

# Leipzig Spring School on Linguistic Diversity

March 20-28, 2006

## Leipzig Students' Conference in Linguistics

March 25-26, 2006

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The Leipzig linguistic community cordially invites students (undergraduates as well as postgraduates) in linguistics and related subjects to attend this nine-day event in March 2006. It will be held in the city of Leipzig, home of the second oldest university in Germany which has a long [tradition](#) in linguistics.

The Spring School will focus on issues of linguistic diversity, typology and language description. The courses will be taught by linguists from the various Leipzig-based institutions and visiting scientists currently working in Leipzig. In the first week (20-25 March) there will be five-day courses meeting for 90 minutes each day, in the second week there will be two-day courses meeting for 2 times 90 minutes on both days. Every day, an evening lecture by one of the instructors will conclude the programme.

Classroom and conference language will be English.

Students will be able to get ECTS credits for participation in these two events.

Immediately following the Spring School, there will be the "[Rara & Rarissima Conference](#)" hosted by MPI EVA from March 29 to April 1, 2006. Attendance fees will be lower for Spring School Students.

**Notice:** As of February 3rd, registrations have reached the maximum limit. All registrations from now on will be waitlisted. **No new registrations will be accepted after February 15.**



Faculty

**Max Planck Institute for Evolutionary Anthropology (MPI EVA)**

**University of Leipzig (UL)**

**Max Planck Institute for Human Cognitive and Brain Sciences (MPI CBS)**

Teachers and their [Courses](#)

Hans-Jörg <b>Bibiko</b> [ <a href="#">more</a> ] (MPI EVA)	<a href="#">(C.2) Technology for linguistics of diversity</a>
Balthasar <b>Bickel</b> [ <a href="#">more</a> ] (UL)	<a href="#">(F.2) Understanding typological distributions</a>
Juliette <b>Blevins</b> [ <a href="#">more</a> ] (MPI EVA)	<a href="#">(A.2) Syllable Typology</a>
Ina <b>Bornkessel</b> [ <a href="#">more</a> ] (MPI CBS) & Matthias <b>Schlesewsky</b> [ <a href="#">more</a> ] (Philipps-Universität Marburg)	<a href="#">(E.1) tba</a>
Bernard <b>Comrie</b> [ <a href="#">more</a> ] (MPI EVA & University of California, Santa Barbara)	(PEL.7) Typology of Numeral Systems
Michael <b>Cysouw</b> [ <a href="#">more</a> ] (MPI EVA)	<a href="#">(G.3) The analysis of typological data</a>
Daniel L. <b>Everett</b> [ <a href="#">more</a> ] (University of Manchester)	<a href="#">(D.3) Non endocentric syntax: problems for phrase structure theory from Amazonian languages</a>
Orin <b>Gensler</b> (MPI EVA) [?]	<a href="#">(C.4) Topics in the methodology of historical-comparative linguistics</a>
David <b>Gil</b> [ <a href="#">more</a> ] (MPI EVA)	<a href="#">(D.1) Quantification</a> (PEL.5) Macrofunctionality
Jeff <b>Good</b> [ <a href="#">more</a> ] (MPI EVA)	<a href="#">(D.2) The syntax-phonology interface</a>
Sven <b>Grawunder</b> (MPI EVA)	<a href="#">(E.4) tba</a>
Tom <b>Güldemann</b> (MPI EVA & UL)	<a href="#">(F.1) Areal vs. genealogical linguistic relations in Africa beyond Greenberg</a>
Martin <b>Haspelmath</b> [ <a href="#">more</a> ] (MPI EVA)	<a href="#">(A.3) Ditransitive constructions in the world's languages</a>
Gerald <b>Heusing</b> [ <a href="#">more</a> ] (UL)	<a href="#">(C.3) Typologies of synchronic phonological processes in African languages</a>
Larry <b>Hyman</b> [ <a href="#">more</a> ] (University of California, Berkeley)	<a href="#">(G.1) "Mid" Tone: An exercise in phonological typology</a>

