

Course: LIN438/538 Semantics
Term: Fall 2016
Instructor: Jürgen Bohnemeyer
Text: Bohnemeyer & Wilkins in prep.

Overview: This course offers a theoretical and practical introduction to the methods and epistemological foundations of empirical research on semantic behavior for beginning graduate students and advanced undergraduate students. Lexical semantics, the study of word meaning, is primarily covered in this course, whereas the companion course, LIN443/543 *Semantics II*, is dedicated to compositional semantics, or the study of sentence meaning. Both courses also deal with pragmatics, the study of utterance meaning. While there is arguably no clear “logical” order among the two courses, and you are in fact free to take them in any order you like, students commonly prefer to start with 438/538, perhaps among other things because it is the less technical of the two and because compositional semantics presupposes a solid grounding in syntactic theory and analysis.

Requirements: If this is your first linguistics course, please come talk to me.

Goals: Semantics is a core discipline of linguistics, in the sense that research in all other domains of language presupposes acquaintance with some basic concepts and analytical tools of semantics. In addition, semantics is an important “interface” between linguistics and the other disciplines of the cognitive sciences, in particular, psychology, cultural anthropology, and computer science (artificial intelligence).

The textbook for this course, Bohnemeyer & Wilkins (in prep.), is still in the process of being written. Each lecture/class will be accompanied by a unique section of the book. A draft of each section will be made available to the participants in preparation of the lecture/class during which we will discuss it. This book differs from existing semantics textbooks in that it is centrally organized around the epistemological conditions and methods of empirical research on semantic behavior. It thereby responds to a growing demand created by the ongoing empiricist turn in the cognitive sciences. The book and the course aim to prepare the readers/students for the gathering and analysis of semantic data in a broad range of research contexts, from fieldwork to psycholinguistics and child language research. What all these contexts have in common is that the researcher cannot simply rely on interpretations of their own native speaker intuitions. How to do semantic research without relying on such intuitions, empirically, by the standards of the social and behavioral sciences - that is the central question the book and the course aim to answer.

Classes: M/F 2-3:20 PM in 210 O’Brian
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Course work:

- The section of the book to be read in preparation of a given class will be posted on UBLearn as a Word document under Course Documents (ideally) at least two days before the class. Students are encouraged to provide feedback in the form of suggested edits, comprehension questions, and comments using the commenting and editing tools of Word. Upload the annotated version of the document to the Discussion Board on UBLearn. **These annotations will count toward your participation grade.**
- Six short weekly homework assignments, involving mostly analysis of data provided with the assignments. These will be administered as online tests through UBLearn **during Week 3-8**. Performance on the best five accounts for 60% of the overall grade. **No replacements/make-ups.** Students in 438 and graduate students from other departments will have their point scores multiplied by a factor of 1.5.
- A take-home midterm exam **released in Week 9**; essentially a longer homework assignment that recaps the course up to this point (based on problems that occurred in previous assignments, but with different data). The exams will likewise be administered online. Again, grading will be adjusted to undergraduate vs. graduate level.
- A final project, on which the class works during the last five weeks of the course. This project involves the collection and analysis of data from at least three speakers of a language other than the student's first language. A 5-to-10-page write up of the results is due on **December 16th**.
- In-class participation. I grade participation as follows: Regular active participation – A; regular attendance and occasional active participation – B; regular attendance, no active participation – C; irregular attendance, no active participation: D; poor attendance, no active participation: F. **Attendance will be taken at the beginning of every lecture.** Attendance counts as irregular if the student missed more than one lecture unexcused and as poor if more than three lectures were missed unexcused. **Active participation can be achieved both in-class and through uploading feedback on the reading assignments to the Discussion Board.**

Rolling assignment schedule: Assignments need to be completed within one week after they are released. They are released and must be completed, respectively, at the beginning of class on the particular day. They will be discussed during the class following the one during which they are released.

Assessment: Best 5 HW assignments – 30%; midterm – 10%; final project – 40%; in-class participation – 20%.

Learning outcomes: The following table identifies the intended learning goals of the course and maps them to the instruments that will be used for the assessment of the students' success. **Keep in mind, however, that all of these assessment instruments are designed not only to test attainment of the learning goals, but simultaneously also to solidify, enhance, and refine them.** The undergraduate (U) and graduate (G) program goals referenced in the table are stated in an appendix to this syllabus.

