The Hebrew University of Jerusalem

Syllabus

Grammatical Mood in Hebrew: Form and Meaning - 25204

Last update 25-09-2024

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Hebrew Language

Academic year: 0

Semester: 2nd Semester

Teaching Languages: English

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Aynat Rubinstein

Coordinator Email: aynat.rubinstein@mail.huji.ac.il

Coordinator Office Hours: By appointment

<u>*Teaching Staff:*</u>
  Dr. Aynat Rubinstein

<u>*Course/Module description:*</u>
  This course serves as an introduction to the expression of grammatical mood in Hebrew, tracing the various forms of verbs and embedding particles (known as subjunctive/indicative, jussive, cohortative, volitive and others) in main clauses and embedded clauses, and the meanings they convey. In Modern Hebrew, we observe such differences in the complements of attitude verbs. For example, although the verbs "qiva" ('hope') and "ratsa" ('want') are very similar in meaning, only the first can have a past tense verb in its embedded clause and allows a wider range of complementizers ("qiviti ki…." but not "ratsiti ki…"). We will trace the history of such distinctions in Hebrew using grammatical description and evidence from large contemporary corpora.

<u>*Course/Module aims:*</u>

<u>*Learning outcomes - On successful completion of this module, students should be able to:*</u>
  • *Define grammatical mood using morphological, syntactic, and semantic terminology*
• *Describe changes in the expression of grammatical mood throughout the history of Hebrew*
• *Read scholarly descriptions about grammatical mood*
• *Formulate research questions about the expression of mood and related grammatical categories*

<u>*Attendance requirements(%):*</u>
  100

Teaching arrangement and method of instruction:

<u>*Course/Module Content:*</u>
  1. Introduction: mood as a grammatical category, values of mood inflection, locations of mood inflection, why is it so hard to pin down?
2. Mood as modality: types of meanings, association of meaning to form (indicative versus subjunctive)
3. Mood in Biblical Hebrew: terminology and meaning

4. Mood in Modern Hebrew: a surprising return of mood marking
5. Mood in independent clauses: an effect of language contact?

Required Reading:
 Boneh, N. 2013. Mood and Modality: Modern Hebrew. G. Khan (ed.), Encyclopedia of Hebrew Language and Linguistics.
https://doi.org/10.1163/2212-4241_ehll_EHLL_COM_00000137
Burstein, R. 2011. "Al ha-modus al ha-modaliyut ve-al-bituyam be-ʿivrit". Helkat Lashon (in Hebrew) 42: 175-205.
Fassberg, S. E. 2019. An Introduction to the Syntax of Biblical Hebrew. The Bialik Institute.
Hatav, G. 1997. The Semantics of Aspect and Modality: Evidence from English and Biblical Hebrew. 117-162.
Joosten, J. 2012. The Verbal System of Biblical Hebrew. Jerusalem: Simor.
Narrog, H. 2012. Modality, Subjectivity, and Semantic Change. Oxford University Press.
Rabin, Haim (Chaim). 1999[1968]. "Zemanim u-deraxim ba-poʿal še-bi-lešon Sep̄er Ḥasidim". Linguistic studies: Collected papers in Hebrew and Semitic languages (in Hebrew), 349–355. The Academy of the Hebrew Language; The Bialik Institute. (First publication in: Fourth World Congress of Jewish Studies, 2:113–116. Jerusalem: The World Union of Jewish Studies, 1968).
Shulman, A. 2000. The function of the 'jussive' and the 'indicative' imperfect forms in Biblical Hebrew prose. Zeitschrift für Althebraistik 13:168–180.
Shulman, A. 2013. Jussive. In G. Khan (ed.), Encyclopedia of Hebrew Language and Linguistics. http://dx.doi.org/10.1163/2212-4241_ehll_EHLL_COM_00000798
Zaborski, A. 1996. On the Origin of Subjunctive and Energicus in Semitic. Incontri Linguistici 19: 69-76.

 Additional Reading Material:
  Will be distributed during the semester.

 Grading Scheme:
  Essay / Project / Final Assignment / Home Exam / Referat 50 %
  Active Participation / Team Assignment 10 %
  Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 20 %
  Presentation / Poster Presentation / Lecture 20 %

Additional information: