

# LIN 6571 Structure of Japanese FALL 2018

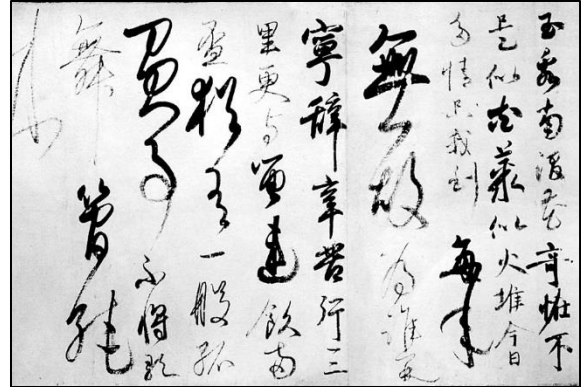
Section 2302 MWF 5 period (11:45-12:35 pm) MAT 002

Canvas site: <http://elearning.ufl.edu/>

**Instructor:** Ann Wehmeyer  
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Linguistics

**Office:** 320 Pugh

**Phone:** 273-2961



*Gyokusen-Jō* (玉泉帖 'Pellucid Stream Notebook'), calligraphy attributed to Ono no Michikaze (小野道風 894 – 966), mixture of calligraphy scripts, first half 10th century. <http://www.ink-treasures.com/history/calligraphy/japanese-calligraphy/history-of-japanese-calligraphy-part-2/>

**Email:** [awehme@ufl.edu](mailto:awehme@ufl.edu)

**Office hours:** M 7<sup>th</sup> period (1:55-2:45 pm), T 5-6<sup>th</sup> periods (11:45 am – 1:40 pm) & by appointment

**Course prerequisites:** JPN 1131 or permission of instructor. Previous study of linguistics will be a plus but is not required.

## Course objectives:

The goals of this course are to learn to understand and to analyze the structure of Japanese with the tools of linguistics. We will focus on areas that are distinctive in terms of structural properties, and areas of Japanese that pose challenges to linguistic analysis in terms of theory. Upon completion of the course, you will be able to describe and analyze Japanese from the following perspectives:

- *Writing system:* history, complexities, loanwords
- *Phonetics:* the sounds of Japanese, and distinctive properties such as vowel devoicing
- *Phonology:* accent and sound structure
- *Morphology:* how affixation and compounding form words
- *Syntax:* word order, configuration, complex structures, anaphora
- *Semantics:* word meaning, information structure, mimetics
- *Pragmatics:* speech levels, modality, interactive particles
- *Language variation:* regional, social

## Course materials:

**Tsujimura**, Natsuko. 2014. *An Introduction to Japanese Linguistics*, Third Edition. Malden, Massachusetts: Wiley Blackwell. ISBN 978-1-4443-3773-0. This textbook is available at the UF Book Store in Reitz Union.

**Vance**, Timothy J. 2008. *The Sounds of Japanese*. Cambridge, UK: Cambridge University Press. ISBN 978-0-521-61754-3. This textbook is available at the UF Book Store in Reitz Union.

**Course Reserves:** Selected journal articles and book chapters in online reserves at UF library, indicated by "CR" in the Daily Schedule. Go to Canvas and select Course Reserves on the left sidebar, or go to <http://www.uflib.ufl.edu/>, and click on "Course Reserves." After logging in, you will see a menu of courses in which you are currently enrolled. Open JPN 4850/LIN 6571, and select the desired reading for viewing or

printing. If you are off campus, you must connect through the VPN client (for instructions on how to obtain, see here <http://www.uflib.ufl.edu/login/vpn.html>).

