This course aims to help break the cycle that relegates sign language phonology to a special or advanced topic. We’ll get more familiar with the basic literature on sign language phonology, and develop a bank of examples and maybe even some problem sets that we can use in our teaching.

Class session format
• Class members will present readings, with handout and/or slides
  o usually not necessary to cover everything in the article
  o extract and show examples that could be used in teaching, including images
• Before class, post extracted examples to example bank

Web component
• For now the example bank is on CCLE (.doc and .pdf files with tags)
  o but we might change this

Requirements
• For 0 units (i.e., auditors)
  o attend as often as you like
  o present papers and/or add to example bank as much as you like
• For 2 units
  o attend, present papers, and add to the example bank
• For 4 units
  o the 2-unit requirements plus an individual or group project to be negotiated with me
    ▪ my preference would be for you to develop a problem set

Topics
• We probably can’t cover all of these, so which ones we choose will depend on student interest
  o i.e. which papers someone signs up to present
• In addition to the readings listed, everyone must find at two additional articles/books/chapters and mine them for teaching examples to present and post
  o it might be related to a specific topic such as one of those listed below
  o or you might look for a general descriptive work about a specific sign language, such as one of those listed below
  o I’m open to suggestions on the timing: maybe we could do this in Weeks 5 and 10?
<table>
<thead>
<tr>
<th>topic</th>
<th>possible readings—I may add more as my ILL books come in those with * are ones I think we should definitely cover</th>
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<tbody>
<tr>
<td>• contrast, phonemes vs. allophones</td>
<td>*(Brentari &amp; Eccarius 2010): in depth look at handshape, including experimental and corpus studies</td>
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<td>• minimal pairs</td>
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<td>*(Eccarius &amp; Brentari 2007): markedness constraints on weak hand</td>
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<td>• epenthesis</td>
<td>*(Liddell &amp; Johnson 1989), pp. 235-254: various rules</td>
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<td>• deletion</td>
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<td>• metathesis</td>
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<td>*(Lucas &amp; Bayley 2010): overview of variation research in ASL</td>
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</table>
### Prosody
- syllable
- light & heavy syllables
- prosodic word
- phonological phrase
- intonational phrase
- intonation
- stress
- prominence
- focus

*(Perlmutter 1992): syllables
(Jantunen & Takkinen 2010): syllables, including mouthing and
diachronic change
(Wilbur 2011): syllables
(Brentari 1993): sonority hierarchy
*(Nespor & Sandler 1999): prosodic domains
(Sandler 1999): also prosodic domains
(Wilbur 1999): stress, lexical and phrasal
(Ormel & Crasborn 2012): sentence prosody, blinking
*(Tang et al. 2010): cross-linguistic variation in prosodic use of
blinks
(Crasborn & Kooij 2013): focus phonology

### Diachronic change
(Frishberg 1975): diachronic trends, reduction of iconicity
(Wilcox & Occhino 2016): more about grammaticalization, but
some phonological change

### Contact
- loan adaptation
- lexical strata

(Keane & Brentari 2016): fingerspelling overview & case
studies
(Battison 1978): loan phonology of fingerspelling
(Cormier, Schembri & Tyrone 2008): fingerspelling loan
phonology in one-hand vs two-hand systems
(Brentari & Padden 2001): lexical strata (loan, native)
(Hendriks & Dufoe 2014): lexical strata in Mexican Sign
Language
(Fischer & Gong 2010): includes section on loan phonology of
Chinese-character signs
*(Crasborn et al. 2008): mouth gestures and mouthings; prosodic factors

### Typology
- universals
- cross-linguistic variation
- arbitrariness vs. iconicity

*(Fischer & Gong 2010): typological characteristics of East
Asian sign languages
(Occhino 2016): iconicity
(Goldin-Meadow & Brentari 2015): sign vs. gesture
(Wilbur 2010): how event structure maps to phonology

### Acquisition
- babbling

(Morgan, Barrett-Jones & Stoneham 2007): study of one child’s
phonological development (BSL)
(McIntire 1977): acquisition of handshape in ASL
(Petitto & Marentette 1991): manual babbling
(Petito et al. 2004): manual babbling

### Psycholinguistics
- slips of the hand
- tip-of-the-finger phenomena
- categorical perception
- word recognition
- lexical selection
- phonological encoding
- aphasia, paraphasia

* (Emmorey 2009): survey of psycholinguistics
*(Corina, Gutierrez & Grosvald 2014): survey of production

* (Klima & Bellugi 1976): overview of ASL art-sign
(Crasborn 2006): weak vs strong hand in poetry
(Sutton-Spence 2005): repetition in sign language poetry
Some good general descriptive works to try:

**specific languages**
- (Morgan 2009): Indian Sign Language verbs
- (Morgan 2017): Kenyan Sign Language phonology, many minimal pairs
- (Mweri 2018): Kenyan Sign Language phonology, various rules
- (Schmaling 2000): Hausa Sign Language description
- (Tang 2015): Hong Kong Sign Language description
- (Hendriks 2008): Jordanian Sign Language description, info on phonology in ch. 3 and ch. 6

**specific phenomena**
- (Crasborn 2011): phonology of the weak hand (cross-linguistically)
- (Mandel 1981): phonotactics and morphophonology of ASL—tough going because uses Stokoe notation (but also has many illustrations, all at end of file)

References


Standard messages
These are information that applies to all your UCLA classes

From the Title IX office
“Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1st Floor Wooden Center West, CAREadvocate@caps.ucla.edu, (310) 206-2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also report sexual violence or sexual harassment directly to the University’s Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491. Faculty and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator should they become aware that you or any other student has experienced sexual violence or sexual harassment.”

From the library
“Research Help
Looking for help with your papers, assignments, and research projects? You can drop by one of our libraries, schedule a free research consultation at the Inquiry Labs, or get research help online 24/7. See http://library.ucla.edu/questions for more information”

From Counseling and Psychological Services (CAPS)
“Mental Health & Wellness
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, depression, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. UC offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, consider utilizing the confidential mental health services available on campus. I encourage you to reach out to the Counseling Center for support (www.counseling.ucla.edu and 310-825-0768, available 24/7). An on campus counselor or after-hours clinician is available 24/7”

From the Center for Accessible Education (CAE)
“Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.caе.ucla.edu.”

From the Graduate Writing Center (GWC)
“The GWC offers FREE appointments with friendly, experienced writing consultants to all registered UCLA graduate and professional school students. Meet with a graduate writing consultant to work on writing issues ranging from style and argumentation to grammar and syntax. Our goal is to help you become an effective writer in your field.”
See https://gwc.gsrc.ucla.edu/ for workshops, programs, and how to schedule a consultation