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Spring 2-1-2018

# LING 570.01: Seminar in Linguistics

Leora Bar-el

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# Temporal/Aspectual Systems LING 570

The University of Montana

Spring 2018

Instructor: Leora Bar-el

## SYLLABUS

*The study of aspect has been likened to a dark and savage forest full of "obstacles, pitfalls, and mazes which have trapped most of those who have ventured into this much explored but poorly mapped territory"*  
- Macaulay 1978, as quoted in Binnick 1991

*Most readers get as far as the Future Semiconditionally Modified Subinverted Plagal Past Subjunctive Intentional before giving up; and in fact in later editions of the book all pages beyond this point have been left blank to save on printing costs... The Hitchhiker's Guide to the Galaxy skips lightly over this tangle of academic abstraction, pausing only to note that the term "Future Perfect" has been abandoned since it was discovered not to be.*  
- Douglas Adams (The Restaurant at the End of the Universe)

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### Instructor information

✉ <leora.bar-el@umontana.edu>

📍 Social Science Building, Room 210

☎ To reach me by phone, you can leave a message in the Anthropology main office 406-243-2693

Office hours: Mondays 2pm-3:30pm and Wednesdays 10:30am-12pm, or by appointment

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### Course meeting times and venue

Tuesdays and Thursdays

2:00pm-3:20pm

SS 238

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### Course description

In this course we explore temporal/aspectual systems cross-linguistically. We will examine the types of temporal and aspectual distinctions that languages encode, how languages encode those distinctions, and the extent to which languages vary with respect to their tense/aspect systems. We will explore (i) the ways in which tense and temporal interpretations are expressed, (ii) the ways in which predicates are classified based on their aspectual properties (sometimes called lexical aspect or Aktionsart or situation aspect), and the extent to which these classifications and their diagnostics are upheld cross-linguistically, and (iii) the types of grammatical aspect (sometimes called viewpoint aspect, or just "aspect") categories and meanings that we find across languages. Throughout the course we will examine data from a variety of languages. We will also investigate some of the methodologies that are used to uncover temporal/aspectual distinctions in well-documented as well as under-documented languages.

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### Moodle

This course has an [online supplement Moodle site: http://umonline.umt.edu/](http://umonline.umt.edu/) (click on Moodle NetID Login). Slides, readings, worksheets, links and other materials will be posted there. You will also upload your assessed work to Moodle. Links to Tech Support are available at the login page and below. Please inform me if you have any problems accessing the site.

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### Technical Support

UMOnline: 406-243-4999 or toll-free 866-225-1641

[UMOnline student support website: http://umonline.umt.edu/student-support](http://umonline.umt.edu/student-support)

[UMOnline technical support e-mail address: umonline-help@umontana.edu](mailto:umonline-help@umontana.edu)

IT Central: 406-243-4357

[IT Central support website: http://umt.edu/it-support/](http://umt.edu/it-support/)

[IT Central support e-mail address: italk@umontana.edu](mailto:italk@umontana.edu)

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## Course Structure

Class meetings will include discussions of assigned readings (book chapters, articles), data set activities, student presentations, linguistic research training, etc.

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## Learning Outcomes

Upon successful completion of this course, you will:

- (a) understand some of the ways in which tense and temporal interpretations are expressed across languages
  - (b) understand some of the ways in which aspectual classes have been categorized, the diagnostics used to classify them, and their documented variation cross-linguistically
  - (c) understand some of grammatical aspect distinctions across languages
  - (d) be familiar with some of the methodologies used to uncover temporal/aspectual distinctions
  - (e) be able to present and discuss claims, data, and arguments from the literature
  - (f) be familiar with the conference abstract review process
  - (g) be able to explore temporal/aspectual systems in different languages and communicate your research findings in the form of oral presentations, research papers, reports, and conference abstracts
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## Assessment

Participation	20%
Reading assignments	20%
Language report	10%
Field assignment	15%
Conference-style abstract	5%
Research paper and presentation	25%
Revised abstract	5%

