



MAQUETA DE PRELLENADO **PROGRAMA DE ASIGNATURA (Cursos)**

1. NOMBRE DE LA ASIGNATURA *(Nombre oficial de la asignatura según la normativa del plan de estudios vigente o del organismo académico que lo desarrolla. No debe incluir espacios ni caracteres especiales antes del comienzo del nombre).*

Lingüística Generativa

2. NOMBRE DE LA ASIGNATURA EN INGLÉS *(Nombre de la asignatura en inglés, de acuerdo a la traducción técnica (no literal) del nombre de la asignatura)*

Generative Linguistics

3. HORAS DE TRABAJO PRESENCIAL DEL CURSO *(Indique la cantidad de horas semanales (considerando una hora como 60 minutos) de trabajo presencial que requiere invertir el estudiante para el logro de los objetivos de la asignatura; si requiere convertir las horas que actualmente utiliza a horas de 60 minutos, utilice el convertidor que se encuentra en el siguiente link: [<http://www.clanfls.com/Convertidor/>])*

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4. OBJETIVO GENERAL DE LA ASIGNATURA *(Corresponde a un enunciado específico en relación a lo que se va a enseñar en la asignatura, es decir, señala una de las áreas específicas que el profesor pretende cubrir en un bloque de enseñanza. Por ejemplo, uno de los objetivos en un módulo podría ser “los estudiantes comprenderán los efectos del comportamiento celular en distintos ambientes citoplasmáticos”. Es importante señalar que en ciertos contextos, los objetivos también aluden a metas).*

This course is a general introduction to the basic components of the theoretical edifice of Generative Linguistics. It inquires into the historical context of its origins, its theoretical and empirical background, its methods of analysis and its position in the course of the development of General Linguistics at large. It looks at the dialogue that it developed at its very birth with its contemporary rival theories of language acquisition and psychology,

and the fundamental role that Noam Chomsky played in revolutionising the field of theoretical linguistics as a cognitive science. It pays closer attention to architectural issues that permeate the design of Generative Grammar during its evolution and their consequences for the type of empirical analyses that are targeted by it. It asks: what makes generative linguistics different from other types of linguistic analysis? What is its relation with other formalisms? What is its relation with meaning and semantic analyses? What are the basic tools pertaining to the empirical analysis of linguistic data? What are the hallmarks in its evolution that spans over half a century?

5. OBJETIVOS ESPECÍFICOS DE LA ASIGNATURA *(Corresponde al detalle específico de los objetivos que se trabajarán en el curso; debe ingresarse un objetivo específico por cada línea)*

1. Introduce the theoretical and empirical underpinnings of Generative Linguistics treated as an enterprise that displays its proper philosophical, methodological and technical apparatus.
2. Introduce basic parameters of the course of its development analysed in correspondence with the general historical and scientific context wherein it has been embedded.
3. Get acquainted with the general scientific and philosophical context wherein generative linguistics was born and understand the very reasons behind the origins of Generative Linguistics.
4. Understand the distinctiveness of theoretical principles and attitudes that underlie the generative enterprise.
5. Understand the empirical methods that these principles and attitudes necessitate as a matter of scientific consistency.
6. Appreciate Generative Linguistics as an open-ended exploration into the realm of Language seen as an innate cognitive capacity.
7. Get familiar with the type and set of data dealt with in Generative Linguistics.
8. Get familiar with a constrained set of specific analyses of some empirical data.



9. Develop the capacity of analysing a set of fairly complex data as well as abstracting over them, gaining insights into their theoretical significance.
10. Develop skills and knowledge that will be useful in other academic modules where similar empirical analysis of specific linguistic data and deduction of theoretical conclusions is needed.

6. SABERES / CONTENIDOS *(Corresponde a los saberes / contenidos pertinentes y suficientes para el logro de los Objetivos de la Asignatura; debe ingresarse un saber/contenido por cada línea)*

1. Contextualise Generative Linguistics: what is linguistic analysis? are there different ways of doing linguistics? Ancient grammarians; Aristotle and Alexandrians: grammatical categories and their meaning; Medieval grammars: the “Modistae” or “speculative grammarians” and the introduction of the notion of Universal Grammar; Descartes and French Grammarians: language as a mirror of logical patterns of human thought.
2. Mentalism and Behaviourism: Language as part of psychological reality and Language as a list of behavioural patterns; Skinner’s “Verbal Behaviour”: The Skinner-Chomsky debate; Chomsky’s victory; the rise of new mentalism; Chomsky’s cognitive revolution; the “innateness hypothesis”; The arbitrariness of the linguistic sign and the contrast between capacity and performance; Language as a humanly unique capacity.
3. Chomsky and Structuralism: In what is chomskyan grammatical description different from previous structural analyses? Structuralism as a static representation and structuralism as a method of analysis.
4. Types of Grammar: from computation and formal languages to algorithmic natural languages; is language a computational program? Chomsky’s answer and his famous “Grammatical Hierarchy”; Alan Turing and automata; finite-state machines; context free and context sensitive grammars; Language as a context sensitive system; Human language as a natural object embedded in the real world; context-free phrase-structure rules and context-sensitive transformational rules.
5. Harris’ transformations and Chomsky’s “Syntactic Structures”: What



are transformations? Why are they necessary? Language capacity as a “set of formally related structures”; transformations and economy of syntactic descriptions: is elegance a flawless criterion for the “right” grammar? Discontinuity in language and transformations as a means of linking discontinuous syntactic strings.