Susanne <b>Michaelis</b> [ <a href="#">more</a> ] (MPI EVA)	<a href="#">(B.2) Substrates and superstrates in creole languages</a>
Gereon <b>Müller</b> [ <a href="#">more</a> ] (UL)	<a href="#">(C.1) Argument Encoding</a>
Brigitte <b>Pakendorf</b> [ <a href="#">more</a> ] (MPI EVA)	<a href="#">(G.2) Genetic and linguistic diversity – a comparison</a>
Sabine <b>Stoll</b> [ <a href="#">more</a> ] (MPI EVA) & Elena <b>Lieven</b> [ <a href="#">more</a> ] (MPI EVA)  <ul style="list-style-type: none"> <li>• <a href="#">Lecture 1</a></li> <li>• <a href="#">Lecture 2</a></li> <li>• <a href="#">Lecture 3</a></li> <li>• <a href="#">Lecture 4</a></li> <li>• <a href="#">Bibliography</a></li> </ul>	<a href="#">(B.1) Language acquisition in cross-linguistic perspective</a>
Robert D. <b>Van Valin, Jr.</b> [ <a href="#">more</a> ] (University at Buffalo)	<a href="#">(A.1) The syntax-semantics-pragmatics interface</a>
Viola <b>Voß</b> [ <a href="#">more</a> ] (Westfälische Wilhelms-Universität Münster) & Jan <b>Wohlgemuth</b> [ <a href="#">more</a> ] (MPI EVA)	<a href="#">(B.3) Typology of writing systems</a>
Bernhard <b>Wälchli</b> (MPI EVA & Universität Bern)	<a href="#">(F.3) The typology of motion events</a>
Søren <b>Wichmann</b> [ <a href="#">more</a> ] (MPI EVA)	<a href="#">(E.3) New approaches to language and prehistory from typology, genetics, and quantitative linguistics</a>
Ekkehard <b>Wolff</b> [ <a href="#">more</a> ] (UL)	<a href="#">(E.2) Tonal structures in African languages</a>

# Courses overview

Week 1, March 20 - 24

**Block A** — Sessions: Mo 20/3 09.00-10.30; Tu 21/3 09.00-10.30; We 22/3 09.00-10.30; Fr 24/3 09.00-10.30

## [A.1 The syntax-semantics-pragmatics interface \(R.D. Van Valin\)](#)

Course A.1

Teacher: Robert D. **Van Valin**, Jr.(University at Buffalo)

Course title: **The syntax-semantics-pragmatics interface**

Room: Vortragsraum UB

Abstract:

This course will investigate aspects of the interaction of syntax, semantics and pragmatics in simple sentences. Data will be drawn from a wide range of languages, and many of the major issues in syntactic theory will be discussed. The course presupposes a basic introduction to syntax.

Topics to be discussed:

1. General theoretical issues
2. Clause structure and the nature of syntactic representation
3. The lexical representation of verbs and their arguments
4. Focus structure
5. Grammatical relations and the interplay of semantics and pragmatics
6. The interface in simple sentences: case, voice, extraction

Textbook: *Exploring the Syntax-Semantics Interface* (R. D. Van Valin, Jr.; Cambridge UP, 2005)

## ~~[A.2 Syllable Typology \(J. Blevins\)](#) **cancelled!**~~

## [A.3 Ditransitive constructions in the world's languages \(M. Haspelmath\)](#)

Course A.3

Teacher: Martin **Haspelmath** (MPI EVA)

Course title: **Ditransitive constructions in the world's languages**

Room: Herder (H1 0.15)

Abstract:

This course provides an overview of the types of constructions that languages use to express events with an agent, a theme and a recipient argument ('The girl gave water to the dog', 'Dad sent me a letter', etc.). Ditransitive alignment types will be compared with monotransitive alignment types (accusative, ergative), and tentative universals of ditransitive marking will be formulated. We will discuss complications arising from the special behavior of pronouns vs. full NPs, animates vs. inanimates, definiteness, and we will look at alternations that are found in some languages ('The girl gave the dog water/The girl gave water to the dog'). In addition to discussing cross-linguistic generalizations, we will also try to find explanations for these generalizations. A variety of approaches will be discussed (including traditional generative syntax and Optimality Theory), but the emphasis will be on functional explanations.

**Block B** — Sessions: Mo 20/3 11.00-12.30; Tu 21/3 11.00-12.30; Th 23/3 11.00-12.30; Fr 24/3 11.00-12.30

### [B.1 Language acquisition in cross-linguistic perspective \(S. Stoll & E. Lieven\)](#)

Course B.1

Teacher: Sabine **Stoll** (MPI EVA) & Elena **Lieven** (MPI EVA)

Course title: **Language acquisition in cross-linguistic perspective**

Room: Vortragsraum UB

#### Abstract:

The majority of studies of language development and of the language that children hear are of English. But English has a number of characteristics that make it problematic as a model for the learning of other languages, for instance languages with much more inflectional morphology or less rigid word order. In this course we survey studies of acquisition of languages with different typological characteristics, looking both at children's language development and the nature of the language that they hear and discuss various methods that can be used to study these differences. We compare language development at a macro-level across typologically very different languages as well as development at a micro-level in closely related languages, for instance English and German, or Dutch and German. Detailed consideration will be given to differences in the use of word order to express syntactic relations, how children learn inflectional morphology and to the acquisition of aspect. We hope that it will become apparent that no theory of language development can really get off the ground without serious consideration of typological diversity.