- Participation: This is crucial in a graduate seminar. You are required to attend every class, come to class prepared, having completed the assigned readings, assignments, etc., and actively participate in class discussions on a regular basis.
- Reading assignments: Throughout the semester, you will complete several short assignments based primarily on our readings, but may also include short assignments relating to your field assignment, research papers, etc.
- Language report: For this assignment you will examine a/some grammars of a language that you are not familiar with and uncover as much as you can about the temporal/aspectual system of that language. You will present your findings to the class as a brief presentation on **Tuesday February 27**. Further details will be distributed later in the course.
- Field assignment: For this assignment you will conduct some fieldwork in order to uncover some facts about the temporal/aspectual system of that language. You will present your findings in class on **Tuesday March 20, or Thursday March 22**, focusing on the generalizations that emerged in your data, as well as reflections on the data collection process. Prior to your presentations we will have an in-class workshop on collecting and presenting data. Note that you will also be required to complete a UM Online Research Ethics Course prior to data collection. Further details will be distributed later in the course.
- Research paper and presentation: For your research paper you may choose any topic related to the study of temporal/aspectual systems. You are welcome (though you are not required) to develop your language report or field assignment for this paper. You are welcome to focus on an area of research relating to tense and aspect that we did not cover in this course. Your paper can be based on data you collect, or data published in the literature. Your paper must make an original contribution (i.e., it cannot be limited to a summary of the literature). Papers are due **by 9am Wednesday May 9**. Prior to submitting your paper, you will give an **in-class presentation** of your research in the last week of class (**Tuesday May 1 or Thursday May 3**). A presentation schedule will be posted later in the term. We will spend some time in-class discussing writing research papers and giving research presentations. You are also welcome to discuss your topics with me individually. Further details will be distributed later in the course.

- **Conference-style abstract:** You will write a conference-style abstract of your research paper (1 page single-spaced, 12-point font, 1-inch margins, plus up to an additional page of data and references) and upload it to Moodle **by 9am on Monday April 16**. Prior to the abstract due date, we will discuss abstract writing in class.
- **Abstract review session:** We will have an in-class abstract review session on **Thursday April 19** where we discuss each of your abstracts as a group and provide feedback. You are required to download all the abstracts from Moodle and read them before the class they are to be discussed.

Plagiarism is an offence and is not tolerated. You are welcome (and encouraged) to discuss readings, assignments, research papers, etc. together with classmates, but you **must** write up your work **on your own**

### Grading criteria

A	93-100%	B+	87-89%	C+	77-79%	D+	67-69%	F	Below 60%
A-	90-92%	B	83-86%	C	73-76%	D	63-66%		
		B-	80-82%	C-	70-72%	D-	60-62%		

### Readings

- % The required readings for this course (articles and book chapters) will be downloadable from our course Moodle site. See the schedule and reading list at the end of this syllabus for details.

### Library reserves

- This course has a Course Reserves webpage. Go to the main page of the Mansfield Library website <http://www.lib.umt.edu> and in the Search window click on the Course Reserves tab. You can search by my name, course ID, course name, or item title. Books on reserve for this course (listed below) are available from the Information Center on the main floor of the library (Level 3). These books are on 1 week reserve.

### Other resources

- Other resources and relevant material may be introduced in class and posted on Moodle where appropriate. You are always welcome to speak to me about advice on materials to consult.
- You will be expected to find books, articles and other resources related to tense and aspect throughout the course which you will use for reports, assignments, research projects and in class discussions.
- When you come across resources that you think the class would benefit from, please let me know and I will post them on Moodle when possible.
- If the library does not own a book or article that you are looking for, you can request it through Interlibrary Loan (ILL): <http://www.lib.umt.edu/research-find/ill>

### UM Writing and Public Speaking Center

The University of Montana Writing and Public Speaking Center offers students in all disciplines free support as they write or prepare presentations for any course. Welcoming all students, The Writing Center provides a learning environment where students can engage in supportive conversations about their work and receive feedback at any point during their process. To make an appointment and learn more about The Writing and Public Speaking Center, visit [www.umt.edu/writingcenter](http://www.umt.edu/writingcenter) or call 243-2266.

