

*New this Spring:*  
ANTH E-179 (22897):



# Historical Linguistics, Ancient Inscriptions, and Archaeology

Marc Zender  
M, 5:30 pm – 7:15 pm  
1 Story St., Rm. 306

<http://isites.harvard.edu/k51084>

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Anthropology & Archaeology E-179 (Spring 2009) § Anthropology and Archaeology E-179 (Spring 2008–2009)

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## Anthropology & Archaeology E-179 (Spring 2009)

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# Historical Linguistics, Ancient Inscriptions, and Archaeology

[COURSE DETAILS](#) [COURSE DESCRIPTION](#)

### New this Spring!

Harvard Extension School: 22897  
*Online & On-Campus Course*  
1 Story Street, Room 306  
Mondays, 5:30–7:30 pm (beginning January 26, 2009)  
[ syllabus ] [ lecture videos ]

 [Instructor:](#)  
Dr. Marc Zender,  
Lecturer,  
Department of Anthropology,  
Harvard University  
([mzender@fas.harvard.edu](mailto:mzender@fas.harvard.edu))

**A**ll languages change. For more than two hundred years, historical linguists have documented the similar ways in which sounds, grammar, and even word-meanings change over time. By projecting such changes back into the past, historical linguists have been able to recover numerous lost languages—such as Proto-Indo-European, Proto-Mayan, Uto-Aztecan and others. In some cases, it can even be determined where and when these languages were spoken, and significant segments of their speakers' beliefs and ideas can also be reconstructed. Not infrequently, ancient inscriptions and other archaeological evidence have confirmed these intriguing reconstructions.

**T**his course takes a "hands-on" approach to historical linguistics. Students gain practice in the reconstruction of ancient languages through the

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## Syllabus (&amp; Handouts)

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## SYLLABUS



Download the course syllabus (including the schedule of tests, readings and assignments) here:

[Course Syllabus \(pdf format\)](#)

Download Handouts (presently only the IPA chart) here:

[International Phonetic Alphabet](#)

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## **ANTH E-179 — Historical Linguistics, Ancient Inscriptions, and Archaeology**

Spring 2009  
Monday evenings, 5:30 - 7:30 pm  
1 Story Street, Room 306  
(On-campus & Distance options)

Dr. Marc Zender  
email: [mzender@fas.harvard.edu](mailto:mzender@fas.harvard.edu)  
office (by appt.): Peabody Museum 35-C

**I – Course Rationale:** All languages change. For more than two hundred years, historical linguists have documented the similar ways in which sounds, grammar, and even word-meanings are prone to shift in the world's languages. By projecting these changes back into the past, historical linguists have been able to recover numerous lost languages — such as Proto-Indo-European, Proto-Mayan, Uto-Aztecan and others. In some cases, the data are sufficient to determine where and when these languages were spoken, and to reconstruct something of their speakers' beliefs and histories. Not infrequently, ancient inscriptions and other archaeological evidence can confirm these reconstructions, thereby providing still more remote vantages from which to cast our gaze backward. This course takes a "hands on" approach to historical linguistics. Students gain practice in the reconstruction of ancient languages through the detailed comparison of their modern descendants. Coupled with the readings and lectures, these exercises also shed substantial light on otherwise puzzling features of English, the heritage of numerous changes undergone by this language during the past millennium.

**II – Textbook:** Lyle Campbell, *Historical Linguistics: An Introduction*. Second edition. Cambridge, MIT Press. 2004. ISBN 978-0-262-53267-0.

This excellent book is available for purchase at the COOP and/or for reading in Harvard libraries. Note, however, that there are several additional required readings. These are described in the "Class Schedule" (pages 2 and 3 of this syllabus) and are available for download (in pdf format) from the class website.

**III – Class website:** <http://isites.harvard.edu/k51084>

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Readings § Anthropology and Archaeology E-179 (Spring 2008-2009)

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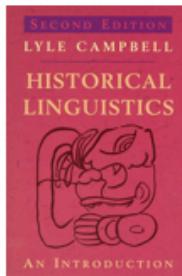
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## Readings

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[TEXTBOOK](#)

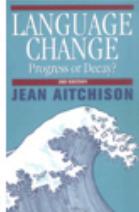
The following textbook is required:

 Lyle Campbell  
*Historical Linguistics: An Introduction*  
Second edition, 2006  
(Cambridge, MIT Press)

Available at the Harvard COOP, or online at [MIT Press](#) and [Amazon](#).

[ADDITIONAL READINGS](#)

Several additional required readings (detailed in the course syllabus) can now be downloaded here:

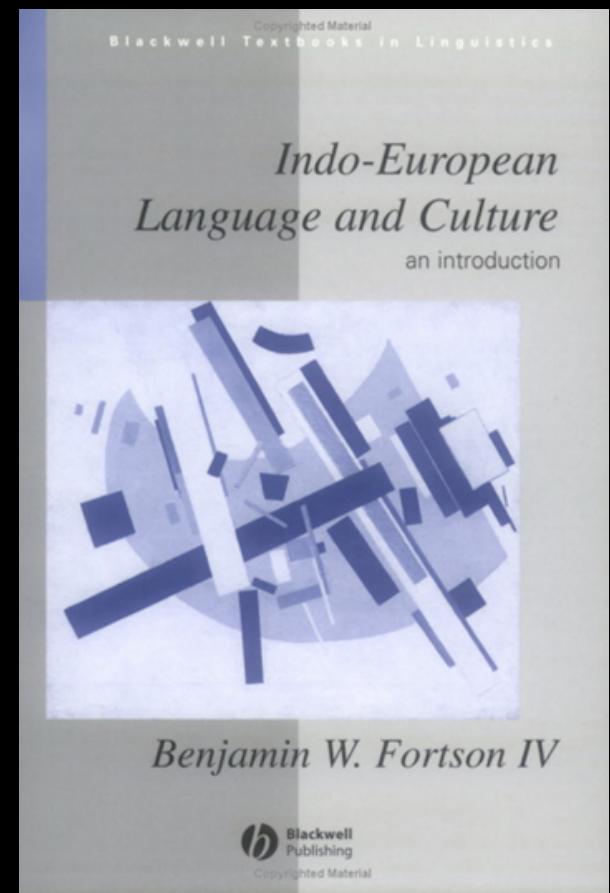
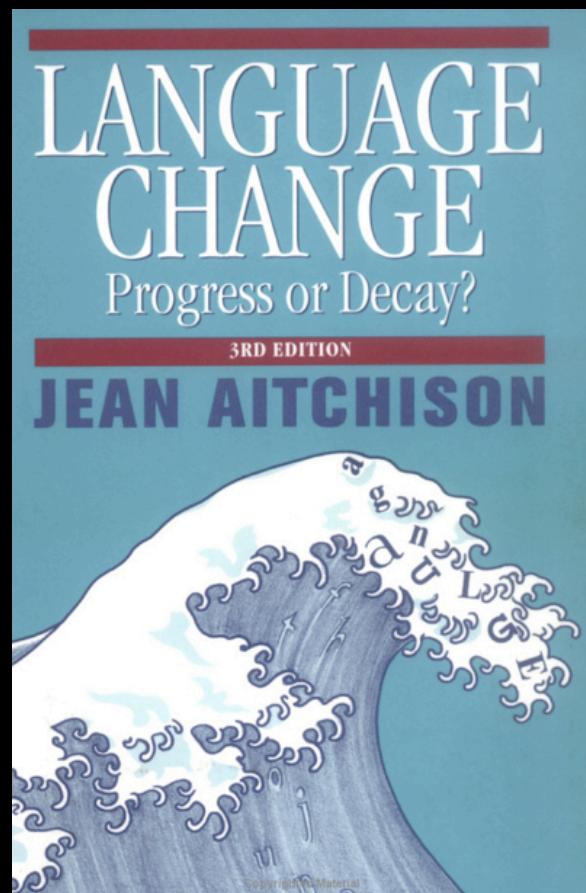
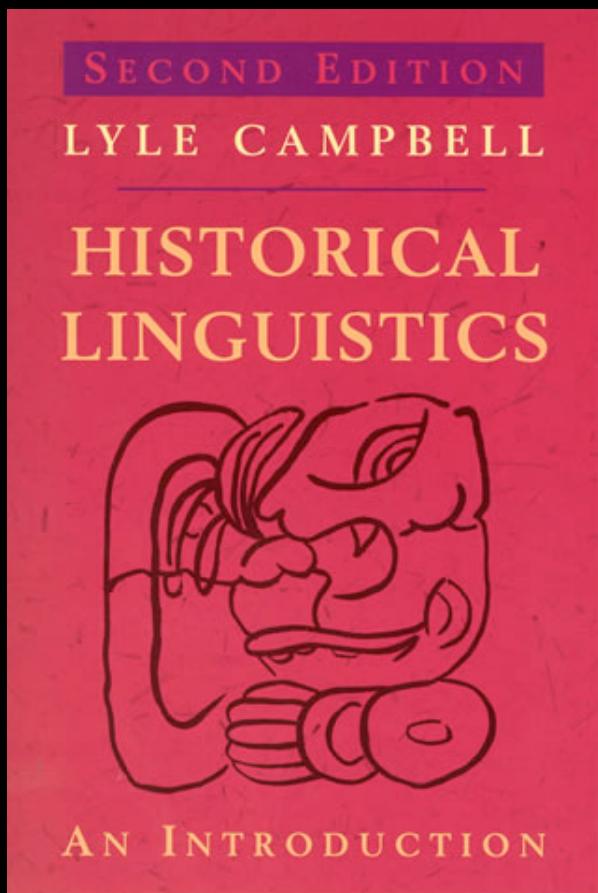
 Jean Aitchison  
*Language Change: Progress or Decay?*  
(Cambridge University Press, 2000)  
Available online at [Amazon](#).

- [Chapter 1](#) (to be read for Monday, Jan 26th)
- [Chapters 15-17](#) (to be read for Monday, May 11th)

 Benjamin Fortson  
*Indo-European Language and Culture: An Introduction*  
(Blackwell Textbooks in Linguistics, 2004)  
Available online at [Amazon](#).

- [Chapter 1](#) (to be read for Monday, March 9th)
- [Chanter 2](#) (to be read for Monday, April 20th)

Done



**IV – Basis for grade:** Your grade in this class will be based on participation (in the classroom and/or the online forum), weekly exercises (due throughout the semester), a proctored midterm exam (March 30), and a proctored final exam (May 18). Graduate students will be expected to write a final paper (10-12 pages), in addition to being held to a higher standard in their exercises and exams. Please note that all readings and exercises are *mandatory*; you cannot pass the course if you miss any of them, regardless of your grade on the exams.

	%
Participation (classroom, online forum)	- 20
Weekly Exercises	- 20
Midterm Exam	- 30
Final Exam (incl. graduate paper)	<u>- 30</u>
	100

## **CLASS SCHEDULE**

### Mon, Jan 26: Introduction

- Historical Linguistics and the Inevitability of Change
  - *Readings:* Campbell, Chapter 1 (pp. 1-10) and Aitchison (pp. 3-18)

### Mon, Feb 2: Sound Change

- Phonetics and Phonemics; Kinds of Sound Change; Directionality of Change
  - *Readings:* Campbell, Chapter 2 (pp. 16-52)
  - *Exercise 1.4 (Campbell pp. 11-12)*

### Mon, Feb 9: Borrowing

- Loanwords; Direction of Borrowing; Cultural Significance of Borrowing
  - *Readings:* Campbell, Chapter 3 (pp. 62-84)
  - *Exercise 2.1 (Campbell pp. 52-53)*

### \*Mon, Feb 16: Presidents' Day (no class)

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Lecture Videos § Anthropology and Archaeology E-179 (Spring 2008-2009)

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## Lecture Videos

LECTURE VIDEOS (COMING SOON)

Table of Contents

- Origins of Language
- that business at Babylon
- limits to our knowledge
- Proto-languages

"That is why it was called Babel (*בָּבֶל babel*), because there the Lord confounded (*בָּלַל balal*) the speech of the whole earth"

Click on image to access the online lecture videos. (Coming soon!)

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**Forum: The Language Corner**

**WELCOME TO THE ONLINE FORUM!**

The online forum for Anthropology & Archaeology E-179 was created as a space for discussion about any and all of the topics covered in this course. No matter how 'distant' we are physically as distance students, we can all join in the conversation here. Just click on the title of the 'forum,' or topic, to which you would like to respond and add a 'thread.' This will allow you to submit a response, questions, comments, or ideas that all of your colleagues can see and respond to. Your teaching staff will be tuning in, responding, and managing the discussion forum regularly, but the forum is designed especially as a convenient way for you to interact with your fellow students, so we will be quietly fading into the background as early as possible (though we will naturally continue to monitor the forum to ensure that everyone is respectful, polite and mindful of one another's feelings).

As you are doing the readings and working your way through the weekly exercises, we encourage you to submit any questions that you have to the online forum so that everyone can learn more and share ideas and insights. Please also check this forum regularly, as you will be expected to be up-to-date on the content of our discussions as they progress.

**THE LANGUAGE CORNER**

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**Forums**

Title	Description	Threads	Messages	Last Post
 Welcome	Pull up a chair, order a favorite beverage, and relax! This is the "Language Corner," where you are invited to continue the exploration of fascinating, complex, and controversial topics on language broached during lectures and readings with your fellow students and teaching staff. Let's begin by getting to know each other a little bit better, shall we? Please contribute to this forum by creating a thread that introduces yourself, tells us from where on the globe you are taking this course, and what interests or experiences have inspired you to learn more about languages and their history. I'll start...	1	11	2009-01-25 19:33:31

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## THE LANGUAGE CORNER

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### Professor Marc Zender

Ah, there you are! Come in out of the snow; we've been expecting you!

As I've been telling your fellow students: I've been fascinated by ancient languages, writing systems and archaeology since I was a boy. It began with the remarkable collections of Egyptian Hieroglyphs on display at the Royal Ontario Museum in Toronto (where I grew up), and my amazement at Champollion's discovery that these comical pictures (for so they seemed to me at the time) could actually be read and understood. Even more amazing: the secret of the hieroglyphs and even the Egyptian language itself had been lost. That the secrets of this entire civilization--their beliefs, philosophies, poetry--were locked away in this ancient language amazed me. In fact, it still amazes me.

At about the same time, I began to notice strange similarities among the languages I knew. I grew up speaking German (with my grandparents), English (at school and at home) and French (Canada's second official language) and was blown away by similar words like:

English *feast, festival*

German *Fest* "party"

French *fête* "party, religious feast"

I was already aware how similar English and German were, because I had noticed all kinds of shared words between the two languages. Even more fun: I had noticed that many uncommon words in English looked just like common German words (and vice versa) -- I could use one language to help figure out the other one! In High School I learned that English and German were "sister languages," descended from Proto-Germanic, an ancient language that was never written down and is no longer spoken.

