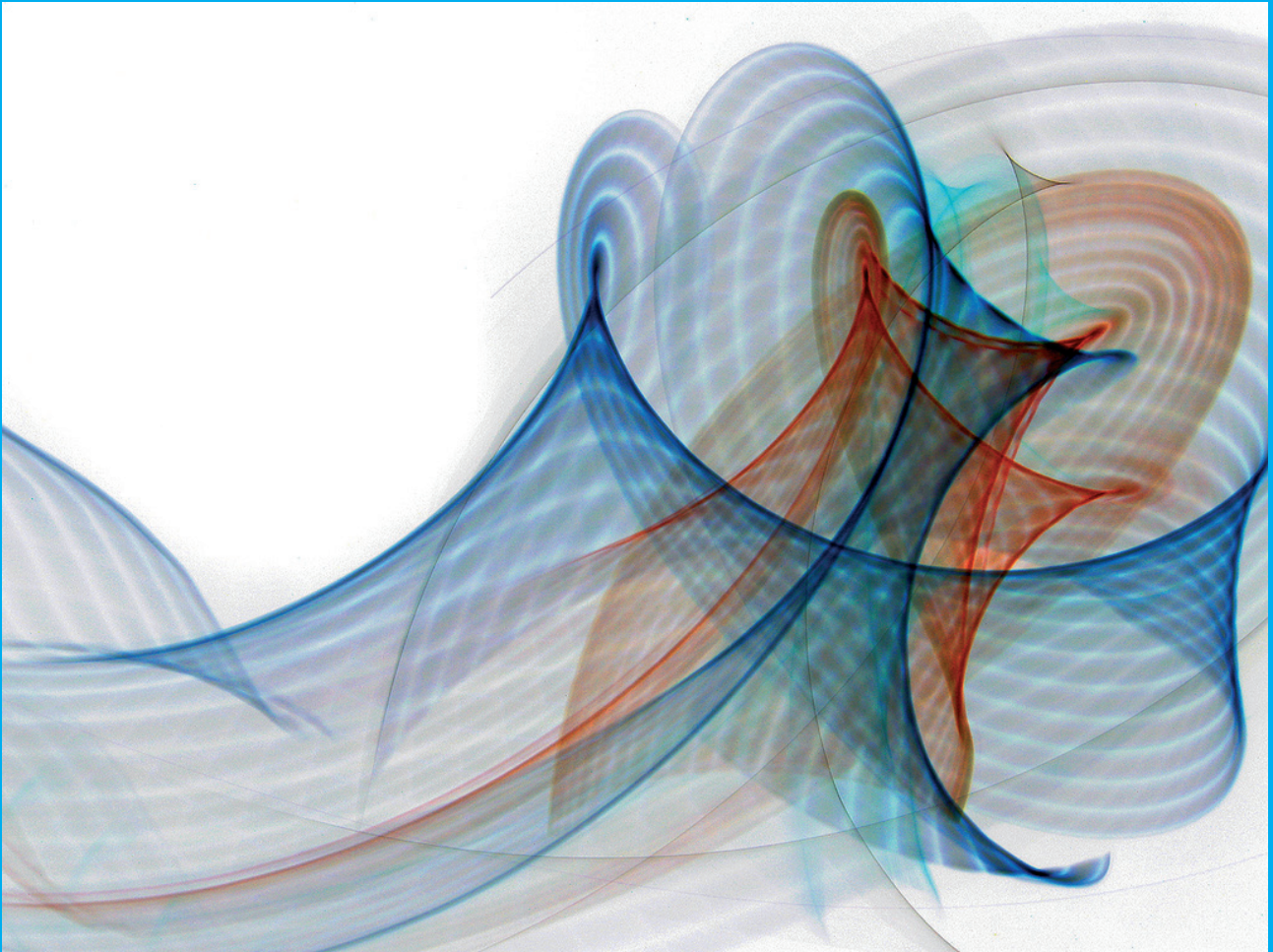


SEMIOTICS

SPRING SEMESTER 2008



mtrockdhh: *Kinetic 331: Brane Waves, inverted, 2007*. Photograph (camera toss technique).
More on: <http://www.flickr.com/photos/mtrockdhh/509130587/in/photostream/>

Center for Semiotics

UNIVERSITY OF AARHUS

Seminar on Text Linguistics

SVEND ØSTERGAARD

Tuesdays in seminar weeks, 12:00 - 14:00

Building 1.467, room 415

In this course we are applying the principles from cognitive linguistics on text analysis. We will study how metaphors, word meaning, figure/ground structure and deixis/viewpoint are used to achieve specific effects in the reader. We will also treat the different coherence principles for textual meaning. An important aspect of this is that what is explicitly mentioned in the text is only a small portion of the overall meaning the reader constructs while reading, we will therefore examine some general principles for what is explicitly profiled in the text and what is left for the reader to infer. Furthermore we will study the sentence structure from the point of view of construction grammar, and get an understanding of how dynamic relations are described in a fictive text and how the different dynamic schemas combined to yield a coherent understanding of a narrative text.

