



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Culture e società
ACADEMIC YEAR	2023/2024
MASTER'S DEGREE (MSC)	CLASSIC STUDIES
SUBJECT	INDO-EUROPEAN LINGUISTICS
TYPE OF EDUCATIONAL ACTIVITY	B
AMBIT	50330-Fonti, tecniche e strumenti della ricerca storica e filologica
CODE	14273
SCIENTIFIC SECTOR(S)	L-LIN/01
HEAD PROFESSOR(S)	BARTOLOTTA Professore Ordinario Univ. di PALERMO ANNAMARIA
OTHER PROFESSOR(S)	
CREDITS	9
INDIVIDUAL STUDY (Hrs)	180
COURSE ACTIVITY (Hrs)	45
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	THEORETICAL LINGUISTICS - Corso: ITALIANISTICA THEORETICAL LINGUISTICS - Corso: ITALIAN STUDIES
YEAR	1
TERM (SEMESTER)	1° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	BARTOLOTTA ANNAMARIA Tuesday 10:00 12:00 Dipartimento di Scienze Umanistiche, ex-istituto di Glottologia, edificio 12, Il piano. Per gli ulteriori giorni e orari di ricevimento della settimana contattare il docente via e- mail

DOCENTE: Prof.ssa ANNAMARIA BARTOLOTTA

PREREQUISITES	Students are required to have a solid knowledge of Italian language and grammar, a good knowledge of Latin language and grammar; a good knowledge of Greek language and grammar; they need English reading comprehension skills, which allow them to study bibliographic materials; they are required to have basic computer skills for Power Point presentation.
LEARNING OUTCOMES	<p>Knowledge and understanding: acquisition of contents and methods which aim to both describe and explain linguistic data; knowledge of current linguistic theories; ability to understand mechanisms that regulate the linguistic system; research skills; ability to compare linguistic data from ancient Indo-European languages and to reconstruct the Proto-Indo-European language; ability to understand language change; knowledge and use of appropriate scientific terminology.</p> <p>Ability to apply knowledge and understanding and problem solving abilities: ability to identify and properly explain every linguistic phenomenon at each grammar level (phonetics/phonology, morphology, syntax, semantics), using specific examples. Ability to apply theoretical models in the analysis of case studies from both ancient and modern languages (both Indo-European and non-Indo-European), with particular reference to the reconstruction of the Indo-European language.</p> <p>Critical awareness of knowledge issues: ability to trace, understand and comment on the origin and development of linguistic structures in the Indo-European languages; ability to understand and solve theoretical problems applied to the analysis of the data.</p> <p>Communication skills: Ability to communicate the results of their studies to specialist and non-specialist audiences in a clear and unambiguous way. The Power Point presentation of case studies in the classroom aims at improving such skills.</p> <p>Learning skills: the contents taught in this course and the classroom's interactive practices will lead the students to acquire the ability to contextualise the topics or units of study, comprehend case studies, know and use proper vocabulary and bibliographic tools, apply theoretical models to the analysis and the reconstruction of both modern and 'dead' classical languages. Students have to show ability to work in a team and independently.</p>
ASSESSMENT METHODS	Students are evaluated through both the end-of-term oral examination (50%) and the presentation of case-studies during the course (50%). Students are examined on the reconstruction of the Indo-European language according to the main theoretical models in the history of Linguistics, focusing on Linguistic Typology. They are examined on their a) knowledge of the course contents and critical evaluation of linguistic theories; b) ability to analyze, describe, explain, and exemplify linguistic phenomena related to language universals (both absolute and implicational), with reference to both Indo-European and non Indo-European languages; c) communication skills and appropriate use of scientific terminology; d) critical evaluation and problem solving abilities. The score range of the oral examination is 18/30. CRITERIA FOR MARKING ORAL EXAMINATIONS: 30-30 cum laude (excellent): excellent knowledge of the course contents; very good command of scientific terminology; very good analytical skills; excellent ability to apply theoretical models to the analysis of linguistic phenomena; 27-29 (very good): very good knowledge of the course contents; good command of scientific terminology; good analytical skills; good ability to apply theoretical models to the analysis of linguistic phenomena; 24-26 (good): good knowledge of the course contents; good command of scientific terminology, though usage may not be flawless; good analytical skills; good ability to apply theoretical models to the analysis of linguistic phenomena, though some hesitation may be present; 21-23 (fair): acceptable grasp of basics in the course programme; limited linguistic resources make it difficult for candidate to display autonomous analytical skills; questions are usually understood, but rephrasing is often required; questions are usually answered relevantly, but frequent repetition and hesitation; some questions are misunderstood; 18-20 (poor): very poor knowledge of the course contents; no ability to reformulate and expand; questions are often misunderstood; answers are irrelevant and incomplete; little or no evidence of analytical and communication skills; (fail): unable to deal with any but the most basic questions, information is insufficient, inaccurate, and/or irrelevant.
EDUCATIONAL OBJECTIVES	This course introduces graduate students to linguistic research. The students will be able to classify the world's languages from both synchronic (linguistic typology) and diachronic perspectives (Indo-European linguistics). They will be able to identify language universals and implicational universals. Specifically, this course deals not only with the reconstruction of the Indo-European language, but also with the relationship between Indo-European linguistics and the most important theoretical models and frameworks (structuralism,

