Linguistics

Brown Linguistics faculty and students study such topics in a wide range of languages from across the globe and using a wide range of empirical methodologies. Particular strengths of our program include the study of language variation (within a language, across languages, and within society), and the study of meaning, communication, mind and the role of information in the ways languages are structured.

For additional information, please visit the department's website: https://linguistics.brown.edu/

Linguistics Concentration Requirements

Language is a uniquely human capacity that enables us to communicate a limitless set of messages on any topic. While human languages can differ greatly in certain respects, all are intricate, complex, rule-governed systems. Linguistics is the scientific study of these systems, their use for communication in rich social settings, and their cognitive underpinnings. The linguistics concentration at Brown introduces students with the basic concepts in linguistics that are necessary to describe human languages and theorize about them: how sound is organized in language, how sounds and gestures combine to form meaningful units, and how language is used for communication. It encourages students to acquire an appreciation of the different kinds of variation in human languages: what is common to different languages, how languages can differ from one another, and how speech communities and individuals vary in their use of language. It familiarizes students with a wide variety of topics in linguistics, including psycholinguistics, language change, language and society, computational approaches to language, and philosophy of language. Furthermore, the concentration lets students acquire hands-on experience in understanding and solving open-ended questions in linguistics, which would include comparing the merits of competing theoretical approaches, and teaches them how to communicate linguistic arguments effectively in writing and in presentations.

Students who wish to pursue one or more aspects of Linguistics in greater depth than required by the Bachelor of Arts, and to focus on some of the more technical, computational, and/or experimental areas of the field may choose to take a Bachelor of Science in Linguistics instead. Students will form a collection of classes that combines expertise in linguistics and in adjacent fields. For instance, students may combine their interest in linguistics with classes in cognitive science, philosophy, or computer science, with approval from the concentration advisor.

A.B. Requirements (10 courses)

Students are expected to fulfill both breadth and depth requirements. Breadth requirements let students reach common ground understanding of topics in linguistics, and include an introductory gateway course, a class that focuses on phonetics / phonology, a class that focuses on syntax / morphology, a class that focuses on semantics / pragmatics, and a class on language variation. Depth requirements expect students to gain more specialized knowledge in specific domains, by taking additional courses, some of which must be methods / advanced courses, as described below.

Gateway Course		1
LING 0100	Introduction to Linguistics	
Phonetics/Phonology Courses		**1**
LING 1200	Phonology	
LING 1210	Phonetics	
Syntax Courses		**1**
LING 1310	Introduction to Syntax	
LING 1311	Linguistic Variation and Universals	
Semantics/Pragmatics Courses		**1**
LING 1410	Lexical Semantics	
LING 1440	Compositional Semantics	
LING 1412	Pragmatics	
Linguistic Variation Courses		**1**

LING 1500	Sociolinguistics	
LING 0511	Language and Gender	
LING 1311	Linguistic Variation and Universals	
CPSY 0800	Language and the Mind	
CPSY 1650	Child Language Acquisition	
CPSY 1660	Learning Compositional Language	
CPSY 1800	Language Processing	
CPSY 1850	Language Processing in Humans and Machines	
CPSY 1890	Laboratory in Psycholinguistics	
5 additional appropriate electives forming a thematically related set to be determined in consultation with the Concentration Advisor. At least one of these must be drawn from the list of advanced courses listed below, and we strongly recommend that at least one course be an appropriate methods and a topics course. No more than 2 of these courses may be drawn from below 1000 level courses. The electives can be drawn from any of the above courses, or any of the other linguistic/language related courses in the program. Electives may also be drawn from courses in other departments in consultation with the Concentration Advisor; a list of courses which standardly count towards the Linguistics Concentration (provided they form part of the thematically related set) is appended below.		5
CPSY 1650	Child Language Acquisition	
SLAV 1300	Language and Politics in East Europe and Russia	
Advanced and Methods Courses		
LING 1440	Compositional Semantics	
LING 1771	Introduction to Corpus Linguistics	
LING 1870	Linguistic Field Methods	
CSCI 1460	Computational Linguistics	
CPSY 1890	Laboratory in Psycholinguistics	
NOTE: This is NOT an exhaustive list of courses that can be applied towards the Linguistics Concentration requirements.		
Total Credits		**10**

Independent study is encouraged for the A.B. degree. Students should sign up for LING 19XX with a faculty advisor who is a member of the Program in Linguistics. Arrangements should be made in Semester 6 for students expecting to do independent study during Semesters 7 and/or 8.

