L407/L507 Language and Prehistory
Sections 30588, 30589
Fall 2016

Instructor
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Student Building 336
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Class meetings
TR 4:00-5:15
Student Bldg. 131

Goals and methods

Language and Prehistory provides an introduction to the areas of linguistic research that are most relevant to the concerns of archaeologists and other students of prehistory. We investigate the ways in which languages change, explore the principles by which languages are grouped into families, and see how proto-languages, the ancestors of linguistic families, are reconstructed. We then apply the results of these studies to such problems as identifying the locations of ancient populations and revealing the cultures of groups who lived in the distant past. Work for the course includes a series of problem sets that provide experience with the methods of historical reconstruction.

Student Learning Outcomes

This course provides an introduction to the methods of historical linguistics and the ways in which the conclusions of work in this discipline can be employed to explore human societies of the distant past. Among the learning outcomes that the course promotes are the following:

- An understanding of the comparative method, the technique that linguists use to reconstruct the prehistoric development of languages.
- Knowledge of ancient cultures and the ways in which they are reflected both in linguistic phenomena and in the archaeological record.
- Skills of inquiry, analysis, and expression.
- Methodological and theoretical literacy in anthropology as a historical discipline.

Required text

Campbell, Lyle. 2013. *Historical Linguistics: An Introduction.* Third edition. Cambridge, MA: MIT Press.
Additional readings are available on Canvas.

Course requirements

1. *Class participation*. The focus of the course is on discussion of material introduced in readings and in problem sets. Thus, regular participation by all students in the class is essential.
2. *Problem sets*. Over the course of the semester, students will be asked to work six sets of problems that provide experience in applying the techniques of linguistic analysis.

3. *Response papers*. Two 4–5 page papers to be written in response to readings for the course. For the first of these you are asked to critique certain Wikipedia sites on the basis of material covered in class. For the second, you are asked to respond to readings.
4. *Critical review* (undergraduates). A summary and critical review (6–7 pages) of a set of papers on a topic not otherwise covered in the readings for the course, to be selected in consultation with your instructor (see the list of suggested topics at the end of this syllabus).
5. *Research paper* (graduate students). Students will write a 15–20 page paper on a topic to be chosen in consultation with the instructor.

Policy regarding late papers:
Homework papers are to be submitted electronically on Canvas. Since readings and homework assignments will form the basis for our work in class, it is essential that you keep up. Late papers will be assessed a penalty of a 5 points per day late (including weekend days).

Academic Integrity
As a student at IU, you are expected to adhere to the standards and policies detailed in the *Code of Student Rights, Responsibilities, and Conduct* (*Code*). When you submit an assignment with your name on it, you are signifying that the work contained in it is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. All suspected violations of the *Code* will be reported to the Dean of Students and handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, and a failing grade in the course, among other possibilities. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand.

Grading

Undergrads			*Grads*	
Problem sets	40 %		Problem sets	30 %
Response papers	30 %		Response Papers	30 %
Critical review	30 %		Research Paper	40 %
	100 %			100 %

Plan of the course (some dates may change)
1. *Background: Sounds and sound systems in language* (Aug. 23–30)
   Akmajian, Adrian, *et al*. 1995. Phonetics: The study of speech sounds. *Linguistics: An introduction to the study of language and communication*, 53–88. Cambridge, Mass.: MIT Press.

   Problem set 1: Reading and writing phonetic transcriptions. Due Thur., Sept. 1.

2. *Introducing historical linguistics* (Sept. 1–8)
   Campbell, *Historical linguistics*, ch. 1.

   Problem set 2: Phonology problems. Due Thurs., Sept. 8.

3. *Sound change* (Sept. 13–20)
   Campbell, *Historical linguistics*, ch. 2.

   Problem set 3: Identifying and stating sound changes. Due Tues., Sept. 20.

4. *Linguistic reconstruction* (Sept. 22–27)
   Campbell, *Historical linguistics*, ch. 5.

   Problem set 4: More on sound change. Due Tues., Sept. 27.

5. *Linguistic classification* (Sept. 29–Oct. 4)
   Campbell, *Historical linguistics*, ch. 6.

   Problem set 5: Reconstruction problems. Due Tues., Oct. 4.

