# 1. General Information

1a. Submitted by the College of:  ARTS &SCIENCES

   Date Submitted: 5/29/2014

1b. Department/Division:  Linguistics

1c. Contact Person

   Name:  Mark Richard Lauersdorf

   Email:  lauersdorf@uky.edu

   Phone:  7-7101

   Responsible Faculty ID (if different from Contact)

   Name:

   Email:

   Phone:

1d. Requested Effective Date:  Semester following approval

1e. Should this course be a UK Core Course?  No

# 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?:  No

2b. Prefix and Number:  LIN 629

2c. Full Title:  Advanced Historical Linguistics

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

   LECTURE:  3

2g. Grading System:  Letter (A, B, C, etc.)

2h. Number of credit hours:  3

2i. Is this course repeatable for additional credit?  No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin:   This course takes as its starting point the theoretical and conceptual overview of historical linguistics presented in LIN 519 (and similar theoretical introductions to historical linguistics). Building on that foundation, we engage in advanced investigations in the study of language history. Topics taught in this course may include one or more of the following: specific focus on historical phonology, morphology, and/or syntax; application of specific theoretical frameworks to the study of historical language change; examination of quantitative and computational approaches to historical linguistic research; analysis of correlations between historical linguistic data and data from other fields (archeology, anthropology, genetics, etc.).

2k. Prerequisites, if any:   LIN 519 or consent of instructor.

2l. Supplementary Teaching Component:

3.  Will this course taught off campus?   No

If YES, enter the off campus address:

4. Frequency of Course Offering:   Spring,

Will the course be offered every year?:   No

If No, explain:   This course enters into an every-other-year rotation with LIN 519: Historical Linguistics.

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

If No, explain:

6.  What enrollment (per section per semester) may reasonably be expected?:   10-15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?:   Yes

Will it be of interest to a significant number of students outside the degree pgm?:   Yes

If Yes, explain:   This course will be of potential interest to students pursuing linguistic interests in graduate programs in languages (Classics, English, French, German, Spanish) as well as in Anthropology and in the MA in Teaching World Languages and the MA in Teaching English as a Second Language.

8.  Check the category most applicable to this course:   Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9.  Course Relationship to Program(s).

a. Is this course part of a proposed new program?:   No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?:   No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?:   No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached:   Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based:   No

Interactive Video:   No

Hybrid:   No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components?   NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ARHIPP2|Andrew R Hippisley|LIN 629 NEW Dept Review|20140602

SIGNATURE|ARHIPP2|Andrew R Hippisley|LIN 629 NEW Dept Review|20140902

SIGNATURE|ACSI222|Anna C Harmon|LIN 629 NEW College Review|20141007

SIGNATURE|ZNNIKO0|Roshan N Nikou|LIN 629 NEW Graduate Council Review|20141126

| Courses | Request Tracking |
|---------|------------------|

# New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Generate R

**Attachments:**

[ Browse... ]        Upload File

| | ID | Attachment |
|---|------|-----------|
| Delete | 3642 | LIN629_syllabus_quantitative.pdf |
| Delete | 3643 | LIN629_syllabus_diachronySynchrony.pdf |

[ First ] 1 [ Last ]

Select saved project to retrieve...        Get    New

(*denotes required fields)

1. **General Information**

   a. * Submitted by the College of: ARTS & SCIENCES    ▼    Submission Date: 5/29/2014

   b. * Department/Division: Linguistics    ▼

   c.
   * Contact Person Name: Mark Richard Lauersdorf  Email: lauersdorf@uky.edu   Phone: 7-7101
   * Responsible Faculty ID (if different from Contact)        Email:        Phone:

   d. * Requested Effective Date:  ◉ Semester following approval  OR  ○ Specific Term/Year [1]

   e.
   Should this course be a UK Core Course?  ○ Yes  ◉ No

   **If YES, check the areas that apply:**

   ☐ Inquiry - Arts & Creativity          ☐ Composition & Communications - II

   ☐ Inquiry - Humanities                 ☐ Quantitative Foundations

   ☐ Inquiry - Nat/Math/Phys Sci          ☐ Statistical Inferential Reasoning

   ☐ Inquiry - Social Sciences            ☐ U.S. Citizenship, Community, Diversity

   ☐ Composition & Communications - I     ☐ Global Dynamics

2. **Designation and Description of Proposed Course.**

   a. * Will this course also be offered through Distance Learning?  ○ Yes [1] ◉ No

   b. * Prefix and Number: LIN 629

   c. * Full Title: Advanced Historical Linguistics

   d. Transcript Title (if full title is more than 40 characters):