### Course Policies and Procedures

- **Attendance:** You are expected to attend every class and be an active participant. If you miss a class, inform me by e-mail **as early as possible**. Unexcused absences will result in a deduction to your participation grade.
- **Respect your classmates:** Arrive to class **on time**. You are responsible for all material covered, including announcements, questions/answers, etc., that may occur at the beginning of class. If you are late, please be courteous to your fellow classmates and me – avoid being disruptive. If you anticipate being late to class regularly (e.g., due to a work schedule, a class on the other side of campus, etc.), please inform me as soon as possible. Unexcused tardiness will result in a deduction to your participation grade.

- **Student Conduct Code:** You are expected to be familiar with the *University of Montana Student Conduct Code*, which is downloadable from the [Dean of Students webpage](http://www.umt.edu/vpesa/Dean%20of%20Students/): <http://www.umt.edu/vpesa/Dean%20of%20Students/>. You are also expected to be familiar with the University of Montana Academic Policies and Procedures: [Academic Policies and Procedures webpage](http://catalog.umt.edu/academics/policies-procedures/): <http://catalog.umt.edu/academics/policies-procedures/>.
- **E-mail:** Course information will be circulated by e-mail to your UM e-mail address (usually via Moodle, but in some cases, directly to your individual e-mail address). Make sure that you check that e-mail account often. **You are responsible for ensuring that you are able to receive course information circulated by e-mail.**
- **Course Accommodations Statement (DSS):** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or by calling 406-243-2243 for assistance in developing a plan to address program modifications. If you are already working with Disability Services your responsibilities are to contact me to discuss reasonable and appropriate modifications that may be necessary. I will work with you and Disability Services to provide a reasonable and appropriate modification. For more information, visit the [Disability Services for Students](http://www.umt.edu/dss/) website at <http://www.umt.edu/dss/>.
- **Technical Requirements:** Using the Moodle learning environment requires your computer to be set up to view and download documents, webpages, etc. More information can be found on the [UMOnline student support website](http://umonline.umt.edu/studentsupport): <http://umonline.umt.edu/studentsupport>. Contact UMOline for assistance: 406-243-4999; [UMOnline technical support e-mail address](mailto:umonline-help@umontana.edu): [umonline-help@umontana.edu](mailto:umonline-help@umontana.edu). If you are new to the Moodle Learning Environment, please visit [UMOnline http://umonline.umt.edu/](http://umonline.umt.edu/), follow the **Moodle NedID Login** link, and once you have logged in, click on the **Moodle 101 for Students** (under Useful Links).
- **Submitting Assessed Work:** Assessed work should be uploaded to the relevant section on Moodle as either .pdf or .docx files. Files should be named with your last name and an appropriate assessment category (e.g., "Smith Methods Report"). It is your responsibility to ensure that your submitted work is uploaded to Moodle by the deadline. Feedback on your work will be inserted into your submitted files and uploaded to Moodle.

### Proposed Schedule (subject to change)

Week	Day	Date	Topic/Activity	Readings* and Deadlines
1	Tues	Jan. 23	Course overview and introduction	
	Thurs	Jan. 25	Tense and aspect (and mood): an overview	Dahl & Velupillai 2013b Optional more extensive overview: Comrie 1985 [CH1 §1.1-1.7 p.1-26]; Comrie 1967 [Introduction §0.1-0.3 p.1-13]
2	Tues	Jan. 30	Tense	Comrie 1985 [CH2 p.36-55]; Reichenbach 1947 [§51 p.290-297]; Dahl & Velupillai 2013d
	Thurs	Feb. 1	The future: tense or mood?	Enç 1996; Dahl & Velupillai 2013c
3	Tues	Feb. 6	"Lexical" aspect: a first look	Vendler 1967
	Thurs	Feb. 8	Grammatical aspect: a first look	Comrie 1976 [CH1 p.16-40]; Dahl & Velupillai 2013a
4	Tues	Feb. 13	Universality of aspectual classes?	Van Valin 2006 [§1-2 p.155-163]
	Thurs	Feb. 15	The relation between lexical and grammatical aspect	Wilhelm 2002
5	Tues	Feb. 20	Another look at states	Jóhannsdóttir 2011 [§2.1-2.2 p.41-65]
	Thurs	Feb. 22	Progressive states	Jóhannsdóttir 2011 [§3.1-3.2 p.86-91; 3.4-3.7 p.96-127]

