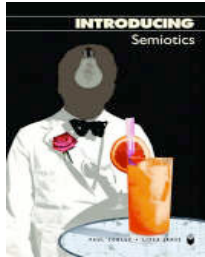


C & I 975 Graduate Seminar
Professor Francois Tochon
Room: 401C, T. Ed. Bldg, UW-Madison

Schedule: Thursday 9:00am - 12:00 pm
Office hours: TEB 144D on appointment
ftochon@education.wisc.edu

C&I 975 (sem 003 #34330) Applied Semiotics for Deep Education Fall 2012



Applied semiotics is a transdisciplinary field of knowledge linking ordinary life to an ongoing meaning making process. It encompasses applied linguistics while being broader and integrating sociocultural pragmatics, symbolism, gesture, intuition and situated meanings. Semiotics is the study of sign-action, or semiosis, described as any activity or process including the production of meaning. We will review the basics of semiotics with a perspective proper to world languages and cultures, cultural studies, with a survey of European authors such as Saussure, Wittgenstein, Greimas, Barthes, Baudrillard, Derrida, Foucault, Lyotard, Sebeok, Danesi, along with American semioticians such as Peirce, Chandler, Deely, Shank and Merrell.

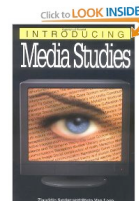
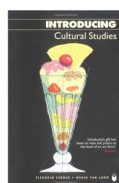
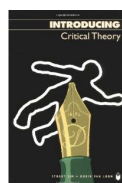
Activities

We will have small group and class debates about the texts' contents. For each seminar, students will prepare a one-page journal of their critical reactions and comments to the readings of the day. In their comments, they will address questions such as: what did I learn from these readings that I didn't know or wasn't aware of? In what way can it impact my understanding of communication, learning and education? In what way can it inform my inquiry? Then we will discuss the contents of the readings in the light of the questions brought by the course participants as they relate to new ways of understanding, planning, organizing and interpreting research, communication, education, world language education. Part of each meeting will be devoted to personal experiences, analyses, sharing brief writings in view of expressing new insights and imaginaries for semiotic inquiry, and video clips.

Required Readings: Articles and chapters on the Course Reserves.

Recommended Prior Readings

Three introductions (available for less than \$1 on Amazon.com):



Assignments

- 1) Reading the **texts of the day**, reflecting on the contents of these texts and **writing a one-page critical comment based on personal experiences** to scaffold the seminar debate.
- 2) During the semester, finding at least **one brief video** on internet that illustrates an aspect developed in the seminar. Thus there will be a video roster in addition to the food roster.
- 3) Each student will propose **one post every other week on the facebook group Signs and Symbols**. The posts (reading comment, article or video) are proposed within the perspective of defining applied semiotics as a field and contributing to its growth.
- 4) **Final project:** gather your critical comments into a 9- to 10-page creative writing (1.5 line-spacing) that can mesh reflections on authors and readings with personal experiences in a storyline development or narrative of experience on the topic of your choice, expressing new knowledge gained through your semiotic explorations. The final project is about demonstrating the role of applied semiotics in/for deep education. It can be in the form of a blog, text or personal video.

