# Ph.D. programme in Linguistics

Course Catalogue, Academic Year 2022/2023

Note: additional courses and classes will be added during the year

Updated by: 6 June 2023

*Overview*

| Date | Short title | Teacher |
|---|---|---|
| 10.10.2022 | Regional variation of slurs | Hahn |
| 12-13.10.2022 | REDE SprachGIS | Hahn et al. |
| 14.10.2022 | Grammatical uncertainties | Strobel |
| 21-23.11.2022 | Old Icelandic | Tarsi |
| 25.11.2022 | Word formation in Bavarian | Weiß et al. |
| 16.12.2022 | Costrutti transfrastici fra testualità e sintassi | Prandi, Mazzoleni |
| 6th Winter School in Linguistics UniVR | | |
| 23-25.01.2023 | Morphosyntax and lexical semantics | Melloni, Wood |
| 25-27.01.2023 | Morphology in L2 reading | Dal Maso, Casalis |
| 19.04.2023 | Two types of exclamatives in German | Hinterhölzl |
| 20.04.2023 | Lingua e violenza nel romanzo cortese | Bertagnolli |
| 28.04.2023 | L'edizione da codice unico | Digilio |
| 15-16.05.2023 | Scripta and Space | Videsott et al. |
| 17.05.2023 | The socio-cognitive approach to pragmatics | Kecskes |
| 18.05.2023 | The semantics-pragmatics interface | Kecskes |
| 6-8.06.2023 | Topics in Quantitative Methods | Canzi |
| 2nd Summer School in Linguistics UniBZ | | |
| 12-14.06.2023 | Introducing Discourse Analysis | Gatti et al. |
| 14-16.06.2023 | Introduction to Laboratory Phonology | Vietti, Pouplier |

| Title | **The regional variation of slurs - a semantic exploration** |
|---|---|
| Teacher | Matthias Hahn (Universität Marburg) |
| Coordinator | Stefan Rabanus (stefan.rabanus@univr.ir) |
| Compulsory/free choice? | Free choice |
| Teaching hours/ECTS credits | 2/0.5 |
| When? | 10 October 2022, 10.00-12.00 |
| Where? | UniVR - Aula Co-working |
| Language of instruction | German, English |
| Assessment | In class |
| Course contents | The course first gives an overview of the spatial variation of linguistic features. It will be shown that the field of semantics in particular is underrepresented here, since semantic, i.e. content-side variation is more difficult to grasp and map than expression-side variation. |
| | An exciting and hitherto hardly systematically studied area for investigating such variation structures and dynamics is that of the regional use of slurs. The latter are often said to reflect in a special way socio-psychological and cultural differences of regional or national speaker groups. The second part of the course is dedicated to this area and tries, for example, to explore different associative processes in regional insult vocabulary |
| Reading | Technau, Björn (2016): "The meaning and use of slurs - An account based on empirical data." In: Finkbeiner, Rita; Meibauer, Jörg; Wiese, Heike (Hg.): *Pejoration*. Amsterdam: Benjamins, 187- 218. |
| | Technau, Björn (2018): "Going beyond hate speech: The pragmatics of ethnic slur terms." In: *Lodz Papers in Pragmatics* 14 (1), 25–43 |

| Title | **REDE SprachGIS** |
|---|---|
| Teacher | Matthias Hahn and colleagues (Universität Marburg) |
| Coordinator | Stefan Rabanus (stefan.rabanus@univr.ir) |
| Compulsory/free choice? | Free choice |
| Teaching hours/ECTS credits | 12/3 |
| When? | 12 October 2022, 9.00-16.45 (videoconferenze)<br>13 October 2022, 9.00-1645 (classroom) |
| Where? | UniVR - Aula Co-working |
| Language of instruction | German, English |
| Assessment | In class |
| Learning outcomes | On successful completion of this module, PhD students will be able to demonstrate skills in creating (linguistics) maps and using the other functions of REDE's Geographic Information System. |
| Course contents | Regionalsprache.de (REDE) is a long-term research project at Marburg's Forschungszentrum Deutscher Sprachatlas that aims to investigate the modern regional languages of German. It is funded by the Akademie der Wissenschaften und der Literatur (Mainz). The creation of the online platform www.regionalsprache.de, a research-centered information system for linguistic geography, is one of the main objectives of the REDE project (project description). The website offers access to (1) digitized linguistic atlases, (2) audio recordings, (3) Wenkerbogen, (4) regional-language databases. The heart of our REDE platform is the application REDE SprachGIS. It allows you (1) to access speech maps, audio recordings, Wenkerbogen, and the Georeferenzierte Online-Bibliographie zur Areallinguistik (GOBA), (2) to create maps (e.g. by importing and visualizing spatial data records), (3) to publish maps online and export map images. In searching for Wenker surveys, audio recordings, and literature, you can also make use of the catalogues listed on the side bar. There are various step-by-step instructions and helpful texts available for using the REDE SprachGIS.<br><br>Note: please register for the first day's videoconference (basic module) here:<br><br>https://regionalsprache.de/workshop-2022.aspx<br><br>The advanced odule of the second day will be tuaght by Matthias Hahn in the classroom in Verona. For details of the programme see also flyer published here:<br><br>https://www.stefan.rabanus.com/temp/REDE-Workshop.pdf |
| Reading | https://www.regionalsprache.de/SprachGIS/Map.asp |

