LINGUISTICS
Spring 18

<u>Language</u>
LING-UA 1-001   *Professor Hadas Kotek*   *M/W, 11:00AM – 12:15PM*
Satisfies Introductory course requirement and the Societies and Social Science component of the College Core Curriculum

This course is an introductory survey of the field of linguistics—the scientific study of language. During the semester, we will look at questions like the following: Is speaking an instinctual or a learned behavior? Why do children acquire language so much faster and easier than adults, and what are the stages of acquisition? What do the native speakers of a language know about the language's word structure, sentence structure, sentence meaning, and pronunciation? How is language processed in the brain? How and why did language evolve into such a complex system? How is language affected by social class and race? The course will approach these questions from a scientific perspective, incorporating methodologies from mathematics and logic, as well as the social sciences (such as psychology and sociology). It will provide you with the necessary background to continue your studies in linguistics at a more advanced level if you choose to. It satisfies the Introductory Course requirement for Linguistics majors and is a prerequisite for some of the other courses. Language is a CORE exemptor for CAS students; it satisfies the Societies and Social Sciences course requirement.

<u>Language</u>
LING-UA 1-005   *Professor Anna Szabolcsi*   *T/R, 12:30PM – 1:45PM*
Satisfies Introductory course requirement and the Societies and Social Science component of the College Core Curriculum

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<u>Patterns in Language</u>
LING-UA 006-001   *Professor Lucas Champollion*   *M/W, 11:00AM – 12:15PM*

If a computer can beat humans at *Jeopardy!*, does it follow that machines can think? Is it possible to predict the spread of the flu based on patterns in Google searches? Did Shakespeare really write that sonnet? Scientists use patterns in language to answer these questions, using the same concepts that underlie such everyday applications as search engines, automatic translators, speech recognition, spell-checkers, and auto-correction tools. We examine these applications, focusing on the technological and linguistic ideas behind them and gaining practical hands-on experience and insight into how they work. No programming experience is required; students only need curiosity about language and some everyday experience with computers.

Phonological Analysis
LING-UA 12-001   *Professor Juliet Stanton*   *M/W, 9:30AM – 10:45AM*
PREREQUISITE: LING-UA 11 OR Permission of the Instructor
Satisfies Phonology requirement

Phonology is the study of how speech sounds pattern and contrast. How do we know that 'gdin' is not a possible English word but 'krin' is? What does it take to recognize a foreign accent? How can sound systems of languages differ, what do all languages have in common, and what are the sorts of patterns not found in any human language? To answer these questions, we will focus on such concepts as sound classes, features, phonemes, allophones, and syllable structure, and we will look at the role these concepts play in the most common phonological processes in the world's languages. The course will also include a basic introduction to the phonology of stress, tone, and intonation. Analytical skills will be honed by solving phonological problems based on data from English and many other languages.

Grammatical Analysis
LING-UA 13-001   *Professor Stephanie Harves*   *M/W, 12:30PM – 1:45PM*
PREREQUISITE: LING-UA 1 OR LING-UA 2 OR LING-UA 3 OR Permission of the Instructor
Satisfies Syntax requirement

What determines the sequencing of words in a given language? How can we explain word order variation within and across languages? Are there universal syntactic properties common to the grammar of all languages? This course presents the motivation for the modern generative approach to the scientific study of language and systematically develops a model that will account for the most basic syntactic constructions of natural language. Skills in scientific argumentation and reasoning are developed by analyzing problems in the syntax of English and a number of other languages.

Language Change
LING-UA 14-001   *Professor Gregory Guy*   *T/R, 4:55PM – 6:10PM*
Elective

All languages change across time. With the passage of centuries, the accumulated changes may be so great that we give different names to the new varieties: thus the contemporary Romance languages – French, Spanish, etc. – are all greatly changed direct descendants of Latin. This course examines the phenomenon of language change from several perspectives. What elements of a language change – sound systems, morphology, syntax, etc. – and what patterns and properties of replacement are evident in each area? How can we 'undo' change, reconstructing earlier stages of a language, and tracing genealogical relationships among families of related languages? What is the time course of a change like? Why does language change? Who does the changing? Can we observe change going on around us in the present day? Students will learn methods for doing historical reconstruction, analyzing change processes, and collecting and interpreting evidence for change in progress.

Grammatical Analysis II
LING-UA 16-001   *Professor Chris Collins*   *T/R, 9:30AM – 10:45AM*
PREREQUISITE: LING-UA 13

This course is a continuation of Grammatical Analysis and offers an in depth examination of various topics in syntax. This year the topics will include the Binding Theory, locality conditions on movement (islands), and argument structure. The focus of the course will be on teaching students how to analyze syntactic data. Students will be introduced to primary literature in syntactic theory in order to further develop their critical reading and writing skills so that they may carry out an independent research project of their own.

Sex, Gender, and Language
LING-UA 21-001 / SCA-UA 712-002   *Professor Louise Vasvari*   *M/W, 4:55PM – 6:10PM*

This course will examine gender from a multidisciplinary perspective and in particular as a sociolinguistic variable in speech behavior. How do linguistic practices both reflect and shape our gender identity and how do these reflect more global socio-cultural relationships between the sexes? Do women and men talk differently? To what degree do these differences seem to be universal or variable across cultures? How do dominant gender-based ideologies function to constrain women's and men's choices about their gender identities and gender relationships? How does gendered language intersect with race and class-linked language? How is it challenged by linguistic "gender bending"? What impact does gendered language have on the power relationships in given societies? We will also, more briefly, examine gendered voices – and silences -- in folklore and in literature, and in the new turn in life writing, such as that of academic women and in coming-out stories. Can language reform be instrumental in avoiding the downgrading of women? Finally, we will examine the constructionist argument that anatomy need not be linguistic destiny, that is, that, instead of assuming that women and men behave in certain ways linguistically, might we ask how particular linguistic practices contribute to the production of people as "women and men"?