But the many similarities between English and French surprised me, particularly the way that English *feast/fest-* and French *fête* had many sound-alike similarities in other word-pairs like *beast/bête* and *school/école*. It turns out that these words are the heritage of the Norman Conquest of England in AD 1066, when English borrowed thousands of words from their Norman French conquerors, and incidentally preserved many consonants pronounced in French at that time (like the *-s-* in *feast, beast* and *school*) but which were later lost.

Years later, when I began to learn Spanish and Latin, I discovered that French shared much more with these other Romance Languages, but the loanwords from French into English are still fascinating to me, because they tell us something about the history of the language, and the experiences (probably not very pleasant) of the people who spoke it almost a thousand years ago.

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Last edited by Marc Zender on 2008-12-21 18:00:02

Posted by [Marc Zender](#) on 2008-12-21 17:26:55

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**Message Thread**

[Professor Marc Zender](#)  
**Marc Zender, 2008-12-21 17:26:55**

Re: Professor Marc Zender  
Ciana Smyth, 2009-01-20 17:26:05  
Re: Professor Marc Zender  
Nici Chobanian, 2009-01-21 17:13:32  
Re: Professor Marc Zender  
Emma Shoucair, 2009-01-21 17:26:45  
Re: Professor Marc Zender  
Anjum Afshan, 2009-01-22 22:06:56  
Re: Professor Marc Zender  
Jason Lundock, 2009-01-23 19:16:45  
Re: Professor Marc Zender  
Anne Dobriko, 2009-01-24 12:06:54  
Re: Professor Marc Zender  
Sarah Lee, 2009-01-24 22:41:15  
Re: Professor Marc Zender  
Ashley Congdon, 2009-01-25 13:28:35  
Re: Professor Marc Zender  
Evan Panahi, 2009-01-25 18:48:11  
Re: Professor Marc Zender  
Lisa Griffith, 2009-01-25 19:33:31

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**PÆT PE GARD**  
na in geat dægum. heod cymn<sup>29</sup>  
þym se fūnon huða æfelingsas elle  
fie medon. oft seylid scefinz scrife  
þreatum moneȝū mæshum meodo sel  
of teah esode eorl syðdan ærest pēt  
fer sceafz funden he has frofne gebi  
ƿorx under polenum. pe ƿid myndum han  
od þ him aeghpyle þara ymb sit ten drā  
oƿri hīpon. riade hýran scolde ȝomban  
syldan þas god cymn<sup>z</sup>. ðæm eifra pas  
æfter cenned ȝeong in geardum hōne god  
sende folce tosprofne fyrer dārfe on  
gerit þis ær djuwon aldon aise. Lanȝe  
hpile him has lif fne. puldres pealder  
popold arie for geaf. beorwic. wæt. bƿen  
blæd ƿide spianz seyldæ. easna scede  
landum in. Spisellin. ma god.

*Nowell Codex, folio 129r  
British Museum, London  
(c. AD 1000)*

# PÆT PE LARD

In*na in geat i dagum. heod cymnig  
þrým se frunon huða æbelingas elle  
fne medon. oþt scyld scefins sceafhe  
þreatum monegū mæghum meo do seel  
of teah e sode eorl syððan ærest pe  
fer scearfz funden þe þær ƿrofie geba  
ƿeox under polenum peorð myndum þati  
oþt him at hivile han a vimb sitzen du*

# HWÆT PE LARD

na in geār-dagum. þeod cymnse  
þrym gefrūnon hū ðā æbelingas elle  
fremedon. oꝝ scyld scepins sceafhe

*Hwæt wē Gār-Dena in geār-dagum þēod-cyninga  
þrym gefrūnon, hū ðā æbelingas ellen fremedon.*

WAET PE LARD  
na in geār-dagum. þeod cymnse  
þrym gefrūnon hū ðā æbelingas elle  
fremedon. oꝝ scyld scepins sceþe

*Hwæt wē Gār-Dena in geār-dagum þēod-cyninga  
þrym gefrūnon, hū ðā æbelingas ellen fremedon.*

Lo! We have of the glory of the Spear-Danes, of the  
peoples' kings, in the old days heard—how the princes  
glorious deeds did.

# A Thousand Years of Language Change in English

(as seen in translations of *Matthew 27:73*)

Modern English (*New English Bible*, 1961)

*Shortly afterwards the bystanders came up and said to Peter, ‘Surely you are another of them; your accent gives you away!’*

Early Modern English (*King James Bible*, 1611)

*And after a while came vnto him they that stood by, and saide to Peter, Surely thou also art one of them, for thy speech bewrayeth thee.*

Middle English (*Wycliff Bible*, c. 14th-century)

*And a litil aftir, thei that stoden camen, and seiden to Petir, treuli thou art of hem; for thi speche makith thee knowun.*

Norman Conquest (AD 1066)

Old English (*West-Saxon Gospels*, c. 1050)

*þa æfter lytlum fyrste genēalāton þa ðe þær stodon, cwædon to petre. Soðlice þu eart of hym, þyn spræc þe gesweotolað*

Viking Invasions (AD 800-954)



A photograph of the Semitic Museum at Harvard University. The building is made of red brick and features a prominent entrance with a light-colored stone pediment. The words "SEMITIC MVSEVM" are carved into the pediment. Above the entrance is a decorative wrought-iron balcony with a circular emblem. The entrance consists of a double door set under a transom window with a diamond pattern. Flanking the entrance are two black lanterns mounted on the stone pillars. A wide set of light-colored stone steps leads up to the entrance. To the left of the main entrance is a small plaque that reads "SEMITIC MUSEUM HARVARD UNIVERSITY 6 Divinity Avenue". To the right is another plaque for the "NEAR EASTERN LANGUAGES AND CIVILIZATIONS CENTER FOR SEMITIC STUDIES". The building has several windows with white frames, and an air conditioning unit is visible in one of the upper windows.

SEMITIC MVSEVM

SEMITIC MUSEUM  
HARVARD UNIVERSITY  
6 Divinity Avenue

NEAR EASTERN LANGUAGES  
AND CIVILIZATIONS  
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Viking Invasions (AD 800-954)

*þe knowe ek that in the fourme of speche is chaunge,  
With-inne a thousand þeer, and wordes tho  
That hadden pris, now wonder nice and straunge  
Us thenketh hem; and þet thei spake hem so,  
And spedde as wel in loue as men now do.*

— Geoffrey Chaucer  
*Troilus and Criseyde*  
book II, lines 22-26

The farther back in time one can climb, the more beautiful and more perfect he finds the form of the language, while the closer he comes to the present form, the more painful it is to him to find the power and adroitness of the language in decline and decay.

— Jacob and Wilhelm Grimm (1854: *iii*)

Coin brassy words at will, debase the coinage;  
We're in an if-you-cannot-lick-them-join age,  
A slovenliness provides its own excuse age,  
Where usage overnight condones misusage,  
Farewell, farewell to my beloved language,  
Once English, now a vile orangutanguage.

— Ogden Nash, *Laments for a Dying Language* (1962)

Is American English declining? Many Americans believe that our language is in serious decline, with schools neglecting grammar and the media mangling it.

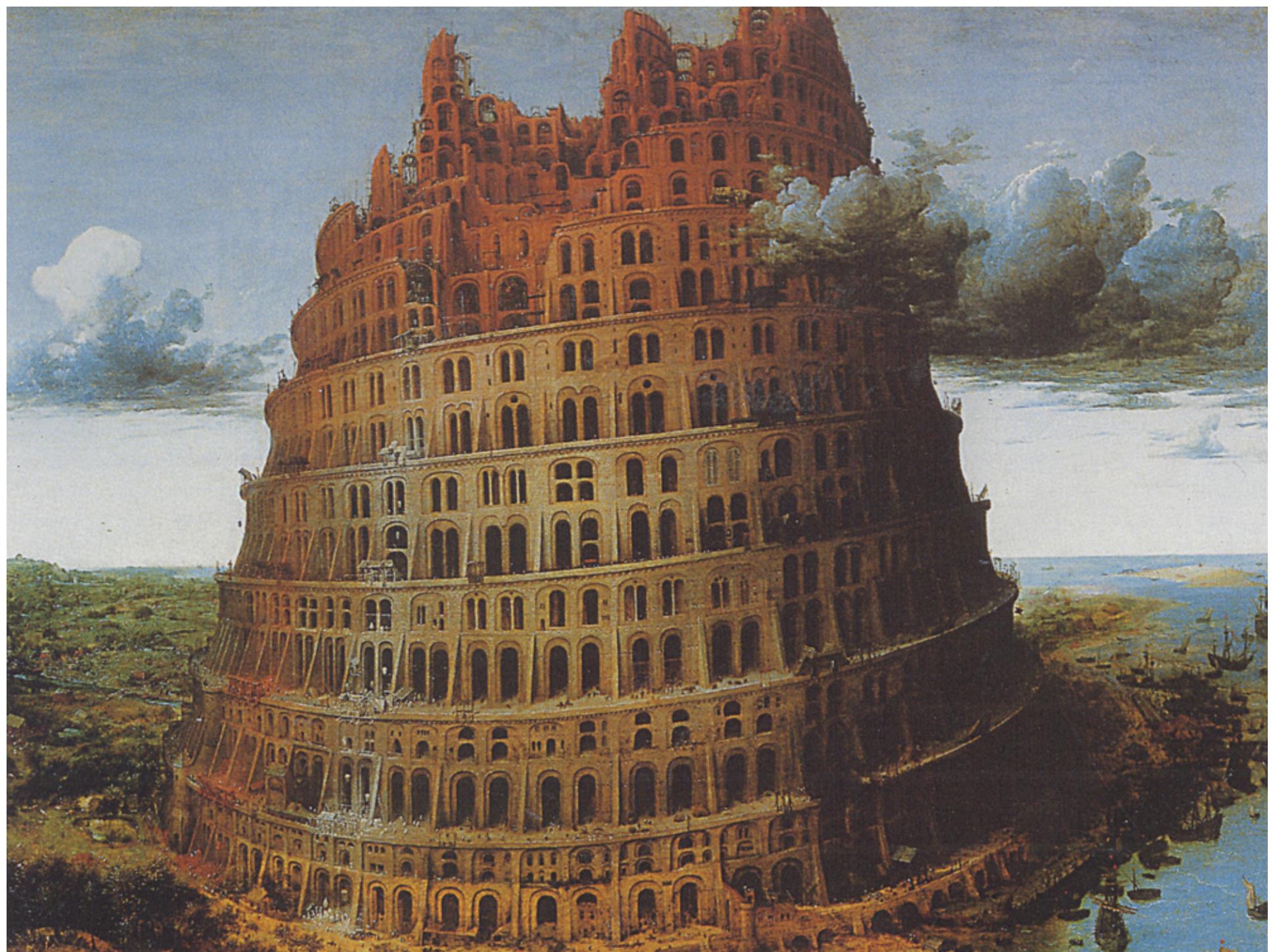
— PBS homepage (Feb. 9, 2008)  
<http://www.pbs.org/speak/ahead/>

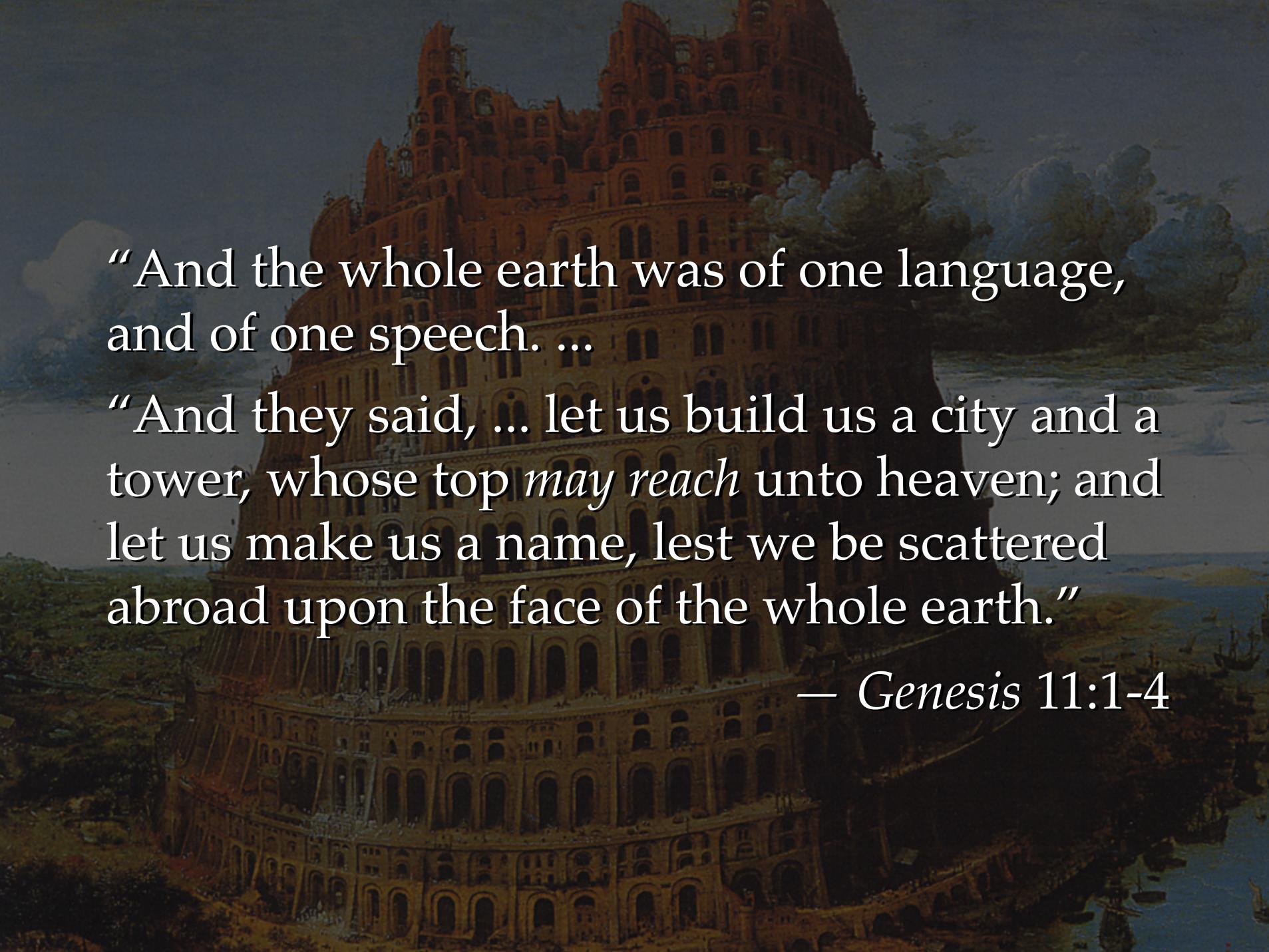
Just got a text message —  
What does "Srndr Dorth E" mean?





