

## Latin Linguistics: Specific Problems II (A002570)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 5.0**

**Study time 150 h**

**Course offerings and teaching methods in academic year 2024-2025**

A (semester 2)

Dutch

Gent

independent work

peer teaching

seminar

lecture

**Lecturers in academic year 2024-2025**

Galdi, Giovanbattista

LW06

lecturer-in-charge

Groothuis, Kim

LW06

co-lecturer

**Offered in the following programmes in 2024-2025**

Master of Science in Teaching in Languages(main subject Linguistics and Literature)

crdts 5

offering A

Master of Arts in Linguistics and Literature(main subject Dutch - Latin)

5

A

Master of Arts in Linguistics and Literature(main subject English - Latin)

5

A

Master of Arts in Linguistics and Literature(main subject French - Latin)

5

A

Master of Arts in Linguistics and Literature(main subject Latin)

5

A

Master of Arts in Linguistics and Literature(main subject Latin - Greek)

5

A

Master of Arts in Linguistics and Literature(main subject Latin - Italian)

5

A

Master of Arts in Linguistics and Literature(main subject Latin - Scandinavian Studies)

5

A

Master of Arts in Linguistics and Literature(main subject Latin - Spanish)

5

A

Master of Arts in Historical Linguistics and Literature

5

A

Exchange Programme Linguistics and Literature

5

A

**Teaching languages**

Dutch

**Keywords**

Language change, morphosyntax, Latin, grammaticalisation, transition from Latin to Romance, modern linguistic approaches

**Position of the course**

This course provides insights into morphological, syntactic and semantic changes in the history of Latin and specifically in the transition from Latin to Romance.

These changes are studied from different theoretical viewpoints, with a focus on the application of 'good practices' and a scientific approach. Latin texts used in lectures are from the late period.

**Contents**

- Language change in Latin morphology, syntax and semantics from the perspective of the main modern theoretical frameworks (e.g. generative, functional, corpus linguistics)
- Different case studies of grammaticalisation, both within the nominal and verbal and within the phrasal domain
- Some of the changes that can be discussed during the course are:
  - Changes in complementation patterns (Acl and finite clauses);
  - Word order changes (from OV to VO, V2);
  - Developments in the expression of negation;
  - Reduction and loss of the case system;

- Changes in the system of tenses, such as the grammaticalisation of auxiliaries, the emergence of the Romance future and conditional, shifts in the passive system;
- The development of articles.

#### **Initial competences**

- A good knowledge of Latin;
- A general knowledge of linguistic analysis;
- To have followed Latin linguistics II or Latin Linguistics: Specific Problems I is desirable but not required;
- Some knowledge of generative and/or functional approaches to language is desirable but not required.

#### **Final competences**

- 1 to know the principle morphological, syntactic and semantic changes in the history of Latin and in particular during the transition from Latin to Romance
- 2 to have insights into the principle mechanisms of language change (such as grammaticalisation, reanalysis and parameter resetting)
- 3 to have insights into the different theoretical approaches to language change, and to be able to use these for the analysis of morphological, syntactic and semantic changes in Latin (and early Romance)
- 4 to be able to handle existing scientific publications on language change in a critical manner, and to be able to compare these to modern conceptions of scientific and linguistic research
- 5 to have advanced skills in research and academic writing
- 6 to have basic skills in diachronic corpus research

#### **Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

#### **Conditions for exam contract**

Access to this course unit via an exam contract is unrestricted

#### **Teaching methods**

Group work, Seminar, Lecture, Independent work, Peer teaching

#### **Extra information on the teaching methods**

Lectures and seminars. Under normal circumstances, lectures are not recorded. In exceptional circumstances, it can occur that an individual lecture is streamed online (live).

#### **Study material**

Type: Slides

Name: Slides

Indicative price: Free or paid by faculty

Optional: no

#### **References**

A complete list of references can be found on Ufora.

Recommended (background) literature:

- Adams, James N. 2013. *Social Variation and the Latin Language*. Cambridge: University Press.
- Ledgeway, Adam N. 2012. *From Latin to Romance: Morphosyntactic typology and change*. Oxford: Oxford University Press
- Roberts, Ian G. 2007. *Diachronic syntax*. Oxford: Oxford University Press.

#### **Course content-related study coaching**

By appointment.

#### **Assessment moments**

end-of-term and continuous assessment

#### **Examination methods in case of periodic assessment during the first examination period**

Written assessment open-book

#### **Examination methods in case of periodic assessment during the second examination period**

Written assessment open-book

**Examination methods in case of permanent assessment**

Presentation, Assignment

**Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible in modified form

**Extra information on the examination methods**

Students will write a short essay about a scientific article during the semester.

Moreover, they will carry out a small corpus research in pairs and present about this during the last class.

At the openbook exam students will have to answer open questions, among which one short essay question.

**Calculation of the examination mark**

- Assignment (about a scientific article): 20%
- Presentation about corpus research (in pairs): 30%
- Open book exam: 50%

*If students choose not to participate in the assessment of one or more components, passing the course unit as a whole is no longer possible. If the total score does turn out to be a mark of 10 or more out of twenty, this is reduced to the highest fail mark (9/20).*

**Facilities for Working Students**

1. Possible exemption from educational activities requiring student attendance;
2. Possible rescheduling of the examination to a different time in the same academic year;
3. Alternative time for feedback is possible.

For more information concerning flexible learning, contact the monitoring service of the faculty of Arts and philosophy