   e. To be Cross-Listed [2] with (Prefix and Number):

   f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

   | | | | | | | |
   |---|---|---|---|---|---|---|
   | 3 | Lecture | | Laboratory[1] | | Recitation | Discussion |
   | | Indep. Study | | Clinical | | Colloquium | Practicum |
   | | Research | | Residency | | Seminar | Studio |
   | | Other | If Other, Please explain: | | | | |

   g. * Identify a grading system:
   ◉ Letter (A, B, C, etc.)
   ○ Pass/Fail
   ○ Medicine Numeric Grade (Non-medical students will receive a letter grade)
   ○ Graduate School Grade Scale

   h. * Number of credits: 3

   i. * Is this course repeatable for additional credit?  ○ Yes ◉ No
   If YES: Maximum number of credit hours:
   If YES: Will this course allow multiple registrations during the same semester? ○ Yes ○ No

j. * Course Description for Bulletin:

This course takes as its starting point the theoretical and conceptual overview of historical linguistics presented in LIN 519 (and similar theoretical introductions to historical linguistics). Building on that foundation, we engage in advanced investigations in the study of language history. Topics taught in this course may include one or more of the following: specific focus on historical phonology, morphology, and/or syntax; application of specific theoretical frameworks to the study of historical language change; examination of quantitative and computational approaches to historical linguistic research; analysis of correlations between historical linguistic data and data from other fields (archeology, anthropology, genetics, etc.).

k. Prerequisites, if any:

LIN 519 or consent of instructor.

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. * Will this course be taught off campus?    ○ Yes ◉ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

   a. * Course will be offered (check all that apply):   ☑ Fall    ☑ Spring    ☐ Summer    ☐ Winter

   b. * Will the course be offered every year?   ○ Yes ◉ No

   If No, explain: This course enters into an every-other-year rotation with LIN 519: Historical Linguistic

5. * Are facilities and personnel necessary for the proposed new course available?   ◉ Yes ○ No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected?  10-15

7. Anticipated Student Demand.

   a. * Will this course serve students primarily within the degree program?   ◉ Yes ○ No

   b. * Will it be of interest to a significant number of students outside the degree pgm?   ◉ Yes ○ No

   If YES, explain:

   This course will be of potential interest to students pursuing linguistic interests in graduate programs in languages (Classics, English, French, German, Spanish) as well as in Anthropology and in the MA in Teaching World

8. * Check the category most applicable to this course:

   ☑ Traditional – Offered in Corresponding Departments at Universities Elsewhere
   ☐ Relatively New – Now Being Widely Established
   ☐ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

   a. * Is this course part of a proposed new program?   ○ Yes ◉ No

   If YES, name the proposed new program:

   b. * Will this course be a new requirement [5] for ANY program?   ○ Yes ◉ No

   If YES [5], list affected programs::

10. Information to be Placed on Syllabus.

   a. * Is the course 400G or 500?   ○ Yes ◉ No
   If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identi additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

   b. ☑ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl
   10.a above) are attached.

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[1] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, re two hours per week for a semester for one credit hour. (from SR 5.2.1)
[2] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
[3] In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal     Save Current Changes

# ADVANCED HISTORICAL LINGUISTICS
## – *Quantitative and Computational Approaches*

**LIN 629**
*[Days and times of course]*
*[Location of course]*
*[Semester of course]*

Dr. Mark Richard Lauersdorf
office: POT 1471
phone: 859-257-7101
e-mail: lauersdorf@uky.edu
office hours: *[days and times]*
and by appointment

## Course overview, goals, and objectives

This course takes as its starting point the theoretical and conceptual overview of historical linguistics presented in LIN 519 (and similar theoretical introductions to historical linguistics). Building on that foundation, we will first undertake a baseline review and survey of research methods in historical linguistics and subsequently engage in advanced investigations that focus specifically on quantitative and computational approaches to the study of language history, language change, language contact, language classification, and linguistic relatedness.

## Student learning outcomes

Upon completion of the course students should be able to:
- describe differing theoretical approaches to historical linguistic investigation and their relative strengths and weaknesses;
- compare competing methods of historical linguistic analysis and assess their effectiveness in interpreting historical linguistic data;
- deploy quantitative and computational methods and tools in historical linguistic study;
- evaluate historical linguistic datasets through consistent application of unified theoretical and methodological frameworks;
- correlate data from multiple methodological approaches in performing multifaceted interpretation of historical linguistic evidence.

