



# LING7701

## Modern Theories of Linguistics in the History of Human Sciences

Session 1, In person-scheduled-weekday, North Ryde 2022

*Department of Linguistics*

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## General Information

Unit convenor and teaching staff

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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

## General Assessment Information

### Requesting an extension to assignment due date

On occasion, you may be in a situation when you aren't able to submit an assessment task on time. Extensions are only given in special circumstances, by completing a Special Consideration request. For more information on Special Consideration, see <https://students.mq.edu.au/study/my-study-program/special-consideration>

### Late submission of assignments

If you haven't been approved for an extension and you submit your assessment task late, penalties are applied. You should consult your unit convenor if you are in this position. Late submissions will receive a 5% per day penalty. If you submit the assessment task 10 days or more beyond the due date, without an approved extension, you will be awarded a maximum of 50% of the overall assessment marks. Weekends and public holidays are included.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Short profile</a>	20%	No	22/04/22
<a href="#">Seminar participation</a>	20%	No	Ongoing
<a href="#">Seminar presentation</a>	20%	No	Students choose date
<a href="#">Major essay</a>	40%	No	03/06/22

### Short profile

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 16 hours

Due: **22/04/22**

Weighting: **20%**

Written profile on a key theory/school, its major conceptual contributions and its mode of argumentation (1500 words)

On successful completion you will be able to:

- Understand selected key linguistic theories in their historical context, and in relation to the motivations of the communities of scholars responsible for their development
- Describe the distinguishing concepts of major linguistic theories and theorists
- Present and evaluate claims and assumptions of different linguistic theories
- Understand and relate forms of evidence to different kinds of linguistic theory

## Seminar participation

Assessment Type **1**: Participatory task

Indicative Time on Task **2**: 39 hours

Due: **Ongoing**

Weighting: **20%**

Weekly preparation for seminar and contributions to discussion

On successful completion you will be able to:

- Understand selected key linguistic theories in their historical context, and in relation to the motivations of the communities of scholars responsible for their development
- Describe the distinguishing concepts of major linguistic theories and theorists

## Seminar presentation

Assessment Type **1**: Presentation

Indicative Time on Task **2**: 16 hours

Due: **Students choose date**

Weighting: **20%**

Individual presentation on a key theory/school, its major conceptual contributions and its mode of argumentation (min 5mins - max 10mins)

On successful completion you will be able to:

- Understand selected key linguistic theories in their historical context, and in relation to the motivations of the communities of scholars responsible for their development
- Describe the distinguishing concepts of major linguistic theories and theorists
- Understand and relate forms of evidence to different kinds of linguistic theory

## Major essay

Assessment Type **1**: Essay

Indicative Time on Task **2**: 40 hours

Due: **03/06/22**

Weighting: **40%**

Essay presentation on a key theory/theorists of 20th century linguistics (3000 words)

On successful completion you will be able to:

- Understand selected key linguistic theories in their historical context, and in relation to the motivations of the communities of scholars responsible for their development
- Describe the distinguishing concepts of major linguistic theories and theorists
- Present and evaluate claims and assumptions of different linguistic theories
- Understand and relate forms of evidence to different kinds of linguistic theory
- 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
- Construct clear and cogent arguments about how linguistics may develop in the particular sub-discipline most relevant to your domain

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

This unit is delivered via a weekly 3 hours seminar, with input from a range of staff across the Department. Readings are available through the iLearn site.

## Unit Schedule

DRAFT SCHEDULE:

Week/ Presenter	Topic
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<p>1</p> <p>A/Prof David Butt and A/Prof Annabelle Lukin</p>	<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><b>Readings:</b></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>
<p>2</p> <p>A/Prof David Butt</p>	<p>From pre-modern to post-modern approaches to the linguistic sign.</p> <p><b>Readings:</b></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>. 2<sup>nd</sup> Ed. London and New York: Routledge</p> <p>[Ch.2 Aristotle on Metaphor, pp 20-35].</p>
<p>3</p> <p>A/Prof David Butt</p>	<p>Language change, evolution and variation</p> <p><b>Readings:</b></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 and Dr Iain Giblin</p>	<p>Theories of syntax and meaning: a first survey from classical to contemporary eras.</p> <p><b>Readings:</b></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><b>Readings:</b></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><b>Readings:</b></p> <p>Malinowski, B. (1923). The problem of meaning in primitive languages. In C. K. Ogden &amp; I. A. Richards (Eds.), <i>The Meaning of Meaning</i>. New York: Harcourt, Brace &amp; 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 Dr Scott Barnes</p>	<p>Approaches to interaction: conversation analysis</p> <p><b>Readings:</b></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 &amp; 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 &amp; 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 Dr Mike Proctor</p>	<p>Theories and Approaches to Sound Structure in Language</p> <p><b>Readings:</b></p> <p>TBC</p>

<p>9</p> <p>Dr Loy Lising</p>	<p>On sociolinguistics</p> <p><b>Readings:</b></p> <p>TBC</p>
<p>10</p> <p>(TBC)</p>	<p>Genetic relationships between languages: typological findings and debating language universals</p> <p><b>Readings:</b></p> <p>Comrie, Bernard. 1989. <i>Language Universals and Linguistic Typology</i>. 2<sup>nd</sup> 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>11</p> <p>A/Prof Annabelle Lukin</p>	<p>The study of ideology in linguistics and the human sciences</p> <p><b>Readings:</b></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., &amp; 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>12</p> <p>A/Prof Annabelle Lukin</p>	<p>Pedagogical Grammars in the History of Linguistics and the Human Sciences</p> <p><b>Readings:</b></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>
<p>13</p> <p>A/Prof Annabelle Lukin</p>	<p>The History of Corpus Linguistics</p> <p><b>Readings:</b></p> <p>McEnergy, 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 \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

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

## The Writing Centre

The [Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- [Mental health support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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.