



## *The Hebrew University of Jerusalem*

### *Syllabus*

## *The dynamics of person marking systems: Diachrony morphosyntax Sociopragmatics - 41807*

*Last update 19-09-2017*

*HU Credits: 2*

*Degree/Cycle: 2nd degree (Master)*

*Responsible Department: linguistics*

*Academic year: 0*

*Semester: 1st Semester*

*Teaching Languages: English*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Dr. Linda Konnerth*

*Coordinator Email: [linda.konnerth@mail.huji.ac.il](mailto:linda.konnerth@mail.huji.ac.il)*

*Coordinator Office Hours:*

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Teaching Staff:

Ms. Linda Konnerth

Course/Module description:

This seminar takes the grammatical category of person and looks at how actual person marking systems in languages around the world evolve to become the way they are. This includes the discussion of general mechanisms of language change as well as the specific properties of first person (speaker), second person (addressee) and third person. The latter will be examined vis-à-vis the force played by the paradigmatic nature of person marking. Connections to related grammatical domains are explored, such as deixis and impersonal constructions including voice, in particular the passive.

Course/Module aims:

A seminar aimed to prepare MA students to engage with a particular topic by accumulating a knowledge base and from there develop one's own research project.

Learning outcomes - On successful completion of this module, students should be able to:

- design their own research project
- critically read journal articles
- recapitulate basic knowledge of person marking

Attendance requirements(%):

90

Teaching arrangement and method of instruction: Lectures and interactive data analysis; student presentations at the end of the semester

Course/Module Content:

- I. What types of person marking systems exist?
  - (1) Introduction to the patterns that we'll be trying to understand
  - (2) First person, Second person, Third person; speech-act participants (Ariel 1998)
  - (3) Typology of person marker paradigms (Siewierska 2004: §3); (Cysouw 2003: §4)
- II. Where do they come from?

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II.1 (4) Innovative personal pronouns (Heine and Song 2011); (Siewierska 2004: §7.1)

II.2 Innovative verbal person markers and person marking systems

- (5) Deixis-based constructions (Konnerth 2015); (Huber 2014; Pate 2016)
- (6) Impersonal constructions (reading TBA)

- (7) Why are there non-paradigmatic, innovative markers for individual transitive scenarios? (Heath 1991); (DeLancey to appear)

- (8) Is there a (universal) person hierarchy underlying the patterns of so-called hierarchical indexation? (Gildea and Zúñiga 2016); (Witzlack-Makarevich et al. 2016)

- (9) Why are some verbal person markers zeros? (Grossman 2016); (Bickel et al. 2015)

III. Where do they go to?

- (10) Passive and impersonal constructions (reading TBA)

- (11) Egophoricity (Widmer and Zemp 2017)

- (12) Loss of verbal person indexation (DeLancey 2010)

IV. (13+14) Student presentations

Required Reading:

I. What types of person marking systems exist?

- (1) Introduction to the patterns that we'll be trying to understand

- (2) First person, Second person, Third person; speech-act participants (Ariel 1998)

- (3) Typology of person marker paradigms (Siewierska 2004: §3); (Cysouw 2003: §4)

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### III. Where do they go to?

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- (11) Egophoricity (Widmer and Zemp 2017)
- (12) Loss of verbal person indexation (DeLancey 2010)

### IV. (13+14) Student presentations

Ariel, Mira. 1998. "Three Grammaticalization Paths for the Development of Person Verbal Agreement in Hebrew." In *Discourse and Cognition: Bridging the Gap*, edited by Jean-Pierre Koenig, 93–111. Stanford: CSLI.

DeLancey, Scott. 2010. "Towards a History of Verb Agreement in Tibeto-Burman." *Himalayan Linguistics* 9 (1): 1–39.

Gildea, Spike, and Fernando Zúñiga. 2016. "Referential Hierarchies: A New Look at Some Historical and Typological Patterns." *Linguistics* 54 (3): 483–529.

Grossman, Eitan. 2016. "From Rarum to Rarissimum: An Unexpected Zero Person Marker." *Linguistic Typology* 20 (1): 1–23.

Heath, Jeffrey. 1991. "Pragmatic Disguise in Pronominal-Affix Paradigms." In *Paradigms: The Economy of Inflection*, edited by Frans Plank, 75–89. Berlin/New York: Mouton de Gruyter.

Heine, Bernd, and Kyung-An Song. 2011. "On the Grammaticalization of Personal Pronouns." *Journal of Linguistics* 47 (3): 587–630.

doi:10.1017/S0022226711000016.

Konnerth, Linda. 2015. "A New Type of Convergence at the Deictic Center: Second Person and Cislocative in Karbi (Tibeto-Burman)." *Studies in Language* 39 (1): 24–45.

Siewierska, Anna. 2004. *Person*. Cambridge: Cambridge University Press. (Selected sections)

Widmer, Manuel, and Marius Zemp. 2017. "The Epistemization of Person Markers in Reported Speech." *Studies in Language* 41 (1): 33–75.

### Additional Reading Material:

Bickel, Balthasar, Alena Witzlack-Makarevich, Taras Zakharko, and Giorgio Iemmolo. 2015. "Exploring Diachronic Universals of Agreement: Alignment Patterns and Zero Marking across Person Categories." In *Agreement from a Diachronic Perspective*, edited by Jürg Fleischer, Elisabeth Rieken, and Paul Widmer, 29–52. Berlin: Mouton de Gruyter.

Cysouw, Michael. 2003. *The Paradigmatic Structure of Person Marking*. Oxford: Oxford University Press.

DeLancey, Scott. to appear. "Deictic and Sociopragmatic Effects in Tibeto-Burman SAP Indexation." In *Diachrony of Hierarchical Systems*. Amsterdam/Philadelphia: John Benjamins.

Huber, Christian. 2014. "Subject and Object Agreement in Shumcho." In *Trans-Himalayan Linguistics: Historical and Descriptive Linguistics of the Himalayan Area*, edited by Thomas Owen-Smith and Nathan Hill, 221–74. Berlin/Boston: de Gruyter

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Mouton.

Pate, David. 2016. "Deictic Motion Verbs in Pashto: To Whom Shall We Come?"  
*Bulletin of the School of Oriental and African Studies* 79 (1): 103-28.

Witzlack-Makarevich, Alena, Taras Zakharko, Lennart Bierkandt, Fernando Zúñiga,  
and Balthasar Bickel. 2016. "Decomposing Hierarchical Alignment: Co-Arguments as  
Conditions on Alignment." *Linguistics* 54 (3): 531-61.

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 20 %

Participation in Tutorials 0 %

Project work 30 %

Assignments 0 %

Reports 0 %

Research project 50 %

Quizzes 0 %

Other 0 %

Additional information: