

FEATURED LINGUISTICS COURSES – Spring 2024

NEW! Ling 213: Topics in Sociolinguistics – Language Emergence Honors only

Professor Laura Horton

TR 11:00-12:15

Social Science

For a long time, scientists thought that the origins of human language were inaccessible because we lacked records of the earliest spoken languages. But there actually are new languages around the world because sign languages emerge when deaf people come together in signing communities. We also have methods for studying language emergence in laboratory settings and through computer simulations. These developments allow us to explore the following questions: What uniquely human capacities lead to the creation of natural languages? How do languages change as they are transmitted across generations of users? What role do children play in this process - as they acquire languages do they change them? In this class we will explore a series of case studies of new and emerging sign languages and compare different methods for studying language emergence. We will also discuss the social and historical factors that lead to the emergence of new human languages.

Ling 303: Historical Linguistics

Professor Joe Salmons

MWF 9:55-10:45

Understanding language change; relation of variation and change to formal properties of human language; consideration of linguistic typology, basic concepts and methods of diachronic analysis. Topics include: language classification and reconstruction; language and social identity, geography, and power; language contact; registers; writing systems.

Requisite: Ling 101/301, Eng 417, Asian 631, German 650, Spanish 429, OR Scan Studies 415

Ling 340: Semantics

Instructor Rebecca Shields

TR 9:30-10:45

This course is an introduction to the study of formal compositional semantics. Throughout the semester we will explore how the grammar computes semantic interpretations for a variety of sentences and phrase types. An emphasis will be placed on semantic topics that are useful for linguists of many specialities, not only semanticists. Topics include influence of pragmatics/discourse on interpretation, the syntax-semantics interface, modals and possible worlds, quantifiers and scopal ambiguity, negative polarity items, definiteness, propositional attitude verbs and *de re/de dicto* readings, and verbal aspect.

Requisite: Ling 330

Ling 373: Language Endangerment & Revitalization

Professor Monica Macaulay

MWF 1:20-2:10

This course will take a global look at language endangerment, revitalization, and reclamation. Among the topics to be considered are the situation of languages world-wide, typologies of endangerment, factors causing language shift and loss, the roles of community members and linguists in addressing this problem, and methods of revitalization and endangered language teaching.

Requisite: Ling 101/301

Ling 373: Data Science and Statistics for Linguists

Professor Eric Raimy

MWF 11:00-11:50

This course provides an introduction to descriptive statistics, visualization, and hypothesis testing for linguistic data through the use of RStudio. Students will learn about the collection, organization, manipulation, classification, and visualization of different types of data. Both continuous and discrete data types will be covered and identifying appropriate statistical approaches to both will be developed. All data will come from different subareas of linguistics such as phonetics, phonology, sociolinguistics, and syntax. Students will learn fundamental statistical methods and topics in order to support future acquisition of more sophisticated statistical methods.

Requisite: Ling 101/301

Ling 690: Capstone in Linguistics – Linguistic Relativity

Professor Laura Horton

TR 2:30-3:45

Social Science

This course will focus on the theory of linguistic relativity; the proposal that the grammatical structure of your language can influence and shape your cognition. Students will learn about the history of linguistic relativity which was first developed by Edward Sapir and Benjamin Lee Whorf as a result of Whorf's study of the tense system in Hopi. Following this historical/theoretical introduction, students will explore contemporary approaches to test the relationship between language and cognition, comparing two approaches to the topic: domain-centered versus structure-centered. Finally, students will design a study to test a research question in language and cognition.

Requisite: Ling 310, 322, and 330

African 407: Language, Gender, and Sexuality in African Contexts

Professor Katrina Daly Thompson

TR 11:00-12:15

How are gender and sexuality constrained, constructed, performed, and resisted in and through language? We will address these issues through readings and discussion of theories of language and gender, queer linguistics, and feminist discourse analysis, alongside case studies in sociocultural linguistics and linguistic anthropology from Africa.

Prereq: Sophomore standing and African 204

Eng 318: Second Language Acquisition

Vatcharit Pond Chantajinda

MW 4:30-5:45

Systematic study of how people learn ESL and other second languages. An interdisciplinary survey emphasizing research in linguistics, psychology, education, and sociology into the phenomenon of second language acquisition.

Requisite: Sophomore standing

Eng 319: Language, Race, & Identity

Professor Thomas Purnell

MWF 12:05-12:55

Bio Sci or Social Sci, Ethnic Studies

Relation of culture and genetics to formal properties of human language; consideration of American English dialects and language disorders. Topics include: biological basis of language disorders; racial affiliation and social identity; maintenance of social boundaries; politics of education, speech therapy.

Requisite: Sophomore standing

Eng 320: Linguistic Theory and Child Language

Professor Jacee Cho

TR 2:30-3:45

An introduction to the linguistic study of child language within the generative theory. According to this theory, humans are born with genetically determined linguistic knowledge called Universal Grammar, which guides children in learning language. Learn the basic concepts of the generative theory and learn to apply them to the study of child language. Topics include universal linguistic principles that govern children's acquisition of syntax and semantics and cross-linguistic influence in children acquiring more than one language from birth or early childhood. Discuss empirical research studies testing the Universal Grammar theory of language acquisition.

Requisite: Sophomore standing

Span 430: Spanish in the US

Professor Fernando Tejedó-Herrero

MWF 11:00-11:50

Focus on the Spanish language in the United States from a sociolinguistic perspective. Comprises three goals: 1) presentation of the main linguistic characteristics represented in the Spanish of the United States (from both speakers that brought their variety from their home country, and Spanish speakers born in the United States); 2) examination of the main aspects related to the acquisition of Spanish as a minority language and phenomena related to English-Spanish language contact; and 3) understanding the socio-cultural aspects connected with the presence and vitality of Spanish in the United States (e.g., Spanish in the public, political, and educational contexts; linguistic identity, linguistic discrimination).

Requisite: Spanish 225

GRADUATE SEMINAR

Ling 977: Seminar – Laryngeal Realism

Professor Joseph Salmons

W 2:25-5:25

Laryngeal Realism (Iverson & Salmons 1995, Honeybone 2005) proposed a basic revision to our understanding of phonological contrasts in voicing, aspiration and related features. This view has developed dramatically in recent years, with increasing attention to sound change, the relationships between phonetics and phonology, and language acquisition, among other issues. This seminar offers an opportunity to continue that work and to expand the range of languages examined.

See our [Upcoming Courses](#) page for the full list of linguistics courses offered across campus!