Honors (12 courses)

Candidates for Honors in Linguistics must meet all of the requirements above, write an Honors thesis, and take two additional courses. One course is normally LING 19XX (Directed Research in Linguistics) - intended for work on the Honors thesis.

Three of the total 12 courses must be drawn from the advanced list above (the Directed Research course counts as one of the advanced courses).

Refer to the Program in Linguistics webpage for detailed information about the Linguistics Honors program.

ScB Requirements (16 courses)

Students who wish to pursue one or more aspects of Linguistics in greater depth than does the A.B., and to focus on some of the more technical, computational, and/or experimental areas of the field may choose to take an Sc.B in Linguistics. Students will choose a focus pathway, in consultation with the Concentration Advisor / Director of Undergraduate Studies, which will direct their choices.

Students are expected to fulfill both breadth and depth requirements. Breadth requirements let students reach common ground understanding of topics in linguistics, and include an introductory gateway course, a class that focuses on phonetics / phonology, a class that focuses on syntax / morphology, a class that focuses on semantics / pragmatics, and a class on language variation. Depth requirements expect students to gain more specialized knowledge in specific domains, by taking additional courses, some of which must be methods / advanced courses, as described below.

Unlike the AB, ScB students are also expected to take electives outside of linguistics, and to complete a capstone course.

Gateway course		1
LING 0100	Introduction to Linguistics	
At least one course in phonetics / phonology, such as:		**1**
LING 1200	Phonology	
LING 1210	Phonetics	
At least one course in syntax, such as:		**1**
LING 1310	Introduction to Syntax	
LING 1311	Linguistic Variation and Universals	
At least one course in semantics / pragmatics, such as:		**1**
LING 1410	Lexical Semantics	
LING 1412	Pragmatics	
LING 1440	Compositional Semantics	
At least one course in linguistics variation, such as:		**1**
LING 1311	Linguistic Variation and Universals	
CPSY 0800	Language and the Mind	
CPSY 1650	Child Language Acquisition	
CPSY 1660	Learning Compositional Language	
CPSY 1800	Language Processing	
CPSY 1890	Laboratory in Psycholinguistics	
Three electives specifically in the focus area, such as:		**3**
LING 1741	Information Theory in Language	
LING 1771	Introduction to Corpus Linguistics	
CSCI 1460	Computational Linguistics	
CPSY 1800	Language Processing	
CPSY 1850	Language Processing in Humans and Machines	
LING 1310	Introduction to Syntax	
CPSY 0800	Language and the Mind	
CPSY 1385	Topics in Language Acquisition: Language Acquisition and Cognitive Development	
CPSY 1650	Child Language Acquisition	
CPSY 1660	Learning Compositional Language	
CPSY 1890	Laboratory in Psycholinguistics	
LING 1270	Laboratory in Phonetics	
LING 1311	Linguistic Variation and Universals	
LING 1410	Lexical Semantics	
LING 1412	Pragmatics	
LING 1440	Compositional Semantics	
PHIL 0990X	Conditionals	
Or many other courses		
Four non-linguistic focus area electives, such as:		**4**
APMA 1650	Introduction to Probability and Statistics with Calculus	
CSCI 0220	Introduction to Discrete Structures and Probability	
CSCI 1410	Artificial Intelligence	
CSCI 1420	Machine Learning	
CSCI 1951A	Data Science	
PHP 1560	Using R for Data Analysis	
MATH 0520	Linear Algebra	
CPSY 0950	Introduction to programming	
CPSY 2908	Multivariate Statistical Techniques	
CSCI 1460	Computational Linguistics	
NEUR 0680	Introduction to Computational Neuroscience	
PHIL 1770	Philosophy of Mind	
CPSY 0200	Human Cognition	
CPSY 0400	Cognitive Neuroscience	
CPSY 0610	Children's Thinking: The Nature of Cognitive Development	
CPSY 0900	Statistical Methods	
CPSY 1492	Computational Cognitive Neuroscience	
CPSY 1610	Cognitive Development	
CPSY 1620	Developmental Cognitive Neuroscience	
CPSY 1900	Research Methods And Design	
MATH 0750	Introduction to Higher Mathematics	
PHIL 0990T	Paradox and Infinity	
PHIL 1630	Mathematical Logic	
CPSY 0700	Social Psychology	
Or many other courses		
Three additional electives in Linguistics, preferably outside the main focus area, such as:		**3**
LING 1311	Linguistic Variation and Universals	
LING 1440	Compositional Semantics	
LING 1870	Linguistic Field Methods	
ANTH 1800	Sociolinguistics, Discourse and Dialogue	
SLAV 1300	Language and Politics in East Europe and Russia	
CPSY 1660	Learning Compositional Language	
CPSY 1850	Language Processing in Humans and Machines	
LING 1771	Introduction to Corpus Linguistics	
LING 1741	Information Theory in Language	
CPSY 1800	Language Processing	
Or many other courses		
One independent study / capstone requirement		**1**
LING 19XX: Directed Research		
Total Credits		**16**