Seminar on Emotions in a Cognitive Semiotic Perspective

GABRIELA-ALINA SAUCIUC

Tuesdays in seminar weeks, 14:00 - 16:00

Building 1.467, room 415

The seminar is an application of cognitive semiotic theories and concepts, as presented in the other courses offered by the Center for Semiotics, to the experiential field of emotions. After an introductory overview of how emotions have been approached and defined in other fields of investigation (psychology, sociology, neuroscience, etc.) in order to highlight how semiotics fits into this broader picture, cognitive semiotic tools and issues, such as metaphor, metonymy, image schemas, categorization, etc. will be employed in the description and analysis of several emotional (affective) categories – love, fear, anger.

As a rule, concepts and literature discussed during the *Cognitive Semantics* (Svend Østergaard) and *Cognition and Semiotics* (Peer Bungaard) seminars – fall semester 2007 – will constitute the theoretical background for the seminar on *Emotions in a Cognitive Semiotic Perspective*. Students that have not participated in these seminars are advised to consult, as a textbook, Kövecses, 2006, *Language, Mind and Culture* – for a

synthetic overview on the matters. Where possible, recommended literature was given in double version – concentrated vs. extended version.

LITERATURE

1. Introduction. Basic concepts and approaches to emotions in humanities and natural sciences (I)

POULSEN, H., 1991, *Conations*, Århus University Press, chapter 3: *Emotions in the history of psychology and of the psyche*, pp. 31-95.

LEDOUX, J., 2000, "Emotion circuits in the brain", in *Annual Review of Neuroscience*, vol, 23, pp. 155-184.

CORNELIUS, R., *Theoretical approaches to emotions* – paper will be distributed through FirstClass.

2. Basic concepts and approaches to emotions (II)

KÖVECSES, Zoltán, 1990, *Emotion Concepts*, Springer Verlag, New York – chapter 1 and 2;

LUTZ, C. & WHITE M. G., 1986, "The Anthropology of Emotions", in *Annual Review of Anthropology*, 15 (1986), pp. 405-436.

3. Semiotic approaches to emotions. Metaphor and emotions (I)

LEWIS M. & HAVILAND-JONES J. (eds.), 1993 or any other edition, *Handbook of Emotions*, 2nd ed, Guilford Press, chapter 3, 3. Representing Emotional Meaning: Category, Metaphor, Schema, Discourse, White.

For a cognitive approach to metaphor see Peer Bungaard's seminar in *Cognition and Semiotics*, 2007, fall semester – seminar 2 – *Conceptual Metaphor Theory*;

Alternatively see the overview in KÖVECSES, Z., 2006, *Language, Mind, and Culture*, Oxford Press, chapters 8-10, pp. 115-178.

4-5. Metaphors of love, fear and anger

For the examples that will be discussed, see metaphors of love in KÖVECSES, Z., 2000, *Metaphor and Emotion: Language, Culture, and Body in Human Feeling*, Port Chester, NY, USA: Cambridge University Press, 2000. p viii. <http://site.ebrary.com/lib/stats/Doc?id=10019873&ppg=1> – chapters 2 & 3.

A more elaborate discussion can be found in KÖVECSES, Z., 1986, *Metaphors of anger, pride, and love*, John Benjamins – chapter 4, *The concept of romantic love*, pp. 61-105 or the chapter on metaphors of love in KÖVECSES, 1990, *Emotion Concepts*.

Metaphors of fear and anger from KÖVECSES, Zoltán, 2000, id. A more elaborate discussion in KÖVECSES, Zoltán, 1986, *Metaphors of anger, pride, and love*, John Benjamins – chapters 2 & 3, or in KÖVECSES, 1990, *Emotion Concepts*.

