Linguistics 611 Introduction to Historical Linguistics Wtr 2005

Class Meetings:  M W F  9:30 - 11:18 (Bolz 437)
Instructor:  Brian D. Joseph, 292-4981, bjoseph@ling.ohio-state.edu // joseph.1@osu.edu
Office Hours:  Oxley Hall 206 — M F 8:30 – 9:15
Hagerty Hall 361 — W  11:45 - 12:15, or (preferably) by appointment

Re Class Meetings:  For most of the quarter, even though the class is scheduled to meet for two hours (9.30 - 11.18), we will only meet for 1 hour and 18 minutes, generally starting promptly at **10:00** and ending at 11.18. However, I reserve the right to start the class at 9:30 on some days (always with advance warning to you) if I feel we need to make up time or go over hard material or the like. Moreover, there will be two days when we will not be able to meet -- Monday January 10 (I will be out of town at a conference) and Monday January 17 (Martin Luther King Day), and I will use some of the extra half-hour slots to make up for those missed days, but again, always with advance warning once we see how things are going throughout the quarter.

Readings:
1. Principles of Historical Linguistics by Hans H. Hock (second edition, 1991) [primarily for graduate students, though it is hoped that interested undergraduates will read it as well]
2. Language History, Language Change, and Language Relationship. An Introduction to Historical and Comparative Linguistics by Hans H. Hock & Brian D. Joseph (1996) [primarily for undergraduate students, though it is hoped that serious graduate students will read it as well]
3. Selected journal articles (listed under course outline, with bibliographic information from Hock’s “References”; copies will (eventually) be placed on reserve in the Main Library Reserve Room and in the Linguistics Department in mail slot for Linguistics 611 in hallway for 222 Oxley)

Web site for course:  Handouts for the class (syllabus, assignments, miscellaneous notes and such, but in general NOT articles) will be available as pdf files on the web at:  www.ling.ohio-state.edu/~bjoseph/Ling611. All documents placed there will begin with “Lx611” and will have some descriptive label that should clearly identify them (e.g. Lx611Syllabus.pdf is the syllabus, Lx611BasicIssues.pdf is the “Basic Issues” handout, and so on).

Course Requirements and Grading:

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<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tr>
<td>a. Midterm Exam (take-home)</td>
<td>25% (of final grade)</td>
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<td>b. Final Exam (take-home)</td>
<td>25% (      )</td>
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<td>c. Term Paper (list of suggested topics to be given out)</td>
<td>25% (      )</td>
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<td>d. Homework Assignments</td>
<td>25% (      )</td>
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<td>e. Class participation</td>
<td>(up to) 1% (Extra)</td>
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<td>f. Attendance: not graded, but material is routinely covered in class that is not in the books and you are responsible for it, regardless of whether you are in class or not (thus regular attendance is strongly advised!)</td>
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Exams will be graded on a 0-100 scale, with number grades corresponding to letter grades as follows:

| 94 - 100 = A | 84 - 86 = B | 70 - 73 = C- | 60 - 66 = D |
| 90 - 93 = A- | 80 - 83 = B- | 74 - 76 = C | 0 - 59 = E |
| 87 - 89 = B+ | 77 - 79 = C+ | 67 - 69 = D+ |

Letter grades on term papers will be converted to a corresponding score on 100-point scale, for the purposes of computing the final grade.

Homework Policy:  Homework will be assigned periodically (about once a week, though no guarantees as to regularity). ALL HOMEWORK MUST BE DONE AND TURNED IN ON TIME. Credit will be deducted for missing papers, or for papers turned in more than a week late or after class discussion of the assignment (still, it is better to turn in a paper late than not at all). They will be graded on a 10-point scale, with 6 points awarded for doing the assignment and turning it in on time, and up to 4 quality points, depending on your efforts to solve the particular problem and your actual success in solving it. It is your responsibility to get the assignments and to make sure they are turned in on time.

Course Objectives:

--to introduce the principles and methods of traditional historical linguistics
--to examine the relation between synchronic theory and language change
--to explore the role of sociolinguistics in understanding language change

Course Outline and Assignments:
Readings are given with numbers referring to chapters and sections (NB: chapters/sections in parentheses are optional); Hock readings are required for graduate students and suggested for undergraduates. See above in Readings section for information on required articles. Hock & Joseph readings are required for undergraduates and suggested for graduate students, as noted above. The week-by-week breakdown is approximate, designed more to give you a sense of the order of topics to be covered and the relative amount of time designated for each than to be a rigid guide for the absolute amount of time to be spent on each topic. The midterm exam date will not change, however.

Week 1: Introductory material: class mechanics; crucial questions of historical linguistics;
    Read: Hock Preface, 1; Hock & Joseph 1

Weeks 2-3: More introductory material: relationship between synchrony and diachrony; evidence of change
    !!NO CLASS!!
    MON 1/10; 1/17!! Comparative Reconstruction: the comparative method -- its bases and applications; practice in reconstruction; relative chronology; checks on reconstruction; problems for comparative method -- wave theory, borrowing; comparative method in domains other than phonology (morphology, syntax, semantics, etc.); linguistic palaeontology
    Read: Hock 19.2, 19.3, 19.5, 18.7; Hock & Joseph 16, 18

Weeks 4-5: Regularity of Sound Change (Neogrammarian Hypothesis)
    Read: Hock 3, 20.2; Hock & Joseph 4 (except 4.6.3)
    Sound Change: types of phonetic change; naturalness and seriation in phonetic change; place of sound changes in synchronic grammars
    Read: Hock 4, 5.1-3, 6, (7); Hock & Joseph 4 (except 4.6.3)

Weeks 5-6: Genetic Relationships: Relatedness; subgrouping; “long-distance” relationships; “Proto-World”; origin of language
    Read: Hock 18.1-6, 18.8-9; Hock & Joseph 17
    Campbell 1988; Greenberg 1989; Matisoff 1990

Week 6: Internal Reconstruction: stable vs. unstable sound changes; morphophonemic alternation and reconstruction; structural inconsistency and historical inference; practice in internal reconstruction; PIE laryngeals; limitations of method
    Read: Hock 17
    *** MIDTERM EXAM (distributed Friday 2/11/01; due Monday 2/14/01) ***

Week 7: Morphological Change: levelling; analogy; proportional model; morphological reanalysis; analogical interference in sound change; grammatical conditioning of sound change; nonproportional analogy; one-form-one-meaning principle; analogy and psychological reality; morphological reconstruction; lexical change
    Read: Hock 9.1-2, (10), 19.4; Hock & Joseph 5, 7, (8), 9

Week 8: Syntactic Change: identifying syntactic change; word order changes; interaction of universals with syntactic change; phonological and morphological sources of syntactic change; syntactic reanalysis
    Read: Hock 13; Hock & Joseph 6

Weeks 8-9: Generative Historical Linguistics vs. Socio-historical Linguistics: the case of phonological change; lexical diffusion
    Read: Hock 11, 20.1, 20.7-14; Hock & Joseph 4.6.3, 10
    Kiparsky 1968b; Kiparsky 1971; Labov 1965a [actually, 1963; typo in Hock]

Week 10: Language Change through Language Contact: Borrowing; Sprachbund phenomena; constraints on contact-induced change; pidgins and creoles
    Read: Hock 14, 16.3 (16.4-5); Hock & Joseph 8, (10, 11), 12, 13, 14, (15)

Summary on Causation of Change
    Read: Hock 8; 20.3

Wrap-up for quarter: major themes and looking ahead