### [B.2 Substrates and superstrates in creole languages \(S. Michaelis\)](#)

Course B.2

Teacher: Susanne **Michaelis** (MPI EVA)

Parts of the course will be co-taught by Joseph T. Farquharson (MPI EVA & University of the West Indies)

Course title: **Substrates and superstrates in creole languages**

Room: GKO (H5 0.15)

#### Abstract:

This course will

- i. give you an overview of the current theories of creolization/pidginization;
- ii. place these languages into the broader picture of language contact phenomena;
- iii. look at specific creoles and examine their respective substrates (i.e. the different languages of the slaves or laborers) and superstrates (i.e. the dialectal and nonstandard varieties of the colonial European languages) to get an impression of the kind of mixture that characterizes these languages;
- iv. point out the great structural diversity of creole languages;
- v. present arguments against the widespread opinions that creole languages
  - a. have evolved via a break of transmission, and/or
  - b. show less complex linguistic structures than other 'older' languages

### [B.3 Typology of writing systems \(V. Voß & J. Wohlgemuth\)](#)

Course B.3

Teachers: Viola **Voß** (Westfälische Wilhelms-Universität Münster) & Jan **Wohlgemuth** (MPI EVA)

Course title: **Typology of writing systems**

Room: Herder (H1 0.15)

Abstract:

For most of its history, mankind did not record speech in any way. That changed a few thousand years ago with the inventions of script in at least three different areas of the world. Most of today's few score writing systems can either directly or indirectly be traced back to these origins. Nevertheless, they show a great range of variability in their inventories and mapping principles.

This class will examine different ways of classifying the world's writing systems into major types and introduce to some selected systems for a critical evaluation of such typologies.

**Block C** — Sessions: Mo 20/3 14.00-15.30; We 22/3 14.00-15.30; Th 23/3 14.00-15.30; Fr 24/3 14.00-15.30

[C.1 Argument Encoding \(G. Müller\)](#)

Course C.1

Teacher: Gereon **Müller** (UL)

Course title: **Argument Encoding**

Room: Vortragsraum UB

Abstract:

This course is concerned with theoretical approaches to different systems of argument encoding in syntax, as they have been discussed in detail in the typological literature (see, e.g., Comrie (1989), Dixon (1994), and Plank (1995)). The empirical basis will be provided by ergative encoding patterns, accusative encoding patterns, and various split patterns in a variety of languages, both of the dependent-marking and the head-marking type. Theoretically, the focus will be on recent optimality-theoretic and minimalist approaches. Issues to be discussed include the relevance of argument structure, the role of functional heads, crossing and nested paths, minimality conditions, the nature of case assignment and agreement, violable constraints, and, last not least, the morphology-syntax interface.

The course assumes some familiarity with basic concepts of syntactic theory, but no detailed knowledge of either the minimalist program or optimality-theoretic syntax.

[C.2 Technology for linguistics of diversity \(H.J. Bibiko\)](#)

Course C.2

Teacher: Hans-Jörg **Bibiko** (MPI EVA)

Course title: **Technology for linguistics of diversity**

Room: GKO (H5 0.15)

Abstract:

This course will introduce in the general data processing and their problems which occur while solving linguistic tasks. With data is meant especially texts in any form but also video and audio data.

The course will be subdivided into four seminars:

(1) "How does a computer store text data? – From ASCII to Unicode"

The main topic will be to give an overview about the encoding difficulties and non-Latin writing systems. Furthermore the issue about searching within texts stored in Unicode and its problems will be alluded.

(2) "What is the adequate format to save my text data?"

By means of some examples this seminar will show to use basic applications for gathering data and focuses on structure of data and their encoding.

(3) “Interchangeability – issues about import and export of text data”

For doing statistics or other data processing by using external programs the issue about import and export text data is very important. The issues of XML, CSV, SQL database, and some more will be broached.

(4) “What’s about the future of my project? – What’s about audio and video data?”

It should keep clearly in mind that the issue about long term archiving of texts, video and audio data is up to now an unsolved problem. Nevertheless, what can I do to provide my data for the future?

### [C.3 Typologies of synchronic phonological processes in African languages \(G. Heusing\)](#) *cancelled!*

### [C.4 Topics in the methodology of historical-comparative linguistics \(O. Gensler\)](#)

Course C.4

Teacher: Orin **Gensler** (MPI EVA)

Course title: **Topics in the methodology of historical-comparative linguistics**

Room: Herder (H1 0.15)

#### Abstract:

As a discipline, "historical linguistics" has traditionally focused on problems which involve genealogically related languages and which are treatable by the comparative method, our best tool for historical analysis. There are, however, many historical linguistic problem where the comparative method is inapplicable --- problems involving, notably, historical syntax (no sound-meaning correspondences) and/or language contact (where the languages are not related). This course lays out an approach to dealing with such "unorthodox" historical linguistic problems using two notions:

1) *Shared quirks*, i.e. crosslinguistically rare features that are shared by two languages or language families.