Part of the course	Instrument	Outcomes	Program goals covered
I – Meaning and its study	HW #1 and Midterm exam	Learn to classify signs in terms of their semiotic properties; learn to diagnose entailments	U: Core concepts; Problem solving; Critical thinking; Life skills. – G: Theoretical foundations; Research.
II – Meaning and the properties of language	HW #2 and Midterm exam	Learn to diagnose performative uses of verbs; learn to diagnose non-compositionality and different types of ambiguity	U: Core concepts; Problem solving. – G: Theoretical foundations; Research.
III – Semantic theories, metalanguages, and ontologies	HW #3 and Midterm exam	Learn to prove the (in)validity of inferences through translations into propositional calculus	U: Core concepts; Problem solving; Critical thinking; Life skills. – G: Theoretical foundations; Research
	HW #4 and Midterm exam	Learn to translate English sentences into a non-quantificational version of predicate calculus	U: Problem solving; Critical thinking. – G: Research
	HW #5 and Midterm exam	Learn to diagnose semantic roles and translate English sentences into neo-Davidsonian event calculus	U: Core concepts; Problem solving. – G: Research
IV – Semantic phenomena	HW #6 and Midterm exam	Learn to diagnose and classify lexical-semantic relations; learn to diagnose polysemy	U: Core concepts; Problem solving. – G: Research
V – Gathering semantic data	Final project	Acquire hands-on experience with the design and realization of a semantic elicitation study; learn to classify semantic elicitation methods	U: Problem solving. – G: Research
VI – Semantic analysis	Final project	Practice the use of formal metalanguages to formulate hypotheses about the meanings of expressions and	U: Core concepts; Problem solving; Critical thinking; Life skills. – G: Theoretical foundations; Research

		constructions on the basis of their extensions and learn to test these hypotheses by isolating semantic and pragmatic meaning components	
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Paperless class: Readings will be posted on UBlerns/Course Documents two days ahead of class. Assignments will be posted on UBlerns/Assignments under “Tests”. The same holds for the final exam.

Outline: The readings listed in the outline are sections of Bohnemeyer & Wilkins in prep. Additional readings may be uploaded to UBlerns as we go.

Part	Week	Day	Topics	Reading
I Meaning and its study	1	1	What is empirical semantics?	1.1
		2	Meaning and interaction	1.2
	2	1	LABOR DAY	
		2	Reference and representation; elements and goals of a scientific theory of meaning	1.3 – 1.4
II Meaning and the properties of language	3	1	Meaning, modality, and the semiotics of language	2.1
		2	Semantic and pragmatic meaning	2.2
III Semantic theories, metalanguages, and ontologies	4	1	Lexical and compositional meaning	2.3
		2	Propositional calculus	3.1
	5	1	Predicate calculus	3.2
		2	Event semantics	3.3
IV Semantic phenomena	6	1	Metalanguages and semantic primitives	3.4
		2	Reference, truth, entailments, contradictions	4.1
	7	1	Meaning composition and anomaly	4.2
		2	Contextual appropriateness	4.3
	8	1	Graded category membership and semantic transfer	4.4
		2	Evidence from language processing	4.5
V Gathering semantic data	9	1	Conversational and corpus data	5.1
		2	Elicitation: from meaning to utterance	5.2
VI Semantic analysis	10	1	Elicitation: from utterance to meaning	5.3
		2	Positive and negative evidence;	6.1
	11	1	Isolating sense meanings	6.2
		2	Identifying and classifying implicatures	6.3
	12	1	Identifying presuppositions	6.4
		2	Diagnostics in (lexical) semantics	6.5

	13	1	Intra-speaker and inter-speaker variation	6.6
		2	FALL RECESS	
VII Semantic typology	14	1	Semantic typology	7
VIII Semantic domains		2	The nominal lexicon	8
	15	1 ¹	Space	9
		2	Events and time	10

Bibliography

The textbook:

Bohnemeyer, J. & D. P. Wilkins. In prep. **Empirical semantics**: A textbook for semantic research in the social and behavioral sciences. Manuscript, University at Buffalo

Other readings to be discussed:

Bierwisch, Manfred. 1987. On the nature of semantic form in natural language. In F. Klix & M. Hagendorf (eds.), *Human memory and cognitive capabilities: Mechanisms and performances*. North-Holland: Elsevier. 765-783.

