



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

FACULTY OF CREATIVE AND CRITICAL STUDIES DEPARTMENT OF CREATIVE STUDIES

2021 Winter Term 1 *The Power of Metaphor {3 credits}* **CRWR 310- 001**

The Faculty of Creative and Critical Studies acknowledges that the land on which we are situated is the unceded territory of the Syilx (Okanagan) People.

Instructor: Nancy Holmes

Email: nancy.holmes@ubc.ca (Use CRWR 310 in subject line)

Graduate Teaching Assistant: Umar Turaki

Email: uturaki@mail.ubc.ca (Use CRWR 310 in subject line)

Office: CCS 337

Nancy's Phone: 250-807-9369 (work number with voice mail); 250-809-0439 (mobile number).

Ensure you have your name in the first text you send me.

Nancy's Office Hours: Thursdays 12 – 1:30 PM

Umar's Office Hour: Fridays 1 – 2 PM

You're welcome to make an appointment if you can't make these times. Please wear a mask for one-on-one appointments unless otherwise directed.

Academic Calendar Entry

An interdisciplinary survey of metaphor, focusing on use and understanding of metaphor in thinking, writing and communication across disciplines, including art, health, science, politics, literature, and technology. [3-0-0]

Prerequisite: Third-year standing, or permission of the Department of Creative Studies.

Course Format

The course will be comprised of lectures, discussion, and in-class activities. If Public Health measures change we may have to move to online.

Course Overview, Content and Objectives

This course is an interdisciplinary survey of metaphor. The focus is on the use and understanding of metaphor in thinking, writing, and communication across all disciplines, including art, health, science, business, politics, literature, and technology. Popular theories and approaches to studying metaphor are included. Metaphor has been seen simply as decorative, but more and more research shows that it is not only a major means of introducing new ideas, but it is also key to how the mind works. Metaphors are basic elements of thought and knowledge, partly because the mind has the capacity to understand new ideas by relating them to familiar concepts. In this class, we investigate how metaphor influences our thinking, creating, and innovating, both intellectually and artistically. We will experiment with making our own metaphors. Readings will range over cognitive psychology, literature, science and other fields. Metaphor provides all



writers with a powerful tool. The greater your facility with metaphor, the greater your persuasive and affective power.

Learning Outcomes

At the end of the course the student should:

- be able to identify metaphor in speech and writing;
- understand how metaphor structures language and cognition - both analytically and creatively;
- know and be able to apply key concepts pertaining to metaphor;
- be familiar with research by experts in the field;
- be able to generate original and creative metaphors through exercises, models, practice;
- be able to create vivid metaphors applicable to the student’s field;
- be able to use metaphor to enhance creative thinking in the student’s field;
- be able to analyze and engage with metaphors in the student’s field and across intellectual domains.

Evaluation Criteria and Grading

Major assignments will have more detailed assignment guidelines.

UBC GRADING SYSTEM:	
A+.....	90-100
A.....	85-89
A-.....	80-84
B+.....	76-79
B.....	72-75
B-.....	68-71
C+.....	64-67
C.....	60-63
C-.....	55-59
D.....	50-54
F.....	0-49

- Brain Yoga: regular quizzes, exercises, or practices. Some of these will be in-class and some will be take-home. All will be collected at the beginning of each class. These will be graded 100% (pass), 50% (50/50) or 0% (fail). We will have a minimum of 10 of these (likely more) and the two lowest marks will be removed from your final grade. Since there will be lots of brain yoga activities, not a lot is at stake if you miss a couple or spectacularly don’t get something! There is no make-up for missing any of these—you hand them in on time or you don’t. **(40%)**
- Deep Focus: A study of metaphor in a particular field. You will take an important or influential book or article in a field you’re familiar with (possibly the area of your major) and do an analysis of the use of metaphor in that text. This will be a written assignment (1000- 1200 words) that can read as an academic essay or a creative non-fiction piece. Due Wednesday, October 27 by midnight. **(30%)**
- Mastery: Extended metaphor project. Here you get a chance to show off your ability to make a marvelous, original metaphor! You will write or create an extended metaphor using source material that is original and enlightening, and probably concerning areas you know well. This creation can be a fictional or nonfictional analogy, a poem, an artwork, a PowerPoint presentation with voiceover, or other form). We will workshop a draft in small groups in class before you hand in for a final grade. Draft is due Wednesday, November 17th; final is due Monday, December 6 by midnight. **(30 %)**



Late Penalties

Late “Deep Focus” and “Mastery” assignments will be docked 2% per day late. However, extensions are possible. Always ask for an extension if you really need it. Note that even with an extension, there is no guarantee late submissions will be workshopped or graded in a timely manner.

