

COGNITIVE SEMIOTICS
SEMINARS
FALL SEMESTER 2009

SEMINARS FALL SEMESTER 2009

Research Methods (MA II)

Mikkel Wallentin | **Tuesdays in seminar weeks, 9:00 - 11:00. 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. These tools are applied to data obtained in the spring semester's General Cognition seminars. The students also get the chance to observe and/or participate in the execution of a real neuroimaging experiment. The research methods course 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.

Cognitive Semantics (MA I)

Svend Østergaard | **Tuesdays in seminar weeks, 11:00 - 13:00. Building 1.467, room 415**

In the course "Cognitive Semantics" the student is presented with theories of meaning such as frame semantics, schema theory, blending theory, and construction grammar. These theories are used partly to account for word meaning, including categorization and metaphor theory, and partly to account for syntactic structure. Besides, the students will be presented with theories of pragmatics which concerns the functional and social aspects of language. Finally, we will also discuss the possible relations between language and other cognitive functions such as memory, perception, attention, and pattern recognition.

The main text books are Croft/Cruise: Cognitive Linguistics and Dirven/Verspoor: Cognitive Exploration of Language and Linguistics. Besides we will use texts and articles written by George Lakoff, Len Talmy, William Croft, Adele Goldberg, René Dirven, Michael Tomasello and Mark Turner.

Cognition and Language (BA)

Svend Østergaard | **Tuesdays in seminar weeks, 14:00 - 17:00. Building 1.467, room 415**

The text books for this course are Dirven/Verspoor: Cognitive Exploration of language and Linguistics, Ungerer/Schmid: An Introduction to Cognitive Linguistics, and Tomasello: The Cultural Origins of Human Cognition. The first part deals with cognitive linguistics and there will be a presentation of frame semantics, categorization, word meanings, schematization, event schemas and sentence constructions. The second part deals with social cognition and there will be a presentation of language acquisition - based on the theories presented in the linguistic session -, theories of imitation, mirror neurons, theory of mind, and the role of language in the development of cognitive skills. In the last part of the course we will also discuss other aspects of the relation between culture and cognition based on Tomasello: The Cultural Origins of Human Cognition.

Cognition and Semiotics (MA I)

Peer Bundgård | **Wednesdays in seminar weeks, 9:00 - 11:00. 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 John-

son, 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).

The following books are indispensable:

Dirk Geeraerts (ed.), *Cognitive Linguistics: Basic Readings*, Berlin/New York: Mouton de Gruyter, 2006.

George Lakoff & Mark Johnson, *Metaphors We Live By*, The University of Chicago Press, 1980

George Lakoff & Mark Johnson, *Philosophy in the Flesh*, Basic Books, 1999.

George Lakoff, *Women, Fire, and Dangerous Things*, 1987

Mark Johnson, *The Body in the Mind*, The University of Chicago Press, 1987.

F. Ungerer & H.J. Schmid: *An Introduction to Cognitive Linguistics*, Longman

A Danish translation of many of the texts mentioned in the program below can be found in: P. Bundgård et al. (ed.), *Kognitiv Semiotik*, København: Haase & Søn, 2003.

Recommended literature:

Andrew Ortony (ed.), *Metaphor and Thought*, Cambridge University Press.

Gilles Fauconnier & Mark Turner, *The Way We Think*, New York, Basic Books, 2002.

Gilles Fauconnier, *Mappings in Thought and Language*, Cambridge, Cambridge University Press, 1997.

Beate Hampe (ed.), *From Perception to Meaning—Image Schemas in Cognitive Linguistics*, Mouton de Gruyter, 2005

1. 09/09/09: Introduction to the basic tenets of the course.

This introduction as well as the whole course are intended to outline what cognitive semiotics is about, what theory of consciousness it rests on, how it characterizes the relation between cognition and experience or the relation between language and perception, in short: it is supposed to provide you with a general idea about this field of research and introduce you to a series of topics we will be analyzing more thoroughly during the course.

Cognitive semiotics is particular in that it does not only aim to develop tools for the characterization of meaningful phenomena in perception, language, and, say, art; it also develops a theory of experience or a specific philosophy of mind which has impact on the kind of conceptual tools it actually develops. In the introduction, I will try to display the pillars of this cognitive philosophy of mind. The rest of the course will be more focused on the key concepts of cognitive semiotics.

