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 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	

<b>1. ACTION DESIRED (CHECK ONE):</b>	Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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<b>2. COURSE IDENTIFICATION :</b>	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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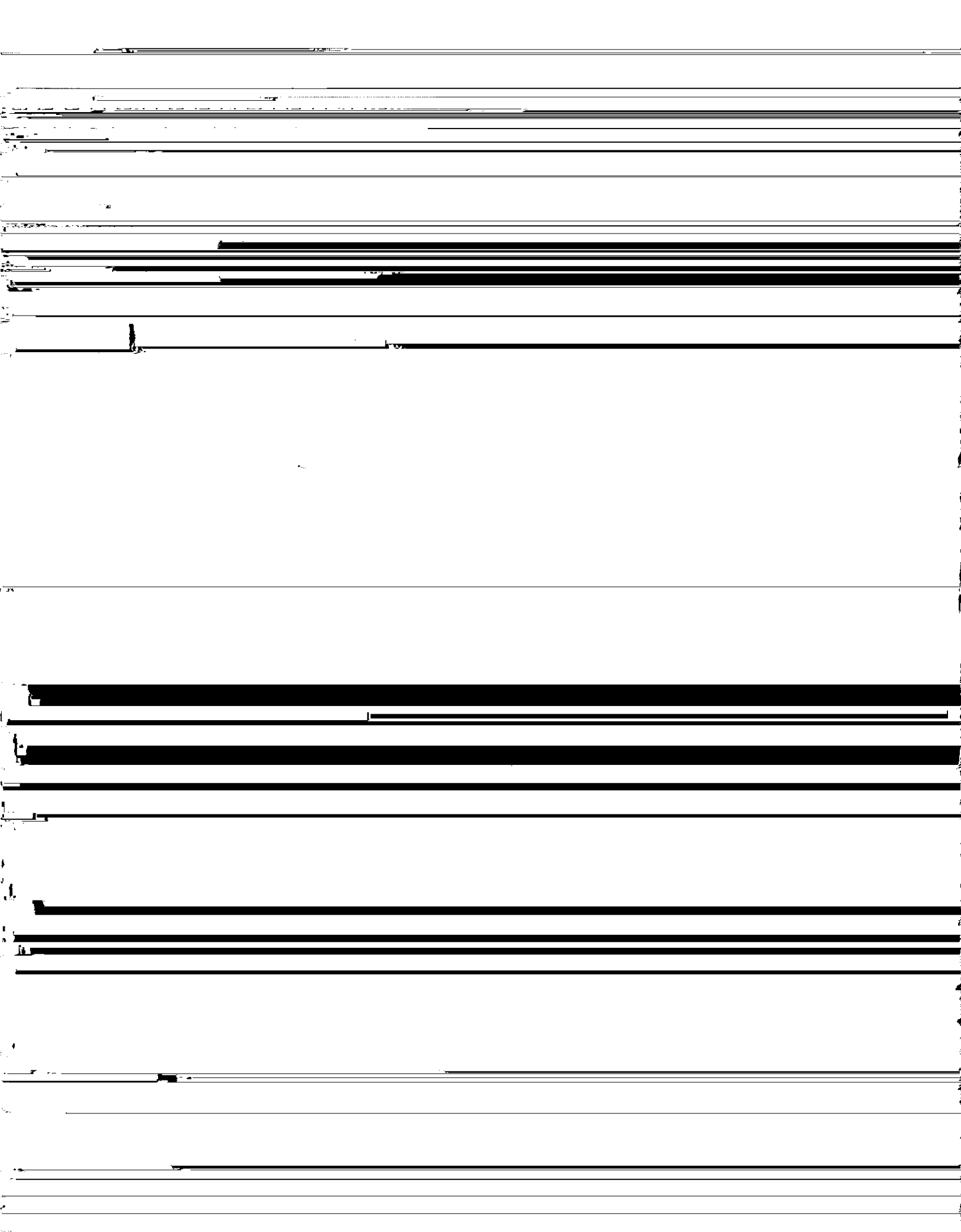


prerequisites will also benefit. We do not see any ~~g~~ative impact to any program or department from the offering of this rotating class.

***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 that 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](mailto: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 5<sup>th</sup> week, and a topic of research must be chosen by the 7<sup>th</sup> 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](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; 1<sup>st</sup> language vs. 2<sup>nd</sup> 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**