

**HAMPSHIRE COLLEGE
CS-0128: INTRODUCTION TO LANGUAGE**

Instructor: Carlos Molina-Vital

Class: Monday and Wednesday 2:30-3:50 pm

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Office and Office Hours: Adele Simons Hall (ASH) 106; Monday and Wednesday 4:00-5:00 pm, and by appointment

Distribution and cumulative skills: This satisfies the Mind, Brain, and Information distribution requirement for Division I. Also, it satisfies the following Division I cumulative skill criteria: Multiple Cultural Perspectives, and Writing and Research.

Course description

This course is an overview of the scientific study of the structure, function, and importance of human language. Accordingly, it will be divided in three parts. First, the students will be introduced to the main structural aspects of human languages in terms of their sounds (phonetics and phonology), words (morphology), sentences (syntax), and meanings (semantics). Then, the course will focus on how language allows the interaction between individuals in specific contexts (Pragmatics), cultural settings (Anthropological Linguistics), and society (Sociolinguistics). Finally, the course will cover some basic issues on the standardization of Quechua Languages in South America. By analyzing the creation and implementation of an academic language in indigenous communities, the students will be able to use the notions about language structure and function presented in earlier in class. The ultimate goal of this course is to show how language matters at every level in everybody's life.

Texts

Readings for this class will be available on accessible PDF format on the Moodle course website. No textbook is required for this course. While most of the readings are introductory and have a general scope, some of them will require more attention and effort to understand (we are dealing with analytic skills here!) I expect that you actively participate in the course web page forum to ask for and offer help on anything that is not clear from the readings (or maybe even show how readings connect to each other). You can use a Linguistics dictionary to help you during your readings and assignments. I particularly recommend these three:

- Crystal, David. 2008. *A Dictionary of Linguistics and Phonetics*. 6th Ed. Oxford: Blackwell. [Extensive, great for those looking for more information]
- Matthews, P.H. 2007. *The Concise Oxford Dictionary of Linguistics*. 2nd Ed. New York: Oxford University Press. [Very concise, great for beginners]
- Trask, R. L. 2007. *Language and Linguistics: The Key Concepts*. 2nd Ed. London / New York: Routledge. [Extensive in coverage, but still concise in the definitions.]

How this class works

Since this is an introductory course that provides a survey on different topics from language and Linguistics, it is very important that you come regularly to class and pay attention to what is presented. Go home and read carefully the assigned texts. They are good! I have read them myself and I didn't fall asleep; quite the opposite, they are great! (But I am a little biased, I suppose.) Come to class prepared to participate because I don't want to do all the talking. If you don't come with questions, rants, or (hopefully) praises about how awesome the readings were, it likely means that you have not read at all, and I won't be pleased. If you don't say anything during class, then I will actively ask questions. Your participation is crucial for me to rephrase notions that might not have been clear, and to get feedback from you to determine the best pace we should take while developing each topic.

Expectations for the work completed outside of the classroom

In this course, students are expected to spend at least **eight to ten hours a week** of preparation and work outside of class time. This time includes doing the core readings, as well as all the assignments explained in the next section and organized in the class schedule.