2. 16/09/09: What is are image schemas? Where do they come from, what do they do?

Mark Johnson: *The Body in the Mind*, Chicago University Press, Introduction + chapters 2, 4 & 5.

Ellen Dodge & George Lakoff: "Image schemas: From linguistic analysis to neural grounding". In Beate Hampe (ed.), *From Perception to Meaning—Image Schemas in Cognitive Linguistics*, Mouton de Gruyter, 2005: 57-91.

Jean Mandler: "How to build a baby II", *Psychological Review* (99), 1992: 587-604.

Jean Mandler, "How to build a baby III". In Beate Hampe (ed.), *From Perception to Meaning—Image Schemas in Cognitive Linguistics*, Mouton de Gruyter, 2005: 137-163.

Joseph Grady: "Image schemas and perception: refining a definition". In Beate Hampe (ed.), *From Perception to Meaning—Image Schemas in Cognitive Linguistics*, Mouton de Gruyter, 2005: 35-55.

Raymond W. Gibbs, "The psychological status of image schemas, In Beate Hampe (ed.), *From Perception to Meaning—Image Schemas in Cognitive Linguistics*, Mouton de Gruyter, 2005: 113-136.

3. 07/10/09: CONCEPTUAL METAPHOR THEORY

George Lakoff, "The contemporary theory of metaphor", in Geeraerts, *Cognitive Linguistics: Basic readings*: 185-238

George Lakoff & Mark Johnson: *Metaphors We Live By*, Chicago University Press, chapters 1-6 + chapters 24-30.

George Lakoff & Mark Johnson: *Philosophy in the Flesh*, Basic Books, chapters 1-4.

Contrasting/critical literature:

Marina Rakova: "The philosophy of embodied realism: A high price to pay?", *Cognitive Linguistics* (13-3), 2002: 215-244.

Beate Hampe: "When down is not bad, and up is not good enough...", *Cognitive Linguistics* (16-1): 81-112.

S. Glucksberg et al.: "Metaphor Understanding and Accessing Conceptual Schema", *Psychological review* (99-3): 578-581.

John Searle: "Metaphor". In A. Norton (ed.) *Metaphor and Thought*, Cambridge University Press: 83-111.

4. 21/10/09: Frame Semantics

Charles Fillmore: "Frame Semantics", in Geeraerts, *Cognitive Linguistics: Basic readings*: 373-400.

Other relevant literature:

M. Petruck, "Frame Semantics"

P.F. Bundgaard, "Principles of linguistic composition below and beyond the clause", *Pragmatics & Cognition*, 14/3, 2006: 501-526 – Web version available on my homepage: <http://www.hum.au.dk/semiotics/docs2/faculty.html>

P.F. Bundgaard, S. Østergaard, F. Stjernfelt, "Meaning construction in the production and interpretation of compounds is schema-driven – Conceptual schemata and cognitive operations compound constructions", *Acta Linguistica Hafniensia* 39, 2007: 155-177. Webversion available on <http://www.hum.au.dk/semiotics/>

George Lakoff, *Don't Think of an Elephant*. Texts from the Rockridge Institute <http://www.rockridgeinstitute.org/people/lakoff>

5. 04/11/09: Mental Spaces, Blending and Conceptual Integration

Gilles Fauconnier & Mark Turner, *The Way We Think*, New York: Basic Books: 2002.

Gilles Fauconnier & Mark Turner, "Conceptual integration networks", in Geeraerts, *Cognitive Linguistics: Basic readings*: 303-372. Web-version: <http://markturner.org/cin.web/cin.html>. Danish version in Bundgård et al., *Kognitiv Semiotik*, Haase & Søn, 2003, chapter 14.

Gilles Fauconnier, *Mappings in Thought and Language*, Cambridge: Cambridge University Press

Seana Coulson & Todd Oakley "Blending Basics"

6. 18/11/09: Len Talmy's Closed Classed Semantics and his Schematic Systems

Len Talmy, "The relation of grammar to cognition", in Geeraerts, *Cognitive Linguistics: Basic readings*: 69-108.

Len Talmy, "The fundamental system of spatial schemas in language", In Beate Hampe (ed.), *From Perception to Meaning—Image Schemas in Cognitive Linguistics*, Mouton de Gruyter, 2005: 199-234.