The Gutenberg Bible (1454)—*Genesis*, folio 1r

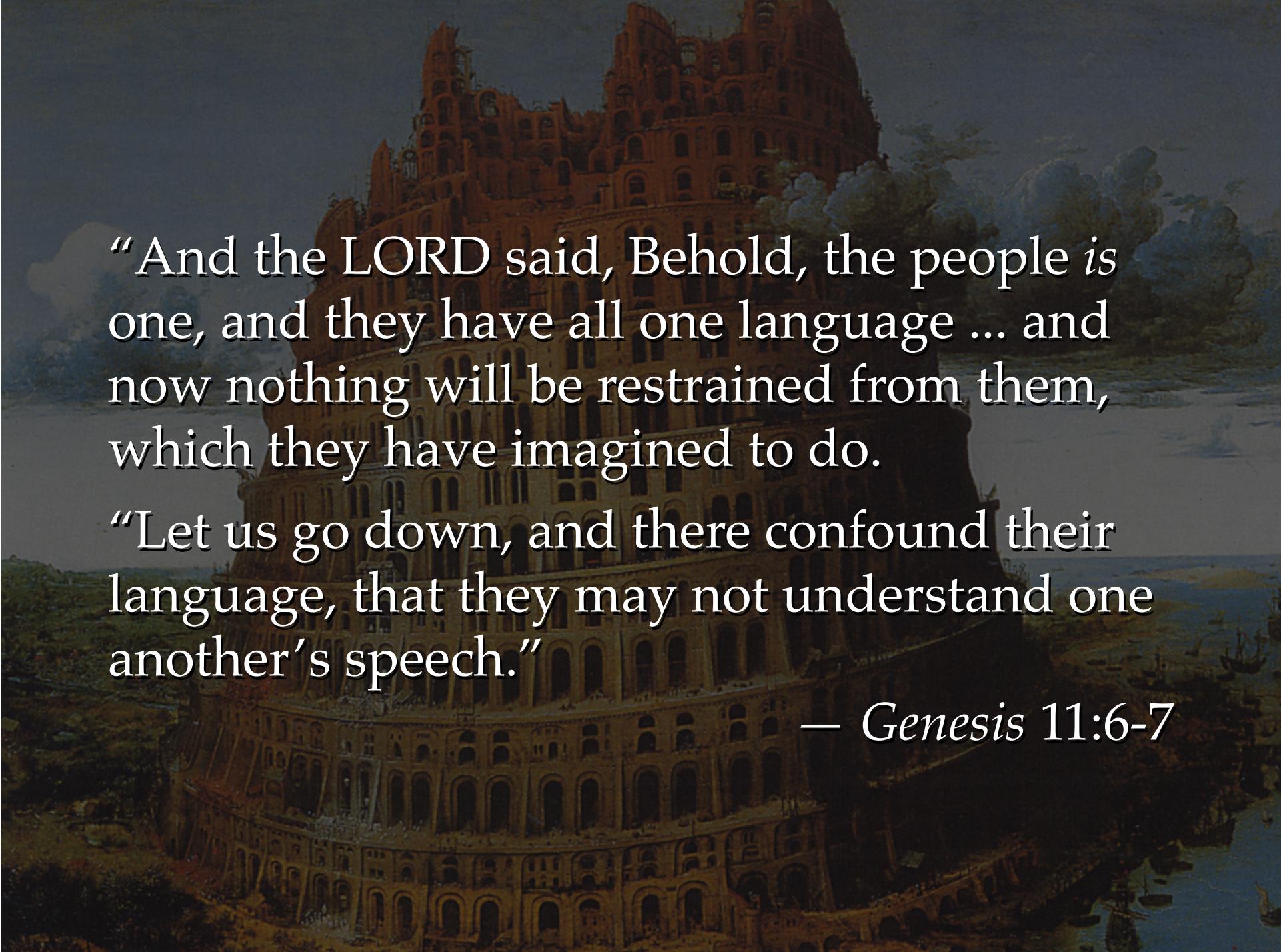




“And the whole earth was of one language,  
and of one speech. ...

“And they said, ... let us build us a city and a  
tower, whose top *may reach* unto heaven; and  
let us make us a name, lest we be scattered  
abroad upon the face of the whole earth.”

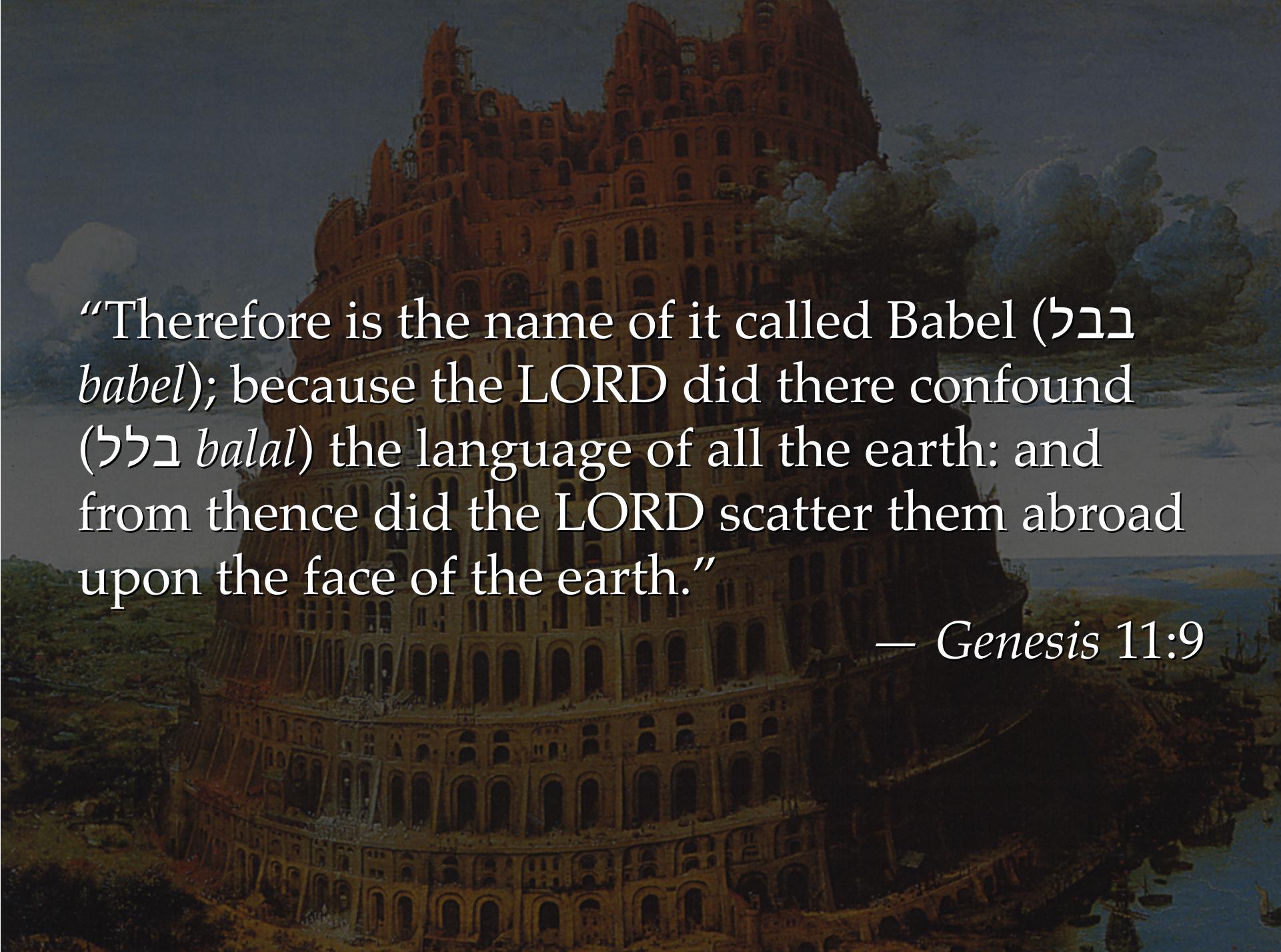
— *Genesis 11:1-4*



“And the LORD said, Behold, the people *is* one, and they have all one language ... and now nothing will be restrained from them, which they have imagined to do.

“Let us go down, and there confound their language, that they may not understand one another’s speech.”

— *Genesis 11:6-7*



“Therefore is the name of it called Babel (**בָּבֶל** *babel*); because the LORD did there confound (**בָּלַל** *balal*) the language of all the earth: and from thence did the LORD scatter them abroad upon the face of the earth.”

— *Genesis 11:9*

## *The Birth of Historical Linguistics*

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The *Sanskrit* language, whatever be its antiquity, is of a wonderful structure; more perfect than the *Greek*, more copious than the *Latin*, and more exquisitely refined than either, yet bearing to both of them a stronger affinity, both in the roots of verbs and in the forms of grammar, than could possibly have been produced by accident; so strong indeed, that no philologer could examine them all three, without believing them to have sprung from some common source, which, perhaps, no longer exists...

— Sir William Jones (1788)

# *Some Indo-European Cognates*

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Sanskrit	Greek	Latin	Gothic	English
<i>pita</i>	<i>pater</i>	<i>pater</i>	<i>fadar</i>	father
<i>padam</i>	<i>poda</i>	<i>pedem</i>	<i>fotu</i>	foot
<i>b<sup>h</sup>ratar</i>	<i>p<sup>h</sup>rater</i>	<i>frater</i>	<i>brothar</i>	brother
<i>b<sup>h</sup>arami</i>	<i>p<sup>h</sup>ero</i>	<i>fero</i>	<i>baira</i>	bear
<i>jivah</i> ‘living’	—	<i>wiwos</i>	<i>qius</i>	quick
<i>virah</i> ‘man’	<i>viro</i>	<i>wir</i>	<i>wair</i>	were(wolf), were(gild)
—	<i>tris</i>	<i>tres</i>	<i>thri</i>	three
—	<i>deka</i>	<i>decem</i>	<i>taihun</i>	ten
—	<i>he-katon</i>	<i>centum</i>	<i>hund(rath)</i>	hundred

## INDO-EUROPEAN SOUND CORRESPONDENCES

Probably the most basic element of language change is a gradual shift in the way individual speech sounds are pronounced. As the Indo-European speech community expanded over the centuries into new territories, local dialectal variations gave rise to increasingly divergent language families. This table shows the historical development of sounds from Proto-Indo-European to the principal older Indo-European languages. For example, reading down the first column, it can be seen that Proto-Indo-European initial **p** remains **p** in Latin, but it is lost entirely in Old Irish and becomes **f** in Germanic and consequently in Old English: thus Indo-European **\*pater-**, meaning "father,"

becomes Latin **pater**; Old Irish **athar**; and Common Germanic **\*fadar**; Old English **fader**. A more precise way of describing this relationship is to say that initial **ɸ** in Proto-Indo-European corresponds to **p** in Latin, to **f** in Germanic and Old English, and to zero in Old Irish. The correspondences shown in the table are regular: they always occur as stated unless specific factors intervene. This table shows only the initial consonants and vowels in initial syllables, which are generally the simplest elements involved in sound change. All other phonetic elements including stress and environment also show regular correspondences, but often with considerable complexity.

LANGUAGE	CONSONANTS												VOWELS									
	STOPSS				CONTINUANT				LARYNGEALS				SONORANTS									
	Unvoiced		Voiced		Aspirate								Nasals		Liquids		Glides					
Indo-European	p	t	k	kʷ	b	d	g	gʷ	bh	dh	gh	gʷʰ	s	a₁	a₂	a₃	m	n	r	l	y	w
Hittite	p	t	k	ku	p	t	k	ku	p	t	k	ku	s	-	h	h	m	n	r	l	y	w
Tocharian	p	t/č/čs	k/s	k/s	p	t/č/čs	k/s	k/s	p	t/č/čs	k/s	k/s	s/š	-	-	-	m	n	r	l	y	w
Sanskrit	p	t	s	k/c	b	d	j	g/j	bh	dh	h	g/h	s/š	-	-	-	m	n	r	l	y	v
Avestan	p	t	s	k/c	b	d	z	g/j	b	d	z	g/j	h	-	-	-	m	n	r	r	y	v
Old Persian	p	t	th	k	b	d	d	g/j	b	d	d	g/j	h	-	-	-	m	n	r	r	y	v
Old Church Slavonic	p	t	s	k/b/c	b	d	z	g/b/z	b	d	z	g/b/z	s	-	-	-	m	n	r	l	j	v
Lithuanian	p	t	š	k	b	d	ž	g	b	d	ž	g	s	-	-	-	m	n	r	l	j	v
Armenian	h	th	s	kh	p	t	c	k	b	d	j	g	h	-/e	-/a	-/o	m	n	r	l	y	glv
Greek	p	t	k	p/b/k	b	d	g	b/d/g	ph	th	kh	p/h/th/kh	h	-	-	-	m	n	r	l	h/z	-
Latin	p	t	c	qu	b	d	g	v	f	f	h	f	s	-	-	-	m	n	r	l	i	v
Old Irish	-	t	c	c	b	d	g	b	b	d	g	g	s	-	-	-	m	n	r	l	-	f
Common Germanic	f	th	h	hw	p	t	k	kʷ/k	b	d	g	b/g	s	-	-	-	m	n	r	l	j	w
Gothic	f	th	h	hw/w	p	t	k	q	b	d	g	b/g	s	-	-	-	m	n	r	l	j	w
Old Norse†	f	th	h	hv	p	t	k	kv	b	d	g	b/g	s	-	-	-	m	n	r	l	-	vl-
Old High German†	f	d	h	hw/w	p/pfz	k	qu	b	t/d	g	b/g	s	-	-	-	m	n	r	l	j	w	
Middle Dutch†	v	thd	h	w	p	t	k	qu	b	d	g	b/g	s	-	-	-	m	n	r	l	g	w
Old English†	f	th	h	hw	p	t	c	cw/c	b	d	g	b/g	s	-	-	-	m	n	r	l	gly	w

### NOTES:

- means lacking; p was lost in Old Irish.

w was lost in Greek.

