

List of readings, updated

topic	possible readings those with * are ones I think we should definitely cover
<p>Contrast & representation</p> <ul style="list-style-type: none"> • contrast, phonemes vs. allophones • minimal pairs • phoneme inventories • phonemes • features • feature geometry • underspecification • autosegmental representations 	<p>*(Liddell & 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 & Tang 2011): features and geometry for movement *(Brentari & Eccarius 2010): in depth look at handshape, including experimental and corpus studies (Brentari 1990): underspecification in ASL (Corina 1993): underspecification in ASL (Klima & Bellugi 1979): many ASL minimal sets (Brentari 2018): arguments for autosegmental representations in sign language</p>
<p>Markedness</p> <ul style="list-style-type: none"> • phonotactics • markedness constraints • constraint conflict • violable constraints • phonetically grounded constraints 	<p>(Eccarius & Brentari 2007): markedness constraints on weak hand (Morgan & Mayberry 2012): handshape constraints in a young language (Eccarius 2011): OT analysis of handshape contrasts *(Mandel 1979): anatomically grounded (violable) constraints (Ann 1996): markedness vs lexical frequency of handshapes in ASL and Taiwanese Sign Language (Mathur & Rathmann 2006) and (Mathur & Rathmann 2010): articulatory markedness constraints on verb agreement in 4 sign languages (ASL, Auslan, DGS, JSL)</p>
<p>Processes</p> <ul style="list-style-type: none"> • assimilation, coarticulation • epenthesis • deletion • metathesis • reduction • neutralization 	<p>*(Liddell & 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>Process interaction</p> <ul style="list-style-type: none"> • rule ordering • opacity • (counter){b,fl}eeding 	<p>*(Padden & Perlmutter 1987): ordering of morphological vs phonological rules</p>
<p>Phonology-morphology interaction</p> <ul style="list-style-type: none"> • lexical phonology • reduplication • nonconcatenative morphology • part of speech phonological differences • compounding 	<p>*(Liddell & 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 & Steinbach 2005): OT analysis of reduplication in German Sign Language</p>

<p>Variation</p> <ul style="list-style-type: none"> • optional rules • free variation • sociolinguistic variation 	<p>(Lucas & Bayley 2010): overview of variation research in ASL (Schembri, Johnston & Goswell 2007): location variation in Australian Sign Language (Tammaing, Fisher & Hochgesang 2019): weak hand variation in ASL (Lucas et al. 2001): sociolinguistic phonological variation in ASL (McCaskill 2011) ch. 3: phonological variation in Black ASL</p>
<p>Prosody</p> <ul style="list-style-type: none"> • syllable • light & heavy syllables • prosodic word • phonological phrase • intonational phrase • intonation • stress • prominence • focus 	<p>*(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 1999b): 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 (Perlmutter 1993): syllables and sonority in ASL (Sandler 1999a): constraint analysis of clitic+word p-words in ISL</p>
<p>Diachronic change</p>	<p>(Brentari 2019), ch. 8: overview of sign language variation and change (Frishiberg 1975): diachronic trends, reduction of iconicity (Wilcox & Occhino 2016): more about grammaticalization, but some phonological change (Klima & Bellugi 1979), pp. 67-83: diachronic phonological change in ASL</p>
<p>Contact</p> <ul style="list-style-type: none"> • loan adaptation • lexical strata 	<p>(Keane & Brentari 2016): fingerspelling overview & case studies (Battison 1978): loan phonology of fingerspelling in ASL (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 (Brentari & Padden 2001): different types of loans in ASL; includes tableaux (Miller 2001): loans in Quebec Sign Language (LSQ) (Vogt-Svendsen 2001): mouth gestures vs mouthings in Norwegian Sign Language</p>

	<p>(Rainò 2001): mouthings and mouth gestures in Finnish Sign Language</p> <p>(Bergman & Wallin 2001): mouth components in Swedish Sign Language</p> <p>(Woll 2001): “echo” mouth gestures in BSL</p>
<p>Typology</p> <ul style="list-style-type: none"> • universals • cross-linguistic variation • arbitrariness vs. iconicity 	<p>*(Fischer & Gong 2010): typological characteristics of East Asian sign languages</p> <p>(Occhino 2016): iconicity</p> <p>(Goldin-Meadow & Brentari 2015): sign vs. gesture</p> <p>(Wilbur 2010): how event structure maps to phonology</p>
<p>Acquisition</p> <ul style="list-style-type: none"> • babbling 	<p>(Morgan, Barrett-Jones & Stoneham 2007): study of one child’s phonological development (BSL)</p> <p>(McIntire 1977): acquisition of handshape in ASL</p> <p>(Petitto & Marentette 1991): manual babbling</p> <p>(Petitto et al. 2004): manual babbling</p> <p>(Mirus, Rathmann & Mathur 2001): Do adult L2 learners proximalize (use more-proximal joints) the way child L1 learners do?</p> <p>(Brentari 2019), ch. 7: overview of sign language acquisition</p> <p>(Karnopp 2002): phonological acquisition in Brazilian Sign Language</p>
<p>Psycholinguistics</p> <ul style="list-style-type: none"> • slips of the hand • tip-of-the-finger phenomena • categorical perception • word recognition • lexical selection • phonological encoding • aphasia, paraphasia 	<p><i>each maybe better if paired with one of the references therein:</i></p> <p>*(Emmorey 2009): survey of psycholinguistics</p> <p>*(Corina, Gutierrez & Grosvald 2014): survey of production</p> <p>(Klima & Bellugi 1979), ch. 4: phonological errors in lexical recall (ASL)</p> <p>(Klima & Bellugi 1979), ch. 5: slips of the hands</p> <p>(Brentari 2019), ch. 6: sign language phonological processing overview</p> <p>(Corina & Knapp 2006): lexical retrieval in ASL production</p> <p>(Dye & Shih 2006): phonological priming in BSL</p>
<p>Verbal art</p>	<p>*(Klima & Bellugi 1976): overview of ASL art-sign</p> <p>(Crasborn 2006): weak vs strong hand in poetry</p> <p>(Sutton-Spence 2005): repetition in sign language poetry</p> <p>(Klima & Bellugi 1979), ch. 14: phonology of ASL poetry</p>

Some good general descriptive works to try:

specific languages

(Morgan 2009): Indian Sign Language verbs, PK1508.Y4

(Morgan 2017): Kenyan Sign Language phonology, many minimal pairs

(Mweri 2018): Kenyan Sign Language phonology, various rules

(Schmaling 2000): Hausa Sign Language description ← crossing this one off because no pictures

(Tang 2015): Hong Kong Sign Language description

(Hendriks 2008): Jordanian Sign Language description, info on phonology in ch. 3 and ch. 6

(Johnston & Schembri 2007): Australian Sign Language description, has chapter on phonology

(Sinha 2018): Indian Sign Language description, has chapter on phonology

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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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"

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