

## 人社院學士班 109 學年度上學期課程大綱

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	25 %
v	科學思維與反思 Scientific thinking & reflection	25 %
v	藝術與人文涵養 Aesthetic & humanistic literacy	25 %
<input type="checkbox"/>	資訊科技與媒體素養 Information technology & media literacy	<input type="text"/> %
v	多元觀點與社會實踐 Diverse views & social practices	10 %

一、課程說明	<p>Language is a window to human history/prehistory and culture. Through the study of spoken languages and/or written documents, we can figure out at least the following aspects of human history and prehistory: (i) changes happened to various aspects of languages; (ii) potential historical relationships between speakers of different languages (specifically, contact vs. genetic relationships); (iii) historical migration and homeland (原鄉) of different ethnic groups (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); (iv) early</p>
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	<p>history of different places; specifically, through the study of the pronunciation and/or meaning of place names, we can figure out whether there was any major historical incident happened in a place (e.g. certain place names in northern Taiwan (汐止、五堵、六堵、七堵、八堵) are related to flooding in the past) or whether there was contact between different ethnic groups (the pronunciation of the place name 沙鹿 in Taiwanese Southern Min suggests that there was contact between Taiwanese and one of the plains tribes in the past); etc.</p> <p>This course aims to provide an introduction to historical linguistics. Through the introduction of basic concepts and methodology used in historical linguistics, students are expected to know: (i) results and mechanisms of language changes; (ii) how to decide whether two or more different speech varieties have developed from the same ancestral language; (iii) how to figure out the early culture of speech communities; (iv) contact and borrowing of linguistic features (e.g. Taiwan Mandarin exhibits a number of properties from Taiwanese Southern Min, such as the use of the structural pattern “<i>bu cuo</i> (不錯) + Verb” in Taiwan Mandarin, the use of [l] in place of [n] (as in the use of <i>lan bu</i> when one intends to say <i>nan bu</i> (南部), etc.); etc.</p> <p>***No prerequisite is required for this class. However, an interest in language(s), language change(s), and/or language relationships is desirable. Even if you haven’t taken “Introduction to Linguistics” before, you are still encouraged to take this course because I will introduce basic linguistic concepts (e.g. sounds and sound systems; units of words and word formation; word order; formation of phrases/sentences; etc.) at the first few meetings of the class.</p> <p>Data will be drawn from a variety of languages, with a focus on the languages of Taiwan and other parts of Asia.</p> <p><b>***This course will be lectured in English.</b></p> <p><b>***Chinese translation for technical terms will be provided. Students can ask questions in either English or Mandarin Chinese.</b></p> <p><b>***Policy on Auditing</b> The auditing option is available ONLY to <b>graduate students</b> from the Institute of Linguistics at Tsing Hua. If you would like to audit my class, please make sure that you <b>e-mail me to get my permission BEFORE the first class meeting.</b></p> <p><b>Prerequisites:</b> None.</p>
二、指定用書	<p>***Blust, Robert A. 2018. <i>101 problems and solutions in historical linguistics: A workbook</i>. Cambridge: MIT Press.</p>