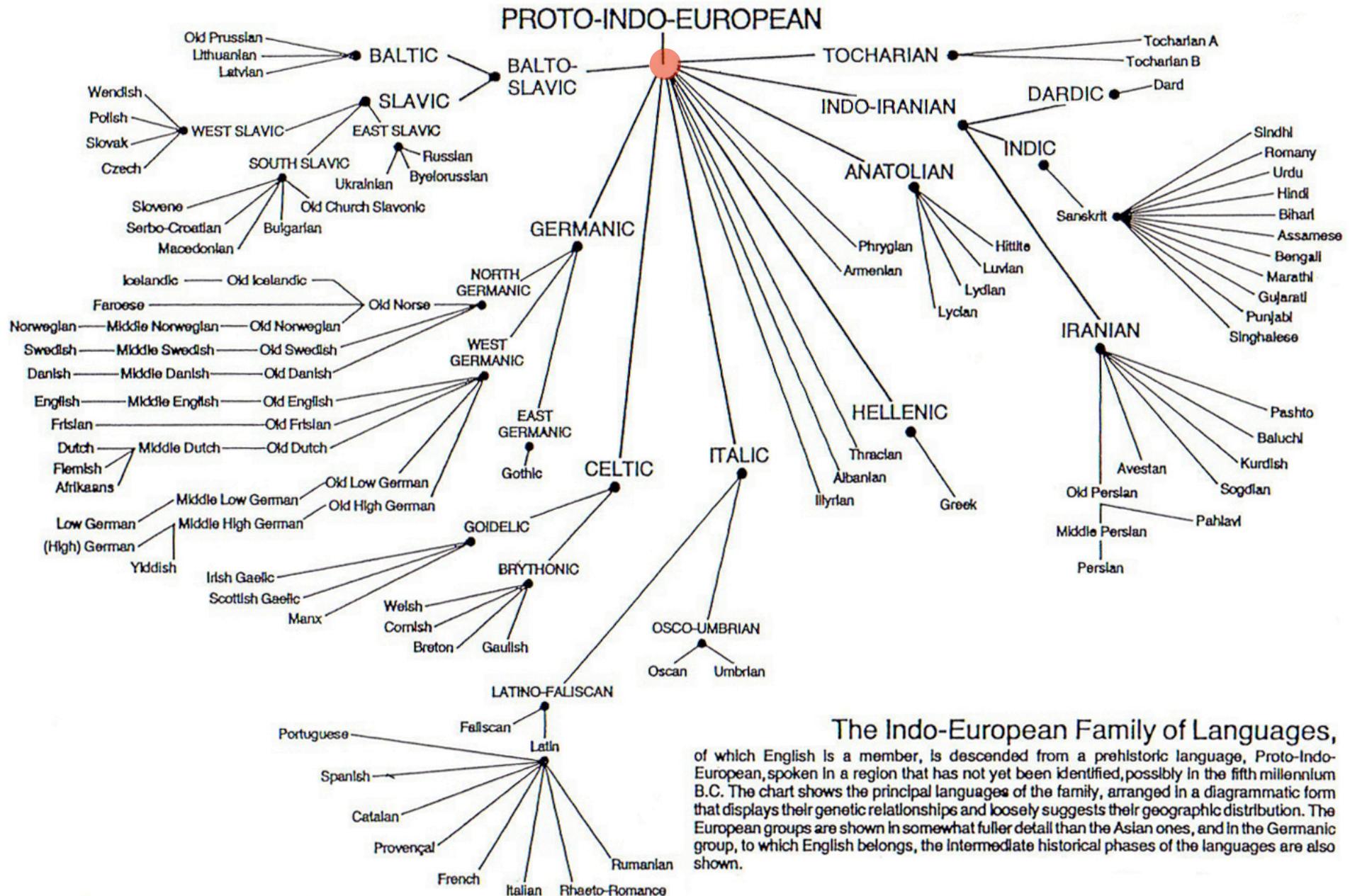
y was lost in Old Irish, Old Norse.

Initial laryngeals are preserved only in Hittite.

A slash (/) differentiates reflexes of the same sound in different environments.

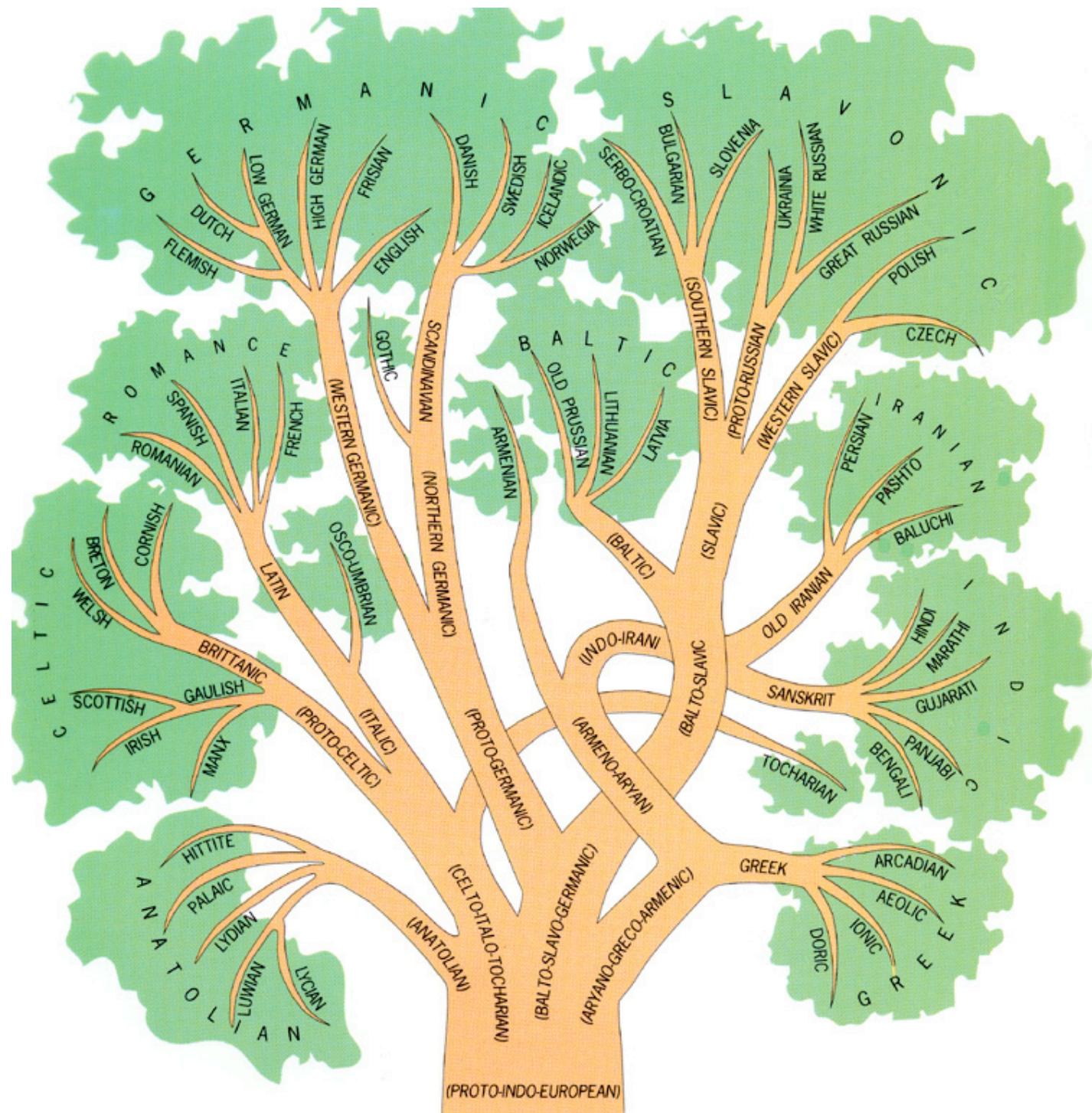
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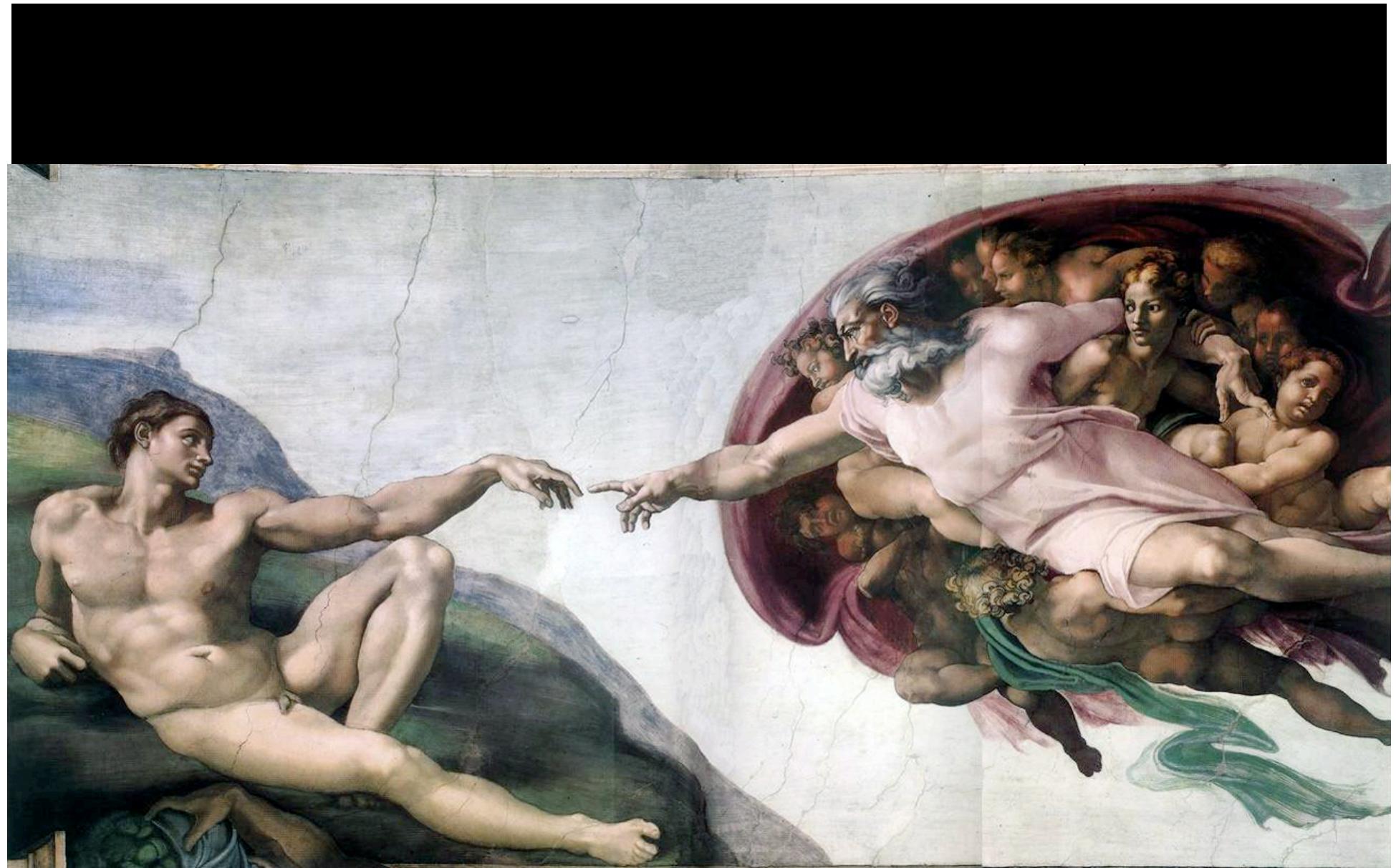
‡Common Greek', whence **ᾳ** in Attic-Ionic dialect, source of most Greek words in English.



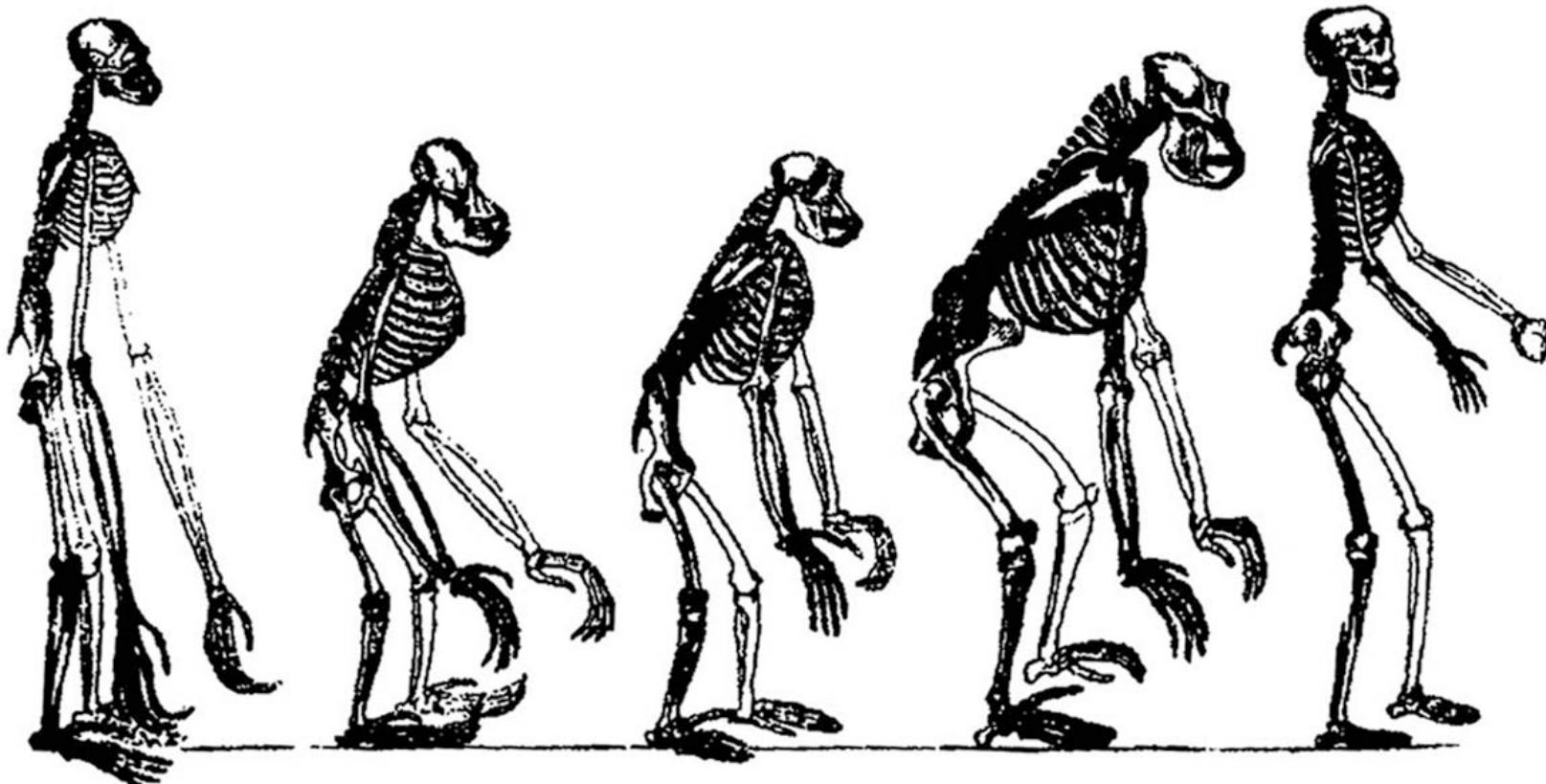
### The Indo-European Family of Languages,

of which English is a member, is descended from a prehistoric language, Proto-Indo-European, spoken in a region that has not yet been identified, possibly in the fifth millennium B.C. The chart shows the principal languages of the family, arranged in a diagrammatic form that displays their genetic relationships and loosely suggests their geographic distribution. The European groups are shown in somewhat fuller detail than the Asian ones, and in the Germanic group, to which English belongs, the intermediate historical phases of the languages are also shown.