6	Tues	Feb. 27	Language Reports	
	Thurs	Mar. 1	Field methodologies	Dahl 1985 [p.44-50; Appendix]; Bar-el 2015
7	Tues	Mar. 6	Non-culminating accomplishments	Tsujimura 2003; Pederson 2008; Arunachalam & Kothari 2011; Soh & Kuo 2005
	Thurs	Mar. 8	Initial points	Fabregas 2016; Rozwadowska 2017; Choi 2015
8	Tues	Mar. 13	Perfect aspect	Comrie 1976 [CH3 p.52-65]; Dahl & Velupillai 2013e
	Thurs	Mar. 15	Perfect aspect vs. <i>already</i>	Kiyota 2006; Vander Klok & Matthewson 2015
9	Tues	Mar. 20	Field Assignment Presentations	
	Thurs	Mar. 22	Field Assignment Presentations	
10	Tues	Mar. 27	<b>Spring Break – No Class</b>	
	Thurs	Mar. 29	<b>Spring Break – No Class</b>	
11	Tues	Apr. 3	Tense in the nominal domain; Abstract writing	Nordlinger & Sadler 2004
	Thurs	Apr. 5	“Tenseless” languages and “Aspectless” languages	Lin 2012 [§1-6 p.669-685]; Bohnemeyer & Swift 2004 [§1-2 p.263-277]
12	Tues	Apr. 10	L1 Acquisition of tense and aspect	Wagner 2012; van Hout 2008
	Thurs	Apr. 12	L2 Acquisition of tense and aspect	Bardovi-Harlig 2012
<b>Abstracts due by 9am Mon Apr 16</b>				
13	Tues	Apr. 17	TBA	TBA
	Thurs	Apr. 19	In-class abstract review	Student abstracts
14	Tues	Apr. 24	TBA	TBA
	Thurs	Apr. 26	TBA	TBA
15	Tues	May 1	Student research presentations (schedule TBA)	
	Thurs	May 3	Student research presentations (schedule TBA); Course-Wrap up	<b>Final papers and revised abstracts due by 9am Wednesday May 9</b>

\* Additional readings may be assigned or suggested throughout the course. They will be posted on Moodle where available. You are expected to consult additional resources relating to your chosen research topics.

### Required readings (additional readings may be assigned during the semester)

- Arunachalam, Sudha & Anubha Kothari. 2011. An experimental study of Hindi and English perfective interpretation. *Journal of South Asian Linguistics* 4(1):27-42.
- Bardovi-Harlig, Kathleen. 2012. Second Language Acquisition (Chapter 16). In *The Oxford Handbook of Tense and Aspect*. Robert Binnick (ed.). Oxford: Oxford University Press. 481-503.
- Bar-el, Leora. 2015. Documenting and Classifying Aspectual Classes Across Languages. In Ryan Bochnak and Lisa Matthewson (eds.), *Semantic Fieldwork Methodologies*. Oxford: Oxford University Press. 75-109.
- Bohnemeyer, Jürgen and Mary Swift. 2004. Event Realization and Default Aspect. *Linguistics and Philosophy* 27: 263-296.
- Choi, Jiyoung. 2015. On the universality of aspectual classes: inchoative states in Korean'. In E. Labeau & Q. Zhang (eds.), *Cahiers Chronos 27: Taming the TAME Systems*. Amsterdam: Rodopi. 123-135.
- Comrie, Bernard. 1985. *Tense*. Cambridge: Cambridge University Press.