Date	Schedule of Readings
<p>Thursday September 6</p> <p>SEMIOLGY & MODERNITY</p>	<p>Syllabus. Schedule of video presentations and food roster. Brief introduction to semiotics and what semiotics can bring to educational research; defining applied semiotics; the use of the 5 senses in research, data, and reports; the study of everyday signs.</p> <p>TOPIC: SEMIOLOGY AND MODERNITY.</p> <p>Smith, H. On Semiotics. In <i>Psychosemiotics</i> (pp.51-87) NY: Lang. Chandler, D. (Intro &) Chapter 1 - Models of the Sign. In <i>Semiotics, The Basics</i> (pp. 13-57). Harris, R. Barthes' Saussure. In Saussure and his interpreters (pp.133-151). Harris, R. Derrida's Saussure. In Saussure and his interpreters (pp.171-188). Tochon, F. V. When Authentic Experiences are "Enminded" into Disciplinary Genres: Crossing Biographic and Situated Knowledge, <i>Learning and Instruction, 10</i>, 331-359. (Short, L. 5. Saussure's semiology. In Peirce's Theory of Signs, pp.16-21). Power Point: INTRODUCING SEMIOLOGY (Saussure). SLIDES 1. Signs and Signing (Hall, 2007)</p>
<p>Thursday September 13</p> <p>SCIENCE AS A BELIEF SYSTEM</p>	<p>TOPIC: SCIENCE AS A BELIEF SYSTEM</p> <p>Peirce, C. S. (1877). The Fixation of Belief. In N. Houser & C. Kloesel (1992), <i>The Essential Peirce, Selected Philosophical Writings, Vol. I</i> (1867-1893, pp. 109-123). http://oregonstate.edu/instruct/phl201/modules/peirce/peirce_print.pdf Merrell, F. Chapter 2: Peirce's Signs. In <i>Change through Signs of Body, Mind, and Language</i> (pp. 11-26). Habermas, J. Peirce and Communication. In <i>Metaphysical Thinking</i> (pp.88-112). Magnusson, J.-L. Reference five. Five easy games of referencing. <i>IJAS, 1</i>, special issue, 43-52. Shank, G. (in press). Chapter 3. <i>The Semiotic Inquirer in the Age of Signs</i> (pp.28-43). Short, L. 12. The Structure of Objectivity. In Peirce's Theory of Signs (pp.317-347). Bloomington: IUP. Power Point: INTRODUCING SEMIOTICS. SLIDES 2. Ways of Meaning.</p>
<p>Thursday September 20</p> <p>SOCIO- CULTURAL SEMIOTICS</p>	<p>TOPIC: SOCIOCULTURAL SEMIOTICS</p> <p>Danesi, M. <i>Encyclopedic Dictionary of Semiotics, Media and Communications</i> (pp.204-207) Hodge, R., & Kress, G. Chapter 1 - Social Semiotics (pp. 1-15.) Hodge, R., & Kress, G. Chapter 2 - Social Semiotics (pp. 15-23.) Danesi, M. Chapter 1: The Universe of Signs; cigarettes are signs, high heels are signs too, enter the semiotician, the system of everyday life, the science of signs; principles of semiotic analysis. Danesi, M. Talking like Teenagers. In <i>Forever Young</i> (pp. 51-74). Toronto: UTP. Tochon, F. V., & Karaman, A. C. (2010). Critical reasoning for social justice: Moral encounters with the paradoxes of intercultural education. <i>Intercultural Education</i>. (Optional : Bernard, J. Culture(s) – A Conceptual Analysis. In Susan Petrilli (Ed.), <i>Approaches to Communication: Trends in Global Communication Studies</i>, pp. 267-283). Power Point: CULTURAL STUDIES FROM A SEMIOTIC PERSPECTIVE SLIDES 3. Conceptual Structures</p>
<p>Thursday September 27</p> <p>BODY, LOOKISM & RACISM</p>	<p>TOPIC: BODY, LOOKISM & RACISM</p> <p>Danesi, M. The body in the Sign: Thomas Sebeok and Semiotics (pp.18-19 and 61-69). Sebeok, T.A. The Swiss Pioneer in Nonverbal Communication Studies: Heini Hediger (1908-1992). Van Dijk, T.A. Discourse and Racism. http://www.discourses.org/OldArticles/Discourse%20and%20racism.pdf Ashby, W. Unmasking Narrative: A Semiotic Perspective on the Conviviality/Non-Conviviality Dichotomy in Storytelling About the German "Other". <i>Internet-Zeitschrift für Kulturwissenschaften</i>. No. 15/2003. http://www.inst.at/trans/15Nr/01_2/ashby15.htm Angela Stalcup. The Plainness Penalty: Lookism in Western Culture. http://angelastalcup.com/sample_article.pdf Tietje, L., and Cresap, S. Is lookism unjust? The ethics of aesthetics and public policy implications. <i>Journal of Libertarian Studies, 19</i>(2), 31-50. Nichols, R A first look at lookism. <i>Sci Phi: Journal of Science Fiction and Philosophy</i>. http://sciphijournal.com/etext/SPJ_9_A_first_look_at_lookism.pdf (Optional: Petrilli, S., & Ponzio, A. Bodies, Signs, and Values in Global Communication. In S. Petrilli (Ed.), <i>Approaches to Communication: Trends in Global Communication Studies</i>, pp.113-141). Power Point: CRITICAL THEORY FROM A SEMIOTIC PERSPECTIVE SLIDES 4. Visual Structures</p>