Evaluation criteria

1. **Attendance:** You may miss up to four class meetings during the semester. A sign-up sheet will be passed around every class. If you miss five classes, you will not receive an evaluation for the course. These four excused absences are intended to cover everything from religious and family obligations to illness, etc. Use those absences wisely! Any health emergency that makes you exceed four absences needs to be documented through Health Services. Being **more than 20 minutes late** to class counts as an absence, and I reserve the right to penalize cases of continuously being late. Please, do everything to be in class early. If you are not able to pay **full attention** and **participate** during class due to any circumstance ranging from stress, distress, or a wild party the night before, you will be count as absent and (if necessary) you will be asked to leave the classroom.
2. **Class participation:** You need to say something during class so I know how the class is going. You can ask questions, make comments, or answer my questions (or even answer other classmates' questions or following-up their questions with your observations).
3. **Homework:** There are **five** assignments in this class. While HW 0 is **mandatory**,¹ you can drop **one (1)** of the other assignments without it affecting your overall evaluation. In your homework you will find a combination of questions that should motivate an **informed** and **well argued** reflection from you about different linguistic topics covered in class. Also, expect some linguistic problems in which you will need to use the analytical tools provided during the first part of class (language structure: phonetics, phonology, morphology, syntax, and semantics). **No late homework will be accepted.** Some are **group assignments**.² Here are the deadlines for each one.
 - a. **HW0: 9/16** Transcription and prescriptivism in grammar. Group HW.
 - b. **HW1: 9/30** Phonetic and Phonological Analysis.
 - c. **HW2: 10/21** Morphological Analysis.
 - d. **HW3: 11/11** Syntax and Semantics.
 - e. **HW4: 12/04** Language, Culture, and Society. Group HW
4. **Individual presentation:** Every student will give a short presentation (5-10 minutes) in the form of a reflection on some piece of news, or personal experience related to language and linguistics. For instance, it could be commenting on a comic strip centered on a linguistic topic, or how linguistic stereotypes are displayed on a TV show, or how conjugations or declensions on a language that has been studied make more sense after taking this class. **I will randomly assign one student per class to present**, so start thinking about language as an interesting subject from day one. You don't need a Power Point or a Prezi presentation —this is a very informal **short** presentation.
5. **Reflections on class readings:** Every student will submit a text with 250-300 word including at least two reflections and/or questions motivated by **10** of the 14 course core readings. On those reflections you are expected to express your doubts, criticisms or connections you see between this reading and other topics seen in class or that you have heard about. Reflections should be submitted on-line by the beginning of each class week. Keep in mind that while you only have to submit 10 reflections, this **doesn't mean that you don't need to read all of the core texts.**

¹ HW0 is a requisite for most of the other assignments throughout the course. That's why it is mandatory!

² HW4 can also be done individually. This allows any student to drop this assignment without affecting other member(s) of the group.

6. **Final paper:** You will present a paper in which you elaborate upon any topic covered in class. Think of a topic—perhaps one of the questions you proposed on a summaries for a class reading, or an issue you want to further explore from your short presentation—and come to see me during my office hours to delimit it as an exploratory paper. **The proposal is due Nov. 25th.** The extension should be between 7 and 10 pages, double spaced (not including references). **The final paper due date is December 11th 2013.**

Academic Honesty

All Hampshire College students and faculty, whether at Hampshire or at other institutions, are bound by the ethics of academic integrity. The entire description and college policy can be found in *Non Satis Non Scire* at <http://handbook.hampshire.edu> under *Academic Policies/Ethics of Scholarship*. Plagiarism is the representation of someone else's work as one's own. Both deliberate and inadvertent misrepresentations of another's work as your own are considered plagiarism and are serious breaches of academic honesty and integrity. All sources used or consulted in the process of writing papers, examinations, preparing oral presentations, course assignments, artistic productions, and so on, must be cited. Sources include material from books, journals or any other printed source, the work of other students, faculty, or staff, information from the Internet, software programs and other electronic material, designs and ideas. All cases of suspected plagiarism or academic dishonesty will be referred to the Dean of Advising who will review documentation and meet with student and faculty member. Individual faculty, in consultation with the Dean of Advising, will decide the most appropriate consequence in the context of the class. This can range from revising and resubmitting an assignment to failing the course. Beyond the consequence in the course, CASA considers first offenses as opportunities for education and official warning. Multiple or egregious offenses will have more serious consequences. Suspected instances of other breaches of the ethics of academic integrity, such as the falsification of data, will be treated with the same seriousness as plagiarism and will follow the same process.

Consequently, in this class any form of plagiarism won't be tolerated or excused. While you are allowed to work with a classmate to solve your homework, you will write your homework alone (but you **must list the names** of anyone you worked with on your individual homework). Make sure that you and the person you worked with don't write the answers in the same exact way, otherwise it will be considered an instance of academic dishonesty.

