

## SYLLABUS

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<b>Time</b>	Tuesdays 9:00-11:50 (three hours! we will take breaks)
<b>Place</b>	Campbell 2122
<b>Web</b>	On ccle.ucla.edu and on my web page, linguistics.ucla.edu/people/zuraw/#Teaching

	<b>Prof.: Kie Zuraw</b>	name pronunciation: ['kʰaj 'zɔɹ,ɔ]	pronoun: <i>she</i>
<b>Mailbox</b>	In Campbell 3125		
<b>Phone</b>	310-825-0634		
<b>Student hours</b>	Day & time TBA, in Campbell 3122A		
<b>Email</b>	kie@ucla.edu		

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*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
  - usually not necessary to cover everything in the article
  - 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)
  - but we might change this

**Requirements**

- For 0 units (i.e., auditors)
  - attend as often as you like
  - present papers and/or add to example bank as much as you like
- For 2 units
  - attend, present papers, and add to the example bank
- For 4 units
  - 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
  - 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
  - it might be related to a specific topic such as one of those listed below
  - or you might look for a general descriptive work about a specific sign language, such as one of those listed below
  - I'm open to suggestions on the timing: maybe we could do this in Weeks 5 and 10?

topic	possible readings—I may add more as my ILL books come in those with * are ones I think we should definitely cover
<p><b>Contrast &amp; representation</b></p> <ul style="list-style-type: none"> <li>• contrast, phonemes vs. allophones</li> <li>• minimal pairs</li> <li>• phoneme inventories</li> <li>• phonemes</li> <li>• features</li> <li>• feature geometry</li> <li>• underspecification</li> <li>• autosegmental representations</li> </ul>	<p>*(Liddell &amp; Johnson 1986), pp. 195-235: transcription system, detailed feature proposal            (van der Kooij 2002): detailed feature proposal, many illustrations            (Sandler 1996): features and feature geometry for movement            (Mak &amp; Tang 2011): features and geometry for movement            *(Brentari &amp; Eccarius 2010): in depth look at handshape, including experimental and corpus studies            (Brentari 1990): underspecification in ASL            (Corina 1993): underspecification in ASL</p>
<p><b>Markedness</b></p> <ul style="list-style-type: none"> <li>• phonotactics</li> <li>• markedness constraints</li> <li>• constraint conflict</li> <li>• violable constraints</li> <li>• phonetically grounded constraints</li> </ul>	<p>(Eccarius &amp; Brentari 2007): markedness constraints on weak hand            (Morgan &amp; Mayberry 2012): handshape constraints in a young language            (Eccarius 2011): OT analysis of handshape contrasts            *(Mandel 1979): anatomically grounded (violable) constraints</p>
<p><b>Processes</b></p> <ul style="list-style-type: none"> <li>• assimilation, coarticulation</li> <li>• epenthesis</li> <li>• deletion</li> <li>• metathesis</li> <li>• reduction</li> <li>• neutralization</li> </ul>	<p>*(Liddell &amp; Johnson 1989), pp. 235-254: various rules            (Ormel et al. 2017): coarticulation, corpus study            (Battison 1974): deletion rules            (Crasborn 2001): phonetic implementation of phonological categories, esp. in reduction</p>
<p><b>Process interaction</b></p> <ul style="list-style-type: none"> <li>• rule ordering</li> <li>• opacity</li> <li>• (counter){b,fl}eeding</li> </ul>	<p>*(Padden &amp; Perlmutter 1987): ordering of morphological vs phonological rules</p>
<p><b>Phonology-morphology interaction</b></p> <ul style="list-style-type: none"> <li>• lexical phonology</li> <li>• reduplication</li> <li>• nonconcatenative morphology</li> <li>• part of speech phonological differences</li> <li>• compounding</li> </ul>	<p>*(Liddell &amp; Johnson 1986), pp. 254-269: morphology, reduplication, affixation            (Abner et al. 2019): noun vs verb phonology            (Meir et al. 2010): compound phonology in a young sign language            (Pfau &amp; Steinbach 2005): reduplication in German Sign Language</p>
<p><b>Variation</b></p> <ul style="list-style-type: none"> <li>• optional rules</li> <li>• free variation</li> <li>• sociolinguistic variation</li> </ul>	<p>(Lucas &amp; Bayley 2010): overview of variation research in ASL            (Schembri, Johnston &amp; Goswell 2007): location variation in Australian Sign Language            (Tamminga, Fisher &amp; Hochgesang 2019): weak hand variation in ASL</p>