	<p>Campbell, Lyle. 2013. <i>Historical linguistics: An introduction</i>, 3<sup>rd</sup> edition. Cambridge: The MIT Press.</p> <p><b>**Crowley, Terry, and Claire Bower. 2010. <i>An introduction to historical linguistics, fourth edition</i>. Oxford: Oxford University Press (ISBN-10: 0195365542; ISBN-13: 978-0195365542).</b></p> <p>Greenberg, Joseph H. 1957. <i>Essays in linguistics</i>. Chicago and London: The University of Chicago Press. [III (pp. 35–45) and IV (pp. 46–55)]</p> <p>**primary textbook</p>
<p>三、參考書籍</p>	<p>Aitchison, Jean. 1991. <i>Language change: Progress or decay</i>. Cambridge: Cambridge University Press.</p> <p>Bloomfield, Leonard. 1933. <i>Language</i>. New York: Holt, Rinehart, and Winston.</p> <p>Blust, Robert A. 1996. Austronesian culture history: The window of language. <i>Transactions of the American Philosophical Society, New Series 86(5): Prehistoric settlement of the Pacific, 23-35</i>.</p> <p>Bynon, Theodora. 1977. <i>Historical linguistics</i>. Cambridge Textbooks in Linguistics. Cambridge: Cambridge University Press.</p> <p>Campbell, Lyle, and Mauricio J. Mixco. 2007. <i>A glossary of historical linguistics</i>. Salt Lake City: The University of Utah Press.</p> <p>Croft, William. 2000. <i>Explaining language change: An evolutionary approach</i>. Harlow, Toronto, and Paris: Longman.</p> <p>Durie, Mark, and Malcolm Ross. 1996. <i>The comparative method reviewed</i>. Oxford: Oxford University Press.</p> <p>Fischer, Olga. 2007. <i>Morphosyntactic change: Functional and formal perspectives</i>. Oxford Surveys in Syntax and Morphology. Oxford and New York: Oxford University Press. [P290.F57 2007]</p> <p>Fox, Anthony. 1995. <i>Linguistic reconstruction: An introduction to theory and method</i>. Oxford: Oxford University Press.</p> <p>Good, Jeff, ed. 2008. <i>Linguistic universals and language change</i>. Oxford: Oxford University Press.</p> <p>Hale, Mark. 2007. <i>Historical linguistics: Theory and method</i>. Blackwell Textbooks in Linguistics. Malden and Oxford: Blackwell. [P140.H348 2007]</p> <p>Harris, Alice C., and Lyle Campbell. 1995. <i>Historical syntax in cross-linguistic perspective</i>. Cambridge: Cambridge University Press.</p> <p>Haspelmath, Martin, and Uri Tadmor, eds. 2009a. <i>Loanwords in the world's languages: A comparative handbook</i>. Berlin: Mouton de Gruyter.</p>

	<p>Haspelmath, Martin, and Uri Tadmor, eds. 2009b. <i>World Loanword Database</i>. Munich: Max Planck Digital Library.</p> <p>Hock, Hans Henrich. 1991. <i>Principles of historical linguistics</i>, 2<sup>nd</sup> edition. Berlin and New York: Mouton de Gruyter.</p> <p>Hock, Hans Henrich, and Brian D. Joseph. 2009. <i>Language history, language change, and language relationship: An introduction to historical and comparative linguistics</i>, Second revised edition. Mouton textbook. Berlin and New York Mouton de Gruyter.</p> <p>Jeffers, Robert J., and Ilse Lehiste. 1979. <i>Principles and methods for historical linguistics</i>. Cambridge: MIT Press.</p> <p>Lehmann, Winfred P. 1992. <i>Historical linguistics</i> (3<sup>rd</sup> edition). London and New York: Routledge.</p> <p>Matras, Yaron. 2009. <i>Language contact</i>. Cambridge Textbooks in Linguistics. Cambridge: Cambridge University Press.</p> <p>Matras, Yaron, and Jeanette Sakel, eds. 2007. <i>Grammatical borrowing in cross-linguistic perspective</i>. Berlin: Mouton de Gruyter.</p> <p>McMahon, April M. S. 1994. <i>Understanding language change</i>. Cambridge: Cambridge University Press.</p> <p>Millar, Robert McColl. (revised). 2007. <i>Trask's historical linguistics</i>, 2<sup>nd</sup> edition. London: Hodder Arnold.</p> <p>Ruhlen, Merritt. 1987. <i>A guide to the world's languages</i>, vol. 1: <i>Classification</i>. Stanford: Stanford University Press.</p> <p>Thomason, Sarah G. 2001. <i>Language contact: An introduction</i>. Washington, D.C.: Georgetown University Press.</p> <p>Trask, R. L. 2000. <i>The dictionary of historical and comparative linguistics</i>. Chicago and London: Fitzroy Dearborn Publishers. [Call #: P140 T74 2000]</p>									
四、教學方式	<p>This course covers major topics in historical linguistics through a series of readings, lectures, discussions, and 'hands-on' experience with comparative-historical linguistics analysis. We will begin each class meeting with my lecture and then work on historical linguistics problems from <b>Blust's (2018) 101 problems and solutions in historical linguistics: A workbook</b> in class. Students are expected to take turns in presenting their solutions in class.</p>									
五、教學進度	<p><b><i>Tentative schedule</i></b></p> <table border="1" data-bbox="504 1814 1355 2007"> <thead> <tr> <th><u>Week</u></th> <th><u>Date</u></th> <th><u>Topic/Activity</u></th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>09/17/2020</td> <td>Orientation</td> </tr> <tr> <td>Week 2</td> <td>09/24/2020</td> <td>What is Linguistics and What is Historical Linguistics?</td> </tr> </tbody> </table>	<u>Week</u>	<u>Date</u>	<u>Topic/Activity</u>	Week 1	09/17/2020	Orientation	Week 2	09/24/2020	What is Linguistics and What is Historical Linguistics?
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Week 1	09/17/2020	Orientation								
Week 2	09/24/2020	What is Linguistics and What is Historical Linguistics?								

