

Linguistics 5630—Non-Western Linguistic Structures

Fall 2009

UT Arlington

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PREAMBLE:¹ The Austronesian language family consists of some 1,200 genetically related languages dispersed over an area encompassing Madagascar, Taiwan, Southeast Asia, and islands of the Pacific. In terms of number of distinct languages and number of native speakers, the Austronesian language family is undoubtedly one of the largest languages families of the world. Ironically, it has been relatively little studied. Research on the grammar of these languages did not really begin until the 1930s and 1940s (fueled, in part, by military interest in the Pacific region). Although there was a surge of interest in Austronesian in the 1970s and then again in the 1990s, the number of descriptive and theoretical linguists working on Austronesian languages today remains quite small (compared, for instance, to the Romance languages). Nonetheless, these languages have a substantial contribution to make to linguistic theory, given the number of typologically unusual properties they exhibit (including the less common and poorly understood verb-first word order, ergativity, and wh-agreement).

COURSE OVERVIEW: This course will survey some of the major descriptive and theoretical issues that have generated research into the phonology, morphology, and—especially—the syntax of Austronesian languages over the years. By the end of this course, you should be familiar with many of the major typological characteristics of a number of (mainly Western-) Austronesian languages. You should also have a firm grasp of the continuing debates concerning the theoretical/analytical issues relating to the proper analysis of these typological characteristics.

COURSE REQUIREMENTS: The main requirement for this course is a final (12-25 page) term paper (**Due December 10th**). The paper must be on some topic related to one or more Austronesian languages, and—ideally—should be concerned with some grammatical aspect of the language(s). Apart from this, the choice of topic is up to you (ask me for suggestions). An obligatory part of the final term paper will be an initial proposal (**Due October 13**) and an in-class presentation of your topic and findings, which will happen in the final 3 weeks of the course. Finally, as part of your class participation work, you will be asked to submit a short (1-2 page) response paper for one of the readings below, and to present this in class on the day in which the paper is discussed. More details on this in class.

- Participation/Response paper.....20%
- Presentation of final term paper.....20%
- Final term paper (including proposal).....60%

¹Slightly adapted from: <http://crl.ucsd.edu/workshops/20061008/>

OUTLINE OF TOPICS AND CORRESPONDING READINGS

WEEK 1 (8/25, 8/27): Overview of the Austronesian language family – Tagalog within the Austronesian family – Phonetics and Phonotactics – Phonological Processes

- Adelaar, Alexander. 2005. 'The Austronesian Languages of Asian and Madagascar: A Historical Perspective.' In A. Adelaar and N.P. Himmelmann (eds.). (***Optional***)
- Himmelmann, Nikolaus P. 2005. 'The Austronesian Languages of Asian and Madagascar: Typological Characteristics.' In A. Adelaar and N.P. Himmelmann (eds.). (pp. 110-126)

WEEK 2 (9/1, 9/3): Phonological Processes (cont.) – Morphological processes (infixes, circumfixes, reduplication)

- French, Kollen Matsuda. 1988. *Insights into Tagalog Reduplication, Infixation, and Stress from Non-linear Phonology*. SIL and UT Arlington Publications in Linguistics, Number 84. (Chapters 1-2, Chapter 3 (***Optional***)).

WEEK 3 (9/8, 9/10): Voice, Case, Aspect – (Non-)Configurationality

- Kroeger, Paul. 1993. *Phrase Structure and Grammatical Relations in Tagalog*. CSLI Publications. (Chapter 5).

WEEK 4 (9/15, 9/17): What type of case system? – The “Subject” in Tagalog and other Philippine languages

- De Guzman, Videa P. 1988. 'Ergative Analysis for Philippine Languages: An Analysis.' In R. McGinn, (ed.), *Studies in Austronesian Linguistics*, pp. 323-345. Athens, Ohio: Ohio University Center for International Studies.
- Schachter, Paul. 1976. 'The subject in Philippine languages: Topic, actor, actor-topic, or none of the above?', In Charles N. Li, editor, *Subject and Topic*. Academic Press, New York.
- Foley, William A. 2008. 'The Place of Philippine Languages in a Typology of Voice terms.' In P. Austin and S. Musgrave (eds.), *Voice and Grammatical Relations in Austronesian Languages*, CSLI Publications.

WEEK 5 (9/22, 9/24): The Voice System (cont.) – The relationship between Voice and Wh-Agreement phenomena.

- Pearson, Matthew. 2005. 'The Malagasy Subject/Topics as an A-bar Element.' *Natural Language and Linguistic Theory*, Volume 23: 381-457.
- Donahue, Mark and Anna MacLachlan. 1999. 'What agreement in Chamorro?' In *Proceedings of AFLA VI*.

