

**Language, Culture and Cognition**

Code: 100274  
 ECTS Credits: 6

Degree	Type	Year	Semester
2500243 Classics	OT	3	0
2500243 Classics	OT	4	0
2500245 English Studies	OT	3	0
2500245 English Studies	OT	4	0
2500247 Catalan Language and Literature	OT	4	0
2500248 Spanish Language and Literature	OT	3	0
2500248 Spanish Language and Literature	OT	4	0
2501801 Catalan and Spanish	OT	3	0
2501801 Catalan and Spanish	OT	4	0
2501902 English and Catalan	OT	3	0
2501902 English and Catalan	OT	4	0
2501907 English and Classics	OT	3	0
2501907 English and Classics	OT	4	0
2501910 English and Spanish	OT	3	0
2501910 English and Spanish	OT	4	0
2501913 English and French	OT	3	0
2501913 English and French	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

**Contact**

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**Use of Languages**

Principal working language: catalan (cat)  
 Some groups entirely in English: No  
 Some groups entirely in Catalan: Yes  
 Some groups entirely in Spanish: No

**Other comments on languages**

English reading would be useful

## Prerequisites

To have a good reading ability in English is useful.

## Objectives and Contextualisation

The goal of this course is to familiarize students with the main lines of research concerning the interactions between language, culture, and cognition. Language facts will be addressed from different theoretical and methodological perspectives: language as a cognitive skill, its social use and the cultural products as linguistic outcomes.

## Competences

### Classics

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Identifying the linguistic types behind the linguistic diversity and establishing generalisations and universal principles.
- Recognising and using reasonably the principles, methods and results of the structural analysis of languages, foundations of the linguistic theory and approaches of the study of language and communication as a complex, emerging and dynamic phenomenon.
- Relating the methods and results of linguistics with those from other sciences and currents of thought and interpreting the overlapping of language with other aspects of the human activity.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Understanding the biological, cognitive, and cultural foundations of human language and the main contemporary grammatical structures.

### English Studies

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Identifying the linguistic types behind the linguistic diversity and establishing generalisations and universal principles.
- Recognising and using reasonably the principles, methods and results of the structural analysis of languages, foundations of the linguistic theory and approaches of the study of language and communication as a complex, emerging and dynamic phenomenon.
- Relating the methods and results of linguistics with those from other sciences and currents of thought and interpreting the overlapping of language with other aspects of the human activity.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Understanding the biological, cognitive and cultural foundations of human language and the main contemporary grammatical models.

### Catalan Language and Literature

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Identifying the linguistic types behind the linguistic diversity and establishing generalisations and universal principles.
- Recognising and using reasonably the principles, methods and results of the structural analysis of languages, foundations of the linguistic theory and approaches of the study of language and communication as a complex, emerging and dynamic phenomenon.

- Relating the methods and results of linguistics with those from other sciences and schools of thought and interpreting the overlapping of the language with other aspects of the human activity.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Understanding the biological, cognitive, and cultural foundations of human language and the main contemporary grammatical structures.

#### Spanish Language and Literature

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Identifying the linguistic types behind the linguistic diversity and establishing generalisations and universal principles.
- Recognising and using reasonably the principles, methods and results of the structural analysis of languages, foundations of the linguistic theory and approaches of the study of language and communication as a complex, emerging and dynamic phenomenon.
- Relating the methods and results of linguistics with those from other sciences and currents of thought and interpreting the overlapping of language with other aspects of the human activity.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Understanding the biological, cognitive, and cultural foundations of human language and the main contemporary grammatical structures.

#### Catalan and Spanish

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Identifying the linguistic types behind the linguistic diversity and establishing generalisations and universal principles.
- Recognising and using reasonably the principles, methods and results of the structural analysis of languages, foundations of the linguistic theory and approaches of the study of language and communication as a complex, emerging and dynamic phenomenon.
- Relating the methods and results of linguistics with those from other sciences and currents of thought and interpreting the overlapping of language with other aspects of the human activity.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Understanding the biological, cognitive and cultural foundations of human language and the main contemporary grammatical models.

#### English and Catalan

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Identifying the linguistic types behind the linguistic diversity and establishing generalisations and universal principles.
- Recognising and using reasonably the principles, methods and results of the structural analysis of languages, foundations of the linguistic theory and approaches of the study of language and communication as a complex, emerging and dynamic phenomenon.
- Relating the methods and results of linguistics with those from other sciences and currents of thought and interpreting the overlapping of language with other aspects of the human activity.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

- Understanding the biological, cognitive and cultural foundations of human language and the main contemporary grammatical models.

