

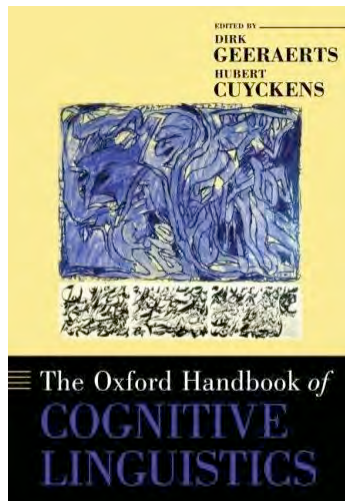
Mark Turner. Handout.  
Ten Lectures on Mind and Language

1. Human Meaning
2. Conceptual Integration
3. Double-Scope Cognition
4. Mental Packing and Unpacking
5. Big Ideas
6. Working in the Mental Network
7. Frame Blends
8. Blended Stories
9. The Nature of Language
10. Grammar



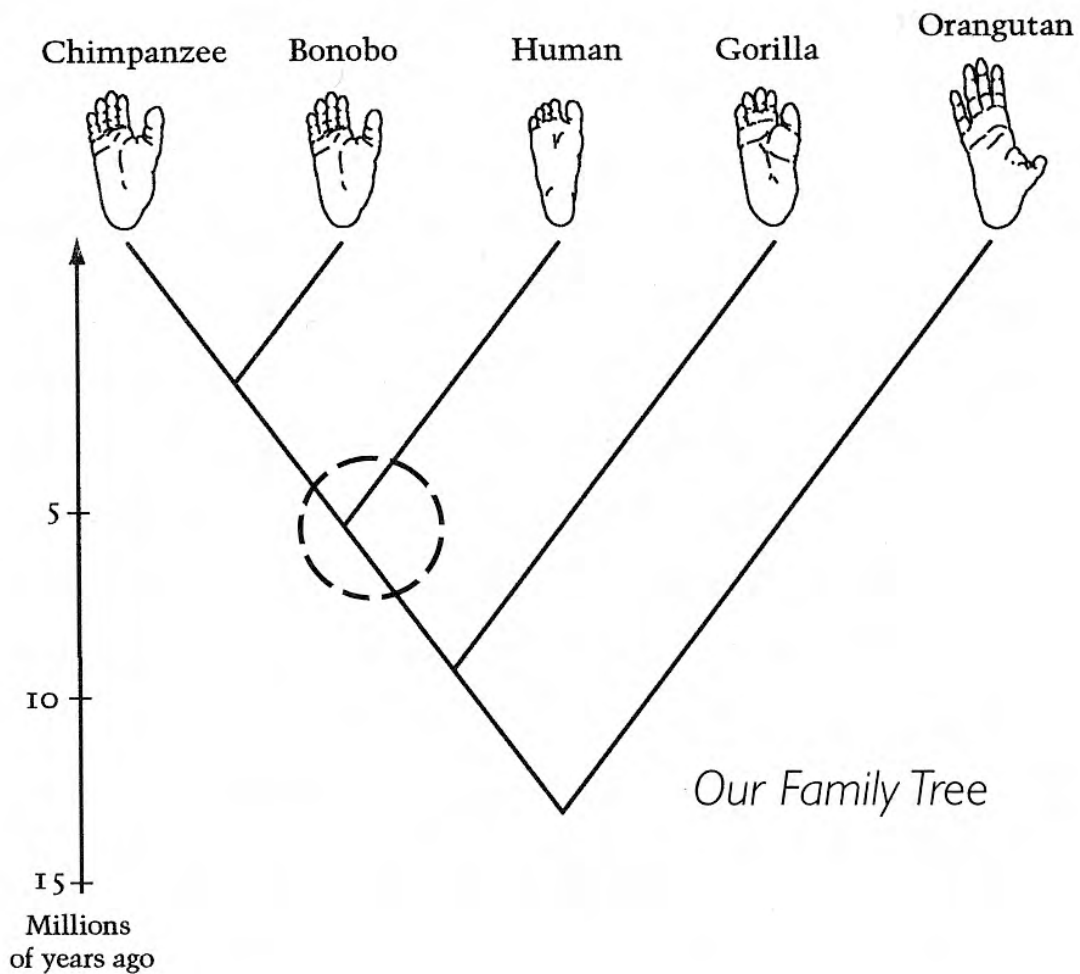
Apply for Admission to the M.A. Program in Cognitive Linguistics