Honors (17 courses)

The Honors program requires one additional elective, which will typically be a second LING 19XX Directed Research course during the senior year (thus leading to a full year of Directed Reading or Directed Research). Admission to the honors program requires a majority of A grades in the concentration. The student's work will culminate in an Honors' thesis on an approved topic (learn more about regulations regarding Honors' theses at https://linguistics.brown.edu/concentrations (https://linguistics.brown.edu/concentrations/)), written under the direction of one or more faculty members, and read by a committee of at least two faculty members (one of whom may be from another department).

General Guidelines

Do Foreign Language Courses Count?

Foreign language courses will generally not count towards the concentration requirements, except those that focus on the structure or history of the language. Students are, however, advised to gain familiarity with a foreign language, and are encouraged to take at least one course which deals with the structure of a language other than English.

Choice of Electives

When it comes to the choice of electives, students can complement LING classes with classes that have substantial linguistics content in other departments. However, the specific choice of electives depends on the other classes the student is taking. Students should consult with the concentration adviser / the director of undergraduate studies regarding their specific choices. Additionally, no more than two electives can be 0-level courses.

Overlapping Classes

Linguistics allows students to double-count at most two classes with other concentrations.

NOTE: Please refer to the undergraduate Linguistics concentration site for updates not listed here.

Courses

LING 0100. Introduction to Linguistics.
The ability to speak and understand a language involves having mastered (quite unconsciously) an intricate and highly structured rule-governed system. Linguists seek to model that rule system. This course introduces students to the areas of phonetics (speech articulation and transcription), phonology (the principles that govern how sounds are put together), morphology (the principles governing word structure), syntax (the rule system governing sentence structure), and semantics (the system that relates sentences to meanings).

| Fall | LING0100 | S02 | 18377 | MWF | 12:00-12:50(15) | (P. Grishin) |
| Spr | LING0100 | S01 | 26297 | TTh | 10:30-11:50(09) | (P. Jacobson) |

LING 0130. Playing with Words: The Linguistic Principles Behind Word Games and Puzzles.
In this course, we explore the use of language in a domain which is fairly unlike ordinary communication: the use of language in wordplay, alternate languages, games, and puzzles. At one level, understanding aspects of linguistic theory can provide insight into the internal workings of these various forms of wordplay. On another level, wordplay and puzzles often intentionally subvert the grammar and other rules of ordinary language use and therefore can provide a unique lens into typically implicit grammatical knowledge speakers possess and deploy in all domains of language.

| Spr | LING0130 | S01 | 26296 | MWF | 11:00-11:50(04) | (S. AnderBois) |

LING 0131. Constructed Languages.
This course introduces students to the field of linguistics and language typology (the study of crosslinguistic variation and universals) through the project of creating their own constructed languages—conlangs. Students will learn about linguistic phenomena from a variety of diverse languages across the world, serving as inspiration for various aspects of their own conlangs. Broad topics include phonetics and phonology (the study of speech sounds and how they combine), morphology (the structure of words), syntax (the structure of sentences), semantics (how linguistics forms express meanings), historical linguistics (how language changes over time), and writing systems. We will also cover the history of the art of constructed languages. The course culminates in a descriptive sketch grammar of the new language, which will be gradually built up with regular assignments throughout the semester based on the topics discussed in class.

