



Course syllabus

Faculty of Arts and Humanities

Department of Languages

4EN019 Kognitiva perspektiv på medier, 15 högskolepoäng
Cognitive Perspectives on Contemporary Media Texts, 15 credits

Main field of study

English, Comparative Literature

Subject Group

English

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved by Faculty of Arts and Humanities 2020-06-17

The course syllabus is valid from spring semester 2021

Prerequisites

1–90 credits in English or Comparative Literature including an independent project of at least 15 credits or the equivalent,

or,

1-90 credits including an independent project of at least 15 credits in another subject in the humanities or social sciences or the equivalent, as well as English course 6/English B or the equivalent.

Objectives

After completing the course, the student should be able to:

- produce articulate analyses of different kinds of media,
- use research methods that are established within cognitive linguistics and literary theory,
- reflect upon their own research results in relation to the course literature and the interdisciplinary nature of the research methods,
- critically evaluate the applicability of cognitive research methods in the analysis of media.

Module 1. Conceptual metaphors and materialism (7.5 credits)

After completing the module, the student should be able to:

- account for different methods of analysis within conceptual metaphor theory,
- analyse manifestations of central conceptual metaphors in different kinds of text,
- discuss the cultural dimension of conceptual metaphors in terms of their function

in the relevant discourse.

Module 2. Cognitive narratology and hypothetical scenarios (7.5 credits)

After completing the course, the student should be able to:

- apply cognitive narratology and similar methods in the analysis of representations of mental processes in fiction and non-fiction texts,
- identify and account for characteristics of narrative practices in thought representations,
- critically evaluate different methods of interpretation in analyses of contemporary media.

Content

The course deepens the student's knowledge about research methods in cognitive linguistics and literary studies, and gives an introduction to how these methods may be applied in the analysis of different kinds of media.

The course includes the following modules:

Module 1. Conceptual metaphors and materialism (7.5 credits)

This module deepens the student's insight into the development and application of theories on conceptual metaphor and related areas. It applies various relevant research methods in analyses of contemporary media, focusing on metaphors of consumption and materialism. The cultural context of the relevant metaphors is an important part of the analyses.

Module 2. Cognitive narratology and hypothetical scenarios (7.5 credits)

In this module, students get to apply cognitive narrative tools in analyses of media and texts on future discourses. Theories on thought representation and projecting thoughts are discussed and related to a number of different media and texts. Students are encouraged to approach narrative practices critically, focusing on the relative positions of producers and receivers.

Type of Instruction

Teaching is delivered in the form of lectures, seminars and group work.

Examination

The course is assessed with the grades A, B, C, D, E, Fx or F.

The grade A is the highest grade and the grade E is the lowest grade for passing the course. The grade F means that the student's performance is assessed as failed. For the grades of E–C, the student must achieve the course objectives. Grading criteria for the grades of B–A are specified in writing when the course starts.

Module 1 and 2 are examined through written and oral assignments.

If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner may offer an adapted exam or allow the student to conduct the exam in an alternative way.

For students who do not pass their first examinations, retake examinations are provided in accordance with Local regulations for courses and examinations at the first and second levels at Linnaeus University.

Course Evaluation

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluation are promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

Required Reading and Additional Study Material

REQUIRED READING AND ADDITIONAL STUDY MATERIAL

Module 1, Conceptual metaphors and materialism (7,5 hp)

Deignan, Alice. 2005. *Metaphor and Corpus Linguistics*. Philadelphia: John Benjamins. 246 p. Full text available at the University Library web service.

Dirven, René & Ralf Pörings (eds.). 2009. *Metaphor and Metonymy in Comparison and Contrast*. Berlin/Boston: De Gruyter. (in selection, ca 100 p.). Fulltext available at the University Library web service.

Evans, Vyvyan & Melanie Green. 2006. *Cognitive Linguistics: An Introduction*. Edinburgh: Edinburgh University Press. (in selection, ca. 150 p.). Full text available at the University Library web service.

Forceville, Charles J. & Eduardo Urios-Aparisi (eds.). 2009. *Multimodal Metaphor*. Berlin/Boston: De Gruyter. (in selection, ca. 100 p.). Full text available at the University Library web service.

Goatly, Andrew. 2007. *Washing the Brain: Metaphor and Hidden Ideology*. Amsterdam / Philadelphia: John Benjamins. (in selection, ca. 100 p.). Full text available at the University Library web service.

Kövecses, Zoltán. 2010. *Metaphor: A Practical Introduction. 2nd edition*. Oxford & New York: Oxford University Press. 396 p. Full text available at the University Library web service.

Material provided by the department, 100 p.

Module 2: Cognitive narratology and hypothetical scenarios (7.5 credits)

Burke, Michael & Emily T. Troscianko (eds.). 2017. *Cognitive Literary Science: Dialogues Between Literature and Cognition*. Oxford: Oxford University Press. (in selection, ca. 100 p.). Full text available at the University Library web service.

Dancygier, Barbara, Sanders, José & Lieven Vandeloote (eds.). 2012. *Textual Choices in Discourse: A View from Cognitive Linguistics*. Philadelphia: John Benjamins. (in selection, ca. 70 p.). Full text available at the University Library web service.

Hatavara, Mari, Hyvärinen, Matti & Maria Mäkelä (eds.). 2015. *Narrative Theory, Literature, and New Media: Narrative Minds and Virtual Worlds*. London: Routledge. (in selection, ca. 100 p.). Full text available at the University Library web service.

Herman, David. 2013. *Storytelling and the Sciences of Mind*. Cambridge: MIT Press. 443 p. Full text available at the University Library web service.

Hühn, Peter, Schmid, Wolf & Jörg Schönert (eds.). 2009. *Point of View, Perspective, and Focalization: Modeling Mediation in Narrative*. Berlin/Boston: De Gruyter. (in selection, ca. 70 p.). Full text available at the University Library web service.

Korthals Altes, Liesbeth. 2014. *Ethos and Narrative Interpretation: The Negotiation of Values in Fiction*. Lincoln: UNP - Nebraska. (in selection, ca. 60 p.). Full text available at the University Library web service.

Reinert, Maike Sarah & Jan-Noël Thon (eds.). 2016. *Subjectivity Across Media: Interdisciplinary and Transmedial Perspectives*. London: Routledge. (in selection, ca. 100 p.). Full text available at the University Library web service.

Zunshine, Lisa (ed.). 2010. *Introduction to Cognitive Cultural Studies*. Baltimore: Johns Hopkins University Press. (in selection, ca. 60 p.). Full text available at the University Library web service.

Material provided by the department, 200 p.