

**Linguistics 611**  
**Introduction to Historical Linguistics**  
**Spring 2006**  
T Th 9:30–11:18 A.M., Bolz Hall 311

**Instructor:** Hope Dawson

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**Office Hours:** W 12:15–1:15, Th 2:00–3:00, or by appointment

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**Readings:**

1. *Principles of Historical Linguistics*, by Hans Henrich Hock. (2nd edn.) 1991. Mouton de Gruyter. [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 Henrich Hock & Brian D. Joseph. 1996. Mouton de Gruyter. [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"; hard 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; some may also be put on the course website as pdf files)

**Website for course:** Handouts for the class (syllabus, assignments, miscellaneous notes, and some articles) will be available as pdf files on the course website at: <http://www.carmen.osu.edu>. (Log on with your regular OSU username and password; handouts will be in the "Content" section.) Announcements and reminders about assignments will also be available on the main page.

**Course Requirements and Grading**

**Grading:** Grading will be by the following criteria.

Midterm Exam (take-home)	25%
Final Exam (take-home)	25%
Term Paper (list of suggested topics to be given out)	25%
Homework Assignments	25%
Class participation	(up to) 1% (Extra)

**Grading Scale:** The grading scale will be as follows.

A	93–100	B+	87–89	C+	77–79	D+	67–69
A–	90–92	B	83–86	C	73–76	D	60–66
		B–	80–82	C–	70–72	E	0–59

**Attendance and Participation:** Attendance is not graded, but the lectures and discussions that take place in class will routinely cover material that is not necessarily in the readings and that you will be responsible for, regardless of whether you are in class. Therefore it is important that you attend class. You are encouraged to ask questions about material that you do not understand and expected to participate in any discussions.

**Homework:** Homework will be assigned periodically (about once a week). ALL HOMEWORK MUST BE DONE AND TURNED IN ON TIME. Credit will be deducted for missing assignments, or for assignments turned in more than a week late or after class discussion of the assignment, whichever comes first (still, it is better to turn in a paper late than not at all). Homework 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

**Students with Disabilities:** Students who need an accommodation based on the impact of a disability should contact the instructor to arrange an appointment as soon as possible to discuss the course format, to anticipate needs, and to explore potential accommodations. The instructor relies on the Office of Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. Students who have not previously contacted the Office for Disability Services are encouraged to do so (614-292-3307; [www.ods.ohio-state.edu](http://www.ods.ohio-state.edu)).

**Academic Misconduct:** To state the obvious, academic dishonesty is not allowed. Cheating on tests or on other assignments will be reported to the University Committee on Academic Misconduct (<http://oaa.osu.edu/coam/home.html>). You are expected to follow the Student Code of Conduct ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)). The most common form of misconduct is plagiarism. Remember that any time you use the ideas or the materials of another person or persons, you must acknowledge that you have done so in a citation. This includes material that you have found on the Web. The University provides guidelines for research on the Web at <http://gateway.lib.ohio-state.edu/tutor/>. For suggestions for preserving academic integrity, see <http://oaa.osu.edu/coam/ten-suggestions.html>.

### 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

### Tentative Course Outline and Assignments:

Readings are given with numbers referring to chapters and sections (N.B.: chapters/sections in parentheses are optional); reading assignments are subject to change. 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
- 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 3–4: 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 4–5: 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 5: 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 Thursday 4/26; due Tuesday 5/2) \*\*\*
- Week 6: Morphological Change: leveling; 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 7: 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 7–8: 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]

**Weeks 9–10: 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