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|---|---|
| Title | **Grammatical uncertainties in Germanic and Romance and their explanations** |
| Teacher | Thomas Strobel (Goethe-Universität Frankfurt) |
| Coordinator UniVR/UniBZ | Stefan Rabanus (stefan.rabanus@univr.it) |
| Compulsory/free choice? | Free choice |
| Teaching hours/ECTS credits | 2/0.5 |
| When? | 14 October 2022, 10.00-12.00 |
| Where? | UniVR - Aula Co-working |
| Language of instruction | English |
| Course contents | Unquestionably (or: undoubtedly), every competent speaker has already come to doubt with respect to the question of which form is correct and should be used (in the standard language) when faced with two or more formally almost identical competing variants of words, word forms or sentence and phrase structure (e.g. German *ist/hat geschwommen* 'is/has swum', It. *La maggioranza delle persone è cattiva/sono cattive*). Such linguistic uncertainties or cases of doubt ("sprachliche Zweifelsfälle"/"dubbi linguistici", cf. i.a. Klein 2003, 2018; Strobel 2018; Müller & Szczepaniak 2017; Schmitt, Szczepaniak & Vieregge 2019 as well as the useful collection of data in Duden vol. 9) systematically occur also in native speakers and they do not have to coincide with the difficulties of second language learners. There are several recent or current projects on standard variation in the grammar of German, both from a structural perspective (Korpusgrammatik – grammatische Variation im standardsprachlichen und standardnahen Deutsch, Leibniz Institute for the German Language Mannheim, http://www1.ids-mannheim.de/gra/projekte/korpusgrammatik.html) and an areal perspective (Variantengrammatik des Standarddeutschen, Universities of Graz, Salzburg and Zürich, 2011–2018, http://mediawiki.ids-mannheim.de/VarGra).

In present-day German, most grammatical uncertainties occur in the domain of inflection (weak masculines, genitive allomorphy, plural formation, adjectival inflection, changes in verbal inflection, choice of the perfect auxiliary) and word formation (linking elements in compounds, separability of complex verbs). As to the syntax, there are often doubts in connection with case government (case variation with prepositions, partitive genitive vs. apposition) and agreement (especially due to coordination).

The aim of this talk is to present selected morphological and syntactic uncertainties in contemporary Germanic languages (mostly German, but also Dutch and Swedish) and to compare them to some cases of doubt in Romance languages (especially Italian) in order to get to a better typology of grammatical instabilities and their causes. As will be discussed, most doubts of competent speakers – a problem also for general linguistic theory |

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| | (see e.g. Reis 2017) – can be attributed to processes of language change in progress, to language or language variety contact, to gaps and rule conflicts in the grammar of every language or, finally, to psycholinguistic conditions of language processing. Our main concern will be the issue of which of these established explanatory approaches can be applied to which (Italian) phenomena. |
| Reading | Hennig, Mathilde, Jan Georg Schneider, Ralf Osterwinter & Anja Steinhauer (2021): Sprachliche Zweifelsfälle: Das Wörterbuch für richtiges und gutes Deutsch (Duden vol. 9). 9th edition. Berlin.<br><br>Klein, Wolf Peter (2003): Sprachliche Zweifelsfälle als linguistischer Gegenstand. Zur Einführung in ein vergessenes Thema der Sprachwissenschaft. In: Linguistik online 16/4, 5–33.<br><br>Klein, Wolf Peter (2018): Sprachliche Zweifelsfälle im Deutschen. Theorie, Praxis, Geschichte. Berlin/Boston.<br><br>Reis, Marga (2017): Grammatische Variation und realistische Grammatik. In: Marek Konopka & Angelika Wöllstein (eds.): Grammatische Variation. Empirische Zugänge und theoretische Modellierung. Berlin/Boston.<br><br>Schmitt, Eleonore, Renata Szczepaniak & Annika Vieregge (eds.) (2019): Sprachliche Zweifelsfälle. Definition, Erforschung, Implementierung. Hildesheim/Zürich/New York.<br><br>Strobel, Thomas (2018): "Mit dem Wissen wächst der Zweifel" – Was uns grammatische Zweifelsfälle über unser Sprachwissen verraten. In: Forschung Frankfurt – Das Wissenschaftsmagazin der Goethe-Universität 2.2018. https://www.uni-frankfurt.de/73557408/Thomas-Strobel---Grammatische-Zweifelsfa_lle.pdf.<br><br>Müller, Astrid & Renata Szczepaniak (eds.) (2017): Grammatische Zweifelsfälle. Praxis Deutsch – Zeitschrift für den Deutschunterricht 264. |