<http://case.edu/artsci/cogs/MAinCognitiveLinguistics.html>



What is Cognitive Linguistics? "Cognitive linguistics goes beyond the visible structure of language and investigates the considerably more complex backstage operations of cognition that create grammar, conceptualization, discourse, and thought itself. The theoretical insights of cognitive linguistics are based on extensive empirical observation in multiple contexts, and on experimental work in psychology and neuroscience. Results of cognitive linguistics, especially from metaphor theory and conceptual integration theory, have been applied to wide ranges of nonlinguistic phenomena." — Gilles Fauconnier. 2006. "Cognitive Linguistics." *Encyclopedia of Cognitive Science*. John Wiley & Sons.

Candidates may apply for admission to the program, with the purpose of pursuing the M.A. degree, or to non-degree status, with the purpose of taking courses for credit that could be transferred to other institutions. Potential applicants should send initial inquiries to Professor Per Aage Brandt and Professor Todd Oakley at [coglingadmission@case.edu](mailto:coglingadmission@case.edu).



“an enchanted loom where millions of flashing shuttles weave a *dissolving pattern*, always a meaningful pattern though *never* an *abiding* one; a shifting harmony of subpatterns.” —Sir Charles Scott Sherrington English neurophysiologist, born 27 November 1857, died 4 March 1952, Eastbourne, Sussex. *The Integrative Action of the Nervous System* (1906)

**What memory is for:**

Arthur Glenberg (1997) writes in “What Memory Is For,”

To avoid hallucination, conceptualization would normally be driven by the environment, and patterns of action from memory would play a supporting, but automatic, role. (Glenberg 1997, 1)

But as Glenberg astutely observes, for human beings, it is often the case that memory takes the upper hand in conceptualizing the narrative one is inhabiting:

A significant human skill is learning to suppress the overriding contribution of the environment to conceptualization, thereby

allowing memory to guide conceptualization. (Glenberg 1997, 1)

### The riddle of the Buddhist Monk

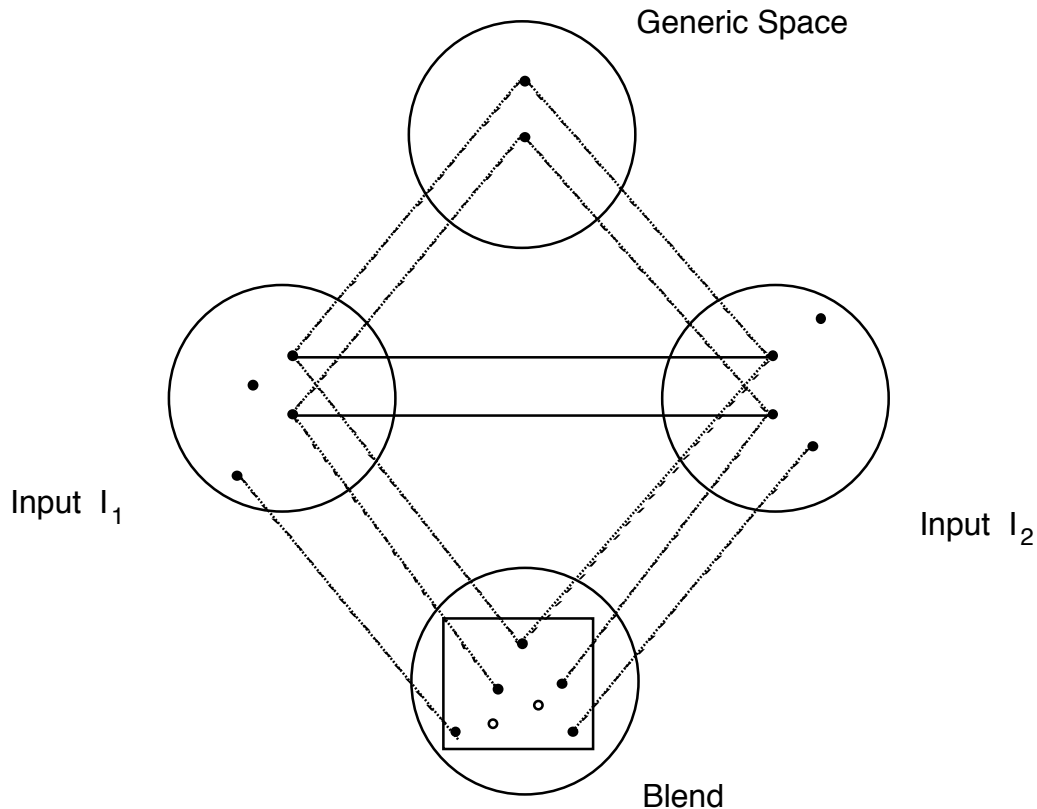
A Buddhist monk begins at dawn one day walking up a mountain, reaches the top at sunset, meditates at the top for several days until one dawn when he begins to walk back to the foot of the mountain, which he reaches at sunset. Make no assumptions about his starting or stopping or about his pace during the trips. Riddle: is there a place on the path which the monk occupies at the same hour of the day on the two separate journeys?