African American Vernacular English
LING-UA 23-001 / SCA-UA 799-001   *Professor Renée Blake*   *T, 2:00PM –4:45PM*

Introduces the language behavior of African Americans. Discusses African American Vernacular English in terms of its linguistic and cultural distinctiveness, both intrasystemically and in comparison with other dialects of American English. Relates the English vernacular spoken by African Americans in urban settings to creole languages spoken on the South Carolina Sea Islands (Gullah), in the Caribbean, and in West Africa. Also approaches the subject from the perspective of the history of the expressive uses of African American Vernacular English (e.g., in signifyin' and rappin') and the educational, attitudinal, and social implications connected with the language.

Morphology
LING-UA 29-001   *Professor Maria Gouskova*   *T/R, 12:30PM – 1:45PM*
PREREQUISITE: LING-UA 1

This course introduces linguistic morphology. We will study the rules for composing words and sentences from the smallest units of linguistic combination -- the "morphemes." Why can the same message be expressed in one word in some languages but requires an entire sentence in others? Why do the shapes of prefixes, suffixes and roots change depending on their semantic and phonological context? What rules do different languages use for forming new words?

Introduction to Morphology at an Advanced Level
LING-UA 55-001/LING-GA 1029-001   Professor Maria Gouskova/Alec Marantz   *T/R, 2:00PM – 3:15PM*
PREREQUISITE: LING-UA 12 AND LING-UA 13 OR Permission of the Instructor

This course examines the building blocks of words and sentences: the atomic units of word structure, their hierarchical and linear arrangement, and their phonological realization(s). The course provides an introduction to fundamental issues in morphology, including allomorphy, morpheme order, paradigm structure, blocking, and cyclicity. The field of morphology currently embraces much of what goes on in linguistics as a whole; syntax, morphology, phonology, semantics and variation all play an essential role, and their interactions will be highlighted here.

Language Acquisition
LING-UA 59-001   *Professor Ailis Cournane*   *T/R, 11:00AM – 12:15PM*

This course offers an overview of the field of first language acquisition. How does one develop from a pre-linguistic newborn infant to a mature language-user with a complex grammatical system (or systems)? What are the relative roles of inborn cognitive abilities and input (i.e., the language data the child hears or sees in their environment) in determining the properties and time course of language development? First language development is a multifaceted, robust phenomenon in our species that proceeds over many years of early life and provides an ultra-rich testing ground for psychological and linguistic theories. We will focus on linguistic development from birth through to early school age, looking at monolingual, bilingual, and atypical (e.g., Autism, Specific Language Impairment) populations. In the first half of the course we will focus on development in individual linguistic domains: phonology, vocabulary, morphosyntax, semantics, and pragmatics. In the latter half of the course, we will probe deeper into theoretical approaches to language acquisition, with a focus on primary literature and active debates in the field. We will also further explore the complex learning circumstances of certain populations, like children growing up bilingual and children presenting with atypical development, continually asking what evidence the diversity of learning situations brings to bear on the theoretical debates.

Seminar: The Syntax of Invisible Things
LING-UA 102-001   *Professor Hadas Kotek*   *M/W, 3:30PM – 4:45PM*
PREREQUISITE: LING-UA 1 OR Permission of the Instructor

Under certain conditions, linguistic material can be omitted from an utterance but we nevertheless understand the utterance as if it has not been [ ]. The challenge of associating meanings with "silence" has made this [ ] a central topic in linguistic research. In this course, we will explore a variety of phenomena that involve omission of *[ ], mainly involving ellipsis and related phenomena. We will ask ourselves not only what material can be elided, but also why [ ]; and we will discuss at length whether it's possible to "rescue" some ungrammatical structures using ellipsis, and if so, which ones [ ]. We will study both seminal and current papers in the syntactic literature, and also?[ ] psycholinguistic aspects of the processing of ellipsis and its perception.

Seminar: The Khoisan Languages
LING-UA 102-002/LING-GA 3320   *Professor Chris Collins*   *M, 2:00PM – 4:45PM*
PREREQUISITE: (for undergrads) LING-UA 11 AND LING-UA 13 OR Permission of the Instructor

This course is on the linguistic structure of the Khoisan languages. We will start the course by discussing phonetics and transcription (including clicks, accompaniments, vowel features and tone), then we will focus on syntax (the linker, person-gender-number markers, pronouns, serial verb constructions, pluractionality).

Natural Language Understanding and Computational Semantics
LING-GA 1012/DS-GA 1012   *Professor Sam Bowman*   *W, 3:30PM – 6:10PM*

Since at least the proposal of the Turing test, building computational systems that can communicate with humans using natural language has been a central goal for AI research. Understanding real, naturally occurring human language is the key to reaching this goal. This course surveys recent successes in language understanding and prepares students to do original research in this area, culminating with a substantial final project. The course will focus on text, but will touch on the full range of applicable techniques for language understanding, including formal logics, statistical methods, distributional methods, and deep learning, and will bring in ideas from formal linguistics where they can be readily used in practice. We'll discuss tasks like sentiment analysis, word similarity, and question answering, as well as higher level issues like how to effectively represent language meaning.

Contact the instructor for permission to enroll. The course presupposes familiarity with Python.