

Submit original with signatures + 1 copy + electronic copy to UAF Governance.

See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules 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 New Course

2. COURSE IDENTIFICATION: Dept Course # No. of Credits

Justify upper/lower division status & number of credits:

3. PROPOSED COURSE TITLE:

4. To be CROSS LISTED? YES/NO If yes, Dept: Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO If yes, Dept: Course #

6. FREQUENCY OF OFFERING:
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

9. CONTACT HOURS PER WEEK: LECTURE hours/weeks LAB hours/week PRACTICUM hours/week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

An elective course in linguistics for majors. Topics will vary from year to year and may be drawn from any area of linguistics. May be repeated with permission of instructor for a total of nine credits. Prerequisites: LING 101, LING 318 and LING 320, or permission of instructor.

11. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core?

YES

NO

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6

W = Writing Intensive, Format 7

Natural Science, Format 8

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES

NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

Course follows a different theme each time.

How many times may the course be repeated for credit?

TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

13. **GRADING SYSTEM:** *Specify only one.*

LETTER:

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

LING 101, LING 318, LING 320, or permission of instructor

These will be *required* before the student is allowed to enroll in the course.

RECOMMENDED

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**

\$

Has a memo been submitted through your dean to the Provost & VCAS for fee approval?
Yes/No

No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

YES

If yes, give semester, year, course #, etc.:

LING 393, Spring 2001; GEOG 493, Fall 2009

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

Spring 2009

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

21. **POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

Linguistics majors, and those in Anthropology who are interested in Linguistic Anthropology, will have a greater selection of electives to choose from. Students in other areas who have completed the Linguistics prerequisites will also benefit. We do not see any negative impact to any program or department from the offering of this rotating class.

JUSTIFICATION FOR ACTION REQUESTED

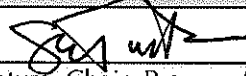
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

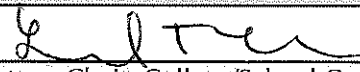
Many of the current electives for the Linguistics BA program were designed by former faculty with specialties in particular areas. These include such courses as LING 303 (Language Acquisition) and LING 440 (Bilingualism). With the departure of those faculty it has become difficult to staff such elective courses. Students are left scrambling to secure enough electives to complete the BA. In some recent semesters, no Ling electives have been offered. As the field evolves students need to be exposed to current research topics and methodology. This could be done by designing separate new courses, but we would then risk creating the same problem in the future, as faculty change and new research agendas emerge.


Creating a Topics course allows us to address particular specialties in the field without creating courses that become stale with time. We attach descriptions for two courses that have been successfully taught as trial courses and can provide a starting lineup for our Topics course:

- Ling 440 Landscape and Language (Holton)
- Ling 440 Comparative Eskimo-Aleut Linguistics (Berge)

APPROVALS:

	Date	6-10-2011
Signature, Chair, Program/Department of: <u>Linguistics</u>		

	Date	5-20-2011
Signature, Chair, College/School Curriculum Council for: _____		

	Date	05-20-11
Signature, Dean, College/School of: <u>CLA</u>		

_____	Date	_____
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Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

_____	Date	_____
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

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 developments at all major structural levels of language, as well as some discussion of the different language policies in place in the Arctic today.

Requirements: Ling 101, Ling 318, Ling 320.

Course Goals

Upon completion of the course, students will have an understanding of the history, development, characteristics, and current status of the Eskimo-Aleut family of languages and the individual languages within this family. Students will be understand the similarities and differences between the languages, the effects of contact with colonizing languages (primarily Russian, English, and Danish) and the issues involved in modernizing the languages, and in some cases preserving and revitalizing them.

Instructional Methods

In-class lectures and discussions

Readings:

Berge, Anna. 2005. Comparative Eskimo-Aleut, *Encyclopedia of Linguistics*, 2 vols., ed. by Philipp Strazny. New York: Fitzroy Dearborn.

