

**Instructor:** Marjorie Pak, Program in Linguistics. You can call me **Dr. Pak** [pak]; pronouns *she/her*.

- Preferred contact: [mgpak@emory.edu](mailto:mgpak@emory.edu). Students can expect a response within 24 hours during the semester. If you don't get one, please email again and/or leave a voicemail at 404-727-8077.
- Don't be shy about emailing me right before a deadline. I may not respond in time to help, but I won't be annoyed at you for trying.

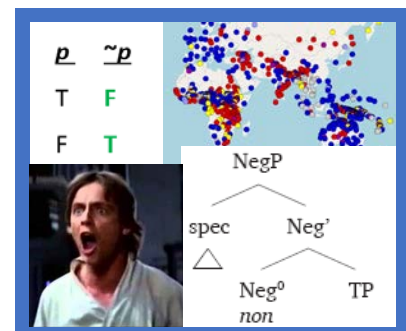
**Class meetings:** TuTh 11:20am-12:35pm ET, from 8/20/2020 to 11/24/2020, on Zoom.

- Zoom ID [914 7553 0139](#), password **negation**. See [Canvas](#) for dial-up options. Please write this information down somewhere in case there's ever a problem with Canvas during our class time.
- I will occasionally replace some of our Zoom time with a short video; this will be pre-announced.

**Office hours:** Mon & Fri 2:00-2:45pm (ET), or by appointment, on our class Zoom, starting 8/24.

- Office hours will be 'open-door,' meaning that there's no Zoom waiting room. If another student is already there when you visit, I may ask you to join us (if we're going over a problem set or chatting informally) or to come back in a few minutes (if we're discussing individual projects).
- If you need help outside of my office hours, or if you want to make sure our meeting is private, please **email me for an appointment!** Include some time ranges when you're available in your email.

**Course description:** All human languages have a way to represent negation. Negation is implicated in our ability to assign truth values, to lie, to use irony, and to cope with contradictory statements—abilities that are not evident in other animal species (Horn 1989:xiii). In this seminar you will draw on—and extend—your knowledge of syntax, morphology, semantics and pragmatics as we study this important human-language phenomenon in depth. Most classes will be seminar-based discussions of assigned readings, with explanatory lecture and exercises interspersed as needed.



**Prerequisite:** LING-212 or LING-214 or permission of instructor    **Credits:** 3    **GER:** none

**Learning goals:** By the end of this course, I want you to have made significant progress in three areas:

- Linguistic analysis:** Recognize and apply analytical methods to some of the recurring negation-related puzzles in formal syntax and semantics
- Literacy and independent research:** Read and accurately explain journal papers in theoretical linguistics, and apply hypothesis-testing and writing skills to your own research
- Critical thinking:** Engage in nuanced and rigorous discussion of some of the different, sometimes conflicting ways of thinking about negation—e.g. as uniquely human, as fundamental to our notion of truth, etc. This kind of critical thinking entails (among other things):
  - developing awareness of cross-linguistic diversity in the syntax and semantics of negation
  - cultivating a habit of observing real-world, naturalistic language and relating it to theories

**Materials:** All assigned readings are available online. You need the [minimum recommended hardware and software](#) for an Emory online class (desktop/laptop, reliable LAN or Wifi, webcam, Zoom, Canvas, etc.).

## Assignments and Grading

Your final grade will be based on the following work:

**Problem sets (25%):** *These will help you reach Learning Goal (i).* Four problem sets will be assigned during the first part of the semester. They will be graded based on correct application of analytical skills practiced in class as well as clarity of presentation. You are encouraged to discuss problems with other students, but you must write the other students' names down, and you must write up all your answers independently (e.g., no word-for-word identical responses). See [Honor Code](#).

**Short papers (20%):** *This will help with Goals (i) and (ii).* Each student will write two short papers (~900 words), due Wed 10/7 and Fri 11/13, on topics related to the analysis (paper 1) or significance (paper 2) of negation in human language. Guidelines will be posted on [Canvas](#).