5. **Image schemas and emotions
– emotions as event schemas**

For the concept of image schemas see Peer Bungeard's seminar in Cognition and Semiotics, 2007, fall semester – seminars 3 & 4 or KÖVECSSES 2006, *Language, Mind, and Culture*, Oxford Press, chapter 12 – *The Embodied Mind: The Role of Image-Schemas*, pp. 207-226.

6. **Categorization of emotion
at the superordinate level**

On categorization theories:

KÖVECSSES, 2006, *Language, Mind, and Culture*, Oxford Press, chapter 2 – *Categorizing the World – Prototypes, Theories and Linguistic Relativity*, pp. 17-38.

On the categorization of emotions:

WIERZBICKA, Anna, 1999, "Emotional Universals", *Language Design* 2, pp. 23-69. or WIERZBICKA, 1986, "Human emotions: Universal or Culture-Specific", in *American Anthropologist*, New Series, vol. 88 (3), pp. 584-594.

FEHR B., RUSSELL J. A., 1984, "Concept of Emotion viewed from a prototypical perspective", *Journal of Experimental Psychology: General*, 113, 464-486.

7. **Categorization of emotions on the subordinate level
– love and fear**

FEHR, B., 1994, "Prototype-based assessment of laypeople's views of love", in *Personal Relationships*, 1, pp. 309-331.

FEHR, B., RUSSELL, J. A., 1991, "Concept of love viewed from a prototype perspective", in *Journal of Personality and Social Psychology*, 60 (3), pp. 425-438.

SWENSEN, C. H., Jr., 1971, "Love: a self-report analysis with college students", in *Journal of Individual Psychology*, 17, pp. 167-171.

MURSTEIN, B. I., MERIGHI, J., VYSE, S. A., 1991, "Love styles in the United States and France: A cross-cultural comparison", in *Journal of Social and Clinical Psychology*, 10, pp. 37-46.

8. **Cognitive Models, Folk Models and Frames**

– the discussion will be based on KÖVECSSES, Z., 2006, chapter 5 – *Organizing Knowledge about the World – Frames in the Mind* and chapter 6 – *The Frame Analysis of Culture*.

Alternatively see Peer Bungeard's seminar on Frame Semantics, seminar 1, 2008, Fall or LAKOFF, G., 1999, "Cognitive Models and Prototype Theory", in Margolis & Laurence (eds.), *Concepts. Core Readings*, MIT Press, Cambridge, Massachusetts, London, England, pp. 391-421 (an extended version is to be found in LAKOFF, G., 1987, *Women, Fire, and Dangerous Things*, Chicago, University of Chicago Press, Book I, Part I, "Categories and Cognitive Models", pp. 5-154).

Seminar on Cognition and Semiotics

PEER BUNDGÅRD

Wednesdays in seminar weeks, 12:00 - 14:00

Building 1.467, room 415

The course on semiotics and cognition has a double scope: on the one hand, it introduces to basic concepts in cognitive semiotics: metaphor, blending, frame, schema, conceptual structure and generally the relation between perception, conceptualization and linguistic expression.

Key authors are, among others, George Lakoff, Mark Johnson, Len Talmy, Jean Petitot, Gilles Fauconnier and Mark Turner. On the other hand, it aims to unfold the theoretical affinity between this line of thought, such as it is developed within nowadays cognitive theory of meaning and previous semiotic and phenomenological theories on the relation between perception, experience, language and thought (Peirce, Husserl, Ingarden, Merleau-Ponty).

In the spring semester particular attention will be devoted to Gestalt Theory, its classical schools (the Austrian School, the Berlin School, the Italian School) as well as its import on recent theories of language, perception, and cognition.

LITERATURE

NB: All texts marked with an asterisk * can be found in (1) SEM FÆLLES: (2) file "Cognitive Aesthetics" / (3) Folder "Spring 08 C&S"

Gestalt and Structure:

Parts and Wholes in Thought, Language, and Perception

13.2 Introduction

*B. Smith: Gestalt Theory—An Essay in Philosophy, in B. Smith ed. *Foundations of Gestalt Theory*, München-Wien: Philosophi Verlag, 1988: 11-81.

27.2. Mereology

E. Husserl: 3rd Logical Investigation, *Logical Investigations*, vol.2, London-New York: Routledge.

*B. Smith: Language and Formal Ontology—revised version of paper published in J.N. Mohanty and W. McKenna (eds.), *Husserl's Phenomenology—A Textbook*, Lanham: University Press of America, 1989: 29-67.

*B. Smith and K. Mulligan, Pieces of a Theory, B.Smith

(ed.), *Parts and Moments. Studies in Logic and Formal Ontology*, Munich: Philosophia, 1982, reprinted 2001: 15-109.

