GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

*Copy and paste **current** course information from Class Search/Course Catalog.*

College/School	College of Liberal Arts and Sciences	Department/School	**School of International Letters and Cultures**

Prefix:	**SLC KOR**	Number:	**420**	Title:	Emotions across Languages, Cultures, and History	Units:	3

Course description:

Is this a cross-listed course?	YES	If yes, please identify course(s): **SLC 420/598 & KOR 420/598**
Is this a shared course?	NO	If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics?   NO

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: G   **Mandatory Review:** NO

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020   For Spring 2022 Effective Date: March 5, 2021

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

   Literacy and Critical Inquiry core courses (L)
   Mathematics core courses (MA)
   Computer/statistics/quantitative applications core courses (CS)
   Humanities, Arts and Design core courses (HU)
   Social-Behavioral Sciences core courses (SB)
   Natural Sciences core courses (SQ/SG)
   Cultural Diversity in the United States courses (C)
   Global Awareness courses (G)
   Historical Awareness courses (H)

A complete proposal should include:

   X   Signed course proposal cover form
   X   Criteria checklist for General Studies designation being requested
   X   Course catalog description
   X   Sample syllabus for the course
   X   Copy of table of contents from the textbook and list of required readings/books

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name	Francoise Mirguet Ebru Türker	E-mail	Francoise.Mirguet@asu.edu Ebru.Turker@asu.edu	Phone	480 965 2663 480 727 0236

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed):   Nina Berman   Date: 3/12/2021

Chair/Director (Signature):

Rev. 10/2020

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

<table>
<tr><td colspan="4" align="center">**ASU--[G] CRITERIA**</td></tr>
<tr><td colspan="4" align="center">**GLOBAL AWARENESS [G]**</td></tr>
<tr><td align="center">**YES**</td><td align="center">**NO**</td><td></td><td align="center">**Identify Documentation Submitted**</td></tr>
<tr><td align="center">☒</td><td align="center">☐</td><td>1. Studies **must** be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td><td>Title of the course; course description; syllabus</td></tr>
<tr><td></td><td></td><td>2. The course must match at least one of the following descriptions: (check all which may apply):</td><td></td></tr>
<tr><td align="center">☐</td><td align="center">☐</td><td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. **The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.**</td><td></td></tr>
<tr><td align="center">☐</td><td align="center">☐</td><td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td><td></td></tr>
<tr><td align="center">☒</td><td align="center">☐</td><td>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td><td>Title of the course; course description; syllabus</td></tr>
<tr><td align="center">☐</td><td align="center">☐</td><td>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."</td><td></td></tr>
</table>

Course Prefix	Number	Title	Designation
SLC	420	Emotions across Languages, Cultures, and History	Global Awareness (G)

Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	**SAMPLE:** The course examines the cultural significance of financial markets Japan, Korea, and the UK.	**SAMPLE:** Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1	The course examines emotions in different languages and cultures across the world.	The course itinerary includes: - emotions among the Ilongots people of the Philippines (Rosaldo reading, 01/26) - emotional dynamics prompted by materal surrogacy, India (02/08) - emotional dynamics related to immigration in the UK (02/15) - emotions in Bedouine love poetry (02/17) - emotion metaphors in Korean (03/08, 03/10, 03/15, 03/17, 03/24, 03/31) - emotion metaphors in Mongolian (03/10, 03/17).
2c	The course offers a comparative study of emotions across languages and cultures, both in their cultural and social significance and in their linguistic expressions.	Same as above.

SLC/KOR 420
Application for G General Studies Designation

Course Catalog Description

The course presents the main academic approaches to emotions that have been developed in the humanities and social sciences. The course explores, among other topics: the different notions and constructions of emotions in various languages, societies, and time periods; the cross-linguistic and cross-cultural use of metaphorical expressions of emotions; the social functions of emotions; the use of emotions in the formation of identities.

EMOTIONS ACROSS LANGUAGES, CULTURES, AND HISTORY

SLC 420/598, KOR 420/598

Spring 2021

CREDITS: 3

CLASS TIME/LOCATION: MW 12:00-1:15 pm,
DH108 – ASU SYNCH

1. CONTACT INFORMATION

Ebru Türker, Associate Professor of Korean Language and Linguistics

Zoom link: https://asu.zoom.us/j/4162914130

Phone: 480-727-0236   **Email**: Ebru.Turker@asu.edu

Office: DH 303E   **Office Hours:** Mondays, 1:30 to 2:30 pm.

          (sign-up to Canvas calendar for appointment times)

Francoise Mirguet, Associate Professor of Hebrew and Near Eastern Culture
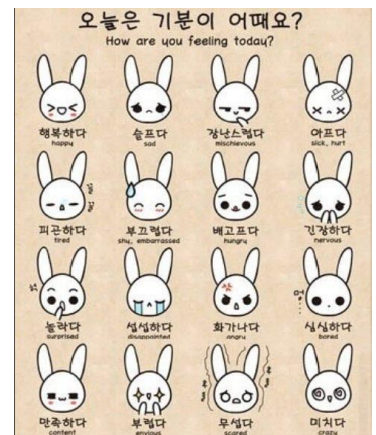
Zoom link: https://asu.zoom.us/j/4957387581

Phone: 480-965-2663   **Email**: Francoise.Mirguet@asu.edu

Office: DH 406D   **Office Hours:** Mondays, 1:30 to 2:30 pm.