Len Talmy, "How Language Structures Space", "Force Dynamics in Language and Cognition", both have been published in *Toward a Cognitive Semantics*, 2000, chapters 3 & 7

Peer Bundgaard, "Husserl and Language" Danish versions of "Force dynamics" as well as "The relation of grammar to cognition" are available in Bundgård et al. (eds.), *Kognitiv Semiotik*

7. 02/12/09: Categorization

Eleanor Rosch, "Principles of Categorization", in Margolis & Laurence (eds.), *Concepts*, MIT Press, 1999.

George Lakoff, "Cognitive Models and Prototype Theory", *ibid.*

Ludwig Wittgenstein, "Philosophical Investigations" §§ 65-78, *ibid.*

Excerpts from Umberto Eco, *Kant and the Platypus*.

8. 16/12/09: Compositionality, Configuration of Thoughts, and Conclusion

G. Frege, "Meaning and Reference"

G. Frege, "The Thought"

Social Cognition (MA I)

Svend Østergaard | **Wednesdays in seminar weeks, 11:00 - 13:00. Building 1.467, room 415**

This course will deal with the following questions: what sorts of cognitive capacities are necessary in order to develop a social organization as we know it today? what sorts of cognitive capacities are necessary in order for language to evolve? what is the impact of language on cognition? In an attempt to answer these questions theories of imitation, empathy, mirror neurons, child development, theory of mind, language acquisition etc. will be presented. The basic books for this is Michael Tomasello: *The cultural origins of human cognition* and Chris Frith: *Making Up The Mind*. The latter has a neuro-scientific approach and relates imitation, empathy, and human's mentalizing capacity to basic functions of the brain. Besides we will look at different dynamic theories of social organization based on various articles.

Practical Exercises (BA)

Svend Østergaard & Peer Bundgård | **Wednesdays in seminar weeks, 14:00 - 16:00. Building 1.467, room 415**

In the practical exercises the students will apply the methods from Cognition and Semiotics and Cognitive Semantics in text analysis. Also, in the non seminar weeks they will have to prepare papers on theoretical issues presented by the teachers. The work will be done in groups and the papers are presented at the practical exercises.

Diagrammatology (BA/MA)

Frederik Stjernfelt | **Wednesdays in seminar weeks, 16:00 - 18:00. Building 1.467, room 415**

The course presents and discusses the book "Diagrammatology. An Investigation on the Borderlines of Phenomenology, Ontology, and Semiotics". The book compares the doctrine of "Diagrammatic Reasoning" developed in Charles Peirce's mature work and compares it with central themes of Husserl's early phenomenology (around concepts like part-whole and "categorical intuition"). The basic idea is to develop these doctrines so as to form a theoretical basis for cognitive semiotics - Peirce's notion of "diagram" functioning as a general concept covering "scripts", "schemas", "frames", "models" and related terms in different branches of cognitive semiotics. On this basis, it develops diagrammatical issues in three fields of applied semiotics, biosemiotics, picture semiotics, and literary semiotics, respectively. The fall term covers chapters 11-18.

Cognition and Semiotics (BA)

Peer Bundgård | **Thursdays in seminar weeks, 9:00 - 12:00. 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).

The following books are indispensable:

Dirk Geeraerts (ed.), *Cognitive Linguistics: Basic Readings*, Berlin/New York: Mouton de Gruyter, 2006.

George Lakoff & Mark Johnson, *Metaphors We Live By*, The University of Chicago Press, 1980

George Lakoff & Mark Johnson, *Philosophy in the Flesh*, Basic Books, 1999.

George Lakoff, *Women, Fire, and Dangerous Things*, 1987

Mark Johnson, *The Body in the Mind*, The University of Chicago Press, 1987.

F. Ungerer & H.J. Schmid: *An Introduction to Cognitive Linguistics*, Longman

A Danish translation of many of the texts mentioned in the program below can be found in: P. Bundgård et al. (ed.), *Kognitiv Semiotik*, København: Haase & Søn, 2003.

Recommended literature:

Andrew Ortony (ed.), *Metaphor and Thought*, Cambridge University Press.

Gilles Fauconnier & Mark Turner, *The Way We Think*, New York, Basic Books, 2002.

Gilles Fauconnier, *Mappings in Thought and Language*, Cambridge, Cambridge University Press, 1997.

