things</i> , Introduction & Case Study 1, pp. 377-415; pre-read Case Study 3, pp. 462-491

<p>Fri Apr 23 [71-M]</p>	<p>CASE STUDY 2: <i>OVER</i> <b>PAPER TOPICS DUE TODAY!</b></p>	<p>Lakoff, <i>Women, Fire, &amp; Dangerous Things</i>, Chaps. 15-17, pp. 415-461; continue pre-reading Case Study 3, pp. 491-514</p>
<p><b>Week 5</b> Mon Apr 26 [72-M]</p>	<p><b>Topic</b> CASE STUDY 3: <i>THERE</i>-CONSTRUCTIONS</p>	<p><b>Readings</b> Lakoff, <i>Women, Fire, &amp; Dangerous Things</i>, finish Case Study 3, pp. 514-585</p>
<p>Wed Apr 28 [43-D]</p>	<p>A PHILOSOPHICAL APPROACH, PART II BE and HAVE</p>	<p>Sokolowski, <i>Introduction to Phenomenology</i>, Chaps. 8-10, pp. 112-155</p>
<p>Fri Apr 30 [53-D]</p>	<p>A PHILOSOPHICAL APPROACH, PART II</p>	<p>Sokolowski, <i>Introduction to Phenomenology</i>, Chaps. 11-14, pp. 156-209</p>
<p><b>Week 6</b> Mon May 3 [31-D]</p>	<p><b>Topic</b> COGNITIVE GRAMMAR</p>	<p><b>Readings</b> Langacker, “1. Introduction” in <i>Concept, Image, and Symbol</i>, pp. 1-32</p>
<p>Wed May 5 [51-D]</p>	<p>COGNITIVE GRAMMAR</p>	<p>Langacker, “9. Transitivity, case, and grammatical relations” in <i>Concept, Image, and Symbol</i>, pp. 209-260</p>
<p>Fri May 7 [27-D] [26-M]</p>	<p>COGNITIVE GRAMMAR CASE and LANGUAGE PEDAGOGY</p>	<ul style="list-style-type: none"> <li>• Langacker, “12. Subjectification” in <i>Concept, Image, and Symbol</i>, pp. 315-342</li> <li>• Janda &amp; Clancy, <i>The Case Book for Russian</i>, “Dative”</li> </ul>
<p><b>4-6 WRITTEN HOMEWORKS BY TODAY</b></p>		
<p><b>Week 7</b> Mon May 10 [28-M] [30-M] [10-E]</p>	<p><b>Topic</b> SEMANTIC PRIMES ; THE NATURAL SEMANTIC METALANGUAGE and REVIVING THE PHILOLOGICAL, PART II</p>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Goddard, “1. The Search for the Shared Semantic Core of All Languages” in <i>Meaning and Universal Grammar - Theory and Empirical Findings</i>, vol. 1</li> <li>• Wierzbicka, “3. Freedom” in <i>Understanding Cultures through their Key Words</i>, pp. 125-155</li> <li>• Lewis “Free” from <i>Studies in Words</i></li> </ul>
<p>Wed May 12 [76-D]</p>	<p>GRAMMAR AND LEXICON</p>	<p>begin Talmy, “The relation of grammar to cognition,” in <i>Toward a Cognitive Semantics</i></p>

Fri May 14	GRAMMAR AND LEXICON	<ul style="list-style-type: none"> <li>• finish Talmy, “The relation of grammar to cognition,” in <i>Toward a Cognitive Semantics</i></li> <li>• begin reading Monday’s assignment</li> </ul>
<b>Week 8</b>	<b>Topic</b>	<b>Readings</b>
Mon May 17 [62-D] [26-E]	MODALITY	<ul style="list-style-type: none"> <li>• Talmy, “Force dynamics in language and cognition” in <i>Toward a Cognitive Semantics</i></li> <li>• Sweetser, “3. Modality” in <i>From etymology to pragmatics</i>, pp. 49-75</li> </ul>
Wed May 19 [##-E]	LANGUAGE & NEUROSCIENCE <b>Guest Lecture:</b> Dr. Steven Small Department of Neurology, U of C	<ul style="list-style-type: none"> <li>• readings TBA</li> </ul>
Fri May 21 [15-M] [##-E]	C. S. PEIRCE, ABDUCTION, WALKER PERCY, SEMIOTICS <b>OUTLINE/BIBLIO/DATA DUE TODAY!</b>	<ul style="list-style-type: none"> <li>• Oakes, “Discovering the American Aristotle”</li> <li>• Percy, TBA</li> </ul>
<b>Week 9</b>	<b>Topic</b>	<b>Readings</b>
Mon May 24 [??-E]	COGNITIVE BLENDS AND LITERATURE	Turner, <i>The Literary Mind</i> , Chaps. 1-5, pp. 3-56; 57-115
Wed May 26 [??-E]	COGNITIVE BLENDS AND LITERATURE	Turner, <i>The Literary Mind</i> , Chaps. 6-8, pp. 57-115; 116-168
Fri May 28 [83-E] [20-E]	REVIVING THE PHILOLOGICAL PART III: LANGUAGE AND MYTH <b>8-9 WRITTEN HOMEWORKS BY TODAY</b>	<ul style="list-style-type: none"> <li>• Tolkien, “On Fairy-Stories”</li> <li>• Chesterton, “The Ethics of Elfland”</li> </ul>
<b>Week 10</b>	<b>Topic</b>	<b>Readings</b>
Mon May 31	NO CLASS — MEMORIAL DAY	
Wed Jun 2 [27-E] [15-E] [##-E]	FRAME SEMANTICS CONSTRUCTION GRAMMAR <b>Guest Lecture:</b> Prof. Christopher Johnson, Committee on Human Development, U of C	<ul style="list-style-type: none"> <li>• Fillmore, “Frame Semantics”</li> <li>• “Background to FrameNet”, <i>International Journal of Lexicography</i> 16(3), pp. 235-250.</li> <li>• FrameNet Project website (read basic project description and a few domains according to your interest)</li> </ul>