# *Hominoids*



Gibbon

Orangutan

Chimpanzee

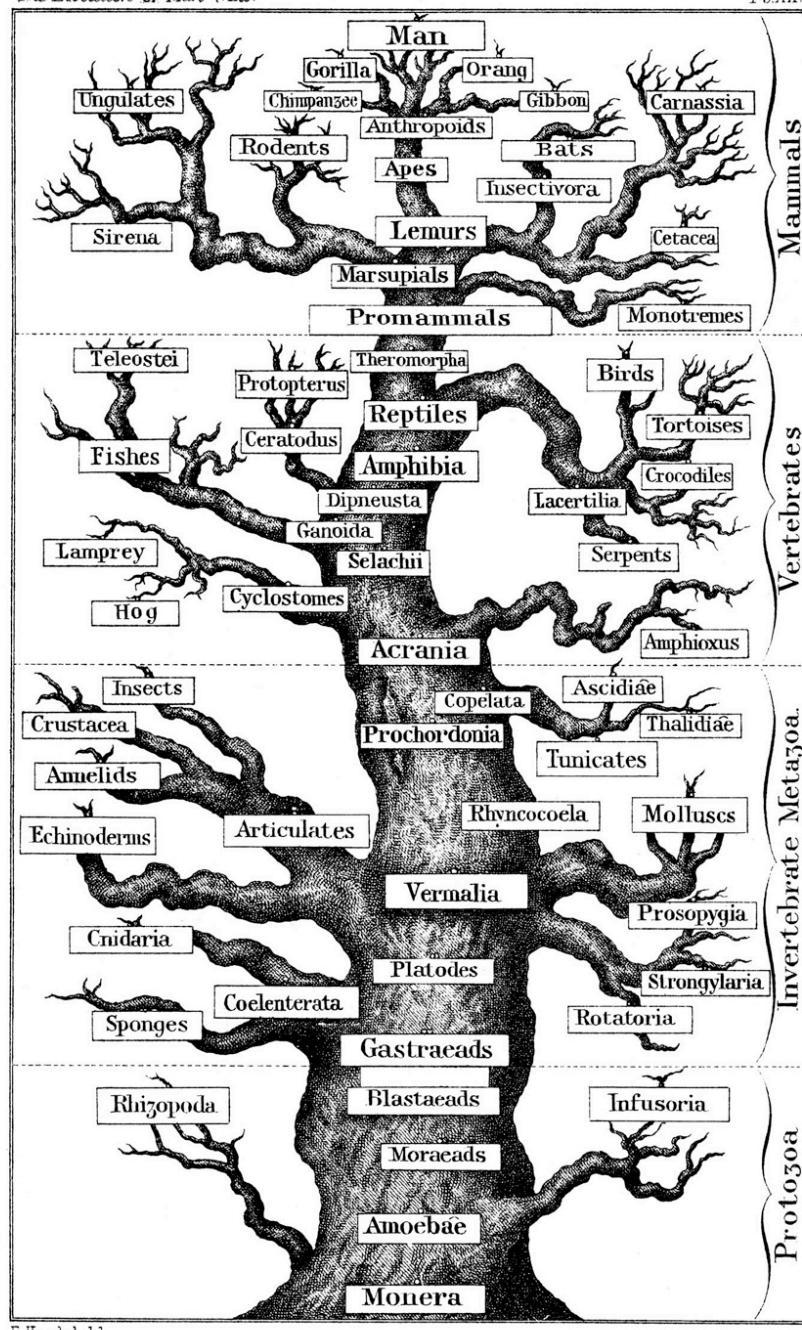
Gorilla

Human

# Genealogical Tree of Humanity.

The Evolution of Man V.Ed.

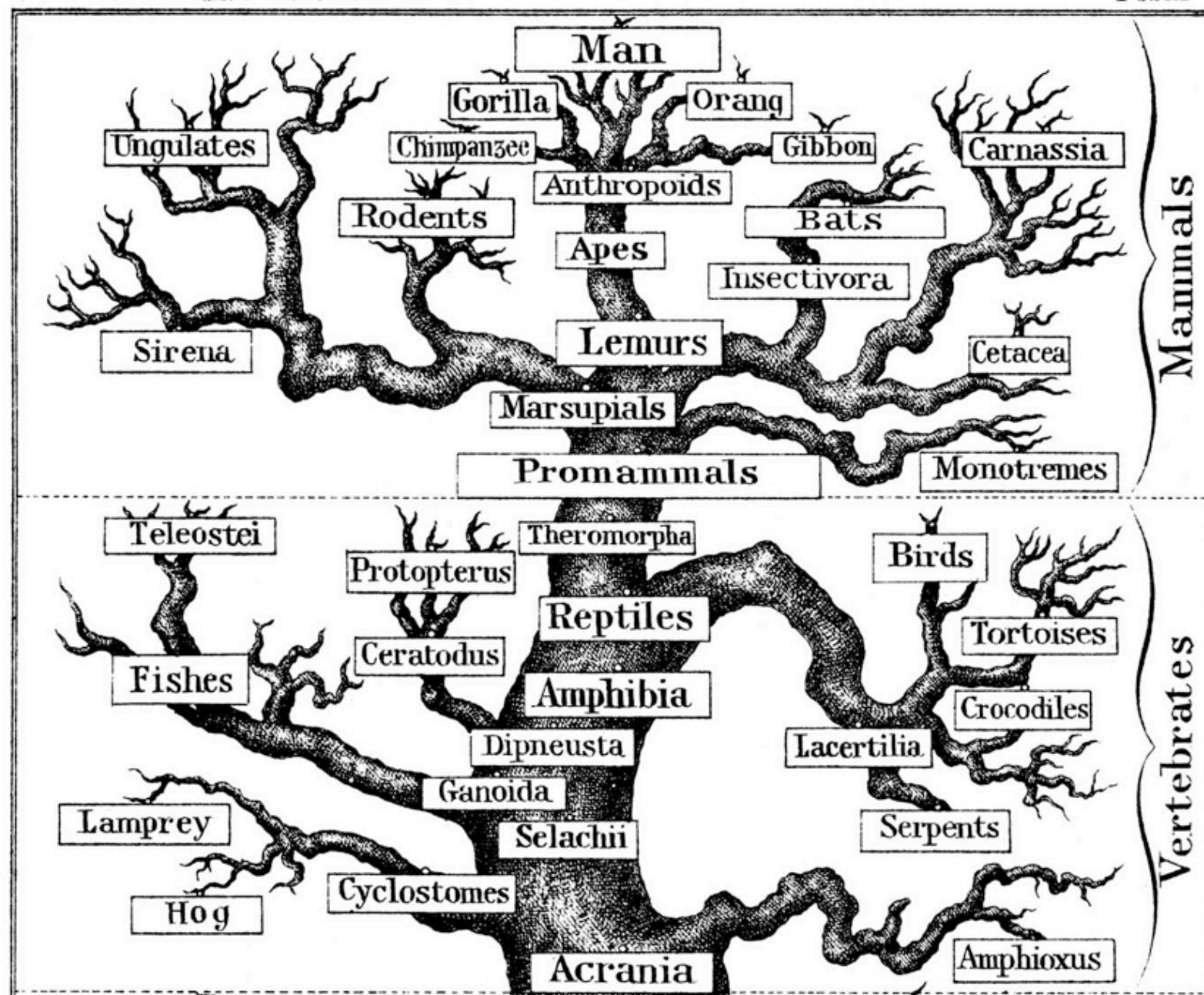
Pl.XX.



# Genealogical Tree of Humanity.

The Evolution of Man V.Ed.

Pl.XX.



## INDO-EUROPEAN SOUND CORRESPONDENCES

Probably the most basic element of language change is a gradual shift in the way individual speech sounds are pronounced. As the Indo-European speech community expanded over the centuries into new territories, local dialectal variations gave rise to increasingly divergent language families. This table shows the historical development of sounds from Proto-Indo-European to the principal older Indo-European languages. For example, reading down the first column, it can be seen that Proto-Indo-European initial **p** remains **p** in Latin, but it is lost entirely in Old Irish and becomes **f** in Germanic and consequently in Old English: thus Indo-European **\*pater-**, meaning "father,"

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	Unvoiced		Voiced		Voiced Aspirate		Continuant		Laryngeals		Nasals		Liquids		Glides		m	n	r	l	y	w
<b>Indo-European</b>	p	t	k	kʷ	b	d	g	gʷ	bh	dh	gh	gʷʰ	s	a₁	a₂	a₃	m	n	r	l	y	w
<b>Hittite</b>	p	t	k	ku	p	t	k	ku	p	t	k	ku	s	-	h	h	m	n	r	l	y	w
<b>Tocharian</b>	p	t/tṣ/tṣk/s	k/s	p	t/tṣ/tṣk/s	k/s	p	t/tṣ/tṣk/s	k/s	s/s	-	-	-	m	n	r	l	y	w			
<b>Sanskrit</b>	p	t	s	k/c	b	d	j	g/j	bh	dh	h	g/h	s/s	-	-	-	m	n	r	l	y	v
<b>Avestan</b>	p	t	s	k/c	b	d	z	g/j	b	d	z	g/j	h	-	-	-	m	n	r	r	y	v
<b>Old Persian</b>	p	t	th	k	b	d	d	g/j	b	d	d	g/j	h	-	-	-	m	n	r	r	y	v
<b>Old Church Slavonic</b>	p	t	s	k/b/c	b	d	z	g/b/z	b	d	z	g/b/z	s	-	-	-	m	n	r	l	j	v
<b>Lithuanian</b>	p	t	š	k	b	d	ž	g	b	d	ž	g	s	-	-	-	m	n	r	l	j	v
<b>Armenian</b>	h	th	s	kh	p	t	c	k	b	d	j	g	h	-/e	-/a	-/o	m	n	r	l	y	glv
<b>Greek</b>	p	t	k	p/b/k	b	d	g	b/d/g	ph	th	kh	p/h/th/kh	h	-	-	-	m	n	r	l	h/z	-
<b>Latin</b>	p	t	c	qu	b	d	g	v	f	f	h	f	s	-	-	-	m	n	r	l	i	v
<b>Old Irish</b>	-	t	c	c	b	d	g	b	b	d	g	g	s	-	-	-	m	n	r	l	-	f
<b>Common Germanic</b>	f	th	h	hw	p	t	k	kʷ/k	b	d	g	b/g	s	-	-	-	m	n	r	l	j	w
<b>Gothic</b>	f	th	h	hw/w	p	t	k	q	b	d	g	b/g	s	-	-	-	m	n	r	l	j	w
<b>Old Norse†</b>	f	th	h	hv	p	t	k	kv	b	d	g	b/g	s	-	-	-	m	n	r	l	-	vl-
<b>Old High German†</b>	f	d	h	hw/w	p/pfz	k	qu	b	t/d	g	b/g	s	-	-	-	m	n	r	l	j	w	
<b>Middle Dutch†</b>	v	thd	h	w	p	t	k	qu	b	d	g	b/g	s	-	-	-	m	n	r	l	g	w
<b>Old English†</b>	f	th	h	hw	p	t	c	cw/c	b	d	g	b/g	s	-	-	-	m	n	r	l	g/y	w

### NOTES:

- means lacking; p was lost in Old Irish.

w was lost in Greek.

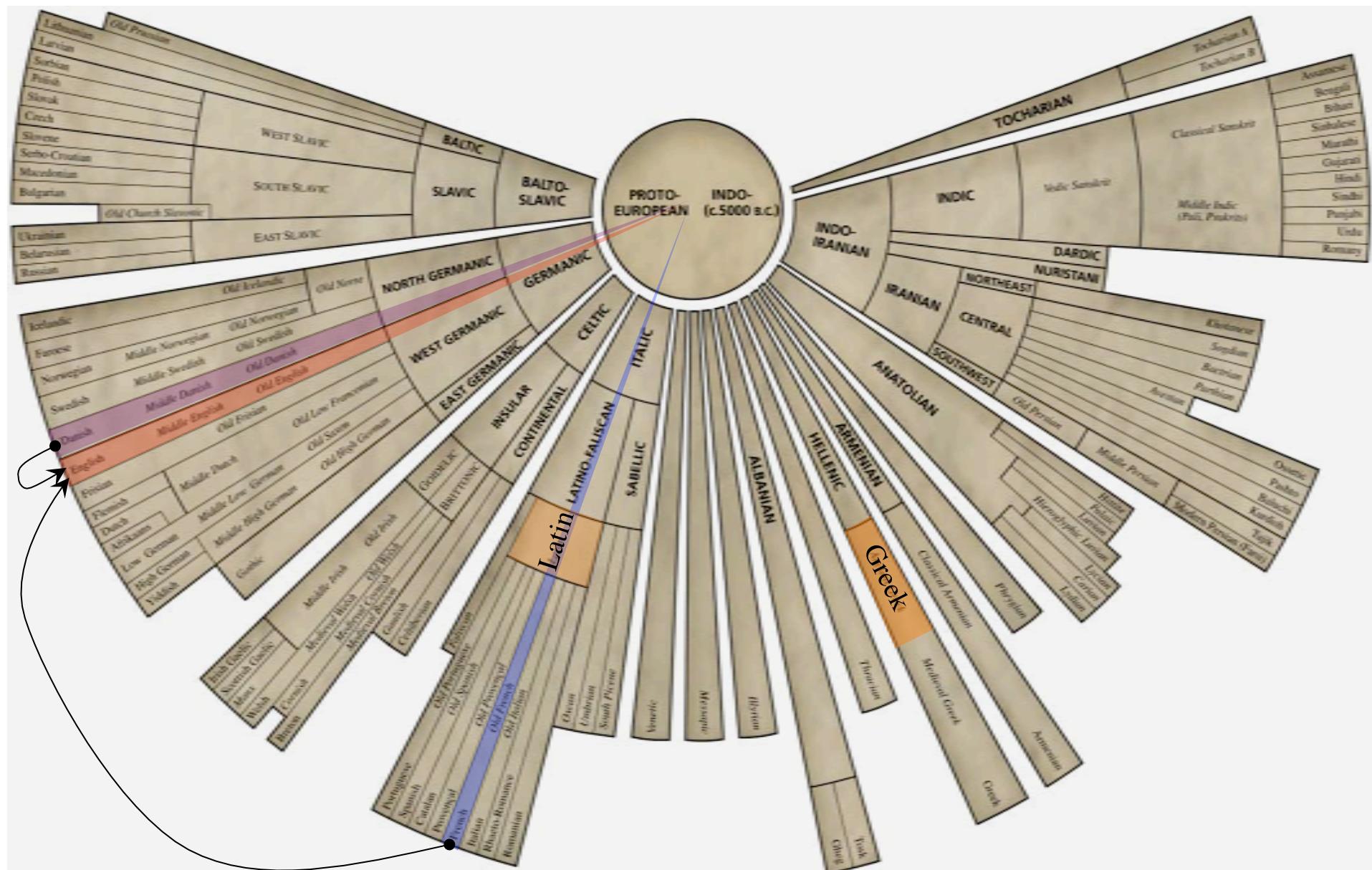
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‡Common Greek', whence **ᾳ** in Attic-Ionic dialect, source of most Greek words in English.