## Course materials

- Baker, Adam. 2008. "Computational Approaches to the Study of Language Change". *Language and Linguistics Compass* 2.2: 289-307. http://onlinelibrary.wiley.com/doi/10.1111/j.1749-818X.2008.00054.x/abstract .

- Barbançon, François, Steven N. Evans, Luay Nakhleh, Don Ringe, and Tandy Warnow. 2013. "An experimental study comparing linguistic phylogenetic reconstruction methods". *Diachronica* 30.2: 143–170. http://www.cs.utexas.edu/users/tandy/Diachronica-barbanson.pdf .

- Hernández-Campoy, Juan Manuel and Juan Camilo Conde-Silvestre, eds. 2012. *The Handbook of Historical Sociolinguistics*. Blackwell. The following chapter:
  – 6: "The Use of Linguistic Corpora for the Study of Linguistic Variation and Change: Types and Computational Applications" (pp. 99-122).

- Honeybone, Patrick and Joseph Salmons, eds. 2014. *The Oxford Handbook of Historical Phonology*. Oxford University Press. The following chapters:
  – 9: "Computational and Quantitative Approaches to Historical Phonology".
  – 10: "Simulation as an Investigative Tool in Historical Phonology".
  – 11: "Using Corpora of Recorded Speech for Historical Phonology".

- Johnson, Keith. 2008. *Quantitative Methods in Linguistics*. Blackwell. The following chapters:
  – 1: "Fundamentals of Quantitative Analysis" (pp. 1-33).
  – 2: "Patterns and Tests" (pp. 34-69).
  – 6: "Historical Linguistics" (pp. 182-215).

## Course materials (cont.)

- Joseph, Brian D. and Richard D. Janda, eds. 2003. *The Handbook of Historical Linguistics*. Blackwell. The following section:
  - Part II: "Methods for Studying Language Change" (pp. 181-310).
- Kessler, Brett. 2008. "The Mathematical Assessment of Long-Range Linguistic Relationships". *Language and Linguistics Compass* 2.5: 821-839. http://onlinelibrary.wiley.com/doi/10.1111/j.1749-818X.2008.00083.x/abstract .
- McMahon, April and Robert McMahon. 2008. "Genetics, Historical Linguistics and Language Variation". *Language and Linguistics Compass* 2.2: 264-288. http://onlinelibrary.wiley.com/doi/10.1111/j.1749-818X.2008.00052.x/abstract .
- McMahon, April and Robert McMahon. 2005. *Language Classification by Numbers*. Oxford University Press.
- Nakhleh, Luay, Tandy Warnow, Don Ringe, and Steven N. Evans. 2005. "A Comparison of Phylogenetic Reconstruction Methods on an Indo-European Dataset". *Transactions of the Philological Society*, 103.2: 171-192. http://www.cs.rice.edu/~nakhleh/Papers/TPS05.pdf .
- Nichols, Johanna and Tandy Warnow. 2008. "Tutorial on Computational Linguistic Phylogeny". *Language and Linguistics Compass* 2.5: 760-820. http://onlinelibrary.wiley.com/doi/10.1111/j.1749-818X.2008.00082.x/abstract .
- Ringe, Don and Tandy Warnow. 2008. "Linguistic history and computational cladistics". *Origin and Evolution of Languages: Approaches, Models, Paradigms*. B. Laks, ed. Equinox Publishing.
- Ringe, Don, Tandy Warnow, and Ann Taylor. 2002. "Indo-European and Computational Cladistics". *Transactions of the Philological Society* 100.1: 59-129. http://www.cs.rice.edu/~nakhleh/CPHL/RWT02.pdf .
- Satterfield, Theresa. 2007. "Back to nature or nurture: Using computer models in creole genesis". *Variation, Selection Development*. Ekardt et al., eds. Amsterdam: Mouton de Gruyter: 143-178. http://www-personal.umich.edu/~tsatter/Satterfield2007Veenstrams.pdf
- Vogt, Paul. 2009. "Modeling Interactions Between Language Evolution and Demography". *Human Biology* 81.2-3: 237-258. http://digitalcommons.wayne.edu/humbiol/vol81/iss2/7/ .
- Wichmann, Søren. 2008. "The Emerging Field of Language Dynamics". *Language and Linguistics Compass* 2.3: 442-455. http://onlinelibrary.wiley.com/doi/10.1111/j.1749-818X.2008.00062.x/abstract .
- Select computational resources and datasets: http://www.cs.utexas.edu/users/tandy/histling.html , and others.

