



LING7701

Modern Theories of Linguistics in the History of Human Sciences

Session 1, Weekday attendance, North Ryde 2020

Department of Linguistics

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General Information

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Convenor

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Credit points

10

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

Language, along with the night sky and the 'signs' of illness, has been one of the longest studied objects of human enquiry. This unit examines the contemporary theories produced in that sustained human effort. In particular, we investigate the claims that twentieth century linguistics makes to being a science; and we look closely at the current ways in which linguistic theories are extended by the techniques of twenty-first century sciences: genetics and evolutionary theory; language corpora; neurosciences and medicine; complexity and computational modelling; and electronic translation tools. The unit gives prominence to scholars concerned with the special conditions that pertain to the study of sign systems, of syntax, and of meaning: for example, Saussure; Chomsky; and various theorists across disciplines who offer methodical accounts for the study of meaning. Students in the unit can choose a strand of specialisation in their readings and assignments: one can choose by the level of language (from phonetics up to context), by the orientation to theory (eg, functionalist, structuralist, generative, or other), and by era (1900-1950, 1950- 2010, or classical and other). All students will be encouraged to place their own research interests in the context of historical developments in the subject.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- ULO1:** Understand selected key linguistic theories in their historical context, and in relation to the motivations of the communities of scholars responsible for their development
- ULO2:** Describe the distinguishing concepts of major linguistic theories and theorists
- ULO3:** Present and evaluate claims and assumptions of different linguistic theories
- ULO4:** Understand and relate forms of evidence to different kinds of linguistic theory
- ULO5:** Explain the ramifications of linguistic theory for other forms of intellectual enquiry, in particular how linguistics plays a role in the direction of the human sciences
- ULO6:** Construct clear and cogent arguments about how linguistics may develop in the particular sub-discipline most relevant to your domain

Assessment Tasks

Coronavirus (COVID-19) Update

Assessment details are no longer provided here as a result of changes due to the Coronavirus (COVID-19) pandemic.

Students should consult [iLearn](#) for revised unit information.

[Find out more about the Coronavirus \(COVID-19\) and potential impacts on staff and students](#)

General Assessment Information

Late Assignment Submission

- Late submissions without an extension will receive a penalty of 3% of the total mark available for the assessment task per day including weekend days (i.e. this is 3% of the total marks possible for the task – NOT 3% of the marks the student received. For example, if the assessment task is worth 100 marks and the student is two days late their mark for the task is reduced by 6 marks.)
- Late submission of an assessment task without an extension will not be accepted at all after the date on which marked assessment tasks have been released to the rest of the class. Any student with unsubmitted work at this date will receive a mark of 0 for the

assessment task.

- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at ask.mq.edu.au and providing the requisite supporting documentation.
- Extensions that will result in submissions after the assessment task has been returned to the class will require a separate assessment task to be completed at the unit convenor's discretion.
- For more information on Special Consideration, see the university website <https://students.mq.edu.au/study/my-study-program/special-consideration>
- If a student fails the unit due to non-submission of an assignment or non-attendance at an exam, an FA grade will be applied in accordance with the University's Assessment Policy.
- Unit convenors have the discretion to determine whether or not students should fail a unit on the basis of lateness penalties alone if other learning outcomes of the unit have been met.

Extensions cannot continue beyond the start of the following semester, and students should be aware that long extensions may impact graduation dates.

Moderation of assessment

All assessment is marked by tutors and is moderated using pre-marking forms of standardisation such as the use of marking rubrics, and post-marking moderation such as sample checking and statistical analysis of the spread of marks to ensure fairness and consistency across the unit. Final marks are subject to ratification at the Faculty of Human Sciences exam meeting at the end of semester.

Delivery and Resources

Coronavirus (COVID-19) Update

Any references to on-campus delivery below may no longer be relevant due to COVID-19.

Please check here for updated delivery information: https://ask.mq.edu.au/account/pub/display/unit_status

Ling7701 has weekly 3 hour seminar. The seminar has a lecture component, and will include student presentations and class debate and discussion. Readings are available via Leganto.

