國立清華大學課程大綱

科號 Course Number	LING500500	學分 Credit	3	人數限制 Class Size	
中文名稱 Course Title	歷史語言學				
英文名稱 Course English Title	Historical Linguistics				
任課教師 Instructor	廖秀娟 (LIAO, HSIU-CHUAN)				
開課週數	16 週				
授課語言	英文授課				
上課時間 Time	Wednesday (三) 9:00AM-12:00noon (W234)	上課教室 Room	人社 C519		

課程簡述(必填) (最多 500 個中文字) 本欄位資料會上傳教育部課程網

Brief Course Description (required)   (50-200 words if possible, up to 1000 letters

This course aims to provide students with basic skills in comparative-historical linguistics through a problem-solving approach.   Students will be introduced to the standard Comparative Method and the internal reconstruction method.   More specifically, students will learn how to use the Comparative Method to reconstruct the sound system, semantic, lexical, morphological, and syntactic properties of a language family/group, and to infer the linguistic prehistory of a language family/group (or a language).   In addition to reconstruction, this course also introduces different theoretical perspectives on language change (especially on sound change).

請輸入課程內容「中文暨英文關鍵字」至少 5 個, 每個關鍵字至多 20 個中文, 以半形逗點分隔 (必填)

Please fill in at least 5 course keywords (up to 40 letters for each keyword) and use commas to separate them.(required)

Sound change, reconstruction, subgrouping, the Comparative Method, Regularity/Neogrammarian Hypothesis

---

課程大綱 Detailed Course Syllabus

● **課程說明(Course Description)**

Historical linguistics (歷史語言學) (also known as comparative linguistics (比較語言學), comparative-historical linguistics (比較-歷史語言學), or

diachronic linguistics (歷時語言學)) is the field of linguistics that 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)).

(b) subgrouping (語言分群): to figure out which language is more closely related to which language among genetically related languages.

(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)).

This course aims to provide students with basic skills in comparative-historical linguistics through a problem-solving approach. Students will be introduced to the standard Comparative Method and the internal reconstruction method. More specifically, students will learn how to use the Comparative Method to reconstruct the sound system, semantic, lexical, morphological, and syntactic properties of a language family/group, and to infer the linguistic prehistory of a language family/group (or a language). In addition to reconstruction, this course also introduces different theoretical perspectives on language change (especially on sound change).

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 and distant genetic relationship (語言親屬關係與遠距語言親屬關係); (ii) sound change and theories of sound change (音變與音變理論); (iii) Neogrammarian and the Comparative Method (新語法學派與(歷史語言學)比較方法): phonological reconstruction (語音重建/構擬) and subgrouping (語言分群); (iv) language contact and borrowing; (v) semantic universals, semantic change and lexical change (語義普遍性、語義變化與詞彙變化); (vi) semantic reconstruction and lexical reconstruction (語義重建/構擬與詞彙重建/構擬); (vii) linguistic prehistory (語言史前史)/ cultural reconstruction (文化重建/文化構擬): proto-culture (原始文化) and homeland (原鄉); (viii) internal reconstruction (內部重建/構擬); (ix) morphological change and morphological reconstruction (形態變化與形態重建/構擬);

***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.

***It is very likely that we will finish every class meeting late (possibly 30 minutes ~ one hour later than the scheduled time frame).

***POLICY ON AUDITING
I will allow only a limited number of people to sit in my class.   To figure out whether you are eligible to sit in my class, you will need to **e-mail me BEFORE the first day of instruction**.   **Anyone showing up in any class meeting WITHOUT getting my permission first will NOT be allowed to sit in the class.**

All auditors are expected to follow the same class rules as registered students.   More specifically, auditors are expected to *do the weekly assigned reading, homework assignments, in-class practice exercises, make a presentation, participate in class discussions*, and *work on a final project*.   Moreover, auditors who are absent from 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.

● 指定用書(Text Books)

Anderson, Stephen R.   2015.   Morphological change.   In *The Routledge handbook of historical linguistics*, ed. by Claire Bowern and Bethwyn Evans, 264-285.   Oxford and New York: Routledge.

Blust, Robert. 2005. Must sound change be linguistically motivated? *Diachronica* 22(2):219-269.

*Blust, Robert A. 2018. *101 problems and solutions in historical linguistics: A workbook*. Cambridge: MIT Press.

Bowern, Claire, and Bethwyn Evans, eds. 2015. *The Routledge handbook of historical linguistics*. New York: Routledge.

