

LINGUISTICS PROGRAM COURSE DESCRIPTIONS

Spring 2020

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

LING 101: LINGUISTICS I: INTRODUCTION TO LANGUAGE

TR 4:25 – 5:40; LIU, Q.

or MWF 12:00 – 12:50; RUBINA

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 205: TOPICS: LANGUAGE AND THE NEW MEDIA

MWF 12:00 – 12:50; MCCULLOUGH

Explore how the internet and its users are reconfiguring how we understand notions of identity, community, and social power through language. We will ask and answer questions like: Where do memes come from and why are they important? Can we ever truly own or control our own identities and information on the internet? How has the internet changed and shaped the way we communicate and interact with one another? This course examines a variety of online environments and how digital citizens navigate notions like authenticity, authority, access, and agency through texts and media.

LING 205: TOPICS: KOREAN POPULAR CULTURE AND LANGUAGE

TR 10:05 – 11:20; CHUN

Explore South Korean popular culture and language with Unnie/Noona! ^o^. What does Korean popular culture tell us about language, identity, and culture? By examining South Korean cultural genres and products, including television serials (dramas), popular music (K-pop), and dishes, this course will introduce students to linguistic and anthropological concepts, such as

code-switching, crossing, accent, language competence, hybridity, authenticity, transnationalism, and globalization, in addition to exploring how Korean popular culture intersects with race, class, gender, and sexuality.

LING 240: LANGUAGE CONFLICT AND LANGUAGE RIGHTS

MWF 10:50 – 11:40; MCCULLOUGH

or MWF 1:10 -2:00; MCCULLOUGH

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 AND HUMOR

TR 1:15 – 2:30; DUBINSKY (restricted to SCHC students)

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 / PSYC 470 / ANTH 373: INTRO TO LANGUAGE SCIENCES

MW 2:20 – 3:35; SONG

or MW 5:30 – 6:45; SONG

or TR 10:05 – 11:30; TASSEVA (restricted to SCHC students)

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

MW 2:20 – 3:35; RUBINA

MW 3:55 – 5:10; BREWER

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: TOPICS: CONSTRUCTED LANGUAGES

MWF 1:10 – 2:00; BREWER

The average television/movie viewer is exposed to conlangs with ever-growing frequency—from Klingon to Elvish to Dothraki and Valyrian. However, the art of language construction has a long history, with thousands of people around the world engaging in this hobby every day. In this course, you will learn to envision and construct a fully functioning language on your own. You will also familiarize yourself with the basics of general linguistics, developing a fuller understanding of the underlying structure of language. Qapla'!

LING 305: TOPICS: CHINESE LANGUAGE AND SOCIETY

MW 2:20 – 3:35; LIU, J.

China has been undergoing drastic social changes for about four decades as a result of globalization. Chinese discourse has not only been an important force for social changes in China, but itself is also in a constant state of change. This course will discuss the structure of Chinese language and its development in Chinese society and the discourse. This course takes perspectives not only from formal linguistics but also from applied linguistics, functional linguistics and social linguistics to describe and analyze the language forms in various social contexts and its construction of the related discourse.

LING 314/SPAN 317: SPANISH PHONETICS & PRONUNCIATION

TR 11:40-12:55; HOLT (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 395/ENGL 439/ANTH 391: TEACHING ENGLISH ABROAD

MW 3:55 – 5:10; WARREN

You will work with English as a second language learners and veteran teachers here at USC. You will have hands-on experiences while you develop your knowledge and skills for teaching and global travel. Please join us as we explore the excellent opportunities of English Language Teaching! There are no prerequisites for this course.

LING 421/ENGL 450: ENGLISH GRAMMAR

TR 11:40 – 12:55; LIU, Q

What is "grammar"? Do we use grammar the same way when texting a close friend and writing an email to a professor? Is the grammar used in newspaper articles different from what we use in daily conversations? Is there a correct English grammar that we should adhere to for all communicative purposes and in all contexts? ENGL 450/ LING 421 answers all these questions with reference to a 40 million words corpus (a large collection of computerized written and spoken texts). Students will gain competence in analyzing English grammar by following a step-by-step process: morphemes, words, phrases, clauses, sentences, and discourse. This course will also help you gain a new perspective of English grammar and apply it to promote your academic, professional, and personal growth and success.

LING 472/FORL 472: TECHNOLOGY FOREIGN LANGUAGE EDUCATION**MW 5:30 – 6:45; MORENO**

Meets with FORL 772/LING 772 This course will acquaint students with the principles and practices concerning the use of technology in foreign language education. Its main focus will be to explore the connection between Second Language Acquisition theories and the implementation of current technologies with a focus on web 2.0 tools. Specifically, we will examine ways in which technology can be used to support the development of communicative competence as learners engage in the process of acquiring another language. Open to students of any specialization, this course aims to cover the essentials that language educators need in the field of second language education.

LING 541 / ENGL 439 / WGST 555 / ANTH 555: LANGUAGE AND GENDER**TR 2:50 – 4:05; CHUN**

This course provides an overview of how socialized ideas about gender are connected to language use and perception. Drawing from empirical and theoretical research in sociolinguistics and related fields, this course addresses a range of issues, including (1) gender differences in pronunciation, grammar, and conversational interaction; (2) the relationship between language, gender, and other social constructs, such as class, culture, power, and politeness; (3) the relationship between language, gender and sexuality; and (4) sexism in language.

LING 548/GERM 518: GERMAN SOCIOLINGUISTICS**TR 1:15 – 2:30; GOBLIRSCH**

The course will give students an overview of the field of German sociolinguistics. As an introductory course in the area, there will be some attention to basic concepts of sociolinguistics. Included will be the following topics: variation in Modern German, traditional German dialectology and dialect geography, language and society, standard and colloquial speech, national varieties, multilingualism in the German-speaking countries, German in contact with other languages. Previous knowledge of German is preferred, but not required.