Statement of Care

When Life happens, send me an email or phone me. I can give extensions on assignments, talk one-on-one, converse on the phone or via Zoom, help you access Campus resources, help you catch up if you fall behind, and just be a good listener. It’s important to me that you succeed in the class and I will reach out if I think you’re falling off the radar. Don’t hesitate to call for help or advice, no matter what. I have great sympathy for people suffering stress, anxiety, mental health problems, ill health, family problems, issues related to child or elder care, job/ shelter/ relationship issues, and all the rest of life’s tough stuff—I or people I love have been through all these things. I get it. Please don’t think twice about reaching out. Just a note: I put in an Early Alert to Health and Wellness if I am concerned about you.

Required Readings

Textbook:

Geary, James. *I Is an Other: The Secret Life of Metaphor and How It Shapes the Way We See the World*. NY: Harper Perennial, 2011.

Articles on Canvas:

Frost, Robert. “The Figure a Poem Makes.” (Link on Canvas)
<https://www.poeticous.com/frost/the-figure-a-poem-makes>

Lederman, Leon, with Dick Teresi. from “Chapter 1: The Invisible Soccer Ball.” *The God Particle: If the Universe if the Answer, What Is the Question?* New York: Dell, 1993. Pages 8 – 12.

Lorde, Audre. "Poetry Is Not a Luxury." *Sister Outsider: Essays and Speeches*. Crossing Press, 1984. 36-39.

McMullen, Linda M. and John Conway. “Conceptualizing the Figurative Expressions of Psychotherapy Clients.” *Metaphors: Implications and Applications*. Ed. Jeffery Scott Mio and Albert N. Katz. Mahwah NJ: Lawrence Erlbaum, 1996. 59 – 71.

Raymond, Christopher, et al. “Ecosystem Services and Beyond: Using Multiple Metaphors to Understand Human-Environment Relationships.” *Bioscience* 63.7 (July 2013):536 - 543.

You will also be reading work of your peers and we’ll be looking at other articles, online texts, or videos. You are required to regularly access material online using Canvas. Checking the calendar regularly is part of your class preparation.



Instructions for the Online Element of the Course:

1. Type <https://canvas.ubc.ca/> into your computer's browser. There is log-in access on this page. Bookmark this page! You'll be using it often.
2. You will need your Campus Wide Log-in username and password. After you log-in, the next screen should take you to a list/ dashboard of all your courses. Click on "CRWR 310."

iClickerCloud: We'll be using iClickerCloud at times, though no grades will be attached. It'll be for fun polling and for us to get quick info. You'll use the iClicker student app on your mobile devices and you'll need to register for iClicker through Canvas. If you already have an iClicker account, **do not create a duplicate account.** Just use the account you already have. I recommend that you use the name and email address associated with Canvas. Details on how to register can be found on Canvas and here:

<https://macmillan.force.com/iclicker/s/article/Checklist-Getting-Started-with-the-iClicker-Student-App>

UBC's help for iClickerCloud is found here: <https://lthub.ubc.ca/guides/iclicker-cloud-student-guide/>

Course Schedule

Course Schedules are subject to change. Check Canvas for updates. On the schedule when it says "Read..." that means you should have it read for this class.