### Fictive Interaction: Debate With Kant

I claim that reason is a self-developing capacity. Kant disagrees with me on this point. He says it's innate, but I answer that that's begging the question, to which he counters, in *Critique of Pure Reason*, that only innate ideas have power. But I say to that, what about neuronal group selection? And he gives no answer.

### Mirror Network: Fictive Interaction: The Buddhist Monk (by compression of outer-space relations and borrowing)

#### A typical network



## DOUBLE SCOPE NETWORKS

A double scope network has inputs with **different (and often clashing ) organizing frames** and an organizing frame for the blend that includes parts of each of those organizing frames and has emergent structure of its own. In such networks, **both organizing frames make central contributions to the blend**, and their sharp differences offer the possibility of rich clashes. **Far from blocking the construction of the network, such clashes offer challenges to the imagination and the resulting blends can turn out to be highly creative.**

## OVERARCHING GOALS

- Achieve human scale.
- Compress what is diffuse.
- Obtain global insight.
- Strengthen vital relation.
- Come up with a story.
- Go from Many to One.

## Constitutive Principles

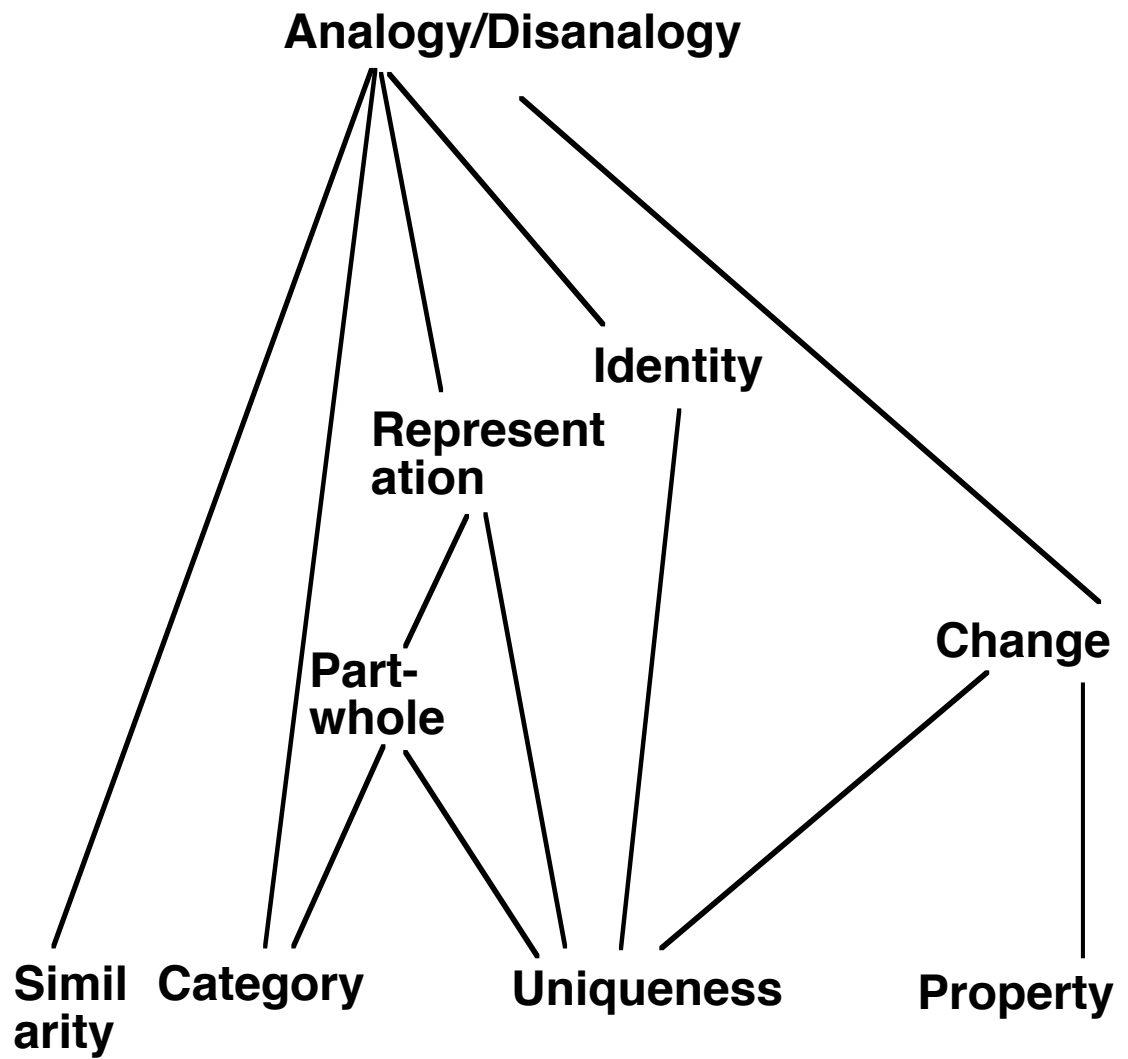
- Matching and counterpart connections.
- Generic space.
- Blending.
- Selective projection.
- Emergent meaning.
  - Composition.
  - Completion.
  - Elaboration.

