

Poetry & Language (LING 108)

Fall 2019

Administrative information

INSTRUCTOR

Steven Foley

srfoley@ucsc.edu

Stevenson 232 (for appointments), Stevenson 265 (for office hours)

Office hours: W 10:00–11:30, and by appointment

TEACHING ASSISTANT

Jérémie Beauchamp

jebeauch@ucsc.edu

Stevenson 265

Office hours: TH 11:00–12:00

LOGISTICS

Class: T/TH 3:20–4:55, Physical Sciences 130

Section A: W 8:00–9:05, Merrill 130

Section B: M 4:00–5:05, Merrill 130

Website: <https://canvas.ucsc.edu/courses/24544>

Prerequisites: LING 101 (Phonology I) and LING 111/112 (Syntactic Structures / Syntax I)

COURSE GOALS

This course explores the subject matter of poetry, examining to what extent the aesthetic principles and dictates of a genre, a form, a poet's style, or a particular poem can be explicated in terms of generative linguistic principles and, to a lesser extent, how such principles can be justified by the ways in which those aesthetic principles and dictates arise. Along the way, we will compare the explanations of classical prosodic analysis against treatments that take seriously extant tools in generative linguistics. We will also read somewhat widely in the English poetic canon, with a few excursions beyond.

Requirements

LECTURE

It is imperative that you attend class, especially given that there is no textbook for the class. This class will also require diligent and accurate note-taking — please do not rely on class slides/handouts to summarize information for you. Speaking up in class will positively affect your participation grade.

READINGS

Readings will be available on Canvas (under “Files”). This course is an upper-division election, so the readings will be mostly from the primary literature. This means that they will mostly be articles written by linguists for linguists. They will be harder to understand than a textbook. You should allow sufficient time to read them more than once before coming class, taking notes. Here is one strategy for approaching the readings, though you should find the way that works best for you:

Step 1: Read the whole paper from beginning to end, attentively but relatively quickly, in order to get the main point.

Step 2: Read the paper again, this time slowly, taking notes if that helps, attending to the details, and stopping to puzzle things out on your own.

Step 3: Write a brief summary of the main points of the paper so that if you need to refresh your memory about it you can go to the summary first.

Step 4: Make a list of whatever questions you have about the article; make sure you try your best to find the answers to your questions and list only those that still puzzle you.

Our class discussions will also help you to understand the paper, so you should give yourself time to read the paper once more after class. You may be asked to do the reading in preparation for class on Monday, Wednesday, or Friday, as announced in class.

PROBLEM SETS

You will have **six homework assignments** due throughout the quarter. They will be **assigned on Thursdays**, posted to canvas shortly before class, and **due in hardcopy the following Thursday** before class. Typed documents are preferred, but neatly handwritten assignments will also be accepted. Multi-page assignments must be stapled.

I will accept **one late homework** during the quarter. Late homework is subject to a 50% penalty. You fail the course if you miss more than two assignments.

While collaborative work is highly encouraged, joint submissions of homework are not permitted. Please **list your collaborators** the top of your assignment. If you collaborated with no one, please indicate it so. Assignments missing collaborator information will be subject to a **30% penalty**.

PARTICIPATION

Your participation grade is determined by **how actively you are involved** in the intellectual life of the class, whether during lecture, sections or in office hours. Simply coming to class and sitting silent will not count as a good participation grade — at best, it’s a C. I don’t take attendance in class, and if you aren’t raising your hand and talking, you aren’t participating in my book.

COURSE PAPER

You will have to submit a course paper of 8–15 pages, single spaced. The paper should use the mechanisms, theories, and aesthetic dimensions in the course, applying them to an area of poetry. It is perfectly acceptable to choose poetry not in English, or a form that is not conventional poetry.

The paper is **due on Monday, December 9th** at 4:00 in Stevenson 232 (Steven's office). You will have to submit a **paper proposal** of at least half a page by **November 14th**.