- Comrie, Bernard. 1976. *Aspect: an introduction to the study of verbal aspect and related problems*. Cambridge: Cambridge University Press.
- Dahl, Östen. 1985. *Tense and aspect systems*. Oxford; New York: Blackwell.
- Dahl, Östen and Viveka Velupillai. 2013a. Perfective/Imperfective Aspect. In Matthew Dryer and & Martin Haspelmath (eds.) *The World Atlas of Language Structures Online*. Leipzig: Max Planck Institute for Evolutionary Anthropology. <http://wals.info/chapter/65>.
- Dahl, Östen and Viveka Velupillai. 2013b. Tense and Aspect. In Matthew Dryer and & Martin Haspelmath (eds.) *The World Atlas of Language Structures Online*. Leipzig: Max Planck Institute for Evolutionary Anthropology. <http://wals.info/chapter/s7>.
- Dahl, Östen and Viveka Velupillai. 2013c. The Future Tense. In Matthew Dryer and & Martin Haspelmath (eds.) *The World Atlas of Language Structures Online*. Leipzig: Max Planck Institute for Evolutionary Anthropology. <http://wals.info/chapter/67>.
- Dahl, Östen and Viveka Velupillai. 2013d. The Past Tense. In Matthew Dryer and & Martin Haspelmath (eds.) *The World Atlas of Language Structures Online*. Leipzig: Max Planck Institute for Evolutionary Anthropology. <http://wals.info/chapter/66>.
- Dahl, Östen and Viveka Velupillai. 2013e. The Perfect. In Matthew Dryer and & Martin Haspelmath (eds.) *The World Atlas of Language Structures Online*. Leipzig: Max Planck Institute for Evolutionary Anthropology. <http://wals.info/chapter/68>.
- Enç, Mervet. 1996. Tense and modality. In *The Handbook of Contemporary Semantic Theory*. Shalom Lappin (ed.). Oxford: Blackwell Publishers. 345-358.
- Fábregas, Antonio. 2016. A note on how and why 'state + aorist = achievement'. *Onomázein* 33: 57-68.
- Jóhannsdóttir, Kristín. 2011. Aspects of the Progressive in English and Icelandic. Doctoral Dissertation, University of British Columbia.
- Kiyota, Masaru. 2006. Semantics of the particle *k<sup>w</sup>t* and event representation in Səncáθəŋ. *Proceedings of the 11<sup>th</sup> Workshop on Structure and Constituency in Languages of the Americas (UBCWPL 19)*. Vancouver: UBC. Pp. 95-108.
- Lin, Jo-Wang. 2012. Tenseless (Chapter 23). In *The Oxford Handbook of Tense and Aspect*. Robert Binnick (ed.). Oxford University Press. 669-695.
- Nordlinger, Rachel and Louisa Sadler. 2004. Nominal tense in crosslinguistic perspective. *Language* 80: 776–806.
- Pederson, Eric. 2008. Event realization in Tamil. In M. Bowerman & P. Brown (eds.), *Crosslinguistic perspectives on argument structure: Implications for learnability*. Routledge. 331-355.
- Reichenbach, Hans. 1947. *Elements of symbolic logic*. Macmillan, New York.
- Rozwadowska, Bożena. 2017. On the onset of psych eventualities. Unpublished manuscript.
- Soh, Hooi Ling and Jenny Yi-Chun Kuo. 2005. Perfective aspect and accomplishment situations in Mandarin Chinese. In H.J. Verkuyl, H. de Swart & A. van Hout (eds.), *Perspectives on Aspect*. Springer. 199-216.
- Tsujimura, Natsuko. 2003. Event Cancellation and Telicity. *Japanese/Korean Linguistics* 12.
- Vander Klok, Jozina and Lisa Matthewson. 2015. Diagnostics for already vs. perfect aspect: a case study on Javanese *wis*. *Oceanic Linguistics* 54 (1):172-205
- van Hout, Angeliek. 2008. Acquiring Telicity Crosslinguistically: On the Acquisition of Telicity Entailments Associated with Transitivity. In M. Bowerman & P. Brown (eds.), *Crosslinguistic Perspectives on Argument Structure: Implications for Learnability*. Routledge. 255-278.
- van Valin, Robert D. 2006. Some Universals of Verb Semantics. In *Linguistic Universals*. Ricardo Mairal (ed.). Cambridge: Cambridge University Press. 155-178.
- Vendler, Zeno. 1967. *Philosophy in Linguistics*. Ithaca: Cornell University Press.
- Wagner, Laura. 2012. Primary Language Acquisition (Chapter 15). In *The Oxford Handbook of Tense and Aspect*. Robert Binnick (ed.). Oxford: Oxford University Press. 458-480.
- Wilhelm, Andrea 2002. Situation type and viewpoint aspect, or telicity and perfectivity in Dëne Sų́íné (Chipewyan). *Proceedings of the 7<sup>th</sup> Workshop on Structure and Constituency in Languages of the Americas (UBCWPL 10)*. Vancouver: UBC. Pp. 155-168.

**This syllabus is subject to change**