| Title | **Old Icelandic: language structure and history of the lexicon** |
|---|---|
| Teacher | Matteo Tarsi (Uppsala Universitet) |
| Coordinator | Maria Adele Cipolla (mariaadele.cipolla@univr.it) |
| Compulsory/free choice? | Free choice |
| Teaching hours/ECTS credits | 6/1,5 |
| When? | 21 November 2022. 14.00-15.45<br>22 november 2022, 9.15-11.00<br>23 November 2022. 9.15-11.00 |
| Where? | UniVR - Aula Co-working |
| Language of instruction | English |
| Assessment | In class |
| Learning outcomes | On successful completion of this module, PhD students will be able<br>- to demonstrate to know the most important phonological developments in Old and Middle Icelandic (*c.* 1200–*c.*1550).<br>- to identify speech parts within a text.<br>    • For nouns and adjectives:<br>        o to be able to identify strong and weak nouns and andjectives<br>        o to at least orientate themselves in identifying gender, case, and number;<br>    • for verbs:<br>        o to be able to identify verb group, person, and tense;<br>        o to at least orientate themselves in identifying mood.<br>- to demonstrate to know the most important external lexical influences in the Old and Middle Icelandic period. |
| Course contents | <u>Lesson 1: Phonology</u><br>The lesson is structured in three parts:<br>    1) A 45-minutes lecture on Old Icelandic phonology and its developments in the period between the thirteenth and the mid-sixteenth century.<br>    2) A 15-minutes break.<br>    3) A 45-minutes hands-on session where the students are given didactic material to apply what was just presented in the first part of the lesson. Materials can also be of comparative nature within the Germanic language family. The students will be divided in balanced groups so that they can work together for 25 minutes + 20 minutes for discussion.<br><u>Lesson 2: Morphology</u><br>The lesson is structured in three parts<br>    1) A 45-minutes lecture on Old Icelandic morphology.<br>    2) A 15-minutes break.<br>    3) A 45-minutes hands-on session on a short Old Icelandic text. The students will be divided into balanced groups so that they can work together for 25 minutes. The remaining twenty minutes will be |

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| | devoted to morphological analysis of the text and discussion. Students will be given didactic materials which will ease the assigned task.<br>Lesson 3: The Old and Middle Icelandic lexicon<br>The lesson consists in a lecture on the history and developments of the Old and Middle Icelandic lexicon, with focus on external lexical influence. |
| Reading | **Braunmüller, Kurt**. 2002. 'Language Contact During the Old Nordic Period I: with the British Isles, Frisia and the Hanseatic League', in *The Nordic Languages: An International Handbook of the History of the North Germanic Languages*, ed. by Oscar Bandle, Kurt Braunmüller, Ernst Hakon Jahr, Allan Karker, Hans-Peter Naumann, Ulf Telemann, Lennart Elmevik, and Gun Widmark, 2 vols (Berlin: De Gruyter), i, pp. 1028–39<br>**Halldór Halldórsson**. 1968. 'Synd: An Old Saxon Loanword', *Scientia Islandica*, 1: 60–64<br>**Halldór Halldórsson**. 1969. 'Some Old Saxon Loanwords in Old Icelandic Poetry and their Cultural Background', in *Festschrift für Konstantin Reichardt*, ed. by Christian Gellinek (Bern: Francke), pp. 109–26<br>**Kjartan G. Ottósson**. 1987. 'An Archaising Aspect of Icelandic Purism: the Revival of Extinct Morphological Patterns', in *The Nordic Languages and Modern Linguistics, 6: Proceedings of the Sixth International Conference of Nordic and General Linguistics in Helsinki, August 18–22, 1986*, ed. by Lilius Pirkko and Mirja Saari (Helsinki: Helsinki University Press), pp. 311–24<br>**Kjartan G. Ottósson**. 2005. 'Language Cultivation and Language Planning IV: Iceland', *The Nordic Languages: An International Handbook of the History of the North Germanic Languages*, ed. by Oscar Bandle, Kurt Braunmüller, Ernst Hakon Jahr, Allan Karker, Hans-Peter Naumann, Ulf Telemann, Lennart Elmevik, and Gun Widmark, 2 vols (Berlin: De Gruyter), ii, pp. 1997–2006<br>**Raschellà, F. D**. 1998. 'The Classical Heritage in Old Icelandic Grammatical Literature', in *L'antichità nella culturaeuropea del medioevo*, ed. by Rosanna Brusegan and Alessandro Zironi (Greifswald: Reinecke), pp. 117–26<br>**Raschellà, F. D**. 1999. 'Latino e volgare nella letteratura storiografica della Scandinavia medievale', in *La polvere nel vento. Per Ludovica Koch*, Quaderno di AION – Sez. Germanica (Napoli: Istituto Universitario Orientale), pp. 143–60<br>**Raschellà, F. D**. 1988. 'Die Anpassung der Lehnwörter lateinischen Ursprungs im Isländischen', *Nordeuropa Studien*, 23: 90–95<br>**Simensen, E**. 2005. 'Lexical Developments in the Late Middle Ages', in *The Nordic Languages: An International Handbook of the History of the North Germanic Languages*, ed. by Oscar Bandle, Kurt Braunmüller, Ernst Hakon Jahr, Allan Karker, Hans-Peter Naumann, Ulf Telemann, Lennart Elmevik, and Gun Widmark, 2 vols (Berlin: De Gruyter), ii, pp. 1161–71 |

**Simensen, E**. 2002. 'The Old Nordic Lexicon', in *The Nordic Languages: An International Handbook of the History of the North Germanic Languages*, ed. by Oscar Bandle, Kurt Braunmüller, Ernst Hakon Jahr, Allan Karker, Hans-Peter Naumann, Ulf Telemann, Lennart Elmevik, and Gun Widmark, 2 vols (Berlin: De Gruyter), i, pp. 951–63

**Tarsi, M**. 2014. 'On Loanwords of Latin Origin in Contemporary Icelandic', *Nordicum- Mediterraneum*, 9.1: 1–11

**Tarsi, M**. 2016. 'On the Origin of the Oldest Borrowed Christian Terminology in Icelandic', *Orð og tunga*, 18: 85–101

