



LING 349 (LEC 1): Language and Mind

Days and Time: MWF 14:00-14:50pm (09.09.2012 – 13.12.2012)

Room: ST 059

Instructor: Dr. Karsten Koch
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Office Hours: TBA *or by appointment*

COURSE DESCRIPTION

An overview of central issues in the study of language and its relationship to the human mind. Recurring themes include the nature/nurture debate, human specialization for language, language and general cognition, and theories of mental representation. These themes will be explored in a series of classic and current topics in linguistic research. Students will learn how to develop and write a term paper.

[Prerequisite: LING 203]

COURSE REQUIREMENTS

Your final grade will be based on:

Assignments (3 @ 10% each)	30 %
Article summary and presentation:	15 %
Final paper (total):	45 %
Paper idea and literature review:	5 %
Paper proposal (detailed):	10 %
Final paper:	30 %
Participation:	10 %
Total:	100 %

REQUIRED TEXT(S)

We will be reading articles from scholarly journals available through the University library. Readings (typically one article every 1-2 weeks) will be assigned in class, and will be chosen from among articles listed in the bibliography (see below). See the bibliography for a list of topics and relevant literature.

GRADING SCHEDULE

The following grading system will be used:

A+ = 97-100 %	B+ = 83-87%	C+ = 68-72%	D+ = 53-57%
A = 93-96 %	B = 78-82%	C = 63-67%	D = 50-52%
A- = 88-92 %	B- = 73-77%	C- = 58-62%	F = 0-49%

(See the University Calendar for broader interpretation of the letter grades.)

ABSENCE AND LATE WORK

1. Unless otherwise indicated, all assignments are handed in at the beginning of the class period for which they are due.
2. Late assignments are not accepted; valid excuses for late or missed assignments include birth, death, marriage, and serious illness or injury on the day of the exam (see calendar). Valid excuses require documentation.
3. Assignments may be printed/written on used paper; simply put a large "X" on the used side. Double-sided printing is also fine.
4. Use of laptop computers (except for note-taking) or cellular phones by students during lectures is not permitted.
5. Reading the assigned papers and the lecture notes is not a substitute for attending lecture; if you do not attend lectures, your grade will suffer doubly, since participation is also part of the course grade.

See the University of Calendar Calgary for further full details on general course policies:

<http://www.ucalgary.ca/pubs/calendar/current/academic-regs.html>

COURSE SCHEDULE

[actual timing of topics and content may vary due to time constraints; suggested readings are shown, but may vary depending on which readings students choose to present in class]

	<i>Topic</i>	<i>Reading</i>	<i>Additional notes</i>
PART 1: INTRODUCTION: LANGUAGE, MIND, RECURSION			
Week 1 Sept. 10-14	Introduction: Language and mind	Turing 1950	
Week 2: Sept. 17-21		Chomsky 1959	
Friday, September 21	Last day to drop full courses and Fall term half courses. No refunds after this date.		
Monday, September 24	Last day to add or swap full courses or Fall term half courses. Last day to change registration from audit to credit or credit to audit.		
Week 3: Sept. 24-28	What is special about language? The recursion debate	Bartlett 2012	
PART 2: LANGUAGE AND GENERAL COGNITION			
Week 4: Oct. 1-5	Colour and perception	Paramei 2005	Oct. 1: Asg. #1 due (10%)
Monday, Oct. 8	Thanksgiving	No lectures	University closed
Week 5: Oct. 10-12	Statistical learning vs. UG		
Week 6: Oct. 15-19	Statistical learning vs. UG cont'd	Lidz & Gleitman 2004	Oct. 15: Asg. #2 due (10%)
Week 7: Oct. 22-26	Spatial reasoning	Li & Gleitman 2002	October 22: paper idea & lit. review due (10%)
Week 8: Oct. 29-Nov. 2	Spatial reasoning in Mayan	Le Guen 2011	

PART 3: LANGUAGE UNIVERSALS ACROSS MODE OF DELIVERY AND LANGUAGE TYPE			
Week 9: Nov. 5-9	Gestures	McNeill 1998	
Mon., Nov. 12	Remembrance Day/Reading Days	No lectures	University closed
Week 10: Nov. 14-16	Beyond acoustic delivery	Gick et al. 2008 Gick & Derrick 2009	Nov. 14: Final paper proposals due (10%)
Week 11: Nov. 19-23	Syntactic categories: universal?	Kinkade 1983	
Week 12: Nov. 26-30	Syntactic categories and perception	Saxton et al. 2008	Asg. #3 due (10%)
Week 13: Dec. 3-7	Nouns	Mühlbauer 2007	
Friday, December 7	Fall Term lectures end. Last day to withdraw with permission from Fall Term half courses.		
December 10-19 (Monday - Wednesday)	Fall Term Final Examinations.		
December 12	Final papers due (30%)	Final Paper (30%)	