Unit Schedule

Coronavirus (COVID-19) Update

The unit schedule/topics and any references to on-campus delivery below may no longer be relevant due to COVID-19. Please consult [iLearn](#) for latest details, and check here for updated delivery information: https://ask.mq.edu.au/account/pub/display/unit_status

Week/ Presenter	Topic
1 A/Prof David Butt	<p>Pre-modern to modern theories: What concepts do we need to describe a language? Are these sufficient for the description of language as a phenomenon?</p> <p>Readings:</p> <p>Van Valin Jnr, R.D. and La Polla, R.J. 1997. <i>Syntax: Structure, Meaning, and Function</i>, Cambridge, UK: Cambridge Uni. Press. [Chapter 1: The goals of linguistic theory, pp 1-16].</p>
2 A/Prof David Butt	<p>From pre-modern to post-modern approaches to the linguistic sign.</p> <p>Readings:</p> <p>de Saussure, F. (1974). <i>Course in General Linguistics</i> (W. B. Baskin, Trans.). London: Fontana/Collins. [Part II: Synchronic Linguistics, pp 101-127].</p> <p>Harris, R., and Taylor, T.J. 1997. <i>Landmarks in Linguistic Thought I: The Western Tradition from Socrates to Saussure</i>. 2nd Ed. London and New York: Routledge</p> <p>[Ch.2 Aristotle on Metaphor, pp 20-35].</p>
3 A/Prof David Butt	<p>Language change, evolution and variation</p> <p>Readings:</p> <p>Sapir, E. (1970). <i>Language. An Introduction to the Study of Speech</i>. London: Rupert Hart-Davis. [Chapter 7: Language as a historical product: Drift, pp 147-170].</p> <p>Joseph, J.E.; Love, N.; Taylor, T.J. (2001) <i>Landmarks in Linguistic Thought II: The Western Tradition in the Twentieth Century</i>. London and New York: Routledge. [Ch.1 Sapir on language, culture and personality, pp 1-16].</p> <p>Matthiessen, C.M.I.M. 2004. Descriptive Motifs and Generalizations. In Cafferel, A, et. al (eds). <i>Language Typology: a Functional Perspective</i>, pp 637-673. Amsterdam: Benjamins.</p>

<p>4</p> <p>A/Prof David Butt</p>	<p>Theories of syntax and meaning: a first survey from classical to contemporary eras.</p> <p>Readings:</p> <p>Allan, Keith, 2010. <i>The Western Classical Tradition in Linguistics</i>: London: Equinox. [Ch 6: Appolonius and Priscian, the great grammarians among the ancients, pp 101-127].</p> <p>Chomsky, N. 1965. <i>Aspects of a Theory of Syntax</i>. Cambridge Massachusetts: MIT Press. [Ch1: Methodological Preliminaries pp 3-62].</p> <p>Janson, T. (2004) <i>A Natural History of Latin: The story of the world's most successful language</i>. Oxford UK: Oxford Uni. Press. [Part III: About the Grammar pp 179-211].</p> <p>Winograd, T. <i>Language as Cognitive Process 1: Syntax</i>. Massachusetts: Addison-Wesley Publishing Co. [Appendix B: An Outline of English Syntax, pp 465-549].</p>
<p>5 A/Prof Annabelle Lukin</p>	<p>Language and thinking: paradigms in linguistic theory</p> <p>Readings:</p> <p>Whorf, B. L. 1936. The Relation of Habitual Thought and Behaviour to Language. <i>Language, Thought and Reality</i>. Cambridge Massachusetts: MIT Press. pp 134-159.</p> <p>Ellis, J.M. (1993) <i>Language, Thought, and Logic</i>. Evanston, Illinois: Northwestern University Press. [Ch.5: Language and Thought, pp 55-66].</p> <p>Geeraerts, D and Cuyckens. 2007. Introducing Cognitive Linguistics. In Geeraerts, D and Cuyckens (eds), <i>Oxford Handbook of Cognitive Linguistics</i> pp 3-21. Oxford: Oxford University Press.</p>
<p>6 A/Prof Annabelle Lukin</p>	<p>The study of language in relation to context</p> <p>Readings:</p> <p>Malinowski, B. (1923). The problem of meaning in primitive languages. In C. K. Ogden & I. A. Richards (Eds.), <i>The Meaning of Meaning</i>. New York: Harcourt, Brace & Co. pp 296-336.</p> <p>Hasan, R. (2016). Wherefore context?: The ontogenesis of meaning exchange. In J. J. Webster (Ed.), <i>Context in the System and Process of Language</i>. Volume 4 in the <i>Collected Works of Ruqaiya Hasan</i> (pp. 95-126). London: Equinox.</p>