6. *Models of linguistic change* (Oct. 6–11)
   Campbell, *Historical linguistics*, ch. 7.

   Problem set 6: Linguistic geography problems. Due Tues., Oct. 11.

   THURS., OCT. 13 — NO CLASS — YOUR INSTRUCTOR WILL BE AT A CONFERENCE

7. *The Indo-European homeland* (Oct. 18–27)
   Mallory, James P. 1989. The Indo-European homeland problem. In *In search of the Indo-Europeans: Language, archaeology and myth*, 143–168, 177–185. London: Thames and Hudson.
   Mallory, James P. 1997. The homelands of the Indo-Europeans. In *Archaeology and language I: Theoretical and methodological orientations*, ed. by Roger Blench and Matthew Spriggs, 93–121. New York: Routledge.
   Mallory, James P. 1989. The archaeology of the Proto-Indo-Europeans. In *In search of the Indo-Europeans: Language, archaeology and myth*, 186–221. London: Thames and Hudson.

   Response paper 1: Due Tues., Nov.1.
   For this paper, you are asked to critique the Wikipedia sites "Proto-Indo Europeans" (http://en.wikipedia.org/wiki/Proto-Indo-Europeans), "Proto-Indo-European Language" (http://en.wikipedia.org/wiki/Proto-Indo-European_language), and "Proto-Indo-European Homeland" (http://en.wikipedia.org/wiki/Proto-Indo-European_homeland), evaluating the information given there concerning the Indo-European homeland in terms of what we have been learning from print sources. *Detailed directions to follow.*

8. *Proto-Oceanic: views from linguistics and archaeology* (Nov. 3–10)
   Bellwood, Peter, Geoffrey Chambers, Malcolm Ross, and Hsiao-chun Hung. 2011. Are
       'cultures' inherited? Multidisciplinary perspectives on the origins and migrations of
       Austronesian-speaking peoples prior to 1000 BC. In *Investigating archaeological
       cultures: Material culture, variability, and transmission,* ed. by B.W. Roberts and M.
       Vander Linden, 321–354. New York: Springer.
   Spriggs, Matthew. 2006. The Lapita Culture and Austronesian Culture in Oceania. *In* The
       Austronesians: Historical and comparative perspectives, 119–142. Canberra: Australian
       National University E-Press.

   Response paper 2: Due Tues., Nov. 15.
   What is the Lapita culture? What kinds of evidence link this archaeologically known culture
   to the Proto-Oceanic language? What reasoning do Bellwood *et al.* and Spriggs present that
   support the hypothesis that the spread of the Lapita culture across the Pacific is connected
   with the spread of Oceanic languages? *Detailed directions to follow.*

9. *Uto-Aztecans in the American Southwest: The Numic expansion* (Nov. 15–17)
   Freeze, Ray, and David E. Iannucci. 1979. Internal classification of the Numic languages of
       Uto-Aztecan. *Amerindia* 4:77-92.
   Kaestle, Frederika A., and David Glenn Smith. 2001. Ancient mitochrondial DNA evidence
       for prehistoric population movement: The Numic expansion. *American Journal of
       Physical Anthropology* 115:1–12.

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THANKSGIVING BREAK — NOV. 20–27

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10. *Andean origins: Quechua and Aymara* (Nov. 29–Dec. 8)
    Beresford-Jones, David, and Paul Heggarty. 2012. Introduction: Archaeology, linguistics,
        and the Andean past: A much-needed conversation. *In* Archaeology and language in the
        Andes: A cross-disciplinary exploration of prehistory, ed. by Paul Heggarty and David
        Beresford-Jones, 1–41. Oxford: Oxford University Press.
    Beresford-Jones, David, and Paul Heggarty. 2012. Broadening our horizons: Towards an
        interdisciplinary prehistory of the Andes. *In* Archaeology and language in the Andes: A
        cross-disciplinary exploration of prehistory, ed. by Paul Heggarty and David Beresford-
        Jones, 57–84. Oxford: Oxford University Press.

    Critical review (undergraduates): Due Thurs., Dec. 8.
    Research paper (graduate students): Due Thurs., Dec. 8.

