UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Umanistiche
ACADEMIC YEAR	2016/2017
MASTER'S DEGREE (MSC)	MODERN LANGUAGES AND LITERATURES IN THE WEST AND IN THE EAST
SUBJECT	GENERAL LINGUISTICS - ADVANCED LEVEL
TYPE OF EDUCATIONAL ACTIVITY	B
AMBIT	50375-Metodologie linguistiche, filologiche, glottologiche e di scienze della traduzione letteraria
CODE	16435
SCIENTIFIC SECTOR(S)	L-LIN/01
HEAD PROFESSOR(S)	BRUCALE LUISA Professore Associato Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	9
INDIVIDUAL STUDY (Hrs)	180
COURSE ACTIVITY (Hrs)	45
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	2
TERM (SEMESTER)	1° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	**BRUCALE LUISA** Wednesday 11:00 13:00 edificio 15 - stanza 601 (sesto piano)

PREREQUISITES	Skills normally acquired through a 12 cfu course in General Linguistics are required; excellent knowledge of the Italian language is also required (C1 level of the Common European Framework of Reference for Languages - CEFR)
LEARNING OUTCOMES	Knowledge and understanding The aim of the course is to provide students with the knowledge of the basic mechanisms by which language change over time Applying knowledge and understanding The course combines the focus on theoretical questions with a space reserved for practical exercises and for this reason it forms students who will be able to give practical application to the knowledge acquired in the field of theoretical linguistics. Making judgments Students will be able to judge and critically evaluate the linguistic phenomena analyzed during the course Communication skills The student, at the end of the course, will be able to communicate basic information, to expose issues and problems, both orally and in writing, to both specialists and non-specialists. Learning ability Students will be able to identify the relevant data for the solution of an analytical problem and to be responsible for their learning experience.
ASSESSMENT METHODS	The exam consists in a short essay (between 10 and 15 pages, Times New Roman or equivalent, size 12, spacing 1.5, margins 3 cm each side) based on the contents of the course. The students will be asked to focus on one or more features in a language(s) of their choice which can be illustrative of the processes discussed during the course; they will be also asked to analyze them based on the relevant literature. The essay may be replaced by an oral exam on all the course content. (for more information on the assessment methods see the Italian text)
EDUCATIONAL OBJECTIVES	The course aims at providing a basic understanding of the main processes that characterize language change. Phonological, morphological and syntactic change will be investigated, with particular attention to the phenomena of analogy, grammaticalization and diachronic variation of the syntactic and lexical types.
TEACHING METHODS	Lectures and laboratories (It is expected that students in groups give a presentation on one of the articles read during the course)
SUGGESTED BIBLIOGRAPHY	Manuali e altri testi generali: Giorgio Francesco Arcodia, Caterina Mauri, La diversita' linguistica, Carocci. Magni Elisabetta, Linguistica storica, Patron oppure Luraghi Silvia, Introduzione alla linguistica storica, Roma, Carocci. Gaeta L. e Luraghi S., Introduzione alla linguistica cognitiva, Roma, Carocci (Introduzione e articoli contenuti nella prima parte). Hock Hans Henrich, Analogical Change, in Joseph B.D. & Janda R. D. (eds), The handbook of Historical Linguistics, Blackwell, 441-460. Gaeta L., Analogical Change, in Luraghi S. & Bubenik V. (eds), The continuum companion to Historical Linguistics, Continuum International Publishing Group, 147-160. Drinka B., Language contact, in Luraghi S. & Bubenik V. (eds), The continuum companion to Historical Linguistics, Continuum International Publishing Group, 325-45. Luraghi S., Causes of Language Change, in Luraghi S. & Bubenik V. (eds), The continuum companion to Historical Linguistics, Continuum International Publishing Group,358-70. Articoli: Meillet, A. 1912. "L'evolution des formes grammaticales" ristampato in Meillet, A. 1958. Linguistique Historique et Linguistique Generale: 130-158. Paris: Champion. Blank, Andreas (1999a): "Why Do New Meanings Occur? A Cognitive Typology of the Motivations for Semantic Change." In: Blank/Koch 1999 (eds.): Historical semantics and cognition. Berlin, NewYork: De Gruyter. 61-89. Heine B., Grammaticalization, in Joseph B.D. & Janda R. D. (eds), The handbook of Historical Linguistics, Blackwell, 575-601. Bybee J., Mechanisms of Change in Grammaticalization, in Joseph B.D. & Janda R. D. (eds), The handbook of Historical Linguistics, Blackwell, 602- 623. Traugott Elizabeth Closs, Constructions in Grammaticalization, in Joseph B.D. & Janda R. D. (eds), The handbook of Historical Linguistics, Blackwell, 624-647..

	Haser V.. Metaphor in semantic change, in Barcelona A. (ed), Metaphor and Metonymy at the Crossroads: A Cognitive Perspective, de Gruyter, 171-194. Taylor J. 2003, Polysemy's paradoxes, Language Sciences Volume 25/6, 637– 655 http://www.sciencedirect.com/science/article/pii/S0388000103000317 (scaricabile da un terminale qualsiasi dell'universita). Barcelona A., Motivation of construction meaning and form. The roles of metonymy and inference in Metonymy and metaphor in Grammar, Panther, Thornburg, Barcelona, John Benjamins Publishing Company, 2009, pp. 363-401.

SYLLABUS

Hrs	Frontal teaching
5	Introduction to diachronic linguistics
4	Phonological change
4	Morphological change
4	Analogy
4	Grammaticalization
4	Semantic change and polysemy
2	Cognitive linguistics and language change

Hrs	Workshops
2	Antoine Meillet, L' évolution des formes grammaticales
2	Bernd Heine, Grammaticalization
2	Joan Bybee, Mechanisms of change in Grammaticalization: the role of Frequency
2	Elisabeth Closs Traugott, Construction in Grammaticalization
2	Andreas Blank, Why do new meanings occur? A cognitive typology of the motivations for lexical semantic change
2	Verena Haser, Metaphor in semantic change
2	John R. Taylor, Polysemy's paradoxes,
2	Antonio Barcellona, Motivation of construction meaning and form. The roles of metonymy and inference