- | | |
|--------------|---|
| W. Sept. 8 | Introduction to class. |
| M. Sept. 13 | Taxonomy and Terms. Read "Forward" p.1 and "Metaphor and Thought" p. 5 in Geary. |
| W. Sept. 15 | Theories of Metaphor. Read "Metaphor and Etymology" p.17 in Geary. |
| M. Sept. 20 | Pattern-making and Cognition. Read "Metaphor and Money" p. 29 in Geary |
| W. Sept. 22 | Pervasiveness of Metaphor- more cognition. Read "Metaphor and the Mind" p. 44 in Geary. |
| M. Sept. 27. | Victims of Metaphor, or Not. Read "Metaphor and Advertising" p. 58 in Geary. |
| W. Sept. 29 | Conceptual Metaphors. Read "Metaphor and the Brain" p. 76 in Geary. |
| M. Oct. 4 | Embodied Experience. Read "Metaphor and the Body" p. 94 in Geary. |
| W. Oct. 6 | Political Implications. Read "Metaphor and Politics" p. 112 in Geary. |
| M. Oct. 11 | NO CLASS- THANKSGIVING |
| W. Oct. 13 | Psychological Metaphors- a case study. Read "Metaphor and Psychology" p. 208 in Geary and "Conceptualizing the Figurative Expressions of Psychotherapy Clients" by McMullen and Conway. |
| M. Oct. 18 | Deep Focus practice and example. Read: Frost "The Figure a Poem Makes" (web link) and Lorde "Poetry is Not a Luxury" (Library Online Course Reserves). |
| W. Oct. 20 | Deep Focus practice, sharing, brainstorming. |
| M. Oct. 25 | Analogy. Read "Metaphor and Science" p. 167 in Geary; Lederman from "Chapter 1: The Invisible Soccer Ball." (Library Online Course Reserves). |



- W. Oct. 27 Metaphors and the Environment: a case study. Read “Ecosystem Services and Beyond: Using Multiple Metaphors to Understand Human-Environment Relationships.” In Library Online Course Reserves. **Deep Focus Assignment Due, 30% by midnight.**
- M. Nov. 1 Framing and Blending. Read “Metaphor and Children” p. 152 in Geary.
- W. Nov. 3 Wisdom, Allegory, Extended Metaphors. Read “Metaphor and Parables and Proverbs” p. 179 in Geary.
- M. Nov. 8 NO CLASS- Reading break
- W. Nov. 10 NO CLASS- Reading break
- M. Nov. 15 In-class extended metaphor brainstorm.
- W. Nov. 17 Poetic, Artistic and Literary Metaphors- Readings on Canvas and read “Backword” p. 223 in Geary. Other readings on Canvas. **Draft of Extended Metaphor Project due by midnight.**
- M. Nov. 22 More on literary metaphor.
- W. Nov. 24 The Kick: Riddles, Slang, Delight. Read “Metaphor and Pleasure” p. 137 in Geary.
- M. Nov. 29 In-class workshop of extended metaphor draft.
- W. Dec. 1 In-class workshop of extended metaphor draft.
- M. Dec. 6 Uses of Metaphor. Read “Metaphor and Innovation” p. 197 in Geary. **Extended Metaphor Project Due, 30% by midnight.**
- W. Dec. 8 Share Extended Metaphor assignments/ projects.

Final Examinations:

There is no final exam in this course.

Indigenous Programs and Services

The primary goal of Indigenous Programs and Services is to provide culturally appropriate services and support to First Nation, Metis and Inuit students. The Indigenous Centre is located in UNC 210 and 212. Please contact us if you have any questions or inquiries. Web: <http://students.ok.ubc.ca/aboriginal/welcome.html>

International Programs and Services

International Programs and Services (IPS) (now called Global Engagement) provides advising, transition services and programs for international students, and IPS works to foster an intercultural campus community where differences are embraced and respected and adapting is multidirectional International Student Advising, International & Intercultural Programming and Go Global are all located in UNC 227.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the



matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at:

<http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.

And on the FCCS site here: <https://fcss.ok.ubc.ca/student-resources/academic-integrity/>

Academic Integrity for Creative Work: In order to maintain academic integrity in the creative arts, students should never submit their own work or portions of that work in more than one course (self-plagiarism). Also even if you are re-cycling, revising, re-mixing, answering back, worshipfully or ironically gesturing towards, or creating a pastiche with another's words or forms, it is good (and, in university, necessary) practice to credit the work of others. Include citations for texts, artworks, online content, research material, influences, and any pre-existing imagery used to generate your assignments. These citations may be appended to any assignment, appear in footnotes etc.