## Course work

Homework -- You can expect to have homework following *each* class session. This assigned work will come in the form of readings from the books and articles as well as worksheets and other forms of written work (including online). The homework serves two purposes -- 1) to follow up on information and concepts already discussed in class and 2) to prepare new information and concepts for discussion in subsequent class periods. Written assignments will be collected and corrected *at random intervals* to ensure that everyone is working well with the concepts and materials.

Mini-Projects -- There will be a series of small projects throughout the semester in connection with the different quantitative and computational approaches presented.

Semester Project -- Each student will undertake a historical linguistic investigation employing one of the quantitative and/or computational methods addressed in the course. This project can grow out of one of the mini-projects done by the student or can undertake a new line of investigation.

## Grading

The following scale will be used in this course: 100%-90% = A; 89%-80% = B; 79%-70% = C; 69% or below = E

Final grades will be calculated as follows: Homework = 20% ; Mini-Projects = 50% ; Semester Project = 30%

## Course calendar *[modeled on Spring 2014 academic calendar]*

*Note: This calendar provides an outline of the flow of the course. Actual progress will depend on the speed with which the students process the material.*

| | |
|---|---|
| Thurs., Jan. 16 | Introduction to the course<br>Overview: historical linguistic methods<br>Joseph & Janda, Chaps. 1-3 |
| Tues., Jan. 21 | Overview: historical linguistic methods<br>Joseph & Janda, Chap. 4 |
| Thurs., Jan. 23 | Overview: historical linguistic methods<br>Joseph & Janda, Chap. 5 |
| Tues., Jan. 28 | Introduction to quant/comp methods<br>Johnson, Chap. 1 |
| Thurs., Jan. 30 | Introduction to quant/comp methods<br>Johnson, Chap. 2 |
| Tues., Feb. 04 | Introduction to quant/comp methods<br>Johnson, Chap. 6 |
| Thurs., Feb. 06 | Introduction to quant/comp methods<br>Baker, "Computational Methods" |
| Tues., Feb. 11 | Databases-Corpora-Simulations-Models<br>Wichmann, "Emerging Field" |
| Thurs., Feb. 13 | Databases-Corpora-Simulations-Models<br>Campoy and Silvestre, Chap. 6 |
| Tues., Feb. 18 | Databases-Corpora-Simulations-Models<br>Satterfield, "Back to nature or nurture" |
| Thurs., Feb. 20 | Databases-Corpora-Simulations-Models<br>Vogt, "Modeling Interactions" |
| Tues., Feb. 25 | Quant/Comp historical phonology<br>Honeybone & Salmons, Chap. 9 |
| Thurs., Feb. 27 | Quant/Comp historical phonology<br>Honeybone & Salmons, Chap. 10 |
| Tues., Mar. 04 | Quant/Comp historical phonology<br>Honeybone & Salmons, Chap. 11 |
| Thurs., Mar. 06 | Quant/comp language classification<br>McMahon & McMahon, Chap. 1<br>McMahon & McMahon, "Genetics"<br>*(midterm grade check)* |

| | |
|---|---|
| Tues., Mar. 11 | Quant/comp language classification<br>Kessler, "Mathematical Assessment" |
| Thurs., Mar. 13 | Quant/comp language classification<br>McMahon & McMahon, Chap. 2 |
| *Tues., Mar. 18* | *Spring Break – no class* |
| *Thurs., Mar. 20* | *Spring Break – no class* |
| Tues., Mar. 25 | Quant/comp language classification<br>Nichols & Warnow, "Tutorial" |
| Thurs., Mar. 27 | Quant/comp language classification<br>Barbançon, et al., "Experimental" |
| Tues., Apr. 01 | Quant/comp language classification<br>Nakhleh et al., "Comparison" |
| Thurs., Apr. 03 | Quant/comp language classification<br>McMahon & McMahon, Chap. 3 |
| Tues., Apr. 08 | Quant/comp language classification<br>Ringe & Warnow, "Linguistic history" |
| Thurs., Apr. 10 | Quant/comp language classification<br>Ringe et al., "Indo-European" |
| Tues., Apr. 15 | Quant/comp language classification<br>McMahon & McMahon, Chap. 4 |
| Thurs., Apr. 17 | Quant/comp language classification<br>McMahon & McMahon, Chap. 5 |
| Tues., Apr. 22 | Quant/comp language classification<br>McMahon & McMahon, Chap. 6 |
| Thurs., Apr. 24 | Quant/comp language classification<br>McMahon & McMahon, Chap. 6 (cont.) |
| Tues., Apr. 29 | Quant/comp language classification<br>McMahon & McMahon, Chap. 7 |
| Thurs., May 01 | Quant/comp language classification<br>McMahon & McMahon, Chap. 8 |
| Thurs., May 08 | Semester project presentations |