<p><b>Prosody</b></p> <ul style="list-style-type: none"> <li>• syllable</li> <li>• light &amp; heavy syllables</li> <li>• prosodic word</li> <li>• phonological phrase</li> <li>• intonational phrase</li> <li>• intonation</li> <li>• stress</li> <li>• prominence</li> <li>• focus</li> </ul>	<p>*(Perlmutter 1992): syllables  (Jantunen &amp; Takkinen 2010): syllables, including mouthing and diachronic change  (Wilbur 2011): syllables  (Brentari 1993): sonority hierarchy  *(Nespor &amp; Sandler 1999): prosodic domains  (Sandler 1999): also prosodic domains  (Wilbur 1999): stress, lexical and phrasal  (Ormel &amp; Crasborn 2012): sentence prosody, blinking  *(Tang et al. 2010): cross-linguistic variation in prosodic use of blinks  (Crasborn &amp; Kooij 2013): focus phonology</p>
<p><b>Diachronic change</b></p>	<p>(Frishberg 1975): diachronic trends, reduction of iconicity  (Wilcox &amp; Occhino 2016): more about grammaticalization, but some phonological change</p>
<p><b>Contact</b></p> <ul style="list-style-type: none"> <li>• loan adaptation</li> <li>• lexical strata</li> </ul>	<p>(Keane &amp; Brentari 2016): fingerspelling overview &amp; case studies  (Battison 1978): loan phonology of fingerspelling  (Cormier, Schembri &amp; Tyrone 2008): fingerspelling loan phonology in one-hand vs two-hand systems  (Brentari &amp; Padden 2001): lexical strata (loan, native)  (Hendriks &amp; Dufoe 2014): lexical strata in Mexican Sign Language  (Fischer &amp; Gong 2010): includes section on loan phonology of Chinese-character signs  *(Crasborn et al. 2008): mouth gestures and mouthings; prosodic factors</p>
<p><b>Typology</b></p> <ul style="list-style-type: none"> <li>• universals</li> <li>• cross-linguistic variation</li> <li>• arbitrariness vs. iconicity</li> </ul>	<p>*(Fischer &amp; Gong 2010): typological characteristics of East Asian sign languages  (Occhino 2016): iconicity  (Goldin-Meadow &amp; Brentari 2015): sign vs. gesture  (Wilbur 2010): how event structure maps to phonology</p>
<p><b>Acquisition</b></p> <ul style="list-style-type: none"> <li>• babbling</li> </ul>	<p>(Morgan, Barrett-Jones &amp; Stoneham 2007): study of one child's phonological development (BSL)  (McIntire 1977): acquisition of handshape in ASL  (Petitto &amp; Marentette 1991): manual babbling  (Petitto et al. 2004): manual babbling</p>
<p><b>Psycholinguistics</b></p> <ul style="list-style-type: none"> <li>• slips of the hand</li> <li>• tip-of-the-finger phenomena</li> <li>• categorical perception</li> <li>• word recognition</li> <li>• lexical selection</li> <li>• phonological encoding</li> <li>• aphasia, paraphasia</li> </ul>	<p><i>each maybe better if paired with one of the references therein:</i>  *(Emmorey 2009): survey of psycholinguistics  *(Corina, Gutierrez &amp; Grosvald 2014): survey of production</p>
<p><b>Verbal art</b></p>	<p>*(Klima &amp; Bellugi 1976): overview of ASL art-sign  (Crasborn 2006): weak vs strong hand in poetry  (Sutton-Spence 2005): repetition in sign language poetry</p>

## 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)

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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."

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#### "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](http://www.counseling.ucla.edu) and 310-825-0768, available 24/7). An on campus counselor or after-hours clinician is available 24/7"

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