**ROML 578 – Comparative History of the Romance Languages**

TBD

TBD

**Professor:** Dr. Lamar A. Graham

**Office:** 323 Dey Hall

**Office hours:** … (or by appointment)

**Email address:** lagraham@email.unc.edu

**Phone:** (919) 962-7111

**Course website:** Sakai

***Course Description***

Though Latin is considered to be an extinct language, with no native speakers, its legacy lives on in the modern Romance languages which in some form are spoken on all the inhabited continents of the world. In this course we will examine and analyze the four most widely spoken Romance languages – Spanish, French, Portuguese, Italian – on a comparative and contrastive basis, with a primary emphasis on their diachronic divergence from Classical Latin and the regional varieties of Spoken (Vulgar) Latin. As time and context allow, we will also discuss other regional languages such as Catalan, Galician, Venetian, and others.

***Prerequisites***

FREN 300/ITAL 300/SPAN 300/PORT 310,

OR graduate student status,

OR permission of the instructor.

Prior linguistics experience highly desirable.

***Course Objectives***

Upon completion of this course, the student will be able to demonstrate knowledge of:

* The genesis of regional dialects of early Romance
* Phonological evolution, including pertinent processes and phenomena, from Latin to early Romance, then to the Romance languages in question
* Morphosyntactic changes from antiquity to the present
* Syntactic change from Old to Classical to Modern Romance languages, especially cliticization and word order
* Lexical and semantic evolution, including contact-induced change

***Required Texts***

* Alkire, Ti and Carol Rosen. 2010. Romance languages: a historical introduction. Cambridge: University Press. (available on Sakai)
* Harris, Martin and Nigel Vincent (eds.). 2003. The Romance languages. 3rd ed. London: Routledge. (available on Sakai)
* Other articles and book chapters as assigned by the professor (available on Sakai)

***Course Grading Scale***

Undergraduates’ grades in this course will be assigned in a consistent manner with the UNC-CH grading scale. Graduates’ grades will be assigned according to the UNC-CH Graduate School policy as shown below.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Undergraduates*** | | | ***Graduates*** |
| A = 92-100 | B- = 80-81 | D+ = 68-69 | H = 90-100 |
| A- = 90-91 | C+ = 78-79 | D = 60-67 | P = 80-89 |
| B+ = 88-89 | C = 72-77 | F = 0-59 | L = 70-79 |
| B = 82-87 | C- = 70-71 |  | F = 0-69 |

***Assessments and Percentages of Final Grade***

Participation 5%

*(\*Graduate students’ participation grade is based on leading class discussion\*)*

Homework 10%

Unit Quizzes (3) 45%

Final Project 20%

Final Exam 20%

***Attendance, Participation, and Class Behavior***

Students are expected to attend class regularly, and to participate in a reasonable and satisfactory manner.

Students are expected to conduct themselves in a mature manner befitting a graduate-level course. Activities using electronic devices such as cell phones, tablets, etc. should only be associated with the learning process, e.g. taking notes, following along with the readings on the syllabus, etc. Any other activity is not allowed, and the student that participates in unauthorized activities does so at the peril of his or her own grade.

***Readings and Homework Assignments (10%)***

Readings not from the main course text will be made available for download on SAKAI. These readings are designed to give the student a broader understanding of the material. It is expected that each student have the assigned material read before the beginning of each class meeting.

Graduate students are additionally tasked with leading a short portion of class lectures (on a pre-assigned basis) in a discussion-type format. More often than not, these discussions will be based on assigned articles.

To facilitate understanding of the reading assignments as they can tend to be dense, the instructor will assign comprehension questions as homework. These questions are intended to be answered according to the reading material, and it is encouraged (though not required) that the student informally cite his or her answers to each question.

Additionally, analysis exercises from the main text will be regularly assigned as homework. Students can expect each homework assignment to be roughly a page in length, at minimum.

**Students are allowed to work together on homework assignments; however, it is required that each student indicate within their submission the name(s) of their classmate(s) with whom they worked. Failure to do so may be grounds for a referral to the Honor Court.**

**Assignments must be turned in through SAKAI on the indicated date prior to the beginning of class that day. Late assignments will only be accepted for up to one calendar day after the due date.**

***Unit Quizzes***

Three of the theoretical units in the course will be concluded with quizzes designed to gauge the students’ understanding of the topics, including prevailing theories in the field and practical applications such as language reconstruction.