**10 WRITTEN HOMEWORKS BY TODAY**

Fri Jun 4      [*optional class for undergraduates*]      reading TBA  
RADICAL CONSTRUCTION GRAMMAR

**Exam Week**

Wed Jun 9      Final Exam Mini-Conference  
TENTATIVELY: 9:30-12:30, Cobb 104

**Whole Books:**

- Croft, William, and D. Alan Cruse. 2004. *Cognitive Linguistics*. Cambridge: Cambridge University Press.
- Lakoff, George, and Mark Johnson. 1980. *Metaphors We Live By*. [amazon.com \$10.40]
- Lakoff, George. 1987. *Women, Fire and Dangerous Things*. Chicago: University of Chicago Press. [amazon.com \$12.57]
- Langacker, Ronald. 1990/2002. *Concept, Image and Symbol: The Cognitive Basis of Grammar*. Mouton de Gruyter. [amazon.com \$19.95]
- Lewis, C.S. *The Abolition of Man*. [amazon.com \$8]
- Sokolowski, Robert. 2000. *Introduction to Phenomenology*. Cambridge: Cambridge University Press. [amazon.com \$21]
- Turner, Mark. 1996/1998. *The Literary Mind*. New York/Oxford: Oxford University Press. [amazon.com \$14.95]

**Selections or Articles:**

- Chesterton, G.K. "The Ethics of Elfland", in *Orthodoxy*.  
[<http://home.uchicago.edu/~sclancy/cognling/OrthodoxyChap4Elfland.html>]
- Fillmore, Charles. 1982. "Frame Semantics", *Linguistics in the Morning Calm*, The Linguistic Society of Korea (ed.). Seoul: Hanshin Publishing Co, pp. 111-137.
- Fillmore, Charles, et al. The Frame Net Project.  
[<http://www.icsi.berkeley.edu/~framenet/>]
- Fillmore, Charles J., Christopher R. Johnson, and Miriam R. L. Petruck. 2003. Background to FrameNet. *International Journal of Lexicography* 16(3), 235-250.  
[available in PDF through Regenstein on-line journals]
- Janda, Laura. 2000. "Cognitive Linguistics."  
[<http://www.indiana.edu/~slavconf/SLING2K/pospapers/janda.pdf>]
- Janda, Laura A., and Steven J. Clancy. 2002. "Dative" in *The Case Book for Russian*.  
[<http://home.uchicago.edu/cognling/dative.pdf>]
- Talmy, L. "Force dynamics in language and cognition," in *Towards a Cognitive Semantics*.
- Talmy, L. "The relation of grammar to cognition," in *Towards a Cognitive Semantics*.
- Tolkien, J.R.R. 1965. "On Fairy-Stories", *Tree and Leaf*. Boston: Houghton Mifflin Company.  
[Also available in *The Tolkien Reader* — amazon.com \$6.99]
- Wolfe, Tom. 1996. "Sorry, but your soul just died," *Forbes*.  
[<http://www.owlnet.rice.edu/~psyc362/Wolfe-Sorry.rtf>]  
[<http://tetrica.com/science/soulhasdied.html>]

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## Additional Bibliography:

See especially the academic journal: *Cognitive Linguistics*. 1990-present  
Also the bibliography to the Janda article we are reading as an introduction is great for Slavic related papers.

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- Croft, William. *Radical Construction Grammar*. [amazon.com \$]
- Fauconnier, Gilles, and Mark Turner. 2002. *The Way We Think: Conceptual Blending and The Mind's Hidden Complexities*. [amazon.com \$14]
- Fillmore, Charles, et al. 2001. The Frame Net Project.  
<http://www.icsi.berkeley.edu/~framenet/>
- Fillmore, Charles. 1988. The mechanisms of 'Construction Grammar'. *Proceedings of the Berkeley Linguistics Society* 14:35-55.
- Fillmore, Charles. 1982. "Frame Semantics", *Linguistics in the Morning Calm*, The Linguistic Society of Korea (ed.). Seoul: Hanshin Publishing Co.
- Goldberg, A. (1995). *Constructions*. [amazon.com \$27.50]
- Lakoff, George, and Mark Johnson. 1999. *Philosophy in the Flesh*. [amazon.com \$]
- Langacker, Ronald (1987). *Foundations of Cognitive Grammar Volume One: Theoretical Prerequisites*. Stanford University Press.
- Langacker, Ronald (1991). *Foundations of Cognitive Grammar Volume Two: Descriptive Application*. Stanford University Press.
- Langacker, Ronald (1993). Reference-point constructions. *Cognitive Linguistics* 4(1):1-38
- Sweetser, Eve. From Etymology to Pragmatics : Metaphorical and Cultural Aspects of Semantic Structure [amazon.com \$22]
- Talmy, L. "Force dynamics in language and cognition," in *Toward a Cognitive Semantics*, 2 vols. [amazon.com now out in paperback]
- Talmy, L. "The relation of grammar to cognition," in *Toward a Cognitive Semantics*, 2 vols. [amazon.com now out in paperback]
- Wierzbicka, Anna, and Cliff Goddard, eds. 2002. *Meaning and Universal Grammar. Theory and Empirical Findings*, 2 vols. John Benjamins. [amazon.com \$72.00 and \$72.00]
- Wierzbicka, Anna. *Understanding Cultures Through Their Key Words*. [amazon.com \$39.95]