VNIVERSITAT DE VALÈNCIA

Course Guide
44413 Research in language: Diachronic perspectives

COURSE DATA

Data Subject	
Code	44413
Name	Research in language: Diachronic perspectives
Cycle	Master's degree
ECTS Credits	5.0
Academic year	2024 - 2025

Study (s)

Degree	Center	Acad. year	Period
2207 - Master's Degree in Language and Literature Research	Faculty of Philology, Translation and Communication	1	Second term

Subject-matter

Degree	Subject-matter	Character
2207 - Master's Degree in Language and Literature Research	2 - Advanced research in languages and literatures	Optional

Coordination

Name	Department
TEODORO PERIS, JOSÉ LUIS	145 - Classical Languages

SUMMARY

The elective module **44413 Research in language: Diachronic perspectives** is part of the subject *Advanced research in languages and literatures* and introduces students to advanced aspects of language research from a diachronic perspective. The aim of the first section, “Genealogy and evolution of languages”, is to make students familiar with a specific aspect of diachronic linguistics: the non-directly documented stages of a language or linguistic continuum, and so special attention is paid, par excellence, to the early stages of a linguistic entity (or certain aspects of it) in many cases. The second part of this module, “Nature of linguistic changes”, will focus on the analysis of phonological and morphological changes, taking examples from different languages as a basis and starting from current theoretical models such as Optimality Theory, cognitive linguistics and natural morphology.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

There are no specified enrolment restrictions with other subjects of the curriculum.

Other requirements
Specific:
- A sufficient command of Spanish in order to comprehend the oral presentation of academic contents, read all sorts of academic and literary texts and manage recommended bibliography.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

2207 - Master's Degree in Language and Literature Research

- To acquire an interest in encouraging, through academic and professional concepts, the scientific, social and cultural progress of a society based on the knowledge of the field of languages and literatures.
- To be capable of conceiving, designing and implementing a research process in the field of languages and literatures with responsibility and scientific rigour.
- To be able to contribute, through monographs, analytical works, and, especially, the Master's Thesis, to expanding the boundaries of knowledge by developing a corpus worthy of publication.
- To develop an ethical commitment, focusing on aspects such as gender equality, equality of opportunities, values of culture of peace, democratic values and environmental and sustainability issues, as well as the knowledge and appreciation of diversity and multiculturalism.
- To acquire the appropriate methodologies for scientific research in languages and literatures.
- To be capable of locating, managing and synthesising specialised bibliographic information, in both the target language used in the Masters Degree and other modern languages, either in libraries or in physical or online archives.
- Know how to apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.
- To be able to integrate knowledge and face the complexity of formulating judgments from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
- Possess the learning skills that will allow them to continue studying in a way that will be largely self-directed or autonomous.

- Students should possess and understand foundational knowledge that enables original thinking and research in the field.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

At the end of this module, students must be able to:

- locate, evaluate and contrast bibliography pertinent to an assigned topic;
- analyse and evaluate the differences between languages in all the levels of linguistic description;
- analyse and evaluate phenomena derived from the contact between languages;
- identify trends in synchronic and diachronic linguistics;
- identify and explain the relationships between languages;
- develop reconstruction procedures.

DESCRIPTION OF CONTENTS

1. Genealogy and evolution of languages

1. Hypothesis about the origin of language
a. Mythical origins and early philosophical reflections
i. Adamic language. The curse of Babel. Biblical mythology
ii. Indo-European mythology and early philosophical reflections on the origin of language
b. Different modern approaches to the origin of language
i. Discontinuity Theory and Continuity Theory
ii. Monogenetic hypothesis and polygenetic hypothesis
c. Evolutionary linguistics and comparative linguistics
i. Historical overview
ii. Reconstruction procedures. Linguistic palaeontology. Glottochronology
2. Linguistic families
a. Geographical distribution
b. Natural languages
i. Geographical distribution
ii. Superfamilies proposed
iii. Creoles, pidgins, lingua francas
c. Artificial languages
i. Artistic languages and private languages
ii. Experimental languages
iii. Auxiliary languages

2. Nature of linguistic changes

2.1. Phonological change
2.1.1. Introduction: modalities of phonological change and Optimality Theory
2.1.2. The syllable as engine for change
2.1.3. The system as engine for change
2.1.4. Changes within level intersection
2.2. Morphological change
2.2.1. Modalities of morphological change
2.2.2. Morphologisation of phonological rules
2.2.3. Analogy
2.2.4. Gramaticalisation and reanalysis

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	32,50	100
Study and independent work	92,50	0
TOTAL	**125,00**	

TEACHING METHODOLOGY

Basically, classes consist in presenting topics and materials (TM1), proposing many particular scientific issues related to the subject presented. In order to resolve those issues, students are encouraged to participate through spontaneous dialogue or given a few days or weeks to do research (TM2). The proposals and responses put forward are discussed in class, analyzing the possible rights or wrongs done throughout the research process (TM5).

Among the activities to be done at home, students must elaborate a critical summary of one of the articles proposed by the teachers (TM4). Other activities include preparing lectures, solving problems and revising for assessment tests.