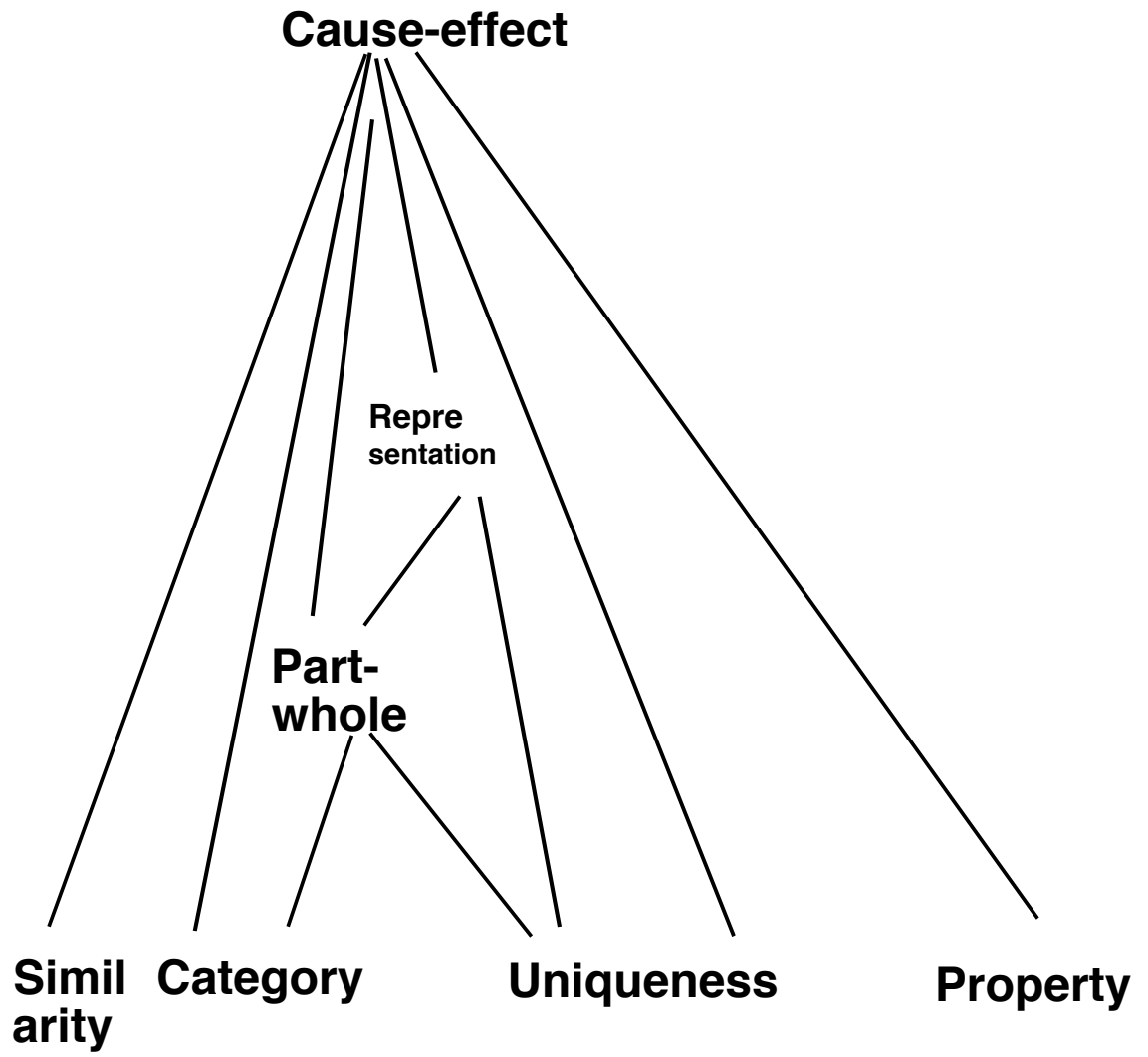
## VITAL RELATIONS: INNER-SPACE AND OUTER-SPACE

Change	Part-whole	Property
Identity	Representation	Similarity
Time	Role	Category
Space	Analogy	Intentionality
Cause-effect	Disanalogy	Uniqueness

## Governing Principles for Compression

- Borrowing for Compression
- Scaling compression
- Syncopating compression
- Same-type compression
- Different-type compression
- Creation
- Highlights compression