#### **Policies and Expectations:**

- a. **The Honor Code:** *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.* On all work submitted for credit by students at the university, the following pledge is either required or implied: "*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*" All sources of information, including print, digital, and verbal, must be acknowledged. Verbatim materials must be indicated as such with quotations marks, and cited.
- b. **Special Accommodations:** Please let me know about any concerns regarding submission of assignments, testing, or other class requirements. You are welcome to visit during office hours, catch me after class, phone, or email. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.
- c. **Attendance and Participation:** Class sessions will combine lectures, discussions, media, and presentations. Your attendance and active participation is essential to the success of the course, and to your grade. Attendance will be taken, and participation noted.
- d. **Preparation and Assignments:**
  - a. **Read** the assigned texts carefully ahead of time, and be prepared to discuss them on the date that they appear in the Daily Schedule.
  - b. **Exercises** should be prepared ahead of time as you complete the readings, and should be submitted to the instructor at the end of class on the date that they appear in the schedule. Exercises are scored Complete or Incomplete, and must be submitted on the class date in order to be marked as Complete.
  - c. **Other assignments**, as indicated on the Daily Schedule, are to be submitted to Assignments in the Canvas course site and are due on the date indicated in the Daily Schedule/Assignments. Late submissions will be assessed a penalty of 5% for each day beyond the deadline.
- e. **Make-up Exams:** Prior notification to [awehmeye@ufl.edu](mailto:awehmeye@ufl.edu), or 273-2961, and written documentation of illness or family emergency is required. Consult with instructor to schedule the make-up exam.
- f. **GEN ED**
  - a. This course counts as **Social and Behavioral Sciences (S)** and **International (N)**.

#### **Course Requirements and Exams**

1. **Group Projects:** Everyone will participate in one of the following Group Projects that will involve the selection and analysis of data on one of the specific topics below for presentation to the class. Sign up for a group/topic in "Group Presentations" on Canvas. Your group can have up to three members.

- a. Your presentation should focus on data presentation and analysis, and may be illustrated by images or clips, as appropriate. The presentation should also make use of and explain, as necessary, relevant technical terms, concepts, and/or frameworks from course readings. It should be 20-30 minutes long, including time for questions from the class. One copy of the media for the Group Presentation must be submitted to Assignments in Canvas at least one hour before class time on the date of your presentation.
- b. Evaluation method:
  - a. Data analysis
    - i. Did you identify a robust set of data?
    - ii. Is your analysis sound and thorough?
    - iii. Did you refer to concepts from course materials?
    - iv. Did you compare the Japanese data to equivalent forms in English or other languages you may know?
  - b. Exposition and style
    - v. Are the visual aids clear and engaging? Do they support and add to the understanding of the presentation?
    - vi. Do all members of the group participate in the presentation?
    - vii. Does the presentation flow well? (ease of delivery, good eye contact, appropriate idiom)
  - c. Posing and handling questions
    - viii. Did you pose questions to the class that allowed for expansion of the material?
    - ix. When responding the class member questions, were you able to introduce new information and perspectives through your answers?
    - x. Were you able to guide discussion back to the material as you fielded questions and comments?
- c. Join one of the following Groups:
  - **Affixation 1, W 10/03/18.** Identify a productive affix in Japanese, and explain its meaning and process of word formation with selected examples from Japanese. Refer to Tsujimura for processes of word formation. Clear selection of affix with instructor.
    - Example: agentive suffixes (-te 手, -syu 手, -ka 家, -sya 者, as in *hanasite* 話し手 'speaker', *untensyu* 運転手 'driver', *sakka* 作家 'writer', *happyōsya* 発表者 'presenter')
    - Areas to address:
      - To what sort of base does this affix attach? Are there any restrictions?
      - What is the lexical category of the resulting word?
      - What does the affix indicate?
      - Does attachment of the affix affect the accent of the base?
      - How productive is this affix?
  - **Affixation 2, M 10/08/18.** Identify a productive affix in Japanese, and explain its meaning and process of word formation with selected examples from Japanese. Refer to Tsujimura for processes of word formation. Clear selection of affix with instructor.
    - Example: agentive suffixes (-te 手, -syu 手, -ka 家, -sya 者, as in *hanasite* 話し手 'speaker', *untensyu* 運転手 'driver', *sakka* 作家 'writer', *happyōsya* 発表者 'presenter')
    - Areas to address:
      - To what sort of base does this affix attach? Are there any restrictions?
      - What is the lexical category of the resulting word?
      - What does the affix indicate?
      - Does attachment of the affix affect the accent of the base?
      - How productive is this affix?