*Campbell, Lyle. 2003. How to show languages are related: Methods for distant genetic relationship. In *Handbook of historical linguistics*, ed. by Brian D. Joseph and Richard D. Jandas, 262-282. Malden and Oxford: Blackwell Publishing Ltd.

*Campbell, Lyle. 2013. *Historical linguistics: An introduction*, 3rd edition. Cambridge: The MIT Press.

*Campbell, Lyle. 2020. *Historical linguistics: An introduction*, 4th edition. Cambridge: MIT Press. [*Ch.1: Introduction; *Ch.2: Sound change; *Ch.3: Loanwords (Borrowing); Ch.4. Analogical change; Ch.5: Lexical change; Ch.6: Semantic change; *Ch. 7: The Comparative Method and linguistic reconstruction; Ch. 8 Internal reconstruction; *Ch. 9: Linguistic classification and models of linguistic change; *Ch.10: Language contact; Ch.11: Change in syntax and morphology; Ch.12: Explanation of language change; Ch. *13: Distant genetic relationship; Ch.14: Writing and philology: The role of written records; Ch. 15: Linguistic prehistory; Ch. 16: Quantitative approaches to historical linguistics.]

Emeneau, M. B. 1956. India as a linguistic area. *Language* 32(1):3-16.

Epps, Patience. 2015. Historical linguistics and socio-cultural reconstruction. In *The Routledge handbook of historical linguistics*, ed. by Claire Bowern and Bethwyn Evans, 579-597. Oxford and New York: Routledge.

Fortson IV, Benjamin W. 2003. An approach to semantic change. In *Handbook of historical linguistics*, ed. by Brian D. Joseph and Richard D. Jandas, 648-666. Malden and Oxford: Blackwell Publishing Ltd.

*Fox, Anthony. 1995. *Linguistic reconstruction: An introduction to theory and method*. Oxford: Oxford University Press.
[Ch.3: The Comparative Method in the Twentieth Century (Sec. 3.2 Structuralist Linguistics and Language Change (pp. 37-44); Sec. 3.3 The Comparative Method and Generative Grammar (pp. 44-50));
Ch.4: The Comparative Method: Basic Procedures (pp. 57-91);
Ch.5: Comparative Reconstruction of Morphology, Syntax, and the Lexicon (Sec. 5.2 Comparative Reconstruction of Morphology (pp. 92-103); Sec. 5.3 Comparative Reconstruction of Syntax (pp. 104-109); Sec. 5.4 Reconstruction and the Lexicon (pp. 109-121)
Ch.7: Internal Reconstruction (pp. 145-184);
Ch.8: Applications and Implications of Internal Reconstruction (pp. 185-

216);

Ch.9: Reconstructing Language Relationships (pp. 217-246);

Ch.10: Language Typology and Linguistic Reconstruction (pp. 247-274)]

Joseph, Brian D., and Richard D. Janda, eds.   2003.   *Handbook of historical linguistics.*   Malden and Oxford: Blackwell Publishing Ltd.

Koch, Harold.   1996.   Reconstruction in morphology.   In *The Comparative Method reviewed: Regularity and irregularity in language change*, ed. by Mark Durie and Malcolm Ross, 218-263.   New York and Oxford: Oxford University Press.

Koch, Harold. 2015. Morphological reconstruction.   In *The Routledge handbook of historical linguistics*, ed. by Claire Bowern and Bethwyn Evans, 286-307.   Oxford and New York: Routledge.

Labov, William. 2020. The regularity of regular sound change. *Language* 96(1):42-59.

*McMahon, April M. S.   1994.   *Understanding language change*. Cambridge: Cambridge University Press.
[Ch.1: Introduction (pp. 1-13); Ch. 2: Three views of sound changes (pp. 14-46); Ch.3: Sound change 2: The implementation problem (pp. 47-68); Ch. 4: Morphological change; Ch. 5: Syntactic change 1: The Transparency Principle; Ch. 6: Word order change and grammaticalization: Language change and general laws; Ch. 9: Linguistic variation (pp. 225-252)]

Ross, Malcolm, and Mark Durie.   1996.   Introduction.   In *The Comparative Method reviewed: Regularity and irregularity in language change*, ed. by Mark Durie and Malcolm Ross, 3-38.   New York and Oxford: Oxford University Press.