Beate Hampe (ed.), *From Perception to Meaning—Image Schemas in Cognitive Linguistics*, Mouton de Gruyter, 2005

1. 10/09/09: Introduction to the basic tenets of the course.

This introduction as well as the whole course are intended to outline what cognitive semiotics is about, what theory of consciousness it rests on, how it characterizes the relation between cognition and experience or the relation between language and perception, in short: it is supposed to provide you with a general idea about this field of research and introduce you to a series of topics we will be analyzing more thoroughly during the course. Cognitive semiotics is particular in that it does not only aim to develop tools for the characterization of meaningful phenomena in perception, language, and, say, art; it also develops a theory of experience or a specific philosophy of mind which has import on the kind of conceptual tools it actually develops. In the introduction, I will try to display the pillars of this cognitive philosophy of mind. The rest of the course will be more focused on the key concepts of cognitive semiotics.

2. 17/09/09: *What is are image schemas? Where do they come from, what do they do?*

Mark Johnson: *The Body in the Mind*, Chicago University Press, Introduction + chapters 2, 4 & 5.

Ellen Dodge & George Lakoff: "Image schemas: From linguistic analysis to neural grounding". In Beate Hampe (ed.), *From Perception to Meaning—Image Schemas in Cognitive Linguistics*, Mouton de Gruyter, 2005: 57-91.

Jean Mandler: "How to build a baby II", *Psychological Review* (99), 1992: 587-604.

Jean Mandler, "How to build a baby III". In Beate Hampe (ed.), *From Perception to Meaning—Image Schemas in Cognitive Linguistics*, Mouton de Gruyter, 2005: 137-163.

3. 08/10/09: CONCEPTUAL METAPHOR THEORY

George Lakoff, "The contemporary theory of metaphor", in Geeraerts, *Cognitive Linguistics: Basic readings*: 185-238.

George Lakoff & Mark Johnson: *Metaphors We Live By*, Chicago University Press, chapters 1-6 + chapters 24-30.

George Lakoff & Mark Johnson: *Philosophy in the Flesh*, Basic Books, chapters 1-4.

Contrasting/critical literature:

John Searle: "Metaphor". In A. Norton (ed.) *Metaphor and Thought*, Cambridge University Press: 83-111.

4. 22/10/09: Frame Semantics

Charles Fillmore: "Frame Semantics", in Geeraerts, *Cognitive Linguistics: Basic readings*: 373-400.

Other relevant literature:

M. Petruck, "Frame Semantics"

George Lakoff, *Don't Think of an Elephant*. Texts from the Rockridge Institute <http://www.rockridgeinstitute.org/people/lakoff>

5. 05/11/09: Mental Spaces, Blending and Conceptual Integration

Gilles Fauconnier & Mark Turner, *The Way We Think*, New York: Basic Books: 2002.

Gilles Fauconnier & Mark Turner, "Conceptual integration networks", in Geeraerts, *Cognitive Linguistics: Basic readings*: 303-372.
Webversion: <http://markturner.org/cin.web/cin.html>

Danish version in Bundgård et al., *Kognitiv Semiotik*, Haase & Søn, 2003, chapter 14.

6. 19/11/09: Len Talmy's Closed Classed Semantics and his Schematic Systems

Len Talmy, "The relation of grammar to cognition", in Geeraerts, *Cognitive Linguistics: Basic readings*: 69-108.

Len Talmy, "How Language Structures Space", "Force Dynamics in Language and Cognition", both have been published in *Toward a Cognitive Semantics*, 2000, chapters 3 & 7. Danish versions of "Force dynamics" as well as "The relation of grammar to cognition" are available in Bundgård et al. (eds.), *Kognitiv Semiotik*.

7. 03/12/09: Categorization

Eleanor Rosch, "Principles of Categorization", in Margolis & Laurence (eds.), *Concepts*, MIT Press, 1999.

George Lakoff, "Cognitive Models and Prototype Theory", *ibid.*

Ludwig Wittgenstein, "Philosophical Investigations", §§ 65-78, *ibid.*

Excerpts from Umberto Eco, Kant and the Platypus.