	Week 3	10/01/2020	Some Basic Linguistic Concepts—I: Sounds and Sound Systems
	Week 4	10/08/2020	Some Basic Linguistic Concepts—II: Types of Sound Changes: Sound Loss, Sound Addition, Assimilation, Dissimilation, etc.
	Week 5	10/15/2020	Some Basic Linguistic Concepts—III: Words and Word Structure
	Week 6	10/22/2020	Some Basic Linguistic Concepts---IV: Sentences and Sentence Formation
	Week 7	10/29/2020	The Nature of Language Relationships--I: Genetic Relationship (e.g. How do we know indigenous languages in Taiwan are related to Filipino, Malay, Hawaiian, etc.?)
	Week 8	11/05/2020	The Nature of Language Relationships—II: Subgrouping (e.g. How do we know English is more closely related to German and Dutch than to Spanish, Italian, etc.?)
	Week 9	11/12/2020	Language Change—I: Change in the Lexicon
	Week 10	11/19/2020	Language Change—II: Change in Sounds and Sound Systems
	Week 11	11/26/2020	Case study: Body Part Terms in English
	Week 12	12/03/2020	Language Change—III: Change in Meanings of Words
	Week 13	12/10/2020	Language Change—IV: Change in Grammars
	Week 14	12/17/2020	Case study: Place names and Surnames
	Week 15	12/24/2020	Cultural History: Evidence from Archaeology, Oral History, Comparative Culture, and Historical Linguistics
	Week 16	12/31/2020	Case study: Taiwan as a potential

	<p>homeland (or Dispersal Center) of the Austronesian language family</p> <p><b>Week 17 01/07/2021 Term project presentation</b></p> <p><b>Week 18 01/14/2021 Term paper due (by 3:30PM)</b></p>
六、成績考核	<p>The course grade is based entirely on how well the following requirements are fulfilled; <b>NO second chance or alternative work can be given.</b></p> <p>(a) participation (10%) [raising questions and answering the instructor's questions]</p> <p>(b) weekly homework assignments/in-class practice exercises (50%)</p> <p>(c) term paper (40%): 7-10 pages in length (font type/size: Times New Roman, size 12) [<b>due at 3:30PM on Thursday, January 14, 2021</b>]</p> <ul style="list-style-type: none"> <li>■ <b>A late homework assignment/research paper will be accepted ONLY in DOCUMENTED cases of illness or crisis.</b> <b><u>[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.]</u></b></li> <li>■ <b>***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.</b></li> <li>■ <b>***<u>Academic honesty is highly valued by the instructor.</u> ***<u>Plagiarism</u> (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.</b></li> <li>■ If you need to take a leave from a particular class meeting, <b>you are expected to inform the instructor directly</b> (by e-mail, phone call, and/or text message).</li> <li>■ Students are responsible for material and information covered in classes that they miss.</li> </ul>
七、講義位址 http://	