# THE FAR SIDE

By GARY LARSON



"Fellow octopi, or octopuses ... octopi? ... Dang,  
it's hard to start a speech with this crowd."

The standard English plural is *octopuses*.

Its origin is Greek *octo-pus*, literally ‘eight-foot,’ plural *octo-podes*.

The form *octopi* came from the belief that *octopus* was a Latin borrowing, and is to be pluralized as \**octopi*.

A  
DICTIONARY  
OF THE  
ENGLISH LANGUAGE:  
IN WHICH  
The WORDS are deduced from their ORIGINALS,  
AND  
ILLUSTRATED in their DIFFERENT SIGNIFICATIONS  
BY  
EXAMPLES from the best WRITERS.  
TO WHICH ARE PREFIXED,  
A HISTORY of the LANGUAGE,  
AND  
AN ENGLISH GRAMMAR.

BY SAMUEL JOHNSON, A. M.

IN TWO VOLUMES.

VOL. I.

Cum tabulis animum censoris sumet honesti:  
Audebit quaecunque parum splendoris habebunt,  
Et sine pondere erunt, et honore indigna ferentur.  
Verba movere loco; quamvis invita recedant,  
Et verterentur adhuc intra penetralia Vefas;  
Obfcurata diu populo bonus eruet, atque  
Proferet in lucem speciosa vocabula rerum,  
Quæ præcis memorata Catonibus atque Cæthegis,  
Nunc fitus informis premit et deferta vetustas,

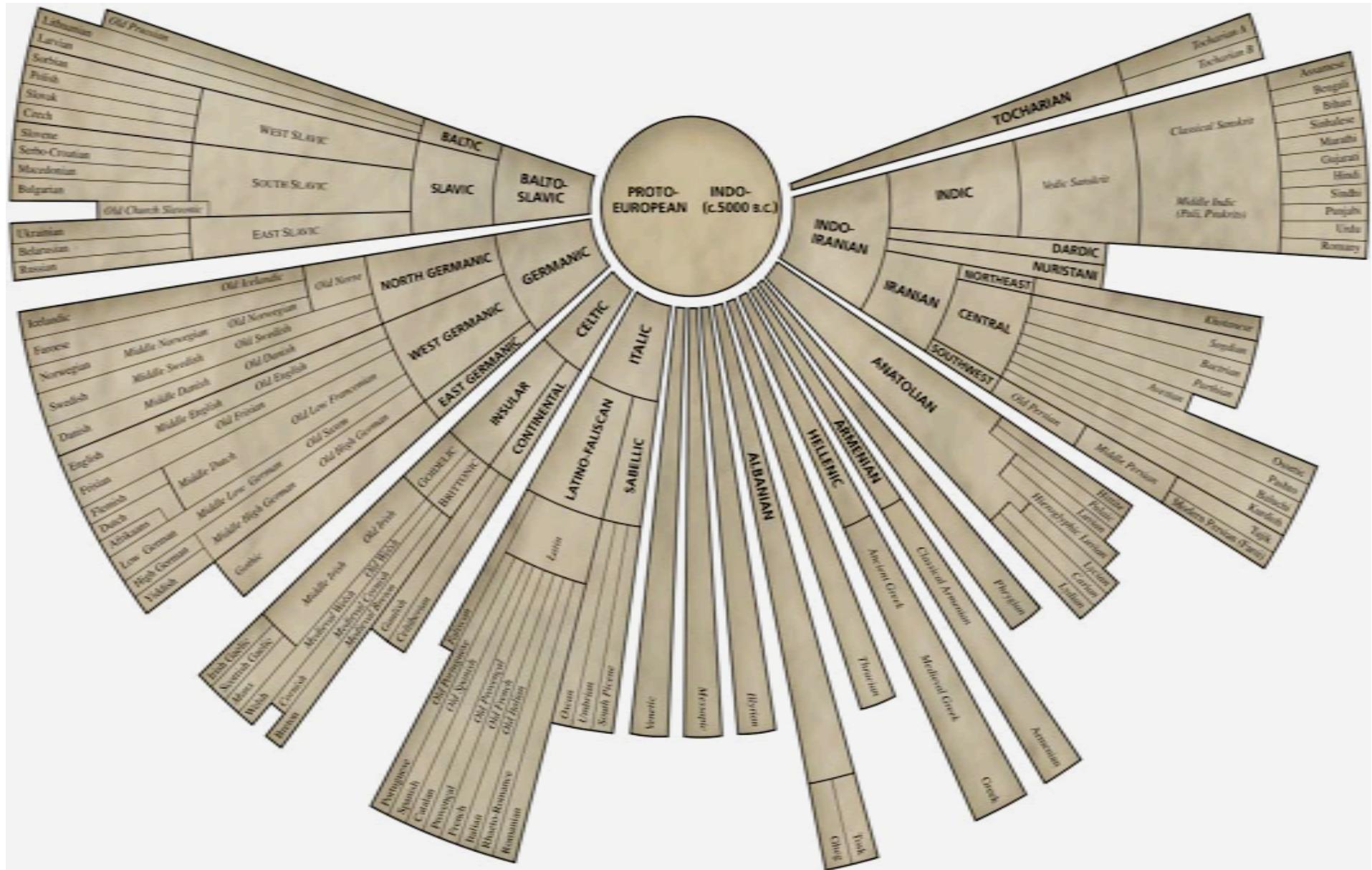
HOR.

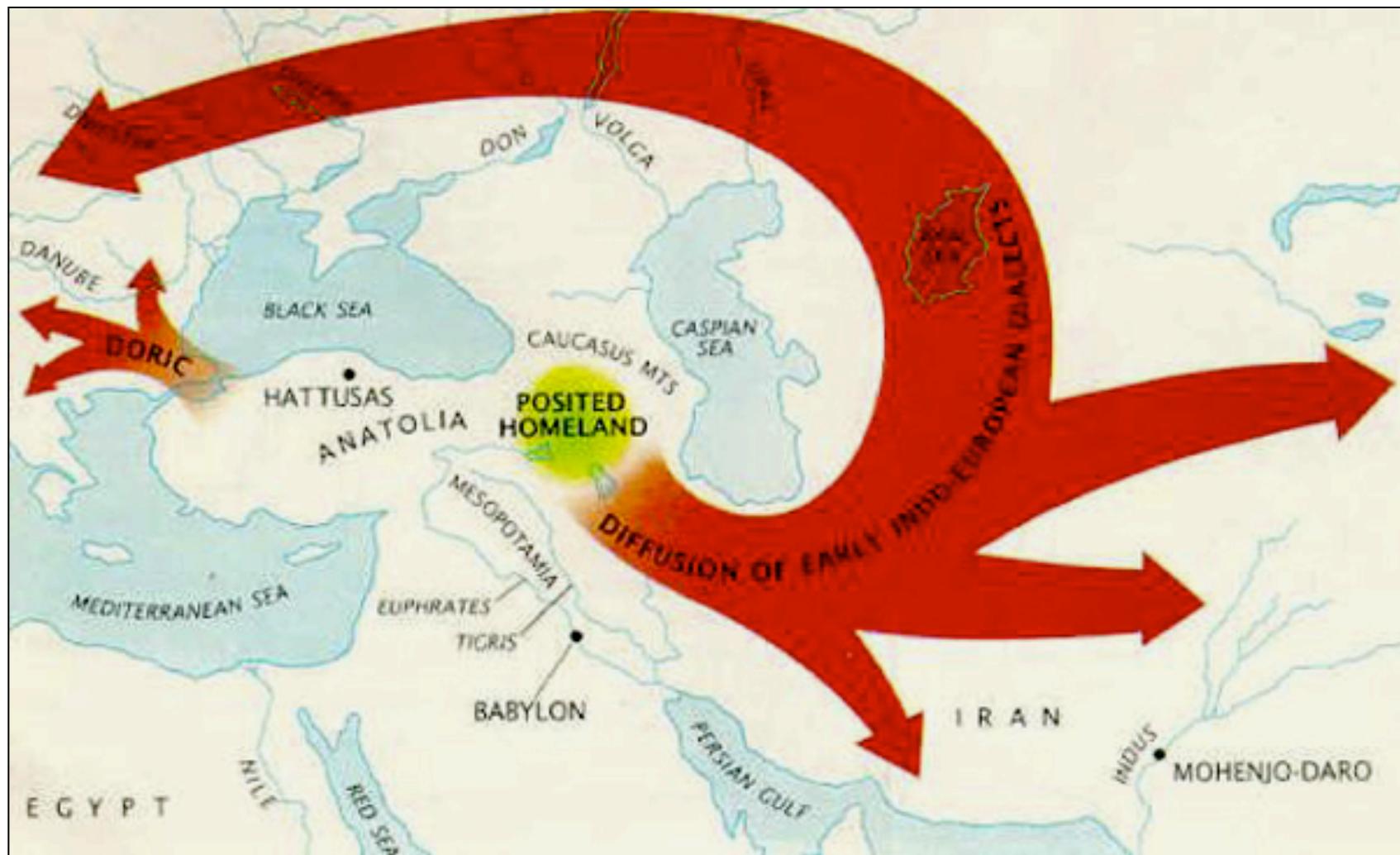
London,

Printed by W. STRAHAN,

For J. and P. KNAPTON; T. and T. LONGMAN; C. HITCH and L. HAWES;  
A. MILLARS; and R. and J. DODSLEY.

MDCCLV.