	<p>generativism, functionalism, cognitivism), focusing on linguistic typology and language universals applied to the Indo-European language. The course is also devoted to methods, aims and scopes of linguistic research, which is applied to the analysis of the data and to typological classifications based on phonological, morphological, syntactic, and lexical parameters. Specific attention is devoted to the typological reconstruction of the Proto-Indo-European language. Class discussion is strongly encouraged. Both lectures and classroom practice exercises allow the students to use the WALS (The World Atlas of Linguistic Structures) in order to understand how language systems work, through the analysis of case-studies chosen from an ancient Indo-European language (Greek or Latin).</p>
TEACHING METHODS	<p>The course is conducted in the form of lectures, and student PPT presentation of case-studies (approximately 15 minutes for each student). Students are involved in group works.</p>
SUGGESTED BIBLIOGRAPHY	<p>I testi consigliati agli studenti sia frequentanti sia non frequentanti sono i seguenti (la frequenza è fortemente consigliata, anche in vista del seminario da presentare in power-point): Texts recommended for both attending and non-attending students (all the material is available at the Department library):</p> <ul style="list-style-type: none"> - Comrie, B. <i>Universali del linguaggio e tipologia linguistica</i>. Il Mulino, 1983 (disponibile in dipartimento al II piano). - Sonia Cristofaro e Paolo Ramat (eds.), <i>Introduzione alla tipologia linguistica</i>. Roma: Carocci, 1999 (soltanto i primi 3 capitoli). (In alternativa ai primi due testi: William Croft, <i>Typology and Universals</i>. Cambridge: Cambridge University Press, 2003). - Appunti dalle lezioni. <p>Per il seminario:</p> <ul style="list-style-type: none"> - consultazione online del The World Atlas of Language Structures (https://wals.info/); - per l'analisi di un fenomeno linguistico in una lingua indoeuropea antica (greco, latino, o indoeuropeo ricostruito in prospettiva comparativa), gli studenti concordano con il docente un capitolo a scelta tratto da volumi o articoli di riviste scientifiche internazionali. Alcuni esempi: <p>Kurzova, H. (1993), <i>From Indo-European to Latin: The evolution of a morphosyntactic type</i>. Amsterdam/ Philadelphia, Benjamins (disponibile in biblioteca); Willi, A. 2018, <i>Origins of the Greek Verb</i>, Cambridge University Press (disponibile in biblioteca); Bauer, B. 2000. <i>Archaic Syntax in Indo-European</i>. Berlin/New York, Mouton de Gruyter (disponibile in dipartimento); Clackson, J. (2007), <i>Indo-European Linguistics</i>, Cambridge University Press (disponibile in dipartimento); Cuzzolin, P., & Ramat, P. (2010). <i>A typological outline of Classical Greek and Latin</i>. AION. (30), pp. 189-220 (disponibile in dipartimento); Bartolotta A. (2009), <i>Root lexical features and inflectional marking of tense in Proto-Indo-European</i>. 'Journal of Linguistics' 45, pp. 505–532 (disponibile in dipartimento); Bartolotta, A. (2018), <i>Spatio-temporal deixis and cognitive models in early Indo-European</i>, 'Cognitive Linguistics' 29(1): pp. 1–44 (disponibile in dipartimento). Bartolotta, A. (2022), <i>Intensificatori e soggettificazione in latino: sulla grammaticalizzazione di maxime</i>, 'Studi e Saggi Linguistici' 60 (1), pp. 39-79 (disponibile in dipartimento).</p> <p>Il materiale di studio è generalmente fornito dal docente.</p>