          (sign-up to Canvas calendar for appointment times)

2. COURSE DESCRIPTION

The course presents the main academic approaches to emotions that have been developed in the humanities and social sciences. The course explores, among other topics: the different notions and constructions of emotions in various languages, societies, and time periods; the cross-linguistic and cross-cultural use of metaphorical expressions of emotions; the social functions of emotions; the use of emotions in the formation of identities.

3. COURSE OBJECTIVES

In its first part, the course has the following objectives: to present different academic approaches to emotions in the social sciences and the humanities, in relation to recent scientific works; to discuss emotions in their tension between universality and cultural construction; to illustrate different perceptions and roles of emotions in various historical settings; and to analyze the interplay between emotions, gender, and power in different social and cultural contexts.

In its second part, the course aims to demonstrate theoretical understanding of metaphors from linguistic and cognitive perspectives. The course provides an understanding on the emotion metaphors in Korean and metaphorical concepts as well as meaning variations in different cultural contexts. It also aims to provide and develop skills at analyzing, interpreting and comparing metaphors in other languages to foster cross-linguistical and cross-cultural research analysis.

4. LEARNING OUTCOMES

Upon successful **COMPLETION** of this course, students will:

- ❖ Be able to give examples of how emotions vary across languages, cultures, history;
- ❖ Be able to analyze how emotions are constructed in different historical, cultural, and social contexts;
- ❖ Be able to present an original analysis of how emotions function in a given document/artifact/context (past or present);
- ❖ Be able to explain the role and influence of emotion metaphors in everyday life;
- ❖ Be able to analyze metaphorical complexes of emotions in the way people talk and think about abstract concepts in terms of concrete ones;
- ❖ Be able to discuss how emotion metaphors differ across cultures and affect how people in different cultures think;
- ❖ Be able to demonstrate the different forms and dimensions of metaphor and metaphorical process;
- ❖ Have improved their critical-thinking, analytical, and writing skills.

5. LISTING OF ASSIGNMENTS

1. *Classroom Participation (10%):* All students are expected to attend and participate in every class meeting, having read the assigned readings for that meeting. Attendance and participation are quite distinct, though often confused with each other. "Attendance" means that you arrive on time, remain focused, and don't drift in and out of the room attending to personal business. Coming late, dozing, chatting with your neighbor, allowing your cell phone to go off in class, wandering out of the room, etc., can move you into the "did not attend" category, even if you left some of your DNA in the room that day. "Participation" means that you contribute to classroom discussion. To do that, you need not only to have completed the assigned readings, but to have thought about what made sense and what didn't; about what fit with things you already knew, and what seemed new and different. Good discussions require that all present be willing to listen to each other and respond to what they hear, rather than just presenting their own conclusions. (If by the end of class the only voice you've heard is your own, you haven't *discussed* anything: you've monologued). Remember that listening can be communicated many ways, both verbal and non-. Being willing to ask questions in class is even more important than being willing to answer them.

2. *Reaction Paper – Each Class Meeting (15%)*: Students are required to submit a reaction paper (half a page to one page) for each class meeting, to be posted on Canvas. Late reaction papers get half-credit. **The reaction papers are due by 8:00 p.m. the day before each class meeting.**

3. *Group Presentations (10%), Final Paper Presentation (5%):* Students will present their two group projects as well as their final research paper.

4. *Group Projects (25%):* Students will prepare two group projects (groups of two to three students). The projects will be based on the topics studied in this course. Projects must quote and discuss at least three scholarly sources (journal articles, book chapters, etc.). Projects must be 3,000 words. They must be double-spaced, 12pt font, and one inch margin in doc or docx format, and will be submitted on Canvas.

   Group Project 1: **due Friday, February 26, midnight.**
   1. Choose a text (narrative, short story, poem, article, advertisement, webpage, etc.), in any language and time period, where emotions play a significant role. Present the document and situate it.
   2. Analyze the role of the emotion(s) in the document, especially in regard to the topics studied in class: function of emotions, emotional norms, gender roles, effect of the emotion, power, identity, possible change in history, etc.
   3. Support the analysis with 3 scholarly sources (journal articles or book chapters), with at least one about the document and at least one about the emotion analyzed (or the issues that the emotion engages).
   4. Organize the research into a coherent paper, with introduction, conclusion, headings if necessary, and bibliography.

   Group Project 2: **due Friday, April 9, midnight.**
   You may select a sample of discourse to analyze. You may select a particular text in any language to analyze, or you may survey a larger body of texts looking for metaphors about a particular topic. *Be sure to review the sample before committing yourself to it!* You may select an emotion topic area such happiness, anger, sadness, love, jealousy, etc. (For example, for romantic relationships you might survey advice columns; blogs; talk shows and on-line discussions might provide interesting material for many topics).

