Course Title: Topics in Historical Linguistics

Course Number & Section: LING 610, Fall 2014; Sec. 21952

Instructor: Assistant Professor DS Bigham ("Professor (Bigham)"")
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Office Hours: Mondays 3:30pm-4:45pm in SHW 236; Tuesdays 3:30-4:45pm somewhere near the Student Union Starbucks; I'm also available by appointment and any time my office door is open; I am also available online for virtual chat during office hours: http://www.ustream.tv/channel/dsbigham

This syllabus is a work-in-progress and is subject to change. Changes will be noted through the Blackboard announcement system. By enrolling in this class, you assent to the potential variability of the schedule and syllabus.

Course Description:
Methods and principles used in historical study of language; processes of language change in phonology, syntax, and semantics; linguistics reconstruction; origin of language; language families; development of writing. Analysis of Indo-European, Old English, or Middle English.

Learning Objectives:
• Develop a vocabulary for discussing historical linguistic processes
• Engage with historical linguistic data
• Hypothesize about historical relationships between languages
• Extrapolate knowledge about historical linguistic problems to novel texts
• Compose a book review, in the style of the field, on a text of historical linguistic interest
• Deliver a genre-specific presentation (PechaKucha) on a text of historical linguistic interest

Prerequisites:
Three upper division units in linguistics, preferably Linguistics 410, 501, 520, or 521; or consent.

Texts & Material:
• Historical Linguistics (2nd Ed), Lyle Campbell
  --Note: There is a third edition also available. If you get the 3rd edition, you are responsible for finding a copy of the problem sets from the second edition.
• One book for reviewing (see below)
• Additional reading material provided via Blackboard
• One grid-rule composition book to act as your homework journal and notebook
• A world map is strongly recommended
Policies On Technology & Conduct:
You are expected to respect your fellow students. When fellow students are talking, you should show them the same respect and attention as you show your professor. No questions are stupid. No ideas are crazy. Not everyone learns at the same pace or in the same way.

Computers, tablets, phones, etc. should be silenced (“vibrate” isn’t silent). Headphones should remain off. If you plan on multi-tasking during class, please sit towards the back corner of the room. Do not let your technology interfere with your or other students’ ability to participate or pay attention. Texting during class will eliminate your participation grade. Grades and academic standing will only be discussed face-to-face in my office.

E-mail sent to your professor and/or fellow students must contain “LING 610” in the subject line. Additionally, e-mail should be professionally composed with an opening (“Prof. Bigham, …”) an explicit body (“This is Diana Prince from your LING 610 class, I have a question about Gramkrelidze…”), and an appropriate closing (“Yours, Diana” or “-Diana”). Unprofessional and/or disrespectful e-mail will be deleted without being read. I do not check e-mail after 5pm or on weekends. It is suggested that you use Blackboard’s messaging system for course-related e-mail.

Do not contact your professor via Facebook or any other online social network.

You are responsible for finding a computer and printer capable of displaying/printing relevant course material. "It wouldn't download/open/print/etc." is not a sufficient excuse. The Student Computing Center is located on the 2nd Floor of the Love Library.

Students with Disabilities
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Assignments/Grading:
60% Tests – 2 tests, 30% each, comprehensive: terminology, theory, application
15% Homework Journal – completion of each week’s homework and note-taking (must be legible!)
10% Book Review – written, ~2500 words, due Dec. 12
4% Timely completion of Book Summary One and Two (2% each)
5% Presentation – in PechaKucha style; covering an aspect of your book
6% Participation – contributions to online summaries; contributions to class discussions

Grading Scale (as %): 100-90 A, 89-80 B, 79-70 C, 69-60 D, 59-0 F
Book Review & Presentation:

Important Dates:

- Week Five, Tuesday, Sept. 23: Book Summary One due
- Week Ten, Tuesday, Oct. 28: Book Summary Two due
- Week Twelve, Thursday, Nov. 13: PechaKucha draft due
- Week Fifteen: Presentations begin
- Week Sixteen: Thursday, Dec. 12, 3pm: Book Review write-up due

Presentation:

A PechaKucha–style presentation in which 20 slides are shown for 30 seconds each; slides are set to auto-advance; no more than 10 words per slide; images and visual displays of information are encouraged. The PechaKucha will cover one aspect of the book you are reviewing, not the whole text. --A "final draft" of your presentation will be due in Week Twelve.

Book Reviews:

Approximately 3000 words; book must be approved by Professor Bigham before Week Three.

--Summary One is a 500-word summary of the text, including any forseen challenges, and will situate the text with respect to similar and competing texts.

--Summary Two is a 750-word summary, outlining your final book review paper and detailing your PechaKucha plan. You should have finished reading the book before Summary Two.

