人社院學士班 104 學年度下學期課程大綱

科號	HSS332100	組別		學分	3	人數限制	30
科目中文名稱	語言與歷史			教室	人社 C507		
科目英文名稱	Language and History						
任課教師	廖秀娟 (Dr. Hsiu-chuan Liao)						
上課時間	Thursday (四) 3:30-6:20PM						
擋修科目	無 (**No prerequisite**)			擋修分數			
授課語言	**英語授課 (offered in English)**						

請勾選	此科目對應之系所課程規畫所欲培養之核心能力 Core capability to be cultivated by this course	權重（百分比） Percentage
v	自我瞭解與溝通表達 Self-awareness, expressions & communication	15 %
v	邏輯推理與批判思考能力 Logical reasoning & critical thinking	40 %
v	科學思維與反思 Scientific thinking & reflection	15 %
v	藝術與人文涵養 Aesthetic & humanistic literacy	20 %
☐	資訊科技與媒體素養 Information technology & media literacy	___ %
v	多元觀點與社會實踐 Diverse views & social practices	10 %

一、課程說明	Language is a window to human history/prehistory and culture. In the discipline of linguistics, the field of comparative linguistics (比較語言學) (also known as historical linguistics (歷史語言學), comparative-historical linguistics (比較-歷史語言學), or diachronic linguistics (歷時語言學)) deals with various aspects of language change, including mechanisms, results, and theories of language change (語言變化的機制、結果與解釋語言變化的理論). Making use of both inductive (歸納法) and deductive (演繹法) approaches to the investigation of language data, comparative-historical linguistics aims to address at least

the following key issues:

    (a)   genetic relationship (語言親屬關係): to figure out whether or not two or more languages are genetically related (i.e. whether two or more languages have developed from the same historical source, or whether they belong to the same language family (語系)) (e.g. Through the use of the Comparative Method, a great majority of the languages of Europe (e.g. Russian, Polish, Latvian, Lithuanian, Albanian, Armenian, English, Dutch, German, French, Spanish, Portuguese, Italian, Greek, etc.) are demonstrated to be genetically related to a great majority of the languages of India, the Himalayas, and the Middle East (e.g. Sanskrit, Pali, Hindi-Urdu, Bengali, Nepali, Persian, etc.).   More specifically, all of these languages are considered to belong to the Indo-European language family (印歐語系).

    (b)   subgrouping (語言分群): to figure out which language is more closely related to which language (among genetically related languages) (e.g. Although English appears to share more lexical similarities with French (mainly in **words of cultural importance**) than with German, English is actually MORE closely related to German than to French. More specifically, both English and German belong to the Germanic subgroup (日耳曼語群) of the Indo-European (IE) language family (印歐語系), whereas French belongs to the Italic (義大利語群) (or Romance (羅曼斯語群)) subgroup of IE.

    (c)   homeland (原鄉): to figure out the possible center of dispersal (擴散中心) of a language family (e.g. Taiwan is considered to be the most plausible homeland of the Austronesian family (南島語系), a language family with more than 1,200 languages).

This course aims to provide students with basic skills in comparative-historical linguistics through a problem-solving approach.   More importantly, students will be introduced to the standard Comparative Method and the internal reconstruction method, the two major methods that main-stream historical linguists use to reconstruct the linguistic history of a language family/group or a language.

Through a series of lectures, in-class practice exercises, and homework assignments, students are expected to develop the following linguistic skills: (i) identifying cognates (同源詞) in genetically related languages; (ii) reconstructing linguistic properties (e.g. sounds and sound systems, word structures, sentence structures, etc.) of earlier stages of a language (by the internal reconstruction method) and of a language family (by the

| | Comparative Method); (iii) making use of reconstructed cultural vocabulary (文化詞彙) to infer the prehistory of a language group or a language family (e.g. to figure out the homeland of a language group or a language family, the dispersal routes of a language group, earlier cultural traits of a language group, etc.).

In addition to the above-mentioned linguistic skills, students are expected to develop reasonably good abilities in logical reasoning and critical thinking, scientific thinking and reflection, and also skills in verbal communication and academic writing.