| Spr | LING0131 | S01 | 27796 | MWF | 2:00-2:50(07) | (P. Grishin) |

LING 0511. Language and Gender.
In this course, we will explore the relationship between language and gender: how ideologies about gender shape language, and, conversely, how language is used to construct gender and gendered identities. To accomplish this, we will pair the tools of linguistic analysis with social theory on gender. Topics include historical developments in the field of language and gender, speech act theory and performativity, grammatical gender, and sociolinguistic style and indexicality. Throughout the course, we will consider how intersections with other social identities – such as race, class, sexuality, and age – inform how people construct gender through language and how these intersections impact which communities have historically been prioritized in research in this area.

LING 0530. Diversity in American Languages.
This course provides an overview of the history, structure, and diversity of languages in the United States, focusing on four categories: indigenous, colonial, immigrant, and new languages. It explores how these languages reflect and constitute cultural identity, and the ways in which they are shaped by social, political, and educational factors. The course includes topics like Native American languages, African American English, and American English dialects, including the dialects of New England, and critically examines the connections between language, race, power, and privilege. This is an introductory course and no prior linguistics training is required.

LING 0580. Bad Grammar: Language, Power, and Society.
This first-year seminar in linguistics gets meta about the norms of academic language. Why are some linguistic practices considered "bad" or "incorrect" and others "standard" or "appropriate"? How is language used to create, reinforce, and contest existing social structures? We'll consider the consequences of language and dialect differences in institutions like schools, the legal system, workplaces, and medical settings. Other topics include linguistic prescriptivism and (dis)ability, taboo language and euphemisms, and what it means to be "polite" (from a linguistic perspective).

| Fall | LING0580 | S01 | 18882 | MWF | 1:00-1:50(08) | (J. Benheim) |

LING 0810. Englishes of Postcolonial Africa.
English is spoken by various groups worldwide. In postcolonial contexts, such as Africa, there are four distinct types of English: pidgin, creole, second-language, and first-language varieties, all part of global Englishes. This course surveys the linguistic variations in African Englishes and their divergence from other global English varieties, including African American English (AAE). We will explore different forms and pronunciations and examine the historical, political and social contexts of these varieties, including speakers' attitudes, identity construction, and connections to other global English identities. Additionally, we will discuss how multilingualism influences English use in Africa and how English use affects language choice and policy in sectors such as education and governance across the continent. Overall, we will gain a comprehensive understanding of the linguistic diversity of African Englishes and their impact on language, identity, and policy across the continent.

LING 1140. Evolution of Human Language.
Where did the human capacity for language come from and why does language have the properties it does? We'll consider and evaluate several hypotheses for the biological and cultural evolution of language, drawing on evidence from emergent languages across modalities (spoken and signed), other species, genetics and language disorders, experimental methods, and computational models. This course has no pre-requisites and is appropriate for students new to linguistics and evolutionary theory as well as those with strong backgrounds in these areas.

| Spr | LING1140 | S01 | 27800 | MWF | 1:00-1:50(06) | (J. Benheim) |

LING 1200. Phonology.
Examines some of the classic and current issues regarding sound structure in the world's languages and introduces the theoretical tools needed to solve them. After an introduction to articulatory phonetics and phonemic analysis, it focuses on phonological analysis of different languages, and discusses rule-based and constraint-based approaches to phonology. Implications for language learning and language change are discussed. Prerequisite: LING 0100.

LING 1210. Phonetics.
In this class, we will focus on the physical properties of language. Beginning with articulatory phonetics, we will explore how speech sounds are produced in the vocal tract and how signs are produced using facial and manual articulators. In studying acoustic phonetics, we will consider the form that sound takes in the acoustic medium. Through auditory phonetics, we will focus on how listeners process the speech signal. We will conclude by exploring applications of phonetic principles to related domains, including perceiving speech in unfamiliar accents, studying language change over time, and the development of computer technologies for speech synthesis and recognition.

| Fall | LING1210 | S01 | 18386 | MWF | 10:00-10:50(14) | (J. Benheim) |

LING 1270. Laboratory in Phonetics.
This course is an introduction to phonetics, covering articulation, acoustics, and perception. Students will gain basic skills in experimental phonetics, focusing on instrumental analysis of speech and behavioral responses in listening tasks. The first unit will provide training in methods of acoustic analysis using phonetic software (Praat), as well as looking at the relationship between articulation and the resulting speech sounds. The second unit will look at physiological and cognitive aspects of speech perception. The final unit will cover a selection of advanced topics in phonetics, including connections between perception and production and issues in the interface of phonetics and phonology.