Student Learning Hub

The Student Learning Hub (LIB 237) is your go-to resource for free math, science, writing, and language learning support. The Hub welcomes undergraduate students from all disciplines and year levels to access a range of supports that include **tutoring in math, sciences, languages, and writing, as well as help with study skills and learning strategies**. For more information, please visit the Hub's website (<https://students.ok.ubc.ca/student-learning-hub/>) or call 250-807-9185.

Academic Integrity Matters (AIM) Program

AIM is a program that provides help with academic integrity (AI) issues for undergraduate and graduate students. Please contact the Student Learning Hub (<https://students.ok.ubc.ca/student-learning-hub/>) and ask specifically for an AIM appointment.

Library Information

The **Library** is available for research support and can be accessed <https://www.library.ubc.ca/> .

UBC Okanagan Disability Resource Centre

The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you require academic accommodations, please contact the Disability Resource Centre located in the University Centre building (UNC 215).

General inquiries or students new to the DRC can reach us by emailing drc.questions@ubc.ca

Web: <http://students.ok.ubc.ca/drc/welcome.html>

UBC Okanagan Equity and Inclusion Office

Through leadership, vision, and collaborative action, the Equity & Inclusion Office (EIO) develops action strategies in support of efforts to embed equity and inclusion in the daily operations across the campus. The EIO provides education and training from cultivating respectful, inclusive spaces and communities to understanding unconscious/implicit bias and its operation within in campus environments. UBC Policy 3 prohibits discrimination and harassment on the basis of BC's Human Rights Code. If you require assistance related to an issue of equity, educational programs, discrimination or harassment please contact the EIO (UNC 325H).

Email: equity.ubco@ubc.ca

Web: www.equity.ok.ubc.ca



Health & Wellness

Health and Wellness offers a range of student health and wellness services, including a health clinic, counsellors, and health promotion programs. Students are encouraged to stay at home if they have a minor or communicable illness (such as flu-like symptoms) to prevent further spread of illness to other students, staff, or faculty. If students are too ill to attend class, the student should contact the instructor immediately and submit a “Self Declaration of Absence Due to Illness or Injury” form: [Student Declaration of Absence Due to Illness or Injury \(PDF\)](#)

Please note: Use of the self-declaration form during the final exam period is not accepted—students are advised to communicate directly with their instructor if they are sick and unable to write final examinations. This declaration is not an exemption from any exams, papers, or projects that were missed during the time of absence and does not modify any academic obligations.

If students would like to access a UBC physician, nurse or counsellor, please call our office at 250 807-9270 or visit our website: <https://students.ok.ubc.ca/health-wellness/>

The UBC Student Assistance Program (SAP) is a free, 24/7 wellness resource for students. Services include personal counselling, life coaching, group programs and more, based on your needs: <https://students.ok.ubc.ca/health-wellness/student-assistance-program/>

FCCS Communications Portal

Consider signing up for our FCCS Communications portal for students in our undergraduate and graduate programs in Canvas. This one-stop space will be used to keep students informed and up to date with important information related to your academic matters as well as updated on FCCS and campus events. Self enrol: <https://canvas.ubc.ca/enroll/3KBYFY>

SAFEWALK

Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at 250.807.8076. For more information, visit: <http://security.ok.ubc.ca/welcome.html>



Some Quotations for Thought

But by far the most important thing is to be good at metaphor. This is the only part of the job that cannot be learned from others; on the contrary it is a token of high native gifts, for making good metaphors depends on perceiving the likeness in things.

– Aristotle from Ch. 22 of *Poetics*

... unless you are at home in the metaphor, unless you have had your proper poetical education in the metaphor, you are not safe anywhere. Because you are not at ease with figurative values; you don't know the metaphor in its strengths and weaknesses. You don't know how far you may expect to ride it and when it may break down with you. You are not safe in science; you are not safe in history. — Robert Frost

Metaphor is the omnipresent principle of language ... we cannot get through three sentences of ordinary fluid discourse without it. — I.A. Richards

Metaphor is the dreamwork of language, and, like all dreamwork, its interpretation reflects as much on the interpreter as on the originator. – Donald Davidson

[T]here's something potentially sad about metaphor. After all, if we can only describe one thing in terms of something else, there's no one true, eternal word to be said about anything. – David Orr