GRADE BREAKDOWN

Problem sets: 60% (each assignment is worth 10% of your grade)

Participation: 10%

Final Paper: 30%

Matters of etiquette

In this class, we treat each other with respect and compassion. That means we do not show annoyance at someone else's confusion, or laugh at others' questions (unless humor was intended).

In addition, please don't interrupt class discussion by yelling something out of turn. If you want to bring something to the class's attention, please raise your hand. Because of the size of this class, you won't always be able to contribute something to a discussion. If the issue is really pressing, mention it to your TA, come up after class, or come to office hours. I am always happy to relay an interesting remark to the rest of the class.

If you feel like you're being systematically marginalized, please let one of us know. Not all classrooms are conducive to larger lectures; I often can't see in the back. Regardless where you are sitting, it is never my intention to keep students from discussion!

Finally, a brief word about email: I try to respond to email as quickly as possible. I promise to respond to emails received during the week **within 24 hours**, and ones received during the weekend before Monday morning.

Calendar (subject to change — watch Canvas)

	Topic	Readings	Notes
Week 0 (TH Sept. 26)	Introduction	Kiparsky (1981), Gioia (1992), Ferlinghetti (2000)	—
Week 1 (T Oct. 1, TH Oct. 3)	Rhyme	Steele (1999, Ch. 6)	—
Week 2 (T Oct. 8, TH Oct. 10)	Stress	Hayes (1995, Ch. 2)	HW 1 due 10/10
Week 3 (T Oct. 15, TH Oct. 17)	Prosody	Hayes (1988), Wallace (1996)	—
Week 4 (T Oct. 22, TH Oct. 24)	Meter	Steele (1999, Ch. 2)	HW 2 due 10/24
Week 5 (T Oct. 29, TH Oct. 31)	English Meter	Hayes (1983)	HW 3 due 10/31
Week 6 (T Nov. 5, TH Nov. 7)	Meters in Other Languages	Schuh (2014)	HW 4 due 11/7
Week 7 (T Nov. 12, TH Nov. 14)	The Line and The Stanza	Burling (1966), Steele (1999, Ch. 7), Kiparsky (2006)	HW 5 (paper proposal) due 11/14
Week 8 (T Nov. 19, TH Nov. 21)	Metaphor	Goatly (1997, Ch. 1)	HW 6 due 11/21
Week 9 (T Nov. 26)	Shakespeare's Language	Johnson (2014, Ch. 1)	Sections cancelled
Week 10 (T Dec. 3, TH Dec. 5)	Free Verse	Steele (1999, Ch. 9)	—
Finals Week (Dec. 9–13)	—	—	Final paper due 12/9

References

- Burling, Robbins. 1966. 'The metrics of children's verse: A cross-linguistic study.' *American Anthropologist* 68: 1418-1441.
- Ferlinghetti, Lawrence. 2000. 'What is poetry?' *San Francisco Chronicle*, January 16, 2000.
<http://www.sfgate.com/politics/article/What-Is-Poetry-2810665.php>
- Gioia, Dana. 1992. 'Can poetry matter?' and 'The dilemma of the long poem.' In *Can poetry matter? Essays on poetry and American culture*. St. Paul, MN: Graywolf Press.
- Goatly, Andrew. 1997. *The Language of Metaphors*. London: Routledge.
- Hayes, Bruce. 1983. A grid-based theory of English meter. *Linguistic Inquiry* 14(3), 357-393.
- Hayes, Bruce. 1995. *Metrical Stress Theory: Principles and Case Studies*. University of Chicago Press.
- Hayes, Bruce. 1988. 'Metrics and phonological theory.' In *Linguistics: The Cambridge survey*, ed. Frederick J. Newmeyer, 220-249. Cambridge University Press.
- Johnson, Keith. 2014. *Shakespeare's English: A Practical Linguistic Guide*. Routledge.
- Kiparsky, Paul. 1981. 'The role of linguistics in a theory of poetry'. In *Essays in modern stylistics*, ed. Donald C. Freeman, 9-23. London and New York: Methuen.
- Kiparsky, Paul. 2006. 'A modular metrics for folk verse.' In *Formal approaches to poetry*, ed. B. Elan Dresher and Nila Friedberg, 7-49. The Hague: Mouton.
- Schuh, Russell. 2014. Where did quantitative metrics in Hausa and other Chadic songs come from? Paper presented at the First International Conference on Endangered Languages, Kano.
- Steele, Timothy. 1999. *All the fun's in how you say a thing: An explanation of meter and versification*. Athens, OH: Ohio University Press.
- Wallace, Robert. 1996. 'Meter in English.' In *Meter in English: A critical engagement*, ed. David Baker, 3-42. Fayetteville: University of Arkansas Press.