LING 1280A. Topics in Phonetics and Phonology: How Phonetics Shapes Phonology.
Rule-based and constraint-based descriptions of phonological systems predict the existence of phenomena that are never observed in human language. What constrains which sound systems, rules and phonological constraints would exist in a language? What makes a phonological rule natural and other rules unnatural? We will discuss several different approaches that integrate phonetic insights into phonology.

LING 1280B. Topics in Phonology: Lenition.
Consonant shortening, voicing, and deletion are just a few of many phonological processes that are considered to be lenition (softening, weakening) processes. But is lenition a valid category? What functional forces are capable of causing such a wide variety of different processes, and what do they have in common? In this class we will study and criticize the different meanings of the term lenition and discuss several functionally-motivated causes for lenition.

LING 1280C. Topics in Phonetics and Phonology: Psycholinguistics of Phonetic Perception.
This course examines how perception of acoustic input is shaped by phonological systems, lexicons, and other aspects of linguistic representations. Many factors play a role in phonetic perception; some primary aspects that will be discussed are the role of memory, interactions between perception and production, and effects of top-down and bottom-up processing. Additional topics include individual variation in perception and production, social influences, and mechanisms driving the initiation and spread of sound changes. We will look at studies addressing these issues, examining what sorts of patterns exist, how to approach psycholinguistic questions in phonetic perception, and how to interpret data.

LING 1310. Introduction to Syntax.
An in-depth investigation of natural language syntax, an intricate yet highly organized human cognitive system. Focuses primarily on the syntax of English as a means of illustrating the structured nature of a grammatical system, but the broader question at issue is the nature of the rule system in natural language syntax. Prerequisite: CLPS 0030.

Fall LING1310 S01 18387 MWF   2:00-2:50(01)   (P. Grishin)

LING 1311. Linguistic Variation and Universals.
As anyone who has tried to learn a foreign language knows, languages differ from one another in numerous ways both superficial and profound. Although there are many different ways in which syntactic structure varies across languages, this variation is not limitless; it is subject to principled constraints, and different logically independent dimensions of variation often turn out to be highly correlated with one another. This course explores language universals and the range of cross-linguistic variation in the domain of morphosyntax, what limits this variation appears to have, and what functional, formal, and semantic principles underlie this variation.

LING 1312. Morphology.
What are words? Is there evidence for them having internal structure? What is the relationship between what can intuitively be understood as "forms of the same word"? Is there a distinct word-building module of the grammar, or do words simply arise from the interaction of the syntax and phonology? These are the kinds of big-picture questions that morphologists ask. This course offers an in-depth introduction to the field of linguistic morphology, which investigates the form of "words"—whatever those are. We will investigate a number of morphological phenomena in a diverse sample of languages (e.g. allomorphy, suppletion, syncretism, inflection and derivation, morphemes, paradigmatic structure, lexicalism, bracketing paradoxes, the relationship between morphology and syntax/phonology, *ABA phenomena, etc.), culminating with an introduction to Distributed Morphology, a current and highly-influential theory of morphology and the architecture of the grammar.

Spr LING1312 S01 27798 MWF   12:00-12:50(01)   (P. Grishin)

LING 1410. Lexical Semantics.
The representation of word meaning and generalizations about the way in which meanings are packaged into words. Topics include: "fuzzy" meanings, natural kind terms, how word meanings are decomposed. Special emphasis on how temporal properties are encoded, on the status of "thematic relations," and on how the fine-grained structure of word meanings impacts on the syntax. Recommended prerequisite: CLPS 0030.

LING 1412. Pragmatics.
Any time we utter a sentence in conversation, the perceived meaning of that sentence interacts with the discourse context in a rich variety of ways. On the one hand, aspects of a sentence's meaning are ``filled in'' or enriched by the prior conversation as well as non-linguistic context. On the other hand, utterances shape the future of the conversation in various ways too. This course is an introduction to the scientific study of such phenomena. Specific topics include: presupposition, implicature, speech acts, deixis, anaphora, (in)definiteness, and information structure.