   1. Identify all the metaphors in your sample, then identify the topic and vehicle, using procedures discussed in class.
   2. Look for patterns of metaphor use – repeated metaphors using a vehicle from the same domain, contrasting metaphors for the same topic, repetition of metaphorical themes.
   3. What do these patterns tell you about the discourse, the topic(s), the speaker(s), the language, the culture?
   4. How do these patterns fit with the theories we have discussed?
   5. What have other researchers said about metaphor use with respect to this topic or context?
   6. Decide what aspects of your material you want to write about, prepare a preliminary outline for your paper, and begin writing.
   7. Move passages around as needed to make a coherent paper; rewrite, revise, and polish.

   Describe the metaphors you have found and discuss the patterns of metaphor use you have seen. Your paper should begin with a brief description of your discourse sample and a summary of how you went about identifying and analyzing the metaphors. Either attach a transcript of your sample to the end of your paper or provide a complete citation and be prepared to provide a transcript if requested. ***Be sure to attach a List of References in APA style.***

5. *Final Paper (30%):* The final paper will develop one topic discussed in class. Students may also choose to expand one of their group projects as final paper. Students will quote and discuss at least 5 scholarly sources (journal articles or book chapters). The final paper (at least 4,000 words [6,000 for graduate students], double space, 12-point font, and one-inch margin in doc or docx format) will be submitted to Canvas. **Due April 26, midnight.**

   Final papers on emotions across cultures and history: students will choose two documents (narrative, short story, poem, article, advertisement, webpage, etc.), in any language and time period, where emotions play a significant role. The documents must be comparable (consult with your instructor). After presenting and situating the documents, students will analyze and compare the role of the emotion(s) in the documents, especially in regard to the topics studied in class: functions of emotions, emotional norms, gender roles, effect of the emotion, power, identity, possible change in history, etc. The analysis will be supported by 5 scholarly sources. The paper will be organized into a coherent argument, with an introduction, conclusion, headings if needed, as well as a bibliography.

<u>Final papers on emotion metaphors</u> will be a complete, polished paper. Introduction: the topic, why it is interesting. Method: The sample and how it was obtained, how you identified metaphors and found patterns. Body of the paper: The key metaphorical themes you found, with examples and detailed interpretation from a theoretical point of view. Either as part of this section or in a separate section discuss any differences or similarities by using at least 5 scholarly sources. Discussion: What do these metaphorical expressions and metaphorical patterns tell you about your topic, the participants, the language, culture, the thinking, etc.? What does your analysis tell us about the theories we have discussed? Conclusion: Summarize your most important findings and the evidence supporting your findings.

6. *Final Paper Abstract and References (5%):* This assignment will consist of an abstract that briefly describes the proposed topic and a list of the sources to be consulted. If you have difficulties selecting a topic, it is advisable for you to talk to one of the instructors earlier in the semester. **Due April 12, midnight.**

7. *Extra Credit*: Undergraduate students have the option to select an assigned reading (with an *) and present it during the class either individually or in a group. For each successful presentation, they will earn extra credit.

8. *Additional Requirements for Graduate Students*:
    ● Complete the additional readings (marked in blue in table and mentioned under the reading list);
    ● Integrate at least two of these readings in the final paper;
    ● Present two articles from the graduate reading list to the class, one in each section (consult with instructors);
    ● Write a 6,000-word final paper.

6. GRADING POLICY AND PERCENTAGES

The **grading scale** below will be used in this course:

A+: 97+	B+: 87+	C+: 77+	D: less than 70
A : 93+	B : 83+	C : 70+	E: less than 60
A- : 90+	B- : 80+		

Your grade will consist of the following components:

Attendance & Participation	10%
Reaction Papers (for each session)	15%
Group Projects Presentations	10%
Group Projects	25%
Final Paper Abstract and References	5%
Final Paper Presentation	5%
Final Paper	30%
Extra Credit	5%

You may check your grades from the course Canvas at any time in the semester.

7. COURSE ITINERARY AND READINGS

All readings are available via Canvas under the heading "Readings."
* Readings marked by an asterisk are to be presented by students.
Readings in blue are required for graduate students, and optional for undergraduate students.

	Readings	Topics Covered in Class
Monday January 11		Presentation of class
Emotions across Cultures and History - Section taught by Francoise Mirguet		
Wednesday January 13	Illouz, **"Romantic Web" (74-91)** Cornelius, **"Theoretical Approaches to Emotions"**	Preliminary Questions
Monday January 18	**Martin Luther King Day**	
Wednesday January 20	Barrett, **"Introduction"** Barrett, **"Emotions are Constructed"** *Barrett, **"The Search for Emotions' Fingerprints"**	What is an "Emotion"?
Monday January 25	Barrett, **"The Myth of Universal Emotions"** Barrett, **"Emotions as Social Reality"** *Rosaldo, **"Towards an Anthropology of Self and Feeling"**	Are Emotions Universal or Culturally Dependent?
Wednesday January 27	Stearns, **"The Impact of New Standards"** Stearns, **"An Emotional America"**	Do Emotions Change?
Monday February 1	Räuchle, **"Visual Arts"**	Emotions in History - Visual Arts
Wednesday February 3	Shields, **"Thinking about Gender, Thinking about Theory: Gender and Emotional Experience"** *Lutz, **"Engendered Emotion: Gender, Power, and the Rhetoric of Emotional Control in American Discourse"**	Emotions and Gender
Monday February 8	Hochschild, **"Our Baby, Her Womb"**, **"My Womb, They Baby"**, **"Importing Family Values"** *Bonilla-Silva, **"Feeling Race"**	Emotional Labor