Accommodations

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first two weeks of the quarter. At this time, we would also like to discuss ways we can ensure your full participation in the course. We encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

Title IX

Please be aware that under the UC Policy on Sexual Violence and Sexual Harassment, faculty and student employees (including Teaching Assistants, Readers, Tutors, etc.) are “responsible employees” and are required to notify the Title IX Officer of any reports of incidents of sexual harassment and sexual violence (sexual assault, domestic and dating violence, stalking, etc.) involving students. Academic freedom exceptions exist for disclosures made within a class discussion or assignment related to course content; under those conditions only, a report to the Title IX Officer is not required. The Campus Advocacy Resources and Education (CARE) Office (831) 502-2273, care@ucsc.edu can provide confidential support, resources, and assist with academic accommodations. To make a Title IX report, please contact the Title IX Officer at (831) 459-2462. See also <http://titleix.ucsc.edu>.

Non-sale of notes

It has come to our attention that students may mistakenly believe that UCSC is partnered with the company Notehall.com. Please be advised that the campus is not affiliated in any way with Notehall.com or its related site mynotejob.com.

Please note that students may be disciplined for selling, preparing, or distributing course lecture notes for any commercial purpose, whether or not the student himself or herself took the notes. The unauthorized sale of lecture notes (and handouts, readers or other course materials) is a violation of campus policies (Student Judicial Handbook, sections 102.17 and 102.018). Judicial action for violating campus policies may include disciplinary probation, suspension, or dismissal, which may have serious effects on your academic careers. The sale of classroom notes is also a violation of state law (Cal. Educ. Code, section 66450) and may be associated with civil penalties of up to \$25,000 depending on the number of offenses. It may also constitute copyright infringement subject to legal action.

Please do not confuse Notehall.com with the note taker program affiliated with the campus' Disability Resource Center (DRC). The DRC hires note takers for eligible students with disabilities who need notes for a specific class. See the DRC website for more information. Notehall.com is in no way affiliated with the DRC.

Academic misconduct

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree.

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

Slug Support Program

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. The UCSC Slug Support Program was created to promote early intervention with students of concern to prevent culminating problems from escalating into a crisis. The goal of the Slug Support Program is to identify students of concern and develop an action plan focusing on retention through provision of support and resources. UCSC's Slug Support Program is a two-part, comprised of both an individual Slug Support Coordinator and the Slug Support Team. While the Slug Support Program does not provide counseling directly to students, we work very closely with Counseling and Psychological Services to get students the emotional and psychological support they need.

Referrals to the Slug Support Program can be made both by the student and/or someone in the UCSC campus community. If you are a student or know a student who is in need of support and/or resources, you can start by navigating to the referral page for instructions on making a referral for our services.

This site has been established to make the UCSC Slug Support Program and available resources more accessible to students, faculty, staff and community members. If you have questions or would like more information on the Slug Support Program, please contact the Dean of Students Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

See also <http://deanofstudents.ucsc.edu/slug-support/program/index.html>.