LING 567/PSYC 506: PSYCHOLOGY OF LANGUAGE**TR 1:15 – 2:30; ALMOR**

Psycholinguistics is the scientific study of the processes and mental representations that underlie people's language ability. This class will look at various aspects of language processing including comprehension, production, acquisition, and underlying brain mechanisms. We will also look at language impairments, reviewing how particular patterns of breakdown can reveal how the normal system works. In each area, we will review current theories of the underlying processes and review the main experimental evidence cited in support of different theories.

In addition to learning about human language processing, this course will also provide students with tools to understand and critically evaluate theories of mental processes as well as the relation between theoretical ideas and experimental evidence. More specifically, students will get considerable practice in forming specific hypotheses on the basis of general theoretical ideas, identifying appropriate methods to test these hypotheses, and critically evaluate the results obtained from applying these methods for the hypotheses and theoretical ideas.

LING 570/PSYC 589: LANGUAGE DEVELOPMENT

TR 2:50 – 4:05; TASSEVA (restricted to SCHC and graduate students)

This course covers the language development, both monolingual and bilingual from birth to early elementary school years. We will take a psycholinguistics perspective to the issue and explore avenues in which monolingualism and bilingualism are the same, yet take differential developmental paths and lead to more or less different outcomes.

LING 710: INTRODUCTION TO PHONOLOGY

T 4:25 – 7:10; DALOLA

Fulfills masters and doctoral core course requirement

This course is designed to introduce graduate students to the field of phonology. The course begins with articulatory phonetics to familiarize students with the symbols used to represent the sound patterns of a language. It then introduces fundamental concepts of phonology: features, rules, derivations. The last part of the course completes the introduction by exposing students to suprasegmental structure: syllables, stress and tone. Students develop phonological analysis and argumentation skills through problem-solving, examining sound patterns from a variety of languages.

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

1. Do basic phonological analyses:

- examine a set of phonological data and extract regular sound alternations
- construct a formal hypothesis (on a sound alternation) and test it
- present a valid argument to support hypothesis

2. Discuss the evidence for the different levels of phonology (featural, segmental, syllabic, metrical, tonal)

3. Discuss the motivations for major paradigm shifts in phonology (linear to non-linear, and later rule-based to constraint-based approaches)

LING 721: SYNTACTIC THEORY

TR 2:50 – 4:05; DUBINSKY

Fulfills masters and doctoral core course requirement

Description:

This course will survey various aspects of syntactic structure across a wide range of languages, in order to distill an understanding of theoretical approaches to these.

Outcomes:

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

- Understand the applications of syntactic analysis
- Gain further understanding of the fundamental principles of syntactic theory
- Be able to distinguish between theoretical claims and the formalisms used to express them
- Develop a critical understanding of linguistic (syntactic) argumentation
- Develop a paper that provides an analysis of a class of syntactic phenomena in a language (or languages)

LING 729/PHIL 717: PRAGMATIC THEORY

R 4:25 – 7:10; BEZUIDENHOUT

We will begin by looking at two very general frameworks for thinking systematically about how we are able to use language to communicate messages whose content often far outstrips the literal meanings of the words used to convey those messages. In particular, we will look at Larry Horn's neo-Gricean "Manichean" theory and Dan Sperber & Deirdre Wilson's Relevance Theory. We will then zoom in and look at various categories of implicitly conveyed contents. The focus in this part of the course will be on semantic underspecification and contextual enrichment, generalized conversational (especially scalar) implicatures, and backgrounded versus at-issue contents. We will ask how these phenomena are accommodated within these pragmatic frameworks and the extent to which additional tools from formal pragmatics are needed to provide adequate explanations. Textbook: Ariel, M. (2010). *Defining Pragmatics*. Cambridge U. Press. ISBN 9780521732031.

LING 748/ANTH 748: INTRODUCTION TO LINGUISTIC ANTHROPOLOGY

F 9:00 – 11:45; REYNOLDS

Course description:

This course provides a comprehensive introduction to the emergence of linguistic anthropology as one of the four core subfields within Anthropology, its relationship(s) to sociolinguistics, (critical) discourse analysis, and conversation analysis. Emphasis will be placed on the scholarly contributions that this tradition has made to social theory as well as theories of language and discourse.

Methods of Evaluation:

1) Attendance & Participation	10%
2) Seminar Facilitation	10%
3) Annotated bibliography	20%
4) Critical Essay	20%
5) <u>Final Paper</u>	40%
	100%

Course Presentation:

Seminar format drive by student led presentations of prescribed readings on a particular topic.

Audience: Graduate students in linguistics, anthropology, education, and other related fields interested in the social scientific examination of language in context.

LING 772/FORL 772: TECHNOLOGY FOREIGN LANGUAGE EDUCATION

MW 5:30 – 6:45; MORENO

Meets with FORL 472/LING 472

This course will acquaint students with the principles and practices concerning the use of technology in foreign language education. Its main focus will be to explore the connection between Second Language Acquisition theories and the implementation of current technologies with a focus on web 2.0 tools. Specifically, we will examine ways in which technology can be used to support the development of communicative competence as learners engage in the process of acquiring another language. Open to students of any specialization, this course aims to cover the essentials that language educators need in the field of second language education.

Courses in other departments of possible interest to Linguistics graduate students

GERM 7110: OLD HIGH GERMAN

F 12:00 - 2:30; GOBLIRSCH

Students will read and translate texts from Old High German, coordinated with learning about the structure of the language, in preparation for historical and comparative linguistic research in the Germanic languages.