Students with disabilities

If you have any condition that requires a special form of accommodation, please print out, and complete the Request for Accommodations form available at

<http://www.hampshire.edu/casa/9138.htm>

Documentation and specific requests for accommodation should be sent to Joel Dansky, disabilities services coordinator, CASA, Box AC, Hampshire College, 893 West Street, Amherst, MA 01002. Fax: 413.559.6098.

Incomplete Course Policy

This is the new policy for incomplete evaluations at Hampshire College:

Faculty are not obligated to negotiate an incomplete. In those cases where a student has requested and the faculty member agrees that an incomplete is appropriate, that information must be recorded no later than the course completion summary deadline for that semester. To record an incomplete, both student and faculty member will fill out the appropriate form to record the new negotiated deadline by which the student will complete all remaining work for the course. That date will not exceed the first day of the spring semester for a fall incomplete, and June 30th for a spring incomplete. If the negotiated deadline passes without the faculty member receiving and recording the completed work from the student, the incomplete will be converted to a "No Evaluation." Faculty have one month from the negotiated date to evaluate the work. Students experiencing exceptional circumstances that could make it difficult to adhere to any part of this policy should immediately be referred to CASA for assistance with accommodating circumstances.

For this class, if a student is undergoing exceptional circumstances that prevent the completion of several assignments, and needs an incomplete evaluation, he/she **must provide documentation from The Health and Counseling Services** (<http://www.hampshire.edu/studentlife/570.htm>) supporting his/her claims.

Class Schedule³

Day	Topic	Readings ⁴	Assignments
W 9/4	Language and Linguistics: descriptivism and prescriptivism; language and dialects, linguistic diversity and linguistic complexity.	*Finegan (2012: Ch.1)	HW0 Announced Record a natural conversation and transcribe it.
M 9/9	Language and Linguistics: language and communication; main features of human languages; animal communication vs. natural languages.	**Jacobson (1960) **Hockett (1960)	
W 9/11	Phonetics: sound and orthography; the objectives of phonetic, basics of articulatory phonetics.	*Hayes (2009: Ch. 1)	
M 9/16	Phonetics: more on articulatory phonetics; diacritics and suprasegmental features; basics of Acoustic Phonetics.	*Hayes (2009: Ch. 2) **Sapir (1949)	HW0 Due
W 9/18	Phonetics: Exercises on transcription.		HW1 Announced Phonetics and phonology
M 9/23	Phonology: Difference between phonetic and phonology; the phoneme as a psychological entity; allophonic variation.		
W 9/25	Phonology: natural classes and features; phonological rules; phonological analysis. The Scope of Linguistics: Language vs. speech; competence vs. performance; synchrony vs. diachrony	*Widdowson (1996: Ch. 2)	
M 9/30	Morphology: types of morphemes; the definition of word.	*Payne (2006: Ch. 2) *Trask (2004) **Eifring & Theil (2004: Ch. 4.2)	HW1 Due
W 10/2	Morphology: morphology-based typology of the world languages; morphological rules and allomorphs.	*Payne (2006: Ch. 3)	
M 10/7	Morphology: Common morphological processes; morphological analysis of different languages (i).		HW2 Announced Morphology
W 10/9	Morphology: morphological analysis of different languages (ii).		
M 10/14	October Break (No class)		

³ This class plan may be subject to revisions and modifications throughout the semester. Any change will be announced during class and through email, with a copy of an updated syllabus.