Topics to be addressed include, but are NOT limited to, the following: (i) genetic relationship (語言親屬關係); (ii) sound change and the Comparative Method (語音變化與(歷史語言學)比較方法); (iii) semantic, lexical, morphological, and syntactic change (語意、詞彙、形態與句法的變化); (iv) language contact and borrowing (語言接觸與各種語言面向的借用); (v) subgrouping and long-distance genetic relationships (語言分群與遠距離語言親屬關係); (vi) linguistic prehistory (語言史前史)/ cultural reconstruction (文化重建或文化構擬).

Data will be drawn from a variety of languages, with a focus on the languages of Asia and the Pacific.

***This course will be lectured in English.

***Chinese translation for technical terms will be provided. Students can ask questions in either English or Mandarin Chinese.

***POLICY ON AUDITING
The auditing option is NOT available to **undergraduate students who have a student status in Taiwan**.   All auditors are expected to follow the same rules as registered students. More specifically, auditors are expected to *do the weakly assigned reading, homework assignments, in-class practice exercises,* and *participate in class discussions*.   Moreover, auditors who are absent from the class meetings twice or more will NOT be allowed to continuously sit in the class and will NOT be allowed to audit any course to be offered by the instructor in the future. |
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| 二、指定用書 | Blust, Robert A.   2015.   A workbook in historical linguistics. Manuscript. [a 307-page workbook containing various types and different levels of historical linguistics problems compiled by the world's renowned historical linguist Robert Blust at the University of Hawai'i at Mānoa.]

Campbell, Lyle.   2013.   *Historical linguistics: An introduction*, 3rd edition.   Cambridge: The MIT Press. [Ch.2: Sound Change (pp.14-55); Ch. 3: Borrowing; Ch. 6: Linguistic Classification (Sec. 6.1-6.3; family trees on pp. 176-180)); Ch.10: Morphological Change; Ch. 11: Syntactic Change; |

	Ch. 12: Language Contact; Ch. 14: Distant Genetic Relationship; Ch.17: Quantitative Approaches to Historical Linguistics] ****Crowley, Terry, and Claire Bowern. 2010. *An introduction to historical linguistics*, fourth edition.** Oxford: Oxford University Press (ISBN-10: 0195365542; ISBN-13: 978-0195365542). Greenberg, Joseph H. 1957. *Essays in linguistics*. Chicago and London: The University of Chicago Press. [III (pp. 35–45) and IV (pp. 46–55)] **primary textbook
三、參考書籍	Aitchison, Jean. 1991. *Language change: Progress or decay*. Cambridge: Cambridge University Press. Bloomfield, Leonard. 1933. *Language*. New York: Holt, Rinehart, and Winston. Blust, Robert A. 1996. Austronesian culture history: The window of language. *Transactions of the American Philosophical Society, New Series 86(5): Prehistoric settlement of the Pacific*, 23-35. Blust, Robert A. 1999. Subgrouping, circularity and extinction: Some issues in Austronesian comparative linguistics. *Selected papers from the Eighth International Conference on Austronesian Linguistics*, ed. by Elizabeth Zeitoun and Paul Jen-kuei Li, 31-94. Symposium Series of the Institute of Linguistics (Preparatory Office), Academia Sinica, Number 1. Taipei: Academia Sinica. Bynon, Theodora. 1977. *Historical linguistics*. Cambridge Textbooks in Linguistics. Cambridge: Cambridge University Press. Campbell, Lyle, and Mauricio J. Mixco. 2007. *A glossary of historical linguistics*. Salt Lake City: The University of Utah Press. Croft, William. 2000. *Explaining language change: An evolutionary approach*. Harlow, Toronto, and Paris: Longman. Durie, Mark, and Malcolm Ross. 1996. *The comparative method reviewed*. Oxford: Oxford University Press. Fisher, Olga. 2007. *Morphosyntactic change: Functional and formal perspectives*. Oxford Surveys in Syntax and Morphology. Oxford and New York: Oxford University Press. [P290.F57 2007] Fox, Anthony. 1995. *Linguistic reconstruction: An introduction to theory and method*. Oxford: Oxford University Press. Good, Jeff, ed. 2008. *Linguistic universals and language change*. Oxford: Oxford University Press. Hale, Mark. 2007. *Historical linguistics: Theory and method*. Blackwell Textbooks in Linguistics. Malden and Oxford:

Blackwell. [P140.H348 2007]

Harris, Alice C., and Lyle Campbell.　1995.　*Historical syntax in cross-linguistic perspective*.　Cambridge: Cambridge University Press.

