

Submit original with signatures + 1 copy + electronic copy to UAF Governance.
 See <http://www.uaf.edu/uafgov/faculty/foda> for a complete description of the governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Linguistics	College/School	CLA
Prepared by	Siri Tuttle	Phone	x5708
Email Contact	sgtuttle@alaska.edu	Faculty Contact	

1. ACTION DESIRED (CHECK ONE):	Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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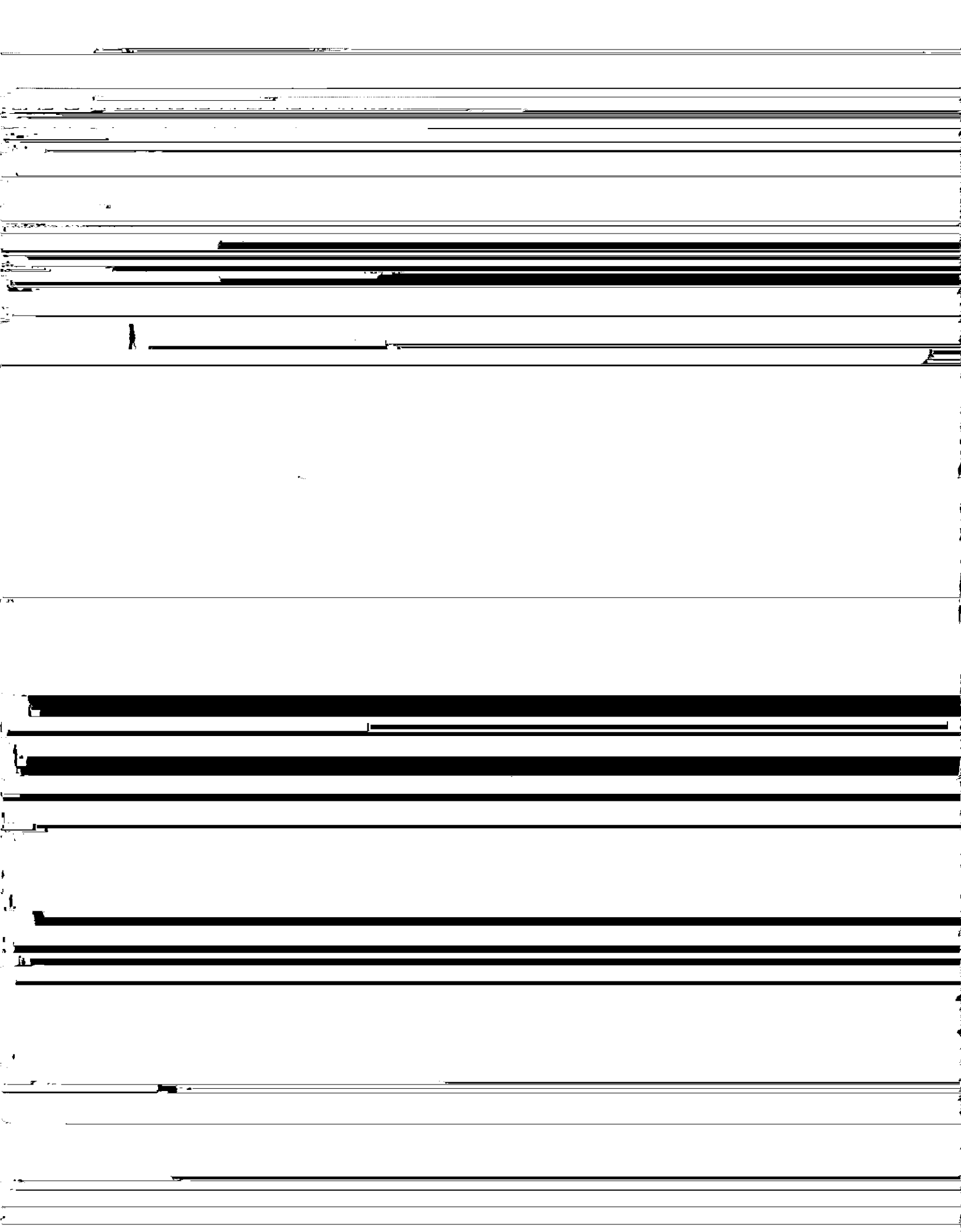
2. COURSE IDENTIFICATION :	Dept	LING	Course #	4XX	No. of Credits	3
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Justify upper/lower division status & number of credits	Advanced course that requires core linguistics classes as prerequisites. Meets 3 hrs. per week.
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prerequisites will also benefit. We do not see any ~~g~~ative impact to any program or department from the offering of this rotating class.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure ~~th~~at the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-e



COURSE DESCRIPTION AND SYLLABUS

Course Information

Comparative Eskimo-Aleut Linguistics

3 credits

T & TH 11:30am-1pm

Room TBA

Instructor

Dr. Berge

Brooks 421

Phone: 474-5351

e-mail: amberge@alaska.edu

Office Hours to be determined

Course Description: The course will offer an overview of the characteristics and historical developments of the Eskimo-Aleut languages from Siberia to Greenland. The overview will include discussions of developm

7-80.