<p>7</p> <p>Dr Scott Barnes (TBC)</p>	<p>Approaches to interaction: conversation analysis</p> <p>Readings:</p> <p>Enfield, N.J., Sidnell, J. 2017. On the concept of action in the study of interaction. <i>Discourse Studies</i>. Vol 19 (5) 515-535.</p> <p>Maynard, D. W. 2013. Everyone and no-one to turn to: Intellectual roots and contexts for conversation analysis. In J. Sidnell & T. Stivers (Eds.), <i>The Handbook of Conversation Analysis</i>, pp. 11-31. Chichester, UK: Wiley-Blackwell.</p> <p>Mazeland, H. 2013. Grammar in conversation. In J. Sidnell & T. Stivers (Eds.), <i>The Handbook of Conversation Analysis</i>, pp 475-491. Chichester, UK: Wiley-Blackwell.</p>
<p>MID SEMESTER RECESS</p>	
<p>8</p> <p>Dr Canzhong Wu (TBC)</p>	<p>Genetic relationships between languages: typological findings and debating language universals</p> <p>Readings:</p> <p>Comrie, Bernard. 1989. <i>Language Universals and Linguistic Typology</i>. 2nd Edition. Basil Blackwell: Oxford. [Chapter 2: Language Typology pp 30-50].</p> <p>Matthiessen, C.M.I.M. 2004. Descriptive motifs and generalizations. In Cafferel, A, et. Al (eds). <i>Language Typology: a Functional Perspective</i>. Amsterdam: Benjamins. pp 637-673.</p>
<p>9</p> <p>A/Prof Annabelle Lukin</p>	<p>The study of ideology in linguistics and the human sciences</p> <p>Readings:</p> <p>V. S. Volosinov. 1973 [1929]. <i>Marxism and the Philosophy of Language</i>. New York: Seminar Press. [Chapters 1-2, pp 9-24]</p> <p>van Dijk, T. (1998). <i>Ideology: A Multidisciplinary Approach</i>. London: Sage. [Introduction: pp 1-14]</p> <p>Wodak, R., & Meyer, M. (2016). <i>Methods of Critical Discourse Studies</i>, Third Edition. London: Sage. [Chapter 1: Critical Discourse Studies: history, agenda, theory and methodology, pp1-22].</p>
<p>10</p> <p>Dr Nick Wilson (TBC)</p>	<p>Issues of Identity and Power in Language Variation</p> <p>Readings:</p> <p>Eckert, P., & Wenger, E. (2005). Communities of practice in sociolinguistics. <i>Journal of Sociolinguistics</i>, 9(4), 582–589.</p> <p>Coupland, N., Sarangi, S., & Candlin, C. N. (eds.) (2001). <i>Sociolinguistics and Social Theory</i>. London: Routledge. – Introduction (pp. 1-27)</p>
<p>11</p> <p>Dr Titia Benders (TBC)</p>	<p>A History of the Study of Sound and Sound/Acquisition</p> <p>Readings</p> <p>TBC</p>

12	Pedagogical Grammars in the History of Linguistics and the Human Sciences
A/Prof Annabelle Lukin	<p>Readings:</p> <p>Luhtala, Anneli. 2013. Pedagogical Grammars before the Eighteenth Century. In Allan, Keith (ed). <i>The Oxford Handbook of the History of Linguistics</i>. Oxford: Oxford University Press. [Chapter 14 pp 341-358]</p> <p>Hasan, R. (2011). Literacy, everyday talk and society. In J. J. Webster (Ed.), <i>Language and Education: Learning and Teaching in Society. Volume 3 in the Collected Works of Ruqaiya Hasan</i>, pp 169-206. London: Equinox.</p> <p>NSW Syllabus for the Australian Curriculum: English K-10</p>
13	The History of Corpus Linguistics
A/Prof Annabelle Lukin	<p>Readings:</p> <p>McEnery, T and Hardie, A. 2013. "The History of Corpus Linguistics".</p> <p>In Allan, Keith (ed). <i>The Oxford Handbook of the History of Linguistics</i>. Oxford: Oxford University Press. [Chapter 33 pp 727-746].</p>

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(http](#)

[s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central)).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Changes since First Published

Date	Description
23/02/2020	Due dates added.