Course description: The application of linguistic theory to the ways in which sound systems, word structure, and sentence structure change. Students learn how linguists establish that certain languages are related, and how they reconstruct prehistoric parent languages. Prereq: C or better in LIN 301 and LIN 311


Course objectives: To acquire an understanding of how languages are related, how and why languages change over time, and to acquire the skills for comparative and internal reconstruction. The best way to learn how historical linguists do what they do is to actually do what they do, so class assignments consist of problem sets.

Course requirements and evaluation: Attendance and class participation are required. Because we will be discussing some of the problem set solutions in class, late assignments cannot be accepted for credit/grade. Homework must be handed in before class begins. Keep a copy of your problem solution for class discussion.

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Problem sets</td>
<td>40%</td>
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<tr>
<td>Class participation</td>
<td>15%</td>
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<td>Examinations (2 x 15%)</td>
<td>30%</td>
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<tr>
<td>Short course paper, 7-8 pages</td>
<td>15%</td>
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  (draft due 4/15, paper due 5/1)

No make-up exams (except for reason of extreme medical emergency and this must be documented).

Problem sets will be graded as follows:

0 Not handed in. No credit.
1 No solution or difficult to tell whether problem was understood.
2 Good. Basic idea understood, but significant gaps and confusion.
3 Very good. Got the point, some omissions or unclear thinking.
4 Excellent. Correct, clear, thoughtful and concise solution.

Good news: The two lowest problem set scores will be dropped in the calculation of your homework grade.

Test grading: 98-100=A+, 94-97=A, 91-93=A-, 90=A-/B+; 87-89=B+, 84-86=B, 81-83=B-; 80=B-/C+; etc.

Americans with Disabilities Act: If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, Room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Academic Integrity: Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

Critical Incident Management: Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.
The instructor reserves the right to make changes to the syllabus, as appropriate, depending on class progress. All readings and assignments below are to chapters in the Crowley and Bowern volume, 4th edition (2010), unless indicated otherwise. *Do not wait to start the homework until right before class as problems require some thought. Problem set solutions are due at the very beginning of the next class meeting.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>28 Jan</td>
<td><strong>Introduction</strong>&lt;br&gt;Read ch. 1. Review phonetics, place, manner of articulation of vowels and consonants from any phonetics textbook, IPA transcription. (Optional: Ch. 1 in Hock and Joseph)</td>
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<td>30 Jan</td>
<td><strong>Sound change</strong>&lt;br&gt;Read ch. 2, pp. 23-33. *Do problem #21 on p. 53 (see data set on pp. 335-36)</td>
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<td>2</td>
<td>4 Feb</td>
<td><strong>Sound change</strong>&lt;br&gt;Read ch. 2, pp. 33-48. *Do problems #12, 14, 15 on pp. 51-52 (data on pp. 328-29)</td>
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<td>6 Feb</td>
<td><strong>Sound change</strong>&lt;br&gt;Read Ch. 3 (Optional: Hock &amp; Joseph, ch. 4). *Do problem set on handout (Svan, etc)</td>
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<td>3</td>
<td>11 Feb</td>
<td><strong>Sound change, relative chronology</strong>&lt;br&gt;*Do problems #3, 4, 5 on p 62.</td>
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<td>13 Feb</td>
<td><strong>Sound change, split, merger; borrowing</strong>&lt;br&gt;Read ch. 4. (Optional: Campbell, ch. 3). *Do problems #7, 8 on p. 63.</td>
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<td>4</td>
<td>18 Feb</td>
<td><strong>Comparative method</strong>&lt;br&gt;Read ch. 5, pp. 78-94 only (skip 94-97 with errors and other issues).</td>
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<td>20 Feb</td>
<td><strong>Comparative reconstruction</strong>&lt;br&gt;Read ch. 5, p. 97 begin with &quot;Let us look...&quot;-103. *Do problems #3,4, 9 on pp. 104-05.</td>
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<td>5</td>
<td>25 Feb</td>
<td><strong>Comparative reconstruction</strong>&lt;br&gt;*Do problems #11, 12 on pp. 105-06. (Optional: read ch. 16 in Hock and Joseph)</td>
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<td>27 Feb</td>
<td><strong>Comparative reconstruction</strong>&lt;br&gt;*Do problem set on handout (Proto-Bora-Muinana and Proto-Wintun).</td>
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<td>6</td>
<td>4 Mar</td>
<td><strong>Language relatedness, language families</strong>&lt;br&gt;Review sound change, comparative reconstruction. Study for test.</td>
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<td>6 Mar</td>
<td><strong>Review of comparative reconstruction</strong>&lt;br&gt;Read ch. 6. *Do problems #2, 4 on p 117. Start thinking about research topic.</td>
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<td>7</td>
<td>11 Mar</td>
<td><strong>TEST 1 ON SOUND CHANGE, COMPARATIVE RECONSTRUCTION</strong></td>
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<td>13 Mar</td>
<td><strong>Language relatedness/internal reconstruction</strong>&lt;br&gt;Read ch. 7. Continue thinking about possible topic (language change of any type, including phonology, morphology, syntax, borrowing, analogy), language variation, language contact.</td>
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<td>8</td>
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<td><strong>Spring Recess (17 Mar-22 Mar)</strong></td>
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Week 9
25 Mar  **Internal reconstruction**
Read ch. 8 in Campbell on reserve. *Do #1, 2 on p. 132 in Crowley and Bowern text.

27 Mar  **Models of linguistic change**
Read ch. 9 (Optional: Campbell, ch. 7). Continue research for paper topic, draft 4/15.

Week 10
1 Apr  **Morphological change**

3 Apr  **Morphological change**
Read ch. 10, pp. 189-94.

Week 11
8 Apr  **Morphological change/analogy**
Read ch. 4 in Campbell on reserve. *Do problem #4.2 in Campbell, p. 120-21.

10 Apr  **Analogy**
Read Hock & Joseph, ch. 5, pp. 153-84 on reserve.

Week 12
15 Apr  **Syntactic change**
Read ch. 12, pp. 217-33. *Do #2, 4 on pp. 243-44.

17 Apr  **Syntactic change**
Read ch. 12, pp. 233-41. Continue work on paper due 5/1.

Week 13
22 Apr  **Semantic/lexical change**
*Do the reading guide questions on p. 242.

24 Apr  **Borrowing**
Continue work on paper due 5/1.

Week 14
29 Apr  **Explaining language change**
Read ch. 13. Continue work on paper due 5/1

1 May  **Language contact, convergence, pidgins, creoles**
Read ch. 14, pp. 264-88. *Do #1, 2 on pp. 294-96. Translate phrases in 2b into English.

Week 15
6 May  **Dialectology/language variation**

8 May  **Language death/ review**
Read ch. 14, pp. 288-93.

Second (final) exam:
**Friday, May 16 at 11:15-1:45 in room 128 Chemistry, unless notified otherwise.** There will be one problem on sound change/comparative reconstruction, but most of the exam will focus on material covered after the first exam.