## Course policies

Attendance – I will keep track of attendance, but attendance will not be a separately graded element in this course. However, your attendance habits will most likely affect your grade because each class session that you miss represents a missed opportunity to learn from the classroom discussions and those classroom discussions often serve as the direct basis for subsequent work in the course. If you miss a class session for any reason, it is your responsibility to find out what was covered in that session and ensure that you understand the information and concepts discussed. Get notes from your classmates or come to see me to find out what you missed.

In addition, I expect everyone to come to class on time and to stay for the full duration of the class session. Again, any missed portion of a class period is a missed chance to better understand and assimilate the material.

Making up missed work – Make-up work will only be allowed when the work is missed for one of the reasons listed in University Faculty Senate Rule 5.2.4.2 (November 2012) as "excused absences":

"A. Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification."

"B. The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediately family is defined as spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and grandchild or grandparent"

## Course policies (cont.)

"C. Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. When feasible, the student must notify the Instructor of Record **prior to** the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors of Record may request formal notification from appropriate university personnel to document the student's participation in such trips."

"D. Major Religious Holidays. Students are responsible for notifying the Instructor of Record **in writing** of anticipated absences due to their observance of such holidays. Faculty shall give students the opportunity to make up work (typically, exams or assignments) when students notify them that religious observances prevent the students from doing their work at its scheduled time. Faculty should indicate in their syllabus how much advance notice they require from a student requesting an accommodation. Faculty shall use their judgment as to whether the observance in question is important enough to warrant an accommodation, although the presumption should be in favor of a student's request. The Offices of Institutional Diversity, the Dean of Students, and the Ombud are available for consultation. [US: 2/14/11]"

"E. Any other circumstances which the Instructor of Record finds reasonable cause for absence. [US: 4/23/90]"

If you are absent from class *for any one of these reasons* on a day when a homework assignment is collected or a project is due, you must contact me within one week after your absence to make arrangements for making up that work.

If you are absent from class *for any other reason* on a day when a homework assignment is collected or a project is due, you will not be allowed to make up that work and it will be assigned a grade of "0" ("zero").

Cheating and Plagiarism – I expect all work that you submit to me for a grade to be work that you produce on your own (except, of course, for group projects). This does not mean that you cannot study with a friend or in study groups, but it does mean that the work that you submit to me must be your own and not the product of collaboration with others or stolen from someone else. The minimum penalty for a first offense of cheating or plagiarism is a "0" ("zero") on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on his/her record, more serious penalties, up to suspension from the university may be imposed. Here, for your reference, are the official definitions of plagiarism and cheating from the University Faculty Senate Rules (November 2012):

*"6.3.1 Plagiarism*
All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain."

*"6.3.2 Cheating*
Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/05]"

# Course policies (cont.)

<u>Classroom behavior, decorum, and civility</u> – The classroom is a place of learning and as such has certain understood rules that I will expect everyone to abide by:  a) discussion and debate are significant tools in learning and, of course, discussion and debate imply disagreement from time to time, but I expect that all opinions expressed in the classroom will show respect for personal differences and will be stated on the basis of well-reasoned argumentation; b) interruptions of class discussions (including: leaving cell phones and other electronic devices on in class [turn them off!], talking indiscreetly while someone else is talking, or engaging in other disruptive behavior) will not be tolerated.