- **Lexicon 1, M 11/09/18.** Identify a set of nouns, verbs, or adjectives to compare and contrast with the similar set in English. Ideally, this will be a set of words that do not share a one-to-one meaning equivalence with the English counterpart set. Clear selection with instructor.
  - Example: the Japanese verbs *sumu* 住む, *ikiru* 生きる, and *kurasu* 暮らす can all, depending on context, be translated with the English verb 'to live'. How is their meaning distinguished from one another in Japanese?
  - Example: Japanese verbs of wearing. In English, the verbs *wear*, *put on*, *take off* can be used to refer to pretty much any item of clothing or accessory. Is this true of Japanese? How are Japanese verbs of wearing structured?
- **Lexicon 2, M 11/16/18.** Identify a set of nouns, verbs, or adjectives to compare and contrast with the similar set in English. Ideally, this will be a set of words that do not share a one-to-one meaning equivalence with the English counterpart set. Clear selection with instructor.
  - Example: the Japanese verbs *sumu* 住む, *ikiru* 生きる, and *kurasu* 暮らす can all, depending on context, be translated with the English verb 'to live'. How is their meaning distinguished from one another in Japanese?
  - Example: Japanese verbs of wearing. In English, the verbs *wear*, *put on*, *take off* can be used to refer to pretty much any item of clothing or accessory. Is this true of Japanese? How are Japanese verbs of wearing structured?
- **Regional Dialect, M 11/19/18.** Select a regional dialect, and outline its distinctive patterns of sound and/or grammar to present to the class. Other questions of interest would include whether the dialect is robust, or endangered, and in what contexts and/or media one is likely to encounter it.
- **Youth Slang (ryūkōgo, wakamono-kotoba, shingo), M 11/28/18.** Identify some contemporary neologisms that are current among young people, and analyze for form and meaning. Explain any processes involved in the formation of these words. To what sorts of references do such words tend to refer?

## 2. Exams

- Exam 1, in class, W 10/19/18.** Several days before the exam you will be provided with a Study Guide consisting mainly of problem sets.
- Exam 2, in class, W 10/31/18.** Several days before the exam you will be provided with a Study Guide consisting mainly of problem sets.

## 3. Research paper (Topic identification, Abstract and references, First draft, Final paper, Presentation)

- There are two possible approaches you can take. One is to select some aspect of Japanese to analyze from one or more theoretical perspectives. The other is to identify a topic of theoretical interest, and to focus on data from a language other than Japanese, but at the same time incorporate analysis of Japanese as it relates to the topic under consideration. If you prefer some other approach, please discuss with instructor before submitting your topic. The paper should be 10-15 pages in length, and should follow the *Linguistic Inquiry* Style Sheet <http://mitpress.mit.edu/journals/LING/li-style.pdf> (with the exception of their stipulation that underlining be used to represent italics—use italics instead).
- Steps and dates
  - Topic identification 09/17/18:** Submit a paragraph to Assignments in Canvas describing your proposed research topic and explain why it is of interest to you. You are most welcome to discuss with the instructor ahead of time. I will respond with feedback and suggestions.
  - Abstract and list of references 10/15/18:** Submit an abstract identifying the research question, the type of data under consideration, the theoretical approach, and anticipated results, to Canvas.