Wednesday February 10	Ahmed, **"The Performativity of Disgust"**	Emotions and Body - Disgust
Monday February 15	Ahmed, **"Melancholic Migrants"** Optional: Chadha, "Bend it like Beckham" (movie)	Emotions, Power, Racism
Wednesday February 17	Abu-Lughod, **"Shifting Politics in Bedouin Love Poetry"** *Gould, **"On Affect and Protest"**	Emotional Resistance Conclusion
Monday February 22		First Group Project Presentations
Wednesday February 24		First Group Project Presentations
Emotions across languages - section taught by Ebru Türker		
Monday March 1	Deignan, **Conceptual Metaphor Theory and Language** Kövecses, **What is metaphor?**	Introduction to the Conceptual Metaphor Theory
Wednesday March 3	Kövecses, **Common source and target domains** Lakoff & Johnson, **Metonymy**	Introduction to metaphor and metonymy
Monday March 8	Kövecses, **The Conceptual Structure of Happiness** *Woo & Lee, **Conceptual Metaphors for Happiness in Korean and English: A Cognitive-Cultural Study**	Happiness Metaphors
Wednesday March 10	*Lakoff & Kövecses, **The Cognitive Model of Anger Inherent in American English** *Joh, **Anger Metaphor and Inanimacy** Choijin, **Anger Metaphors in Mongolian and Korean**	Anger Metaphors
Monday March 15	Na, **On the Metaphorical Conceptualization of the Korean *Ceng*** *Yoon, **Korean Ethnopsychology Reflected in the Concept of *Ceng* affection Semantic and Cultural Interpretation**	Affection Metaphors
Wednesday March 17	*Lim, **Aspects of the Metaphorical Conceptualization of Basic Emotions in Korean** Choijin, **The Metaphorical Conceptualization of Emotions in English and Mongolian**	Basic Emotion Metaphors in Korean
Monday March 22	*Stefanowitsch**. Words and their metaphors: A corpus-based approach**	Corpus-based Study on English Emotions

Wednesday March 24	**Türker, **Corpus-based Approach to Emotion Metaphors in Korean: A Case Study Anger, Happiness and Sadness**	Corpus-based Study on Korean Emotions
Monday March 29	Forceville, **Metaphor in Pictures and Multimodal Representations**	Multimodal representations of metaphor
Wednesday March 31	*Roh & Kwon, **Multimodality in cognitive semantics: A Case Study of Political Cartoons Stay Out of My Hair**	Multimodality in Korean metaphors
Monday April 5		Second Group Project Presentations
Wednesday April 7		Second Group Project Presentations
Monday April 12	Preparation of final papers - workshop	
Wednesday April 14	**PRESENTATIONS of FINAL PAPERS**	
Monday April 19	**PRESENTATIONS of FINAL PAPERS**	
Wednesday April 21	**PRESENTATIONS of FINAL PAPERS**	

500-Level Readings (for students enrolled under SLC/KOR 598):

<u>Emotions across Cultures and History - Francoise Mirguet:</u>

Barrett, "The Search for Emotion's 'Fingerprints'"
Bonilla-Silva, "Feeling Race"
Gould, "On Affect and Protest"
Lutz, "Engendered Emotion: Gender, Power, and the Rhetoric of Emotional Control in American Discourse"
Rosaldo, "Toward an Anthropology of Self and Feeling"
Stearns, "An Emotional America"
Stoler, "A Sentimental Education"

<u>Emotions across Languages - Ebru Türker:</u>

Kövecses, "Introduction: Cultural Variation in Metaphor"
Kövecses, "Conceptualizing Emotions: A revised Cognitive Linguistic Perspective"
Kövecses, "The Concept of Anger: Universal or Culture Specific?"
Lakoff, "The Contemporary Theory of Metaphor"
Ding & Noël, "A corpus-based diachronic investigation of metaphorical containers of sadness in English"
Bang & Lee, "Aspects of the Conceptualization of Han" (in Korean)
Oh, "A Study on the Conceptualization of Fear in Korean and English" (in Korean)
Umemure, M. "A study on the shift within Korean culture on "love" metaphor conceptualize: focusing on the songs of Shin Seung Hun and Baek Ji Young" (in Korean)

COMPLETE REFERENCES OF THE READINGS:

Emotions across Cultures and History - Francoise Mirguet:

Abu-Lughod, L. "Shifting Politics in Bedouin Love Poetry." In: Abu-Lughod, L. & Lutz, C.A. (eds.), *Language and the Politics of Emotion*. Cambridge: Cambridge University Press; Paris: Editions de la Maison des Sciences de l'Homme, 1990, pp. 24-45.

Ahmed, S. "The Performativity of Disgust." In: *The Cultural Politics of Emotion*. New York: Routledge, 2004, pp. 83-100.

Ahmed, S. "Melancholic Migrants." In: *The Promise of Happiness*. Durham: Duke University Press, 2010, pp. 121-159.

Barrett, L.F. "Introduction." In: Barrett, L. F., *How Emotions are Made: The Secret Life of the Brain*. Boston: Houghton Mifflin Harcourt, 2017, pp. ix-xv.

