

Department of Anthropology
Anthropology 3335F – Historical Linguistics
Course Outline
Fall 2016

Classes: Tuesdays 9:30am-12.30pm, TH-3101

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NOTE: *This syllabus may be adjusted as required throughout the term. All students are responsible for attending class for information in this regard. Unless you either have the prerequisites for this course (Anthro 2247, Anthro 2248) or have written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.*

Prerequisites: Anthropology 1027A/B or Linguistics 2288A/B, Anthropology 2247A/B and registration in year 3 or 4 in any module. *Unless you have either the requisites for this course or written special permission to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.*

Course Description

This course is a general introduction to historical linguistics. Topics covered include borrowing, sound change, analogy, word order change, the comparative method, the method of internal reconstruction, as well as other topics associated with language change. Historical linguistics is an exciting branch of linguistics. It has important implications for and interrelations with archaeology, biological anthropology and sociocultural anthropology, and it also has the potential to shed important light on the nature of linguistic structure. For the student, it is a wonderful context in which to put all of the pieces of core linguistic knowledge in phonetics, phonology, morphology, syntax and semantics to work.

Learning Outcomes

- Recognize historical linguistic patterns within and across languages.
- Effectively analyze the structure and change of languages, as manifested in their phonological, morphological, syntactic, and/or semantic systems.
- Conduct independent research of a theoretical and/or empirical nature, focused on language change, which effectively employs a standard scientific research methodology appropriate to linguistic analysis.
- Synthesize research findings and clearly communicate historical linguistic arguments in

appropriate written, oral and visual forms, with the correct use of supporting evidence.

- Express, assess, and defend analyses of historical linguistic data with clarity and rigor in standard written academic language.
- Read, summarize and explain primary historical linguistics literature.
- Articulate the differences between various approaches to the study of language change and evaluate the evidence for and against those approaches.

Required Books

Campbell, L. (2006). *Historical Linguistics: An Introduction*. 3ed. Cambridge: The MIT Press.

Course Requirements

The requirements of the course include (almost) weekly assignments, attendance and a paper.

Assignments:

Weekly assignments	60%
Attendance/Participation	10%
Position Paper	30%

Additional information on the research paper will be given throughout the course. Students are expected to attend all classes and to be prepared to discuss assigned work at all class meetings.

WEEKLY ASSIGNMENTS

Almost every week some exercises will be assigned from the textbook or from other sources to be turned in as homework. These must be word processed unless otherwise indicated. The lowest assignment will be dropped and an average of the rest will make up your grade.

ATTENDANCE/PARTICIPATION

Full attendance and participation is essential to do well in any linguistics course. In addition, since we only meet once a week, missing one class means missing a whole week's worth of material. If you do miss a class, you are responsible for obtaining the material covered that week from one of your classmates. An attendance sheet will be circulated every class and students are responsible for signing it.

THE POSITION PAPER

The essay will address a controversial issue in Historical Linguistics with regards to genetic relationships between languages. This topic will be provided by the professor with some further selection by the students. A list of topics will be made available, but students can also propose others with the approval of the professor. It is a position paper; that is it should present the various views on the issue and argue for why one is better. It will be between 2000-2500 words (approximately 8-10 pages). It is due November 22. Late essays will be penalized at a rate of 5% per day. You must submit the essay and receive a minimum of 50% in order to pass the course. More information on the research paper will be provided throughout the course.

IV. Grading Structure

Your grade will be based on the cumulative sum of points you earn in the areas outlined above. If you would like to know your grade at any point in the term, simply keep a running total of your accumulated points and compare them to the number of points possible at that point. I will be happy to confirm your point total at any time. This can also be checked through the Gradebook on Owl.

V. Grading Philosophy

Your grade is your responsibility, not ours. Your grade in this course is up to you, as much as we can make it so. We encourage you to talk to us, and to each other, in order to ensure that you understand the course material. If you have additional concerns about how you can ensure that you earn the grade you are hoping to earn in this course, please consult us for suggestions. If you feel you have been graded unfairly, please communicate with us about your concerns - and be a strong advocate for yourself! We promise that we will not be mad at you because you argue a grade.