Such shared resemblances are maximally unlikely to represent coincidental, independent parallel development, but rather point to some sort of shared history (contact or genealogical).

2) The geographical distribution (areality or lack thereof) of features that are shared between two languages or families.

We will look at how these notions can be applied to problems such as syntactic reconstruction, language contact, areality, and ancient homelands, focusing notably on African languages.

**Block D** — Sessions: Mo 20/3 16.00-17.30; Tu 21/3 14.00-15.30; We 22/3 11.00-12.30; Th 23/3 09.00-10.30

### [D.1 Quantification \(D. Gil\)](#)

Course D.1

Teacher: David **Gil** (MPI EVA)

Course title: **Quantification**

Room: GKO (H5 0.15)

#### Abstract:

The course will survey the ways in which quantificational meanings are expressed in natural languages, examining the range of morphological and syntactic strategies occurring in typologically diverse languages from around the world. Part I of the course will deal with internal typologies, pertaining to the quantifiers' morphosyntactic structure and basic semantic properties. Among the topics covered in Part I will be mass and count quantifiers, numeral classifiers, existential and universal quantifiers, mid-

range quantifiers, numerals, weak and strong quantifiers, increasing and decreasing quantifiers.

Part II of the course will deal with external typologies, involving the syntactic and semantic relationships obtaining between the quantifiers and the quantified expressions and/or the remainder of the sentences in which they occur. Among the topics covered in Part II will be nominal and verbal quantification, continuous and discontinuous quantification, quantification as a grammatical category (within and across languages), quantifier scope and distributivity.

### [D.2 The syntax-phonology interface from a typological perspective \(J. Good\)](#)

Course D.2

Teacher: Jeff **Good** (MPI EVA)

Course title: **The phonology-syntax interface from a typological perspective**

Room: Vortragsraum UB

#### Abstract:

This course will discuss topics in the phonology-syntax interface from a typological perspective with special attention paid to (i) modelling the relationship between prosodic constituency and morphosyntactic constituency and (ii) understanding the role of prosody in grammaticalization.

Data from a range of languages will be presented, exemplifying diverse types of grammatical phenomena, including verb-particle constructions, serial verb phrases, and complex clauses.

Different theoretical views will also be considered, for example, functionally- oriented and generative perspectives on the topic.

The course assumes a basic familiarity with notions relating to syntactic constituency and morphological analysis.

### [D.3 Non endocentric syntax: problems for phrase structure theory from Amazonian languages \(D.L. Everett\)](#)

Course D.3

Teacher: Daniel L. **Everett** (University of Manchester)

Course title: **Non endocentric syntax: problems for phrase structure theory from Amazonian languages**

Room: Herder (H1 0.15)

#### Abstract:

This course will consider morphosyntactic constructions and processes in the Amazonian languages Banawa and Wari' which defy easy treatment by X-bar/endocentric views of the phrase (that is, where each phrase has a head). It will consider Intentional State Constructions in Wari', periphrastic pronouns in Wari' and Inalienable Possession and pragmatic vs. syntactic agreement in Banawa. Similar kinds of facts will then be examined from English, Brazilian Portuguese, and other languages.

**Block E** — Sessions: Tu 20/3 16.00-17.30; We 22/3 16.00-17.30; Th 23/3 16.00-17.30; Fr 24/3 16.00-17.30

### [E.1 Neurotypology: Neurocognitive insights on typological variation and 'universals' \(I. Bornkessel & M. Schlesewsky\)](#)

Course E.1

Teachers: Ina **Bornkessel** (MPI CBS) & Matthias **Schlesewsky** (Philipps-Universität Marburg)

Course title: **Neurotypology: Neurocognitive insights on typological variation and 'universals'**

Room: GKO (H5 0.15)



Abstract:

This course provides an introduction into the new research field of “neurotypology”, which aims to shed light on cross-linguistic unity and diversity from a neurophysiological and neuroanatomical perspective. Thus, neuroscientific methods such as event-related brain potentials (ERPs) and functional magnetic resonance imaging (fMRI) are used to ascertain the neurocognitive processing signatures of different languages. These can then be compared and contrasted in order to determine which aspects of the processing architecture should be considered universal and which are better described as language specific. Main topics of the course include: an introduction to the relevant experimental methods and to the research framework adopted here as well as a detailed discussion of available data on typologically different languages.

