Description and goals of the course
This course surveys some of the principal areas of research in historical linguistics:
- Language change at the lexical, phonological, morphological, and syntactic levels of grammar
- Relationship between languages
- The comparative method and internal reconstruction

The goals for the course are that students:
- Become knowledgeable of the basic areas of historical linguistics, the basic questions asked and discussed in the field, and the general methodologies employed in carrying out research in historical linguistics.
- Develop a sense of what kinds of thinking are necessary to frame a question from the perspective of historical linguistics and learn the skills to be able to come up with and assess possible responses to the question.
- Become aware of their own intellectual development as they learn more about different aspects of historical linguistics and develop the skills to critically examine and research different historical linguistic questions.

Finally, a more encompassing goal is that students develop an understanding of how other areas of linguistics (phonology, morphology, syntax, lexical semantics, sociolinguistics, contact linguistics) relate to historical linguistics and to broader areas of language change and linguistic theory.

Course requirements
(1) Exercises 30% (5 x 6%)
(2) Class discussion questions 20% (6 x 3.333% each student is responsible writing a response for each article)
(3) General Participation 10%
(4) Presentation of final project 10%
(5) Final project 30%


Exercise Sets
Six exercises will be given. You are expected to complete these and hand them in on time. We will read over each exercise set in class the day they are assigned so that you also have an opportunity as a class to ask questions about them. In addition, if you have more specific questions about the assignments, please don’t hesitate to contact me, even if they are only information questions. It is extremely important that you understand what the questions are in the assignment. The goal of doing the exercises is to develop your analytical skills using a limited and incomplete set of data.

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<thead>
<tr>
<th>Assignment</th>
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<tr>
<td>1. Exercise Set #1</td>
<td>Sept. 11</td>
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<td>2. Exercise Set #2</td>
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<td>5. Exercise Set #5</td>
<td>Nov. 13</td>
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Class discussion questions on the readings
For each of the six articles, you will be given ahead of time a set of questions that will serve as a guide for reading, understanding, thinking critically about the article content, and linking the article content to the information in our textbook. You will bring the written responses to the questions to class on the day(s) of the discussion of every article. Your comments and responses will be used as a point of departure for the discussion of the main positive and negative points of each article. And they will be handed in and graded.

Participation
It is of course expected (not to mention really important!) that you read the assigned readings and prepare comments before the class in which they are to be discussed. The notes you take while reading (i.e. questions that occur to you, relevant examples relating to what you are reading, comments on a topic you’d like to remember) are useful to share, as they can facilitate discussion. The class works optimally when all come prepared. It is always a good idea to try to relate each topic being studied to your particular interest in linguistics, be it phonology, morphology, syntax, semantics, sociolinguistics, SLA, etc.

Class time will be divided up between lectures and discussions. Naturally, discussions are only possible if everyone does their part in contributing to the discussion of the different topics. All are encouraged to participate actively and constructively in class by asking relevant questions and/or by linking the topic of discussion to relevant personal experiences or observations. It is always best, in small groups and as a class group, if everyone has an opportunity to share in the discussion. I will do by best to channel your energies appropriately so that all participate. Everyone is expected to be in class on time. If there are time conflicts sometimes, I need to know about them beforehand. Good communication helps to maintain a good rapport in class. As far as possible, let me know in advance about problems you are having so that we can address them right away.

Final Project
You can choose a topic on diachronic language change or synchronic language variation in consultation with me. The topic can be developed using the concepts we have discussed in class as a point of departure and should be connected with what we have learned throughout the semester. The paper should be a minimum of 10 pages plus references. It should be double-spaced, 12 pt. font, with one-inch margins. In terms of style, please use the LSA style sheet, a shortened version of which will be provided. Your paper is to be sent to me electronically by Friday (December 6) 1 pm.
Required Readings (in alphabetical order; the readings will be made available electronically)


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**SCHEDULE**

(A tentative guideline, subject to changes)

1. **INTRODUCTION**

   **WEEK 1** (Aug. 26-28) Introduction: THL—chapter 1; Discussion of the Case Study

   **Sept. 2: Labor Day – No Classes**

2. **THE LEXICON: Lexical and Semantic Change**

   **WEEK 2** (Sept. 4) Discussion of Ch.1, exercises 1.1, 1.2, 1.3 [every other one])
   Lexical and semantic change: chapter 2

   **WEEK 3** (Sept. 9, 11) Lexical and semantic change: chapter 2
   **READING:** BURRIDGE 1998 (Exercise Set #1 Assigned Sept. 11)

3. **PHONOLOGY: Sound Change**

   **WEEK 4** (Sept. 16) Phonological change I: chapter 3
   (Exercise Set #1 Due Sept. 18)
   (Sept. 18) Phonological change I: chapter 3

   **WEEK 5** (Sept. 23) Phonological change II: chapter 4
   (Sept. 25) Phonological change II: chapter 4
   **READING:** MICHAUD, JACQUES & RANKIN. (Exercise Set #2 Assigned Sept. 25)

4. **MORPHOLOGY: Change in the word form**

   **WEEK 6** (Sept. 30, Oct. 2) Morphological change: chapter 5
   (Exercise Set #2 Due Oct.2)

   **WEEK 7** (Oct. 7, 9) Morphological change: chapter 5 (cont.)
   **READING:** CUTLER, HAWKINS AND GILLIGAN
5. SYNTAX: Change and patterns in the order of constituents
WEEK 8  (Oct. 14, 16)  Syntactic change: chapter 6  (Exercise Set #3 Due Oct. 16)

WEEK 9  (Oct. 21, 23)  Syntactic change: chapter 6
READING: HASPELMATH 2006  (Exercise Set #4 Assigned Oct. 23)

6. RELATEDNESS AMONG LANGUAGES: Relations and Methodology
WEEK 10 (Oct. 28, 30)  Relatedness between languages: chapter 7  (Exercise Set #4 Due Oct. 30)

WEEK 11 (Nov. 4)  READING: WICHMAN ET AL. 2010
(Nov. 6)  The comparative method: chapter 8

WEEK 12 (Nov. 11)  The comparative method: chapter 8
(Nov. 13)  READING: SANDERS
Internal Reconstruction: chapter 9  (Exercise Set #5 Assigned Nov. 13)

WEEK 13 (Nov. 18)  Internal Reconstruction: chapter 9
(Nov. 20)  Student presentations (6)  (Exercise Set #5 Due Nov. 20)

WEEK 14  Thanksgiving Break  (Nov. 24-Dec. 1)

WEEK 15 (Dec. 2, 4):  Student presentations (6 each day)

*Final Project: Topic on diachronic language change or synchronic language variation, approved in consultation with me, to be sent electronically by to me (clements@indiana.edu) by Friday, December 6, at 1pm.*