

MAKING LANGUAGE

Linguistic Diversity and Typologically Informed Language Design

Linguistics 490 005 (47070) / 590 005 (47072)
MW 1600-1715
MITCH 212

Instructor: Logan Sutton
Email Contact: LDSUTTON@unm.edu
Office: HUM 148
Office Hours: By Appointment

Course Material

There will be numerous readings throughout the semester, assigned to the entire class or on an individual basis. All readings will be posted electronically on Ereserves (ereserves.unm.edu). The password is *Itelmen*.

There will also be a website for posting the course-generated lexicon and grammatical constructions for the constructed language. This will be announced in class.

<u>Evaluation</u>	<u>%</u>
In-Class Participation	20
Daily Creative Task	20
Reading Presentation and Discussion (6)	20
Mini-Typological Surveys (6)	20
Final Project	20

In-Class Participation

The success of this class is highly contingent upon the students contributing to discussion, asking questions, presenting their findings in class, and otherwise addressing course topics and fellow students' contributions with a highly critical (but courteous) eye. Especially given the small size of the class, regular attendance is highly encouraged. Readings listed on the syllabus and assigned in class are mandatory, unless otherwise specified.

Daily Creative Task

Due every class meeting, each student will be expected to contribute to the development of the course language. Usually this will consist of contributing a handful of vocabulary items (lexical morphemes) within a given semantic domain. Sometimes it will consist of a more intensive research endeavor involving either a larger lexical contribution or the development of a grammatical construction (or family of constructions).

Reading Presentation and Discussion

Many of the readings listed on the syllabus will be assigned to the entire class, with students expected to have read them by the assigned class period. Many other readings will be assigned to students individually or in small groups. When specified, for these latter especially, students will be expected to prepare a brief handout specifying the pertinent points of the reading (not summarizing the whole article!) and have a critical assessment of the arguments or points to be able to present to the class and offer comparison and contrast to the other findings presented in the class.

Mini-Typological Surveys

Each student will adopt 7 grammars for the semester (representing a language from each of the major linguistic geographical regions of the world). Periodically through the semester students will be asked to investigate a given semantic/grammatical topic within their 6 grammars and prepare a brief write-up on the constructions they find, which will be turned in. In this way the class as a whole will generate a small typological survey (of 40+ languages) for several grammatical domains.

Final Project

Each student will be required to write a term paper consisting of an original typology-oriented study on an approved topic of his/her own choice. The study may involve doing a typological survey for a given grammatical or lexical phenomenon or may involve a synthesis of previous studies typological studies. This final project is due **05/07/2013** and must be 17-25 pages for **graduate** students or 12-17 pages for **undergraduate** students.

Week 1 Introduction

01/15 Introduction
01/17 Typological Sampling; Settings (Dryer 1989, Perkins 1989)

Week 2 Grounding

01/22 Setting and People (Grammars)
01/24 Referential forms I

Week 3 Phonology I

01/29 Phonotactics and Words (Bybee 2005, Dixon & Aikhenvald 2002)
01/31 Segments and Suprasegmentals (TYP 1 DUE)

Week 4 Basic Clause

02/05 Participants and Argument Marking (Merlan 1985)
02/07 Non-core participants (READ 1 DUE)

Week 5 Basic Clause

02/12 Intransitive Clauses and Discourse Structure (Stassen 1997, Dryer 1986)
02/14 Polyvalent Clauses (TYP 2 DUE)

Week 6 Orthogonal Categories

02/19 Number (Corbett 2000, Ch. 5 & 8)
02/21 TAM, Evidentiality and Mirativity (READ 2 DUE)

Week 7 Manipulating the Basic Clause

02/26 Negation, Questions, and Commands (Kroskrity 1984, Hagège 2008)
02/28 Voice and Auxiliaries (TYP 3 DUE)

Week 8 Contemplation

03/05 Phonological Alternations, Morphophonology (Aikhenvald 2002)
03/07 Morphological Types (READ 3 DUE)

Week 9 Spring Break (03/10-03/17)