**Tarsi, M**. 2017. 'Creating a Norm for the Vernacular: Some Critical Notes on Icelandic and Italian in the Middle Ages', *Scripta Islandica*, 68: 253–73

**Tarsi, M**. 2019a. 'Lat. *scrībere* in Germanic', *NOWELE*, 72.1: 42–59

**Tarsi, M**. 2019b. 'Instances of Loanword-Native Word Textual Variation in the Transmission of Egils saga Skallagrímssonar and Gísla saga Súrssonar', *Scripta Islandica*, 70: 87–104

**Tarsi, M**. Forthcoming. 'Grammatical Core Terminology in Icelandic: An Onomasiological Study', *NOWELE*, 75.2

**Veturliði Óskarsson**. 2005a. 'Altsächsisch oder Mittelniederdeutsch? Zur Frage nach der Herkunft einiger alter Lehnwörter im Isländischen', in *Niederdeutsch in Skandinavien V und VI*, ed. by Lennart Elmevik, Stefan Mähl, and Kurt Erich Schöndorf (Frankfurt am Main: Lang), pp. 43–57

Reference books:

**Fulk, R. D**. 2018. *A Comparative Grammar of the Early Germanic Languages*, Studies in Germanic Linguistics, 3 (Amsterdam: Benjamin)

**Noreen, A**. 1970[1923]. *Altisländische und altnorwegische Grammatik* (Halle: Niemeyer)

| Title | **Wortbildung im Bairischen – Word formation in Bavarian** |
|---|---|
| Teacher | Helmut Weiß (Goethe-Universität Frankfurt) [with talks by: Tamara Bassighini; Anna Pilsbacher; Birgit Alber, Gudrun Leitgeb, Eleonora Rodegher, Emily Siviero] |
| Coordinator UniVR/UniBZ | Birgit Alber (birgit.alber@unibz.it) |
| Compulsory/free choice? | Free choice |
| Teaching hours/ECTS credits | 4/1 |
| When? | 25 November 2022, 10.30-16.30 |
| Where? | Faculty of Education, Bressanone – Room 2.04, |
| Language of instruction | English and German |
| Assessment | In class |
| Course contents | The main focus of the meeting being on word formation in Bavarian dialects, the following related phenomena will be discussed: Present participles in Bavarian dialects and other German varieties (e. g. *a kochads Wossa* "a boiling water"), the *Umlaut* in Tyrolean dialects as a morphological marker (e. g. diminutive *bluam* "flower" > *bliaml* "little flower"), the phonological behaviour of the past participle with regard to Central and South Bavarian dialects, as well as the derivational prefix 'der-' (e. g. *i hon's net derpockt* "I did not manage it") found in Bavarian varieties and minority languages located in the Northern-East area of Italy. |

| Title | **Costrutti transfrastici fra testualità e sintassi** |
|---|---|
| Teacher | Marco Mazzoleni (Università di Bologna, sede di Forlì), Michele Prandi (Università di Genova), |
| Coordinator | Silvia Dal Negro |
| Compulsory/free choice? | Free choice |
| Teaching hours/ECTS credits | 5/1 |
| When? | 16 December 2022, 10.00-17.00 |
| Where? | Libera Università di Bolzano, Aula F6 |
| Language of instruction | Italian |
| Assessment | In class. |
| Course contents | The seminar deals with syntactic and textual transphrastic connections in contemporary and Old Italian, with a special focus on concessive constructs. |

| Title | **Morphosyntax and lexical semantics**<br>(6th Winter School in Linguistics, first part) |
|---|---|
| Teacher | Chiara Melloni (University of Verona),<br>Jim Wood (Yale University) |
| Coordinator UniVR/UniBZ | Chiara Melloni (chiara.melloni@univr.it) |
| Compulsory/free choice? | Compulsory |
| Teaching hours/ECTS credits | 10/2.5 |
| When? | 23-24 January 2023, 10.30-12.30, 14.00-16.00<br>25 January 2023, 10.30-12.30 |
| Where? | UniVR - Aula Co-working |
| Language of instruction | English |
| Assessment | PhD Students can choose aspects of the module as topic of their term paper. |
| Learning outcomes | On successful completion of this module, PhD students will be able to:<br>- explain key concepts in argument structure, event structure and nominalization;<br>- identify the relevant facets of the complex meaning of nominalizations;<br>- analyze morphology and syntax of nominalization;<br>- recognize specific properties of nominalization constructions across languages. |
| Course contents | This course aims to familiarize the students with the phenomenon of nominalization and its relevance for the comprehension of the lexicon-syntax interface. To this aim, several core issues in morphosyntax will be touched upon, such as event and argument structure, theta roles and adverbial licensing, within a comprehensive overview of the syntax and semantics of nominalization across languages and frameworks. Special attention will be devoted to the syntactic and semantic features of event vs. result nominals and the formal modelling of these complex words in generative approaches. Typologically and genealogically distant languages will be considered. |
| Reading | Suggested readings will be provided during the course. |