<u>Classroom and learning accommodations</u> – If you have a documented disability that requires academic accommodations, please see me as soon as possible.  In order to receive academic accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

# ADVANCED HISTORICAL LINGUISTICS
## – *THE DIACHRONY / SYNCHRONY INTERFACE*

**LIN 629**
*[Days and times of course]*
*[Location of course]*
*[Semester of course]*

Dr. Andrew Miles Byrd
office: POT 1375
e-mail: andrewbyrd@uky.edu
office hours: *[days and times]*
and by appointment

### Course overview, goals, and objectives

This course takes as its starting point the theoretical and conceptual overview of historical linguistics presented in LIN 519 (and similar theoretical introductions to historical linguistics). Building on that foundation, we engage in advanced investigations in the study of language history, including a specific focus on historical phonology and morpho-syntax; the application of Optimality Theory to the study of historical language change; and the question of what is "normal" language change, as we investigate the conflict of the Neogrammarian Hypothesis with the theory of Lexical Diffusion, the problem of creolization in the context of language change, and the locus of grammar change from a generative point of view and beyond. Prerequisites: LIN 519 or consent of instructor.

### Student learning outcomes

Upon completion of the course students should be able to:
- describe differing theoretical approaches to historical linguistic investigation and their relative strengths and weaknesses;
- compare competing methods of historical linguistic analysis and assess their effectiveness in interpreting historical linguistic data;
- successfully evaluate historical linguistic datasets through consistent application of a unified theoretical and methodological framework, including (but not limited to): the Comparative Method, internal reconstruction, Structuralism, rule-based Generative (serial) phonology, and Optimality Theory

### Course textbook:

- *Historical Linguistics: Theory and Method.* by Mark Hale. Wiley-Blackwell, 2007. ISBN: 978-0-631-19661-7 (paperback).

### Selected Articles (posted to Blackboard):

#### Semantics and the Lexicon:

- "Principles of Semantic Change." by Benjamin W. Fortson, IV, in Brian Joseph and Richard Janda, eds. *The Handbook of Historical Linguistics*. 2005.
- "Grammaticalization." by Bernd Heine, in Brian Joseph and Richard Janda, eds. *The Handbook of Historical Linguistics*. 2005.

#### Phonology:

- "The Phonological Basis of Sound Change." by Paul Kiparsky, *The Handbook of Phonological Theory*, ed. John A. Goldsmith. 1995.
- "Analytic bias and phonological typology." by Elliott Moreton, in *Phonology* 25:1 (2008), 83-127.
- "The Listener as a Source of Sound Change." by John J. Ohala, in C.S. Masek et al., eds. *Papers from the Parasession on Language and Behavior (Chicago Linguistic Society)*, 1984.
- "The Origin of the *nn / ð* Alternation in Old Icelandic." by Charles Reiss, in *NOWELE* 30 (1997): 135-158.
- "The /z/ → [d] Variable Rule in Negative Auxiliary Contractions in Southern States English." by Bill Reynolds, in *American Speech* 69.4 (1994): 361-372.
- "The Rules of Reconstruction: Making Our Etymologies More Grounded." by Andrew Miles Byrd, in *Etymology and the Indo-European Lexicon, Proceedings of the 14th Fachtagung of the Indogermanische Gesellschaft, 17-22 September 2012, Copenhagen, Denmark.*

## Morphosyntax & Analogy:

- "Modeling English Past Tense Intuitions with Minimal Generalization." by Adam Albright and Bruce Hayes, in MPL '02 Proceedings of the ACL-02 workshop on Morphological and phonological earning, Volume 6, 58-69.
- "Explaining universal tendencies and language particulars in analogical change." by Adam Albright, in Jeff Good (ed.), *Language Universals and Language Change*, OUP. 2008.
- "Analogical Morphophonology." by Andrew Garrett and Juliette Blevins, in Kristin Hanson and Sharon Inkelas, eds., *The nature of the word: Essays in honor of Paul Kiparsky*, 527-545. 2009.
- "Morphosyntactic Variation." by Anthony Kroch, in K. Beals et al., eds., *Papers from the 30th Regional Meeting of the Chicago Linguistics Society.* 1994.

## What is "Normal" Language Change? – the Neogrammarian Hypothesis, Lexical Diffusion, and Language Contact:

- "Against Creole exceptionalism." by Michel DeGraff. *Language* 79:2 (2003), 391-410.
- "Convergence in the Formation of Indo-European Subgroups: Phylogeny and Chronology." by Andrew Garrett, in Peter Forster and Colin Renfrew, eds., *Phylogenetic methods and the prehistory of languages*, 139-151. 2006.
- "Adolescents, young adults and the critical period: two case studies from "Seven Up". by Gillian Sankoff, in Carmen Fought, eds., *Sociolinguistic Variation.* 2004.
- "Language Change Across the Lifespan: /r/ in Montreal French." by Gillian Sankoff and Hélène Blondeau, in *Language* 83.3 (2007): 560-588.