12.3. & 26.3. Language Structure and the Structure of Thought: Husserl's Phenomenology of Language.

E. Husserl: 1st and 4th Logical Investigations, *Logical Investigations*, vol. 1+2, London-New York: Routledge.

B. Smith, Husserl, Language and the Ontology of the Act, in D. Buzzetti and M. Ferriani (eds.), *Speculative Grammar, Universal Grammar, and Philosophical Analysis of Language*, Amsterdam: John Benjamins, 1987, 205–227. **Available here:** <http://ontology.buffalo.edu/smith/articles/hloa.htm>

*Peer F. Bundgaard: The ideal scaffolding of language—Husserl's fourth *Logical Investigation* in the light of cognitive linguistics, *Phenomenology and the Cognitive Science*, 3, 2004: 49-80

*Peer F. Bundgaard, Husserl and language, to appear in S. Gallagher, *Handbook of Phenomenology*.

19.4.-23.4. Gestalt and Dependency Relations in Grammar and Perception

C.S. Peirce, (references follow)

K. Bühler, (references follow)

K. Mulligan: On Structure—Bühler's Linguistic and Psychological Examples. A. Eschbach (ed.), *Karl Bühler's Theory of Language*, Amsterdam-Philadelphia: John Benjamins: 203-226.

L. Tesnière, *Eléments de syntaxe structurale* (excerpts), Danish translation in *Almen Semiotik* (15).

Jean Petitot, Morphodynamics and Attractor Syntax: Constituency in Visual Perception and Cognitive Grammar. R.F. Port and T. v. Gelder (eds.), *Mind as Motion—Explanations in the Dynamics of Cognition*. Cambridge, Massachusetts-London: MIT Press: 227-281.

R. Thom (references follow)

7.5. Gestalt Theory: full circle; the schools of Gestalt and their legacies

*B. Smith: Gestalt Theory—An Essay in Philosophy, in B. Smith ed. *Foundations of Gestalt Theory*, München-Wien: Philosophi Verlag, 1988: 11-81.

*G. Kanizsa: Seeing and Thinking, *Acta Psychologica* (59), 1985: 23-33.

21.5. Conclusion

Seminar on Methods in Cognitive Science and Cognitive Neuroscience

MIKKEL WALLENTIN

Wednesdays in seminar weeks, 14:00 - 16:00

Building 1.467, room 415

This course serves as an introduction to the methods used when studying cognition empirically with an emphasis on studies of language processing. What are the requirements for a good behavioral study and to what extent can these requirements be said to apply to neuroimaging studies? The course also covers an ultra-brief introduction to the statistics used for hypothesis-testing. It is open to everyone but targeted mainly at master students who are already acquainted with some of the findings in experimental studies of cognition and neuroscience.

Seminar on The Legacy of Claude Lévi-Strauss

SVEND ØSTERGAARD & PEER BUNDGÅRD

Wednesdays in seminar weeks, 16:00 - 18:00

Building 1.467, room 415

In honor of of Claude Lévi-Strauss' 100th birthday—and yes, he's still going strong!—the seminar will discuss central pieces of the great structuralist's mansided work; we will follow his investigations into mythology and narrativity, the structure of thought and the structure of social organization, the problem of categorization, in short, we will try to rediscover and hopefully perspectivize the findings of a man who all by himself seems to have incarnated a complete research programme in cognitive science.

Seminar on Literary Art

PEER BUNDGÅRD

Thursdays in seminar weeks, 12:00 - 14:00

Building 1.451, room 219

The Inscription of Meaning in the Work of Art

The course follows the line from previous: we shall examine the formal means artists dispose of to inscribe meaning in the work of art. Some of those means are genuinely aesthetic (composition), others are not. The latter exploit features that are intrinsically significant in language and perception. The aim is to demonstrate the art-work's accessibility for rational description.

Recurrent references are Rudolf Arnheim, Roman Ingarden, Gestalt Theory, narratology, Jean Petitot, among others.

In the spring semester we will be working with textual aesthetics, i.e. the forms and structures of meaning construction in literary artworks. These will be characterized in their own right and with respect to meaning construction in everyday, non-aesthetic language.

LITERATURE

NB: All texts marked with an asterisk * can be found in (1) SEM FÆLLES: (2) file "Cognitive Aesthetics"/ (3) folder: Spring 08

14.2 Fictionality:

*John Searle: The Logical Status of Fictional Discourse, *New Literary History* (6/2), 1975.

