LINGUISTICS PROGRAM COURSE DESCRIPTIONS
Summer Session E (June 3 - June 27, 2014)

LING 101: LINGUISTICS I: INTRODUCTION TO LANGUAGE
MTWRF 10:05-12:05; BEAVER

*THIS COURSE FULFILLS THE GLOBAL/SOCIAL SCIENCE (GSS) 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.

Summer Session J (July 07 – August 5, 2014)
LING 505: TOPICS: RESEARCH METHODS IN DIGITAL HUMANITIES
MTWR 10:30-12:45; DUBINSKY

Research programs of many scholars in the humanities and social sciences involve documentation of culture. This includes folk lore, religion, history, music, language, etc. Important information often resides in public and personal narratives and in musical or theatrical performance. Preserving and providing open access to scholars and interest individuals is a critical aspect of documentation. In the current environment, Internet access to digital material is a primary component of this work. This research methods course for graduate students and faculty is built around the contributions of Provost’s Visiting Scholar, Professor William D. Davies (University of Iowa), who will share his experience creating the Madurese Digital Folk Tale Archive http://digital.lib.uiowa.edu/madurese/.

Summer Session H (July 07 – July 30, 2014)
LING 101: LINGUISTICS I: INTRODUCTION TO LANGUAGE
MTWRF 10:05-12:05; BEAVER

*THIS COURSE FULFILLS THE GLOBAL/SOCIAL SCIENCE (GSS) 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 301/ENGL 389: THE ENGLISH LANGUAGE
MTWRF 2:50-4:50; DISTERHEFT
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 421/ENGL 450: ENGLISH GRAMMAR
MTWR 5:00-7:15; WARREN
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 600/ENGL 680/ANTH 600: SURVEY OF LINGUISTICS
MTWRF 2:50-4:50; HOLT
Survey of core areas of linguistics and extensions to closely related disciplines. Introduction to the linguistic component of human cognition. Formal description and analysis of the general properties of speech and language, the organization of language in the mind/brain, and cross-linguistic typology and universals.
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:

6. Identify, evaluate, and challenge common linguistic misconceptions regarding what language is, how languages are learned, and how different social groups speak.

7. Demonstrate an awareness of the diversity of the world’s languages and of the human experiences shaped by these languages.

8. Critically evaluate how language relates to social value, prejudice, and worldview.

9. Engage in critical, scientific, and comparative analyses of language structures and conventions across diverse languages and dialects.

10. Define basic theoretical concepts in sociolinguistics and psycholinguistics.

Web 2.0, the realm of applications that allow for user generated content is currently one of the most important forms of human interaction. This course will analyze how humans are adapting language to new uses in Web 2.0, sometimes referred to as “New Media.” By looking at data from and studies about sites such as Facebook, Twitter, YouTube, Wikipedia, Flickr, Craig’s List, and Foursquare as well as media such as text messaging and smart phone apps, students will appreciate the tension between standard and non-standard varieties of language, the role language plays as a resource for constructing on-line identities, rhetorical effects of language choices, and the creation, reproduction and contestation of ideologies using language. Although other languages will be considered, we will be focusing on how the ways in which people use the English language are changing, and how enduring those changes might be.
This course will study linguistic anthropology through the lens of popular culture, while learning about different levels of linguistic form and discourse structure. We will explore the ethnography of communication through play and performance, discursive and semiotic practices (stylization, mocking, code switching, crossing, entextualization, etc.), and varieties of language invoked in popular cultural forms that provide resources for cultural reproduction and contestation.

LING 300/ANTH 373/PSYC 470 INTRODUCTION TO LANGUAGE SCIENCES (two sections)
MW 5:30-6:45; staff
TR 8:30-9:45 (SCHC sections only); BEZUIDENHOUT
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)
TR 6:00-7:15; staff
MW 5:30-6:45; staff
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 314/SPAN 317: SPAN 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 340/ANTH 355 – LANGUAGE, CULTURE & SOCIETY
MWF 9:40 – 10:30; REYNOLDS
In this introductory course we will be exploring the relationship between language, culture, and communication as it has been theorized and analyzed within the subfield of linguistic 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. We will examine together a range of issues: (1) The ways that languages differ; (2) language and cognition; (3) how theories of language are implicated in theories of culture; (5) language acquisition and socialization; (4) the relationship between speech, social class, race, and gender; (5) the politics of language use and identity.