## Selected Readings Taken From:

- *Course in General Linguistics.* by Ferdinand de Saussure. 1915 (paperback).
- *Optimality Theory: Constraint Interaction in Generative Grammar.* by Alan Prince and Paul Smolensky. 1993.
- *The Oxford Handbook of Historical Phonology.* edited by Patrick Honeybone and Joseph Salmons. Oxford University Press, 2014. ISBN-13: 978-0199232819 (ISBN: 0199232814) (hardback).
- *Historical Morphology.* edited by Jacek Fisiak. (Trends in Linguistics. Studies and Monographs, 17). De Gruyter, 2011. ISBN-13: 978-9027930385 (ISBN: 9027930384) (hardback).
- *Diachronic Syntax.* by Ian Roberts. (Oxford Textbooks in Linguistics). Oxford University Press, 2007. ISBN-13: 978-0199253982 (ISBN: 0199253986) (paperback).
- *Optimality Theory and Language Change.* edited by D.E. Holt. (Studies in Natural Language and Linguistic Theory, 56). Springer, 2003. ISBN-13: 978-1402014703 (ISBN: 1402014708). (paperback).

## Course work

Homework -- You can expect to have homework following *each* class session. This assigned work will come in the form of readings from the books and articles as well as problem sets and other forms of written work (including online). The homework serves two purposes -- 1) to follow up on information and concepts already discussed in class and 2) to prepare new information and concepts for discussion in subsequent class periods.

Mini-Projects -- There will be a series of small projects (typically in the form of a lengthy problem set) throughout the semester in connection with each major section of the course: 1) the Comparative Method & internal reconstruction; 2) historical phonology; and 3) historical morpho-syntax.

Semester Project -- Each student will undertake a historical linguistic investigation employing one of the methods addressed in the course. This project can grow out of one of the mini-projects done by the student or can undertake a new line of investigation. This project will be presented to the class through a 20-minute presentation in the final week of the course.

## Grading

The following scale will be used in this course: 100%-90% = A; 89%-80% = B; 79%-70% = C; 69% or below = E
Final grades will be calculated as follows: Homework = 40% ; Mini-Projects = 30% ; Semester Project = 30%

## Course calendar *[modeled on Spring 2014 academic calendar]*

*Note: This calendar provides an outline of the flow of the course. Actual progress will depend on the speed with which the students process the material. Readings are given in bold.*

| | | | | |
|---|---|---|---|---|
| Thurs., Jan. 16 | Introduction to the course<br>Overview: historical linguistic methods<br>**Hale, ch. 1.** | | Tues., Mar. 11 | Historical morpho-syntax<br>**Hale, ch. 8-9, Fisiak, ch. 1.** |
| Tues., Jan. 21 | Saussure: diachrony & synchrony<br>**Saussure 1915.** | | Thurs., Mar. 13 | Historical morpho-syntax<br>**Kroch 1994, Roberts, ch. 2.** |
| Thurs., Jan. 23 | The importance of philology & the boundaries of knowledge<br>**Hale, ch. 2.** | | *Tues., Mar. 18*<br>*Thurs., Mar. 20* | *Spring Break – no class*<br>*Spring Break – no class* |
| Tues., Jan. 28 | Review: the Comparative Method<br>**Hale, ch. 3.** | | Tues., Mar. 25 | Historical morpho-syntax<br>**Albright 2008, Albright & Hayes 2002.** |
| Thurs., Jan. 30 | Review: internal reconstruction | | Thurs., Mar. 27 | Historical morpho-syntax<br>**Garrett & Blevins 2009.** |
| Tues., Feb. 04 | Lexical & semantic change<br>**Fortson 2005.** | | Tues., Apr. 01 | OT and morpho-syntactic change<br>**Holt, ch. 13.** |
| Thurs., Feb. 06 | Lexical & semantic change<br>**Heine 2005.** | | Thurs., Apr. 03 | OT and morpho-syntactic change<br>**Holt, ch. 14.** |
| Tues., Feb. 11 | Historical phonology<br>**Hale, ch. 4-7.** | | Tues., Apr. 08 | What is "normal" language change?<br>**Hale ch. 10-11. Garrett 2006.** |
| Thurs., Feb. 13 | Historical phonology<br>**Kiparsky 1995, Byrd forthcoming.** | | Thurs., Apr. 10 | What is "normal" language change?<br>**Sankoff 2004.** |
| Tues., Feb. 18 | Historical phonology<br>**Ohala 1984, Moreton 2008.** | | Tues., Apr. 15 | What is "normal" language change?<br>**Sankoff & Blondeau 2007.** |
| Thurs., Feb. 20 | Historical phonology<br>**Reynolds 1994, Reiss 1997.** | | Thurs., Apr. 17 | What is "normal" language change?<br>**DeGraff 2003.** |
| Tues., Feb. 25 | Overview of optimality theory (OT)<br>**Prince & Smolensky 1993.** | | Tues., Apr. 22<br>Thurs., Apr. 24 | Historical linguistics and genetics<br>Historical linguistics and genetics |
| Thurs., Feb. 27 | Overview of OT<br>**Prince & Smolensky 1993.** | | Tues., Apr. 29<br>Thurs., May 01 | Student presentations<br>Student presentations |
| Tues., Mar. 04 | OT and sound change<br>**Holt, ch. 4-6.** | | Thurs., May 08 | Semester project due |
| Thurs., Mar. 06 | OT and sound change<br>**Holt, ch. 8, 10.**<br>*(midterm grade check)* | | | |

