

LINGUISTICS PROGRAM COURSE DESCRIPTIONS

Fall 2021

Course times and instructors subject to change. Master Schedule has the most up-to-date information.

LING 101: LINGUISTICS I: INTRODUCTION TO LANGUAGE (three sections)

SATISFIES GLOBAL/SOCIAL SCIENCE (GSS) CAROLINA CORE REQUIREMENT

This course introduces students to contemporary issues in the field of linguistics. Among the broad range of existing subfields of linguistics, this course will focus on the socio-cultural and cognitive-behavioral dimensions of language. We will explore how languages are defined (What is language? Do non-human animals use language? Is sign language a real language?), how ways of speaking differ (Who speaks Standard English? Why do some speakers sound more intelligent and more beautiful than others? What does our speech say about who we are?), how we learn language (Do we need to teach children how to speak? Why is it so hard to learn a second language?), how language is represented in the brain (Which parts of our brain are devoted to words and which parts to grammar? How do we process language?), and why languages matter in our world (How can we use language strategically? Why should they be saved?).

By the end of this course, students should be able to:

1. Identify, evaluate, and challenge common linguistic misconceptions regarding what language is, how languages are learned, and how different social groups speak.
2. Demonstrate an awareness of the diversity of the world's languages and of the human experiences shaped by these languages.
3. Critically evaluate how language relates to social value, prejudice, and worldview.
4. Engage in critical, scientific, and comparative analyses of language structures and conventions across diverse languages and dialects.
5. Define basic theoretical concepts in sociolinguistics and psycholinguistics.

LING 240: LANGUAGE CONFLICT & LANGUAGE RIGHTS (four sections)

SATISFIES VSR VALUES, ETHICS, AND SOCIAL RESPONSIBILITY CAROLINA CORE REQUIREMENT

Whether arising through conquest and colonization, immigration, enslavement, or the creation of a political state that ignores "natural" ethnic territories, linguistic minorities have existed at least since the dawn of history. Virtually without exception, where there exists a linguistic minority, there exist issues related to the rights of the minority to use its language freely and without prejudice. In this course, Language Conflict and Language Rights, we will explore the issues surrounding linguistic human rights, the fundamental right to use one's language and the efforts that have been made to both secure those rights and deny them through official legislation and unofficial actions. Examples will be drawn from state history, national issues, and international issues.

The overall goal of the course is to examine the issues surrounding language rights and how these are integral to human rights in general and an individual's definition of personal and cultural identity. We will do this by examining a variety of case studies of the abridgment of language rights locally, nationally, and internationally. As a backdrop to this, we will first explore a number of facets of language, including some basic facts about language; the role of language in defining one's identity, language and culture, dialects, language attitudes, bilingualism, second language acquisition, and others.

This course will define the concept of language rights from a linguistic perspective, will cover language and nationalism with special reference to the situation in the United States, will survey geographically and linguistically disparate language rights cases, will connect all this to issues of language vitality and revival, and will consider the ramifications of language rights to language planning.

LING 242: LANGUAGE & HUMOR (SCHC students only)

This course will explore current perspectives on humor in the contexts of (i) American and European traditions of humor, (ii) racial, ethnic, religious, and gender-based humor in general, and (iii) the current social and political climate that questions the purposes and legitimacy of such humor. Situating racial, ethnic, religious, and gender humor in a present-day milieu of heightened sensitivities, it will explore the boundaries between identity and offense. This course will compare and contrast different categories of humor, as well as explore the tensions between sincere characterization and offensive caricature in the realm of humor discourse.

LING 300/ANTH 373/PSYC 470: INTRODUCTION TO LANGUAGE SCIENCES (three regular, one SCHC sections)

Linguistics is roughly divided into two subfields- language and the brain, and language and society. The first half of

this course, after establishing the definition and the nature of human language, will focus on how languages are done in the brains of their speakers. We will be introduced to phonetics, phonology, morphology, syntax and semantics of human languages using data from a variety of languages, including English. In the second half of the class, we will be focusing on aspects of language use: discourse analysis, stylistics, child and adult language acquisition, sociolinguistics, dialectology, and the political economy of languages in today's world. Upon completing this class, students will have been exposed to the most important aspects of all of these subfields of linguistics, and be able to conduct their own analyses on language as they encounter it in the world.