[E.2 Tonal structures in African languages \(E. Wolff\)](#)

Course E.2

Teacher: Ekkehard **Wolff** (UL)

Course title: **Tonal structures in African languages**

Room: Herder (H1 0.15)

Abstract:

The course begins with an introduction to some basic typological phenomena in the study of African tone systems for an audience that is not familiar with tonal structures in African languages. Some emphasis will then be given to lesser studied issues such as "split" or "mixed" systems (in which tonal and non-tonal subsections of grammar co-occur), consonant-tone interference, i.e. the impact of syllable-initial “depressor” consonants on tonal realizations, and related issues of diachronic tonology (e.g. tonogenesis theory based on the effect of consonant-tone interference). Empirical data will be drawn mainly from Chadic languages, which are all assumed to be “tonal” and which constitute the largest language family within the Afroasiatic phylum, which as such is best known for its constitutive “non-tonal” language families (such as Semitic, Berber, Egyptian).

[E.3 New approaches to language and prehistory from typology, genetics, and quantitative linguistics \(S. Wichmann\)](#)

Course E.3

Teacher: Søren **Wichmann** (MPI EVA & Leiden University)

Course title: **New approaches to language and prehistory from typology, genetics, and quantitative linguistics**

Room: Vortragsraum UB

Abstract:

Recent years have seen several developments in historical linguistics that go beyond the traditional comparative method. The course will focus on interdisciplinary methods, introducing attempts to combine insights from archaeology, genetics, and historical linguistics. Techniques for identifying linguistic fingerprints of prehistoric subsistence strategies, ethnic interaction, delimitation of ethnic boundaries, homelands, and migration routes will be presented. Special attention will be given to modern phylogenetic methods as implemented in different software packages that have traditionally been used by molecular geneticists, but which are now increasingly also being used by historical linguists for analyzing lexical and typological datasets. Students will be trained in using these new computational techniques and the different assumptions behind them will be discussed. We will look at case studies that involve Indo-European, Austronesian, Papuan, and Native American languages.

#### [E.4 The typology of stop consonants \(S. Grawunder\)](#)

Course E.4

Teacher: Sven **Grawunder** (MPI EVA)

Course title: **The typology of stop consonants**

Room: INFL (H1 5.16)

##### Abstract:

This course discusses problems concerned with the relation between phonetics and phonology. For this purpose we first compare plain stops, ejectives and clicks from an auditory, articulatory, and acoustic perspective. We then survey the WALS atlas and look at actual phonetic data from a number of languages in a selected area. We will come across several problems, such as (i) variability (adaptability) of the speaker/listener, (ii) the functional ambiguity of acoustic and articulatory features, and more generally (iii) the issue of phonetic universals. These will lead us to the basic question: What could a phonetically motivated typology look like?

Week 2, March 27 - 28

**Block F** — Sessions: Mo 14.00-15.30, 16.00-17.30; Tu 28/3 14.00-15.30, 16.00-17.30

#### [F.1 Areal vs. genealogical linguistic relations in Africa beyond Greenberg \(T. Güldemann\)](#)

Course F.1

Teacher: Tom **Güldemann** (MPI EVA & UL)

Course title: **Areal vs. genealogical linguistic relations in Africa beyond Greenberg**

Room: Herder (H1 0.15)

##### Abstract:

The genealogical classification of African languages is generally based on Greenberg's work of 1963, this in spite of highly critical reactions of several Africanists in his time as well as the considerable opposition against all his classificatory attempts in other areas of the world like the Pacific, the Americas, and Eurasia. The course explores the question whether some problematic parts of his African classification can be better approached by looking at linguistic commonalities across languages as the result of contact and convergence in macro-areas over a long time span, rather than of common inheritance from some alleged ancestor language. The course will give a rough outline of the areal typological profile of the continent with a special focus on the distribution of cross-linguistically rare features.

#### [F.2 Understanding typological distributions \(B. Bickel\)](#)

Course F.2

Teacher: Balthasar **Bickel** (UL)

Course title: **Understanding typological distributions**

Room: Vortragsraum UB

##### Abstract:

The distribution of structural features among the languages of the world typically reveals nonaccidental skewings. In the past century the dominant theoretical tools for explaining such skewings were preference or optimization laws on the nature of synchronic grammars. Recent research has shown that typological distributions can be better understood as (a) the result of diachronic development and (b) as systematically affected by anthropological factors such as population history, social structure and cultural traditions.

This course first reviews the notion of a typological distribution from a statistical point of view,

examining the kind of evidence that is required for claiming universal or areal skewings. We will then focus on case studies that reveal, in a first part, the historical nature of distributions, and in a second part, the ways in which such distributions are affected by anthropological factors.

Advance Reading Suggestion:

- Bickel, B. (2005). Typology in the 21st century: major current developments. Paper presented at the Annual Meeting of the Linguistic Society of America, Oakland, Cal., January 9, 2005.