<p>Thursday October 4</p> <p>FEMINISM</p>	<p>TOPIC: FEMINISM, GENDER, CRITICAL SEMIOTICS Brodribb, S. Out of Oblivion. In <i>Nothing mat(t)ers: A feminist critique of postmodernism</i> (pp.119-136). Chang, Yin-Kun Of Faces, Masks, and other Interesting Codes in Queerness: A Semiotic Analysis of Queer Presentation in Everyday Life. <i>IJAS</i>, 5(1-2), 137-161. Godard, B. Toward a Critical Semiotics: Feminist Interventions in Semiotic Theories. In Susan Petrilli (Ed.), <i>Approaches to Communication: Trends in Global Communication Studies</i> (pp.161-190). Atwood. Derrida, J. First Session, Dec. 12, 2001. In <i>The Beast & the Sovereign</i> (pp.1-31). (Optional: Vaughan, G. Feminist Semiotics for Social Change: The Mother or the Market. In Susan Petrilli (Ed.), <i>Approaches to Communication: Trends in Global Communication Studies</i>, pp.145-160). Course in Critical Semiotics: http://www.univie.ac.at/Wissenschaftstheorie/srb/cyber/simout.html Power Point: INTRODUCING FEMINISM AND POSTFEMINISM FROM A SEMIOTIC PERSPECTIVE SLIDES 5. Textual Structures</p>
<p>Thursday October 11</p> <p>POSTMODERN INTEGRATION</p>	<p>TOPIC: POSTMODERN INTEGRATION OF SUBJECTS AND OBJECTS Lyotard, Jean-François (1979). <i>The Postmodern Condition: A Report on Knowledge</i>. Lather, P. Postmodernism and the Human Sciences. In S. Kvale (Ed.), <i>Psychology and Postmodernism</i> (pp.88-109). Waugh, P. From Impersonality to Situatedness. In <i>Practising Postmodernism, Reading Modernism</i> (pp. 136-147). P.S. "I love you": Umberto Eco and the romance of the reader. In D. Elam: <i>Romancing the Postmodern</i> (pp.26-33). Tochon, F. V. Reference twelve. The situated researcher and the narrative reference to lived experience. <i>IJAS</i>, 1, 103-113. (Optional: Chandler, D. Chapter 4 – Challenging the litteral. In <i>Semiotics, The Basics.</i>) Deely, J. The Problem of Objectivity. In <i>Purely objective reality</i> (pp.8-16). Power Point: POSTMODERN THOUGHT FROM A SEMIOTIC PERSPECTIVE SLIDES 6. Matters of Interpretation</p>
<p>Thursday October 18</p> <p>NARRATIVE GRAMMAR</p>	<p>TOPIC: NARRATIVE GRAMMAR AND STORYTELLING Greimas, A. J. On Meaning. <i>New Literary History</i>, 20(3), pp.539-550. Ricoeur, P. <i>Time and Narrative</i>, vol. I (pp.52-86). Kristeva, J. <i>Hannah Arendt: Life is a Narrative</i> (pp. 13-29). Tochon, F. V. Presence beyond the narrative. In <i>Tropics of Teaching</i>, Toronto: UTP. Tochon, F. V. Semiotic Consciousness as Discourse Integration. <i>IJAS</i>, 91-114. Tochon, F. V., & Black, N. J. Narrative analysis of electronic portfolios: preservice teachers' struggles in researching pedagogically appropriate technology integration. <i>CALICO Monograph Series</i>, 6, 295-320. Power Point: INTRODUCING BARTHES FROM A SEMIOTIC PERSPECTIVE SLIDES 7. Framing Meaning.</p>
<p>Thursday October 25</p> <p>MEDIA STUDIES</p>	<p>TOPIC: MEDIA STUDIES, VISUAL LEARNING AND PERCEPTION Baudrillard, Jean (1983). <i>The Precession of Simulacra</i>. Excerpts. (Optional: Chandler, D. Chapter 5 – Codes. In <i>Semiotics, The Basics</i>, pp.147-173). Charon, Joel. <i>The importance of the symbol</i>. Excerpts. Johansen & Larsen Chapter 3 Signs: From tracks to words. In <i>Signs in Use</i> (pp.24-52). Bauters, M. Mediation through the sensory eye. An alternative to the 'old' and 'new' media paradigms. <i>IJAS</i>, 6(1), 79-102. Tochon, F. V. Video Art as a New Literacy or the Coming of Semiotics in Education. <i>Arts and Learning Research</i>, 17(1), 105-131. Power Point: MEDIA STUDIES FROM A SEMIOTIC PERSPECTIVE SLIDES 8. Stories and Storytelling</p>
<p>Thursday November 1</p> <p>POETICS & AESTHETIC</p>	<p>TOPIC: POETICS, AESTHETICS & RETHORIC Barthes, R. <i>Elements of semiology</i>. Derrida, J. 1. Oligarchies. In <i>The politics of friendship</i> (pp. 1-25). NY: Verso. Parker, Kelly A. Chapter 1 Architectonic Philosophy. In <i>The Continuity of Peirce's Thought</i> (pp.2-27). Taylor, J. <i>Poetic Knowledge: The Recovery of Education</i> (pp.5-10 and 167-172). Conclusion. <i>The Rigor and Ethics of Reading</i>. In J. Claude Evans. <i>Derrida and the Myth of the Voice: Strategies of Deconstruction</i> (pp.167-180). Rancière, J. Artistic Regimes and the Shortcomings of the Notion of Modernity, <i>In The Politics of Aesthetics</i> (pp.20-30). See links to articles on: http://www.gseis.ucla.edu/faculty/kellner/pomo/pm.html Power Point: INTRODUCING BAUDRILLARD FROM A SEMIOTIC PERSPECTIVE</p>