⁴ * = Core reading; ** = Complementary reading

W 10/16	Syntax: form and function; constituency; formal description and structural ambiguity.	*Finegan (2012: Ch. 5)	
M 10/21	Syntax: grammatical relations; word order syntax; rules and transformations; autonomy of Syntax.	**Payne (2006: Ch. 6)	HW2 Due
W 10/23	Semantics: meaning as knowledge; sense and reference; semantic relations among lexical elements.	*Finegan (2012: Ch. 6)	
M 10/28	Semantics: concepts and linguistic meaning; semantic features; categorization (prototypes); dictionaries vs. encyclopedias.	**Radden and Dirven (2007: Ch. 1)	HW3 Announced Syntax and Semantics
W 10/30	Pragmatics: meaning as use; information structure vs. semantic structure	*Cruse (2011: Ch.16 and parts of Ch. 17)	
M 11/4	Pragmatics: Speech Acts. Gricean Maxims for conversation; the case of profanity and euphemism.		
W 11/6	Advising Day (No class)		
M 11/11	Language and Society: language vs. dialect, social variables (social status, gender, age) and variability in language structure.	*Fromkin et al. (2010: Ch. 9)	HW3 Due
W 11/13	Language and Society: multilingualism and national identity; diglossia; code switching; pidgins and creoles; euphemism and politically correct language.	**Foley (1997: Ch. 19) **Allan and Burridge (2006: Ch. 2)	
M 11/18	Language and Society: wrapping up the social context effects on language; euphemism and politically correct language.		HW4 Announced Language, Culture, and Society
W 11/20	Language and Culture: The Sapir-Whorf Hypothesis; criticisms to strong linguistic relativism; the “Boas-Jakobson Principle” / “Thinking for Speaking”	*Bonvillian (2013: Ch. 3) **Deutscher (2010: Ch. 8)	
M 11/25	Language and Culture: cultural preferences expressed in linguistic structure; universalism and cultural diversity in grammar.	*Dirven and Verspoor (2004: Ch. 6) **Everett (2012: Ch. 10 and 11)	Proposal for final paper due: one page delimiting topic and providing bibliography
W 11/27	Thanksgiving Break (No class)		
M 12/2	Standardization of an indigenous language family, the case of Quechua: a brief introduction to Andean Culture and history; basic notions of Quechua grammar and its history.	*Funegra (2011) *Howard (2011) **Allen (1981)	
W 12/4	Standardization of an indigenous language family, the case of Quechua: the debate on how Quechua should be written; trivocalism vs. pentavocalism; loans vs. neologisms; how this debate relates to phonological description and language contact situations.	*Marr (1999) **Hornberger (1995)	HW 4 Due
M 12/9	Standardization of an indigenous language family, the case of Quechua: the importance of Intercultural	*Hornberger (2010) **Marr (2011)	

	Education; language ideology and the role of Quechua in Andean nations.		
W 12/11	Standardization of an indigenous language family, the case of Quechua: language planning; the problem of the “authentic Quechua language”; revitalization of an indigenous language. Quechua syntax and semantics in the creation of a standard language; the case of logical relationships.	*Weber (2003) **Hornberger and King (1998)	Final paper due

