

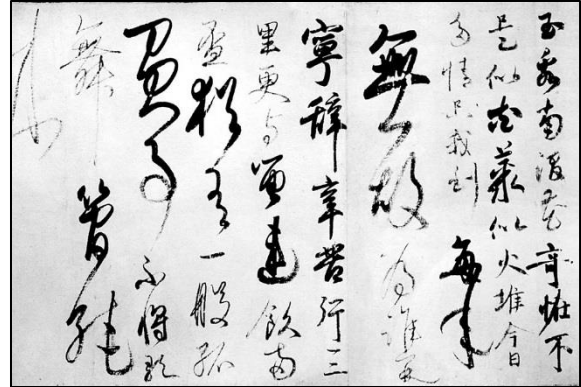
LIN 6571 Structure of Japanese

- Sec. 3803, Course No. 30189

Spring 2022

MWF 5 period (11:45-12:35 pm) AND
0013

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



Gyokusen-Jō (玉泉帖 'Pelucid 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/>

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Office hours: T 4th-5th periods (10:40 am - 12:35 pm); R 7th period (1:55 pm - 2:45 pm) & by appointment

Course prerequisites:

JPN 1131 or permission of instructor. Previous study of linguistics (e.g., LIN 3010 Intro to 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.

Course Reserves: Selected journal articles and book chapters in online reserves at UF library, indicated by "CR" in the Daily Schedule. Open Canvas in Firefox, because Chrome is not compatible with Course Reserves. In the course site, 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 4930/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>).

Files in Canvas. Files which cannot be placed in Course Reserves will be linked directly to the day of that reading in the course modules.

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. The Honor Code also applies to your own work that was previously submitted to a previous course; resubmissions to later courses are not allowed. The code may be accessed at: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.
- 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, activities, 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 prior to class 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 as Complete, Incomplete, and No Submission and must be submitted on the class date.
 - 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 awehme@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)**.

- g. **Instructor Evaluations:** “Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.”
- h. **Covid-19 related classroom protocols**
- a. In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.
 - b. If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
 - c. You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
 - i. Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
 - ii. Hand sanitizing stations will be located in every classroom.
 - d. If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
 - i. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
 - ii. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
 - e. Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

Course Requirements and Exams

- **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 illustration and analysis, and may include 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 Group Projects by signing up under People in Canvas:
- a. **Affixation 1, W 02/16/22.** 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?
 - b. **Affixation 2, M 02/21/22.** 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?
 - c. **Lexicon 1, M 03/28/22.** 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?
- d. **Lexicon 2, F 04/01/22.** 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?
- e. **Regional Dialect, M 04/04/22.** 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.
- f. **Youth Slang (ryūkōgo, wakamono-kotoba, shingo), M 04/11/22.** 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?
- **Exams**
 - a. **Exam 1, in class, M 02/07/22.** Several days before the exam you will be provided with a Study Guide consisting mainly of problem sets. We will review these in the class session prior to the exam.
 - b. **Exam 2, in class, F 03/18/22.** Several days before the exam you will be provided with a Study Guide consisting mainly of problem sets. We will review these in the class session prior to the exam.
- **Research paper** (Topic identification, Abstract and references, First draft, Final paper, Presentation)
 - a. 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).
 - b. Steps and dates
 - i. **Topic identification 01/26/22:** 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.
 - ii. **Abstract and list of references 02/25/22:** Submit an abstract identifying the research question, the type of data under consideration, the theoretical approach, and anticipated results, to Canvas.
 - iii. **First draft 03/30/22:** Submit a first draft of your paper to Assignments in Canvas.
 - iv. **Final version 04/18/22:** Respond to any feedback from instructor on first draft, and submit to Assignments in Canvas.
 - v. **Presentation 04/18/22 or 04/20/22:** Present a summary of the main issues and 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*
- **Exercises**
 - a. These are designed to help you master concepts by applying them to Japanese data. There are 7, but 1 or 2 additional exercises may be added.
 - b. Prepare ahead of class time, along with the assigned reading for the day. Bring to class, write down any corrections and notes, and submit to instructor at the end of the class.
 - c. These are marked as complete, incomplete, no submission. No late submissions except in case of documented absence.
 - **Class activities, participation**
 - a. Participation will be assessed by active engagement in Group Activities during the class session.
 - b. Participation will also be assessed by active engagement with the assigned readings shown by asking questions, offering examples, and so on.

