

Course Syllabus: Introduction to Columbia School Linguistics

Note: certificates of completion will be awarded to participants who complete a minimum of 75% of the course. Only synchronic attendance to sessions will count towards course completion.

		Readings*	General Topics	Instructors
Session 1	Thursday, Oct. 6, 2022 1-2:30 PM (NY time)	Required: Stern, N. (2019). Introduction: Columbia School linguistics in the functional-cognitive space of the 21st century. Suggested: Huffman, A. (2001). The linguistics of William Diver and the Columbia school.	Basic theoretical considerations Brief contrast between CSL and other functional approaches	Ellen Contini-Morava
Session 2	Thursday, Oct. 13, 2022 1-2:30 PM (NY time)	Required: Reid, W. (2011). The communicative function of English verb number. Suggested: García, E. (1995). Reflexiones sobre la 'reflexividad'.	Basic methodological considerations Example of a Columbia School analysis: English "subject-verb agreement"	Ellen Contini-Morava
Session 3	Thursday, Oct. 20, 2022 1-2:30 PM (NY time)	Required: Otheguy, R. (2002). Saussurean anti-nomenclaturism in grammatical analysis: A comparative theoretical perspective. Suggested: Davis, J. (2004). The Linguistics of William Diver and the Linguistics of Ferdinand de Saussure.	The notion of antiapriorism in CSL Introduction to data collection assignment	Nancy Stern
Session 4	Thursday, Oct. 27, 2022 1-2:30 PM (NY time)	Required: Davis, J. (2017). The semantic difference between Italian <i>vi</i> and <i>ci</i> .	Research from a CS linguist: the grammatical system of Restrictedness of Space	Nancy Stern
Session 5	Wednesday, Nov. 2, 2022 1-2:30 PM (NY time)	Required: Stern, N. (2022). Reflexivity, role conflicts, and the meaning of English self pronouns. Suggested: Stern, N. (2006). Tell me about yourself.	Research from a CS linguist: a sign-based analysis of English -self forms Reminder of data collection assignment	Nancy Stern

Session 6	Thursday, Nov. 10, 2022 1-2:30 PM (NY time)	Required: Huffman, A. (1995). The purpose of a grammatical analysis. Huffman, A. (2002). Cognitive and Semiotic Modes of Explanation in Functional Grammar. Suggested: Diver, W. (1982). The focus-control interlock in Latin.	Research from a CS linguist: the systems of Focus and Degree of Control	Eduardo Ho- Fernández
Session 7	Thursday, Nov. 17, 2022 1-2:30 PM (NY time)	Ho-Fernández, E. (2020). The Grammatical Systems of Attentionworthiness (extracts will be displayed in class).	Research from a CS linguist: Participants and Events. Word order as a meaningful signal. Spanish grammatical systems of Attentionworthiness Discussion of data collection assignment	Eduardo Ho- Fernández
	Thursday, Nov. 24, 2022	THANKSGIVING, NO SESSION SCHEDULED		
Session 8	Thursday, Dec. 1, 2022 1-2:30 PM (NY time)	Huffman, A. (2022). From Sound to Signal.	Discussion of data collection assignment	Eduardo Ho- Fernández

*All readings are available on the Google Classroom Website, in the Classwork folder titled 'Readings'

Required readings:

Davis, J. (2017). The semantic difference between Italian *vi* and *ci*. *Lingua*, 200, 107-121.

Ho-Fernández, E. (2020). The Grammatical Systems of Attentionworthiness: Positional Signals and Invariant Meanings in Spanish Word Order Signals and Invariant Meanings in Spanish Word Order. *CUNY Academic Works*.
https://academicworks.cuny.edu/gc_etds/4079

Huffman, A. (1995). The purpose of a grammatical analysis. In E. Contini-Morava, & B. Sussman Goldberg (Eds.), *Meaning as Explanation: Advances in Linguistic Sign Theory* (pp. 185-211). Mouton de Gruyter.

Huffman, A. (2002). Cognitive and Semiotic Modes of Explanation in Functional Grammar. In W. Reid, R. Otheguy, & N. Stern (Eds.), *Signal, Meaning, and Message: Perspectives on sign-based linguistics* (pp. 311-337). John Benjamins Publishing Company.

Huffman, A. (2022). From Sound to Signal [unpublished manuscript].

Otheguy, R. (2002). Saussurean anti-nomenclaturism in grammatical analysis: A comparative theoretical perspective. In W. Reid, R. Otheguy, & N. Stern (Eds.), *Signal*,

Meaning, and Message: Perspectives on sign-based linguistics (pp. 373-403). John Benjamins Publishing Company.

Reid, W. (2011). The communicative function of English verb number. *Natural Language & Linguistic Theory*, 1087-1146. <https://doi.org/10.1007/s11049-011-9154-0>

Stern, N. (2019). Introduction: Columbia School linguistics in the functional-cognitive space of the 21st century. In N. Stern, R. Otheguy, W. Reid, & J. Sackler (Eds.), *Columbia School Linguistics in the 21st Century* (pp. 1-32). John Benjamins Publishing Company.

Stern, N. (2022, June-March). Reflexivity, role conflicts, and the meaning of English self pronouns. *Manuscrito*, 45(1), 90-116. <https://doi.org/10.1590/0100-6045.2022.V45N1.NS>

Suggested readings:

Davis, J. (2004). The Linguistics of William Diver and the Linguistics of Ferdinand de Saussure. In G. Hassler, & G. Volkmann (Eds.), *History of Linguistics in Texts and Concepts* (Vol. I, pp. 307-326). Nodus Publikationen.

Diver, W. (1982). The focus-control interlock in Latin. *CUWPL*, 7, 13-31.

García, E. (1995). Reflexiones sobre la 'reflexividad'. *Iberoromania*, 42, 30-57.

Huffman, A. (2001). The linguistics of William Diver and the Columbia school. *Word*, 52(1), 29-68. <https://doi.org/10.1080/00437956.2001.11432507>

Stern, N. (2006). Tell me about yourself. In J. Davis, R. J. Gorup, & N. Stern (Eds.), *Advances in Functional Linguistics: Columbia School beyond its origins* (pp. 177-194). John Benjamins Publishing Company.

Additional readings:

Diver, W. (1995). Theory. In E. Contini-Morava, & B. Sussman Goldberg (Eds.), *Meaning as Explanation: Advances in Linguistic Sign Theory* (pp. 43-114). Mouton de Gruyter.

Diver, W. (2012). Phonology as Human Behavior. In A. Huffman, & J. Davis (Eds.), *Language: Communication and Human Behavior* (pp. 293-321). Brill.

Huffman, A. (2006). Diver's Theory. In J. Davis, R. J. Gorup, & N. Stern (Eds.), *Advances in Functional Linguistics: Columbia School beyond its origins* (pp. 41-62). John Benjamins Publishing Company.