

Course	‘Spanish Language, Culture, and Mind’ (西班牙语语言文化和思维)		Program	Master’s, Elective, all faculties
Lecturer	Dr. Esther Pascual	Language of instruction	English	Term Winter
Course description	<p>This course introduces students to Spanish language and culture from a cognitive perspective. We will treat language as an expression of conceptualization, embedded in a rich socio-cultural context. Thus, we will study the relation between language and the mind (linguistic structures reflecting conceptual ones) as well as the relation between language and culture (linguistic elements emerging from given culture-specific views of the linguistic community).</p> <p>In particular, we will discuss the conceptualization and linguistic expression of the following universal human experiences: (i) natural sex; (ii) time, (iii) emotions, and (iv) sensory perception. Each of this four topics will be dealt with in three different sessions, namely: (a) grammatical and lexical expressions in the language (e.g. grammatical gender, tense and aspect); (b) culture-specific conceptual metaphors (e.g. TIME AS SPACE, EMOTION AS EXTERNAL FORCE), manifested in everyday linguistic metaphors (e.g. ‘<i>años atrás</i>’, lit. ‘years behind’ for ‘years ago’; ‘<i>hundido/a de dolor</i>’, lit. ‘drowned from sadness’ vs. ‘<i>arrastrado/a por el dolor</i>’, lit. ‘dragged by sadness’); and (d) creative literary imaginary of such conceptual metaphors in classical poems by renown Spanish and Latin-American poets (e.g. Neruda’s <i>Tristeza</i>, ‘Sadness’, as a monstrous insect trying to break in through his front door).</p> <p>For the theory part, homework will constitute in reading a loose paper on culture-specific conceptual metaphors per week. For the language part, every week students will view 3 short episodes from the BBC award-winning interactive series to learn Spanish <i>Mi Vida Loca</i> (with Spanish and English subtitles), each episode including vocabulary lists, grammar notes, and exercises.</p>			
Goals	<p>Acquiring basic knowledge of and insight into the structure and lexicon of Spanish language and how that relates to Spanish culture and overall cognition:</p> <ol style="list-style-type: none"> 1) acquiring or increasing knowledge of and insight into the Spanish language (its vocabulary and grammar) 2) acquiring or increasing knowledge of and insight into Spanish culture (related to the issues discussed through studying the language) 3) acquiring or increasing knowledge of Spanish and Latin American high culture (i.e. literature), through studying classical poems 4) acquiring or increasing knowledge of and insight into the relation between language, culture, and mind 			

	5) acquiring or increasing practice in analyzing linguistic examples from a socio-cultural and cognitive perspective.
Evaluation	Written exam, class participation, and final group essay presentation (on conceptual and linguistic metaphors in Spanish vs. the languages spoken in the group)
Reading material	<p>Boroditsky, L., Schmidt, L., & Phillips, W. 2003. Sex, syntax, and semantics. In Gentner & Goldin-Meadow (Eds.). <i>Language in Mind: Advances in the Study of Language and Cognition</i>. MIT Press: Cambridge, MA.</p> <p>Casasanto, et al. 2004. How deep are effects of language on thought? Time estimation in speakers of English, Indonesian, Greek, and Spanish. In K. Forbus, D. Gentner, & T. Regier (Eds.). <i>Proceedings of the 26th Annual Conference Cognitive Science Society</i>. Austin, TX: Cognitive Science Society, 575-580.</p> <p>Ibarretxe Antuñano, I. 1997. Smelling and perception: A cross-linguistic study. <i>Cuadernos de Filología Inglesa</i> 612: 113-121.</p> <p>Kövecses, Z. 2009. Language, figurative thought, and cross-cultural comparison. <i>Metaphor and Symbol</i> 18 (4): 311-320.</p> <p>Realí, F. & C. Arciniegas. 2015. Metaphorical conceptualization of emotion in Spanish: Two studies on the role of framing. <i>Metaphor and the Social World</i> 5(1): 20-41.</p>

Course program		
Week	Content	Homework
1	<p>Introduction</p> <ul style="list-style-type: none"> - Introduction to Spanish language (diachrony, variants, grammar) - Culture as ways of thinking: language, culture and mind - Categorization and thinking for speaking - Conceptual metaphors: Universality and cultural-specificity (Kövecses) - Boroditsky's TED talk 'How language shapes the way we think' - Introduction to Spanish grammatical gender through Alberti's classical poem 'El mar, la mar' ('The-male sea, the-female sea') 	None.

