LINGUISTICS
Fall 2023

Language
LING-UA 1-001   **Professor Anna Szabolcsi**   **M/W 12:30PM – 1:45PM**
Satisfies Introductory course requirement and the Societies and Social Science component of the College Core Curriculum

This course is an introductory survey of linguistics—the scientific study of language. Language is a social phenomenon, but all human languages share many specific structural properties. Analyzing data from English and many other languages, we examine some fundamental properties of the structure and interpretation of words and sentences, and the sound system. Building on these foundations, we discuss the brain representation, processing and acquisition of language, language change, dialects and sociolects, and Signed Languages. The course 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 major, its combined majors, and the Language and Mind major, and is a prerequisite for some of our other courses. Language is a CORE exemptor for CAS students; it satisfies the Societies and Social Sciences course requirement.

Language & Mind
LING-UA 3-001/PSYCH-UA 30-001   Professors Ailís Cournane & Brian McElree   T/R 12:30PM – 1:45PM
Satisfies Introductory course requirement

This course deals with what our knowledge of language can tell us about the nature of the human mind, and vice versa. It is offered jointly by Linguistics and Psychology, presenting questions, phenomena, methodologies and results of interests to both fields. It is well known that language is a social-communicative phenomenon; this course will focus on aspects of language that make its study more like a natural science. We discuss many domains of language: sounds and sound systems (phonetics, phonology), words and complex word formation (morphology), the structure of sentences (syntax), and meaning (semantics). We explore how these areas of language are acquired by children, mentally represented, and processed by humans. We explore language as central to the cognitive sciences. This course satisfies the Introductory Course requirement for the Language and Mind major and the Linguistics and Joint Linguistics & Foreign Language majors.

Introduction to Semantics
LING-UA 4-001   **Professor Chris Barker**   **M/W 2:00PM – 3:15PM**
PREREQUISITE: LING-UA 1 OR LING-UA 3 OR LING-UA 13
Satisfies Semantics requirement

This course is an introduction to the study of meaning, more specifically, the meaning of expressions and sentences in natural languages like English. What sort of things could meanings be? How do the meanings of words differ from the meanings of larger phrases? What is the role of context in enriching the meaning conveyed by a sentence? What is the difference between what is explicitly said versus what is merely implied? What is the difference between literal meaning and metaphorical meaning? The approach will be formal and scientific, using the methods of theoretical linguistics. Our main goal will be to propose explicit and precise hypotheses about how the meanings of phrases are determined by the meanings of the words that they contain, and to test these hypotheses by comparing the predictions that they make with what various phrases actually mean.

Patterns in Language
LING-UA 6-001   **Professor Lucas Champollion**   **T/R 2:00PM – 3:15PM**
Satisfies the Quantitative Reasoning component of the College Core Curriculum

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.

Sound and Language
LING-UA 11-001   **Professor Maria Gouskova**   **M/W 11:00AM – 12:15PM**
Satisfies Phonetics requirement

This course offers an introduction to the sounds of the world's languages, how they are produced and how they are organized as basic units of linguistic representation. Topics include basic phonetic and phonological theory, the description and analysis of speech sounds, the anatomy, physiology, and acoustical properties of speech sounds, elements of speech perception, and the properties of connected speech. Students develop skills to distinguish and produce the sounds of human languages and to transcribe them using the International Phonetic Alphabet.

Grammatical Analysis
LING-UA 13-001   **Professor Stephanie Harves**   **M/W 9:30AM – 10:45AM**
PREREQUISITE: LING-UA 1 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 primarily through an analysis of English, but occasionally of other languages as well.

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

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: 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 process.

Grammatical Analysis II
LING-UA 16-001   **Professor Gary Thoms**   **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. Topics vary from year to year, depending on students' interests, but may include an in depth look at argument structure alternations, Case theory, Binding theory, Wh-movement, and Island constraints, among other topics. 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.

Bilingualism
LING-UA 18-001   **Professor Zvjezdana Vrzić**   **M/W 4:55PM – 6:10PM**

Most people in the world today grow up speaking multiple languages. In this class, students will be introduced to a variety of linguistic and social issues that are raised by the phenomenon of multilingualism. Among other topics, we will read about and discuss different multilingual communities to discover the ways in which people use multiple languages in their daily lives; policies that exist in societies with multilingual populations; differences in growing up learning one and two or more native languages; changes that happen in a language as it comes under the influence of another language; reasons why people in traditionally bilingual communities can shift away from using one of their languages. We will also investigate what the study of these and other phenomena tied to multilingualism can tell us more generally about language and about community and identity.

African American Vernacular English
LING-UA 23-001/SCA-UA 799-001   **Professor Renee Blake**   **W 2:00PM – 4:45PM**
Satisfies Sociolinguistics requirement

What is the relationship between language and identity? What really is African American Vernacular English (AAVE)/African American Language (AAL) if it is not slang or hip-hop talk? Who speaks it? Who has the right to speak it? Why do speakers continue to speak stigmatized dialects? What are the social, attitudinal and educational implications connected to AAVE? How is AAVE connected to Black American Sign Language (BASL)?

These are some of the questions we will explore in this introductory course to African American Vernacular English- a distinct dialect of American English that has influenced U.S. and world cultures. We discuss how language is used to convey social identity, particularly regarding race and ethnicity, and make meaning of one's life. Issues addressed include language variation, language contact and change, language appropriation, in addition to social and linguistic discrimination. We examine politics and policies regarding AAVE, its use in media, language attitudes, teacher education, school curriculum and connections to the public humanities.

Students learn basic linguistic concepts, followed by the linguistic features, structure, gesture and discourse functions of AAVE. Finally, we consider the language at the nexus of ideas on race, identity, sexuality, violence, equity and belonging.

Grammatical Diversity
LING-UA 27-001   **Professors Richard Kayne & Gary Thoms**   **T/R 11:00AM – 12:15PM**
PREREQUISITE: LING-UA 13, OR Permission of the Instructor

Introduces the syntax of languages quite different from English, from various parts of the world. Considers what they may have in common with English and with each other, and how to characterize the ways in which they differ from English and from each other.

Field Methods
LING-UA 44-001/LING-GA 44-001 Professor Gillian Gallagher   **M/W 9:30AM – 10:45AM**
PREREQUISITE: LING-UA 11 AND LING-UA 13 OR Permission of the Instructor

Field Methods is a hands-on approach to learning linguistics. Every year, a different language is chosen to investigate. Students interview a native speaker of an unfamiliar language, usually a nonlinguist, to study all aspects of the language's grammar: phonetics, phonology, morphology, syntax, and semantics. They learn to evaluate and organize real, non-idealized linguistic data and to formulate generalizations, which then serve as the basis for a research paper. This course is a unique opportunity to obtain a rich set of data on a new topic of theoretical interest in any field of linguistics.

First Language Acquisition
LING-UA 59-001/PSYCH-UA 59-001   Professor Ailis Cournane   **T/R 3:30PM – 4:45PM**

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.