LINGUISTICS
Spring 2023

Language
LING-UA 1-001   **TBA**   **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.

Language
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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Indigenous Languages of the Americas
LING-UA 9-001   **Professor Gillian Gallagher**   **M, 9:30AM - 12:15PM**

This course focuses on the social context of indigenous languages in North and South America, with an emphasis on language in education. The course also introduces concepts and skills from linguistics through analysis of the phonetics, phonology (i.e.'sounds') and morphology (i.e., 'words') of indigenous American languages. The first third of the course orients students towards the structural properties of language and the basics of linguistic analysis; assessments include linguistic data analysis. The second two-thirds of the course delve into the social context of indigenous languages and their speakers; assessments include reading presentations and written responses. We will discuss the social, economic and political factors that influence language use and particularly the shift from primary use of an indigenous language to primary use of a colonial language (e.g., English or Spanish). Topics covered include bilingualism, orthography school curriculum, language policy, and the intersection of language and human rights. This course has no pre-requisites, and is designed to appeal to students with a broad range of backgrounds and interests in language and linguistics, indigenous communities and indigenous identity, as well as education and social justice.

Phonological Analysis

LING-UA 12-001 **Professor Juliet Stanton** **T/R, 3:30PM – 4:45PM**
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, 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 by analyzing problems in the syntax of English and a number of other languages.

Grammatical Analysis II

LING-UA 16-001 **Professor Chris Collins** **T/R, 9:30AM – 10:45AM**
PREREQUISITE: LING-UA 13 OR Permission of the Instructor

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.

Sex, Gender, and Language

LING-UA 21-001/SCA-UA 712-001 **TBD** **MW, 4:55PM – 6:10PM**

This course will examine gender from a multidisciplinary perspective and in particular as a sociolinguistic variable in speech behavior. We will discuss how gendered linguistic practices – intersecting with race and class-linked language – both reflect and shape our identity. We will also review the variability in the linguistic expression of gender in various languages and cultures around the world, as well as within the single national context of the United States. We will also discuss the constructionist argument that anatomy need not be linguistic destiny and that language may be used to perform social identities that do not match the individual's biological characteristics. In this context, we will consider the limits and possibilities of gender self-[re]construction through language, including [re]naming strategies, and pronoun use, and coming-out stories. We will also consider the efficacy of language reform to reduce gender stereotyping and discrimination.

African American Vernacular English
LING-UA 23-001/SCA-UA 799-001   Professor Renee Blake   W, 2:00PM – 4:30PM

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.

Neural Bases of Language
LING-UA 43-001/PSYCH-UA 300-008   Professor Liina Pylkkanen   T/R, 11:00AM – 12:15PM
PREREQUISITE: PSYCH-UA 25, PSYCH-UA 29, LING-UA 1, or LING-UA 3 or permission of the instructor

Building computational models that can understand human language has long been a goal for researchers in computational linguistics and in the area of artificial intelligence called natural language processing. Many of the biggest successes in research toward this goal have relied on machine learning: a family of methods that allow computers to learn to reproduce some human behavior by example, rather than by explicit programming. This course covers widely-used machine learning methods for language understanding—with a special focus on machine learning methods based on artificial neural networks—and culminates in a substantial final project in which students write an original research paper in AI or computational linguistics. If you take this class, you'll be exposed only to a fraction of the many approaches that researchers have used to teach language to computers. However, you'll get training and practice with all the research skills that you'll need to explore the field further on your own. This includes not only the skills to design and build computational models, but also to design experiments to test those models, to write and present your results, and to read and evaluate results from the scientific literature.

First Language Acquisition
LING-UA 59-001/PSYCH-UA 59-001   Professor Ailis Cournane   M/W, 2:00PM – 3:15PM

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: Language Variation and Change over the Lifespan

LING-UA 102-001   **Professor Laurel MacKenzie**   **W, 9:30AM – 12:15PM**
PREREQUISITE: LING-UA 1 OR Permission of the Instructor

In this seminar, we'll study the acquisition and development of sociolinguistic variation over the lifespan. Questions we'll investigate include: When and how do children acquire the socially-meaningful variation used by the adults in their community? What is the role of adolescents in advancing language change? Can we change the way we speak in middle age and beyond? Students will carry out their own longitudinal study of a linguistic variable of interest in the speech of a politician, celebrity, or other public figure for whom longitudinal recordings are freely available, and connect their findings to topics discussed in the course. To this end, students will learn basic techniques for the collection and analysis of sociolinguistic data, and will receive guidance on the research process.

Seminar: Experimental Syntax and Semantics

LING-UA 102-002   **Professor Tal Linzen**   **T/R, 2:00PM – 3:15PM**
PREREQUISITE: LING-UA 1 OR LING-UA 3 OR Permission of the Instructor

How do we understand and produce sentences in a language we speak? How do we acquire the knowledge that underlies this ability? Psycholinguistics seeks to address these questions using quantitative measurements drawn from sources such as corpora or human experiments, as well as using computational simulations implementing cognitive models. This class is an introduction to the methods and questions studied in experimental linguistics, with a focus on the mechanisms that underlie language comprehension by adult speakers, at the word level and above (syntax, semantics and pragmatics).