Grades:

Participation	05%
Exercises	10%
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
Week 1 Introduction and sounds of Japanese			
W 01/05/22	Introduction to course	Syllabus	
F 01/07/22	Phonetics of Japanese sounds	Tsujimura, p. 5-27, Consonants and vowels.	
Week 2 Phonetics and phonology			
M 01/10/22	Japanese pitch accent: nouns	1. Tsujimura, p. 27-33, Accent. 2. Kawahara, Shigeto. 2015. The phonology of Japanese accent. In <i>Handbook of Japanese phonetics and phonology</i> , edited by Haruo Kubozono, p. 445-492. Boston: DeGruyter Mouton. CR. • Note: Read to p. 464 only in Kawahara.	
W 01/12/22	Japanese pitch accent: verbs and adjectives	1. Kawahara, Shigeto. 2015. The phonology of Japanese accent. In <i>Handbook of Japanese phonetics and phonology</i> , edited by Haruo Kubozono, p. 445-492. Boston: DeGruyter Mouton. CR. • Note: Read p. 464-483 only. 2. Tsujimura, p. 99-102	
F 01/14/22	Vowel devoicing	1. Tsujimura, p. 39-44. 2. Fujimoto. Masako. 2015. Vowel devoicing. In <i>Handbook of Japanese phonetics and phonology</i> , edited by Haruo Kubozono, p. 167-214. Boston: DeGruyter Mouton. CR. • Note: Read to p. 193.	
Week 3 Phonology			
M 01/17/22	Classes suspended	Dr. Martin Luther King, Jr. Day	
W 01/19/22	Phonology and the lexicon	1. Tsujimura, p. 45-56. 2. Itō, Junko and Armin Mester. 1999. "The Phonological Lexicon," selection, p. 62-71, in <i>The Handbook of Japanese Linguistics</i> , edited by Natsuko Tsujimura, p. 62-71. Malden, Mass: Blackwell. CR.	
F 01/21/22	Syllables and moras	Tsujimura, p. 56-75.	Exercises 4, 5, p. 120 Tsujimura

Week 4 Phonology			
M 01/24/22	Loanword phonology; mimetics & palatalization	Tsujimura, 75-85; 104-114.	
W 01/26/22	Intonation	Igarashi, Yosuke. 2018. Intonation. In <i>The Cambridge Handbook of Japanese linguistics</i> , edited by Yoko Hasegawa, p. 181-201. Cambridge: Cambridge University Press. CR.	Topic for research paper due
F 01/28/22	History of Japanese	Frellesvig, Bjarke. 2018. The history of the language. In <i>The Cambridge Handbook of Japanese linguistics</i> , edited by Yoko Hasegawa, p. 15-38. Cambridge: Cambridge University Press. CR.	
Week 5 Writing system			
M 01/31/22	Writing and literacy	Coulmas, Florian. 2018. Writing and literacy in modern Japan. In <i>The Cambridge Handbook of Japanese linguistics</i> , edited by Yoko Hasegawa, p. 114-132. Cambridge: Cambridge University Press. CR.	
W 02/02/22	Kanji as written signs	Honda, Keisuke. 2019. What do kanji graphs represent in the current Japanese writing system? Towards a unified model of kanji as written signs. In <i>Graphemics in the 21st Century. Brest, June 13-15, 2018. Proceedings Grapholinguistics and its applications, Vol. 1</i> , edited by Y. Haralambous, p. 185-208. Brest: Fluxus Editions. CR.	
F 02/04/22	Review	Phonetics and phonology; writing	
Week 6 Word formation			
M 02/07/22	Exam No. 1	Exam No. 1, all material from 01/07/22~02/02/22	
W 02/09/22	Lexical categories	Tsujimura, Chapter 4: Morphology, p. 125-150.	
	Word formation	1. Tsujimura, p. 150-157. 2. Sugioka, Yoko and Takane Ito. 2016. Derivational affixation in the lexicon and syntax. In <i>Handbook of Japanese Lexicon and Word Formation</i> , edited by Taro Kageyama and Hideki Kishimoto, p. 347-386. Boston: DeGruyter. CR.	
F 02/11/22	Transitivity; Nominalization	Tsujimura, Chapter 4: Morphology, p. 157-174.	Exercise 5, p. 225-226, Tsujimura.
Week 7 Word formation			
M 02/14/22	Lexical innovation	Akita, Kimi. 2012. Register-specific morphophonological constructions in Japanese. <i>Annual Meeting of the Berkeley Linguistics</i>	