LING 301/ENGL 389: THE ENGLISH LANGUAGE (two sections)

This course introduces students to the field of linguistics with an emphasis on the English language. It will provide a broad survey of various aspects of language structure and language use in order to develop analytical skills that are useful to both linguists and non-linguists interested in language issues. Students will learn how to analyze and describe languages, apply basic analytical techniques to language data, understand what we know when we "know" a language, and explore what language reveals about human beings, their histories, and their cultures.

LING 305/WGST 389: TOPICS: LANGUAGE, GENDER & SEXUALITY

This course explores the relationship between language, gender, and sexuality and how language use mediates the social constructions of gender and sexuality, in daily practice and in social institutions. Drawing on interdisciplinary scholarship, the course provides a broad perspective and tools for the study of gender, sexuality, and linguistic practice.

Topics covered will include: ideologies of gender and language, cultural definitions and 'borders' of "masculinity" and "femininity" and their relationship to language use, gendered patterns in conversation, politeness, and meaning making, linguistic innovation and self-determination within gender-diverse speech communities, and the interaction between language, gender, sexuality and other aspects of identity. We will cover the different theoretical and methodological approaches that have developed in the last four decades to understand the complex role language plays in producing, sustaining, and perpetuating gender and sexual divisions in society, as well as the potential to challenge and transform them.

LING 305: TOPICS: ETHICS IN THE LANGUAGE CLASSROOM

This course explores the ethical issues related to global languages like English. Language education is a multi-billion-dollar industry, with incentives for native speakers to become language teachers in their own country and abroad growing every year. Accordingly, the number of public and private language education programs has skyrocketed over the past few decades. Unfortunately, ethics is often not incorporated into such programs, leaving instructors ill-equipped to mitigate the inequality inherent to teaching global languages.

In this class, we will investigate ethical issues related to teaching a global language as well as the benefits of ethically informed teaching practices. Additionally, we will examine how uncritical educational practices can adversely affect students' cultural and social identities. We will also examine how ethical teaching practices can lead to more objective language assessment and more inclusive language policies that can enrich students without devaluing their local cultures and linguistic practices.

LING 314/SPAN 317: SPANISH PHONETICS & PRONUNCIATION (taught in Spanish)

Analysis of and practice in pronunciation, listening comprehension and dialect recognition based on the study of the speech sounds, combinations, patterns, and processes of Spanish phonetics and phonology.

Objectives: *To analyze and practice pronunciation and listening comprehension.* Learning the sound system of Spanish well is typically quite difficult for most English-speaking students. This course is designed to help you master Spanish pronunciation, and to help in this aim you will be exposed to the area of linguistics called phonetics, the study of speech sounds, and to phonology, how we understand the sounds of our language and the combinations they form. We will see that the same or similar sounds may be interpreted differently in English and Spanish, and throughout this course we will contrast these two languages. In this course we will be concerned primarily with articulatory phonetics, the description of how sounds are produced in the mouth and throat. We will describe sounds by their place and manner of articulation and practice phonetic transcription (both broad and narrow) of the major dialects of Spanish using the set of symbols employed to represent speech sounds,

the International Phonetic Alphabet (IPA). We will also see how these sounds interact in Spanish (and English) to form the sound system of the language. Armed with this knowledge and practicing these sounds, your pronunciation will improve dramatically, including that of such obvious markers of nonnative status as the pronunciation of vowels, rr and other difficult sounds for the English speaker; and you will more easily recognize and identify different accents and dialects. Additionally, we will analyze and come to understand the systems of spelling and accents in Spanish, which are actually valuable tools to the learner in knowing how to speak and write correctly.

LING 340/ANTH 355: LANGUAGE, CULTURE & SOCIETY

In this introductory course we will be exploring the relationship between language, culture, and communication as it has been theorized and analyzed within linguistic anthropology, one of the four main fields of American Anthropology. You will learn about what scholars have had to say on the subject, past and present, as well as gain hands-on-experience in what linguistic anthropologists actually do. I encourage you to bring your questions and queries to class and share them with your peers and me as we problematize the naturalized, and seemingly transparent systems of communication that shape our lives.

