

## Foreword: Special issue on teaching history of linguistics in the 21<sup>st</sup> century

Stanley Dubinsky, editor\*

This special issue of *Proceedings of the Linguistic Society of America (PLSA)* contains papers presented during an organized session on teaching history of linguistics in the 21<sup>st</sup> century at the 2024 LSA Annual Meeting. The session was organized as a session of the North American Association for the History of Language Sciences (NAAHoLS) with the aim of surveying current approaches to teaching history of linguistics and the provision of resources and insights for those who wish to do so themselves. This panel presented discussion of history of linguistics courses, their purpose and utility in the curriculum, student preparation for taking them, and challenges in teaching them. Panelists variously considered course design, the relation of history of linguistics to Western intellectual history more broadly, how such courses have evolved over time, and how they might better be promoted and integrated into graduate and undergraduate study in linguistics.

Some issues directly taken up included (i) the challenge of getting students, both in linguistics and in allied fields, to take history of linguistics courses, (ii) the preparation that students have for subject matter that can easily span a century or a millennium of intellectual history, (iii) difficulties encountered in building a history of linguistics syllabus for students whose native language is not English, (iv) teaching the subject to students who are not be familiar with the historical-cultural context of much work in linguistics over the past two centuries, (v) finding ways to wedge history of linguistics in among other requirements needed for doctoral training in Linguistics, and (vi) responding to student attitudes towards the subject and assessing their experiences with history of linguistics courses.

Stanley Dubinsky's paper discusses the practical role of history of linguistics in broadening doctoral training in linguistics and in helping students towards degree completion. John Goldsmith's paper discusses the challenge of teaching a subject whose content involves many unfamiliar, historical figures in the field, and how one might most effectively merge the biographical with the conceptual. John Joseph's paper compares possible ways of approaching the subject matter, contrasting (among others) methods that present the history of linguistics as a narrative with those that focus on a particular revolutionary moment and build out from that ("heliocentric" in his terms). Samuel Rosenthal, in his paper, considers the place of linguistic concepts in the teaching of history of linguistics and how that differs from the teaching of those same concepts when they are offered in the context of basic courses on phonological and syntactic theory. In her paper, Margaret Thomas considered the presence (or absence) of material on the history of linguistics embedded in textbooks used in general/introductory linguistics courses, by way of probing how beginning students' attitudes are first formed toward the subject. Heather Newell and Stephen Anderson, as discussants, provide commentary on these presentations in their respective papers and present their own individual perspectives.

Supplementary materials to be made available, in addition to the papers in this special issue, include: (i) sample syllabi for history of linguistics courses, (ii) a bibliography of source materials, and (iii) a video recording of the session itself.

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