| Title | **The role of morphology in L2 reading and reading comprehension**<br>(6th Winter School in Linguistics, second part) |
|---|---|
| Teacher | Serena Dal Maso (University of Verona),<br>Séverine Casalis (Université de Lille) |
| Coordinator UniVR/UniBZ | Serena Dal Maso (serena.dalmaso@univr.it) |
| Compulsory/free choice? | Compulsory |
| Teaching hours/ECTS credits | 10/2.5 |
| When? | 25 January 2023, 15.00-17.00<br>26-27 January 2023, 10.30-12.30, 14.00-16.00 |
| Where? | UniVR - Aula Co-working |
| Language of instruction | English |
| Assessment | PhD Students can choose aspects of the module as topic of their term paper. |
| Learning outcomes | On successful completion of this module, PhD students will be able to:<br>- explain key issues of L2 reading development, particularly in the academic context, and have an insight on the theoretical models adopted to account for reading and reading comprehension;<br>- identify the main component skills and knowledge bases of L2 reading comprehension, with a special focus on morphological awareness and its multifaceted nature;<br>- analyze different dimensions of morphological knowledge and how they impact the reading process;<br>- reflect on how morphological knowledge affects reading abilities across languages. |
| Course contents | This course aims to familiarize students with the processes involved in L2 reading and reading comprehension, an ability which is essential for academic success but on which L2 pupils have significantly poorer performances with respect to their native peers. The course will provide an overview of the theoretical models adopted to account for reading and reading comprehension, and will discuss the major component skills involved in such a complex process. The construct of morphological awareness, and its multidimensional nature, will be specifically addressed. The impact of different morphological dimensions on reading will be focused on by means of a review of experimental studies on languages which vary significantly as for their morphological properties. Implications for teaching interventions will be briefly developed. |
| Reading | Suggested readings will be provided during the course. |

| Title | **Two types of exclamatives in German** |
|---|---|
| Teacher | Roland Hinterhölzl (Università di Venezia Ca' Foscari) |
| Coordinator UniVR/UniBZ | Sibilla Cantarini (sibilla.cantarini@univr.it) |
| Compulsory/free choice? | Free choice |
| Teaching hours/ECTS credits | 4/1 |
| When? | 19 April 2023, 10.45-12.15, 14.00-15.30 |
| Where? | UniVR - Aula Co-working |
| Language of instruction | English |
| Assessment | In class |
| Course contents | Exclamatives have been treated as a separate clause type, but the question is open whether they constitute also a distinct illocutionary type. I will present arguments on the basis of German data that exclamatives can be devided in two separate illocutionary types depending on whether they are expressed by V2- or by Vfinal-clauses: they can be special questions (namely requests not for information but for an explanation) or special assertives that indicate the speaker's attitude towards a proposition that is taken for granted, hence not at issue. |
| Reading | Batliner, Anton (1988). „Der Exklamativ: Mehr als Aussage oder doch nur mehr oder weniger Aussage? Experimente zur Höhe und Position des F0-Gipfels", in H. Altmann (ed.) *Intonationsforschungen*. Tübingen: Niemeyer, 243-271. <br><br> Benincà, Paola (2001a). "Il tipo esclamativo", in L. Renzi, G. Salvi & A. Cardinaletti (eds.) *Grande Grammatica Italiana di Consultazione*. Bologna: Il Mulino, Vol. 3, 127-152. <br><br> Giorgi, Alessandra & Chiara Dal Farra (2019). "On the syntax/pragmatics interface: Expressing surprise and disapproval", *Intercultural pragmatics* 16.3: 335–361. <br><br> Hinterhölzl, Roland & Nicola Munaro (2015). "On the interpretation of modal particles in non-assertive speech acts in German and Bellunese", in J. Bayer, R. Hinterhölzl & A. Trotzke (eds.) *Discourse-oriented Syntax*. Amsterdam: John Benjamins, 41-70. <br><br> Krifka, Manfred (2013). "Response particles as propositional anaphors", *Proceedings of SALT* 23: 1-18. <br><br> Lasersohn, Peter (2005). "Context dependence, disagreement and predicates of personal taste", *Linguistics and Philosophy* 28.6: 643-686. <br><br> Oppenrieder, Wilhelm (1987). „Aussagesätze im Deutschen", in J. Meibauer (ed.) *Satzmodus zwischen Grammatik und Pragmatik*. Tübingen: Niemeyer, 161-189. <br><br> Oppenrieder, Wilhelm (1989). „Selbständige Verb-Letzt-Sätze", in H. Altmann, A. Batliner & W. Oppenrieder (eds.) *Zur Intonation von Modus und Fokus im Deutschen*, Tübingen: Niemeyer, 163-244. <br><br> Rett, Jessica (2011). "Exclamatives, degrees and speech acts", *Linguistics and Philosophy* 34.5: 411-442. |