LING 345/ENGL 370: LANGUAGE IN THE USA
TR 11:40-12:55; WELDON
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 421/ENGL 450: ENGLISH GRAMMAR
MW 2:20-3:35; TASSEVA
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/ENGL 453: DEVELOPMENT OF THE ENGLISH LANGUAGE
TR 2:50-4:05; DISTERHEFT
The major characteristics of each stage of English from Pre-Old English through Old, Middle, Early Modern, and Contemporary; the changes which occurred in each period to produce today’s language. We’ll focus on the mechanisms of change in the phonology, morphology, lexicon, and syntax to see how each of these parts of the grammar change from one period to another.

Course requirements: weekly homework assignments; one midterm; one final exam.

Prerequisite: None, although LING 300 or 301 would be helpful.

LING 502/FREN 517: FRENCH LINGUISTICS
TR 10:05-11:20; DALOLA
This course is designed to give advanced undergraduates and graduate students an overview of the phonology, morphology, syntax; and semantics of the French language. It will also examine the pragmatic and sociolinguistic features of the language. Classes will be conducted in French and will consist in informal lectures and discussion. No prior background in linguistics is needed. Grades will be based on four exams (including a final exam), class participation, and a paper for graduate students.

LING 504/SPAN 515: INTRODUCTION TO SPANISH LINGUISTICS
R 5:00-7:45; MORENO
(taught in Spanish)
El objetivo principal de este curso es una comprensión lo más amplia posible del lenguaje humano: qué es, para qué lo usamos y cómo funciona. Estas preguntas quizá parezcan triviales ya que todos sabemos cómo usar el lenguaje y cómo hacerlo funcionar. Sin embargo, a lo largo de este curso descubrirán que hay una gran diferencia entre saber hacer funcionar el lenguaje y saber cómo funciona.

Algunas de las preguntas que trataremos son: ¿Qué significa “saber una lengua”? ¿Qué significa “saber español”? ¿En qué difiere el español de las otras lenguas? ¿En qué se parece? ¿Debemos seguir hablando de una lengua, “el español”, o de varios “españoles”? Este curso presentará a los estudiantes las diferentes áreas en que está dividida la lingüística española y los problemas de los que se ocupa cada área.

Al analizar las estructuras gramaticales del español (en el sentido más amplio de este término) y hacer comparaciones con las del inglés, lograremos una mayor comprensión de cómo funciona la lengua española (y en menor grado, el inglés), y como consecuencia podremos anticipar mejor las preguntas de nuestros alumnos y contestarlas con precisión, exactitud y confianza.

LING 530: LANGUAGE CHANGE
TR 10:05-11:20; DISTERHEFT
An introduction to the facts of and basic approaches to language change. Topics include changes in the grammar (phonology, morphology, syntax, semantics) plus others like analogical change, the comparative method, internal reconstruction, distant genetic relationships, areal linguistics, and linguistic prehistory.

Course requirements: 1 midterm exam; final exam; frequent homework assignments.

Prerequisite: Either LING 300, 301, 600 or the equivalent.

**LING 541/ANTH 555/WOST 555: LANGUAGE AND GENDER**  
**TTh 1:15-2:30; WELDON**  
This course explores the relationship between language and gender, providing students with analytical tools for describing and understanding gendered language practices. Drawing from empirical and theoretical studies in sociolinguistics, linguistic anthropology, discourse analysis, and gender studies, we will address a range of issues, including differences between women’s and men’s language, gender performance in everyday conversation, gender images in the media, sexism in language, and the relationship between language, gender, and other social constructs such as sexuality, race, class, power, and politeness. We will move beyond simplistic stereotypes of how women and men speak as we investigate the variety of ways in which both women and men can express their femininities and masculinities through language.

**LING 556/ANTH 556: LANGUAGE AND GLOBALIZATION**  
**TR 10:05-11:20; FELICIANO-SANTOS**

**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 720 INTRODUCTION TO SYNTAX**  
**MW3:55-5:10; DUBINSKY**  
Introduces the fundamental concepts of sentence grammar from a current generative perspective. Identifies significant problems central to any investigation of syntax, and articulates solutions that provide insights into the organization of Universal Grammar. Broadly, the course will cover the following topics: goals of linguistic theory, syntactic argumentation, phrase structure, lexical representations, and transformations.

