2nd Test: Preview

Closed note (ca. 70 pts)

You need to do this part of the test within a half hour of opening and email it immediately on completion. By submitting an exam, you are confirming that you have done it alone and without consulting any notes or sources.

1. Sound change: From these Indo-European forms, provide the Germanic and the (central, or southern if you specifically note that) Old High German forms. For changes in morphological class, I’ve given endings; just do up to the hyphen in each form. Probably 3 of 5, 4 pts. each. (12 pts. total.)

A. *tréb- -a -Ø
   B. *dngōh-u- -ōn -a
   C. *genHt- -a -Ø
   D. *ghost-imis [dat. pl.] gast-imz gest-im

From these Proto-Germanic forms, provide OHG forms (preferably central, but can be southern if you note it). Indicate major changes. Probably 4 of 6, 3 pts. each (12 pts. total.)

A. *grēipana = grīfan, in central dialects. You just have monophthongization (an early process) and the Second Sound Shift of medial p > f, plus the loss of the final vowel.
   B. *lētana
   C. *halsa
   D. *paḥa
   E. *bidjana

A. ziḥan ~ zugum

B. hilfis ~ helfan This is height harmony, where the different vowel heights in the suffixes (-is versus –an) trigger differences in the stem vowel, namely raising of e to i.

C. sliofan ~ sliufit

3. Dialects: Identify the dialect (north, central, south, with additional details on location where possible) of the following OHG texts. Note exactly which features you use to make the identification with special attention to any inconsistencies you see. Remember that we often have conflicting evidence here; just take that in stride and note what evidence suggests what conclusion. Probably 4 of 5 texts, 4 pts each (16 pts. total).

A. Obā Karl then eib, then er when Karl carried out the oath which he
sînemo bruodher Ludhuuuîge gesuor, swore to his brother Ludwig,
geleistit, indi Ludhuuuîg mîn hêrro then er imo gesuor, forbrihchit, ob ih inan es iruenden ne mag, noh ih noh theroh nohhein, then ih es iruenden mag, uuidhar Karle imo ce follusti ne uuiridhit.

B. Trohtin got almahtigo, dir uuirdo ih suntigo pigihtic unti sancta Mariun unti allen gotes engilun unti allen gotes heiligun unti dir gotes eeuarte allero minero suntono unti allero minero missitati, de ih eo missitete odo missidahta odo missisprah vona minero toupha unzi in desin hutigun tach, dero ih gihukko odo ni gehukko, de ih uuizzunta teta odo unuuizunta, notacodo unnotac, slaphanto odo uuachanto, tages odo nahtes, in suelichero steti odo in suelichemo zite ih si gefrumeta, mit mir selbemo …

C. Thô uuuarð is uuibsodo
an Galilealand, l Gabriel cuman,
engil thes alouualdon, l thear he ène idis uuisse,
munîlica magað: l Maria uuas siu hêten,
uuas iru thiorna githigan. l Sea ên thegan habd, Maria she was called
Joseph gimahlit, l gôdes cunnies man,
thea Dauides dohter: l that uuas só durlîc uuîf,
idis anathêti. l That sie the engil godes
an Nazarethburg l bi namon selbo
grôtte geginuuarde l endi sie fon gode quedda:
‘Hêl uuis thu, Maria,’ quað he, l ‘thu bist thînun hêrro liof, …’
4. **Morphology.** Select from the underlined forms above, or others given here, and provide morphological information (indicating ambiguities or uncertainties as needed). For nouns, give case, number, gender and class. For verbs, person, tense, and class. Do at least two nouns and two verbs. **We’ll focus on the main noun classes —** masc./neut. a-stems, fem. ō-stems, plus i-stems and n-stems. For verbs, I won’t give subjunctive/optative forms. **6 forms, 3 pts each (18 pts.)**

1. ___ uuisbodo: n-stem noun, nominative singular and masculine

2. ________________________________

3. ________________________________

4. ________________________________

5. ________________________________

6. ________________________________
Test II: Open note (50 pts)

These questions aim to get you to draw together some pieces of the big picture, giving you a chance to think beyond classroom discussion and readings. The lines of argument are pretty simple but do not simply repeat what’s on the handouts, etc., and give good, clear examples.

- Do not discuss this test with anybody under any circumstances, save to ask me for any clarifications you need. You may use your notes, handouts, and textbooks. If you use other sources, cite them. (You really won’t need to do that, but are welcome to.)
- Be concise; don’t write more than 1.5 pp. per answer; 1 page will be perfectly adequate.
- Make sure to give good examples.
- 25 points each, total 50 pts.
- Due within 24 hours of when you open it.

Write on ONE from each of the two pairs of topics (so do 1 A or B and 2 A or B). Wherever possible, give examples from real OHG texts, from class or from a source like http://texte.mediaevum.de/ahd.htm.

1. General trends
   A. Drawing evidence from one or more morphological class (e.g., i-stem nouns, cl. II strong verbs), show how sound change can (re)shape paradigms – splitting or collapsing classes, creating new morphological markers.
   
   B. How does prosody help us understand ‘conspiracies’ in sound change?

2. Particular problems
   A. In what sense is the Second Consonant Shift like and/or unlike the First Consonant Shift? Describe its possible connections to the Medienverschiebung.
   
   B. It was long believed (and still believed in some circles, sigh) that all kinds of i-umlaut happened in one fell swoop — umlaut of a, even in ‘blocking environments’, of â and of other vowels, namely long and short o and u, diphthongs. Note some arguments against that position and explore one of them in some detail.

• PS: Make sure to give good examples.