- iii. **First draft 11/14/18:** Submit a first draft of your paper to Assignments in Canvas.
  - iv. **Final version 12/05/18:** Respond to any feedback from instructor on first draft, and submit to Assignments in Canvas.
  - v. **Presentation 12/03/18 or 12/05/18:** Present a summary of the main findings, supported by data, from your research. Submit a copy of your slides to Canvas.
- c. Evaluation method: Evaluation of your work will focus on the following areas.
- i. Identification of topic
    - 1. Scope is clearly stated.
    - 2. Reason for inquiry is clearly stated.
    - 3. Goal of inquiry (research question) is clearly stated.
  - ii. Selection and presentation of data
    - 1. Appropriateness of data
    - 2. Sufficient amount of data
    - 3. Presentation follows format of *Linguistic Inquiry* Style Sheet
  - iii. Summary of previous research
  - iv. Critique of previous research
  - v. Your own contribution to analysis of the topic
    - 1. Data analysis
    - 2. Insights
    - 3. Strength of arguments
  - vi. Conclusion
    - 1. Summary of findings and their significance
    - 2. Note what has been beyond the scope of your study, but merits future inquiry
  - vii. Other
    - 1. Footnoting/endnoting to expand on points of theoretical interest, or to provide other data, that are related but fall outside the scope of the current inquiry; to present opposing points of view that are noteworthy but not central to your discussion.
    - 2. References follow format of *Linguistic Inquiry* Style Sheet

**Grades:**

Exercises	15%
Group presentation	20%
Exam 1	15%
Exam 2	15%
Research paper	35%
--Topic identification	
--Abstract and references 05%	
--First draft 05%	
--Final version 20%	
--Presentation 05%	
Total	100%

Grading scale: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), E (60 and below)

DAILY SCHEDULE

Date	Topic	Assigned Readings	Exercises
<b>Week 1 Writing system, Phonetics</b>			
W 08/22/18	Introduction to course	Frellesvig, Bjarke. 2010. "Writing," in <i>A History of the Japanese Language</i> , p. 11-25. Cambridge: Cambridge University Press. <b>CR</b>	
F 08/24/18	Articulatory and Acoustic phonetics	Vance, Chapter 1 "Phonetics," 1-25.	Exercises 5-12, p. 25
<b>Week 2 Phonetics and phonology</b>			
M 08/27/18	Phonemics	Vance, Chapter 2 "Phonemics," 26-52.	
W 08/29/18	Japanese vowels	Vance, Chapter 3 "Vowels," 53-70.	Exercises 1-4, p. 70-71.
F 08/31/18	Japanese consonants	Vance, Chapter 4 "Syllable-initial consonants," 74-94	Exercises 1-3, p. 94.
<b>Week 3 Phonology</b>			
M 09/03/18	Classes suspended	Labor Day	
W 09/05/18	Consonant gemination	Vance, Chapter 5, "Syllable-final consonants," 96-114.	Exercises 1, 3, 9, p. 112-113
F 09/07/18	Syllables and moras	Vance, Chapter 6 "Syllables and Moras," 115-141.	Exercises 1, 6, p. 138-139.
<b>Week 4 Pitch accent</b>			
M 09/10/18	Pitch accent	Vance, Chapter 7 "Accent and Intonation," through Noun and particle accent, p. 142-162	Exercise 6, p. 200.
W 09/12/18	Accent in verbs, adjectives and compound words	Vance, Chapter 7, "Accent and intonation," p. 162-198.	Exercises 14, 15, p. 202.
F 09/14/18	Vowel devoicing; syllable-initial velar nasals	Vance, Chapter 8 "Other topics," p. 206-235. <ul style="list-style-type: none"> <li>Grad students: Tsuchida, Ayako. 2001. Japanese Vowel Devoicing: Cases of Consecutive Devoicing Environments. <i>Journal of East Asian Linguistics</i> 10:3, 225-245. <b>CR</b></li> </ul>	Exercise 2, p. 232. Grad students: Tsuchida, 2001: offer summary of key points in class
<b>Week 5 Exam on sounds and sound structures; Word formation</b>			
M 09/17/18	Study Guide, Exam 1	Review of key concepts and discussion of question types	Research paper topic identification due
W 09/19/18	<b>Exam 1</b>	Covers material from beginning of class through 09/17/18	
F 09/21/18	Lexical categories; Word formation	Tsujimura, Chapter 4: Morphology, p. 125-157.	
<b>Week 6 Word formation</b>			
M 09/24/18	Affixation	Clahsen, Harald and Yu Ikemoto. 2012. The mental representation of derived words: An experimental	