Haspelmath, Martin, and Uri Tadmor, eds.　2009a.　*Loanwords in the world's languages: A comparative handbook*.　Berlin: Mouton de Gruyter.

Haspelmath, Martin, and Uri Tadmor, eds.　2009b.　*World Loanword Database*.　Munich: Max Planck Digital Library.

Hock, Hans Henrich.　1991.　*Principles of historical linguistics*, 2nd edition.　Berlin and New York: Mouton de Gruyter.

Hock, Hans Henrich, and Brian D. Joseph.　2009.　*Language history, language change, and language relationship: An introduction to historical and comparative linguistics*, Second revised edition.　Mouton textbook.　Berlin and New York Mouton de Gruyter.

Hopper, Paul J., and Elizabeth Closs Traugott.　1993.　*Grammaticalization*.　Cambridge: Cambridge University Press.

Jeffers, Robert J., and Ilse Lehiste.　1979.　*Principles and methods for historical linguistics*.　Cambridge: MIT Press.

Lehmann, Winfred P.　1992.　*Historical linguistics* (3rd edition).　London and New York: Routledge.

Lewis, M. Paul, Gary F. Simons, and Charles D. Fennig, eds.　2015.　*Ethnologue: Languages of the World*, eighteenth edition.　Dallas, Texas: SIL International. Online version: http://www.ethnologue.com.
[The most complete and up-to-date catalogue of the world's languages, location, and speaker numbers]

Matras, Yaron.　2009.　*Language contact*.　Cambridge Textbooks in Linguistics.　Cambridge: Cambridge University Press.

Matras, Yaron, and Jeanette Sakel, eds. 2007.　*Grammatical borrowing in cross-linguistic perspective*.　Berlin: Mouton de Gruyter.

McMahon, April M. S.　1994.　*Understanding language change*.　Cambridge: Cambridge University Press.

Millar, Robert McColl. (revised).　2007.　*Trask's historical linguistics*, 2nd edition.　London: Hodder Arnold.

Ringe, Don, and Joseph F. Eska.　2013.　*Historical linguistics: Toward a Twenty-first Century reintegration*.　Cambridge Textbooks in Linguistics.　Cambridge and New York: Cambridge University Press.

Ruhlen, Merritt.　1987.　*A guide to the world's languages*, vol. 1: *Classification*.　Stanford: Stanford University Press.

Tadmor, Uri, Martin Haspelmath, and Bradley Taylor.　2010. Borrowability and the notion of basic vocabulary. *Diachronica* 27(2):226–246.