8. 17/12/09: Concluding remarks

Practical Exercises (MA I)

Svend Østergaard & Peer Bundgård | **Thursdays in seminar weeks, 12:00 - 14:00. Building 1.467, room 415**

In the practical exercises the students will apply the methods from Cognition and Semiotics and Cognitive Semantics in text analysis. Also, in the non seminar weeks they will have to prepare papers on theoretical issues presented by the teachers. The work will be done in groups and the papers are presented at the practical exercises.

Seminar on Carl Barks (BA/MA)

Svend Østergaard & Frederik Stjernfelt | **Thursdays in seminar weeks, 14:00 - 16:00. Building 1.467, room 415**

Carl Barks was the main artist behind the cartoon version of Donald Duck. The duck itself was invented, of course, by Walt Disney; Huey, Dewey, and Louis by Al Taliaferro - but most of the characters in the classic Donald Duck cartoon was Carl Barks' invention during the golden age of Duck cartoons from the 1940s to the 1960s: Uncle Scrooge, Gladstone Gander, Daisy Duck, Gyro Gearloose, and many more. More importantly, it was Carl Barks who developed the duck universe from relatively simplistic short-stories focused upon the ill-tempered Donald to unfold it into a vast universe covering a variety of themes and geography Donald's ever-changing job situation made him a vehicle for depicting a huge diversity of modern life, his competition with his lucky cousin Gladstone gave Donald's lack of luck a deeper, existential dimension, and his relation to the three nephews was developed into a meditation on the generation gap. The invention of Uncle Scrooge, most of all, developed the cartoon to encompass a wide range of serious themes. The rich duck's worldwide business became the vehicle for discovery journeys to many corners of the globe, just like the world of money, value, income, loss, theft, etc. became a central field of speculation. All these adventures were not only invented by Carl Barks, he also drew them with his characteristic style which in the anonymous Disney hierarchy earned him the nickname of "The Good Draughtsman".

This course investigates the work of Carl Barks with different semiotic tools from narratology, social semiotics, cognitive semiotics, etc. We are especially interested in the social schemas that can be found in Carl Barks' production and we will use those as the empirical foundation for a general theory of schema exploration and schema variation in relation to narratives. An outline of the course: 1) Introduction 2) Narrative strategies in Barks 3) Uncle Scrooge and Economics 4) Chance and accident in Barks 5) "The Other" in the Duck adventures 6) Competition and rivalry 7) Science and technique in the duck universe 8) Social schemas related to work, gender and generation differences.

Literature:

Thomas Andrae (2006): *Carl Barks and the Disney Comic book. Unmasking the myth of modernity*. University Press of Mississippi

Donald Ault (ed.) (2003): *Carl Barks conversations*, University Press of Mississippi

Carl Barks: *The Carl Barks Library* (the collected works), Another Rainbow Publishing, Inc.

Research Seminar (BA/MA)

Frederik Stjernfelt, Peer Bundgård & Svend Østergaard | **Thursdays in seminar weeks, 16:00 - 18:00. Building 1.467, room 415**

Center researchers present new ideas and draft papers in an informal way, open to discussion by other scholars and students. This also forms the forum for presenting guest lecturers by international and Danish visiting scholars fueling further discussion.

Literary Art

Peer Bundgård | **Fridays in seminar weeks, 10:00 - 12:00. Building 1.467, room 415**

In this course we will be working with textual aesthetics, i.e. the forms and structures of meaning construction in literary artworks. We will consider essential meaning devices in literary art, defined as variations of/experiments with core elements of narratives such as “the narrator”, “perspective/forclaization”, “narrative structure”, “granularity”, etc.

Student Symposia

Organized by the students | **Fridays in seminar weeks, 13:00 - 15:00. Building 1.467, room 415**

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.

Music and the Cognitive Sciences (BA/MA)

Jazzmusician, PhD, Ole Kühl & Professor, dr. phil Per Aage Brandt, CASE University | Wednesdays, Sep. 9, Oct. 7, Nov. 4 & Dec. 2, 18:00 - 20:00.
Building 1.467, room 415

This seminar will be held simultaneously at CASE in Cleveland, Ohio and at Center for Semiotics in Aarhus. Lectures and discussions will be transmitted in real-time via a Video Link that enables direct communication between the two venues.