		study of <i>-sa</i> and <i>-mi</i> nominals in Japanese. <i>The Mental Lexicon</i> 7:2, 147-182. <b>CR</b>	
W 09/26/18	Transitivity; Nominalization	Tsujimura, Chapter 4: Morphology, p. 157-174.	Exercise 5, p. 225-226, Tsujimura.
F 09/28/18	Mimetic words	Dingemanse, Mark and Kimi Akita. 2017. An inverse relation between expressiveness and grammatical integration: On the morphosyntactic typology of ideophones, with special reference to Japanese. <i>Journal of Linguistics</i> 53:3, 501-532. <b>CR</b>	
<b>Week 7 Word formation</b>			
M 10/01/18	Lexical innovation	Akita, Kimi. 2012. Register-specific morphophonological constructions in Japanese. <i>Annual Meeting of the Berkeley Linguistics Society</i> , 38, p. 3-17. Doi: <a href="http://dx.doi.org/10.3765/bls.v38io.3267">http://dx.doi.org/10.3765/bls.v38io.3267</a> . <b>CR</b>	
W 10/03/18	Nominal compounds	<ul style="list-style-type: none"> <li>• Tsujimura, Chapter 4: Morphology, p. 174-183.</li> <li>• Tsujimura, Chapter 3: Phonology, Sequential voicing – Rendaku, p. 56-65.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Affix 1, Group presentation</i></li> <li>• Exercises 4, 5, p. 120; Exercise 6, p. 226, Tsujimura</li> </ul>
F 10/05/18	Verbal compounds	<p>Tsujimura, Chapter 4: Morphology, p. 184-214.</p> <ul style="list-style-type: none"> <li>• Grad students: Kageyama, Taro. 2016. Noun-compounding and noun-incorporation, p. 237-272. In <i>Handbook of Japanese Lexicon and Word Formation</i>, edited by Taro Kageyama and Hideki Kishimoto. Boston: De Gruyter Mouton. <b>This is an E-book, and you can download the chapter.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Exercise 1, 2, 3, 4, p. 224-225, Tsujimura</li> <li>• Grad students: Kageyama, 2016, offer summary of key points in class</li> </ul>
<b>Week 8 Word formation</b>			
M 10/08/18	Child language	<ul style="list-style-type: none"> <li>• Tsujimura, Chapter 4: Morphology, p. 214-221.</li> <li>• Mazuka, Kondo and Hayashi. 2008. Japanese Mothers' Use of Specialized Vocabulary in Infant-Directed Speech: Infant-Directed Vocabulary in Japanese. In <i>The Origins of Language: Unraveling Evolutionary Forces</i>, edited by Nobuo Masataka, 39-58. Tokyo: Springer Japan. <b>CR</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Affix 2, Group presentation</i></li> <li>• Exercise 8, p. 228, Tsujimura</li> </ul>
W 10/10/18	Syntactic constituents, Phrase structures	Tsujimura, Chapter 5: Syntax, p. 229-237.	Exercises 2-3, p. 305-306, Tsujimura
F 10/12/18	Word order and scrambling; Noun ellipsis	Tsujimura, Chapter 5: Syntax, p. 238-254.	
<b>Week 9 Syntax</b>			