LING 1440. Compositional Semantics.
Model-theoretic approaches to the study of the semantics of natural languages. Develops the tools necessary for an understanding of classic formal semantic results in linguistics and in philosophy (lambda calculus, intensional logic, Montague's treatment of quantification, etc.), These tools are then applied to detailed descriptions of natural language semantics, including binding and pronouns, modification, scope, focus etc. as well as other recent developments in semantic theory. Prerequisite: some familiarity with syntax or semantics or basic set theory and logic.

Fall LING1440 S01 18388 TTh   1:00-2:20(06)   (P. Jacobson)

LING 1480A. The Boundary of Semantics and Pragmatics.
This course will examine some phenomena with an eye to the question of how much is actually encoded in the grammar vs. what sorts of facts can be accounted for by pragmatics. We begin by focussing on recent controversies regarding the question concerning the status of so called "Gricean inferences". We will also look at some facts surrounding negation, as well as certain constructions which appear to require an idiosyncratic grammatical account with an eye to explaining the idiosyncracies. Prerequisite: LING 1410, CLPS 1340 or LING 1412. Enrollment limited to 40.

LING 1481A. Topics in Syntax and Semantics: The Syntax, Semantics and Processing of Ellipsis.
Ellipsis' is the phenomenon whereby a short expression is understood as a longer paraphrase. An example: "Lindsay can ski that course, but Bode can't". The second part is understood as "And Bode can't ski that course". How are such cases handled by the grammar (is there 'silent linguistic material interpreted by the semantics')? And how do language users process these? These questions have been debated for decades, and because ellipsis constructions interact with many other phenomena, the analysis of this domain is central in grammatical and processing theory. This seminar examines this with respect to several constructions and theories.

LING 1500. Sociolinguistics.
This course is a comprehensive introduction to theoretical frameworks and methods of analysis in sociolinguistics. We will examine how language variation and change can reflect social structures, construct diverse social identities, and allow us to make sense of our surrounding social landscapes. We will first learn how linguistic variation corresponds to large-scale social categories like gender, age, ethnicity, and class. Then, we will turn our attention to how individual speakers use language to construct identities, portray stances, and achieve interactional goals. Throughout the course, we will consider how ideologies about linguistic variation have been used to invalidate particular ways of speaking and disempower speakers of these varieties, and how language can reflect, reinforce, or contest social inequalities.

| Spr | LING1500 | S01 | 26298 | MWF | 10:00-10:50(03) | (J. Benheim) |

LING 1512. Language and Ethnicity.
This course explores historical, cultural, and theoretical perspectives on the relationship between language and ethnicity, and related concepts such as race, with a special focus on the United States. It centers on class discussions informed by readings that examine how language reflects and defies ethnic boundaries and how ideas about ethnicity influence the ways people use and construe language. The course covers topics such as ethnicization, racialization, authentication, linguistic repertoire, style shifting, mocking, ideology, and the concept of the listening subject. Requirements include attendance, participation, essays, class presentations, and a final paper. Students will gain experience in collecting and interpreting linguistic data and enhance their ability to write about language from a social scientific perspective, with the opportunity to incorporate feedback into their writing. Prerequisites: LING 0100/CLPS 0300, LING 0511/CLPS 0340, or LING 0530/CLPS 0370.

LING 1570. Research Practicum: Language Variation and Change in Rhode Island.
This course introduces students to the study of variation and change in large speech communities, using Providence as a focal site. We will build theoretical knowledge on place identity and its relationship to other social identities (class, ethnicity, gender) and to linguistic change. Students will collect and analyze sociolinguistic data in Providence and, through a series of in-class workshops, work through the research process from design to implementation and analysis. As an RPP course, students will consider how hierarchical structures impact linguistic variation and the research methods used to study it. As a COEX course, students will gain hands-on experience with sociolinguistic research methods and complete a final project analyzing an aspect of the class's aggregated data.