Barrett, L. F. "The Search for Emotion's 'Fingerprints'." In: Barrett, L. F., *How Emotions are Made: The Secret Life of the Brain*. Boston: Houghton Mifflin Harcourt, 2017, pp. 1-24.

Barrett, L. F. "Emotions are Constructed." In: Barrett, L. F., *How Emotions are Made: The Secret Life of the Brain*. Boston: Houghton Mifflin Harcourt, 2017, pp. 25-41.

Barrett, L. F. "The Myth of Universal Emotions." In: Barrett, L. F., *How Emotions are Made: The Secret Life of the Brain*. Boston: Houghton Mifflin Harcourt, 2017, pp. 42-55.

Barrett, L. F. "Emotions as Social Reality." In: Barrett, L. F., *How Emotions are Made: The Secret Life of the Brain*. Boston: Houghton Mifflin Harcourt, 2017, pp. 128-151.

Bonilla-Silva, E. "Feeling Race: Theorizing The Racial Economy of Emotions." *American Sociological Review* 84/1 (2019), pp. 1-25.

Chadha, G. "Bend it Like Beckham" (Movie), 2003.

Cornelius, R.R. "Theoretical Approaches to Emotion." *Proceedings of the ISCA Workshop on Speech and Emotion*, pp. 3-10, Northern Ireland, 2000.

Illouz, E. "Romantic Webs." In *Cold Intimacies: The Making of Emotional Capitalism*. Cambridge: Polity Press, 2007, pp. 74-91.

Gould, D. "On Affect and Protest." In: Staiger, J. et al. (ed.), *Political Emotions*. London: Routledge, 2010, pp. 18-44.

Hochschild, A.R. "Our Baby, Her Womb", "My Womb, They Baby", "Importing Family Values." In: Hochschild, A.R., The Outsourced Self: Intimate Life in Market Times. New York: Metropolitan Books, 2012, pp. 71-86, 87-103, 146-156.

Lutz, C.A. "Engendered Emotion: Gender, Power, and the Rhetoric of Emotional Control in American Discourse." In: Abu-Lughod, L. & Lutz, C.A. (eds.), *Language and the Politics of Emotion*. Cambridge: Cambridge University Press; Paris: Editions de la Maison des Sciences de l'Homme, 1990, pp. 69-91.

Räuchle, V. "The Visual Arts." In: Cairns, D. (ed.), *A Cultural History of the Emotions: In Antiquity*. London: Bloomsbury, 2019, pp. 83-108.

Rosaldo, M.Z. "Toward an Anthropology of Self and Feeling." In: Harding, J. & Pribram, E. D. (eds.), *Emotions: A Cultural Studies Reader*. London: Routledge, 2009, pp. 84-99.

Shields, S.A. "Thinking about Gender, Thinking about Theory: Gender and Emotional Experience." In: Fischer A. H. (ed.), *Gender and Emotion: Social Psychological Perspectives*. Cambridge: Cambridge University Press; Paris: Editions de la Maison des Sciences de l'Homme, 2000, pp. 3-23.

Stearns, P.N. "The Impact of New Standards: Controlling Intensity in Real Life." In: *American Cool: Constructing a Twentieth-Century Emotional Style*. New York: New York University Press, 1994, pp. 229-263.

Stearns, P.N. "An Emotional America." *The American Interest*, January 8, 2018.

Stoler, A.L. "A Sentimental Education: Children on the Imperial Divide." In: Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule. Berkeley: University of California Press, 2002, pp. 112-139.

Emotions across Languages - Ebru Türker:

Bang, Y. S. & Lee, J. H. 2007. Aspects of the Conceptualization of Han (한국어에 나타나는 한의 개념화 양상), *Korean Semantics*, 22, 95-121.

Choijin, Z. 2018. Anger Metaphors in Mongolian and Korean. T*he Journal of Linguistic Science,* 87, 499-523.

Choijin, Z. 2013. The Metaphorical Conceptualization of Emotions in English and Mongolian. *The Journal of Linguistics Science*, 66, 301-322.

Ding, Y. & Noël, D. 2014. A corpus-based diachronic investigation of metaphorical containers of sadness in English. *Cognitive Linguistic Studies*, 1(2), 236-251.

Deignan, A. 2005. Conceptual Metaphor Theory and Language. In *Metaphor and Corpus Linguistics*, pp. 13-32. Amsterdam, Philadelphia, John Benjamins Publishing Company.

Forceville, C. 2008. Metaphor in Pictures and Multimodal Representations. In Raymond W. Gibbs. (Eds.). *The Cambridge Handbook of Metaphor and Thought*, 462-482. Cambridge: Cambridge University Press.

Joh, Yoon-kyung. 2019. The Anger Metaphor and Inanimacy. T*he Journal of Mirae English Language and Literature,* 24(2), 443-461.

Kövecses, Z. 2014. Conceptualizing Emotions: A Revised Cognitive Linguistic Perspective. *Poznan Studies in Contemporary Linguistics*. 50 (1), 15-28.

Kövecses, Z.. 2010. What is Metaphor. In *Metaphor A Practical Introduction* (2nd edition), pp 3-14, New York, Oxford University Press.

Kövecses, Z. 2010. Common Source and Target Domains. In *Metaphor A Practical Introduction* (2nd edition), pp. 17-30, New York, Oxford University Press.