		<i>Society</i> , 38, p. 3-17. Doi: http://dx.doi.org/10.3765/bls.v38io.3267 . CR	
W 02/16/22	Nominal compounds	Tsujimura, Chapter 4: Morphology, p. 174-183.	<ul style="list-style-type: none"> • <i>Affix 1, Group presentation</i> • Exercise 6, p. 226, Tsujimura
F 02/18/22	Verbal compounds	Tsujimura, Chapter 4: Morphology, p. 184-214.	Exercise 1, 2, 3, 4, p. 224-225, Tsujimura
Week 8 Syntax			
M 02/21/22	Child language	<ol style="list-style-type: none"> 1. Tsujimura, Chapter 4: Morphology, p. 214-221. 2. 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. CR 	<ul style="list-style-type: none"> • <i>Affix 2, Group presentation</i> • Exercise 8, p. 228, Tsujimura
W 02/23/22	Syntactic constituents, Phrase structures	Tsujimura, Chapter 5: Syntax, p. 229-237.	Exercises 2-3, p. 305-306, Tsujimura
F 02/25/22	Word order and scrambling; Noun ellipsis	Tsujimura, Chapter 5: Syntax, p. 238-254.	Abstract for research paper due
Week 9 Syntax			
M 02/28/22	Reflexives; Passives	Tsujimura, Chapter 5: Syntax, p. 254-272.	Exercise 6, p. 306-307, Tsujimura
W 03/02/22	Causatives	Tsujimura, Chapter 5: Syntax, p. 272-284.	
F 03/04/22	Relative clauses; Light verbs	Tsujimura, Chapter 5: Syntax, p. 284-300.	
Week 10 Spring break			
M-F 03/07/22-03/11/22	Classes suspended	Spring Break	
Week 11 Syntax, review and Exam No.2			
M 03/14/22	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. CR	
W 03/16/22	Study Guide, Exam No. 2	Review of key concepts and discussion of question types	
F 03/18/22	Exam No. 2	Exam No. 2, Covers all material from 02/09/22~03/14/22	

Week 12 Semantics			
M 03/21/22	Meaning—basic concepts; Metaphor	<ul style="list-style-type: none"> Tsujimura, Chapter 6: Semantics, p. 309-319. Muehleisen, Victoria and Maho Isono. 2009. Antonymous adjectives in Japanese discourse. <i>Journal of Pragmatics</i> 41, 2185-2203. CR 	Exercises 1, 5, p. 399-400 Tsujimura
W 03/23/22	Idioms	Kishimoto, Hideki. 2016. Idioms. In <i>Handbook of Japanese Lexicon and Word Formation</i> , edited by Taro Kageyama and Hideki Kishimoto, p. 665-702. Boston: DeGruyter. CR .	
F 03/25/22	Deixis and other spatial relations	<ul style="list-style-type: none"> Tsujimura, Chapter 6: Semantics, p. 319-334. Obana, Yasuoko and Michael Haugh. 2018. Malefactive uses of giving/receiving expressions” The case of <i>te-kureru</i> in Japanese. <i>East Asian Pragmatics</i> 3:2, 201-231. CR 	
Week 13 Semantics			
M 03/28/22	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. CR	<i>Lexicon 1, Group presentation</i>
W 03/30/22	Tense and aspect	Tsujimura, Chapter 6: Semantics, p. 335-370.	Draft of research paper due
F 04/01/22	Verb semantics; pragmatics; quantifier floating	<ul style="list-style-type: none"> Tsujimura, Chapter 6: Semantics, p. 370-395. Recommended: <ul style="list-style-type: none"> 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. CR 	<i>Lexicon 2, Group Presentation</i>
Week 14 Regional variation			
M 04/04/22	Regional variation	<ul style="list-style-type: none"> Tsujimura, Chapter 7: Language Variation, p. 403-410. Shimoda, Hiraku. 2010. Tongues-tied: The making of a “National Language” and the discovery of dialects in Meiji Japan. <i>American Historical Review</i> 115:3, 714-731. CR 	<i>Dialect, Group presentation</i>
W 04/06/22	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. CR	

F 04/08/22	Sentence-final particles (interactive particles)	Hasegawa, Yoko. 2015. Sentence-final particles. In <i>Japanese: A Linguistic Introduction</i> (Cambridge University Press), p. 293-306. CR	
Week 15 Pragmatics			
M 04/11/22	Social variation	Tsujimura, Chapter 7: Language Variation, p. 410-429.	<i>Youth slang, Group Presentation</i>
W 04/13/22	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. CR	
F 04/15/22	Hedging	<ul style="list-style-type: none"> Lauwereyns, Shizuka. 2002. Hedges in Japanese conversation: The influence of age, sex, and formality. <i>Language Variation and Change</i> 14:2, 239-259. CR 	
Week 16 Research presentations			
M 04/18/22		Research presentations	<ul style="list-style-type: none"> Research paper due Research paper findings presentations
W 04/20/22		<ul style="list-style-type: none"> Research presentations Exam No. 3 is a take-home exam, to be distributed in class. It covers all material from 03/21/22. 	Research paper findings presentations
F		Study day	
Exam Week			

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:

The Cambridge Handbook of Japanese Linguistics. 2018. Edited by Yōko Hasegawa.

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.

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