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

Urban, Matthias.   2015.   Lexical semantic change and semantic reconstruction.   In *The Routledge handbook of historical linguistics*, ed. by Claire Bowern and Bethwyn Evans, 373-392.   Oxford and New York: Routledge.

Wang, William S.-Y. 1969. Competing changes as a cause of residue. *Language* 45(1):9-25.

Wilkins, David.   1996.   Natural tendencies of semantic change and the search for cognates.   In *The Comparative Method reviewed: Regularity and irregularity in language change*, ed. by Mark Durie and Malcolm Ross, 264-305.   New York and Oxford: Oxford University Press.

Textbooks that introduce background knowledge in historical linguistics

Bloomfield, Leonard.   1933.   *Language*.   New York: Holt, Rinehart, and Winston. [Ch.18: The Comparative Method; Ch.19: Dialect Geography; Ch.20: Phonetic Change; Ch. 21: Types of Phonetic Change; Ch. 22: Fluctuation in the Frequency of Forms; Ch. 23: Analogical Change; Ch. 24: Semantic Change; Ch. 25: Cultural Borrowing; Ch. 26: Intimate Borrowing; Ch. 27: Dialect Borrowing]

Crowley, Terry, and Claire Bowern.   2010.   *An introduction to historical linguistics*, fourth edition.   Oxford: Oxford University Press.

Greenberg, Joseph H.   1957.   *Essays in linguistics*.   Chicago and London: The University of Chicago Press.   [III—Genetic Relationships (pp. 35–45) and IV--Subgrouping (pp. 46–55)]

Hale, Mark.   2007.   *Historical linguistics: Theory and method*.   Blackwell Textbooks in Linguistics.   Malden and Oxford: Blackwell.

Sapir, Edward.   1921.   *Language: An Introduction to the study of speech*.   New York: Harcourt Brace & Company. ["drift" (pp. 147-170)]

Dictionary/ Glossary

Campbell, Lyle, and Mauricio J. Mixco.   2007.   *A glossary of historical linguistics*.   Salt Lake City: The University of Utah Press.

Trask, R. L.   2000.   *The dictionary of historical and comparative linguistics*.   Chicago and London: Fitzroy Dearborn Publishers.

Journals

Diachronica [published by John Benjamins Publishing Company (1985 ~)]

Journal of Historical Linguistics [published by John Benjamins Publishing Company (2011~)]

Journal of Language Contact (JLC) [published by Brill (2007 ~)]

● 參考書籍(References)

Campbell, Lyle.   1996.   On sound change and challenges to regularity.   In *The Comparative Method reviewed: Regularity and irregularity in language change*, ed. by Mark Durie and Malcolm Ross, 72-89.   New York and Oxford: Oxford University Press.

Chappell, Hilary, and Alain Peyraube.   2011.   Grammaticalization in Sinitic languages.   In *The Oxford handbook of grammaticalization*, ed. by Heiko Narrog and Bernd Heine, 786-796.   Oxford: Oxford University Press.

Croft, William.   2000.   *Explaining language change: An evolutionary approach*.   Harlow, Toronto, and Paris: Longman.

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

<mark>Heine, Bernd, and Tania Kuteva.   2002.   *World lexicon of grammaticalization*.   Cambridge and New York: Cambridge University Press.</mark>

Ross, Malcolm.   1996.   Contact-induced change and the Comparative Method: Cases from Papua New Guinea.   In *The Comparative Method reviewed: Regularity and irregularity in language change*, ed. by Mark Durie and Malcolm Ross, 180-217.   New York and Oxford: Oxford University Press.   **[the first use of the term "metatypy"]**

● 教學方式(Teaching Method)

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/or student presentations, and then work on historical linguistics problems from Blust's (2018) *101 problems and solutions in historical linguistics: A workbook* in class.   All students (including auditors) are expected to take turns in presenting their solutions in class.