<p>Thursday November 8</p> <p>SPACE</p>	<p>TOPIC: THE PRODUCTION OF SPACE Sebeok, T. A. The Evolution of Semiosis. In <i>A Sign is Just a Sign</i> (pp.83-96). Danesi, M. Global Semiotics. In <i>Inventing Global Semiotics</i> (pp. 27-50). Legas. Lefebvre, H. <i>The production of Space</i> (pp.1-46). Tochon, F.V. Beams of Meaning. In <i>Tropics of Teaching</i>. Toronto: UTP. Danesi, M. Representation. In <i>The Quest for Meaning</i> (pp.121-140). Gutiérrez, K.D. Developing a Sociocritical Literacy in the Third Space. <i>Reading Research Quarterly</i>, 43(2).</p> <p>Project Scaffolds Presentations</p> <p>Power Point: INTRODUCING FOUCAULT FROM A SEMIOTIC PERSPECTIVE</p>
<p>Thursday November 15</p> <p>CONNECTIVE LIFE</p>	<p>TOPIC: LIFE SEMIOTICS AND CONNECTIVITY Deely, J. Preface. In <i>Intentionality and Semiotic</i> (xix to xxxiv). Deely, J. Chapter 1 Intentionality. In <i>Intentionality and Semiotic</i> (3-8). Zukav, G. Chapter 1 of <i>The Dancing Wu Li Masters: An Overview of the New Physics</i> (pp.3-18). Tompkins, P., & Bird, C. Chapter 1 of <i>The Secret Life of Plants</i>. (pp.3-16). Laszlo, E. Chapter 4. In <i>The Connectivity Hypothesis</i> (pp.39-48). Sheldrake, R. Preface & Introduction to <i>Morphic Resonance</i> (pp.xi-xxxii and 1-4).</p> <p>Project Scaffolds Presentations</p> <p>Power Point: INTRODUCING DERRIDA FROM A SEMIOTIC PERSPECTIVE</p>
<p>Thursday November 29</p> <p>SEMIOTIC SYSTEMS</p>	<p>TOPIC: SEMIOTIC SYSTEMS AND EDUCATION Bouissac, P. Can Semiotics Progress? <i>Semiotics</i>, 15-16, 7-26. Smith, H. Signs in Communication. In <i>Teaching Adolescents: Ed Psych as a Science of Signs</i> (pp. 29-64). Toronto: UTP. Danesi, M. Modeling systems theory and the future of semiotics. <i>IJAS</i>, 5(1-2), 3-12. Sadowski, P. Chapter 1 – Systems Theory. In <i>From Interaction to Symbol: A systems view of the evolution of signs and communication</i> (pp.1-24). Tochon, F. V., & Okten, C. E. Curriculum Mapping to Inquire into Student Teacher’s Disciplinary Semiosis. <i>Transnational Curriculum Inquiry</i>. Young, R. F. Discursive practice in Language Learning and Teaching. Plenary delivered at the annual meeting of the American Association for Applied Linguistics. Atlanta, GA. Young, R.F. SLA: What’s language got to do with it? Paper presented at the SLA Graduate Student Symposium. Madison, WI.</p> <p>Project Scaffolds Presentations</p>
<p>Thursday December 6</p> <p>PEER SESSION</p>	<p>Finalizing Projects, Project Sharing, Peer Work, Feedback and Revisions. Skype individual contact</p>
<p>Thursday December 13</p> <p>PEER SESSION</p>	<p>Finalizing Projects, Project Sharing, Peer Work, Feedback and Revisions. Skype individual contact</p> <p>Final Assignments deadline: Thursday, December 20, 2012 noon, by e-mail or dropbox.</p> <p>ftochon@education.wisc.edu</p>