[JB 2001] Bohnemeyer, Jürgen. 2001. Deixis. In N. J. Smelser & P. B. Baltes (Eds.), *International Encyclopedia of the Social & Behavioral Sciences. Volume 5*. (Section Editor for Linguistics: B. Comrie). London: Elsevier. 3371-3375.
<http://www.acsu.buffalo.edu/~jb77/deixis.pdf>

[JB 2003] ---- 2003. NSM without the Strong Lexicalization Hypothesis. *Theoretical Linguistics* 29(3): 211-222.
http://www.acsu.buffalo.edu/~jb77/TL_Durst_comments_Bohnemeyer.pdf

[JB et al. 2007] Bohnemeyer, Jürgen, Nichoals J. Enfield, James Essegbey, Iraide I. Ibarretxe-Antuñano, Sotaro Kita, Friederike Lüpke, & Felix K. Ameka. 2007. Principles of event representation in language: The case of motion events. *Language* 83(3): 495-532.
<http://www.acsu.buffalo.edu/~jb77/principles7.pdf>

Bohnemeyer, J. & Levinson, S. C. (ms.) Framing Whorf: A response to Li et al. 2011. Manuscript, University at Buffalo.

Clark, Herbert H. 1996. *Using language*. Cambridge: Cambridge University Press.

[CMG] Chierchia, Gennaro & Sally McConnell-Ginet. ²2000. *Meaning and grammar: An introduction to semantics*. Second edition. Cambridge, MA: MIT Press.

¹ I'm scheduled to present at a conference in Melbourne, Australia during the last week of classes and so will likely be absent the entire week. Guest lecturers are still being solicited.

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- Levinson, Stephen C. 1983. *Pragmatics*. Cambridge: Cambridge University Press.
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- [L&RH] Levin, Beth & Malka Rappaport Hovav. 2005. *Argument realization*. Cambridge: Cambridge University Press.
- Saeed, John I. 2003. *Semantics*. Oxford, UK: Blackwell. [Second, revised edition; original edition published 1997.]
- [TCS I] Talmy, Leonard. 2000. *Toward a cognitive semantics. Volume I: Concept structuring systems*. Cambridge, MA: MIT Press.
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<http://linguistics.buffalo.edu/people/faculty/talmy/talmyweb/TCS.html>
- Portner, Paul. 2005. *What is meaning? Fundamentals of formal semantics*. London: Blackwell.
- Ungerer, Friedrich & Hans-Joerg Schmid. 1996. *An introduction to Cognitive Linguistics*. London: Longman.
- [VVLP] Van Valin, Robert W. Jr., & Randi J. LaPolla. 1997. *Syntax*. Cambridge: Cambridge University Press.

Appendix: Undergraduate Program Learning Outcomes

1. Core concepts

Students will comprehend the core concepts of linguistics (including ones those in phonetics, phonology, morphology, syntax, or semantics), as well as the basic literature that assumes such concepts.

2. Grasp of cognitive/social aspects of language

Students will achieve an awareness of language in its broader cognitive and social context.

3. Language diversity awareness

Students will develop an awareness of linguistic diversity and variability.

4. Critical thinking

Students will master the ability to construct arguments for choosing between alternative analyses of linguistic phenomena and to identify relevant data bearing on the analyses.

5. Problem solving

Students will be able to analyze linguistic data from English or other languages and to construct descriptions of particular linguistic phenomena in particular languages.

6. Data collection

Students will be able to develop basic collection and analysis skills.

7. Communication skills

Students will attain the skills necessary to prepare written and oral presentations on linguistic topics.

8. Life skills

Students will comprehend and appreciate cultural differences among speakers of different languages, be capable of applying the analytic skills acquired through the study of linguistics to other areas of life, and ascertain the importance of language in human endeavors.

Appendix II: Graduate Program Learning Outcomes

1. Similarities and differences across languages (M.A. and Ph.D.)

Languages vary in their grammars, lexicons, sound systems, and practices of language use. Students will demonstrate understanding of phonetic, phonological, morphological, syntactic, and semantic similarities and differences among the world's languages.

2. Theoretical foundations (M.A. and Ph.D.)

Students will demonstrate that they understand central questions that have formed the basis for various approaches to the description and modeling of human languages, as well as current issues specific to the core subfields within linguistics.

3. Research (M.A. and Ph.D.)

Students will be able to articulate hypotheses about linguistic phenomena, identify and assemble relevant data, and analyze and assess the results.

4. Methodologies (M.A. and Ph.D.)

Linguistic research involves data from a variety of sources, including gathering of acceptability or semantic judgments, lab experiments, field research, corpus studies, interviews, and use of secondary sources such as reference works. Students will be exposed to several of these methodologies and master at least one of them.

5. Ethical issues (Ph.D.)

Students will demonstrate understanding and respect of the ethical norms involved in linguistic research.

6. Professional communication skills

A. M.A. and Ph.D.: Students will attain the skills necessary to prepare written presentations on linguistic topics.

B. Ph.D: Students will acquire the professional skills needed to communicate the results of their research at academic conferences and other forums, and write up their results in preparation for submission to proceedings and journals.