#### English and Classics

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Identifying the linguistic types behind the linguistic diversity and establishing generalisations and universal principles.
- Recognising and using reasonably the principles, methods and results of the structural analysis of languages, foundations of the linguistic theory and approaches of the study of language and communication as a complex, emerging and dynamic phenomenon.
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#### English and Spanish

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Identifying the linguistic types behind the linguistic diversity and establishing generalisations and universal principles.
- Recognising and using reasonably the principles, methods and results of the structural analysis of languages, foundations of the linguistic theory and approaches of the study of language and communication as a complex, emerging and dynamic phenomenon.
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- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Understanding the biological, cognitive and cultural foundations of human language and the main contemporary grammatical models.

#### English and French

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Identifying the linguistic types behind the linguistic diversity and establishing generalisations and universal principles.
- Recognising and using reasonably the principles, methods and results of the structural analysis of languages, foundations of the linguistic theory and approaches of the study of language and communication as a complex, emerging and dynamic phenomenon.
- Relating the methods and results of linguistics with those from other sciences and currents of thought and interpreting the overlapping of language with other aspects of the human activity.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Understanding the biological, cognitive and cultural foundations of human language and the main contemporary grammatical models.

## Learning Outcomes

1. Accurately drawing up normative texts.
2. Analysing various types of linguistic data.
3. Drawing up brief original works about these topics.
4. Establish typological generalizations.
5. Establishing typological generalizations.
6. Identify different theoretical options or ways of dealing with the same problem from alternative theoretical frameworks.
7. Identify main ideas and express them with secondary and linguistic correctness
8. Identify the main and secondary ideas and express them with linguistic correctness.
9. Identifying different theoretical options or ways of dealing with the same problem from alternative theoretical frameworks.
10. Identifying main and supporting ideas and expressing them with linguistic correctness.
11. Identifying the main and secondary ideas and expressing them with linguistic correctness.
12. Interpret the mentioned methods on the basis of sociolinguistic models.
13. Interpreting the mentioned methods on the basis of sociolinguistic models.
14. Preparing an oral and written discourse in the corresponding language in a proper and organized way.
15. Solve problems autonomously.
16. Solve problems of grammatical analysis.
17. Solving problems autonomously.
18. Solving problems of grammatical analysis.
19. Summarising acquired knowledge about the origin and transformations experienced in its several fields of study.
20. Use and interpret texts of interdisciplinary nature about the connections between linguistics and other disciplines.
21. Use the appropriate and specific terminology of the literary studies.
22. Using the basic linguistic methods of data compilation and treatment.

## Content

1. Language and communication. Language and thought. Language and emotion. Social implications. Internal and external language.
2. Language universals and linguistic variation.
3. Acquisition of first language, second and third languages. Bilingualism.
4. Creole languages and mixed systems. Natural and artificial languages.
5. Geographical and diachronic variations. Language change. Internal and external factors.
6. Language disorders.
7. Oral and written language. Conventions. Writing systems and their symbolic import.
8. Creative processes. Literature. Humor. Jokes and puns.
9. Languages in society. Language conflict, language planning. Endangered languages.
10. Language in interaction with external systems

NB: During the first class, students will be provided with a detailed course syllabus.

## Methodology

The course will be conducted by (i) lectures by the instructor and instructor-directed activities (theoretical explanation, discussion of the indicated bibliography, resolution of exercises) and (ii) personal study (reading of the indicated bibliography, assignments, oral presentations and preparation for active group discussions).

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures and syllabus exposition	48	1.92	2, 1, 14, 5, 4, 22, 20, 7, 11, 10, 8, 9, 6, 13, 12, 3, 18, 16,

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 Type: Supervised
 

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Exercises, oral presentations, and supervision	38	1.52	2, 1, 14, 5, 4, 22, 20, 7, 11, 10, 8, 9, 6, 13, 12, 3, 18, 16, 17, 15, 19, 21
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 Type: Autonomous
 

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Study and literature reading	32	1.28	2, 1, 5, 4, 22, 20, 9, 6, 13, 12, 3, 18, 16, 17, 15, 19, 21
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## Assessment

The following methodology will be used to calculate final grades for this course:

- a) Final exam : 40%
- b) Analysis and argumentation exercises: 20%
- c) One oral presentations and one critical assignment: 20% each (40%)

The final grade of the course will be the sum (weighted) of the scores distinguished in each activity, the grade will be "non-assessable" when the final test has not been taken. Candidates are retaken in the recovery of students who have a minimum grade of 4. Regulatory errors will be penalized in the manner established for each activity.