[F.3 The typology of motion events \(B. Wälchli\)](#)

Course F.3

Teacher: Bernhard **Wälchli** (MPI EVA & Universität Bern)

Course title: **The typology of motion events**

Room: GKO (H5 0.15)

Abstract:

In my course I report on an on-going research project in lexical typology with a world-wide sample of about 150 languages based, among other things, on materials from parallel texts.

Motion events form a functional unit encoded by the interplay of most different lexical and grammatical means of expression. We will consider notably two components in detail: (a) to what extent and by which means do languages encode semantic local case roles (source vs. goal) and animacy in motion events, and (b) to what extent do languages encode “path” (a term coined by Talmy, or, in the terminology of Tesnière, /déplacement/) in verbs and/or affixes and particles (“satellites”)?

Questions of general interest addressed are: How can language use (text frequency, continuous variables) be investigated in typology? How can we test correlations between continuous variables? To what extent can typology based on texts rather than reference grammars be descriptively relevant? Does the lexicon behave systematically or is it completely idiosyncratic and how can typology test this? What does typology tell us about the structure of the lexicon?

**Block G** — Sessions: Mo 27/3 27/3 09.00-10.30, 11.00-12.30; Tu 28/3 09.00-10.30, 11.00-12.30

[G.1 "Mid" Tone: An exercise in phonological typology \(L. Hyman\)](#)

Course G.1

Teacher: Larry **Hyman** (University of California, Berkeley)

Course title: **"Mid" Tone: An exercise in phonological typology**

Room: Herder (H1 0.15)

Abstract:

This course has two goals, one general, one specific. First, we will address such questions such as: What is phonological typology? What in phonology should be typologized? How and why should phonology be typologized? Second, as a rather revealing example, we will look at tone, specifically the typology of so-called mid tones. Although mid tones are often grouped together as a single phenomenon, three-level tone systems have multiple diachronic sources and can have very different properties. The questions which will be raised are quite basic and central to typology in general. Thus, we will ask how one knows if a tone is a mid tone (vs. something else) and, once that's done, try to determine how mid tones are the same vs. different across phonological systems. Examples will be presented from different parts of the world, including West Africa, Meso-America, Asia and the Pacific. I will argue that tone provides an excellent "exercise" in typology which can be applied to other aspects of phonology and beyond.

[G.2 Genetic and linguistic diversity – a comparison \(B. Pakendorf\)](#)

Course G.2

Teacher: Brigitte **Pakendorf** (MPI EVA)

Course title: **Genetic and linguistic diversity – a comparison**

Room: Hörsaal H2

Abstract:

More and more, interest is turning to the overlap of genetic and linguistic results with respect to human prehistory. Linguists turn to molecular anthropological publications in search of a genetic account of the prehistory of the population they are interested in, while molecular anthropologists attempt to analyze their genetic data in the framework of broad linguistic affiliations. However, it can be quite difficult to assess the results of studies performed in other scientific fields without having the necessary scientific background.

I therefore want to present an introduction to the methods used by molecular anthropologists in their study of population prehistory. This introduction will be tailored to students of linguistics with a complete lack of background in molecular and population genetics. The usefulness of molecular genetic insights into human prehistory will be exemplified with studies from some areas of the world where there are mismatches between the genetic and the linguistic affiliations of population groups.

### [G.3 The analysis of typological data \(M. Cysouw\)](#)

Course G.3

Teacher: Michael **Cysouw** (MPI EVA)

Course title: **The analysis of typological data**

Room: Vortragsraum UB

Abstract:

There are two generally accepted methods for the analysis of typological data: implicational universals and semantic maps. In this course, we will first analyze these methods, and discuss their merits and shortcomings. Second, we will study other kinds of analyses that can be used to supplement them. Measures for 'significance of interaction' can be used to supplement implicational universals. A fancy method called 'multidimensional scaling' can be used to enhance semantic maps. Further, various approaches to 'hierarchical clustering' can also help to find generalizations in the large amounts of data that are amassed in typological investigations.

To make these new concept more accessible, real data from typological studies will be used to illustrate them. It would be ideal if some participants have typological data from their own research, which could be used for illustration during the course. Please contact Michael Cysouw <cysouw@eva.mpg.de> in advance when you are willing to make your data available for this course. Maybe we can find some interesting generalizations in your data!

Course reading: Cysouw, M. (forthcoming). *Quantitative methods in typology*, in G. Altmann, R. Köhler, and R. Piotrowski, eds., *Quantitative Linguistics: An International Handbook*: Berlin, Mouton de Gruyter.

