



| | | | |
|---------------|--------------------------------------------------------------------------------------------------|----------------------------|----------------------------------------------------------------------------------|
| Course title | Language, mind, and culture | Instructor | Determined later |
| | | Instructor's email address | |
| Semester | 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> | ECTS credits | 3 |
| Academic year | 2019/2020 | Contact hours | 15 <input type="checkbox"/> 30 <input checked="" type="checkbox"/> |
| Level | 1-Bachelor <input checked="" type="checkbox"/> 2 - Master <input type="checkbox"/> | Language of instruction | English |

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning outcomes and competences |
| <p>At the end of the course the learner is expected to be able to:</p> <ul style="list-style-type: none"> - Describe basic philosophical, psychological, and neurobiological approaches to human mind, its functioning, and organization - Describe how language is represented on neurological, psychological, and cultural level - Describe the ways in which culture affects mental processing and social behaviour, and the limits of this phenomenon - Give the examples of some non-linguistic cultural differences related to mental processing and social behavior across human populations - Give the examples of cognitive diversity - Give the examples of linguistic diversity - Describe the ways in which language can shape thinking, and the limits of this phenomenon |

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course contents |
| <p>1 Mind – philosophical perspectives on human mind 2 Mind in psychology and neuroscience 3 Language – its neurological, psychological, and cultural dimensions 4 Culture – what is it and how it influences our thinking and behavior? 5 Cognitive diversity across human populations 6 Linguistic diversity across human populations 7 Linguistic relativity – how language influences our thinking</p> |

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Recommended reading |
| <p>Braisby, N. & Gellatly, A. (Eds.) (2012). <i>Cognitive Psychology</i>. Oxford: Oxford University Press. Dąbrowska, E. & Divjak, D. (Eds.) (2015). <i>Handbook of Cognitive Linguistics</i>. Berlin: De Gruyter. Duranti, A. (Ed.) (2004). <i>A Companion to Linguistic Anthropology</i>. Oxford: Blackwell. Everett, C. (2013). <i>Linguistic Relativity. Evidence Across Languages and Cognitive Domains</i>. Berlin: De Gruyter. Frankish, K. & Ramsey, W. (Eds.) (2012). <i>The Cambridge Handbook of Cognitive Science</i>. Cambridge: Cambridge University Press. Haspelmath, M., Dryer, M. S., Gil, D. & Comrie B. (Eds.)(2005). <i>The World Atlas of Language Structures</i>. Oxford: OUP. Kemmerer, D. (2015). <i>Cognitive Neuroscience of Language</i>. New York: Psychology Press. Kitayama, S. & Cohen, D. (Eds.) (2007). <i>Handbook of Cultural Psychology</i>. New York: Guilford.</p> |



Sharifian, F. (2017). *Cultural Linguistics. Cultural conceptualizations and language*. Amsterdam: John Benjamins.

Teaching and learning methods

Lecture, exercises in groups, group discussion

Assessments methods

Test at the end of the course, Attendance