*G. Genette et al.: Fictional Narrative, Factional Narrative, *Poetics Today* (111/4), 1990: 755-774.

*S. Mandelker: Searle on fictional discourse—A defence against Wolterstorff, Pavel and Rorty, *British Journal of Aesthetics*, (27/2), 1987.

28.2 Len Talmy: a conceptual framework for cognitive text semiotics.

Len Talmy: "A Cognitive Framework for Narrative Structure", chapter 8 in *Toward a Cognitive Semantics*, vol. 2, MIT PRESS, 201: pp. 417-482.

13.3 Narrative Structure I: the articulation of states and events and emotions.

Cl. Lévi-Strauss (reference follows)

A. J. Greimas (reference follows)

P. Hogan, (reference follows)

27.3 Narrative Structure II: readings

*David Lodge: Analysis and Interpretation of the Realist Text: A Pluralistic Approach to Ernest Hemingway's "Cat in the Rain", *Poetics Today*, Vol. 1, No. 4, Narratology II: The Fictional Text and the Reader (Summer, 1980): pp. 5-22.

*P. Bundgaard & S. Østergaard: The story turned upside down, *Semiotica* (165), 2007: pp. 263-275

10.4 Point of view, enunciation I

E. Benveniste, "Les relations de temps dans le verbe français", *Problèmes de linguistique générale*, p. 237-250 – Engl. translation: *Problems in general linguistics*.

G. Genette: Frontières du récit, *Figures II*, 1969, 49-69.

Gérard Genette: *Narrative Discourse Revisited*, 1988

*Stanzel, Franz K. Teller: Characters and Reflector Charac-

ters in Narrative Theory. *Poetics Today* 2 (1981): 5-15.

*F. Stjernfelt & N. Zeuthen: The Representation of consciousness in language and fiction: A cognitive theory of enunciation, *Semiotica* (165), 2007: 351-390.

24.4 Point of view, enunciation II: readings

Peter Weiss: *The Shadow of the Body of the Coachman* (mastercopy)

L. Talmy, The Relation of Grammar to Cognition, in *Toward a Cognitive Semantics*, vol. 1, MIT Press, 2001 (Danish translation in Peer Bundgaard et al. (eds.), *Kognitiv Semiotik*, Haase & Søn, 2003).

R. Langacker, Nouns and Vers, in *Concept, Image, and Symbol*, Mouton de Gruyter, 1992 (Danish translation in Peer Bundgaard et al. (eds.), *Kognitiv Semiotik*, Haase & Søn, 2003)

8.5 Frames, scripts, schemas: coherence in text semiotics

Roman Ingarden, *The Literary Work of Art*, (excerpts).

*M. Jahn: Frames, Preferences, and the reading of Third-Person Narratives—Towards a Cognitive Narratology.

M. Jahn: 'Awake! Open your eyes!' The Cognitive Logic of External and Internal Stories, in D. Herman (ed.) *Narrative Theory and the Cognitive Sciences*, Stanford: CSLI Publications, 2003: pp. 195-213.

22.5 Conclusion

Seminar on General Cognition

SVEND ØSTERGAARD

Thursdays in seminar weeks, 14:00 - 16:00

Building 1.451, room 219

This course treats aspects of the individual's cognition: perception, attention, imagery, imagination, memory, and the relation between perception and motor behaviour. We will lay stress on the neurological foundation of the different cognitive faculties and certain neurobiological models will be presented, such as the theory of mirror neurons. We will also lay stress on the connection between the different cognitive faculties and language.

Research Seminar

SVEND ØSTERGAARD, PEER BUNDGÅRD & FREDERIK STJERNFELT

Thursdays in seminar weeks, 16:00 - 18:00

Building 1.451, room 219

The seminar generally has an open, discussing character. It involves staff and students from the Center as well as interested from elsewhere. Here new issues and

points-of-view from different semiotic domains are presented in a laboratory-like, testing and critical manner, just like working-papers may be submitted to discussion before publication. At the actual research seminar, the point of departure will be F. Stjernfelt Diagrammatology as well as different papers from Center staff and from visiting scholars.

Practical Exercises

SVEND ØSTERGAARD & PEER BUNDGÅRD

Fridays in seminar weeks, 10:00 - 12:00

Building 1.451, room 225

In the practical exercises the students will have to prepare small papers on topics discussed in the courses Cognition and Semiotics and Cognitive Linguistics and make textual analyses applying methods and concepts from the same courses.