LING 1615. Sociolinguistic Cognition.
In this course, we will explore how language meets social information in the mind. We will address questions like: How do we infer who someone is from the way that they speak? How do our social expectations influence speech perception? How do our social experiences, stereotypes, and attitudes mediate how we speak and how we listen? How does our knowledge of linguistic variation interact with cognitive processes like attention and memory? And how much control do we have over these phenomena? Students will gain both a theoretical understanding of research in these areas as well as practical knowledge related to formulating research questions and designing studies on sociolinguistic topics.

LING 1630. Meaning and Cognition.
This course examines two prongs of the relationship between linguistic meaning. The first is the "Linguistic Relativity" hypothesis: that differences in the way languages encode/express meanings have some effect on cognition. While this is a popular hypothesis it is often phrased without attention to what is meant by 'cognition': what aspects of the cognition of its speakers might be shaped by the particulars of a language's structure or vocabulary? The second prong is to examine the cause and effect in the other direction: How do facts about human cognition in general shape language, and how can commonalities across languages be explained by non-linguistic facts about cognition? Of course these are both very broad questions; we will explore them with respect to specific domains such as pronoun systems, the expression of time, the encodings of differences between substances and objects, etc.

| Fall | LING1630 | S01 | 18888 | TTh | 10:30-11:50(13) | (P. Jacobson) |

LING 1631. Bilingualism.
This course explores key questions about the linguistic competence of bilinguals in comparison to monolinguals. Although many linguistic models assume a monolingual speaker, most of the world's population is bi- or multilingual. What does it mean to be bilingual rather than monolingual? How does knowing two languages shape linguistic behavior? What are the consequences of bilingualism for both language use and broader cognitive abilities? How do these realities align—or clash—with social attitudes and public policy? Drawing on data from a wide range of bilingual communities, students will engage with research from psycholinguistics and sociolinguistics to begin addressing these questions. Topics include language comprehension and production, acquisition, the mental representation of dual language knowledge, and the cognitive effects of bilingualism. We will also examine the social context of bilingualism, the advantages and disadvantages of bilingualism, and their implications for linguistic theory.

| Spr | LING1631 | S01 | 27795 | TTh | 1:00-2:20(08) | (F. Kpogo) |

LING 1741. Information Theory in Language.
Information theory is used to study the abstract properties of communication systems. Can it improve our ability to understand language? We will examine how the need to communicate predicts several linguistic phenomena. We will discuss information theoretic effects on multiple levels of linguistic analysis, including phonetics, phonology, and syntax. We will contrast concepts such as frequency, predictability, informativity, and functional load, and see how they can each apply to existing linguistic questions.

LING 1771. Introduction to Corpus Linguistics.
The study of Linguistics relies on language production data. Language corpora contain various sources of such data, often annotated to include additional information such as syntactic, semantic and phonological properties. Such databases often complement or even replace data sources used in other disciplines. This class aims to train students in the use of some of the tools that are commonly used to access and evaluate data in linguistic corpora. Prerequisite: CLPS 0030. Enrollment limited to 25.

| Fall | LING1771 | S01 | 18392 | MWF | 11:00-11:50(16) | (U. Cohen Priva) |

LING 1810. Historical Linguistics.
This course is a survey of the basic mechanisms of how languages change over time and of the methods used to reconstruct these developments. We examine phonological change, morphological change, syntactic change, and semantic change, as well as interactions between these types of changes. Students will learn about types of evidence in reconstruction of change and about theoretical models of change. We will cover language relationships and the methods of establishing familial groupings, and we will compare patterns due to familial descent, language contact, and borrowing. Examples will be drawn from a variety of languages, both ancient and modern.

LING 1870. Linguistic Field Methods.
A lab/practicum course introducing the methodologies needed to collect, manage, and interpret primary data pertaining to the phonetic, phonological, morphosyntactic, semantic, and pragmatic properties of an understudied language. The course takes a hands-on approach, with students working in groups and individually with a native speaker consultant of an unfamiliar language. Students will learn how to test hypotheses about the language as well as construct grammatical descriptions. In addition, the course will cover a variety of practical, technological, interpersonal, cultural, and ethical issues typically encountered in fieldwork.

LING 1970. Independent Research in Linguistics.
This course is to facilitate students conducting independent research on a research question or area advised by a faculty member. This includes research for honors theses, but also other independent research and reading as determined in consultation with the relevant faculty member

LING XLIST. Courses of Interest to Concentrators in Linguistics.