Possible topics for critical reviews and research papers
1. *Bantu origins*
Bostoen, Koen. 2004. Linguistics for the use of African history and the comparative study of
    Bantu pottery vocabulary. In *Language and revolution, language and time*, ed. by Frank
    Brisard, Sigurd d'Hondt, and Tanja Mortelmans, 131–154. Antwerp: University of Antwerp.

Polomé, Edgar C. 1982. The reconstruction of Proto-Bantu culture from the lexicon. In *Language, society, and paleoculture*, 316–328. Stanford, Calif.: Stanford University Press.

2. *Proto-Finno-Ugric culture*
Häkkinen, Kaisa. 2001. Prehistoric Finno-Ugric culture in the light of historical lexicology. In *Early contacts between Uralic and Indo-European: Linguistic and archaeological considerations*, 169–186. Mémoires de la Société Finno-Ougrienne 242. Helsinki: Finno-Ugrian Society.
Helimski, Eugene. 2001. Early Indo-Uralic linguistic relationships. In *Early contacts between Uralic and Indo-European: Linguistic and archaeological considerations*, ed. by Christian Carpelan, Asko Parpola, and Petteri Koskikallio, 187–205. Mémoires de la Société Finno-Ougrienne 242. Helsinki: Finno-Ugrian Society.
Janhunen, Juha. 2009. Proto-Uralic—what, where, and when? In *The quasquicentennial of the Finno-Ugrian Society*, 57–78. Mémoires de la Société Finno-Ougrienne 258. Helsinki: Finno-Ugrian Society.

3. *The role of volcanism in Athapaskan prehistory*
Moodie, D. Dwayne, and A.J.W. Catchpole. 1992. Northern Athapaskan oral traditions and the White River volcano. *Ethnohistory* 39:148–171.
Sapir, Edward. 1936. Internal linguistic evidence suggestive of the northern origin of the Navaho. *American Anthropologist* 38:224–235.
Workman, William B. 1979. The significance of volcanism in the prehistory of subarctic Northwest North America. In *Volcanic activity and human ecology*, ed. by Payson D. Sheets and Donald K. Grayson, 339–372. New York: Academic Press.

4. *Algonquian origins*
Hockett, Charles F. 1964. The Proto Central Algonquian kinship system. In *Explorations in cultural anthropology: Essays in honor of George Peter Murdock*, ed. by Ward H. Goodenough, 239–257. New York: McGraw-Hill.
Siebert, Frank T., Jr. 1967. The original home of the Proto-Algonquian People. In *Contributions to anthropology: Linguistics I (Algonquian)*, 13–47. Anthropological Series 78, National Museum of Canada Bulletin 214. Ottawa.
Walker, Willard. 1975. The Proto-Algonquians. In *Linguistics and anthropology: In honor of C.F. Voegelin*, ed. by M. Dale Kinkade, Kenneth L. Hale, and Oswald Werner, 633–647. Lisse: The Peter De Ridder Press.

5. *Proto-Mayan culture*
Campbell, Lyle, and Terrence Kaufman. 1985. Mayan linguistics: Where are we now? *Annual Review of Anthropology* 14:187–198.
Kaufman, Terrence. 1976. Archaeological and linguistic correlations in Mayaland and associated areas of Meso-America. *World Archaeology* 8:101–118.
Willey, Gordon R. 1982. Maya archaeology. *Science* 215:260-267.

6. *Proto-Uto-Aztecan culture*

Hill, Jane H. 2001. Proto-Uto-Aztecan: A community of cultivators in central Mexico? *American Anthropologist* 103:913-934.

Shaul, David L., and Scott G. Ortman. 2014. Can Proto-Uto-Aztecan culture be reconstructed? A prehistory of western North America, ch. 9. Albuquerque: University of New Mexico Press.

Shaul, David L., and Scott G. Ortman. 2014. Chasing the Uto-Aztecans: A model of Uto-Aztecan prehistory. A prehistory of western North America, ch. 11. Albuquerque: University of New Mexico Press.

7. *The origin of 'chocolate'*

Campbell, Lyle, and Terrence Kaufman. 1976. A linguistic look at the Olmecs. *American Antiquity* 41:80–89.

Dakin, Karen, and Søren Wichmann. 2000. Cacao and Chocolate: A Uto-Aztecan perspective. *Ancient Mesoamerica* 11:55–75.