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Voices in stone: Studies in Luwian historical phonology

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1. Nearly all extant Hieroglyphic Luwian texts attest the use of the vowel signs <a>, <i> and <u> as space-fillers, ensuring that words neatly fill one or more sign columns without leaving significantly sized lacunae in the text.
2. Rather than serving an aesthetic purpose, some instances of HLuw. <a>, <i> and <u> are best taken as indicators for underlying long vowels, thereby confirming the idea that Hieroglyphic Luwian had a contrast between long and short vowels, and demonstrating that the hieroglyphic script was used to express this distinction.
3. The spelling of the intervocalic lenis dental stops in Cuneiform Luwian provides an argument in favour of a Proto-Anatolian phonological opposition of fortis and lenis stops in terms of consonantal length, rather than consonantal voicing.
4. Čop's Law and the lengthening of short accented vowels in open syllables represent a neutralisation of syllable weight in accented syllables. In combination with Proto-Anatolian consonantal lenition and the shortening of unaccented long vowels, they led to a situation in pre-Proto-Luwic in which consonantal length, vowel length and syllable weight itself had become dependent on the stress accent to a significant degree.

5. When encountering non-random spelling patterns in ancient texts, it is methodologically imperative to allow for the possibility that they mark a linguistic difference. Labelling such patterns as scribal conventions *by default* risks missing important phonetic contrasts.
6. Automated search algorithms and statistical analysis are becoming increasingly more important tools for historical linguists working in the 21st century, even for those working on poorly attested source material.
7. Historical phonologists may better understand why and how certain sound laws are instantiated and interact with one another by considering the phonological system in which they come into effect.
8. Historical phonology needs typology in order to assess the plausibility of its reconstructions; typology needs historical phonology in order to access otherwise unavailable data.
9. Questions of the structure “Can I do X in my \LaTeX document?” are always to be answered positively; questions of the structure “Why would you ever want X in your document?” are utterly meaningless.
10. The biggest compliment a university teacher can receive in this day and age is when students spontaneously create and manage a webpage devoted to memes that are based on the topic of his/her course.