- Bergsland, Knut 1997b: How Did the Aleut Language Become Different from the Eskimo Languages? In: Miyaoka, Osahito and Minoru Oshima (eds.): *Languages of the North Pacific Rim*. Volume 2. Graduate School of Letters. Sakyo-ku: Kyoto University.
- de Reuse, Willem J. 2001a: The Great Yupik Mood Swing, and Its Implications for the Directionality of Semantic Change. In: *Papers From the Annual Meeting of the Chicago Linguistic Society*. CLS 37.2: The Panels, 239-248.
- Denny, Peter. 1982. Semantics of the Inuktitut (Eskimo) spatial deictics. In: *IJAL* 48:359-384.
- Fortescue, Michael 1988: *Eskimo Orientation Systems*. Man & Society 11. Copenhagen: Meddelelser om Grønland.
- Fortescue, Michael 1993: Eskimo Word Order Variation and its Contact-induced Perturbation. In: *Journal of Linguistics* 29.2: 267-289.
- Fortescue, Michael 1999: The Rise and Fall of Polysynthesis in the Eskimo-Aleut Family. In: *Sprachtypologie und Universalienforschung (STUF)* 52.3-4: 282-297.
- Hot, Aurélie. 2009. Language Rights and Language Choices: The Potential of Inuktitut Literacy. *Journal of /Revue d'études canadiennes*: 43:2 *Studies*
- Jacobson, Steven A. 1982: Types of Partial Nominalization in Central Yu'pik Eskimo. In: *Études/Inuit/Studies* 6.2.
- Jahr, Ernst Håkon. 1996. *Language Contact in the Arctic: Northern Pidgins and Contact Languages*. Trends in Linguistics: Studies and Monographs 88. Berlin: Mouton de Gruyter.
- Johns, Alana. 2005. Ergativity and Change in Inuktitut. In *Ergativity: Emerging Issues*, eds. Alana Johns, Diane Massam and Juvenal Ndayiragije. Dordrecht: Kluwer.
- Kaplan, Lawrence 1981b: On Yupik-Inupiaq Correspondences for i: A Case of Inupiaq Innovation. In: *Études/Inuit/Studies* 5. *Special Issue: The Language of the Inuit: Historical, Phonological and Grammatical Issues*.
- Krupnik, Igor 1991: Extinction of the Sireniki Eskimo Language: 1895-1960. In: *Études/Inuit/Studies* 15.2: 3-22.
- Leer, Jeff 1991: Evidence for a Northern Northwest Coast Language Area: Promiscuous Number Marking and Periphrastic Possessive Constructions in Haida, Eyak, and Aleut. In: *International Journal of American Linguistics* 57.2: 158-193.
- Mithun, Marianne, ed. 1996. *Prosody, Grammar, and Discourse in Central Alaskan Yup'ik*. Santa Barbara Papers in Linguistics 7. Santa Barbara: University of California Santa Barbara Departmentélie. 2009. LanTc(5.)e35 .larbara De

Evaluation: Assignments and Grading

There will be 6 homeworks, 1 term paper and accompanying presentation of the paper, and one final exam. The lowest homework grade will be discarded; however, you will be expected to complete all homeworks. A homework that is not turned in will receive 0 points, and this will not be discarded from the final grade...

1. Homeworks will consist of problems or short essays; any homework problem involving extended prose (i.e. paragraph length or more) is expected to conform to normal standards of grammaticality, format, and content. Homeworks will be due as listed below; no late papers will be accepted. NO extra credit work will be offered or counted. ALL homeworks must be typed; your name must be included; multiple pages should be numbered and stapled or paperclipped (no torn pages).
2. The term paper will be a research paper involving the comparison of one aspect of the linguistic structure (e.g. phonology, morphology, syntax, semantics) or of the linguistic status (e.g. modernization, endangerment and prospects, maintenance efforts) of at least two of the languages covered in this semester; a list of possible topics will be handed out by the 5th week, and a topic of research must be chosen by the 7th week.

Grading is on a point system:

6 homeworks, lowest grade discarded	10 pts each	50%	A = 9-10 points
1 term paper+presentation:	30 pts	30%	B = 8
1 final exam:	20 pts	20%	C = 7
attendance: mandatory			D = 6
			F = 0-5

My normal expectations are regular attendance, participation, and evidence of time spent with the materials. To obtain an A grade, you will need to produce work that exceeds my normal expectations.

2. Special arrangements

Any special arrangements and needs must be documented. In particular, if you require special arrangements, you are responsible for making sure that you and I BOTH have a written copy of the agreement reached. Special arrangements include anything that will affect your ability to be in class or turn in your work at the required time.

