

## XI. Cognitive Approaches to Cultural Diversity

### 1. Check test (from previously assigned text or questions)

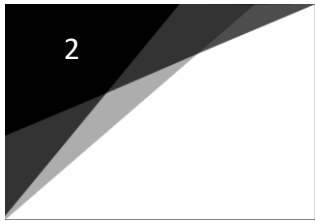
- What the word “culture” means, according to dictionaries.
- Give an interesting cultural element from some language and explain why it is interesting and unique.

### 2. What shall we learn in this class

- We shall learn to define the term “culture”, and how to separate “culture” from “language”.
- We shall learn the case of NUMBER and DEATH, and how different cultures construct and instantiate the concepts in different ways.
- We shall learn how the holistic/analytic and collectivistic/individualistic nature of a culture influences the way people think and behave.

### 3. Lecture

- Boroditsky’s talk on TIME as a review of the previous lesson and to cover part of this lesson ([here](#))
- What a weak version of Whorfian Hypothesis is like, using TIME as evidence.
- Anumeracy in Pirahã
- Numbers (8, 10) in Chinese writing system and their image-schematic similarity to real-world entities.
- Homophony (words with same sound but different meanings) in cultural artefacts.
- The definition of holistic/analytic distinction.
- The definition of collectivism/individualism.
- The effect of holistic/analytic thinking on human behavior (with map reading as an illustration).
- How different cultures/religions think about DEATH in different ways.



#### 4. Summary

- Can I define individualism and collectivism?
- Can I give “culture” a definition and given an example of a culture-specific element (from a culture that I am familiar with)?
- Can I give an example of how culture influences the way people think and behave?

#### 5. Suggested readings (to be included in the final exam)

Nisbett, Richard E., Kaiping Peng, Incheol Choi, and Ara Norenzayan. 2001. Culture and Systems of Thought: Holistic Versus Analytic Cognition. *Psychological Review*, 108(2), 291-310.

Ji, Li-Jun, Zhiyong Zhang and Richard E. Nisbett. 2004. Is It Culture or Is It Language? Examination of Language Effects in Cross-Cultural Research on Categorization. *Journal of Personality and Social Psychology*, 87(1), 57–65.

Stachoň, Zdeněk, Čeněk Šašinka, Jiří Čeněk, Stephan Angsusser, Petr Kubíček, Zbyněk Štěrba a Martina Bilíková. 2018. Effect of Size, Shape and Map Background in Cartographic Visualization: Experimental Study on Czech and Chinese Populations. *ISPRS International Journal of Geo-Information*, 7(11), 1-15.

#### 6. Further readings (not in the final exam)

Winawer, J., Witthoft, N., Frank, M., Wu, L., Wade, A., and Boroditsky, L. (2007). Russian blues reveal effects of language on color discrimination. *Proceedings of the National Academy of Sciences* 104 (19), 7780-7785.

Lu, Wei-lun. 2017. Socio-cultural factors in analyzing the pragmeme of accommodation: A case study of the official online eulogy request system in Taiwan. *The Pragmeme of Accommodation and Intercultural Pragmatics: The Case of Interaction Around the Event of Death*, ed. Vahid Parvaresh and Alessandro Capone, 111-127. Zurich: Springer.

Lu, Wei-lun. 2017. Religion and worldview in metaphor use: Cultural conceptualisations of death in Taiwanese Buddhist and Christian eulogistic idioms. *Advances in Cultural Linguistics*, ed. Farzad Sharifian, 49-64. Singapore: Springer.

How in China death rituals like ghost marriage are celebrated  
<https://www.youtube.com/watch?v=QrfALbb9WSY> (42:55)