M 10/15/18	Reflexives; Passives	Tsujimura, Chapter 5: Syntax, p. 254-272.	<ul style="list-style-type: none"> <li>• Exercise 6, p. 306-307, Tsujimura</li> <li>• Research paper abstract and list of references due</li> </ul>
W 10/17/18	Types of indirect passives	Deguchi, Masanori. 2013. Two indirect passive constructions in Japanese. In <i>Non-canonical passives</i> , edited by Artemis Alexiandou and Florian Schäfer, 281-296. Philadelphia: John Benjamins. <b>CR</b>	
F 10/19/18	Lexical strata; honorific marking	Undergrads: Hebizo [Tomita, Takayuki] and Nagiko Umino. 2009. "O" no tsuku kotoba, tsukanai kotoba. In <i>Nihonjin no shiranai kotoba</i> , p. 106-113. Tokyo: Media Factory. In <b>FILES on Canvas</b> . <ul style="list-style-type: none"> <li>• Grad students: Watanabe, Akira. 2012. Direct modification in Japanese. <i>Linguistic Inquiry</i> 43:3, 504-513. <b>CR</b></li> </ul>	Grad students: Watanabe 2012, offer summary of key points in class
<b>Week 10 Syntax</b>			
M 10/22/18	Causatives; Relative clauses; Light verbs	Tsujimura, Chapter 5: Syntax, p. 272-284.	Exercise 1, p. 304-305, Tsujimura
W 10/24/18	Relative clauses; Light verbs	Tsujimura, Chapter 5: Syntax, p. 284-300.	
F 10/26/18	Postposing and emotion	Ono, Tsuyoshi. 2006. "An emotively motivated post-predicate constituent in a 'strict predicate final' language: Emotion and grammar meet in Japanese everyday talk," in <i>Emotive Communication in Japanese</i> , p. 139-154. Amsterdam: John Benjamins. <b>CR</b>	
<b>Week 11 Review and Exam 2</b>			
M 10/29/18	Study Guide, Exam 2	Review of key concepts and discussion of question types	
W 10/31/18	Exam 2	In class, covers all material from 09/24/18 through 10/29/18	
F 11/02/18	Classes suspended	Homecoming	
<b>Week 12 Exam 2, Semantics</b>			
M 11/05/18	Meaning—basic concepts; Metaphor	<ul style="list-style-type: none"> <li>• Tsujimura, Chapter 6: Semantics, p. 309-319.</li> <li>• Matsuki, Keiko. 1995. "Metaphors of Anger in Japanese," in <i>Language and the Cognitive Construal of the World</i>, p. 137-151. Berlin: Mouton de Gruyter. <b>CR</b></li> </ul>	Exercises 1, 5, p. 399-400 Tsujimura
W 11/07/18	Deixis and other spatial relations	Tsujimura, Chapter 6: Semantics, p. 319-334. <ul style="list-style-type: none"> <li>• Grad students: Ikegami, Yoshihiko. 1985. 'Activity'-'Accomplishment'-'Achievement'—A Language that can't say 'I burned it, but it didn't burn' and one that can. In <i>Linguistics and</i></li> </ul>	Grad students: offer summary of key points of Ikegami 1985



		Philosophy: Essays in Honor of Rulon S. Wells, edited by Adam Makkai and Aan K. Melby, p. 264-304. Amsterdam/Philadelphia: John Benjamins. <b>CR</b>	
F 11/09/18	Semantic structure of the lexicon	Kunihiro, Tetsuya. 1970. A contrastive study of vocabulary: With special reference to English and Japanese. In <i>Studies in General and Oriental Linguistics: Presented to Shirō Hattori on the occasion of his sixtieth birthday</i> , ed. By Roman Jakobson and Shigeo Kawamoto, 325-347. Tokyo: TEC Company. <b>CR</b>	<i>Lexicon 1, Group presentation</i>
<b>Week 13 Semantics</b>			
M 11/12/18	Classes suspended	Veterans' Day	
W 11/14/18	Tense and Aspect	Tsujimura, Chapter 6: Semantics, p. 335-370.	Research paper first draft due
M 11/16/18	Verb semantics; pragmatics; quantifier floating	<ul style="list-style-type: none"> <li>• Tsujimura, Chapter 6: Semantics, p. 370-395.</li> <li>• Recommended: <ul style="list-style-type: none"> <li>○ Suzuki, Takaaki and Naoko Yoshinaga. 2013. Children's knowledge of hierarchical phrase structure: Quantifier floating in Japanese. <i>Journal of Child Language</i> 40:3, 628-655. <b>CR</b></li> </ul> </li> </ul>	<i>Lexicon 2, Group Presentation</i>
<b>Week 14 Pragmatics</b>			
M 11/19/18	Regional variation	Tsujimura, Chapter 7: Language Variation, p. 403-410.	<i>Dialect, Group presentation</i>
W 11/21/18	Classes suspended	Thanksgiving	
F 11/23/18	Classes suspended	Thanksgiving	
<b>Week 15 Language variation and pragmatics</b>			
M 11/26/18	Sociolinguistic aspects of regional vernaculars	SturtzSreetharan, Cindi. 2017. Language and masculinity: the role of Osaka dialect in contemporary ideals of fatherhood. <i>Gender and Language</i> 11:4, 552-574. <b>CR</b>	
W 11/28/18	Social variation	Tsujimura, Chapter 7: Language Variation, p. 410-429.	<i>Youth slang, Group Presentation</i>
F 11/30/18	Sentence-final particles	Hasegawa, Yoko. 2015. Sentence-final particles. In <i>Japanese: A Linguistic Introduction</i> , p. 293-306. <b>CR</b>	
<b>Week 16 Pragmatics</b>			
M 12/03/18	Honorifics	Okamoto, Shigeko. 2011. The use and interpretation of addressee honorific and plain forms in Japanese: Diversity, multiplicity, and ambiguity. <i>Journal of Pragmatics</i> 43:15, 3673-3688. <b>CR</b>	Research paper findings presentations
W 12/05/18	Hedging	Lauwereyns, Shizuka. 2002. Hedges in Japanese conversation: The influence of age, sex, and formality. <i>Language Variation and Change</i> 14:2, 239-259. <b>CR</b>	<ul style="list-style-type: none"> <li>• Research paper final version due</li> </ul>