***Final Project/Paper***

At the end of the course, each student will compose an essay and create a visual presentation pertaining to either (1) a theoretical point not covered in class or (2) a more in-depth discussion of a point that was covered in class. Undergraduate students will be expected to work in small groups to complete a paper of a minimum of eight (8) pages, while graduate students are required to work individually to complete a paper of a minimum of ten (10) pages.

More details will be presented at a later date.

***Final Exam***

The final exam in the course will be comprehensive and will revisit concepts covered in the three unit quizzes as well as others that were discussed but not previously assessed.

***The Center for Student Success and Academic Counseling***

Located in the Student Academic Services Building, the CSSAC offers support to all students through units such as the Learning Center and the Writing Center.

***Honor Code***

All students must be familiar with and abide by the Honor Code, which covers issues such as plagiarism, falsification, unauthorized assistance or collaboration, cheating, and other grievous acts of academic dishonesty. Violations of the Honor Code will not be taken lightly.

***Reasonable Accommodations Policy***

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact Accessibility Resources and Services (ARS) as soon as possible to discuss accommodations.

***Course Bibliography***

(to be added)

***Course Outline and Timeline***

The topics to be covered are the following. The professor reserves the right to modify the schedule as need be.  
(AR = Alkire and Rosen, HV = Harris and Vincent)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit** | **Week** | **Date** | **Topic** | **Readings** |
| -0-  Preliminaries: Language change | 1 |  | Introduction to the course  How do languages change?  General classification and comparison of the major Romance languages | Harris (HV ch 1) |
| -1a-  Classical Latin | 2 |  | Latin: the ancestor of Romance  Phonetic and phonological properties of Classical Latin | Vincent (HV ch 2, §2)  AR 1.1 |
| -1b-  Spoken (Vulgar) Latin | 3 |  | Diffusion of Spoken (Vulgar) Latin across the Roman Empire  Phonological changes in Vulgar Latin  Morphological and syntactic changes in Vulgar Latin | AR 2.5 |
| Vincent (HV ch 2, §2)  AR 1.2.1, 1.2.3 |
| -2-  Phonological change: vowels | 4 |  | Stressed vowels from Latin to Romance:  High, high-mid, and low vowels  Low-mid vowels  Latin diphthongs | AR 1.2.2, 1.2.4, 9.1.1-9.1.4 |
| 5 |  | Unstressed vowels from Latin to Romance: neutralization in unstressed positions  Phonological processes: Prosthesis and epenthesis; syncope, apocope, apheresis | AR 2.1, 2.2, 9.5.1, 9.5.2 |
| 6 |  | Phonological processes involving vowels:  Yod formation, diphthongization, and metaphony  Nasal vowel formation | AR 5, 9.2-9.4 |
| -3-  Phonological change: consonants | 7 |  | Consonantal changes from Latin to Romance:  Sporadic changes: lenition, fortition, degemination | AR 2.3, 2.4, 3.1-3.4, 9.5, 9.6 |
| 8 |  | More consonantal changes:  Yod, palatalization, velarization  Assimilation and dissimilation | AR 4, 9.7 |
| -4a-  Morphological change: nouns, adjectives | 9 |  | Latin case and declension system and their decay  Nominal inflectional morphology: grammatical gender and number | AR 8.1-8.7, 9.8 |
| -4b-  Morphological change: pronouns, articles | 10 |  | Personal pronouns from Latin and otherwise  Possessives, demonstratives  Object and locative pronouns  Definite and indefinite articles | AR 8.8 |
| -5a-  Morphological change: verbal paradigms | 11 |  | The Latin verb system  Reorganization of the verb system in Romance: parallels and divergences  Verbal morphology from Latin to Romance  Latin-derived tenses | AR 6.1-6.5, 7.1-7.5, 9.9-9.10 |
| 12 |  | Latin-derived tenses that change meaning  Tenses formed from periphrases: future, conditional, and perfects | AR 7.6-7.10, 9.14-9.16 |
| -5b-  Morphosyntactic and morphophonological change | 13 |  | Irregular verbs and verb forms  Strong and weak forms: preterites and participles  Clitic pronoun behavior | AR 6.6-6.10, 7.11, 9.11-9.13 |
| -6-  Lexical change | 14 |  | Lexical competition and replacement  Lexical-semantic changes  Derivation and compounding  Loanwords and calques | AR 11 |
| Conclusions | 15 |  | Final project presentations |  |

***The Department of Romance Studies and the College of Arts and Sciences support the University’s core values encouraging diversity and equal educational and employment opportunities throughout the University community. These values are articulated in the University’s non-discrimination policy and by the office of Diversity and Multicultural Affairs.***