Week 10 Referent Modification

03/19 Adjectives and other Simple Modifiers (Wetzer 1992, Jurafsky 1996, Epps et al 2012)
03/21 NPs and Coordination of Referents (TYP 4 DUE)

Week 11 Complex Clauses I

03/26 Complement Clauses and Clause Deranking (Cristofaro 2003)
03/28 Adverbial Clauses (READ 4 DUE)

Week 12 Complex Clauses II

04/02 Event Sequences (Haspelmath 2007)
04/04 Referent Tracking and Clausal Modification (TYP 5 DUE)

Week 13 Complex Clauses III

04/09 Relative Clauses (Keenan and Comrie 1977, 1979)
04/11 Complex Clauses and Information Structure (READ 5 DUE)

Week 14-16 Open Topics

04/16, 04/18 (TYP 6 DUE – 4/18)
04/23, 04/25 (READ 6 DUE – 4/25)
04/30, 05/02

Readings

- Aikhenvald, Alexandra Y. 2002. Typological Parameters for the Study of Clitics, with Special Reference to Tariana. In *Word: A Cross-Linguistic Typology*. R.M.W. Dixon and Alexandra Aikhenvald (eds.), 42-78. Oxford: Oxford University Press.
- Bybee, Joan. 2005. Restrictions on phonemes in affixes: A crosslinguistic test of a popular hypothesis. *Linguistic Typology* 9.2: 165-222.
- Corbett, Greville G. 2000. Ch. 5 The expression of number; Ch. 8 Verbal number. In *Number*, 133-177, 243-264. Cambridge: Cambridge University Press.
- Cristofaro, Sonia. 2003. Chapter 3, The Coding of Subordination: Parameters for Cross-linguistic Research. *Subordination*, pp. 51-82. Oxford: Oxford University Press.
- Dixon, R.M.W. and Alexandra Y. Aikhenvald. 2002. Word: A Typological Framework. In *Word: A Cross-Linguistic Typology*. R.M.W. Dixon and Alexandra Aikhenvald (eds.), 1-41. Oxford: Oxford University Press.
- Dryer, Matthew S. 1986. Primary objects, secondary objects and antitativity. *Language* 62: 808-845.
- Dryer, Matthew S. 1989. Large linguistic areas and language sampling. *Studies in Language* 13.2: 257-292.
- Hagège, Claude. 2008. Towards a typology of interrogative verbs. *Linguistic Typology* 12.1: 1-44.
- Haspelmath, Martin. 2007. Coordination. In Timothy Shopen (ed.), *Language Typology and Syntactic Description, Volume II: Complex Constructions*, pp. 1-51. Cambridge: Cambridge University Press.
- Jurfasky, Daniel. 1996. Universal tendencies in the semantics of the diminutive. *Language* 72.3: 533-78.
- Keenan, Edward L. and Bernard Comrie. 1977. Noun phrase accessibility and Universal Grammar. *Linguistic Inquiry* 8.1: 63-99.
- Keenan, Edward L. and Bernard Comrie. 1979. Data on the noun phrase accessibility hierarchy. *Language* 55.2: 333-351.
- Kroskrity, Paul. 1984. Negation and subordination in Arizona Tewa: Discourse pragmatics influencing syntax. *International Journal of American Linguistics* 50.1: 94-104.
- Merlan, Francesca. 1985. Split intransitivity: Functional oppositions in intransitive inflection. In *Grammar Inside and Outside the Clause*, Johanna Nichols and Anthony C. Woodbury (eds), 324-362. Cambridge: Cambridge University Press.
- Perkins, Revere D. 1989. Statistical techniques for determining language sample size. *Studies in Language* 13.2: 293-315.
- Stassen, Leon. 1997. Chapter 4, The Typology of Intransitive Predication. *Intransitive Predication*, pp. 121-151. Oxford: Oxford University Press.
- Wetzer, Harrie. 1992. "Nouny" and "verby" adjectivals: a typology of predicative adjectival constructions. *Meaning and Grammar: Cross-Linguistic Perspectives*. Michel Kefer & Johan van der Auwera (eds.), 223-262. Berlin: Mouton de Gruyter.