Student Symposia

ORGANIZED BY THE STUDENTS

Fridays in seminar weeks, 13:00 - 15:00

Building 1.451, room 225

The Friday symposia offer the students the opportunity to present their current research interests within the diverse field of Cognitive Semiotics, and hereby try themselves on an oral presentation among fellow students. With issues ranging from Cognitive Semantics, Interface Design, Visual Art and Musicology, to Cognitive Psychology, Neuropsychology, Neurolinguistics and Neuroaesthetics, the Student Symposia always give rise to fruitful discussions triggered by the application of theory to real-life phenomena. Through open discussions, the students are here allowed to share their research interests, readjust their theoretical focus and, most importantly, develop new ideas for future papers.

Seminar Calendar

Spring 2008

FEBRUARY

Tuesday 12	12-14: Text Linguistics	14-16: Emotions in a Cognitive Perspective	
Wednesday 13	12-14: Cognition and Semiotics	14-16: Empirical methods	16-18: The Legacy of Claude Lévi-Strauss
Thursday 14	12-14: Literary Art	14-16: General Cognition	16-18: Research Seminar
Friday 15	10-12: Practical Exercises	13-15: Student Symposium	
Tuesday 26	12-14: Text Linguistics	14-16: Emotions in a Cognitive Perspective	
Wednesday 27	12-14: Cognition and Semiotics	14-16: Empirical methods	16-18: The Legacy of Claude Lévi-Strauss
Thursday 28	12-14: Literary Art	14-16: General Cognition	16-18: Research Seminar
Friday 29	10-12: Practical Exercises	13-15: Student Symposium	

MARCH

Tuesday 11	12-14: Text Linguistics	14-16: Emotions in a Cognitive Perspective	
Wednesday 12	12-14: Cognition and Semiotics	14-16: Empirical methods	16-18: The Legacy of Claude Lévi-Strauss
Thursday 13	12-14: Literary Art	14-16: General Cognition	16-18: Research Seminar
Friday 14	10-12: Practical Exercises	13-15: Student Symposium	
Tuesday 25	12-14: Text Linguistics	14-16: Emotions in a Cognitive Perspective	
Wednesday 26	12-14: Cognition and Semiotics	14-16: Empirical methods	16-18: The Legacy of Claude Lévi-Strauss
Thursday 27	12-14: Literary Art	14-16: General Cognition	16-18: Research Seminar
Friday 28	10-12: Practical Exercises	13-15: Student Symposium	

APRIL

Tuesday 8	12-14: Text Linguistics	14-16: Emotions in a Cognitive Perspective	
Wednesday 9	12-14: Cognition and Semiotics	14-16: Empirical methods	16-18: The Legacy of Claude Lévi-Strauss
Thursday 10	12-14: Literary Art	14-16: General Cognition	16-18: Research Seminar
Friday 11	10-12: Practical Exercises	13-15: Student Symposium	
Tuesday 22	12-14: Text Linguistics	14-16: Emotions in a Cognitive Perspective	
Wednesday 23	12-14: Cognition and Semiotics	14-16: Empirical methods	16-18: The Legacy of Claude Lévi-Strauss
Thursday 24	12-14: Literary Art	14-16: General Cognition	16-18: Research Seminar
Friday 25	10-12: Practical Exercises	13-15: Student Symposium	

MAY

Tuesday 6	12-14: Text Linguistics	14-16: Emotions in a Cognitive Perspective	
Wednesday 7	12-14: Cognition and Semiotics	14-16: Empirical methods	16-18: The Legacy of Claude Lévi-Strauss
Thursday 8	12-14: Literary Art	14-16: General Cognition	16-18: Research Seminar
Friday 9	10-12: Practical Exercises	13-15: Student Symposium	
Tuesday 20	12-14: Text Linguistics	14-16: Emotions in a Cognitive Perspective	
Wednesday 21	12-14: Cognition and Semiotics	14-16: Empirical methods	16-18: The Legacy of Claude Lévi-Strauss
Thursday 22	12-14: Literary Art	14-16: General Cognition	16-18: Research Seminar
Friday 23	10-12: Practical Exercises	13-15: Student Symposium	

Center for Semiotics

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www.hum.au.dk/semiotics

ADDRESS Building 1467, 4, Jens Chr. Skous Vej 7, 8000 Aarhus C, Denmark PHONE (+45) 89 42 54 99 E-MAIL semtina@hum.au.dk