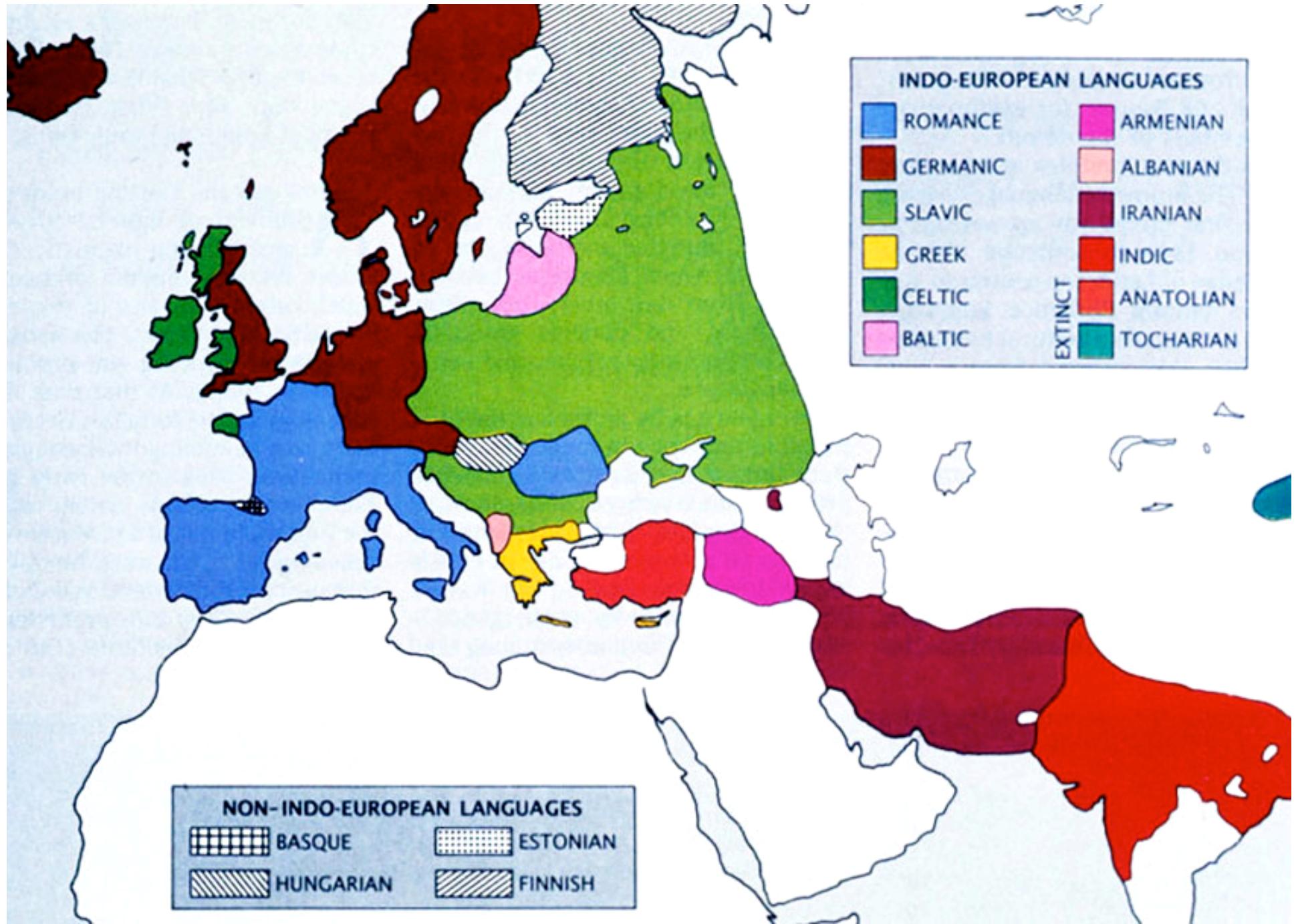


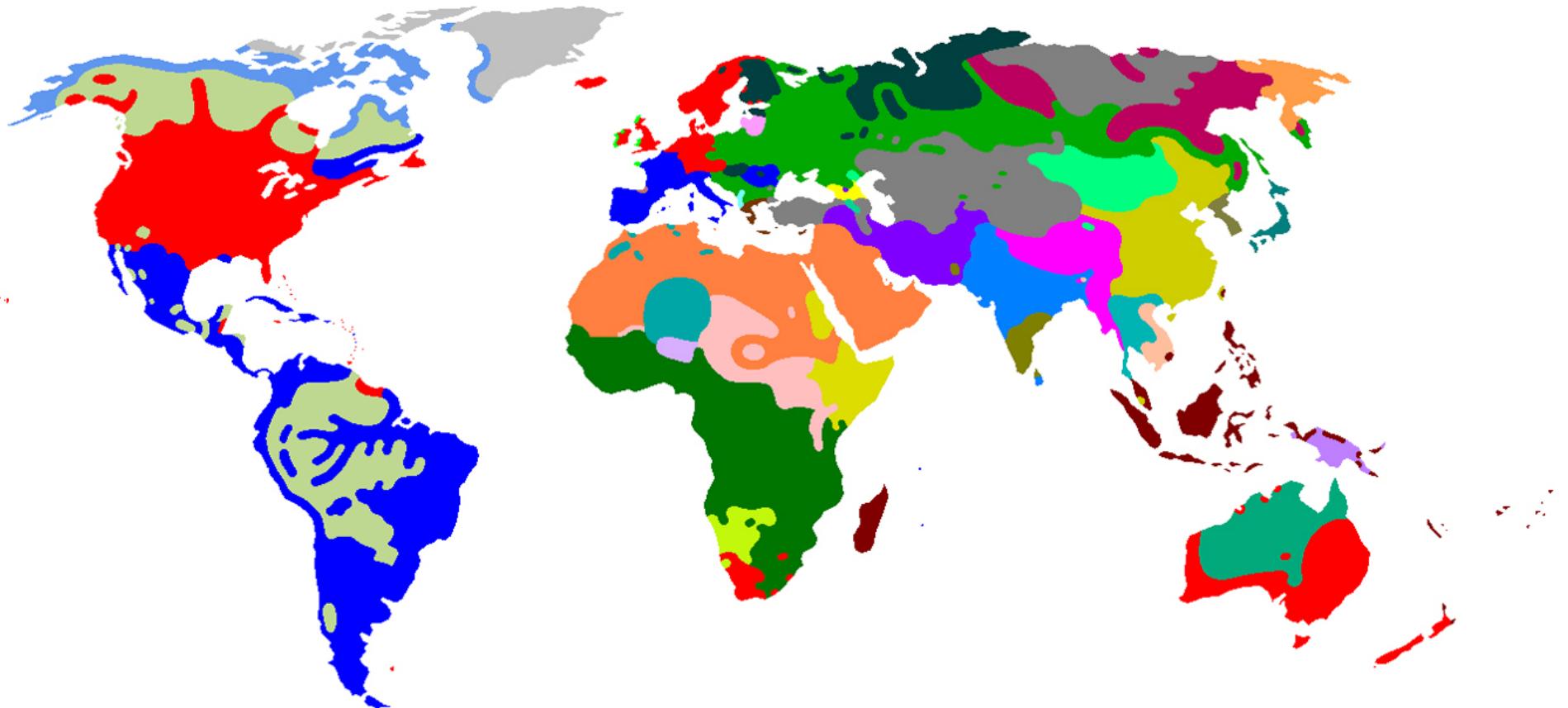


Indo-European migrations from ca. 4000 to 1000 BC according to the Kurgan hypothesis. The green area corresponds to the assumed homeland (Samara & Sredny Stog cultures). The red arrows correspond to out-migrations between ca. 2500-1000 BC.



*The early historical distribution of the major Indo-European linguistic groups.*





- Indo-European languages

- Albanian language
- Armenian language
- Baltic languages
- Celtic languages
- Germanic languages
- Greek language
- Indo-Aryan languages
- Iranian languages
- Romance languages
- Slavic languages

- Afro-Asiatic languages

- Berber languages
- Chadic languages
- Cushitic languages
- Semitic languages

- Altaic languages

- Korean language
- Japonic languages
- Mongolic languages
- Tungusic languages
- Turkic languages

- Khoisan languages

- Niger-Congo languages
- Nilo-Saharan languages
- Paleosiberian languages
- Papuan languages

- Sino-Tibetan languages

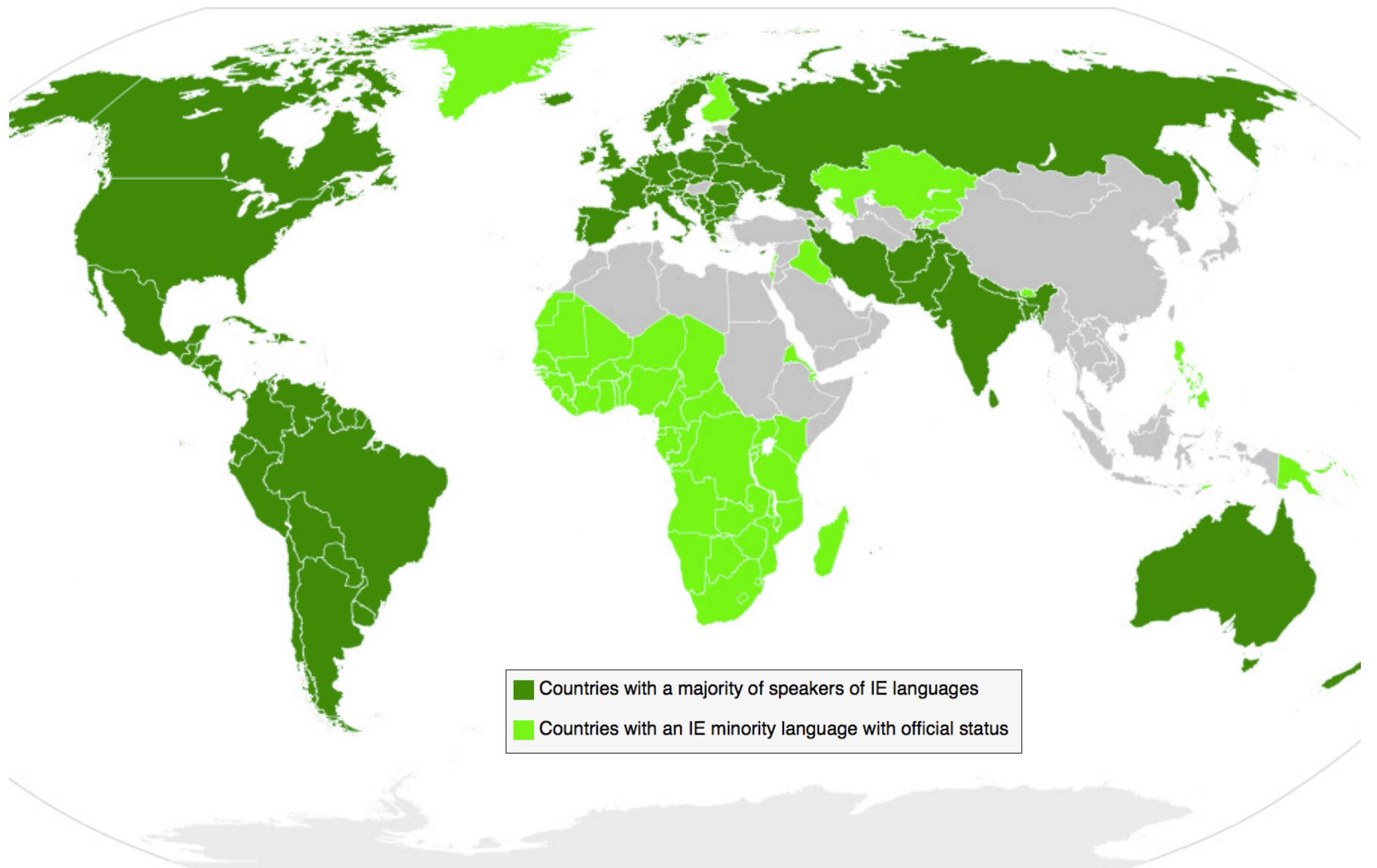
- Chinese languages
- Tibeto-Burman languages

- Tai-Kadai languages

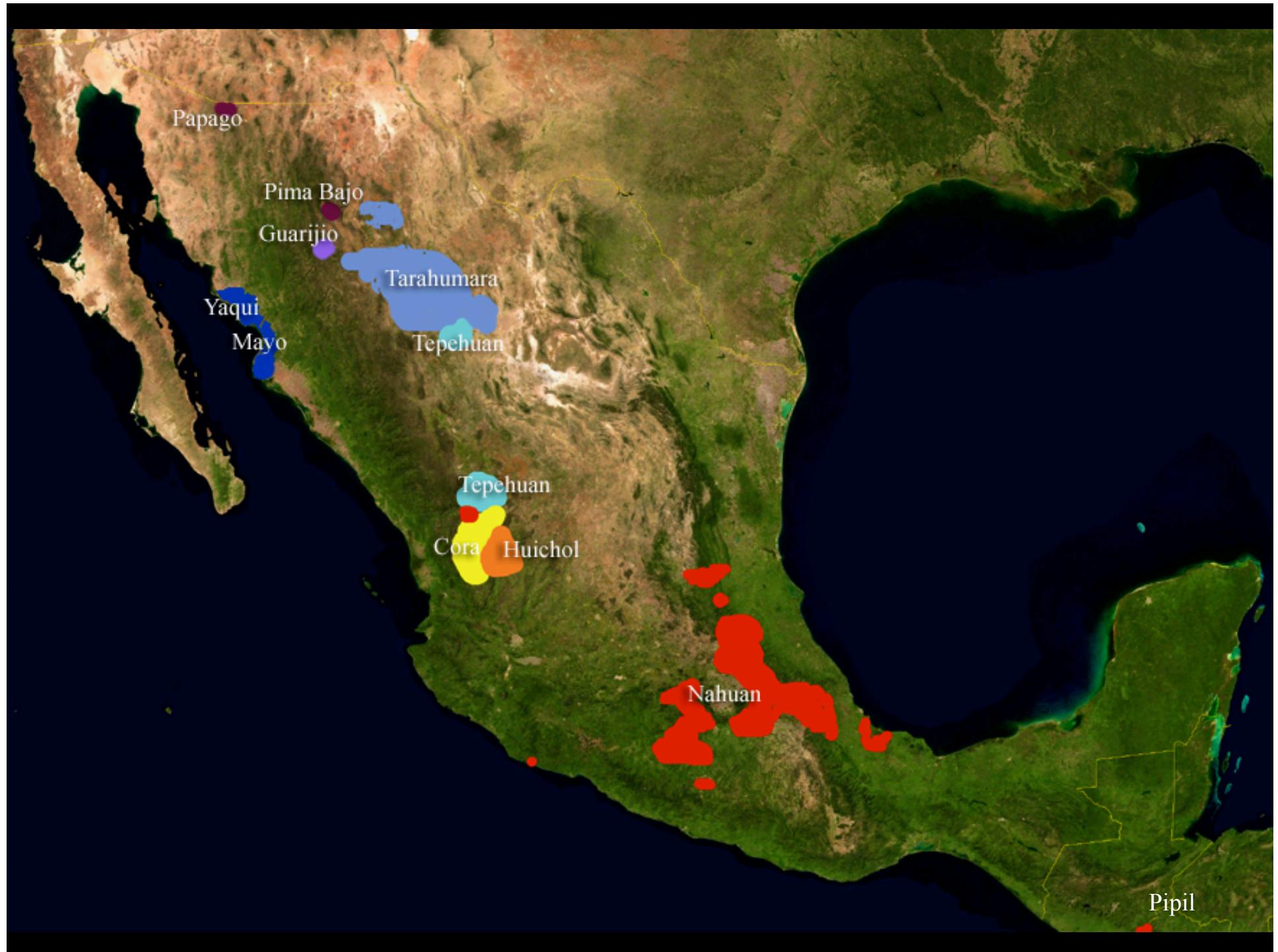
- Uralic languages
- Basque language

- Native American languages

- Australian Aboriginal languages
- Austro-Asiatic languages
- Austronesian languages
- Languages of the Caucasus
- Dravidian languages
- Eskimo-Aleut languages





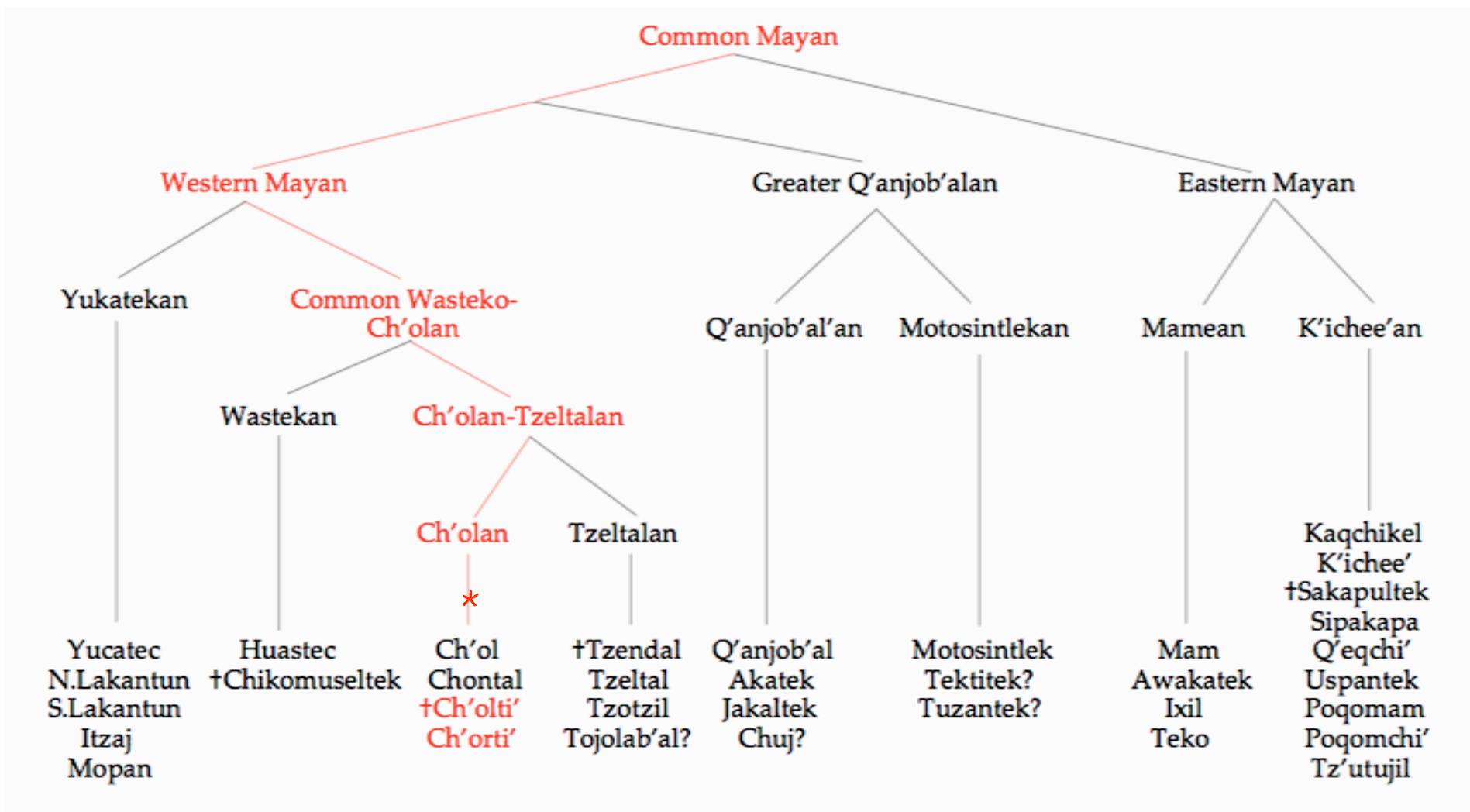




## Mayan Languages

Yucatec  
 North Lakantun  
 South Lakantun  
 Itzaj  
 Mopan  
 Huastec  
 †Chikomuseltek  
 Ch'ol  
 Acalan  
 Chontal  
 †Ch'olti'  
 Ch'orti'  
 †Tzental  
 †Chaneabal  
 Tzeltal  
 Tzotzil  
 Tojolab'al  
 Q'anjob'al  
 Akatek  
 Jakaltek  
 Chuj  
 Motosintlek  
 Tektitek  
 Tusantek  
 Mam  
 Awakatek  
 Ixil  
 Teko  
 Kaqchikel  
 K'ichee'  
 †Sakapultek  
 Sipakapa  
 Q'eqchi'  
 Uspantek  
 Poqomam  
 Poqomch'i  
 Tz'utujil