	Thomason, Sarah G. 2001. *Language contact: An introduction*. Washington, D.C.: Georgetown University Press. Thomason, Sarah Grey, and Terrence Kaufman. 1988. *Language contact, creolization, and genetic linguistics*. Berkeley: University of California Press. Trask, R. L. 1996. *Historical linguistics*. London, New York, Sydney, and Auckland: Arnold. Trask, R. L. 2000. *The dictionary of historical and comparative linguistics*. Chicago and London: Fitzroy Dearborn Publishers. [Call #: P140 T74 2000] Traugott, Elizabeth Closs, and Richard B. Dasher. 2002. *Regularity in semantic chang*e. Cambridge Studies in Linguistics. Cambridge: Cambridge University Press. Traugott, Elizabeth Closs, and Bernd Heine, eds. 1991. *Approaches to grammaticalization*. Philadelphia: Benjamins. Wanner, Dieter. 2006. *The power of analogy: An essay on historical linguistics*. Trends in Linguistics, Studies and Monograph 170. Berlin and New York: Mouton de Gruyter.
四、教學方式	This course covers major topics in historical linguistics through a series of readings, lectures, discussions, and 'hands-on' experience with comparative analysis.
五、教學進度	*Tentative schedule* Week Date Topic/Activity W1 02/18/2016 Orientation: What is Historical Linguistics About? W2 02/25/2016 Genetic Classification: A Global Survey (Campbell 2013—Ch. 6 (Sec.6.1-Sec.6.3 (pp.159-174); family trees on pp. 176-180)) [Currently, there are about 7,102 living languages of the world which can be classified into 141 language families (Lewis et al. 2015). In this class meeting, we will take a cursory look at major language families of the world in terms of their membership, geographical distribution, and most salient linguistic feature(s).] W3 03/03/2016 Linguistic Relationships (Crowley & Bowern 2010—Ch.1; Ch. 6 (Sec. 6.1 Finding families (pp. 108-110)); Genetic Relationship (Greenberg—Ch. III) [Four causes can be used to explain form-meaning similarities found among languages of the world: (i) chance (偶然相似) (e.g. Both English and Korean use the form *man* to refer to 'man');

(ii) language universals (語言普遍性) (e.g. (a) nursery words for 'mother' and 'father'; (b) onomatopoetic terms（擬聲詞）(e.g., Tok Pisin *meme* 'goat' and *rokrok* 'frog'; Motu *kokoroku* 'chicken')); (iii) borrowing (借詞/外來語) (e.g. Filipino [national language of the Philippines] *sabón* (Spanish *jabon* (phonetically [ʃabón] in the sixteenth century)) 'soap'; *kapé* 'coffee'; *pan* 'bread', cf. similar form-meaning pairs can also be observed in Taiwanese Southern Min); (iv) genetic relationships (語言親屬關係). In order to demonstrate that two languages belong to the same language family, one will need to rule out form-meaning similarities that are results of (i) chance, (ii) language universals, and (iii) borrowing. Moreover, one will need to show systematic recurrent sound correspondences (有系統且重覆出現的語音對應) in the basic vocabulary (基本詞彙) of languages compared, as shown in the following pairs of words found in Malay and Hawaiian. More specifically, with the exception of a word-final position, Malay *t*, *k*, and *ŋ* systematically correspond to Hawaiian *k*, *ʔ*, and *n*, respectively.]

	MALAY	**HAWAIIAN**	
1	*mata*	*maka*	'eye'
2	*kutu*	*ʔuku*	'louse'
3	*ikan*	*iʔa*	'fish'
4	*taŋis*	*kani*	'cry; weep'
5	*laŋit*	*lani*	'sky'

W4   03/10/2016   Sound Change—I (Campbell 2013—Ch. 2)

W5   03/17/2016   Sound Change—II (Campbell 2013—Ch. 2);
The Comparative Method—I: Procedures (Ch. 5)

[Regardless of whether languages have written records or not, it is often possible to RECONSTRUCT (重建或構擬) some aspects of an ancestral language (i.e. to make some kind of estimation about what an ancestral language (i.e. a proto-language) might have been like). On the basis of evidence from a number of modern languages (more specifically, the application of the Comparative Method), historical linguists are able to figure out structural traits of an ancestral language of a group of languages.]

W6   03/24/2016   The Comparative Method—II: History and Challenges (Ch.9)

W7   03/31/2016   Semantic and Lexical Change (Crowley and Bowern 2010—Ch.11); Campbell

			2013—Ch.3 [Borrowing])
	W8	04/07/2016	Morphological Change (Crowley & Bowern 2010—Ch.10; Campbell 2013—Ch.10)
	W9	04/14/2016	Syntactic Change (Crowley & Bowern 2010—Ch.12; Campbell 2013—Ch. 11)
	W10	04/21/2016	**Term Paper Abstract/Outline due**; Internal Reconstruction (Crowley and Bowern 2010—Ch.7)