From the perspective of recent developments in Cognitive Science including Embodiment Theory and Neurocognitive Research we will study music as a meaningful, intersubjective mode of human behavior. As an expressive device found in all cultures and all times, music can be described as conveying emotion through its syntactic and semantic properties of tonal and rhythmic organization. A musical phenomenology that views music as Enactment may lead us to a new approach to musical analysis, grounded in the body-based experiences of walking and gesturing. During the seminar we will discuss questions like: the relations between language and music; the correspondence between musical activity and brain activity; music in culture and social life; and we shall look at specific instances of musical works, their semantic interpretation and possible musical analysis.

Literature:

William L. Benzon: *Beethoven's Anvil. Music in Mind and Culture*. Oxford: Oxford University Press. 2001. Selected Papers.

A semiotic approach to the extended mind (BA/MA)

Riccardo Fusaroli | **Thursdays, Oct. 15 & 29, Nov. 12 & 26, Dec. 10, 10:00 - 12:00. Building 1.467, room 415**

What does meaningful experience rest on? How should cognition be defined and delimited? Which role do material symbols assume in cognitive processes? Recently these questions, which are crucial for the development of cognitive semiotics, have been tackled by different approaches with one main aim: to take cognition “out of our heads”, and shift the focus of cognitive sciences to include the body, the environment, and the activity in which the cognizer is involved in, in addition to the brain.

These approaches, collectively referred to as “situated cognition” are quite diverse in aims and operative consequences. In particular, I will focus on the social and cognitive anthropological approaches, as well as the philosophical ones, namely “situated activity” (Suchman), “distributed cognition” (Hutchins), the “extended mind” (Clark), and “cognitive integration” (Menary).

This seminar is not intended to be a simple introduction to these approaches, but rather a construction of a (cognitive) semiotic-oriented perspective on them. What is at stake for semiotics in extending the concepts of cognition and mind?

On the one hand, semiotics has been much concerned with configurations of material symbols, such as analysis of works of art and linguistic data. Cognitive semiotics has investigated how these configurations interact with and exploit human cognitive systems. Is this complementary to an approach that explores how material symbols actually redefine cognitive systems?

What can be learned from this?

On the other hand, semiotics has often focused on abstract, invariant levels, such as differential structures, cognitive schemas, and types. This focus on situatedness, usage, and the dependence of cognition on contextual material structures, could threaten the generality on which semiotics rests upon. Is generality compatible with a situated/distributed/extended approach, and if so, which kind of generality?

With these questions in mind we will go through a few key readings for each of the mentioned approaches, focusing on:

- why is cognition extended, and what is at stake in this specific approach?
- how is this extension articulated, and how does it differ from other approaches?
- are there operative consequences for this extension, especially for the analysis of linguistic data?

SEMINAR CALENDAR FALL SEMESTER 2009

SEPTEMBER

Tuesday 8	09-11: Research Methods (MA II)	11-13: Cognitive Semantics (MA I)	14-17: Cognition & Language (BA)
Wednesday 9	09-11: Cognition and Semiotics (MA I) 16-18: Diagrammatology (BA/MA)	11-13: Social Cognition (MA I) 18-20: Music and the Cognitive Sciences (BA/MA)	14-16: Practical Exercises (BA)
Thursday 10	09-12: Cognition and Semiotics (BA) 16-18: Research Seminar (BA/MA)	12-14: Practical Exercises (MA I)	14-16: Seminar on Carl Barks (BA/MA)
Friday 11	10-12: Literary Art (MAII)	13-15: Student Symposium	
Tuesday 15	09-11: Research Methods (MA II)	11-13: Cognitive Semantics (MA I)	14-17: Cognition & Language (BA)
Wednesday 16	09-11: Cognition and Semiotics (MA I) 16-18: Diagrammatology (BA/MA)	11-13: Social Cognition (MA I)	14-16: Practical Exercises (BA)
Thursday 17	09-12: Cognition and Semiotics (BA) 16-18: Research Seminar (BA/MA)	12-14: Practical Exercises (MA I)	14-16: Seminar on Carl Barks (BA/MA)
Friday 18	10-12: Literary Art (MAII)	13-15: Student Symposium	

The Center for Semiotics is closed in the period Sep. 21 - Sep. 27 due to participation at the IASS conference in La Coruña