## Types of Networks

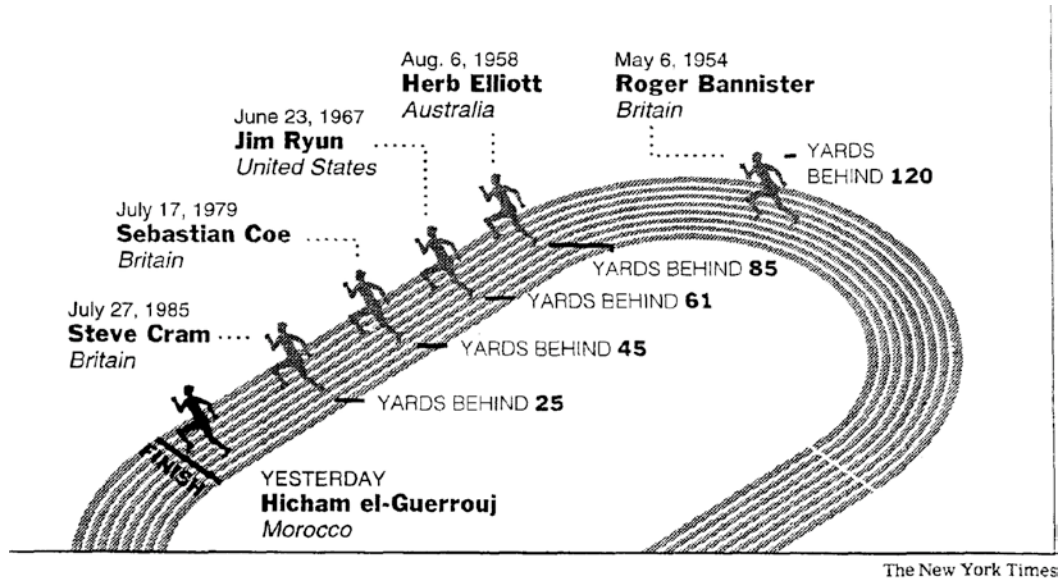
Simplex

Mirror

Single-Scope

Double-Scope

# Mirror Network: Fictive Interaction



## *World Record in the Mile*

### Catullus 101

multas per gentes et multa per aequora vectus  
advenio has miseras, **frater**, ad inferias,  
ut **te** postremo donarem munere mortis  
et **mutam** nequiquam alloquerer **cinerem**.  
quandoquidem fortuna mihi tete abstulit ipsum.  
heu miser indigne frater adempte mihi,  
nunc tamen interea haec, prisco quae more parentum  