Berge, Anna. 2009. Tracking Topics: A Comparison of “Topic” in Aleut and Greenlandic Discourse. *Variations in Polysynthesis: The Eskaleut Languages*, ed. by Marc-Antoine Mahieu and Nicole Tersis. Typological Studies in Language 86. John Benjamins, 185-200.

Berge, Anna, and Kaplan, Dorais. 2005. Contact Induced Lexical Development in Eskimo Languages, *Études/Inuit/Studies* 29(1-2:285-305).

Bergsland, Knut. 1989. Comparative Eskimo-Aleut aspects of Aleut syntax. *Suomalais-Ugralaisen Seuran Aikakauskirja Journal de la Société Finno-Ougrienne* 82. Helsinki.

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 Canadian Studies/Revue d'études canadiennes*: 43:2
- 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 ĭ: 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 Sireniski 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 Department of Linguistics
- Woodbury, Anthony C. 1998. Documenting rhetorical, aesthetic, and expressive loss in language shift, in *Endangered Languages: Current Issues and Future Prospects*, ed. by Lenore A. Grenoble and Lindsay J. Whaley. Cambridge: Cambridge University Press, 234-258.

Recommended: Fortescue, Michael, Jacobson, Steve, and Kaplan, Lawrence D. 2010. *Comparative Eskimo Dictionary*. Fairbanks: ANLC.

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.

Course policies

A. Rules pertaining to attendance:

0. Attendance

Attendance is mandatory: no more than 4 classes may be missed during the semester. If more classes are missed: 5-7 classes, you lose a letter grade; 8 or more classes, if before the last date to withdraw, you will be withdrawn; if after, you will receive a failing grade. If you have a medical or family emergency, see 3. Special arrangements below.

1. Incompletes

It is not my policy to give incompletes; incompletes are only given for unusual and documented circumstances. You must withdraw by [last date for student/faculty initiated withdrawal] if you do not wish to complete the course this semester (or by [last date to withdraw without W] if you do not want a W on your transcript).

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.

4. Class participation

The more class participation, the greater the possibility there will be of fruitful discussions. Note, that class participation does count toward your grade. In order to count as good class participation, your participation must be based on adequate materials preparation (i.e. it is not enough to ask an uninformed question or guess at an answer).

5. Expectations of homework

Homeworks will almost invariably involve the ability to analyze a problem or issue, argue for or against a particular point, and synthesize information. In order to do well on homeworks, you should be prepared to provide and present critical analyses in a clear, concise, and understandable way. Homeworks should be typed and in clear, acceptable prose.

Homeworks may involve shorter essays or they may involve problem solving. Those involving short essays will be required to conform to the accepted standards of grammar, format, and content. This means that I expect correct spelling, well-formed sentences, well-formed paragraphs, and, where appropriate, well-formed essays. Grading of essays includes points for format (introduction, development, conclusion, references), style (spelling, grammar, cohesion), and content (discussion of the issue, explanation, analyses).

Students are encouraged to meet outside of class, exchange information, and so forth. However, each student must turn in his or her own homework, with his or her own analyses and in his or her own words. Identical homeworks or tests will not be given credit.

6. Expectations of term paper

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 your final version; failure to do so will count for up to one pt.

Grades for papers will include points for style and grammar, as follows:

topic proposal:	1 pt
annotated bibliography:	1 pt
rough draft:	1 pt
format:	
introduction, development of text body, conclusion	1 pt
bibliography	1 pt
style:	
spelling, grammar, cohesion	1 pt
content:	
discussion of issue	3 pt
explanation of results	3 pts
analyses	3 pts
presentation of paper:	5 pts

Support Services

Student Support Services are available at UAF: <http://www.uaf.edu/sssp/>. These services include: free tutorial services; academic advising, mentoring, and personal support; direct financial assistance to qualified low-income participants; use of laptop computers, labs, and other technology resources; and cultural and social engagement. The office is located

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**