Kövecses, Z. 2008. The Conceptual Structure of Happiness. In *Happiness: Cognition, Experience, Language* . Heli Tissari, Anne Birgitta Pessi and Mikko Salmela (Eds.) pp. 131-143. Studies across Disciplines in the Humanities and Social Sciences 3. Helsinki: Helsinki Collegium for Advanced Studies.

Kövecses, Z. 2004. Introduction: Cultural Variation in Metaphor. *European Journal of English Studies*, 8(3), 263-274.

Kövecses, Z. 2000. The Concept of Anger: Universal or Culture Specific? *Psychopathology*, 33, 159-170.

Lakoff, G. 1993. The Contemporary Theory of Metaphor. In A. Ortony (Eds.), *Metaphor and thought*, 2nd ed. pp. 202-251, Cambridge, UK: Cambridge University Press.

Lakoff , G. & Johnson, M. 1980. Metonymy. In *Metaphors We Live By*, pp. 35-40. Chicago, The University of Chicago Press.

Lim, Ji-Ryong. 2003. Aspects of the Metaphorical Conceptualization of Basic Emotions in Korean. *Studies in Modern Grammar* 32, 141-167.

Lakoff, G., & Kövecses, Z. 1987. The Cognitive Model of Anger Inherent in American English. In D. C. Holland, & N. Quinn (Eds.), *Cultural models in language and thought*, pp. 195-221. Cambridge: Cambridge University Press.

Na, Ok-Joo. 2004. On the Metaphorical Conceptualization of the Korean *Ceng. The Journal of Linguistic Science,* 31(4), 103-124.

Oh, S. S. 2014. A Study on the Conceptualization of Fear in Korean and English (한국어와 영어의 두려움 개념화의 보편성과 특수성 연구), *Korean Semantics*, 44, 141-170.

Roh, J. H. & Kwon, I. 2017. Multimodality in cognitive semantics: A Case Study of Political Cartoons Stay Out of My Hair. *The Discourse and Cognitive Linguistic Society of Korea*. 297-311.

Stefanowitsch, A. 2006. Words and Their Metaphors: A Corpus-based Approach. In A. Stefanowitsch, & S. T. Gries (Eds.), *Corpus-based Approaches to Metaphor and Metonymy* (pp. 63-105). Berlin; New York: M. de Gruyter.

Woo, S. J. & Lee, J. H. 2002. Conceptual Metaphors for Happiness in Korean and English: A Cognitive-Cultural Study. *Journal of the Applied Linguistics Association of Korea*. 18(2), 1-25.

Türker, E. 2013. Corpus-based Approach to Emotion Metaphors in Korean: A Case Study Anger, Happiness and Sadness. *Annual Review of Cognitive Linguistics*.11(1), 73-144.

Umemure, M. 2018. A study on the shift within Korean culture on "love" metaphor conceptualize: focusing on the songs of Shin Seung Hun and Baek Ji Young. The Language and Culture. 14(3), 125-147.

Yoon, K.J. 2004. Korean Ethnopsychology Reflected in the Concept of Ceng affection Semantic and Cultural Interpretation. *Discourse and Cognition*, 14(3), 81-103.

8. TECHNOLOGY SUPPORT

All communication will be sent to students' **ASU email address**.

For **technical assistance**, please contact the **University Technology Office**: https://uto.asu.edu/contact or by phone at (855) 278- 5080 or (480) 965-6500.

For help with technology and media, please contact **Learning Support Services** at the **School of International Letters and Cultures:** https://silc.asu.edu/learning-support-services/lss-for-students.

Printing: Students enrolled in courses offered by the **School of International Letters and Cultures** receive a **$5.00** print quota for each undergraduate course (either 50 single-sided or 62 double-sided pages). Additional quota may be purchased in LL 66. Print quota can only be used in LL 61 and LL65.1 computer labs, in the basement of the LL building.

9. UNIVERSITY POLICIES

ATTENDANCE AND ABSENCE POLICIES

Class attendance is mandatory. Assigned work will be accepted after the due date only in case of a justified absence; the new due date will be decided by the instructor.
Absences related to **religious observances and practices** are considered justified when in accord with the policies described in ACD 304-04 (http://www.asu.edu/aad/manuals/acd/acd304-04.html).
Absences related to **university sanctioned events/activities** can be considered justified, in accord with ACD 304-02 (http://www.asu.edu/aad/manuals/acd/acd304-02.html).

Students are expected to attend ALL classes. You must provide *official* proof of absence/illness (e.g. note from the doctor, court, etc., with appropriate date). Three or more unexcused absences will result in a reduction of the student's final letter grade by one level (e.g., A becomes A-), and this continues for each successive absence as well. Tardiness is also not acceptable and considered inappropriate behavior in a university classroom. Three repeated lateness will be counted as an unexcused absence. When absent, it is the student's responsibility to find out what has been assigned and to turn it in on the same day as the other students.

Late works (group projects, final paper outline and final paper) will be penalized 10% per day late. Late reaction papers get half-credit.

ACADEMIC INTEGRITY

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity.

TITLE IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, https://goto.asuonline.asu.edu/success/online-resources.html.

POLICY ON SEXUAL DISCRIMINATION

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

COPYRIGHTED MATERIALS

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. Please refer to ACD-304-10 Course Syllabus.