Upon completion of Anthropology 355/Linguistics 340 students should be able to:

- 1) Identify and apply basic concepts and terminology from linguistic anthropology;
- 2) Distinguish different units and levels of linguistic and discourse structure;
- 3) Recognize the ways language and culture are interdependent.
- 4) Understand some of the methods used in and the goals of linguistic anthropology and sociolinguistics.
- 5) Trace the historical trajectory of the discipline of linguistic anthropology as well as the different emphases and approaches to the study of language and culture;
- 6) Develop critical thinking skills that will facilitate the interpretation of professional publications;
- 7) Apply basic methods in linguistic anthropological research both short exercises and a group project that will allow them to synthesize research findings, develop and argument in accordance with linguistic anthropological approaches, and employ anthropological writing conventions.

Audience: Undergraduate students, no prerequisite, not limited to anthropology / linguistics.

LING 345: LANGUAGE IN THE USA

In this course, students will examine the structure, history, and use of language varieties in the U.S. and explore the ways in which region, social class, age, gender, sexuality, race, and ethnicity contribute to its diverse linguistic fabric. Issues such as dialect diversity, language ideology, linguistic discrimination, multilingualism, and language in education will be explored through class readings, lectures, discussions, audio and video resources, and student research.

LING 405: TOPICS: (IM)POLITENESS THEORY (SCHC students only)

This course looks at the main theories of linguistic politeness that have been proposed over the last forty years, including the influential Brown and Levinson (1987) theoretical framework that theorizes politeness in terms of a sociological notion of "face" and the more pragmatically oriented theory of Leech (1983) that appeals to maxims of politeness. We will look at the challenges to these frameworks, especially from scholars who challenge the universality of these theories or who study politeness in intercultural settings. We will also look at more recent developments of these frameworks to investigate impoliteness, which has become especially pressing in the age of computer-mediated discourse and the rise of cyber-bullying, and the promulgation of hate speech online. Additional topics that will be covered include experimental and corpus studies of linguistic (im)politeness, the role of metaphor in conveying (im)politeness, mock impoliteness and banter, and the ways in which linguistic (im)politeness varies across historical eras.

LING 421/ENGL 450: ENGLISH GRAMMAR

An intensive survey of English grammar: sentence structure, the verbal system, discourse, and transformations. Also discussed are semantics, social restrictions on grammar and usage, histories of various constructions, etc. Please read Chapter 1 of the textbook before the first class meeting. ONE midterm, final exam, frequent homework assignments.

LING 431: DEVELOPMENT OF THE ENGLISH LANGUAGE

Have you ever wondered why Shakespeare's English sounds so different from what we speak today? Or have you

ever picked up an untranslated copy of Beowulf and wondered why even the letters look different? In this class we will survey the major characteristics of each stage of English, by looking at extant forms of the language, from Old, Middle, Early Modern, and Contemporary stages to explore the changes which occurred in each period to produce today's language. We'll focus on the mechanisms of change in the phonology, morphology, syntax, and the lexicon, and trace their most relevant and wide-spread changes across the history of English, to discover how that became this.

LING 440: LANGUAGE IN SOCIETY

This course examines language in social life and the social basis of linguistic patterns. We will investigate language use within and across social groups and contexts, focusing on how language reflects and creates speakers' memberships, relationships, and identities. Some of the issues we will address include why women and men speak differently, how using a 'Southern accent' can help or hurt, and what happens when languages come in contact. Students will learn to think critically about their everyday sociolinguistic experiences using concepts and methods from the course. Special attention will be given to dialects and styles in U.S. settings.

LING 505: TOPICS: SPEECH AND LANGUAGE PROCESSING

This course examines the mental representation and processes involved in speech and language processing, including the production, comprehension and storage of spoken and written language. This course focuses on how infants perceive ambient speech and how adults carry out the everyday but complex tasks involved in generating an utterance from an idea or in deriving a meaning from a sentence. The data from observation, from experiments, and more recently from brain imaging have contributed significantly to our understanding of the uniquely human ability to communicate through language. This course will highlight some key findings from the field (e.g., retrieving a word from the mental lexicon, spoken word recognition, sentence parsing, meaning built-up, etc.). The course primarily focuses on first language processing. Occasionally, second language processing will be discussed as well.

