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.

	Date	Readings* / Assignments	General Topics	Instructor
Session 1	Tuesday, October 3, 2pm-4pm EST	Required: Stern (2019). Introduction. Suggested: Novotny (2023). A signal-meaning explanation for the distribution of the form *through* in discourse.	Basic theoretical considerations. Comparison between CS and other functionalist approaches. Case study: A CS analysis of *through*.	Ludmila Novotny
Session 2	Tuesday, October 10, 2pm-4pm EST	Required: García & Otheguy (1983). Being polite in Ecuador. Assignment: Read the instructions for the data collection assignment and bring any questions you may have.	A CS analysis: Spanish clitics as signals of meaning. Introduction to data collection assignment.	Ludmila Novotny
Session 3	Tuesday, October 17, 2pm-4pm EST	Required: Diver (2012[1975]). The nature of linguistic meaning. Suggested: Huffman (2006). Diver's theory.	Key CS concepts. Contrast between CS and more traditional linguistic approaches.	Ludmila Novotny
Session 4	Tuesday, October 24, 2pm-4pm EST	Required: Tobin (1997: 30-49). *Phonology as human behavior*, from "The statement of the problem" onwards. Suggested: Van Soeren (2023). The role of word recognition factors and lexical stress in the distribution of consonants in Spanish, English and Dutch.	Phonology in CS. Case study: the distribution of sounds in English, Spanish and Dutch.	Daan van Soeren

Session 5	Tuesday, October 31, 2pm-4pm EST	Required: Diver & Davis (2012: 211-235). Latin voice and case, Part II. Suggested: De Jonge & Di Lollo (2000). Actividad en Salamanca: *le, lo* y el sistema de casos. Assignment: please prepare to share your data collected so far with the class	Introduction to the Latin System of Degree of Control. Case study: *le/lo* in Spanish. Feedback on data collection.	Daan van Soeren
Session 6	Tuesday, November 7, 2pm-4pm EST	No reading assigned. Assignment: Please prepare 5 questions relating to CS theory, methodology, or application to your own research, for the Q&A with our special guests.	Q&A session with invited CS scholars Nancy Stern, Bob de Jonge and Ricardo Otheguy (first hour). Discussion after the break.	Daan van Soeren
Session 7	Tuesday, November 14, 2pm-4pm EST	Required: Reid (2004). Monosemy, homonymy and polysemy. Assignment: Data collection assignment.	Positing a grammatical system, and why monosemy is favored over polysemy in CS. Students' data-sharing.	Andrew McCormick
Session 8	Tuesday, November 21, 2pm-4pm EST	Required: Diver (2012[1978]). Putting the horse before the cart. Suggested: McCormick (2023). *How as a signal of an invariant meaning*, Chapters 1 & 4.	Classic CS quantitative validation based on one text. Case study: A CS analysis of *how*.	Andrew McCormick
Session 9	Tuesday, November 28, 2pm-4pm EST	Required: Sabar (2018). *Lexical meaning as a testable hypothesis*, Chapters 1-2. Assignment: Data collection assignment.	Using big-data (COCA) in a CS analysis. Students' data- sharing. Wrapping up: Next steps for students	Andrew McCormick

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

Required readings:

Diver, William. 2012. The nature of linguistic meaning. In Alan Huffman & Joseph Davis (eds.), *Language: Communication and human behavior. The linguistic essays of William Diver*, 47-63. Leiden & Boston: Brill. (Reprinted with revisions from Introduction, *CUWPL 2*, 1975)

Diver, William. 2012. Putting the horse before the cart: Linguistic analysis and linguistic theory. In Alan Huffman & Joseph Davis (eds.), *Language: Communication and human behavior. The linguistic essays of William Diver*, 47-63. Leiden & Boston: Brill. (Adapted from a talk at McGill University, Montreal, March 1978)

Diver, William & Joseph Davis. 2012. Latin voice and case. In Alan Huffman & Joseph Davis (eds.), *Language: Communication and human behavior. The linguistic essays of William Diver*, 195-245. Leiden & Boston: Brill.

García, Érica & Ricardo Otheguy. 1983. Being polite in Ecuador. *Lingua* 61, 103-132. doi: 10.1016/0024-3841(83)90029-3

Reid, Wallis (2004). Monosemy, homonymy and polysemy. In Ellen Contini-Morava, Robert S. Kirsner & Betsy Rodríguez-Bachiller (eds.), *Cognitive and communicative approaches to linguistic analysis*, 93-129. John Benjamins.

Sabar, Nadav (2018). *Lexical meaning as a testable hypothesis: The case of English look, see, seem and appear.* John Benjamins.

Stern, Nancy (2019). Introduction: Columbia School linguistics in the functional-cognitive space of the 21st century. In Nancy Stern, Ricardo Otheguy, Wallis Reid, & Jaseleen Sackler (eds.), *Columbia School Linguistics in the 21st Century*, 1-32. John Benjamins.

Tobin, Yishai. 1997. *Phonology as human behavior. Theoretical implications and clinical applications*. Durham & London: Duke University Press.

Suggested readings:

De Jonge, Bob & Betty di Lollo. 2000. Actividad en Salamanca: *le*, *lo* y el sistema de casos. In Bob de Jonge (ed.), *Estudio analítico del signo lingüístico – teoría y descripción,* 41-59. Amsterdam & Atlanta: Rodopi.

Huffman, Alan (2006). Diver's theory. In Joseph Davis, Radmila J. Gorup & Nancy Stern (eds.), *Advances in Functional Linguistics: Columbia School beyond its origins*, 41-62. John Benjamins.

McCormick, Andrew (2023). How *as a signal of an invariant meaning*. New York: CUNY Graduate Center dissertation.

Novotny, Ludmila (2023). A signal-meaning explanation for the distribution of the form *through* in discourse. Paper presented at the Tenth Brno Conference on Linguistics Studies in English, Masaryk University, Brno, Czech Republic, September 4-5, 2023.

Van Soeren, D.P. 2023. The Role of word recognition factors and lexical stress in the distribution of consonants in Spanish, English and Dutch. *Journal of Linguistics* 59 (1), 149–177. doi: 10.1017/S0022226722000081