# Mayan Family Tree (and the Historical Position of Classic Mayan)



(red = descent of Classic Mayan; \* = Classic Mayan; † = extinct; )





# *Conventions of Historical Linguistics*

---

Italics and single quotes - Words from other languages are given in italics and their glosses (translations into English) are presented in single quotes, e.g., Finnish *rengas* ‘ring’.

Asterisks - It is standard practice to use an asterisk (\*) to represent reconstructed forms, as for example Proto-Indo-European \**páter* or \**ph₂tér* ‘father’ (there is mild disagreement on the best reconstruction).

Broad X - The broad X (✗) sign is used in your textbook to mark ungrammatical or non-occurring forms (e.g., ✗ *He hate me*).

Direction of Change - It is standard in historical linguistics to use ">" to mean ‘changed into’ and "<" for ‘comes from’ — for example: \**p* > *b* (i.e., original *p* changed into *b*) or *b* < \**p* (i.e., *b* comes from original *p*).

Environment of Change - To indicate the environment where a change occurs, the notation “/   ” is used, where “  ” indicates the location of the material that changes. Thus, a change in which *p* became *b* between vowels can be represented as: *p* > *b* / V V. Similarly, a change of *b* to *p* at the end of a word could be shown as: *b* > *p* / #.

# *Some Key Definitions*

---

Morpheme - The smallest meaningful morphological unit in a language (e.g., *un-*, *like*, and *-ly* in the English word *unlikely*). By convention, a hyphen (-) is used to mark individual morphemes in a word (e.g., *un-like-ly*) or to indicate where affixes (morphemes which cannot appear alone) must attach to other morphemes.

Morphology - The structure of words (and study of same).

Syntax - The arrangement of words and phrases into larger constructions such as phrases and sentences. Syntax glues the components of a sentence together using various mechanisms such as word order, functors (function words), and concord (grammatical agreement).

Voiced / Voiceless - Sounds (such as vowels) accompanied by vibrating vocal cords are *voiced*; those made without vibration are *voiceless*.

Nasals - Sounds made via resonance of the nasal cavity (e.g., *m*, *n*, *ŋ*).

Etymology - The origin and original meaning of a word (fr. Greek *etumon* ‘true’). Etymologies are not the primary goal of historical linguistics, but they *are* an important by-product. Contrast ‘folk etymology’: erroneous beliefs about the ‘true’ meanings of words.

## *Conventional Spellings*

---

- The traditional spelling of a word as it might appear in a text (*cf.* Campbell, pp. xix and 125). By convention such forms often appear in your textbook enclosed in angled brackets (*i.e.*, <>).
- If a language has a long written tradition, conventional spellings often provide important evidence of earlier pronunciations.

<i>e.g., English</i>	<i>night</i>	<i>English knight</i>
	<i>German</i>	<i>nacht</i>
		<i>German knecht</i> ‘groom’
	<i>Latin</i>	<i>noctis</i>
		<i>Swedish knekt</i> ‘soldier’
	<i>Latin</i>	<i>caput</i> ‘head’
	<i>French</i>	<i>chef</i> ‘main, chief’
		English borrowings: <i>captain, chieftan, chief, and chef</i>
	<i>English</i>	<i>school, feast, at</i>
	<i>French</i>	<i>école, fête, à</i>
	<i>Spanish</i>	<i>escuela, fiesta, a</i>
	<i>Latin</i>	<i>escola, festa, ad</i>

# Preview Slides (Phonology)

## *Phonetic vs. Phonemic*

---

Phone - a unit of sound, conventionally enclosed in square brackets (*e.g.*, [p]). The pronunciation of phones is invariable.

Phoneme - a minimally-contrastive (*i.e.*, significant) unit of sound, conventionally enclosed in back-slashes (*e.g.*, /p/). *Phonemes* can have different pronunciations in different *environments* (this is called *allophony*), and are defined by *distribution* and *contrast*.

- For instance, in the words spelled “pin” and “bin”, /p/ and /b/ are phonemes because they appear in identical environments and yet contrast meanings (this is called a *minimal pair*). In the words spelled <pin> and <spin>, however, /p/ is still a single phoneme despite that the “p” is pronounced differently (with and without aspiration). This is because there are no *minimal pairs* (in English) involving [p] and [p<sup>h</sup>].
- Some other languages, such as Greek and Tamil, *do* contrast /p/ and /p<sup>h</sup>/ as separate phonemes.

# *The Consonants*

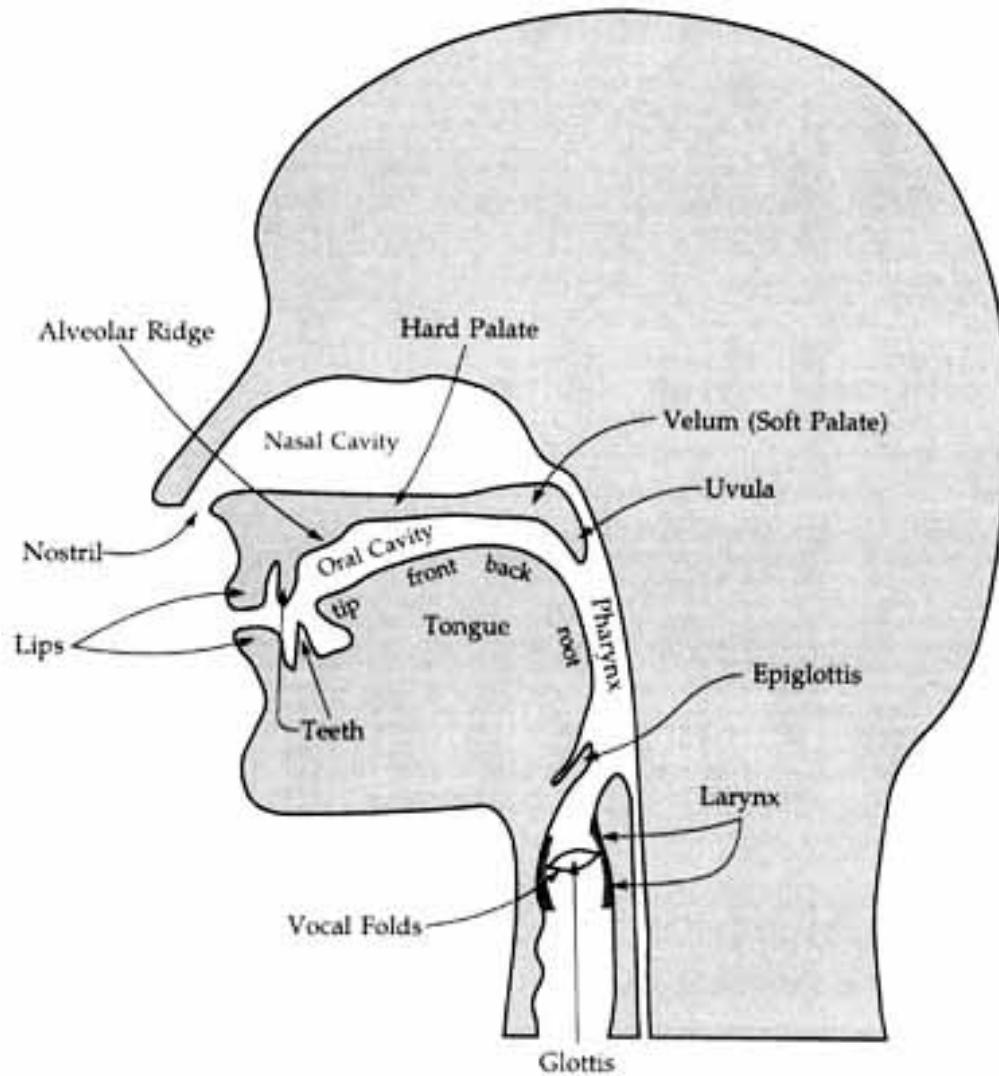
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	<i>Bilabial</i>	<i>Labiodental</i>	<i>Dental</i>	<i>Alveolar</i>	<i>Palato-alveolar</i>	<i>Retroflex</i>	<i>Palatal</i>	<i>Velar</i>	<i>Uvular</i>	<i>Pharyngeal</i>	<i>Glottal</i>
Voiceless stops	p		t		t̪		k	q		?	
Voiced stops	b		d				g	G			
Voiceless affricates				ts	č						
Voiced affricates				dz	ž						
Voiceless fricatives	ɸ	f	θ	s	ʃ	s̪	ç	x	χ	ħ	h
Voiced fricatives	β	v	ð	z	ʒ	z̪		y	ʁ	ʕ	
Nasals	m		n		ɳ	ɲ	ŋ		N		
Approximants	w		r̪			j			R		
Laterals			l̪								

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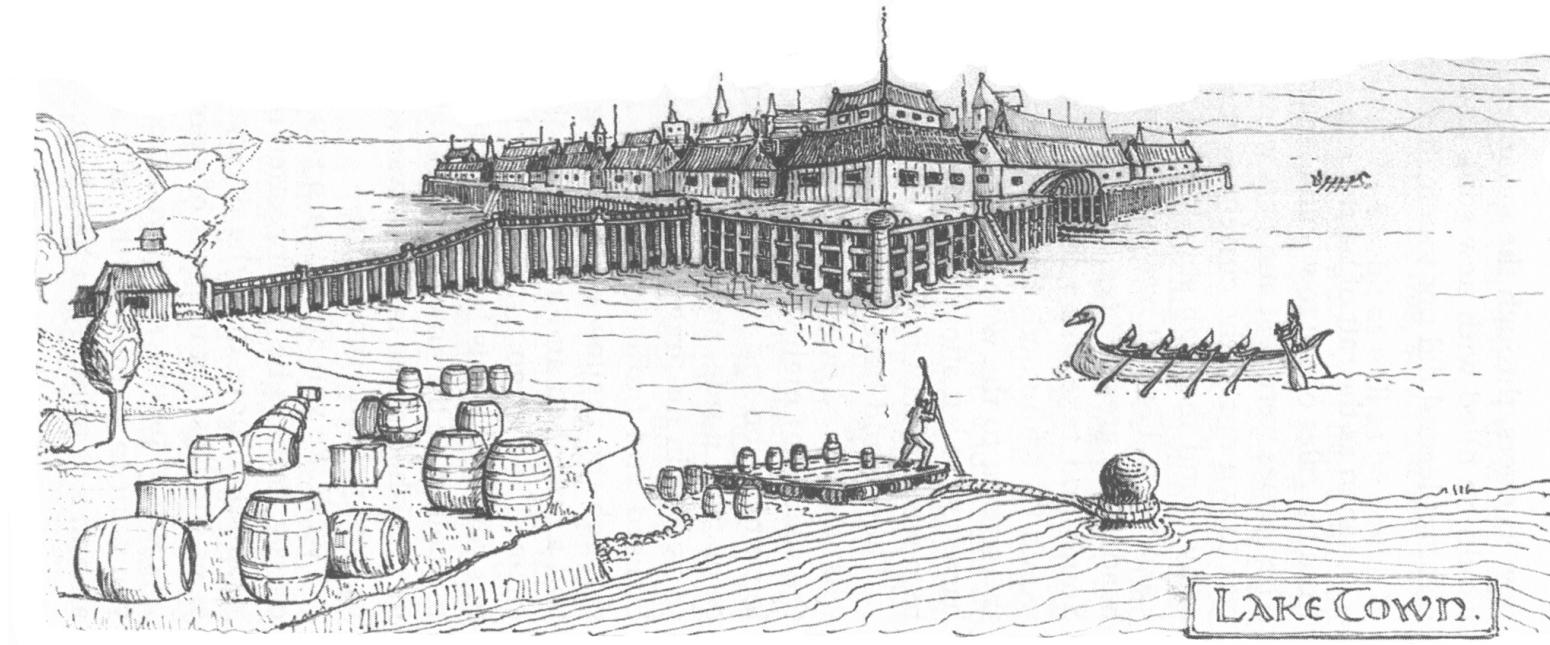
# Oscar

---



## THE HOBBIT

Then, as he had said, the dwarves' good feeling towards the little hobbit grew stronger every day. There were no more groans or grumbles. They drank his health, and they patted him on the back, and they made a great fuss of him; which was just as well, for he was not feeling particularly cheerful. He had not forgotten the look of the Mountain, nor the thought of the dragon, and he had beside a shocking cold. For three days he sneezed and coughed, and he could not go out, and even after that his speeches at banquets were limited to "Thag you very buch."



## *The Cardinal Vowels*

	<i>Front</i>	<i>Central</i>	<i>Back</i>
<i>High</i>			
close (tense)	i    y	i    ɯ	u
open (lax)	I    ɿ		ʊ
<i>Mid</i>			
close (tense)	e    ø	ə	o
open (lax)	ɛ    œ		ɔ
<i>Low</i>	æ	a	ɑ