

Linguistics Program Course Descriptions

Fall 2018

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

LING 101: LINGUISTICS I: INTRODUCTION TO LANGUAGE

TR 10:05 – 11:20; TASSEVA

MW 5:30 – 6:45; staff

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/ANTH 291: TOPICS: KOREAN POPULAR CULTURE AND LANGUAGE

TR 1:15 – 2:30; CHUN

This course introduces students to linguistic and anthropological concepts through lens of South Korean popular culture. Through its survey of cultural genres and products recognized as part of the global Korean Wave (*hallyu*), including television serials (*dramas*), popular music (*K-pop*), and dishes, the course will acquaint students with scholarly perspectives on code-switching, crossing, accent, language competence, hybridity, authenticity, transnationalism, and globalization, in addition to examining how Korean popular culture intersects with social dimensions of race, class, gender, and sexuality. Students will be required to learn basic phonological, syntactic, and pragmatic elements of the Korean language.

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

1. Demonstrate knowledge of basic theoretical concepts used in the study of language and culture.
2. Demonstrate elementary knowledge of the Korean language and writing system.
3. Critically evaluate everyday language ideologies in Korean popular culture.
4. Engage in the analysis of discourse related to Korean popular culture.

5. Conduct an independent study of Korean popular language and culture.

LING 240: LANGUAGE CONFLICT AND LANGUAGE RIGHTS

MW 5:30 – 6:45; staff

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 300/ANTH 373/PSYC 470: INTRODUCTION TO LANGUAGE SCIENCES (three sections)

TR 6:00 – 7:15; staff

TR 4:25 – 5:30; TASSEVA

TR 11:40 – 12:55; (SCHC students only); MORRIS

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)

MW 2:20 – 3:35; staff

MW 3:55 – 5:10; 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 305/ENGL 439/ANTH 391: TOPICS: THE CURRENCY OF LANGUAGE IN INSTITUTIONAL INTERACTION

MW 2:20 – 3:35; DONATH

Language is the currency with through which we negotiate and forge social life. Talk patterns in social contexts ranging from brick and mortar settings such as the workplace, the courtroom, the classroom, and the clinic to other, less static interactional settings likewise organized by global flows of cultural and material capital. Far from cheap, talk is value-laden and carries consequences large and smaller, ranging from minor indignities to a successful job interview, quality of health care, a guilty verdict, the trajectory of a life. A political economy of language shapes the ways that people who move between places are seen—and how they see themselves, the ways that evidence is construed in a court of law, the ways that health professionals diagnose and treat their patients, the ways that 911 calls play out... In short, the nature of social life. In this course we will explore how ways of speaking are structured in institutional interactions, drawing on research from the fields of linguistic anthropology and sociolinguistics, as well as education, and including the traditions of discourse analysis and conversation analysis, participant framework analysis, and the ethnography of speaking. In the process we will apply analytical lenses that shed light on power and inequality across multiple dimensions of social organization.

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 340/ANTH 355: LANGUAGE, CULTURE & SOCIETY

TR 11:40 – 12:55; FELICIANO-SANTOS

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 405/PHIL 370/ENGL 439 TOPICS: FIGURATIVE LANGUAGE

TR 2:50 – 4:05; BEZUIDENHOUT

This course surveys work on non-literal language usage that has been conducted in linguistics, experimental pragmatics, and the philosophy of language over the last 40 years or so. Much of this work has been centered on irony, metaphor, and simile, although, more recently, attention has turned to other figurative uses, such as hyperbole, metonymy, and litotes. This course is premised on the notion that literal and non-literal uses of language belong on a continuum, with strictly literal uses on one end and highly poetic uses on the other, and that ordinary language usage is rarely strictly literal. We will look at the work of cognitive linguists, such as Lakoff & Johnson, who think that not only language but thought itself is shot through with metaphor. We will also look at rival views, such as Relevance Theory, neo-Gricean pragmatics, and Conceptual Blending Theory. We will look at work on the development of metaphor and irony comprehension in children, as well as at experimental studies on the production and comprehension of non-literal language by adults. The aim of this experimental work is to delineate the mental faculties underlying non-literal language use. In this context, we will also look briefly at work by philosophical skeptics, such as Lepore & Stone, who claim that figurative

language use cannot be explained by appeal to the human language faculty but must instead be explained by appeal to our (independent) faculty of imagination. Finally, we will look at recent work on metaphor that uses corpus methods to study patterns of metaphor use in various contexts (e.g., the use of metaphor in end-of-life care).