Teachers and students may use the Virtual Learning Environment (Aula Virtual) and electronic mail to communicate changes, details on their practical work, etc. However, it is recommended that students attend face-to-face tutorials to address individual or specific issues or doubts (TM8).

EVALUATION

REFERENCES

Basic

- BERNÁRDEZ, Enrique (1999): ¿Qué son las lenguas?, Alianza Editorial, Madrid.
- CALVIN, William H.; BICKERTON, Derek (2001): Lingua ex machina: la conciliación de las teorías de Darwin y Chomsky sobre el cerebro humano. Barcelona, Gedisa.
- CAMPBELL, George L. (20002): Compendium of the Worlds Languages, II Vol., Routledge, Londres / New York.
- CAMPBELL, Lyle (1999): Historical Linguistics. An Introduction, Cambridge, Massachusetts, The MIT Press.
- DIXON, Robert M. W. (1997): The rise and fall of languages, Cambridge, Cambridge University Press.
- HAZAËL-MASSIEUX, Marie-Christine (1999) : Les créoles : l'indispensable survie, Éditions Entente, Paris.
- HONEYBONE, Patrick & Joseph SALMONS (eds.) (2015): The Oxford Handbook of Historical Phonology, Oxford, Oxford University Press.
- HUALDE, José Ignacio (2011): Sound change, Van Oostendorp, Marc et al. (eds), The Blackwell companion to Phonology, vol. IV, Malden / Oxford / Chichester, Wiley-Blackwell, p. 2214-2235.
- JUNYENT, Carme (1989): Les llengües del món. Barcelona: Empúries. Trad. Las lenguas del mundo. Una introducción. Barcelona, Octaedro, 1993.
- JUNYENT, Carme (1999): La diversidad lingüística. Guía didáctica y recorrido por las lenguas del mundo. Barcelona, Octaedro.
- LORENZO GONZÁLEZ, Guillermo (2001): Comprender a Chomsky: introducción y comentarios a la filosofía chomskyana sobre el lenguaje y la mente. A. Machado Libros.
- OLENDER, Maurice (1989): Les Langues du Paradis. Aryens et Sémites, un couple providentiel, prefacio de Jean-Pierre Vernant, París, Gallimard y Seuil, (revisada en 2002). Tr.: Las lenguas del Paraíso, Barcelona, Seix-Barral, 2001.
- SONG, J.J. ed. (2011): The Oxford Handbook of Linguistic Typology. Oxford, Oxford University Press.
- TALLERMAN, Maggie; GIBSON, Kathleen Rita (2012): The Oxford handbook of language evolution. Oxford / New York, Oxford University Press.
- TUSON, Jesús (2006): Les llengües del món, UOC.

Additional

- BLEVINS, Juliette (2004): Evolutionary Phonology, Cambridge, Cambridge University Press.
- BLEVINS, Juliette (2006): A Theoretical Synopsis of Evolutionary Phonology, Theoretical Linguistics 32/2, p. 117-166.
- CANO, M. Antònia; MARTINES, Josep; MARTINES, Vicent, & PONSODA, Joan J. (eds.) (2002): Les claus del canvi lingüístic, Alacant, IIFV / Ajuntament de la Nucia / CAM, p. 331-364.
- GREENBERG, Joseph H. (2005): Language Universals with Special Reference to Feature Hierarchies, Mouton de Gruyter, Berlín / New York.
- HAGEGE, Claude (2002) : Halte à la mort des langues, Paris, Éditions Odile Jacob.
- JUNYENT, Carme (1986): Les llengües d'Àfrica. Barcelona: Empúries.

- JUNYENT, Carme (1992): Vida i mort de les llengües. Barcelona: Empúries.
- KIPARSKY, Paul (2003): The Phonological Basis of Sound Change, Brian Joseph & Richard Janda (eds.), The Handbook of Historical Linguistics, Cambridge, Blackwell Publishing, p. 313-342.
- LASS, Roger (1997): Historical linguistics and language change, Cambridge, Cambridge University Press.
- LENORE A. GRENOBLE, LINDSAY J. WHALEY (2006): Saving Languages: An Introduction to Language Revitalization, Cambridge University Press.
- PÉREZ SALDANYA, Manuel (2006): Entre ir y venir: del léxico a la gramàtica, Company, Concepción & José Moreno de Alba (eds), Actas del VII Congreso Internacional de Historia de la Lengua Española, vol. 1, Madrid, Arco/Libros, p. 159-184.
- PÉREZ SALDANYA, Manuel & Vicent SALVADOR (2015): Oraciones concesivas, Concepción Company (ed.), Sintaxis histórica de la lengua española. Tercera parte: Preposiciones, adverbios y conjunciones, México, Universidad Nacional Autónoma de México / Fondo de Cultura Económica, p. 3699-3842.
- TUSON, Jesús (2004): Patrimoni Natural. Elogi i defensa de la diversitat lingüística, Empúries. Trad. Patrimonio Natural. Elogio y defensa de la diversidad linguistica (Ariel, 2008).
- WHALEY, Lindsay J. (1997): Introduction to Typology. The Unity and Diversity of Language, Sage Publications, Thousands Oaks / Londres / New Delhi.
- WHEELER, Max (2007): Morfologia i fonologia catalana i romànica: estudis diacrònics, València / Barcelona, IIFV / PAM.