BIBLIOGRAPHY

Course readings, as well as your article summary and presentation assignments, will be chosen from the following list of readings (organized by topic):

Introduction

Turing, A.M. 1950. Computing machinery and intelligence. *Mind* 59: 433-460. The full text is also available here: <http://www.ioebner.net/Prizef/TuringArticle.html>

Chomsky, Noam. 1959. A review of B.F. Skinner's 'Verbal Behaviour.' *Language* 35(1): 26-58.

What is Specific to Language? The Recursion Debate

W. Tecumseh Fitch, Marc D. Hauser, Noam Chomsky. 2005. The evolution of the language faculty: Clarifications and implications. *Cognition* 97(2): 179-210.

Jackendoff, Ray; Pinker, Steven. 2005. The Nature of the Language Faculty and Its Implications for Evolution of Language (Reply to Fitch, Hauser, and Chomsky). *Cognition* 97(2): 211-225.

Pinker, Steven; Jackendoff, Ray. 2005. The Faculty of Language: What's Special about It? *Cognition* 95(2).

Everett, Daniel L. 2005. Cultural Constraints on Grammar and Cognition in Piraha: Another Look at the Design Features of Human Language. *Current Anthropology* 46(4): 621-646.

Corballis, Michael C. 2007. Recursion, Language, and Starlings. *Cognitive Science* 31: 697-704.

Bartlett, Tom. 2012. Angry words: Will one researcher's discovery deep in the Amazon destroy the foundation of modern linguistics? *The Chronicle of Higher Education*. March 20, 2012.

Colour and Perception

MacLaury, Robert E. 1987. Color-Category Evolution and Shuswap Yellow-with-Green. *American Anthropologist* 89(1): 107-124.

MacLaury, Robert E. 1991. Social and Cognitive Motivations of Change: Measuring Variability in Color Semantics. *Language* 67(1): 34-62.

Davies, Ian, Corbett, Greville, McGurk, Harry, and MacDermid, Catriona. 1998. A developmental study of the acquisition of Russian colour terms. *Journal of Child Language* 25: 395-417.

Paramei, Galina V. 2005. Singing the Russian Blues: An Argument for Culturally Basic Color Terms. *Cross-Cultural Research* 2005 39: 10-38.

Statistical Learning vs. UG

Seidenberg, M. 1997. Language acquisition and use: learning and applying probabilistic constraints. *Science* 275: 1599-1603.

Saffran, J., et al. 1996. Statistical learning by 8-month-old infants. *Science* 274: 1926-1928.

Marcus, G., et al. 1999. Rule learning by 7-month-old infants. *Science* 283: 77-80.

Pinker, Steven. 1998. Words and Rules. *Lingua* 106: 219-242.

Lidz, Jeffrey; Gleitman, Lila R. 2004. Yes, We Still Need Universal Grammar. *Cognition* 94(1): 85-93.

Spatial Reasoning

Li, Peggy; Gleitman, Lila. 2002. Turning the Tables: Language and Spatial Reasoning. *Cognition* 83(3): 265-294.

Levinson, S, et. al. 2002. Returning the Tables: Language Affects Spatial Reasoning. *Cognition* 84: 155-188.

Le Guen, Oliver. 2011. Speech and Gesture in Spatial Language and Cognition Among the Yucatec Mayas.

Cognitive Science 35(5): 905-938.

Li, Peggy; Abarbanell, Linda; Gleitman, Lila; Papafragou, Anna. 2011. Spatial reasoning in Tenejapan Mayans.

Cognition 120(1): 33-53.

Language and the Mode of Delivery

McNeill, David. 1992. Images, inside and out. In *Hand and Mind: What Gestures Reveal About Thought*. The University of Chicago Press. 11-35.

McNeill, David. 1998. Speech and Gesture Integration. *New Directions for Child Development* 79: 11-27.

Gick, Bryan; Johannsdottir, Kristin M; Gibrael, Diana; Muhlbauer, Jeff. 2008. Tactile Enhancement of Auditory and Visual Speech Perception in Untrained Perceivers. *The Journal of the Acoustical Society of America* 123(4): EL72-EL76.