[INTERNAL RECONSTRUCTION makes use of evidence from within a single language (more specifically, it makes use of synchronic alternations found in a single language) to reconstruct an earlier stage of a language.   For example, in modern German, the plural of certain nouns appears to be formed by adding the plural ending /-ə/ (e.g. 'sound': [singular] *laut* vs. [plural] *lautə*), whereas the plural of other nouns appears to be formed by adding the plural ending /-ə/ and at the same time changing the final voiceless consonant to the corresponding voiced consonant (e.g. 'dog': [singular] *hunt* vs. [plural] *hundə*). A careful comparison of the forms of singular and plural nouns in modern German suggests that plural nouns have retained the final consonant in the base (more specifically, the consonants in plural nouns have been "protected" by the presence of the following plural ending) whereas singular nouns have undergone final consonant devoicing (e.g. [d] became [t] in the case of the word for 'dog').]

	W11	04/28/2016	Subgrouping and Long-distance Relationships (Crowley & Bowern 2010—Ch.6; Greenberg—Ch. IV; Campbell 2013—Ch.14)
	W12	05/05/2016	Computational & Statistical Methods (Crowley & Bowern 2010—Ch. 8; Campbell 2013—Ch.17)

[Since 2000, there has been increasing use of computational techniques in historical linguistics, particularly programs adapted from **computational biology**.   Basically, quantitative approaches (e.g. probability approaches, methods inspired by evolutional biology, phylogenetic methods, distance methods, character-based methods, network methods (e.g. Neighbor-Net and Bayesian methods), etc.), and statistical methods (lexicostatistics and glottochronology) are mainly used in classifying languages into different subgroups, provide estimates for the dates of language divergence, etc.]

	W13	05/12/2016	Language Contact-II (Campbell 2013—Ch.12; Crowley & Bowern 2010—Ch. 14 (Sec. 14.2 ~ Sec.14.5))

	W14　　05/19/2016　　Linguistic Prehistory/ Cultural Reconstruction (Crowley & Bowern 2010—Ch.15) [Cultural reconstruction can be achieved in four different methods: (i) archaeology; (ii) oral history; (iii) comparative culture; (iv) historical linguistics.　Historical linguistics can allow us to go back quite a few thousand years in time.　It can provide us with a number of different kinds of information (e.g. the **relative age** of population splits, the nature of cultural contact, the content of a culture, homeland, etc.) about the history of a society, and this information can then be compared with the information that is provided by archaeology, oral history, and comparative culture as a double check.]
	*W15　**05/26/2016**　**No class: Conference (SEALS 26)**
	*W16　**06/02/2016**　**Presentation**
	*W17　**06/09/2016**　**Holiday: Dragon Boat Festival (端午節)**
	*W18　**06/16/2016**　**Term Paper due (3:30PM)**
六、成績考核	The course grade is based entirely on how well the following requirements are fulfilled; NO second chance or alternative work can be given. (a) participation (10%) (b) weekly homework assignments/in-class practice exercises (60%) (c) term paper (30%): 7-10 pages in length (font type/size: Times New Roman, size 12) **[due at 3:30PM on Thursday, June 16, 2016]** ■　**A late homework assignment/research paper will be accepted ONLY in DOCUMENTED cases of illness or crisis.** **[Note: You are *expected to* submit your homework assignment/research paper *on time* (i.e. you will have to submit either a hard copy or a PDF file of your homework assignment *by 3:30PM*) of each class meeting.]** ■　*****Failure to submit practice exercises, homework assignments, and/or research paper *on time* will result in either *a "low pass"* or *an "F"* (i.e. *below 60 for undergraduate students*) in students' final course grade.** ■　******Academic honesty is highly valued by the instructor. ***Plagiarism* (i.e. the use of other people's words and/or ideas without giving proper citation or acknowledgement) *will result in an "F" (i.e. below 60 for undergraduate students) in students'*

	course grade. **Copying of other students' answers to practice exercises and/or homework assignments will also be considered plagiarism. Please be aware of it.** ■ If you need to take a leave from a particular class meeting, **you are expected to inform the instructor directly** (by e-mail, phone call, and/or text message). ■ Students are responsible for material and information covered in classes that they miss.
七、講義位址 　　http://	