**Case study presentation (10%):** *This will help with Goals (i)-(iii).* During part 1 of the semester, students will work alone or in pairs to lead a 25-minute presentation and discussion of a published study on negation in a particular language. See [Canvas](#) for guidelines.

**Reading quizzes (10%):** *These will help with Goals (ii) and (iii).* In part 2 of the semester, many Zoom sessions will begin with a 2-minute timed quiz on that day's assigned reading. Quizzes will check *basic* reading comprehension via multiple-choice and FITB questions. A surplus of quiz points will be offered to help compensate for isolated absences or missed questions. See [Canvas](#) for more information.

**Discussion and participation (10%):** *This will help with Goals (i)-(iii).* Especially during part 2, the class will depend on everyone's active contributions. Read each day's assigned paper carefully *before* class, have it on hand during class, and be ready to talk! There will also be some required Canvas discussions. See p. 4 and [Canvas](#) for more about expectations and grading.

**Final project (25%):** *This will show your progress on all three goals.* Each student will pursue an independent project about some aspect of negation in a language of their choice. The project will be completed in stages: prospectus and annotated bibliography (3%), presentation and discussion (7%), ~1800-word final paper (15%). See [Canvas](#) for deadlines and guidelines.

**Feedback.** Grades will be posted in Canvas within one week of submission date. Feedback will be provided in the Canvas SpeedGrader and/or posted on Canvas as an answer key or video.

**Late work.** If you start falling behind in this class, please **email me for help right away!** No need for a doctor's note or lengthy excuse (but do feel free to share what you want). For problem sets and papers, I will usually grant a 2-day extension with no penalty, as long as you request it before the deadline. Other assignments may be more time-sensitive, but usually there will be a way for you to earn at least partial credit. If I don't hear from you, late work is lowered up to 20% a day—so **please email me!**

**Extra-credit** questions will be included on some quizzes and problem sets. Extra-credit assignments are not created *ad hoc* for individual students.

**Final grades** are assigned as follows: 93+ **A**, 90-92 **A-**, 87-89 **B+**, 83-86 **B**, 80-82 **B-**, 77-79 **C+**, 73-76 **C**, 70-72 **C-**, 67-69 **D+**, 60-66 **D**, 0-59 **F**. If you have selected the S/U grading option, a grade of 60 or above will count as **S**.



**BTW, I'm going to be sending you a lot of information about voting.**

It will all be nonpartisan, and none of it will affect your grade. I just want to help you navigate the logistics of voting this year. **Tip #1:** Check your voter registration at [RocktheVote](#) or [Vote.org](#). Register TODAY if you need to. More voting tips [here](#).

## Schedule (preliminary)

Check Canvas regularly for the updated schedule, assignments, materials, grades, and announcements.