## **Plenary Evening Lectures**

### **PEL.1**

Mo 21/3 18.00-19.00

Lecturer: **Martin Haspelmath** (MPI EVA)

Title: *The World Atlas of Language Structures*

Auditorium: Anatomie-Hörsaal

### **PEL.2**

Tu 22/3 18.00-19.00

Lecturer: **Michael Cysouw** (MPI EVA)

Title: **Using the *World Atlas of Language Structures***

Auditorium: Anatomie-Hörsaal

### **PEL.3**

We 22/3 18.00-19.00

Lecturer: **Balthasar Bickel** (UL)

Title: **Referential Density in a Typological Perspective**

Auditorium: Städtisches Kaufhaus 07

### **PEL.4**

Th 23/3 18.00-19.00

Lecturer: **Tom Güldemann** (MPI EVA & UL)

Title: **Clicks, genetics, and 'proto-world' from a linguistic perspective**

Auditorium: Städtisches Kaufhaus 07

Abstract:

It has been argued, largely from a genetic perspective, that clicks “may be more than 40.000 years old” and thus “are an ancient element of human language”. This has nourished the hypothesis, expressed especially in popular science, that clicks were a feature of the ancestral mother tongue. The claim is based on the observation that two populations in Africa speaking languages with click phonemes, namely Hadza in eastern Africa and Jul’hoan in southern Africa, are maximally distinct in genetic terms. It is also claimed that the only explanation for the presence of clicks in the two groups is inheritance from an early common ancestor language, hence the alleged, very great age of clicks in general.

The linguistic evidence, however, does not imply that clicks go back to a language spoken at the dawn of human evolution; there is no good reason to exclude the possibility that the emergence of clicks in Africa represents a far later episode in the diversification of human speech.

### **PEL.5**

Fr 24/3 18.00-19.00

Lecturer: **David Gil** (MPI EVA)

Title: **Macrofunctionality**

Auditorium: Städtisches Kaufhaus 07

### **PEL.6**

Mo 27/3 18.00-19.00

Lecturers: **Ina Bornkessel** (MPI CBS) & **Matthias Schlesewsky** (Philipps-Universität Marburg)

Title: **Revealing the universal within the language-specific: On Broca's region and word order**

Auditorium: Städtisches Kaufhaus 07

### **PEL.7**

Tu 28/3 18.00-19.00

Lecturer: **Bernard Comrie** (MPI EVA & University of California, Santa Barbara)

Title: **Typology of Numeral Systems**

Auditorium: Städtisches Kaufhaus 07

Abstract:

Typological properties of numeral systems will be presented in terms of the arithmetic principles underlying such systems; particular attention will be paid to the notion of the arithmetic base or

bases of a numeral system, and to the arithmetic operations (addition, subtraction, multiplication, etc., and their combinations) used in constructing numeral expressions. In addition to exemplification of widespread patterns, there will be ample discussion of unusual possibilities, especially from endangered languages, and of their relevance for the general typology.

## Schedule

Time / Day	Session I					Sa 25 / So 26	Session II	
	Mo 20	Tu 21	We 22	Th 23	Fr 24		Mo 27	Tu 28
09.00-10.30	<a href="#">A</a>	<a href="#">A</a>	<a href="#">A</a>	<a href="#">D</a>	<a href="#">A</a>	<a href="#">Students' Confer- ence</a>	<a href="#">G</a>	<a href="#">G</a>
11.00-12.30	<a href="#">B</a>	<a href="#">B</a>	<a href="#">D</a>	<a href="#">B</a>	<a href="#">B</a>		<a href="#">G</a>	<a href="#">G</a>
14.00-15.30	<a href="#">C</a>	<a href="#">D</a>	<a href="#">C</a>	<a href="#">C</a>	<a href="#">C</a>		<a href="#">F</a>	<a href="#">F</a>
16.00-17.30	<a href="#">D</a>	<a href="#">E</a>	<a href="#">E</a>	<a href="#">E</a>	<a href="#">E</a>		<a href="#">F</a>	<a href="#">F</a>
18.00-19.00	<a href="#">PEL 1</a>	<a href="#">PEL 2</a>	<a href="#">PEL 3</a>	<a href="#">PEL 4</a>	<a href="#">PEL 5</a>		<a href="#">PEL 6</a>	<a href="#">PEL 7</a>

All courses will have four units of 90 minutes, there will be three to four parallel courses in each block. The plenary evening lectures will be 60 minutes long.