| Title | **Lingua e violenza nel romanzo cortese: *Erec* e *Ferguut* come casi studio** |
|---|---|
| Teacher | Davide Bertagnolli (Università di Bologna) |
| Coordinator UniVR/UniBZ | Anna Cappellotto (anna.cappellotto@univr.it) |
| Compulsory/free choice? | Free choice |
| Teaching hours/ECTS credits | 2/0.5 |
| When? | 20 April 2023, 17.00-19.00 |
| Where? | UniVR - Aula Co-working |
| Language of instruction | Italian |
| Assessment | In class |
| Learning outcomes | Alla fine della lezione gli studenti saranno in grado di riconoscere gli aspetti principali dell'universo cortese nelle rielaborazioni tedesche e medio nederlandesi di romanzi originali francesi. |
| Course contents | La lezione sarà costituita da una parte introduttiva in cui si presenteranno i principali romanzi cortesi, evidenziandone le caratteristiche salienti. Verranno successivamente presi in esame alcuni rifacimenti, come l'*Erec* di Hartmann von Aue e, in ambito nederlandese medio, il *Ferguut*, soffermandosi in particolare sulle strategie rielaborative impiegate. Speciale attenzione verrà poi dedicata al campo semantico relativo alla violenza, un aspetto che, contrariamente a quanto potrebbe pensarsi, spesso caratterizza i romanzi cortesi. |
| Reading | Alvaro Barbieri, *Angeli sterminatori. Paradigmi della violenza in Chrétien de Troyes e nella letteratura cavalleresca in lingua d'öil*, Padova, Esedra Editrice, 2017. <br><br> Davide Bertagnolli, *I Nibelunghi. La leggenda, il mito*. Milano, Meltemi [Collana: Testi del medioevo germanico 3] 2020. <br><br> Davide Bertagnolli, *Ferguut. Romanzo arturiano nederlandese*, Alessandria, Edizioni dell'Orso [Collana: Gli Orsatti 52], 2023. <br><br> Joachim Bumke, *Höfische Kultur. Literatur und Gesellschaft im hohen Mittelalter*. München, Deutscher Taschenbuch Verlag, 1986. |

| Title | **L'edizione da codice unico: alcune riflessioni e pratiche editoriali** |
|---|---|
| Teacher | Maria Rita Digilio (Università di Siena) |
| Coordinator UniVR/UniBZ | Adele Cipolla (mariaadele.cipolla@univr.it) |
| Compulsory/free choice? | Free choice |
| Teaching hours/ECTS credits | 2/0.5 |
| When? | 28 April 2023, 14.30-16.30 |
| Where? | UniVR - Aula Co-working e su Zoom:<br>ID riunione: 863 0377 3266, Passcode: 229038 |
| Language of instruction | Italian |
| Assessment | In class |
| Course contents | Verrà presentata una sintesi del dibattito scientifico sull'edizione del testo in codice unico riguardante i testi germanici, con alcuni riferimenti anche a quelli romanzi. Verranno presentati degli esempi atti a illustrare alcune situazioni critiche e le possibili soluzioni. La lezione intende invitare alla riflessione sull'edizione dei testi tramandati in codice unico, valutando in particolare l'efficacia del metodo di Lachmann e l'eventuale opportunità di ricorrere all'edizione diplomatica. |
| Reading | Non si richiedono letture preliminari ma è opportuna una buona familiarità con le principali questioni riguardanti la critica del testo in generale. Sul 'metodo del Lachmann' si suggeriscono:<br><br>Paul Maas, La critica del testo, Firenze, Le Monnier 1990 (con la presentazione di Giorgio Pasquali e una nota di Luciano Canfora)<br><br>Paolo Trovato, Everything you always wanted to know about Lachmann's method. A non-standard handbook of genealogical textual criticism in the age of post-structuralism, cladistics and copy-text, Padova, libreriauniversitaria, 2014 |

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| Title | **Skripta und Raum. Zur geographischen Darstellung mittel- alterlicher Sprachdaten/Scripta e spazio. La rappresentazione geografica di dati linguistici medievali/Scripta and Space. On the geographical representation of medieval language data** |
| Teacher | Paul Videsott and colleagues *(see below)* |
| Coordinator UniVR/UniBZ | Paul Videsott (Paul.Videsott@unibz.it) |
| Compulsory/free choice? | Free choice |
| Teaching hours/ECTS credits | 8/2 |
| When? | 15-16 May 2023 |
| Where? | Bressanone, Facoltà di Scienze della Formazione, Aula 1.32. Online access via Teams. |
| Language of instruction | Italian, English and German |
| Assessment | In class |
| Course contents | Il tema della rappresentazione cartografica di dati linguistici medievali è d'attualità. Diversi progetti dell'ambito linguistico romanzo hanno ormai intrapreso la strada della resa cartografica dei dati scrittologici e lessicali estrapolabili dai testi medievali per potere in questo modo ottenere una rappresentazione areale della distribuzione geolinguistica dei fenomeni che, in un'ottica diacronica, possono in seguito essere messi in relazione con le imprese cartografiche dedicate ai dialetti moderni (come l'*Atlas linguistique de la France* o l'Atlante italo-svizzero). Nelle due giornate del 15 e del 16 maggio 2023, si succederanno una serie di relazioni tenute dai maggiori specialisti internazionali affinché si possano presentare i relativi progetti e si possa discutere delle sfide e delle possibilità della cartografia delle varietà linguistiche medievali. Le aree geolinguistiche prese in esame saranno l'area galloromanza, l'area italoromanza, l'area iberoromanza e i documenti latini dell'area longobarda medievale sul territorio italiano. <br><br>15 May <br>10.00-11.00: Hans Goebl (Salzburg): Introduzione alla tematica <br>11.00-12.00: Paul Videsott (unibz), Marco Robecchi (unibz), Jonathan Schaber (uzh): Rappresentazione di dati antico francesi <br>12.00-13.00: Edgar Haimerl (Seattle): The visualisation of linguistic data with VDM (Visual Dialectometry) <br>14.30-15.30: Marcello Barbato (unior), Stefano Cristelli (uzh), Mario Wild (uzh): Rappresentazione di dati antico italiani <br>15.30-16.30: Andrés Enrique Arias (uib): Rappresentazione di dati antico spagnoli <br><br>16 May <br>10.00-11.00: Mariafrancesca Giuliani (CNR-OVI), Giovanni Abete (unina), Elisa D'Argenio (unibg): Rappresentazione di dati latino medievali <br>11.00-12.00: Klaus Grübl (Leipzig, TBC): conclusioni e prospettive |