SYLLABUS

Hrs	Frontal teaching
2	<p>Presentation of the course programme and introduction to the methodology; brief introduction to the history of linguistics: origins of Indo-European Linguistics; main linguistic theories of the 20th century; the structuralism and its relationship with the linguistic theories of the 19th century; classification of world's languages: Genetic Classification, Typology, Areal Linguistics.</p>
3	<p>Linguistic Typology: definition, aims and scope; the relationship between typological linguistics and historical (Indo-European) linguistics: linguistic change in a typological perspective; origin of morphological typology (W. von Humboldt; A. Schlegel); Schleicher and the Indo-European reconstruction; linguistics and the nineteenth century evolutionary theory; typological parameters; samples and methods of typological research.</p>
2	<p>Saussurean dichotomies and typological theory of linguistic change; Jespersen and the evolution of linguistic structures; the isolating languages; the agglutinative languages; the inflectional languages; the polysynthetic languages (incorporating languages); morphological (typological) classification of the Indo-European language.</p>
2	<p>The index of fusion relates and the index of synthesis; Greenberg morphological index; allomorphy and vowel harmony; relationship and differences between typology and generativism; the answers to the behavioral psychology and the anthropological relativism.</p>

SYLLABUS

Hrs	Frontal teaching
2	Language universal and implicational universals; examples from the world's languages; Greenberg and syntactic typology; the Greenbergian Word Order Correlations and their application to the Indo-European languages; word order types (SOV, SVO, VSO); government and modification; the Greenbergian theory: Lehmann's and Vennemann's proposals.
4	Universal tendencies; phonological universals; morphological universals; syntactic universals; non implicational universal tendencies; implicational universals and logically possible types; linguistic constraints on variation; grammaticalization (evidence from ancient Indo-European languages).
4	Morphological typology in both synchronic and diachronic perspective; head-marking vs dependent-marking languages; dependency-based structures, case-system, word-order; distribution of linguistic types; Frequency and Stability Parameters.
4	Syntactic typology in both synchronic and diachronic perspective (description and explanation of linguistic change); case study: syntactic typology from old to modern English language; hypothesis of reconstruction of Indo-European syntactic typology.
1	Syntactic typology and Compounding (evidence from Greek, Latin, Sanskrit); headedness; Indo-European compounds; syntactic typology and morphological case (universal n. 41); case syncretism from Proto-Indo-European to Latin.
2	Phonological typology in both synchronic and diachronic perspective; vowels systems in the world's languages; consonants systems in the world's languages; reconstruction of the consonant system of the Indo-European language; tonal languages; state-process model of language typology; vowel nasalization rule (and the Indo-European languages).
2	Lexical typology; government and agreement; nominative-accusative typology; ergative-absolutive typology; split ergativity; stative-active typology; lexical pairs in Old Greek, Old Latin and Sanskrit; American stative-active languages today; African languages and the active typology.
4	Diachronic lexical typology and the reconstruction of the Indo-European language; the ergative hypothesis; the stative-active hypothesis; the Proto-Indo-European nominal system (evidence from Ancient Greek, Latin, Sanskrit): animate vs inanimate gender; the Proto-Indo-European verbal system (evidence from Ancient Greek, Latin, Sanskrit): active vs middle voice; passive voice and transitivity in Indo-European; the telic-atelic distinction in Greek and Latin; Vendler and the verb aspectual classification (states; activities; accomplishments; achievements).
2	The functional-typological approach; iconic, economic, and communicative motivation; implicational universals and the functional perspective (case study: universal n. 38); interpreting language structures: the application of the Economy Principle (universals on case-systems).
2	Typology and Language Acquisition; linguistic acquisition sequences in morphology: the sequence number > gender; linguistic acquisition sequences in phonology; linguistic animacy (examples from Indo-European languages; case study: English pronominal system); markedness in linguistic theory and language universals.
2	Indo-European Linguistics and Cognitivism (cognitive universals): linguistic determinism; Sapir-Whorf hypothesis (strong and weak version); linguistic relativism; Spatial Frames of Reference in ancient Indo-European languages; conceptualization of Time in the world's languages and in the Indo-European language.
Hrs	Workshops
7	Students presentation of case-studies from Indo-European languages (genetic classification; synchronic and diachronic typological classifications; verbal system: inergativity vs inaccusativity; noun system; nominative-accusative systems; ergative-absolutive systems; stative-active systems; linguistic categories of tense and aspect in early Indo-European; word orders and adpositions; agglutinative strategies; alienable vs. inalienable possessive constructions; grammaticalization patterns; cognitive models.