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**LIN 623 SEM: Analogy**  
**Fall 2013**  
**Course syllabus**

**A. Course description.**

This seminar explores two ways in which linguists use the term 'analogy' and the connection between them. Historical linguists traditionally draw a fundamental distinction between 'analogical change', which crucially involves grammatical or semantic relations among forms, and other types of change (especially 'sound change'), which do not. We will examine the theoretical basis for this distinction and consider several critiques and alternatives to this mainstream approach. Other linguists often draw a basic distinction between analogy and 'rules' – grammatical generalizations that are completely dissociated from the items that instantiate them. These two senses of 'analogy' overlap in the work of the Neogrammarian theoretician Hermann Paul. We will take a close look at his theory of grammar – developed in the 1870s and 80s – focusing on the parallels and differences between that theory and current analogy/exemplar-based models of morphology.

**B. Course requirements**

1. Regular attendance and participation (students are expected to: attend every class; be prepared to discuss all readings; contribute regularly to class discussion).
2. Leading of class discussion of one reading.
3. Term paper/project.

**C. Readings**

PDFs and/or links for all readings will be posted on UBLearn.

**D. Policies**

**1. Incompletes**

generally create more problems than they solve. If you are considering requesting an incomplete, please familiarize yourself first with the Graduate School's official policy at: <http://grad.buffalo.edu/Academics/Policies-Procedures/Grading-Procedures.html#incomplete>

**2. Academic Integrity**

All students should be sure that they understand the Graduate School's Academic Integrity policy before completing any assignments. If you have any questions or concerns about the policy, please discuss them with me. You will find the policy at: <http://grad.buffalo.edu/Academics/Policies-Procedures/Academic-Integrity.html>

**3. Accessibility Resources**

If you require classroom or testing accommodations due to a disability, please contact Accessibility Resources, located at 25 Capen Hall. AR can be reached by phone at (716) 645-2608 or by email at [stu-accessibility@buffalo.edu](mailto:stu-accessibility@buffalo.edu). Please inform me as soon as possible about your needs so that we can coordinate your accommodations.

**Learning outcomes and assessment for LIN 623 SEM: Analogy (Fall 2013)**

<b>By the end of this course, students should be able to ...</b>	<b>Method of assessment</b>
explain what historical linguists mean when they talk about "analogical change"	class discussion
explain the differences between rule-based and analogy-based approaches to morphology	class discussion
Become the class expert on some aspect of analogy or morphological change.	leading class discussion; term project
produce original scholarship on some aspect of analogy or morphological change OR demonstrate in-depth understanding of a body of existing work on analogy or morphological change	term project

**LIN 623: Analogy - Semester schedule**

Week	Date	Reading	Topic
1	26 Aug.		Semester Overview
1	28 Aug.	Fertig 2013, Chap. 1	Introduction
2	2 Sept.	Labor Day	(no class)
2	4 Sept.	Gentner & Smith 2012	Analogy in cognition
3	9 Sept.	Paul 1920 [1886]	Paul
3	11 Sept.	Fertig ms.	Analogy vs. sound change
4	16 Sept.	Fertig 2013, Chap. 2 (Timberlake 1977)	Morphological change: analogy and reanalysis
4	18 Sept.	Andersen 1980	
5	23 Sept.	Kiparsky 1968	Generative reinterpretations
5	25 Sept.	Fertig 2013, Chap. 3	"Proportional" analogical change
6	30 Sept.	Fertig 2013, Chap. 5 (Garrett 2008)	Paradigm leveling
6	2 Oct.	Fertig 2013, Chap. 4	Folk etymology + contamination
7	7 Oct.	Blevins 2013	Word-and-paradigm morphology
7	9 Oct.	Ackerman et al. 2009	
8	14 Oct.	Hopper 1987	Emergent grammar
8	16 Oct.	Fertig 2013, Chap. 8	Rules, analogy, exemplars, usage
9	21 Oct.	Bybee 2006	Usage-based grammar
9	23 Oct.	Tomasello 2006	Acquisition 1
10	28 Oct.	Gerken et al. 2009	Acquisition 2
10	30 Oct.	Bod 2009	Acquisition 3
11	4 Nov.	Plunkett and Marchman 1993	Connectionist models
11	6 Nov.	Pinker and Prince 1994	Dual mechanism
12	11 Nov.	Eddington and Lonsdale 2007	Analogical Modeling
12	13 Nov.	Albright 2010	Minimal Generalization Learner
13	18 Nov.	Student presentations	
13	20 Nov.	Student presentations	
14	25 Nov.	Student presentations	
14	27 Nov.	HAPPY THANKSGIVING	
15	2. Dec.	Student presentations	
15	4. Dec.	Student presentations	