References for core readings

1. Bonvillian, Nancy. 2013. *Language, Culture, and Communication*. 7th. Ed. Upper Saddle River, New Jersey: Pearson.
2. Cruse, D. Alan. 2011. *Meaning in language: an introduction to semantics and pragmatics*. Oxford / New York: Oxford University Press.
3. Dirven, René, and Marjolyn Verspoor. 2004. *Cognitive Exploration of Language and Linguistics*. John Benjamins Publishing.
4. Finegan, Edward. 2012. *Language: its structure and use*. Boston: Cengage Learning.
5. Fromkin, Victoria, Robert Rodman, and Nina M. Hyams. 2011. *An introduction to language*. Boston: Cengage Learning.
6. Funegra, Gabina. Language and Identity: The Shifting face of Quechua in Peru. *Proceedings from FEL XV (2011 Quito): Endangered Languages: Voices and Images (Voces y Imágenes)*.
7. Hayes, Bruce. 2011. *Introductory Phonology*. Malden: Blackwell.
8. Hornberger, Nancy. 2010. Multilingual Education Policy and Practice: Lessons from Indigenous Experience. CAL Digest, January 2010. Washington DC: Center for Applied Linguistics.
9. Howard, Rosaleen. 2011. The Quechua Language in the Andes Today: Between Statistics, the State, and Daily Life. In Paul Heggarty and Adrian J. Pearce (Eds.), *History and Language in the Andes*. New York: Palgrave-Macmillan, 215-238.
10. Marr, Tim. 1999. Neither the State Nor the Grass Roots: Language Maintenance and the Discourse of the Academia Mayor de la Lengua Quechua. *International Journal of Bilingual Education and Bilingualism* 2.181–197.
11. Payne, Thomas. 2006. *Exploring Language Structure: A Student's Guide*. Cambridge: Cambridge University Press.
12. Trask, R. Lawrence. 2004. “What is a word?” *Linguistics Working Papers*, 11/04, Department of Linguistics and English Language, University of Sussex. <<http://www.sussex.ac.uk/linguistics/1-4-5.html>>.
13. Weber, David J. 2003. When the Jacaranda flowers: parascientific cause-effect relations in Huallaga (Huánuco) Quechua. In *Language and life: essays in memory of Kenneth L. Pike*, Mary Ruth Wise, Thomas N. Headland and Ruth M. Brend (eds.). Dallas: SIL International and University of Texas at Arlington, 217-245.
14. Widdowson, H. G. 1996. *Linguistics*. Oxford: Oxford University Press.

References for complementary readings

1. Aitchison, Jean. 2007. *The articulate mammal: an introduction to psycholinguistics*. 5th Ed. London / New York: Routledge.
2. Allan, Keith, and Kate Burridge. 2005. *Forbidden words*. Cambridge: Cambridge University Press.
3. Allen, Catherine J. 1981. To be Quechua: The symbolism of coca chewing in highland Peru. *American Ethnologist* 8.157–171.
4. Deutscher, Guy. 2010. *Through the language glass: why the world looks different in other languages*. New York: Picador.
5. Eifring, Halvor Bøyesen & Theil, Rolf. 2004. *Linguistics for students of Asian and African languages*. Institutt for østeuropeiske og orientalske studier.
6. Everett, Daniel L. 2012. *Language: The Cultural Tool*. New York: First Vintage.
7. Foley, William A. 1997. *Anthropological linguistics: an introduction*. Oxford: Blackwell.
8. Gussenhoven, Carlos and Haike Jacobs. 2011. *Understanding phonology*. London: Hodder Education.

9. Hockett, Charles F. 1960. The Origin of Speech, *Scientific American* 203, 88–111. Reprinted in: William S-Y. Wang. 1982. *Human Communication: Language and Its Psychobiological Bases*, Scientific American , 4–12.
10. Hornberger, Nancy. 1995. Five vowels or three? Linguistics and politics in Quechua language planning in Peru. In James W. Tollefson (Ed.) *Power and inequality in language education*. Cambridge: Cambridge University Press, 187-205.
11. Hornberger, Nancy, and Kendall A. King. 1998. Authenticity and unification in Quechua language planning. *Language Culture and Curriculum* 11, 390–410.
12. Jakobson, Roman. 1960. Linguistics and Poetics. *Poetry of Grammar and Grammar of Poetry*. Vol. 3 of Selected Writings. 7 Vols. The Hague: Mouton, 1981, 18-51.
13. Marr, Tim. 2011. ‘Ya no podemos regresar al quechua’: Modernity, Identity, and Language Choice among Migrants in Urban Peru. In Paul Heggarty and Adrian J. Pearce. *History and Language in the Andes*. New York: Palgrave-Macmillan, 215-238.
14. Radden, Günter and René Dirven. 2007. *Cognitive English Grammar*. Amsterdam / Philadelphia: John Benjamins.
15. Sapir, Edward. 1949. The Psychological Reality of the Phonemes. In Philip Sapir, Zellig Harris, John Lyons, and Stanley Newman (Eds.) *The Collected Works of Edward Sapir*. Vol. 1. 2008, Berlin, New York: Mouton de Gruyter, 539-553.