Part 1: Formal analysis of negation in human language			Assignments
Th	8/20	Introductions and overview	
Tu	8/25	Review: X-bar syntax (11:20-11:55), $\lambda$ calculus (12:00-12:35)	PS1 due 8/25-8/31
Th	8/27	Cross-linguistic variation. NegP. Jespersen cycles.	
Tu	9/1	NegP con't. CS1: <a href="#">DeGraff 1993</a> (pp. 63-80)	
Th	9/3	Logical negation and compositionality; negation and quantifiers	PS2 due Wed 9/9
Tu	9/8	Compositionality cont'd. CS2: <a href="#">Franklin et al. 2010</a>	
Th	9/10	CS3: <a href="#">Fleckenstein &amp; Yoon</a> . Negative imperatives.	
Tu	9/15	CS4: <a href="#">Ngonyani 2013</a> . Negative inversion.	PS3 due Fri 9/18
Th	9/17	CS5: Green 2014 [ <a href="#">Course Reserves</a> ]. Negative concord and NPIs.	
Tu	9/22	Negative concord and NPIs cont'd. CS6: <a href="#">Ouali 2004</a>	
Th	9/24	Negative concord and NPIs cont'd. CS7: <a href="#">Hanink 2019</a>	PS4 due Mon 9/28
Tu	9/29	Presupposition; metalinguistic negation; intonation	
Th	10/1	Metalinguistic negation cont'd. CS8: <a href="#">Carston &amp; Noh 1996</a>	
Tu	10/6	Negative particles; NEG raising	SP1 due Wed 10/7
Part 2: Use and significance of negation in human language			
Th	10/8	Introduction to part 2	
Tu	10/13	Acquisition of negation: <a href="#">Feiman et al. 2017</a>	Prepare for reading quizzes; participate; meet to discuss FP.
Th	10/15	Acquisition of negation: <a href="#">Reuter et al. 2017</a>	
Tu	10/20	False belief understanding: <a href="#">Cuccio 2011</a>	
Th	10/22	Causal reasoning in non-human primates: <a href="#">Schloegl &amp; Fischer 2017</a>	Prospectus due 10/26
Tu	10/27	<i>Interim discussion</i> (no assigned reading or quiz)	
Th	10/29	Lying, metaphor and irony: <a href="#">Grice 1975</a>	
Tu	11/3	<b>Election Day: No class. Please vote early or by mail <a href="#">[here's how]</a>.</b> Consider spending Election Day <a href="#">helping or working at the polls!</a>	
Th	11/5	Truth in fiction: <a href="#">Chiang 2013</a>	SP2 due Fri 11/13
Tu	11/10	Lying, irony and negation: <a href="#">Giora 2018</a>	
Th	11/12	Metaphor in fiction: <a href="#">Miéville 2011</a> excerpts: Proem 0.2, Latterday 1, Formerly 1, Formerly 2	
Tu	11/17	Reading TBA on negation and truth	
Th	11/19	Final project presentations	
Tu	11/24	Final project presentations	FP due 12/14 @2pm

CS = Case Study Presentation; PS = Problem Set; SP = Short Paper; FP = Final Paper

## A little more about attendance and participation

- **If you must miss part or all of a class, let me know** ahead of time if possible. Depending on the circumstances, you may be able to make up missed work. Regardless, it is your responsibility to keep up: read the materials posted on Canvas, watch the Zoom recording, get notes from a friend.
- Everyone starts out with 9 (out of 10) Participation points. This 9 will be raised to a 10 if you **attend every Zoom class and make thoughtful, substantive contributions** to in-class and required online discussions. It will be reduced to 8.5 or lower if you are absent, silent or inactive for more than one reading discussion (in-class or online) during part 2. You can earn up to 1 extra Participation point by contributing to optional online discussions.
- If you have a **serious illness** or unexpected situation that will lead to **multiple absences**, please email me ASAP so we can work out an appropriate plan. See also 'Late work' on p. 2.
- To help us maintain a sense of community, please **keep your video on** during Zoom sessions when possible, and **add a headshot** to your Canvas, Zoom and VoiceThread profiles. Since we're a small group, I may ask you to leave yourself *unmuted* unless you have a lot of background noise.
- Whenever you have a question or comment, you may raise your hand, use the 'raise hand' feature in Zoom, or just **unmute yourself and speak!** (I may see Chat comments right away.)

**TIP** Have paper + pencil handy for notes. A lot of our material involves trees, special characters, etc.

**TIP** When I'm screen-sharing, go to View Options > Side by Side Mode to adjust the size of my webcam vs. screen. Keep tweaking your view to adjust to what's going on in class.

**Above all, be respectful, courteous, honest and clear** in your interactions with other students, me, and our assigned texts. I will strive to model this kind of behavior myself. This includes interactions in class, office hours, online discussions, and email. We *can* challenge one another's ideas—but let's do so thoughtfully and sensitively, after careful listening and reading.