tradita sunt tristi munere ad inferias,  
accipe fraterno multum manantia fletu,  
atque in perpetuum, frater, ave atque vale!

**William Butler Yeats, “Among School Children”**

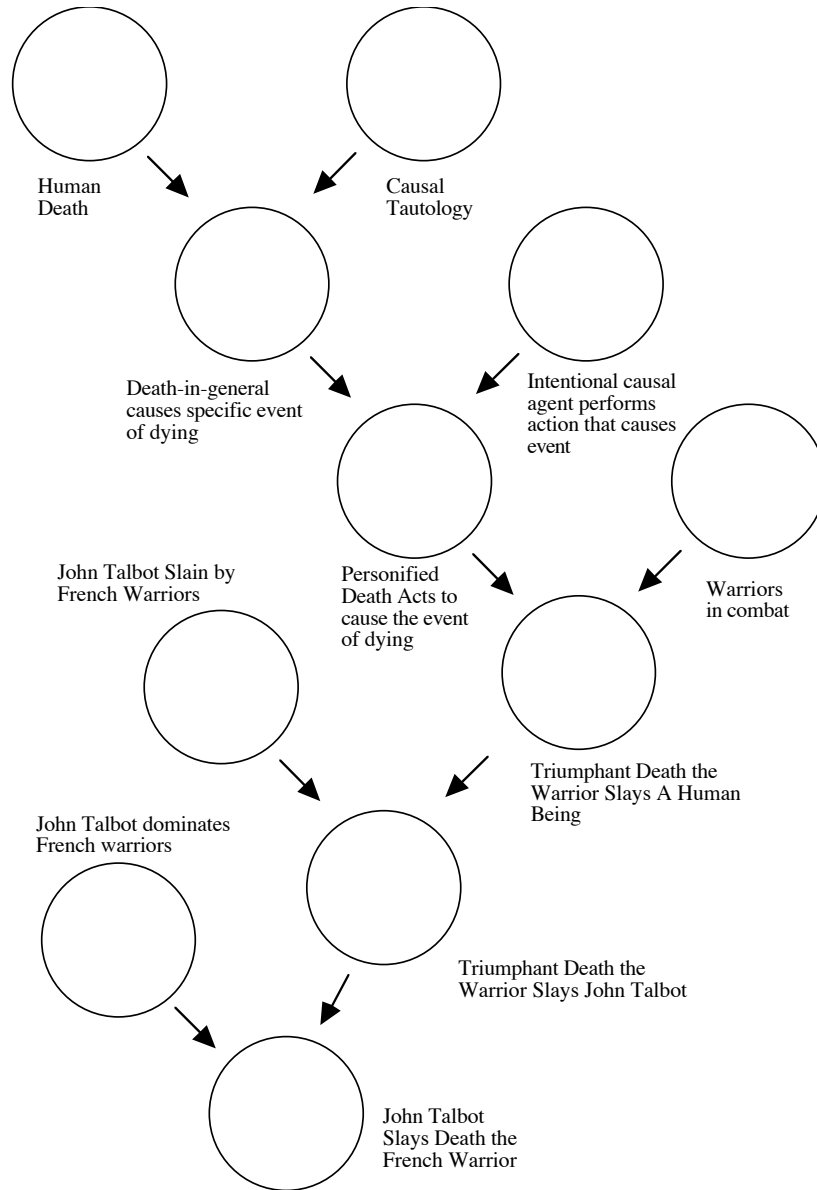
And thinking of that fit of grief or rage  
I look upon one child or t'other there  
And wonder if she stood so at that age—  
For even daughters of the swan can share  
Something of every paddler's heritage—  
And had that colour upon cheek or hair,  
And thereupon my heart is driven wild:  
She stands before me as a living child.