OCTOBER

Tuesday 6	09-11: Research Methods (MA II)	11-13: Cognitive Semantics (MA I)	14-17: Cognition & Language (BA)
Wednesday 7	09-11: Cognition and Semiotics (MA I) 16-18: Diagrammatology (BA/MA)	11-13: Social Cognition (MA I) 18-20: Music and the Cognitive Sciences (BA/MA)	14-16: Practical Exercises (BA)
Thursday 8	09-12: Cognition and Semiotics (BA) 16-18: Research Seminar (BA/MA)	12-14: Practical Exercises (MA I)	14-16: Seminar on Carl Barks (BA/MA)
Friday 9	10-16: Mind and Logic - Cognitive Access to Ideal Entities		
Thursday 15	10-12: A semiotic approach to the extended mind (BA/MA)		
Tuesday 20	09-11: Research Methods (MA II)	11-13: Cognitive Semantics (MA I)	14-17: Cognition & Language (BA)
Wednesday 21	09-11: Cognition and Semiotics (MA I) 16-18: Diagrammatology (BA/MA)	11-13: Social Cognition (MA I)	14-16: Practical Exercises (BA)
Thursday 22	09-12: Cognition and Semiotics (BA) 16-18: Research Seminar (BA/MA)	12-14: Practical Exercises (MA I)	14-16: Seminar on Carl Barks (BA/MA)
Friday 23	10-16: Seminar on Metaphors		
Thursday 29	10-12: A semiotic approach to the extended mind (BA/MA)		

NOVEMBER

Tuesday 3	09-11: Research Methods (MA II)	11-13: Cognitive Semantics (MA I)	14-17: Cognition & Language (BA)
Wednesday 4	09-11: Cognition and Semiotics (MA I) 16-18: Diagrammatology (BA/MA)	11-13: Social Cognition (MA I) 18-20: Music and the Cognitive Sciences (BA/MA)	14-16: Practical Exercises (BA)
Thursday 5	09-12: Cognition and Semiotics (BA) 16-18: Research Seminar (BA/MA)	12-14: Practical Exercises (MA I)	14-16: Seminar on Carl Barks (BA/MA)
Friday 6	10-12: Literary Art (MA II)	13-15: Student Symposium	
Thursday 12	10-12: A semiotic approach to the extended mind (BA/MA)		
Tuesday 17	09-11: Research Methods (MA II)	11-13: Cognitive Semantics (MA I)	14-17: Cognition & Language (BA)
Wednesday 18	09-11: Cognition and Semiotics (MA I) 16-18: Diagrammatology (BA/MA)	11-13: Social Cognition (MA I)	14-16: Practical Exercises (BA)
Thursday 19	09-12: Cognition and Semiotics (BA) 16-18: Research Seminar (BA/MA)	12-14: Practical Exercises (MA I)	14-16: Seminar on Carl Barks (BA/MA)
Friday 20	10-16: Ingarden: Ontology, Phenomenology and the Arts		
Thursday 26	10-12: A semiotic approach to the extended mind (BA/MA)		

DECEMBER

Tuesday 1	09-11: Research Methods (MA II) 14-17: Cognition & Language (BA)	11-13: Cognitive Semantics (MA I)	
Wednesday 2	09-11: Cognition and Semiotics (MA I) 16-18: Diagrammatology (BA/MA)	11-13: Social Cognition (MA I) 18-20: Music and the Cognitive Sciences (BA/MA)	14-16: Practical Exercises (BA)
Thursday 3	09-12: Cognition and Semiotics (BA) 16-18: Research Seminar (BA/MA)	12-14: Practical Exercises (MA I)	14-16: Seminar on Carl Barks (BA/MA)
Friday 4	10-12: Literary Art (MA II)	13-15: Student Symposium	
Thursday 10	10-12: A semiotic approach to the extended mind (BA/MA)		
Tuesday 15	09-11: Research Methods (MA II)	11-13: Cognitive Semantics (MA I)	14-17: Cognition & Language (BA)
Wednesday 16	09-11: Cognition and Semiotics (MA I) 16-18: Diagrammatology (BA/MA)	11-13: Social Cognition (MA I)	14-16: Practical Exercises (BA)
Thursday 17	09-12: Cognition and Semiotics (BA) 16-18: Research Seminar (BA/MA)	12-14: Practical Exercises (MA I)	14-16: Seminar on Carl Barks (BA/MA)
Friday 18	10-12: Literary Art (MA II)	13-15: Student Symposium	

Center for Semiotics

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