CLASSROOM BEHAVIOR STATEMENT

Use of cell phones and recording devices is prohibited during class, unless special approval of the instructor. Disruptive behavior is not tolerated.

THREATENING BEHAVIOR STATEMENT

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. See http://www.asu.edu/aad/manuals/ssm/ssm104-02.html.

DISABILITY POLICY STATEMENT

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: https://eoss.asu.edu/drc.

WITHDRAWALS AND INCOMPLETES

http://www.asu.edu/aad/manuals/ssm/index.html

ZOOM POLICIES

Students are strongly advised to keep their videos on during class, unless specific circumstances to be discussed with the instructor.

The contents of this course, including lectures and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling or distributing course content or notes taken during the conduct of the course. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center. Recording of class sessions (initiated by instructor) is authorized only for the use of students enrolled in this course during their enrollment in this course. Recordings and excerpts of recordings may not be distributed to others.

*** This syllabus and course schedule are subject to change during the semester if necessary to better accommodate the classroom situation(s).

SLC/KOR 420
Application for G General Studies Designation

List of Required Readings

Emotions across Cultures and History - Francoise Mirguet:

Abu-Lughod, L. "Shifting Politics in Bedouin Love Poetry." In: Abu-Lughod, L. & Lutz, C.A. (eds.), *Language and the Politics of Emotion*. Cambridge: Cambridge University Press; Paris: Editions de la Maison des Sciences de l'Homme, 1990, pp. 24-45.

Ahmed, S. "The Performativity of Disgust." In: *The Cultural Politics of Emotion*. New York: Routledge, 2004, pp. 83-100.

Ahmed, S. "Melancholic Migrants." In: *The Promise of Happiness*. Durham: Duke University Press, 2010, pp. 121-159.

Barrett, L.F. "Introduction." In: Barrett, L. F., *How Emotions are Made: The Secret Life of the Brain*. Boston: Houghton Mifflin Harcourt, 2017, pp. ix-xv.

Barrett, L. F. "The Search for Emotion's 'Fingerprints'." In: Barrett, L. F., *How Emotions are Made: The Secret Life of the Brain*. Boston: Houghton Mifflin Harcourt, 2017, pp. 1-24.

Barrett, L. F. "Emotions are Constructed." In: Barrett, L. F., *How Emotions are Made: The Secret Life of the Brain*. Boston: Houghton Mifflin Harcourt, 2017, pp. 25-41.

Barrett, L. F. "The Myth of Universal Emotions." In: Barrett, L. F., *How Emotions are Made: The Secret Life of the Brain*. Boston: Houghton Mifflin Harcourt, 2017, pp. 42-55.

Barrett, L. F. "Emotions as Social Reality." In: Barrett, L. F., *How Emotions are Made: The Secret Life of the Brain*. Boston: Houghton Mifflin Harcourt, 2017, pp. 128-151.

Bonilla-Silva, E. "Feeling Race: Theorizing The Racial Economy of Emotions." *American Sociological Review* 84/1 (2019), pp. 1-25.

Chadha, G. "Bend it Like Beckham" (Movie), 2003.

Cornelius, R.R. "Theoretical Approaches to Emotion." *Proceedings of the ISCA Workshop on Speech and Emotion*, pp. 3-10, Northern Ireland, 2000.

Illouz, E. "Romantic Webs." In *Cold Intimacies: The Making of Emotional Capitalism*. Cambridge: Polity Press, 2007, pp. 74-91.

Gould, D. "On Affect and Protest." In: Staiger, J. et al. (ed.), *Political Emotions*. London: Routledge, 2010, pp. 18-44.

Hochschild, A.R. "Our Baby, Her Womb", "My Womb, They Baby", "Importing Family Values." In: Hochschild, A.R., The Outsourced Self: Intimate Life in Market Times. New York: Metropolitan Books, 2012, pp. 71-86, 87-103, 146-156.

Lutz, C.A. "Engendered Emotion: Gender, Power, and the Rhetoric of Emotional Control in American Discourse." In: Abu-Lughod, L. & Lutz, C.A. (eds.), *Language and the Politics of Emotion*. Cambridge: Cambridge University Press; Paris: Editions de la Maison des Sciences de l'Homme, 1990, pp. 69-91.

Räuchle, V. "The Visual Arts." In: Cairns, D. (ed.), *A Cultural History of the Emotions: In Antiquity*. London: Bloomsbury, 2019, pp. 83-108.

Rosaldo, M.Z. "Toward an Anthropology of Self and Feeling." In: Harding, J. & Pribram, E. D. (eds.), *Emotions: A Cultural Studies Reader*. London: Routledge, 2009, pp. 84-99.

Shields, S.A. "Thinking about Gender, Thinking about Theory: Gender and Emotional Experience." In: Fischer A. H. (ed.), *Gender and Emotion: Social Psychological Perspectives*. Cambridge: Cambridge University Press; Paris: Editions de la Maison des Sciences de l'Homme, 2000, pp. 3-23.

Stearns, P.N. "The Impact of New Standards: Controlling Intensity in Real Life." In: *American Cool: Constructing a Twentieth-Century Emotional Style*. New York: New York University Press, 1994, pp. 229-263.