LING 530: LANGUAGE CHANGE

The course is designed as a detailed introduction to the subfield of historical linguistics. We will examine the different types of language change: phonological, morphological, syntactic, and semantic. We will discuss the different types of evidence available, methods of historical linguistics, and models of reconstruction. There will also be attention paid to factors affecting language change, like the interplay of dialect and standard language and other sociolinguistic factors.

LING 650: INTRODUCTION TO MORPHOLOGY

Master's and doctoral core course requirement

The course will cover basic concepts of morphology, rules, lexicon, inflection and derivation, productivity, morphological trees, inflectional paradigms, words and phrases, morphophonology, morphology and valence, frequency effects in morphology.

LING 720: INTRODUCTION TO SYNTAX

Master's and doctoral core course requirement

This course is an introduction to formal syntactic theory and is aimed at developing an understanding of the fundamental ideas, concepts and terminology currently used within the field of formal syntax. Though focusing mainly on the syntax of English the course will investigate universal principles of sentence structure ranging from the basic structure of clauses to derived syntactic constructions. In addition to introducing current analyses of sentence structure, the course will emphasize syntactic argumentation as well as linguistic generalizations.

LING 730: HISTORICAL LINGUISTICS

The course is designed as a detailed introduction to the subfield of historical linguistics. We will examine the different types of language change: phonological, morphological, syntactic, and semantic. We will discuss the different types of evidence available, methods of historical linguistics, and models of reconstruction. There will also be attention paid to factors affecting language change, like the interplay of dialect and standard language and other sociolinguistic factors.

LING 740: INTRODUCTION TO SOCIOLINGUISTICS

This course examines the relationship between language and society, with a primary focus on regional variation and social variation resulting from the interaction between language and various social constructs such as gender, class, culture, and ethnicity. We will also examine the social and linguistic ramifications of language contact and language

change. And we will explore the nature of conversational interaction. Finally, we will consider language attitudes and how notions of power and prestige influence societal evaluations of language varieties.

LING 746: SOCIOPHONETICS

Speakers constantly index aspects of their identity not only through the content of their utterances but through the form the utterance takes. Sociophonetic research examines the intersection between variation in phonetic/phonological form and social factors (such as a speaker's region, age, group identity, ethnic background, sexual orientation, level of education, and the like.) It is concerned not only with the acoustic production of variation but also with the effects of sociophonetic variation on speech perception, on language change, and on language acquisition. This course provides an introduction to both the principles and practices of this relatively young field.

LING 792: PRINCIPLES OF INSTRUCTED SECOND LANGUAGE ACQUISITION

An analysis of instructed second language acquisition (SLA). This course explores the historical development and up-to-date findings in foreign/second language learning research and applies that knowledge to classroom teaching methods. Students will be expected to conduct an empirical investigation of variables of language learning and consider their implications on pedagogy.

LING 796: TEACHING READING & WRITING FOR TESOL

Speakers constantly index aspects of their identity not only through the content of their utterances but through the form the utterance takes. Sociophonetic research examines the intersection between variation in phonetic form and social factors (such as a speaker's region, age, gender identity, ethnic background, sexual orientation, level of education, etc.) It is concerned not only with the acoustic production of variation but also with the effects of sociophonetic variation on speech perception, on language change, and on language acquisition. This course provides an introduction to both the principles and practices of this relatively young field.

LING 805: TOPICS: SPEECH & LANGUAGE PROCESSING

This course examines the mental representation and processes involved in speech and language processing, including the production, comprehension and storage of spoken and written language. This course focuses on how infants perceive ambient speech and how adults carry out the everyday but complex tasks involved in generating an utterance from an idea or in deriving a meaning from a sentence. The data from observation, from experiments, and more recently from brain imaging have contributed significantly to our understanding of the uniquely human ability to communicate through language. This course will highlight some key findings from the field (e.g., retrieving a word from the mental lexicon, spoken word recognition, sentence parsing, meaning built-up, etc.). The course primarily focuses on first language processing. Occasionally, second language processing will be discussed as well.