| Title | **The socio-cognitive approach to pragmatics and communication** |
|---|---|
| Teacher | Istvan Kecskes (State University of New York, Albany) |
| Coordinator UniVR/UniBZ | Denis Delfitto (denis.delfitto@univr.it) |
| Compulsory/free choice? | Free choice |
| Teaching hours/ECTS credits | 2/0.5 |
| When? | 17 May 2023, 14.00-17.00 |
| Where? | UniVR - Aula Olimpia |
| Language of instruction | English |
| Assessment | In class |
| Course contents | The socio-cognitive approach (SCA) to pragmatics initiated by Kecskes (2010, 2014) integrates the pragmatic view of cooperation and the cognitive view of egocentrism and emphasizes that both cooperation and egocentrism are manifested in all phases of communication, albeit to varying extents. While cooperation is an intention-directed practice that is governed by relevance, egocentrism is an attention-oriented trait dominated by salience which is a semiotic notion that refers to the relative importance or prominence of signs. In the SCA communication is characterized by the interplay of two sets of traits that are inseparable, mutually supportive, and interactive:<br><br>Individual traits:<br>prior experience<br>salience<br>egocentrism<br>attention<br><br>Social traits:<br>actual situational experience<br>relevance<br>cooperation<br>intention<br><br>In the SCA interlocutors are considered as social beings searching for meaning with individual minds embedded in a socio-cultural collectivity. Individual traits (prior experience -> salience -> egocentrism -> attention) interact with societal traits (actual situational experience -> relevance ->cooperation -> intention). Each trait is the consequence of the other.  Prior experience results in salience which leads to egocentrism that drives attention. Intention is a cooperation-directed practice that is governed by relevance which (partly) depends on actual situational experience. |
| Reading | Forthcoming book: Kecskes, I. 2023. The socio-cognitive approach to pragmatics and communication. Cham: Springer. https://link.springer.com/book/9783031301599#book-header |

| Title | **The semantics-pragmatics interface from an intercultural perspective** |
|---|---|
| Teacher | Istvan Kecskes (State University of New York, Albany) |
| Coordinator UniVR/UniBZ | Denis Delfitto (denis.delfitto@univr.it) |
| Compulsory/free choice? | Free choice |
| Teaching hours/ECTS credits | 2/0.5 |
| When? | 18 May 2023, 14.00-17.00 |
| Where? | UniVR - Aula Artemisia |
| Language of instruction | English |
| Assessment | In class |
| Course contents | The semantics-pragmatics interface debate is about how much contextual support the linguistic signs need in order for them to be meaningful in the communicative process. In L1 this support is very significant. It will be argued, however, that actual situational context cannot play the same selective role in intercultural interactions as it does in L1 because of limited common ground and familiarity of interlocutors with norms and conventions of the target language. So seemingly there is something that can be called "impoverished" pragmatics. But a closer look shows that in fact pragmatics is invigorated rather than impoverished. Instead of reliance on usage norms and conventions of the target language, a kind of pragmaticalization of semantics occurs on a one-off basis. This is a synchronic, one-off phenomenon in which coded semantic meaning, sometimes without any specific pragmatic enrichment based on the target language, obtains temporary pragmatic status. A comparison with Chat GPT, where a similar process occurs, will also be made. However, there is a difference between machine-made pragmaticalization (where linguistic context dominates the process) and human-made pragmaticalization. |

| Title | **Topics in Quantitative Methods** |
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| Teacher | Massimiliano Canzi (University of Konstanz) |
| Coordinator UniVR/UniBZ | Chiara Melloni (chiara.melloni@univr.it) |
| Compulsory | Free choice |
| Teaching hours/ECTS credits | 10/2,5 |
| When? | 6 June 2023, 10.30-12.30, 14.00-16.00<br>7 June 2023, 10.30-12.30, 14.00-16.00<br>8 June 2023 (practical seminar): 10.00-13:00 |
| Where? | UniVR - Aula Co-Working, except afternoon 7 June: Aula Olimpia |
| Language of instruction | English (or Italian if appropriate) |
| Assessment | In class |
| Learning outcomes | On successful completion of this module, PhD students will be able to:<br>- Confidently analyze, visualize and interpret quantitative data using gold-standard analyses including (generalized) linear mixed-effect models<br>- Assess the current state of the experiment and the data; suggest an appropriate course of action for the realization of the experiment / analysis of the data<br>- Recognize when to use other, less "standard" analyses in linguistics, including factor analysis, random forests, GAMMs, cluster analysis, etc.<br>- Distinguish good from bad practices in quantitative and experimental work in linguistics<br>- Apply points 1-3 in R (last session, only for current R users – some previous R knowledge required) |
| Course contents | - **All about applying linear regression:** Everything you need to worry about when working through a linear regression analysis, starting from the basics.<br>- **Best practices in quantitative methods**: concepts that are often clear on the page are not as easily applied to your own data. A huge degree of arbitrary decisions is often at play. We will talk about best practices in data manipulation, curation, analysis, visualization and reporting using linear mixed-effect models.<br>- **Best (and worst) practices in experimental design:** from talking about it over coffee, to seeing your published paper, the best and worst habits of experimental design and quantitative analyses.<br>- **Beyond linear regression:** everything* that's not linear regression but that could one day be useful. (*not everything, but: introduction to GAMMs, random forests, cluster analyses, factor analyses, Bayesian linear models?)<br>- **On Wednesday (June 8th, only for R users, also online):** We will work on the curation of an existing dataset, its analysis and the visualization of the data in R, together. |

