

Colloquium „The Grammar of Social Cognition in Uralic“

Social cognition is what allows individuals to interact with one another. Speakers have knowledge of social facts (e.g. kinship, status, ownership) that place themselves and others within an interconnected social context, and of psychological facts about their own feelings, attentions, desires and their estimations of these for others. Elements of social cognition are encoded in many parts of a language's expressive resources including morphosyntax, lexis, prosody and gesture... (Barth & Evans 2017)

This colloquium is planned as an e-learning course leading up to the workshop of Nicholas Evans at the Winter School in Vienna (February & March 2018). It is geared to students from all partner universities in the INFUSE Strategic Partnership who plan to make an active contribution in this workshop.

The goals of this colloquium are:

- to teach students the basics of linguistic research, fostering their skills in applying theoretical knowledge;
- to teach them the basics of research organization (tasks distribution, time planning, coordination, compiling reports) within an international academic network;
- to increase communication between students from different partner universities/countries.

The colloquium is open for advanced bachelor students and master students; 3 to 6 ECTS credit points will be awarded depending on the actual work load (1 ECTS-credit = 30 study hours). Reading materials will be available on the Moodle platform for all registered participants. The Application deadline is 5 November 2017.

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What is this all about?

– Do you want to know more about how social cognition, i.e. our knowledge about the society we live in and the mental processes and social awareness during communication are coded in our language? How different languages code social statuses, relations and hierarchies? How information is communicated about the speaker's own desires, feelings and thoughts, or his/her estimation of the same for others (reported speech and thought)? About the meaning of a described event for all involved: credit and blame, benefit and obligation? What are the linguistic means for all this – politeness strategies, lexical choices, grammatical forms such as modality and evidentiality? What else?

– Do you want to try your hand in a small, but genuine international research project? Together with other students who share your linguistic interests and interest in the language you study, learning the basics of research organization, time planning, task sharing, data processing, brain storming, report writing?

A spoiler: you will have to do some work for it...

A hint: if you are still looking for a topic to work on for a course, or even for a thesis...

The participants will have to get in touch with the organizers and then with each other, establishing work groups pertaining to concrete Uralic languages. These work groups will share tasks between themselves: data collection, and data analysis. They will make use of the Family Problems Picture Task (cf. San Roque et al. 2012) when gathering audiovisual material from native speakers of a Finno-Ugric language of their choice (step 1); transcribe the material (step 2); translate and annotate the material in ELAN (step 3); and analyse the

data with regard to the core topics of Nicholas Evans' project 'Language and Social Cognition', i.e. human reference, reported speech and thought (e.g. direct/indirect speech), expressions with "private predicates" (indicators of feelings, thoughts and desires that would only be known to the person that has them, i.e. private to their own mind) and benefactives/malefactives (step 4). The students are expected to cooperate both within their work group (pertaining to Estonian, Finnish, Hungarian, or any other Finno-Ugric language for which they have access to at least two native speakers willing to be recorded having conversations), and with peers from other work groups looking at the same topics (human reference, indirect speech...) in other languages. The results will be presented at the Social Cognition workshop in Vienna.

The planned timetable:

November:	establishing working groups pertaining to concrete languages; election of the group coordinator; choice of the communication modus (e.g. MeisterTask or similar); formulating of the internal timetable.
December	distribution of tasks; preparing and carrying out video recording.
January	transcription of the recorded data; translation into English; introduction to the ELAN (by means of a teleconference).
February	feeding data into the ELAN; glossing; building thematic research groups; preliminary analysis; preparation of group presentations for the Vienna workshop.

NB: tutorials for ELAN can also be found under <http://humans-who-read-grammars.blogspot.de/p/online-list-of-free-online-tutorials.html>

References

- Barth, Danielle & Nicholas Evans (eds.). 2017. *The Social Cognition Parallax Corpus (SCOPIC)*. *Language Documentation and Conservation Special Publication No. 12*. <http://hdl.handle.net/10125/24739>
- Barth, Danielle & Nicholas Evans. The social cognition parallax corpus (SCOPIC): design and overview. *Language Documentation and Conservation Special Publication No. 12 Social Cognition Parallax Corpus (SCOPIC)*. Pp. 1-21. <http://hdl.handle.net/10125/24742>.
- San Roque, Lila, Lauren Gawne, Darja Hoenigman, Julia C. Miller, Alan Rumsey, Stef Spronck, Alice Carroll & Nicholas Evans. 2012. Getting the story straight: Language fieldwork using a narrative problem-solving task. *Language documentation and conservation* 6, 135-174. <https://scholarspace.manoa.hawaii.edu/bitstream/10125/4504/1/sanroque.pdf>