**Shakespeare, *King Henry the Sixth, part one,***

Triumphant death, smear'd with captivity,  
Young Talbot's valour makes me smile at thee.  
When he perceiv'd me shrink and on my knee,  
His bloody sword he brandish'd over me,  
And like a hungry lion did commence  
Rough deeds of rage and stern impatience;  
But when my angry guardant stood alone,  
Tend'ring my ruin and assail'd of none,  
Dizzy-ey'd fury and great rage of heart  
Suddenly made him from my side to start  
Into the clust'ring battle of the French;  
And in that sea of blood my boy did drench  
His overmounting spirit; and there died,  
My Icarus, my blossom, in his pride.  
-*King Henry the Sixth, part one*, Act 4, Scene 7, lines 3-16.

Thou antic death, which laugh'st us here to scorn,  
Anon, from thy insulting tyranny,  
Coupled in bonds of perpetuity,  
Two Talbots, winged through the lither sky,  
In thy despite shall 'scape mortality.  
O, thou, whose wounds become hard-favour'd death,  
Speak to thy father ere thou yield thy breath!  
Brave death by speaking, whether he will or no;  
Imagine him a Frenchman and thy foe.  
Poor boy! he smiles, methinks, as who should say,  
Had death been French, then death had died to-day.  
-*King Henry the Sixth, part one*, Act 4, Scene 7, lines 18-28.





**"We are eating the food off our children's plates. When we overfish, we eat not only today's fish but tomorrow's fish, too."**

—NPR editorial

### **An Inconvenient Truth**

“An Inconvenient Truth” is the film version of Al Gore’s slide-show presentation on global warming. Close to the end, Gore shows a picture of the Earth as a what he calls a “pale blue dot.” The Earth is a single pixel on a huge cosmological screen, difficult even to pick out when he points at it. The picture was taken from a distance in space of 4 billion miles. Gore says, “Everything that has ever happened in all of human history has happened on that dot. All the triumphs and tragedies, all the wars and all the famines, all the major advances. That is what is at stake—our ability to live on planet Earth, to have a future as a civilization.” And then he concludes the film with this blend: “Future generations may well have occasion to ask themselves, ‘What were our parents thinking? Why didn’t they wake up when they had the chance?’ We have to hear that question from them now.”

### **NPR editorial:**

"We are eating the food off our children's plates. When we overfish, we eat not only today's fish but tomorrow's fish, too."