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| Reading | Some previous knowledge of quantitative methods is required. Because of the limited scope of the course, it's impossible to tackle more introductory topics from the very start. Participants are expected to know basic concepts in linear regression (e.g. mixed vs non-mixed models, dependent vs independent variables, interactions, intercepts and slopes etc.). The book "Statistics for Linguists" from Bodo Winter, 2019, is recommended to brush up on these topics ahead of time. |

| Title | **Introducing Discourse Analysis** (2nd Summer School in Linguistics, first part) |
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| Teacher | Cristina Maria Gatti, Cecilia Lazzeretti, Martina Irsara (Free University of Bozen-Bolzano) Geert Jacobs (University of Gent) Stefania Maci (University of Bergamo) |
| Coordinator UniVR/UniBZ | Cristina Maria Gatti (MariaCristina.Gatti@unibz.it) |
| Compulsory/free choice? | Compulsory |
| Teaching hours/ECTS credits | 10/2.5 |
| When? | 12-14 June 2023 -> *see the flyer on the PhD programme's website for the exact schedule!* |
| Where? | UniBZ - Facoltà Scienze della Formazione, Brixen, Aula 2.04 |
| Language of instruction | English |
| Assessment | PhD Students can choose aspects of the module as topic of their term paper. |
| Learning outcomes | |
| Course contents | Discourse analysis is an extremely rich field of inquiry, including a diversity of topics, analytics contexts, and disciplinary foundations. Common to all these approaches is the aim to explore "language in use", i.e. naturally occurring written and spoken language beyond the sentence level, and consider "the relationship between language and the social and cultural contexts in which it is used" (Paltridge, 2021: 3). Conceived as an introduction to contemporary discourse studies, this 10-hour course will offer an overview of the field, covering the key methods, research topics and new directions. After introducing the intellectual context and central tenets of discourse analysis, selected speakers will present relevant examples from their research across diverse areas of interest, ranging from Academic Discourse, to News Discourse, Discourse and Gender, Discourse and Identity, Medical Discourse and Museum Discourse. |
| Reading | Paltridge, B. (2021). *Discourse analysis: An introduction*. Bloomsbury Publishing. |

| Title | **The relationship between continuous and discrete: An Introduction to Laboratory Phonology**<br>(2nd Summer School in Linguistics, second part) |
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| Teacher | Alessandro Vietti (Free University of Bozen-Bolzano)<br>Marianne Pouplier (LMU Munich) |
| Coordinator | Alessandro Vietti (Alessandro.Vietti@unibz.it) |
| Compulsory/free choice? | Compulsory |
| Teaching hours/ECTS credits | 10/2.5 |
| When? | 14-16 June 2023 -> *see the flyer on the PhD programme's website for the exact schedule!* |
| Where? | UniBZ - Facoltà Scienze della Formazione, Brixen, Aula 2.04 |
| Language of instruction | English |
| Assessment | PhD Students can choose aspects of the module as topic of their term paper. |
| Learning outcomes | At the end of the course students will be able to:<br>- understand the theoretical and methodological basis of Laboratory Phonology;<br>- apply elementary notions of probability to phonological categories and processes;<br>- demonstrate a deeper understanding of the relationship between continuity and discreteness in the construction of phonological categories. |
| Course contents | This course is an introduction to Laboratory Phonology, a field of study characterized by the application of an experimental and probabilistic approach to the study of phonology. Laboratory Phonology interweaves notions and methods from disciplines as diverse as physics, biology, engineering, and cognitive science with the goal of understanding speech production and perception. The course aims to introduce the range of Laboratory Phonology theoretical tools and methods through an illustration of the relationship between continuity and discreteness. This relationship will be observed from the perspective of two theories, that is, Articulatory Phonology and Exemplar Theory. |
| Reading | Goldstein, L., & Fowler, C. A. (2003). Articulatory Phonology: A phonology for public language use. In N. O. Schiller & A. S. Meyer (Eds.), *Phonetics and Phonology in Language Comprehension and Production*. Berlin, New York: De Gruyter.<br>Iskarous, K. (2017). The relation between the continuous and the discrete: A note on the first principles of speech dynamics. *Journal of Phonetics, 64*, 8–20.<br>Pierrehumbert, J. B. (2001). Exemplar dynamics: Word frequency, lenition and contrast. In J. Bybee & P. Hopper (Eds.), *Frequency and the emergence of linguistic structure* (pp. 137–157). Amsterdam: Benjamins.<br>Pierrehumbert, J. B., Beckman, M. E., & Ladd, D. R. (2011). Conceptual Foundations of Phonology as a Laboratory Science |

| | (reprint). In A. C. Cohn, C. Fougeron, & M. K. Huffman, *The Oxford Handbook of Laboratory Phonology* (pp. 17–39). Oxford University Press. |