Disability Services

If you have any kind of learning disability, no matter how unimportant you think it might be, you must tell me about it. All disabilities are documented by the Office of Disabilities Services (208 WHIT, 474-5655). I will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities.

B. Rules pertaining to coursework

3. Readings and class preparation

This is an upper-division course; there will be a number of readings that you are responsible for each week, and we will be discussing them in class. It is your responsibility to keep up with the readings and to be prepared for class.

All papers will be required to conform to the accepted standards grammar, format, and content. Grammatical standards can be found in various style manuals, including the *Chicago Manual of Style*, or *A Manual for Writers* (Turabian). I will hand out a digest of considerations for good content, organization, and analysis. In brief, each paper should:

- clearly state the problem/issue/question/topic
- discuss the background to the issue
- explain the approaches taken to resolve the issue
- present the results, successes that were achieved, and failures
- discuss/analyze the effects of these results on the field of linguistics
- present conclusions

Steps involved in producing an acceptable term paper include:

- doing the initial research to identify a topic
- read suitable background information on the topic
- conduct any research or collect any data you may need to do
- write a draft of the paper, then write the paper

The final paper will be based on a topic of interest to you within the subject matter of the course; however, you must discuss it with me, present me with a one-page written proposal, and I must approve your proposal. I will also be requiring an annotated bibliography and a rough draft, all due as listed in the syllabus below. Each of these will be worth 1 pt of the final paper grade. You must respond to my comments/suggestions in

at 512 Gruening building, and the phone number is 474-6884. See also http://www.uaf.edu/catalog/catalog_10-11/services/serv01.html

Students can get help with their writing at The Writing Center (801 Gruening): <http://www.alaska.edu/english/studentresources/writing/>. You can make an appointment (474-5314) to go over a paper with someone at any stage in the writing process, from rough outline to final draft. You can also print up to 25 pages at a time for free.

TENTATIVE SYLLABUS

The following syllabus is tentative and individual lecture topics may vary.

1. Readings should be done by Tuesday of the week specified; independent readings should be done as necessary and as directed in class.

2. Homeworks are due at the latest by the specified date but may be turned in early.

Week 1 Introduction to Eskimo-Aleut language family

General overview of Eskimo-Aleut grammatical features

Week 2 Introduction to historical linguistics and linguistic reconstruction

Introduction to language change: why do languages change: language contact, isolation, major process of change
how do languages change: cognates, borrowings, major types of language changes, glottochronology and linguistic time-depth
the comparative method of historical reconstruction

Week 3 Prehistory/history of the Eskimo-Aleut

waves of migration
contacts with non-Eskimo-Aleut neighbors
colonial experiences

Readings: Leer 1991, selected readings from Jahr 1996

Homework 1 due: Historical linguistics

Week 4 Characteristics of Eskimo-Aleut

what collection of linguistic features characterizes Eskimo-Aleut?
major differences between the Eskimo and Aleut branches

Readings: Berge 2005, Bergsland 1997

Week 5 Phonology

phonological inventory
syllable structure
the fourth vowel

Readings: Kaplan, 1981

Homework 2 due: EA prehistory and characteristics

Week 6 Phonology

prosody

syncopation/apocope

development (and later assimilation) of consonant clusters and diphthongs

Readings: Krauss, 1984

Week 7 Lexicon

characteristic basic vocabulary and neologisms

taboo

influence of colonial language (Russian/English/Danish)

coinage of modern technical vocabulary

Readings: Berge and Kaplan, 2005.

Homework 3 due: Phonology

Paper topics due

Week 8 Spring Break (or, later in semester, Thanksgiving recess)

Week 9 Morphology

derivational morphology (not including tense/aspect)

rise of polysynthesis

Readings: Fortescue 1999

Annotated bibliographies for paper due

Week 10 Morphology/Syntax

nominal case

inflectional morphology (mood, person/number)

agreement patterns

Readings: Bergsland 1989, de Reuse 2001, Johns 2005

Homework 4 due: Morphology

Week 11 Syntax

argument structure

tense/aspect

voice (passive)

word order

Readings: Fortescue 1993, Jacobson 1982

Week 12 Semantics

lexical semantics

world view

orientation systems

metaphor

Readings: Fortescue 1988, Denny 1982

Homework 5 due: Syntax

Rough drafts of paper due

Week 13 Discourse and narrative style
switch reference and topic tracking
participial/indicative choice
particles
coordination

Readings: Berge 2009, selections from Mithun 1996

Week 14 The languages today: language endangerment and death; language revitalization and modernization; language policy

language endangerment/death
language revitalization and modernization; 1st language vs. 2nd language teaching
literacy: orality vs. literacy, influence of grammars on perception of language, rise of prescriptivism
language policy

Readings: Krupnik 1991, Woodbury 1998, Hot 2009

Homework 6 due: Semantics and discourse

Week 15 Oral presentations, review

Final paper due

Week 16 **Final**