Evaluation

Active participation in the seminar	15%
Conscientious and thorough reading of the texts for each seminar	15%
One-page readings’ comment at each meeting, e-mailed by Wednesday noon	25%
One facebook group post every other week	15%
Presenting one ‘Video of the Day’	5%
Final paper or video or web pages	25%

Course Copyright: All course materials are copyrighted and their reproduction or dissemination outside the course is forbidden. Tape recordings and digital recordings of class sessions, presentations, reflective groups, online chats or meetings with the professor may be organized by the professor for further use in distance education. Students who do not wish to be recorded or videotaped must tell it in advance to the professor or the cameraperson. Non-authorized audio or video recordings and their transcription and dissemination are copyright infringements.

Accommodations for full inclusion of all students in teaching and learning activities

I try to ensure that people with disabilities are fully included in this course. Please let me know if you need any special accommodations in curriculum, instruction, or assessments of this course to enable you to participate fully. I will try to maintain the confidentiality of the information you share with me.

Bibliography

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INTERNET LINKS:

- <http://www.cspeirce.com/>
<http://www.peirce.org/>
<http://www.peircesociety.org/>
<http://www.helsinki.fi/science/commens/dictionary.html>
<http://www.cspeirce.com/menu/library/rsources/76defs/76defs.htm>
<http://www.cspeirce.com/homepage/ransdell.htm>
<http://plato.stanford.edu/entries/peirce/>
<http://www.iep.utm.edu/p/PeircePr.htm>
<http://www.wittgen-cam.ac.uk/cgi-bin/forms/home.cgi>
<http://www.helsinki.fi/~tuschano/lw/links/>
<http://homepage.newschool.edu/~quigleyt/vcs/barthes-wt.html>
- UC-Denver Portal of Semiotics: <http://carbon.ucdenver.edu/~mryder/itc/semiotics.html>
- Barthes' Mythologies at: <http://seacoast.sunderland.ac.uk/~os0tmc/culture/myth2.htm>
- Baudrillard: <http://plato.stanford.edu/entries/ baudrillard/>
- Interviews with Baudrillard:
http://www.ubishops.ca/baudrillardstudies/vol1_2/genosko.htm
<http://www.ubishops.ca/baudrillardstudies/spiegel.htm>
- <http://www.atwoodpublishing.com/journals/journal.htm>
<http://www.atwoodpublishing.com/journals/singleissues.htm>