### Course blocks:

- A: [Van Valin](#), [Blevins](#), [Haspelmath](#)  
 B: [Lieven & Stoll](#), [Michaelis](#), [Voß & Wohlgemuth](#)  
 C: [Müller](#), [Bibiko](#), [Heusing](#), [Gensler](#)  
 D: [Gil](#), [Good](#), [Everett](#)  
 E: [Bornkessel & Schlesewsky](#), [Wolff](#), [Wichmann](#), [Grawunder](#)  
 F: [Güldemann](#), [Bickel](#), [Wälchli](#)  
 G: [Hyman](#), [Pakendorf](#), [Cysouw](#)

### Plenary evening lectures:

- [PEL 1](#): Martin Haspelmath: *The World Atlas of Language Structures*  
[PEL 2](#): Michael Cysouw: *Using the World Atlas of Language Structures*  
[PEL 3](#): Balthasar Bickel: *Referential Density in a Typological Perspective*  
[PEL 4](#): Tom Güldemann: *Clicks, genetics, and 'proto-world' from a linguistic perspective*  
[PEL 5](#): David Gil: *Macrofunctionality*  
[PEL 6](#): Ina Bornkessel & Matthias Schlesewsky: *Revealing the universal within the language-specific (...)*  
[PEL 7](#): Bernard Comrie: *Typology of Numeral Systems*

*Last changed: 16 March 2006*

## Leipzig Students' Conference on Linguistics, March 25-26, 2006 (MPI EVA lecture halls)

Spring School participants are encouraged to attend this conference to be held on the weekend between the two Spring School weeks. Talks should be max. 30 minutes plus 15 minutes for discussion.

### Talks at the Students' Conference (LESCOL)

**Timeframe:** 30 minutes of presentation, plus 15 minutes for discussion.

This is a tentative schedule and subject to change.  
Please check back shortly before the conference for an up-to-date version.

Saturday, March 25			Sunday, March 26*		
Time	4th floor	2nd floor	Time	4th floor	2nd floor
1000-1045	<b>Kranendonk, H.</b> <a href="#"><u>A cross-linguistic exploration of the negative quantifier 'nobody'</u></a>	<b>Mauri, C.</b> <a href="#"><u>Conjunctive and adversative constructions in the languages of Europe</u></a>	1300-1345	<b>Farquharson, J. T.</b> <a href="#"><u>A Prolegomenon to the Study of Derivational Affixation in Jamaican Creole</u></a>	<b>Lambert-Brétière, R.</b> <a href="#"><u>Culturally-driven sequential serializations in Fon</u></a>
1045-1130	<b>Gonzaga, M.</b> <a href="#"><u>On the left periphery of DP - Evidences from possessives</u></a>	<b>Sinnemäki, K.</b> <a href="#"><u>Compensations in the marking of core arguments</u></a>	1345-1430	<b>Caratini, E.</b> <a href="#"><u>The special status of diphthongs in German: diachronic and synchronic evidence</u></a>	<b>Grewe, T.</b> <a href="#"><u>Animacy in word order variation</u></a>
1130-1145	<i>coffee break</i>		1430-1500 <i>coffee break</i>		
1145-1230	<b>Choi, Y.-I.</b> <a href="#"><u>Pre-verbal Negation in Korean [V1-e V2] Constructions</u></a>	<b>Paperno, D. A.</b> <a href="#"><u>Types of toponyms and the syntax of toponymic constructions</u></a>			
1230-1430	<i>lunch break</i>		1545-1630	<b>Kuznetsova, N.</b> <a href="#"><u>Comparative analysis of Estonian, Livonian and Votic suprasegmental phonology</u></a>	<b>Raymond, M.</b> <a href="#"><u>Directional verbs in Arop-Lokep and Karnai</u></a>
1430-1515	<b>Nsoh, E. A.</b> <a href="#"><u>Agreement features of the NP internal adjective in Farefare (Frafra)</u></a>	<b>Kupisch, T.</b> <a href="#"><u>Language influence and language dominance in the simultaneous acquisition of German and Italian</u></a>	1630-1645	<i>break</i>	
1515-	<b>Dudchuk, Ph. I.</b>	<b>Kim, M. S.</b>			



1600	<b>&amp; Pshehotskaya, E.</b> <u>Introducing Arguments within VP: spray/load alternation in Russian</u>	<u>The difficulty of acquiring Korean velar nasal codas by native speakers of American English</u>	1645-1730	<b>Nazabal, O. J.</b> <u>Changes in the Basque syllable structure</u>	<b>Uusküla, M.</b> <u>The distribution of colour terms in colour space in Estonian, Finnish, Hungarian and Russian</u>
1600-1630	coffee break		<i>*) Please note, that on Sunday morning, Germany switches to daylight savings time; so make sure that your watches and alarm clocks will be adjusted one hour ahea</i>		
1630-1715	<b>de Caro, G.</b> <u>Pronominal patterns in Northern Talyshi: accusative split in ergative split?</u>	<b>Pittayaporn, P.</b> <u>A chronological approach to subgrouping - The case of Southwestern Tai</u>			
1715-1800	<b>Berez, A.</b> <u>Dena'ina Athabaskan nu-Middle Voice Verbs: A Closer Look</u>	<b>Salffner, S.</b> <u>Software usage in documentary and descriptive linguistics - a survey among different user groups</u>			
2000- ... ;)	<b>LESCOL &amp; LSSLD party</b>				