WEEK 6 (9/29, 10/1): Clause Structure – Verb Initial Word Order

- Chung, Sandra. 1991. 'VP's and Verb Movement in Chamorro.' *Natural Language and Linguistic Theory*, Volume 8: 559-619.

WEEK 7 (10/6, 10/8): Noun Phrase Syntax – Modification – Relative Clauses – Restrictions on Relative Clause formation

- Himmelman, Nikolaus. 'Notes on Noun Phrase Structure in Tagalog.' (MS).

WEEK 8 (10/13, 10/15): Clefts and Questions

- Aldridge, Edith. 2002. 'Wh-movement in Seediq and Tagalog.' In *Proceedings of AFLA VIII*.
- Chung, Sandra. 2009. 'Six arguments for Wh-movement in Chamorro.' In D. Gerdts et. al. (eds.), *Hypothesis A/Hypothesis B: Linguistic Exploration in Honor of David M. Perlmutter*. MIT Press. (*Optional*)

WEEK 9 (10/20, 10/22): Lexical Categories

- Himmelman, Nikolaus P. 2008. 'Lexical Categories and Voice in Tagalog.' In P. Austin and S. Musgrave (eds.), *Voice and Grammatical Relations in Austronesian Languages*, CSLI Publications.
- Kaufman, Daniel. 2009. 'Austronesian Nominalism and its consequences: A Tagalog case study.' *Theoretical Linguistics*, Volume 35.

WEEK 10 (10/27, 10/29): Second Position Pronouns/Clitics

- Reading TBA

WEEK 11 (11/3, 11/5): Existential, Possessive, and Locative Constructions

- Zeitoun, Elizabeth, et. al. 1999. 'Existential, Possessive, and Locative Constructions in Formosan Languages.' *Oceanic Linguistics*, Volume 38: 1.

WEEK 12 (11/10, 11/12): Null Anaphora

- Himmelman, Nikolaus. 1999. 'The lack of zero anaphora and incipient person marking in Tagalog.' *Oceanic Linguistics*, Volume 38:2.
- Nagaya, Naonori. 2006. 'Preferred referential expressions in Tagalog.' In *Tokyo University Linguistic Papers*, Volume 25: 83-106.

WEEK 13 (11/17, 11/19): Presentations

WEEK 14 (11/24): Presentations

WEEK 15 (12/1, 12/3): Presentations

IMPORTANT ACADEMIC and ADMINISTRATIVE POLICIES

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the course syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week.

Americans With Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

As a student, your responsibility rests with informing the instructor in writing or email and providing the official documentation from the Office for Students with Disabilities no later than the end of the second week of classes.

According to Department of Linguistics and TESOL policy, “unofficial” or “informal” requests for accommodations (i.e., those not recorded by the Office of Students with Disabilities) cannot be honored.

Academic Dishonesty: At The University of Texas at Arlington, academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. Students involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from UTA.

According the UT System Regents’ Rules and Regulations, “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

While the Department of Linguistics and TESOL hopes to foster a sense of community in which students can enhance their educational experience by conferring with each other about the lectures, readings, and assignments, all work submitted must be the product of each student’s own effort. Students are expected to know and honor the standards of academic integrity followed by American universities; ignorance of these standards is not an excuse for committing an act of academic dishonesty (including plagiarism). If you have questions, please speak with your instructor, your academic advisor, or the department chair.

Please be advised that departmental policy requires instructors to formally file charges with the Office of Student Conduct, following procedures laid out for faculty there², as well as notify the department chair of the filing of the charges.

²<http://www.uta.edu/studentaffairs/conduct/faculty.html>

Student Support Services Available: The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for information and referrals.

Enrolling in / Withdrawing from this Course: Students are responsible for making all decisions regarding their enrollment status in UTA courses. Should you decide to withdraw from this course, you must either (1) drop via the internet through the MyMav system or (2) complete an official “add/drop” and file it in the Linguistics and TESOL department office. Any student who stops attending class and/or fails to complete assigned work will not be “automatically” dropped; in such cases, unless you officially withdraw, you will receive a grade of F. (Note: Students enrolled in graduate courses may not “replace” a grade; all grades are permanent.)

A student dropping his/her last (only) course cannot withdraw as above. Rather, s/he must go in person to the UTA Registrar’s Office (Davis Hall, First Floor) and complete a request to resign from the university.

Auditors: The Department of Linguistics and TESOL has a “no audit” policy. Students attending LING classes must be officially enrolled in those courses. Exception: Students who have already fulfilled a degree requirements and would like to sit in on a comparable course to prepare for their comprehensive / diagnostic examination may do so (with the permission of the professor).