Stearns, P.N. "An Emotional America." *The American Interest*, January 8, 2018.

Stoler, A.L. "A Sentimental Education: Children on the Imperial Divide." In: Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule. Berkeley: University of California Press, 2002, pp. 112-139.

Emotions across Languages - Ebru Türker:

Bang, Y. S. & Lee, J. H. 2007. Aspects of the Conceptualization of Han (한국어에 나타나는 한의 개념화 양상), *Korean Semantics*, 22, 95-121.

Choijin, Z. 2018. Anger Metaphors in Mongolian and Korean. T*he Journal of Linguistic Science,* 87, 499-523.

Choijin, Z. 2013. The Metaphorical Conceptualization of Emotions in English and Mongolian. *The Journal of Linguistics Science*, 66, 301-322.

Ding, Y. & Noël, D. 2014. A corpus-based diachronic investigation of metaphorical containers of sadness in English. *Cognitive Linguistic Studies*, 1(2), 236-251.

Deignan, A. 2005. Conceptual Metaphor Theory and Language. In *Metaphor and Corpus Linguistics*, pp. 13-32. Amsterdam, Philadelphia, John Benjamins Publishing Company.

Forceville, C. 2008. Metaphor in Pictures and Multimodal Representations. In Raymond W. Gibbs. (Eds.). *The Cambridge Handbook of Metaphor and Thought*, 462-482. Cambridge: Cambridge University Press.

Joh, Yoon-kyung. 2019. The Anger Metaphor and Inanimacy. T*he Journal of Mirae English Language and Literature,* 24(2), 443-461.

Kövecses, Z. 2014. Conceptualizing Emotions: A Revised Cognitive Linguistic Perspective. *Poznan Studies in Contemporary Linguistics*. 50 (1), 15-28.

Kövecses, Z.. 2010. What is Metaphor. In *Metaphor A Practical Introduction* (2nd edition), pp 3-14, New York, Oxford University Press.

Kövecses, Z. 2010. Common Source and Target Domains. In *Metaphor A Practical Introduction* (2nd edition), pp. 17-30, New York, Oxford University Press.

Kövecses, Z. 2008. The Conceptual Structure of Happiness. In *Happiness: Cognition, Experience, Language* . Heli Tissari, Anne Birgitta Pessi and Mikko Salmela (Eds.) pp. 131-143. Studies across Disciplines in the Humanities and Social Sciences 3. Helsinki: Helsinki Collegium for Advanced Studies.

Kövecses, Z. 2004. Introduction: Cultural Variation in Metaphor. *European Journal of English Studies*, 8(3), 263-274.

Kövecses, Z. 2000. The Concept of Anger: Universal or Culture Specific? *Psychopathology*, 33, 159-170.

Lakoff, G. 1993. The Contemporary Theory of Metaphor. In A. Ortony (Eds.), *Metaphor and thought*, 2nd ed. pp. 202-251, Cambridge, UK: Cambridge University Press.

Lakoff , G. & Johnson, M. 1980. Metonymy. In *Metaphors We Live By*, pp. 35-40. Chicago, The University of Chicago Press.

Lim, Ji-Ryong. 2003. Aspects of the Metaphorical Conceptualization of Basic Emotions in Korean. *Studies in Modern Grammar* 32, 141-167.

Lakoff, G., & Kövecses, Z. 1987. The Cognitive Model of Anger Inherent in American English. In D. C. Holland, & N. Quinn (Eds.), *Cultural models in language and thought*, pp. 195-221. Cambridge: Cambridge University Press.

Na, Ok-Joo. 2004. On the Metaphorical Conceptualization of the Korean *Ceng. The Journal of Linguistic Science,* 31(4), 103-124.

Oh, S. S. 2014. A Study on the Conceptualization of Fear in Korean and English (한국어와 영어의 두려움 개념화의 보편성과 특수성 연구), *Korean Semantics*, 44, 141-170.

Roh, J. H. & Kwon, I. 2017. Multimodality in cognitive semantics: A Case Study of Political Cartoons Stay Out of My Hair. *The Discourse and Cognitive Linguistic Society of Korea*. 297-311.

Stefanowitsch, A. 2006. Words and Their Metaphors: A Corpus-based Approach. In A. Stefanowitsch, & S. T. Gries (Eds.), *Corpus-based Approaches to Metaphor and Metonymy* (pp. 63-105). Berlin; New York: M. de Gruyter.

Woo, S. J. & Lee, J. H. 2002. Conceptual Metaphors for Happiness in Korean and English: A Cognitive-Cultural Study. *Journal of the Applied Linguistics Association of Korea*. 18(2), 1-25.

Türker, E. 2013. Corpus-based Approach to Emotion Metaphors in Korean: A Case Study Anger, Happiness and Sadness. *Annual Review of Cognitive Linguistics*.11(1), 73-144.

Umemure, M. 2018. A study on the shift within Korean culture on "love" metaphor conceptualize: focusing on the songs of Shin Seung Hun and Baek Ji Young. The Language and Culture. 14(3), 125-147.

Yoon, K.J. 2004. Korean Ethnopsychology Reflected in the Concept of Ceng affection Semantic and Cultural Interpretation. *Discourse and Cognition*, 14(3), 81-103.