

Chinese 601 Introduction to Study of Contemporary Chinese Linguistics

Spring 2019

Lecture Time: Wednesdays 3:30 p.m. -- 5:30 p.m. Lecture Room: Moore Hall 111

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Office hours: **Tuesdays 3 p.m. -- 4 p.m., or by appointment**

Course Website: <https://laulima.hawaii.edu/x/puL714>

For the updated version of this syllabus, consult the course website.

1. Course Description

This course has three related goals:

- [1] To provide a panoramic overview of major perspectives in contemporary Chinese linguistics
- [2] To report on selected recent research papers and present analysis of linguistic phenomena of interest
- [3] To consider the contributions of the study of contemporary Chinese linguistics to (L1/L2) language acquisition of Mandarin Chinese

The specifics of the course may be modified during the semester in response to class needs.

Pre-requisites: Chn 452 or consent of the instructor

2. Student Learning Outcomes

By successfully completing this course, students will be able to:

- [1] gain a broad understanding of the field of contemporary Chinese linguistics by becoming familiar with
 - major topics in contemporary Chinese linguistic studies, including representative and exemplary studies in various disciplines of Chinese linguistics.
 - major contributors to and brief history of Chinese linguistics
- [2] report main ideas, organization, and the author's contribution to the research field in the selected readings
- [3] develop the abilities to
 - find research topics in the fields of interest inspired by the content covered in this course
 - design a study plan and carrying out independent research
 - articulate data collection methods, organizing, and analyze Chinese language data
 - report research findings in both presentations and scholarly paper
- [4] acquire a solid foundation for taking specialized courses in various disciplines of Chinese linguistics

3. Course Requirements

- [1] Class participation, discussion and exercises (including attendance) (20%)
- [2] Problem sets, required readings, and presentation of reading materials (20%)
- [3] A final term paper related to Chinese linguistics (about 15 double-spaced pages), due on **May 10, Friday** (40%)
- [4] A proposal of [3], due on the **9th Week** of the semester (**Mar 9 , Saturday**) (10%)
- [5] A presentation of [3] in the end of the semester (10%)

4. Course Materials

- There is no required textbook for this course.
- Course materials will be mainly distributed through Laulima (in the "Resources" folder).

As always there is more to be read than is possible, so one can only do as much as one can. Regardless of how much you are able to read, the most important thing is to read *carefully* and *critically*. Assuming that the facts observed are correct, why are they interesting (i.e., do they raise interesting questions for current theories)? If you know the language well enough, are the observations even correct? Do they lead to the generalizations as stated or implied by the author(s)? Most importantly, why are the facts the way they

are? What would count as a good analysis, i.e. one that can derive and predict, hence explaining, the facts?

5. Statement on Course Materials

Please note that the course packet and other course materials are copyrighted and you do **not** have permission to distribute them to third parties for reproduction. In particular, private companies that request to purchase course materials from students have not been authorized by the instructor or the University.

6. Collaboration Policy

Discussion and the exchange of ideas are essential to academic work. You are encouraged to consult with your classmates on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on the same topic as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. If you received any help with your writing (feedback on drafts, etc), you must also acknowledge this assistance.

7. Disability Accommodations

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

8. Course Schedule (updated on Feb 13, 2019)

The following is a preliminary schedule of topics. We may diverge from this schedule, and I will notify you if we do.

WK	DATE	CONTENT	READINGS <i>required readings are marked with *</i>	PROBLEM SETS, PRESENTATIONS, AND PROPOSAL
1	1/9	Class Overview & Typological characteristics of Mandarin Chinese syntax	*Wu and He (2015)	
2	1/16	Basics in Chinese syntax • Categories in Mandarin Chinese • Argument structure and thematic roles	*J. Huang, Li and Li (2009, Ch 1) *Carnie (2002: 166-173) Poole (2002: 77-83) 'Constituency'	
3	1/23	Recent generative studies in Chinese syntax	*J. Huang and Li (1996) O'Grady et al (2010: 160-182)	Problem Set to be assigned
4	1/30	Chinese syntax (1) The inventories of functional categories (e.g. tense, aspect)	*M. Liu (2015) Soh (2014) Li and Thompson (1981: Ch 6); Smith (1994); Guo (2017)	Problem Set due
5	2/6	Chinese syntax (2) The noun phrase domain (plurality, classifiers, nouns)	*Jiang (2017) Li (1999) Iljic (1994) Jiang (2015)	Presentation Reading: -Lardiere (2009) -J. Su (2018)

6	2/13	Homework 1 Feedback & Chinese syntax (3) The verb phrase domain (e.g. double object constructions, dative constructions)	Larson (1988) F. Liu (2006) Lin and Huang (2016)	Presentation Reading: Yang and Luo (2017)
7	2/20	Chinese syntax (4) Topics and focus	*Shyu (2014) Xu (2015); Huang Li and Li (2009: 197-211); Li and Thompson (1981: 85-103); Ai (2014)	Presentation Reading: -Mai and Yuan (2016) -Mai (2012, 2013) -Zenker and Schwartz (2017)
8	2/27	Chinese syntax and semantics (1) Wh-expressions and interpretations	*J. Lin (2014: 180-193) *Haegeman (1994: 488-501) 'Logical Form'	Presentation Reading: -H. Lin (2008, Ch 2-3) -H. Huang, Zhou, and Crain (2018) -Gao (2009)
9	3/6	Chinese syntax and semantics (2) Scope and interpretations	*Li (2014: 228-242) Y. Su (2008)	Presentation Reading: -Scontras et al (2017) -Zhou and Gao (2009) -Zhou and Crain (2009) Final Project Proposal due
10	3/13	Student Presentations --Focus Construction: Kripa & WANG Jue (on Mai and Yuan 2016) --Scope Ambiguity: Alice & HUANG Yao & YE Xiao (on Scontras et al 2017)		
11	3/19	No class		
12	3/27	Chinese syntax and semantics (3) Adjectives and Modification in Chinese	*S. Huang (2006)\ <i>TBA</i>	Presentation Reading: <i>TBA</i>
13	4/3	Chinese pragmatics (1) • Aspects of studies • Methodology in study • Culture and semantics in pragmatics	<i>TBA</i>	Presentation Reading: <i>TBA</i>
14	4/10	Chinese pragmatics (2) • Context vs. discourse • Entailment, presupposition	<i>TBA</i>	Presentation Reading: <i>TBA</i>
15	4/17	Chinese phonetics and phonology • Phonetics & experimental phonetics • Phonology	<i>TBA</i>	Presentation Reading: <i>TBA</i>
16	4/24	Chinese cognitive/social linguistics	<i>TBA</i>	Presentation Reading: <i>TBA</i>
17	5/1	Final Presentation <i>Final term paper due (May 10, Friday)</i>		

9. References (to be updated periodically)

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