Book Reviews will have the following structure:

- Title and complete bibliographic citation for the work (i.e., title in full, author, place, publisher, date of publication, edition statement, pages, special features [maps, color plates, etc.], price, and ISBN).
- A section identifying the purpose of the book and commenting on how well the author did or did not achieve the stated purpose.
- A very brief section summarizing the book.
- One section emphasizing the book's strengths and one emphasizing the weaknesses.
- An assessment of the book's usefulness at multiple levels: personal, classroom, etc.
- A concluding section summarizing your review.

Things to Consider:

- What will the book contribute to the field as a whole?
- What is the theoretical and historical placement of the book? Does it address a debate or fill a gap?
- Is the book well written? (NOTE: This is different from the next point!)
- Is the book well researched?
- How accurate is the presentation of material (e.g., footnotes, citations, typos)?
- How useful is the extra-textual information (maps, images, etc.)?
- Who would benefit from reading this book?
- How does the book compare to others in the field?
- How can educators use this book in the classroom?
Tips and Pointers:
• Emphasize your evaluation of the text, but don’t provide a long-form summary.
• Judge the book on its own terms, rather than as you would have written the text or what material you might have included. In other words, judge the book you read, not the book you want to write.
• Do not quote extensively from the text; the review should paraphrase more then quote.
• Think about how the book can be used both IN and OUT of a classroom setting, placing the book within a context of what should already be known before reading it and what next steps can be taken.

Possible Books for Review:
*Genes, Peoples, and Languages*, by L. Luca Cavalli-Sforza.
*The Cultural Geography of the United States*, by Wilbur Zelinsky.
*The Mother Tongue: English and How It Got That Way*, by Bill Bryson.
*The Unfolding of Language: An Evolutionary Tour of Mankind's Greatest Invention*, by Guy Deutscher.
*The Professor and the Madman*, by Simon Winchester.
*Don't Sleep, There are Snakes: Life and Language in the Amazonian Jungle*, by Daniel L. Everett.
*The Stories of English*, by David Crystal.
*Spoken Here: Travels Among Threatened Languages*, by Mark Abley.
*Bastard Tongues*, by Derek Bickerton.
*An Introduction to Historical Linguistics*, by Terry Crowley.
*Through the Language Glass*, by Guy Deutscher.
Course Schedule:

Week One (Aug 26-28):
Lecture/Lab
T» Ch. 1 :: Overview; review of phonetics
R» p. 10: 1.2, 1.3, 1.5

Week Two (Sept 2-4):
Lecture/Lab
T» Ch. 2 :: Phonological Change
R» Ditto; p.52: 2.1, 2.3, 2.4; p.57: 2.6

Week Three (Sept 9-11):
Lecture/Lab
T» Ch. 3 :: Borrowing
R» p.84: 3.2, 3.3; p.91: 3.5

Week Four (Sept 16-18):
Lecture/Lab
T» Ch. 4 :: Analogy
R» p.120: 4.2

Week Five (Sept 23-25):
Review/Test
T» Book Summary One Due Tuesday
R» Test One on Thursday

Week Six (Sept 30-Oct 2):
Lecture/Lab
T» Ch. 5 :: Comparative Method & Reconstruction
R» Ditto; p.167: 5.1, 5.3

Week Seven (Oct 7-9):
Lecture/Lab
T» Ch. 9 :: Semantic & Lexical Change
R» Workbooks TBD

Week Eight (Oct 14-16):
Lecture/Lab
T» Ch. 10 :: Syntactic Change (p.289-297)
R» p.280: 9.3, 9.4; p.311: 10.4

Week Nine (Oct 21-23):
Lecture/Cancelled
T» Ch. 6 :: Classification
*Thursday – CANCELLED, Gone to NWAV!

Week Ten (Oct 28-30):
Review/Test
*T» Book Summary Two Due Tuesday
*R» Test Two on Thursday

Week Eleven (Nov 4-6):
Lecture/Workshop
T» Ch. 7 :: Models of Change;
T» Ch. 11 :: Why Languages Change
R» PK Workshop

Week Twelve (Nov 11-13):
Cancelled/Workshop
*Tuesday – CANCELLED (Campus Closed)
R» PDF :: Labov 1963; Chen & Wang 1975;
Keller 1994; Croft 2001; Bigham 2010

Week Thirteen (Nov 18-20):
Lecture/Workshop
T» PDF :: Thomason & Kaufman 1988
R» PK Workshop

Week Fourteen (Nov 25-27):
*Writing Day/Thanksgiving
*NO CLASS THIS WEEK (Campus Closed)

Week Fifteen (Dec 2-4):
T,R» PechaKucha Book Reviews

Week Sixteen (Dec 9):
T» PechaKucha Book Reviews