			• Research paper findings presentations
F 12/07/18	Study day		
F 12/08/16	Study day	Study Day	
Week 17 Exam week			
W 12/12/18			

### Basic References in Japanese Linguistics

UF has E-books for the series *Handbooks of Japanese Language and Linguistics* (Boston: De Gruyter Mouton). This is the most recent comprehensive reference work. Five volumes have been published so far:

*Handbook of Japanese Applied Linguistics*, 2016. Edited by Masahiko Minami.

*Handbook of Japanese Lexicon and Word Formation*, 2016. Edited by Taro Kageyama and Hideki Kishimoto.

*Handbook of Japanese Phonetics and Phonology*, 2015. Edited by Haruo Kubozono.

*Handbook of Japanese Psycholinguistics*, 2015. Edited by Mineharu Nakayama.

*Handbook of the Ryukyuan Languages*, 2015. Edited by Patrick Heinrich, Shinso Miyara, and Michinori Shimoji.

Other basic works include MARTIN for any aspect of Japanese language, FRELLESVIG or MILLER for any aspect of history of the Japanese language, and ALFONSO for any information about basic Japanese grammar or sentence patterns. Consult KUNO (1973), SHIBATANI (1990), and IWASAKI (2002) on key issues in Japanese linguistics. For recent treatments of key points of theory as they relate to Japanese, consult TSUJIMURA (1999) and MIYAGAWA and SAITO (2008).

Alfonso, Anthony. 1966. *Japanese Language Patterns: A Structural Approach*. Tokyo: Sophia University. 2 Volumes.

Clark, Paul H. 2009. *The Kokugo Revolution: Education, Identity and Language Policy in Imperial Japan*. Berkeley, California: Institute of East Asian Studies, University of California, Berkeley.

Frellesvig, Bjarke. 2010. *A History of the Japanese Language*. Cambridge: Cambridge University Press.

Hamano, Shoko. 1998. *The Sound-Symbolic System of Japanese*. Stanford, CA: CSLI Publications.

Iwasaki Shoichi. 2002. *Japanese*. Amsterdam/Philadelphia: John Benjamins.

Kuno Susumu. 1973. *The Structure of the Japanese Language*. Cambridge: The MIT Press.

Irwin, Mark. 2011. *Loanwords in Japanese*. Amsterdam/Philadelphia: John Benjamins.

- Ito, Junko and Armin Mester. 2003. *Japanese Morphophonemics: Markedness and Word Structure*. Cambridge, Mass: MIT Press.
- Lurie, David B. 2011. *Realms of Literacy: Early Japan and the History of Writing*. Cambridge, Mass: Harvard University East Asia Center.
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