The calendar will be available on the first day of class. Students will find all information on the Virtual Campus: the description of the activities, teaching materials, and any necessary information for the proper follow-up of the subject. In case of a change of teaching modality for health reasons, teachers will make readjustments in the schedule and methodologies.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Analysis and argumentation exercises. Literature reviewing.	40%	20	0.8	2, 1, 14, 5, 4, 22, 20, 7, 11, 10, 8, 9, 6, 13, 12, 3, 18, 16, 17, 15, 19, 21
Final exam	50%	2	0.08	2, 1, 14, 5, 4, 22, 20, 7, 11, 10, 8, 9, 6, 13, 12, 3, 18, 16, 17, 15, 19, 21
Oral presentation	10%	10	0.4	2, 1, 14, 5, 4, 22, 20, 7, 11, 10, 8, 9, 6, 13, 12, 3, 18, 16, 17, 15, 19, 21

## Bibliography

1. Berwick, Robert & N. Chomsky (2015) *Why only us?* MIT. Press. Trad. Esp. *Por qué solo nosotros? Evolución y lenguaje*. Kairós, 2016
2. Bialystok Ellen & Craik F.I.M. 2009. *Cognitive and linguistic processing in the bilingual mind*. Current Directions in Psychological Science, 19 (1), 19-23.
3. Campbell, Lyle. (1998, 2013). *Historical linguistics*. Edinburgh University Press.
4. Chomsky, Noam (2016) *What Kind of Creatures Are We?* Columbia University Press.
5. Chomsky, Noam (2003). *Sobre la naturaleza y el lenguaje*. Akal.
6. Costa, Albert. (2017). *El cerebro bilingüe. La neurociencia del lenguaje*. Debate.
7. Escandell, M. Victoria (2006). *Introducción a la pragmática*. Barcelona, Ariel.
8. Escandell, M. Victoria (2014). *La comunicación. Lengua, cognición y sociedad*. Akal.
9. Fromkin, Victoria(ed.) (2013). [With Hayes, B., Curtiss, S., Szabolcsi, A., Stowell, T., Stabler, E., Sportiche, D.,Steriade, D]. *Linguistics: An introduction to linguistic theory*. John Wiley & Sons.
10. Labov, William(1972). *Sociolinguistic patterns*. University of Pennsylvania Press. 11th. Ed.
11. Labov, William (2011). *Principles of linguistic change, cognitive and cultural factors* .John Wiley & Sons.
12. Lakoff, George (2004). *Don't think of an elephant*. Know Your Values and Frame the Debate-The Essential Guide for Progressives. White River Junction, VT: Chelsea Green. Trad. Esp: No pienses en un elefante. Ed.Complutense, 2007.
13. Lakoff, Geore & Mark Johnson (1980- 2003). *Metaphors we live by*. University of Chicago Press. Trad. Esp.: *Metáforas de la vida cotidiana*. Madrid Cátedra, 2004.
14. Mendívil-Giró, José Luis & J. C. Moreno-Cabrera. 2014. *On Biology, History and Culture in Human Language*. A Critical Overview. Sheffield: Equinox.
15. Mendívil-Giró, J. L. (2009). *Origen, evolución y diversidad de las lenguas: una aproximación biolingüística* (Vol. 52). Peter Lang.
16. Moreno Cabrera, Juan Carlos. (2006, 2016) *La dignidad e igualdad de las lenguas. Crítica de la discriminación lingüística*. Madrid. Alianza Editorial
17. Moreno Cabrera, J. C. (2013). *Cuestiones clave de la lingüística*. Editorial Síntesis.
18. Moreno Cabrera, J.C. (2016). *Multilingüismo y lenguas en contacto*. Madrid: Síntesis.
19. Roberts, Ian (2017) *The Oxford Handbook of Universal Grammar*. Oxford University Press
20. Roberts, Ian (2017) *The Wonders of Language. Or how to make noises and influence people*. CUP
21. Tusón, Jesús (2008) *Això és (i no és) allò*. Ara llibres.

N.B. Specific monographies and papers will be added during the term.