6. “Syntactic Structures” and semantics: transformations as related to interpretation; semantic interpretation as an output; semantic interpretation as an input; Deep contra Surface Structure; the outbreak of the “linguistic wars”: Where does meaning lie? Syntactic structures and composition of lexical meaning; division of the generativist field; who won?

7. The increase of incoming linguistic data and the problem of proliferation of grammatical descriptions: Universal Grammar and typological diversity of world’s languages; a puzzle for language acquisition: how does a child come up with a given language if linguistic capacity is universal? The rise of “Principles and Parameters Theory”; Universal Principles and language-specific Parameters.

8. Further unification of seemingly unrelated structures: “John was arrested” and “John seems to be a thief”, “The window broke” and “Mary broke the window”: What do they have in common? Grammar seen as a system of mutually interacting modules: the interaction between “thematic roles” and “Case”.

9. The Minimalist Program: how Principles become abstract qualities: the notions of Economy, Locality and Computational Simplicity and Language as an optimal system of relating sound and meaning in the brain; the rise of the so-called “biolinguistic program”: linguistic analysis as theoretical biology.

10. A retrospective evaluation of Generative Linguistics: in what aspects has it been an advancement of linguistics as a science? What are the perspectives that it has opened towards a deeper understanding of human cognition? Some objections posed by other linguistic frameworks. Perspectives for a fruitful dialogue.

7. METODOLOGÍA *(Descripción sucinta de las principales estrategias metodológicas que se desplegarán en el curso, pertinentes para alcanzar los objetivos (por ejemplo: clase expositiva, lecturas, resolución de problemas, estudio de caso, proyectos, etc.). Indicar situaciones especiales*



en el formato del curso, como la presencia de laboratorios, talleres, salidas a terreno, ayudantías de asistencia obligatoria, etc.)

To the end of achieving the aims and objectives as outlined above, this module is organised around three axes: a) at-home preparation of some assigned work designed so to prepare the student for handling with the concerns touched upon in the following class b) in-class discussion of the preparatory work that has been given to the students as material for reflexion and c) further elaboration of the issues at hand through teaching and practice, and empirical analysis of some data. The sessions are supported by audio-visual material designed to trigger the interest and active involvement of the students. The students are encouraged to a) look at the material given for reflexion at home and bring along their conclusions in the next class b) actively participate in the analysis of the assignments in the class and c) read the material taught for each class.

8. METODOLOGÍAS DE EVALUACIÓN *(Descripción sucinta de las principales herramientas y situaciones de evaluación que den cuenta del logro de los objetivos (por ejemplo: pruebas escritas de diversos tipos, reportes grupales, examen oral, confección de material, etc.)*

- a. One mid-term written examination for the 1st semester (45%)
- b. One end-of term written examination for the 1st semester (45%)
- d. Preparation of the material given for reflexion at home (10%)

9. PALABRAS CLAVE *(Cuatro Palabras clave del propósito general de la asignatura y sus contenidos, que permiten identificar la temática del curso en sistemas de búsqueda automatizada; cada palabra clave deberá separarse de la siguiente por punto y coma (;)).*

Syntax, Semantics, Grammar, Generativism

10. BIBLIOGRAFÍA OBLIGATORIA *(Textos de referencia a ser usados por los estudiantes. Se sugiere, en lo posibles, la utilización del sistema de citación APA. CADA TEXTO DEBE IR EN UNA LÍNEA DISTINTA)*

Chomsky, N. (1957). *Syntactic structures*. The Hague: Mouton.



Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, Mass: MIT Press.

Cogswell, D. (1996). *Chomsky for Beginners*, Danbury, USA: Writers and Readers Pub.

Harris, R. and T. J. Taylor (eds.). (1989). *Landmarks in linguistic thought: The Western tradition from Socrates to Saussure*. London/NY: Routledge.

Horrocks, G. (1987). *Generative Grammar*, London: Longman.

Matthews, P. H. (1996). *Grammatical Theory in the United States from Bloomfield to Chomsky*. Cambridge: Cambridge University Press.

McGilvrey, J (ed.) (2005). *The Cambridge Companion to Chomsky*. Cambridge: Cambridge University Press.

11. BIBLIOGRAFÍA COMPLEMENTARIA (*Textos de referencia a ser usados por los estudiantes. Se sugiere, en lo posible, la utilización del sistema de citación APA .CADA TEXTO DEBE IR EN UNA LÍNEA DISTINTA*)

Arnove, A. (ed.) (2008). *The essential Chomsky*. New York, London: The New Press.

Chomsky, N. (1959). Verbal Behavior. By B. F. Skinner. *Language* 35: 26-58.

Chomsky, N. (2002). *On Nature and Language*. Cambridge: Cambridge University Press.

Law, V. (2003). *The History of Linguistics in Europe*. Cambridge: Cambridge University Press.

Matthews, P. (2001). *A Short History of Structural Linguistics*. Cambridge: Cambridge University Press.

12. RECURSOS WEB (*Recursos de referencia para el apoyo del proceso formativo del estudiante; se debe indicar la dirección completa del recurso y*



una descripción del mismo; CADA RECURSO DEBE IR EN UNA LÍNEA DISTINTA)

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RUT y NOMBRE COMPLETO DEL DOCENTE(S) RESPONSABLE(S)

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