Gick, Bryan; Derrick, Donald. 2009. Aero-tactile integration in speech perception. *Nature* 462: 502-504.

Petitto, L., and P. Marentette. 1991. "Babbling" in the manual modality. *Science* 251: 1493-1496.

Nouns, Verbs, and Adjectives

Kinkade, M. Dale. 1983. Salish evidence against the universality of 'Noun' and 'Verb.' *Lingua* 60: 25-39.

Montler, Timothy. 2003. Auxiliaries and other categories in Straits Salishan. *IJAL* 69(2): 103-134.

van Eijk, Jan, and Thom Hess. 1986. Noun and verb in Salish. *Lingua* 69: 319-331.

Koch, Karsten A., and Lisa Matthewson. 2009. Lexical categories in Salish and their relevance for Tagalog. *Theoretical Linguistics* 35(1): 124-138.

Mühlbauer, Jeff. 2007. Evidence for three distinct nominal classes in Plains Cree. *Natural Language Semantics* 15: 167-186.

Wyart, Claire; Webster, Wallace W; Chen, Jonathan H; Wilson, Sarah R; McClary, Andrew; Khan, Rehan M; Sobel, Noam. 2007. Smelling a single component of male sweat alters levels of cortisol in women. *The Journal of Neuroscience* 27(6): 1261-1265.

Saxton, Tamsin K; Lyndon, Anna; Little, Anthony C; Roberts, S. Craig. 2008. Evidence that androstadienone, a putative human chemosignal, modulates women's attributions of men's attractiveness. *Hormones and Behavior* 54(5): 597-601.

ADDITIONAL READING (these may be useful for your final papers)

Bolinger, Dwight. 1975. Some traits of language. In *Aspects of Language*. 2nd ed. Harcourt, Brace, Jovanovich. 13-33.

Crain, Stephen, and Paul Pietroski. 2001. Nature, nurture and Universal Grammar. *Linguistics & Philosophy* 24:139-186.

Everett, Daniel L. 2009. Piraha Culture and Grammar: A Response to Some Criticism. *Language* 85(2): 405-442.

Everett, Daniel L. 2005. Biology and Language: A Consideration of Alternatives. *Journal of Linguistics* 41(1): 157-175.

- Fodor, Jerry. 2005. Compositionality and Other Issues in the Philosophy of Mind and Language: An Interview with Jerry Fodor. *Theoria* 71(4): 294-308.
- Fodor, Jerry. 2004. Reply to Commentators. *Mind & Language* 19(1): 99-112.
- Hockett, Charles. 1960. The origin of speech. *Scientific American* 203: 89-97.
- Hockett, Charles. 1966. The problem of universals in language. In Joseph H. Greenberg, ed. *Universals of Language*. 2nd. ed. Cambridge, MA: MIT Press. 1-29.
- Jackendoff, Ray. 2002. The Mind Doesn't Work That Way: The Scope and Limits of Computational Psychology (Review of Jerry Fodor). *Language* 78(1): 164-170.
- McNeill, David. 1992. Images, inside and out. In *Hand and Mind: What Gestures Reveal About Thought*. The University of Chicago Press. 11-35.
- Nicoladis, E.; Foursha-Stevenson, C. 2011. Language and Culture Effects on Gender Classification of Objects. *Journal of Cross-Cultural Psychology* (published online Sept. 26, 2011).
- Papfragou, Anna; Li, Peggy; Choi, Youngon; Han, Chung-hye. 2007. Evidentiality in language and cognition. *Cognition* 103(2): 253-299.
- Sauerland, Uli. 2010. Experimental evidence for complex syntax in Pirahã.
URL: <http://ling.auf.net/lingBuzz/001095>

GENERAL COURSE/UNIVERSITY INFORMATION FOR ALL STUDENTS

LINGUISTICS STUDENT ADVISING

For any questions regarding the undergraduate program in linguistics, the organization of your program, or the selection of courses, contact:

Undergraduate Advisor Dr Robert Murray SS 824 403-220-8109 lingadv@ucalgary.ca

FACULTY of ARTS PROGRAM ADVISING and STUDENT INFORMATION

The Faculty of Arts Program Information Centre (PIC) is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require. The PIC is located in the Social Sciences Building, please contact them by phone 403-220-3580 for their current office location, or email artsads@ucalgary.ca, or visit the website <http://arts.ucalgary.ca/undergraduate>.