● 教學進度(Syllabus)

Week	Date	Topic/Activity
Week 1	02/21/2024	Orientation
Week 2	**02/28/2024**	**No class: Holiday: Peace Memorial Day**
Week 3	03/06/2024	Historical Linguistics: An Overview; (Distant) Genetic Relationship (*McMahon 1994—Ch.1; *Campbell 2003; *Greenberg 1957—Ch.3 (pp.35-45))
Week 4	03/13/2024	Sound Change—I (*Campbell 2020—Ch. 2)
Week 5	03/20/2024	Sound Change—II (Directionality of SC) (Blust 2018—Introduction to Phonological Reconstruction (pp.87-98))
Week 6	03/27/2024	Western Traditions: Linguistics Approach: Neogrammarian and the Comparative Method (*Fox 1995—Ch. 4 (pp. 57-91); <mark>Ross and Durie 1996—Sec.1- Sec.3 (pp.3-15); Sec. 3.6-Sec.4 (pp. 28-32)</mark>
Week 7	04/03/2024	Explaining Language Change-I: Theories of Sound Change—I: Neogrammarians (*McMahon 1994—

		Ch. 2 (pp. 14-24)); Motivation of sound change? (Blust 2005)
Week 8	04/10/2024	Structuralists (*Fox 1995—Ch.3—Sec.3.2 (pp.37-44); *McMahon 1994—Ch. 2—Sec.2.3 (pp. 24-32)); Explaining Language Change-II: Theories of Sound Change—II: Lexical Diffusion (Wang 1969); Lexical Phonology and SC (*McMahon 1994—Ch.3 (pp. 47-68))
Week 9	04/17/2024	Explaining Language Change-III: Theories of Sound Change—III: Social Causes (*McMahon 1994—Ch. 9 (pp. 225-252); Labov 2020)
Week 10	04/24/2024	Linguistic Diversification and Subgrouping: Methods and Models (*Fox 1995—Ch. 9 (pp. 217-246); *Campbell 2020—Ch. 9 (Sec.9.3-Sec. 9.5 [pp.229-248]); *Greenberg 1957—Ch.4 (pp.46-55))
Week 11	05/01/2024	Proto-Culture and Homeland: Methods of Linguistic Prehistory (*Campbell 2020—Ch.15); Reconstructing Culture/Social Culture (*Fox 1995—Ch. 12 (pp. 303-329); Epps 2015)
Week 12	05/08/2024	Semantic Change and Lexical Change (*Campbell 2020—Ch.5-Ch.6; Wilkins 1996; Bloomfield 1933—Ch.24; Fortson 2003); Semantic Universals, Semantic Reconstruction, and Lexical Reconstruction (*Fox 1995—Ch. 5—Sec. 5.4 (pp. 109-121); Urban 2015)
Week 13	05/15/2024	Loanwords (Borrowing) (*Campbell 2020—Ch.3); Bloomfield 1933—Ch. 25-Ch.27 [Ch. 25: Cultural Borrowing; Ch. 26: Intimate Borrowing; Ch. 27: Dialect Borrowing]; Haspelmath and Tadmor 2009a); Language Contact (*Campbell 2020—Ch.10); Linguistic areas (Emeneau 1956)
Week 14	05/22/2024	Morphological Change and Morphological Reconstruction (*Fox 1995—Ch. 5—Sec. 5.2 (pp. 92-103); *Koch 1996; Anderson 2015; Koch 2015)
Week 15	05/29/2024	Internal Reconstruction (*Fox 1995—Ch. 7 (pp. 145-184); *Ch.8—Sec. 8.1 (pp. 185-189))
Week 16	**06/04/2024**	**Term paper presentation**

[06/25/2024   Term paper due (by 5:00PM)

● 成績考核(Evaluation)

   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 [Note: Only "typed" (NOT scanned and/or hand-written) homework assignments will be accepted] (50%)

   (c) one article presentation **(in English)** [**20 ~ 30 minutes**] (10%)

   (d) a term paper **(in English)** [**15 ~ 30 pages (main text) + Appendix**] (due **by 5:00PM, June 25, 2024**) (30%)

   ◆**A late homework assignment will be accepted ONLY in DOCUMENTED cases of illness or crisis.**
   [Note: You are _expected to_ submit your homework assignment/research paper _on time_]

   ◆*****Failure to submit homework assignments _on time_ will result in either _a "low pass"_ or _an "F"_ (i.e. _below 70_ for graduate 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 70_ for graduate 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.

● 採用下列何項 AI 使用規則 (Indicate which of the following options you use to manage student use of the AI)
   (1)完全開放使用且無須註明 Unrestricted use with no disclosure required
   (2)有條件開放，請註明如何使用生成式 AI 於課程產出 Conditionally open; please specify how generative AI will be used in

course output

(3)禁止使用，請註明相關的監管機制 Prohibited use; please specify relevant oversight

V (4)本課程無涉及 AI 使用 Not applicable

● **可連結之網頁位址 相關網頁(Personal Website)**