**DOCTORAL CORE COURSE REQUIREMENT.**

**LING 733/GERM 516: HISTORY OF THE GERMAN LANGUAGE**  
**TR 2:50-4:05; GOBLIRSC**
The course is designed as a detailed overview of the history and prehistory of the German language, including the Indo-European, Germanic, Old High German, Middle High German, Early New High German, and New High German periods. The focus will be primarily on the development of phonology and morphology, to a lesser extent on syntax and semantics. Particular attention will be paid to the development of the standard language and dialects and the relationship of German to the other Germanic languages, including English. There will also be some treatment of the external history of the language, i.e., culture, literature, and political history as it pertains to language. Taught in English.

**LING 739: THE EVOLUTION OF LINGUISTIC THEORY, PRACTICE AND METHODS**
**MW 2:20-3:35; DUBINSKY**
This course focuses on the development of linguistic theory through the 20th century. The first half of the course surveys the history of the discipline through the middle of the 20th c., the second half of the course concentrates on the evolution of generative syntax over the past 50 years.

**LING 790: SECOND LANGUAGE ACQUISITION**
**MW 5:30-6:45; TASSEVA**
This course will survey current theory and research in the field of second language (L2) acquisition. We will explore the concept of an ‘interlanguage’ and what we know about such interlanguage systems from several perspectives: we will look at the extent to which interlanguage grammars are similar to/different from native language grammars (typology/universal grammar), what learning mechanisms might be used by second language learners to develop their L2 proficiency, how interlanguages can be shaped by explicit instruction (instructed SLA), and how individual learner variables affect the L2 acquisition process. In order to explore these issues we will read surveys as well as current empirical articles and will, in this way, learn (a) about the issues that L2 researchers are addressing and (b) the current knowledge that we have about various aspect of L2 acquisition. The course will be a combination of assigned readings, lectures, student presentations, class discussions and projects. Prior knowledge of basic linguistic concepts is assumed. **CORE REQUIREMENT FOR THE TESOL CERTIFICATE, EFL TRACK.**

**LING 792/ FORL 730: PRINCIPLES OF INSTRUCTED SECOND LANGUAGE ACQUISITION AND FOREIGN LANGUAGE TEACHING**
**R4:25-7:15; MALOVRH**
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 795: PRINCIPLES & STRATEGIES FOR TEACHING ESOL**
**T 6:00 – 8:45; ROWE**
This course will survey the teaching of English to speakers of other languages, including the theoretical principles and practical strategies for approaches, methods, techniques, and materials, as they concern elementary, secondary, and post-secondary learners. WRITING

LING 805/ENGL 840: AFRICAN AMERICAN ENGLISH
T 4:25-7:15; WELDON
In this course, we will examine linguistic features and expressive speech events associated with African American English (AAE). We will explore theories about its origins and development. We will consider representations of the variety in literature, music, and the media. And we will discuss language attitudes and the role of AAE in education.

COURSES IN OTHER DEPARTMENTS OF INTEREST TO LINGUISTICS STUDENTS

ANTH 703: ANTHROPOLOGICAL INQUIRY
W 1:10-3:40; REYNOLDS
Course Description:
This course is an introduction to the history of anthropological inquiry; to the analysis of theoretical debates in the discipline; and to the use of anthropological lenses in considering current issues. The focus of the course is distinctly four-field, and the readings and discussions in the course will be relevant to the integrating intellectual themes of the department. We will consider the construction of anthropological theory in historical and social context, and always in relation to practice.

Methods of Evaluation:
Attendance & Participation 30%
Reading Journal 30%
Midterm Group Presentation 10%
Final Paper & Oral Presentation 30%
Total 100

Grading Scale:
A 93 - 100%; B+ 89 - 92%; B 80 - 88%; C+ 76 - 79%; C 68 - 75%; D+ 64 - 67%; D 55 - 63%; F 54% or below
**Course Presentation:**
Seminar format driven by student questions prepared for prescribed readings.

**Audience:**
While this is a required core course for our M.A. and Ph.D. programs in the Department of Anthropology, students from other disciplines are welcomed, and interdisciplinary conversations add a great deal to the course.