### **Narrative**

#### **Personal Identity**

#### **Thinking with Feeling**

**Past**

**Future**

**Other minds**

**Self and Consciousness: Homo economicus**

**Other as Homo economicus**

**Counterfactuality. Alternative narratives.**

**Language. Social ontologies and deontologies.**

**Physical Ontology**

**Political Ontology and its laws**

**Material Anchors**

**Social Memory**

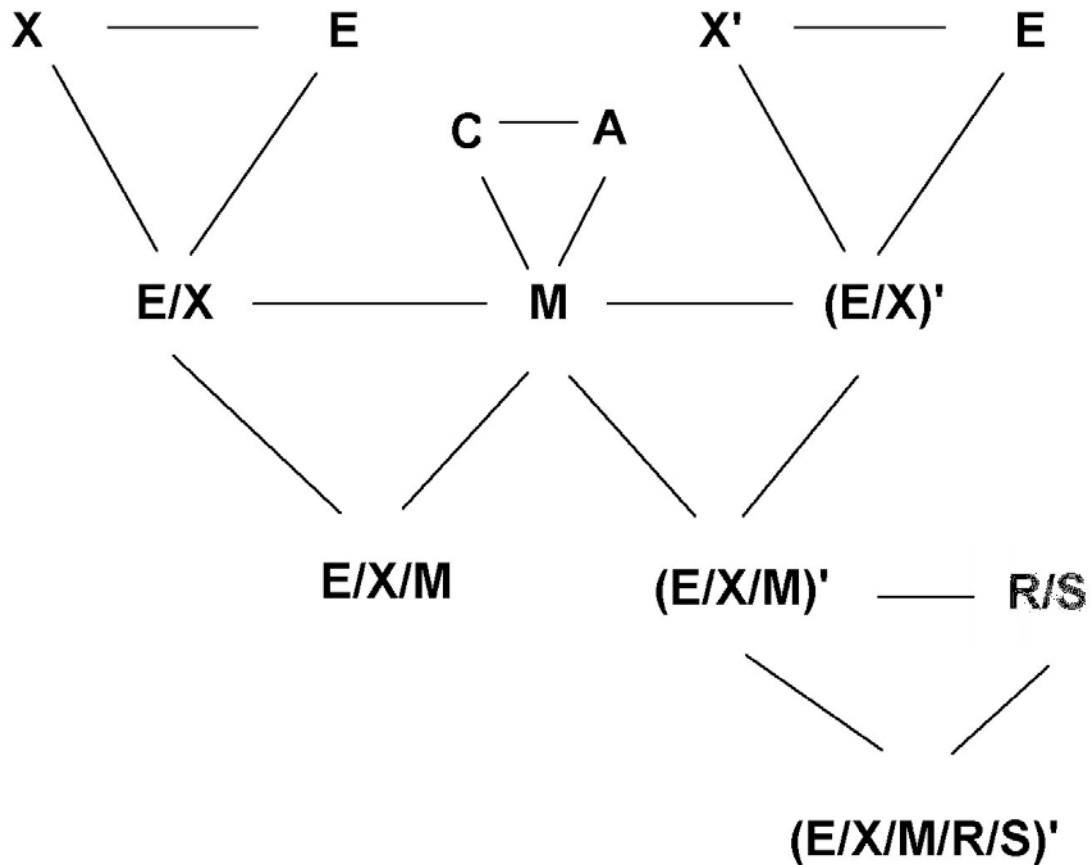
**Punishment**

**Redemption**

**Guilt**

**Sin**

**Money**



“An Inconvenient Truth” is the film version of Al Gore’s slide-show presentation on global warming. Close to the end, Gore shows a picture of the Earth as a what he calls a “pale blue dot.” The Earth is a single pixel on a huge cosmological screen, difficult even to pick out when he points at it. The picture was taken from a distance in space of 4 billion miles. Gore says, “Everything that has ever happened in all of human history has happened on that dot. All the triumphs and tragedies, all the wars and all the famines, all the major advances. That is what is at stake—our ability to live on planet Earth, to have a future as a civilization.”

And then he concludes the film with this blend: “Future generations may well have occasion to ask themselves, 'What were our parents thinking? Why didn't they wake up when they had the chance?' **We have to hear that question from them now.**”