For program planning and advice, contact the Student Success Centre (SSC). Degree advisors assist undergraduate students in planning their overall degree programs along with providing broad educational planning, learning support, assistance with academic difficulties, academic program guidance, writing support, success seminars and peer support. The SSC is on the 3rd Floor of the Taylor Family Digital Library, or you can contact them on 403-220-5881, by email success@ucalgary.ca, or visit their website <http://www.ucalgary.ca/ssc/>.

For registration issues, contact Enrolment Services who will also be able to help you with questions about fee payments, awards, financial aid, admissions questions, visiting and exchange students, open studies, transcripts, deferred exams. Enrolment Services are in the MacKimmie Library Block, Room 117, or you can contact them on 403-210-ROCK [7625] or visit their website <http://www.ucalgary.ca/registrar/>.

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodation. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. **You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.**

FREEDOM OF INFORMATION AND PRIVACY ACT (FOIP)

The Freedom of Information and Protection of Privacy Act was enacted by the Alberta Legislature on June 1, 1994. The Act is intended first of all to allow any person the right of access to the records in the custody and under the control of a public body although this right is subject to limited and specific exceptions. The Act also includes a strong right to privacy component, allowing individuals to control the manner in which a public body collects personal information, to control the use that a public body may make of the information, and to control the disclosure of that information by a public body. It also allows individuals the right of access to personal information about themselves held by a public body and the right to request corrections to that information.

For more information on FOIP, please visit the website <http://www.ucalgary.ca/legalservices/foip/>, or contact Jo-Anne Munn Gafuik at 403-220-3602 or by email munn gafu@ucalgary.ca

PLAGIARISM AND ACADEMIC MISCONDUCT

Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course, when, in fact, it is not. Most commonly plagiarism exists when:

1. the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test);
2. parts of the work are taken from another source without reference to the original author;;
3. the whole work (e.g. an essay) is copied from another source; and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Students are often encouraged to work

together in preparing homework assignments, but check with your instructor beforehand. However, unless noted otherwise in writing, students must write up their own answers for submission of the assignment. Failure to do so constitutes plagiarism.

Plagiarism is an extremely serious academic offence. Possible penalties for plagiarism include: failing the assignment, failing the course, disciplinary probation, suspension, or expulsion. Any student who voluntarily and consciously aids another student in the commission of plagiarism is also guilty of academic misconduct.

For more information on academic misconduct and related UofC regulations please consult the Student Misconduct web pages in the on-line University Calendar. These can be found at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

EMERGENCY EVACUATION AND ASSEMBLY POINTS

The University of Calgary is committed to creating a safe and healthy living and learning environment. The health and safety of our employees, students and the general public are the highest priority of the University of Calgary's Emergency Management Program. During times of emergency, Assembly Points have been identified across campus. These areas have been selected as they are large enough to hold a significant number of people and will provide an evacuated population access to washroom facilities and protection from the elements. Assembly points are also designed to establish a location for information updates:

- from the emergency responders to the evacuees; and
- from the evacuated population to the emergency responders.

Please familiarize yourself with the following:

Emergency Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Emergency Instructions: <http://www.ucalgary.ca/emergencyplan/node/28>

SAFEWALK INFORMATION

Twenty four hours a day and seven days a week, Safewalk volunteers walk people safely to their destination on campus. This service is free and available to students, staff and campus visitors. Requesting Safewalk volunteers to walk with you is easy:

- Call 403-220-5333 (24 hours a day/seven days a week, 365 days a year)
- Use the Help Phones (they are not just for emergencies)
- Approach an on-duty Safewalker and request a walk

For more information, contact the Safewalk main office at 403-220-4750, by email safewalk@ucalgary.ca or visit their website <http://www.ucalgary.ca/security/safewalk>

STUDENT REPRESENTATIVE INFORMATION

The Students' Union and the Graduate Students' Association (GSA) in partnership with the University of Calgary offers students a key advocacy resource to assist in addressing concerns and issues they encounter at the University with the Student Ombuds Office.

For students in undergraduate programs, please contact the Student's Union in the MacEwan Student Centre, Room MSC 251, on 403-220-6551, by email arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca, or visit their website <http://www.su.ucalgary.ca/>

For students in graduate programs, please contact the GSA in the MacEwan Student Centre, Room MSC 350, on 403-220-5997, by email ask@gsa.ucalgary.ca or visit their website <http://gsa.ucalgary.ca/>

The Student Ombuds Office is in the Administration Building, Room A166, or you can contact them on 403-220-6420, by email ombuds@ucalgary.ca or visit their website <http://www.ucalgary.ca/provost/students/ombuds>

Updated: July 13, 2012