## Emory policies

**Honor Code.** The Honor Code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

[\[link\]](#)

**Inclusive instruction.** If you have a documented disability or presume having a disability and are in need of accommodations for this semester, contact the Department of Accessibility Services (DAS) to learn about steps for requesting accommodations. Students who have accommodations in place should contact the course instructor during the first week of the semester, to communicate your specific needs for the course as it relates to your approved accommodations. All discussions with DAS and faculty concerning the nature of your disability remain confidential. [\[link\]](#)

**Online materials.** Lectures and other content presented through video conferencing and on Canvas are for the sole purpose of educating the students enrolled in the course. The release of such information (including but not limited to sharing, screen capturing, or recording) is strictly prohibited, unless the instructor states otherwise. Doing so without permission of the instructor will be considered an Honor Code violation, and may also be a violation of state or federal law, such as the Copyright Act. All University policies remain in effect for remote education. [\[link\]](#)

## Readings

**Case study papers for part 1.** You'll read **one** of these papers carefully, and present and explain it to your classmates on your assigned date. For papers that other students are presenting, you should spend ~15 minutes 'light-reading' (so you can follow the presentation), and have the paper on hand during class.

- Carston, Robyn & Eun-Ju Noh. 1996. A truth-functional account of metalinguistic negation, with evidence from Korean. *Language Sciences* 18, 485-504
- DeGraff, Michel. 1993. A riddle on Haitian negation. *Probus* 5, 63-93.
- Fleckenstein, Kristen & Suwon Yoon. 2016. Jespersen's Cycle and the scope of negation in American Sign Language. *Proceedings of the 42<sup>nd</sup> Annual Meeting of the Berkeley Linguistics Society*, 107-118.
- Franklin, Amy, Anastasia Giannakidou & Susan Goldin-Meadow. 2011. Negation, questions, and structure building in a homesign system. *Cognition* 118, 309-416.
- Green, Lisa. 2014. Force, Focus, and Negation in African American English. In *Micro-syntactic Variation in North American English*. Oxford University Press.
- Hanink, Emily A. 2019. Negative concord in Washo as negative agreement. *Proceedings of the Linguistic Society of America*, 4.41, 1-12.
- Ngonyani, Deo S. 2013. Surrogate imperatives in Bantu languages with postverbal negative particles. *Selected Proceedings of the 43rd Annual Conference on African Linguistics*, 177-187. Cascadilla Proceedings Project.
- Ouali, Hamid. 2004. Negation and negative polarity items in Berber. *Proceedings of WCCFL*, 330-340. Cascadilla.

**Discussion papers for part 2.** You'll read each paper carefully before class on the assigned date and have it on hand during class. Don't worry if you don't understand every detail. Focus on understanding the main points for the quiz, and be ready to contribute questions or comments to our discussion.

- Chiang, Ted. 2013. *The truth of fact, the truth of feeling*. Subterranean Press Magazine.
- Cuccio, Valentina. 2011. What do we need to say 'no'? *RIFL* 4, 47-55. DOI 10.4396/20111205
- Feiman, Roman, Shilpa Mody, Sophia Sanborn & Susan Carey. 2017. What Do You Mean, No? Toddlers' Comprehension of Logical "No" and "Not." *Language Learning and Development*, DOI: 10.1080/15475441.2017.1317253
- Giora, Rachel. Lying and irony. *Oxford Handbook of Lying*.
- Grice, Paul. 1975. Logic and conversation. *Syntax and Semantics* 3, 41-58.
- Miéville, China. 2011. *Embassytown*. New York: Ballantine Books.
- Reuter, Tracy, Roman Feiman & Jesse Snedeker. 2018. Getting to No: Pragmatic and Semantic Factors in Two- and Three-Year-Olds' Understanding of Negation. *Child Development* 89, e364-e381.
- Schloegl, Christian & Julia Fischer. 2017. Causal Reasoning in Non-Human Animals. *The Oxford Handbook of Causal Reasoning*, 699-715.