## Course policies

<u>Attendance</u> – I will keep track of attendance, but attendance will not be a separately graded element in this course. However, your attendance habits will most likely affect your grade because each class session that you miss represents a missed opportunity to learn from the classroom discussions and those classroom discussions often serve as the direct basis for subsequent work in the course. If you miss a class session for any reason, it is your responsibility to find out what was covered in that session and ensure that you understand the information and concepts discussed. Get notes from your classmates or come to see me to find out what you missed.

In addition, I expect everyone to come to class on time and to stay for the full duration of the class session. Again, any missed portion of a class period is a missed chance to better understand and assimilate the material.

<u>Making up missed work</u> – Make-up work will only be allowed when the work is missed for one of the reasons listed in University Faculty Senate Rule 5.2.4.2 (November 2012) as "excused absences":

"A. Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification."

"B. The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediately family is defined as spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws

of the same relationship); and grandchild or grandparent"

"C. Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. When feasible, the student must notify the Instructor of Record **prior to** the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors of Record may request formal notification from appropriate university personnel to document the student's participation in such trips."

"D. Major Religious Holidays. Students are responsible for notifying the Instructor of Record **in writing** of anticipated absences due to their observance of such holidays. Faculty shall give students the opportunity to make up work (typically, exams or assignments) when students notify them that religious observances prevent the students from doing their work at its scheduled time. Faculty should indicate in their syllabus how much advance notice they require from a student requesting an accommodation. Faculty shall use their judgment as to whether the observance in question is important enough to warrant an accommodation, although the presumption should be in favor of a student's request. The Offices of Institutional Diversity, the Dean of Students, and the Ombud are available for consultation. [US: 2/14/11]"

"E. Any other circumstances which the Instructor of Record finds reasonable cause for absence. [US: 4/23/90]"

If you are absent from class *for any one of these reasons* on a day when a homework assignment is collected or a project is due, you must contact me within one week after your absence to make arrangements for making up that work.

If you are absent from class *for any other reason* on a day when a homework assignment is collected or a project is due, you will not be allowed to make up that work and it will be assigned a grade of "0" ("zero").

Cheating and Plagiarism – I expect all work that you submit to me for a grade to be work that you produce on your own (except, of course, for group projects). This does not mean that you cannot study with a friend or in study groups, but it does mean that the work that you submit to me must be your own and not the product of collaboration with others or stolen from someone else. The minimum penalty for a first offense of cheating or plagiarism is a "0" ("zero") on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on his/her record, more serious penalties, up to suspension from the university may be imposed. Here, for your reference, are the official definitions of plagiarism and cheating from the University Faculty Senate Rules (November 2012):

**"6.3.1 Plagiarism**
All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.
Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.
When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain."

**"6.3.2 Cheating**
Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/05]"

Classroom behavior, decorum, and civility – The classroom is a place of learning and as such has certain understood rules that I will expect everyone to abide by: a) discussion and debate are significant tools in learning and, of course, discussion and debate imply disagreement from time to time, but I expect that all opinions

expressed in the classroom will show respect for personal differences and will be stated on the basis of well-reasoned argumentation; b) interruptions of class discussions (including: leaving cell phones and other electronic devices on in class [turn them off!], talking indiscreetly while someone else is talking, or engaging in other disruptive behavior) will not be tolerated.

Classroom and learning accommodations – If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive academic accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.