Grades are not personal statements about your intrinsic worth; they are accurate and fairminded assessments of the objective merits of your work at a particular time and place. While we are kind and sympathetic, we will not respond well to arguments about your grade that are based on anything other than the merits of your particular assignment. The smartest people in the world sometimes get poor grades - and the less-than-smartest sometimes get As. Your grade is not an index of your intelligence or of our beliefs about your intelligence. The grade you earn is in no way required to be the grade you "need". Similarly, the grade you earn does not have anything to do with other grades you have earned in the past.

Need (due to financial aid status, athletics, or any other such requirement) is not an appropriate criterion for us to use in figuring your grade in this course. Neither is the fact that you are "an 'A' student", generally speaking. Please limit your discussion of grades in this course to the quality and quantity of work you do for this course - and we'll do the same! The grade you earn ought to be proportional to your willingness to do the course work in this class.

Note also that you will not be able to do well in this course unless you are willing to (a) attend regularly; (b) participate fully, (c) think really hard about the material, even if you find it confusing or difficult, and (d) do the work, regardless of how bored/frustrated you are with it. If you are doing all these things, and you are still concerned about your grade, then please see us for suggestions and assistance. If you are not doing all these things, please accept a lower grade and move on – that is precisely what low grades were intended for!

The grade you earn in this class ought to reflect your performance on the assignments, and not your availability to do extra credit work outside of class when you blow off the real assignments so there are no extra credit assignments.

VI. Course Policies

Written Assignments

All written assignments completed outside of class must be word-processed (unless otherwise indicated), formatted for 8.5 – 11" white paper, double-spaced, using 12 point font. They must include your FIRST AND LAST NAME and the ASSIGNMENT NAME or a TITLE and they must be named LASTNAME_Initial_ASSIGNMENT (eg. Kharytonava_O_HW1.doc).

Homework assignments will be penalized 5% per 24 hours that they are late as per the timestamp on the class website and will not be accepted after 5 days.

Missed Deadlines

Occasionally illness or other personal issues make it impossible to meet deadlines. In such cases adequate documentation must be submitted to Academic Counselling of your home faculty, according to the terms of the Senate policy regarding medical accommodation as specified at: http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf.

Providing such documentation is accepted by Academic Counselling, reasonable effort will be made to accommodate your situation. Without this, no accommodations will be made.

Electronic devices

During regular classes, the only allowable electronic device is a laptop computer and it should be used solely for the purpose of taking notes related to the class. Mobile phones, ipods, mp3 players etc. must be turned off during class. Electronic distractions will count against your participation mark.

Academic Policies:

All students should familiarize themselves with Western's current academic policies regarding **accessibility, plagiarism and scholastic offences, and medical accommodation**. These policies are outlined (with links to the full policies) at:

http://anthropology.uwo.ca/undergraduate/course_information/academic_policies.html

VII. Schedule of Topics, Readings and Assignments (Subject to change)

Week	Date	Topic	Readings	Assignments
1	Sept 13	Introduction: Review of Phonetics and Phonology	Chapter 1	
2	Sept 20	Sound Change	Chapter 2	HW 1
3	Sept 27	Sound Change Cont'd		HW 2
4	Oct 4	Borrowings	Chapter 3	HW 3
5	Oct 11	Analogical Change	Chapter 4	HW 4
6	Oct 18	Comparative Method & Reconstruction	Chapter 5	HW 5
7	Oct 25	Comparative Method & Reconstruction Cont'd		
8	Nov 1	Internal Reconstruction	Chapter 8	HW 6
9	Nov 8	Linguistic Classification & Models of Change	Chapter 6 &7	HW 7
10	Nov 15	Morphological Change	Chapter 10	
11	Nov 22	Semantic and Lexical Change	Chapter 9	Paper Due
12	Nov 29	Syntactic Change	Chapter 11	HW 8
13	Dec 6	Distant Genetic Relationships	Chapter 14	HW 9