2	<p>Grammatical gender in Spanish language and culture</p> <ul style="list-style-type: none"> - Grammatical gender in Spanish: in-class exercises from <i>Mi Vida Loca</i> on patterns and exceptions - Personification and the effect of grammatical gender on conceptualization (Boroditsky et al. 2003) - Analysis of classical poems in which grammatical gender is treated as natural gender: ‘<i>Poderoso caballero es Don dinero</i>’ (‘Powerful gentleman is mr. Money’) by F de Quevedo and ‘<i>Romance de la Luna, Luna</i>’ (‘Romance of the female-Moon, Moon’) by Federico García Lorca 	<p><i>Mi Vida Loca</i> episodes (view & do exercises):</p> <ol style="list-style-type: none"> 1. En Madrid 2. ¿Un amigo? 3. Kilómetro cero 4. Merche y Jorge
3	<p>Time in Spanish language and culture</p> <ul style="list-style-type: none"> - Tense and aspect in Spanish grammar, and time in Spanish society: in-class exercises from <i>Mi Vida Loca</i> - Conceptualization and estimation of time in Spanish culture: Conceptual and linguistic metaphors (Casasanto et al. 2004) - Analysis of classical poems based on creative metaphors on time (based on Spanish-specific cultural conceptual metaphors) by Antonio Machado from ‘Proverbios y cantares’: ‘<i>Nuestras horas son minutos</i>’ (‘Our hours are minutes’); ‘<i>Caminante, no hay camino, se hace camino al andar</i>’ (‘Wanderer, there is no path, you make your path by walking’) 	<ol style="list-style-type: none"> 5. Tapas 6. Un regalo 7. La oficina de turismo
4	<p>Emotions in Spanish language and culture</p> <ul style="list-style-type: none"> - Emotional expressions in Spanish, and their meaning in Spanish culture (exercises from <i>Mi Vida Loca</i> episodes in class) and the pragmatics of expressing emotion in Spanish conversation - Metaphorical conceptualization of emotion in Spanish Conceptual and linguistic metaphors (Reali & Arciniegas 2015) - Analysis of classical poems based on creative metaphors on emotions (based on Spanish-specific cultural conceptual metaphors): ‘<i>Tristeza</i>’ (‘Sadness’) by Pablo Neruda ‘<i>A mis soledades voy</i>’ (‘Towards my solitudes I walk’) by Lope de Vega 	<ol style="list-style-type: none"> 8. Un billete de ida 9. ¿Hay un hotel? 10. La clase de español

5	<p>Sensory perception in Spanish language and culture</p> <ul style="list-style-type: none"> - Expressions of sensory perception in Spanish and in-class exercises from <i>Mi Vida Loca</i> episodes - al conceptualization of perception in Spanish: the case of smelling and terms (Ibarretxe 1997) - Analysis of classical poems based on creative metaphors of smell (based on Spanish- cultural conceptual metaphors): '<i>¡Qué tristeza de olor de jazmín!</i>' (What sadness with a smell of jasmine) by Juan Ramón Jiménez and '<i>Ronda de las aromas</i>' ('Serenade on aromas') by Gabriela Mistral 	<p>11. La familia de Esther 12. Día de mercado 13. El restaurante</p>
6	<p>Overview & tutoring</p> <ul style="list-style-type: none"> - Linguistic metaphorical expressions of time and emotion related to this time of the year (Christmas, New Year's Eve) - Analysis of popular songs based on creative metaphors on time and emotions (based on Spanish-specific cultural conceptual metaphors) <i>Ven a Cantar (que ya llegó la Navidad)</i> ('Come sing, 'cause Christmas arrived') by Pandora '<i>Ya se va Diciembre (ya es año Nuevo)</i>' ('December is now gone, New year is here') by José Alfredo Jiménez - In-class tutoring on group essays (on conceptual and linguistic metaphors in Spanish vs. the languages spoken in each group) 	<p>14. ¿Te gusta el vino? 15. Una excursión 16. La habitación 320</p>
7	<p>Overview</p> <ul style="list-style-type: none"> - Overview: linguistic metaphorical expressions of time and emotion related to this time of the year (New Year) - Overview: In-class discussion of tryout-exam - Overview: Analysis of the classical poem <i>¡Ah la vida!</i> ('Ah of life!') by Francisco de Quevedo and the popular song <i>Año Nuevo</i> ('New Year') by Billos Caracas Boys, both based on creative personifications and metaphors of time and emotions (based on Spanish-specific cultural conceptual metaphors) 	<p>17. Otro color 18. ¿Quién conduce? -19. 'La inmobiliaria'</p>

8	<ul style="list-style-type: none">- Group essay presentations- Questions- Final overview: Analysis of the classical poem '<i>Gracias a la vida</i>' ('Thanks to life') by Violeta Parra	<ul style="list-style-type: none">- 20. 'Me siento mal'- 21. 'En la costa'- 22. 'La vuelta a casa'
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