LING 421/ENGL 450: ENGLISH GRAMMAR

TR 10:05 – 11:20; LIU

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 502/FREN 517: FRENCH LINGUISTICS

TR 10.05 – 11.20; DALOLA

In this course, you will gain an overview of the phonetics (pronunciation), phonology (sound distribution), morphology (word structure), syntax (sentence structure), semantics (meaning) and history of World Frenches. Projects include *etymologies du jour*, phonetic transcriptions of popular French-language music, producing and reading spectrograms and analyzing a native French speaker's accent. Come learn the science behind the Romance! Taught in French. Open to students who have successfully completed FREN 310 or equivalent.

LING 504/SPAN 515: INTRODUCTION TO SPANISH LINGUISTICS

MW 2:20 – 3:35; 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 505/SCHC 481: TOPICS: AMERICAN JEWISH HUMOR

TR 1:15-2:30; (SCHC and graduate students only); DUBINSKY

This course will explore current perspectives on American (Jewish) Humor in the contexts of (i) American and European traditions, (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 Jewish, racial, ethnic, religious, and gender humor in a

present-day milieu of heightened ethnic sensitivities, it will explore the boundaries between identity and offense. The course will include recorded presentations from an April 2018 conference on Jewish, African-American, ethnic, gender, and religious humor, along with readings that contextualize and expand upon them. We will compare and contrast different categories of humor, and explore the tensions between sincere characterization and offensive caricature in the realm of humor discourse.

LING 556/ANTH 556: LANGUAGE AND GLOBALIZATION

TR 1:15 – 2:30; FELICIANO-SANTOS

This course explores the impact of increasingly global processes and relationships on the language, culture, and society of specific localities. How do we understand speech communities from such a perspective? What changes do languages undergo as they travel across traditional territorial boundaries? What changes do new languages bring about as they enter distinct geographical spaces? To answer these questions, we will consider readings in linguistic and cultural anthropology, sociolinguistics, and social theory more broadly. We will discuss topics related to multilingualism, indigenous and minority language politics, code-switching and code-mixing, and creolization as they intersect with the social, cultural, political, and economic histories of several sociocultural localities.

LING 567/PSYC 506: PSYCHOLOGY OF LANGUAGE

TR 10:05 – 11:20; 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 627/PHIL 522: INTRODUCTION TO SEMANTICS & PRAGMATICS

TR 11:40 – 12:55; SHERMAN

Master's and doctoral core course requirement

This course is an introduction to the study of meaning in natural language. What sort of thing is the meaning of a word? How is the meaning of a sentence constructed out of the meanings of the words that make it up? How and to what extent do we rely on context to communicate? How do we convey information beyond what is encoded in the words that we speak? The goal of this course is to introduce students to the data, methods, and major results of theoretical work in semantics and pragmatics. Issues discussed include quantification, reference, intensionality, presupposition, and information structure.

LING 720: INTRODUCTION TO SYNTAX

TR 2:50 – 4:05; DUBINSKY

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 740: INTRODUCTION TO SOCIOLINGUISTICS

R 4:25 – 7:00; CHUN

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 792/FORL 730: PRINCIPLES OF INSTRUCTED SECOND LANGUAGE ACQUISITION AND FOREIGN LANGUAGE TEACHING

R 4:25-7:10; 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 4:25 – 7:00; LIU

Core requirement for the TESOL certificate, EFL and K-12 tracks

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 ASSIGNMENTS:** language learning autobiography, second language acquisition theory-to-practice paper, analysis of and reflections on teaching observations, teaching report, teaching/tutoring/practical experiences journal, materials review/reflective analysis; **ORAL PRESENTATION:** approach/method/technique demonstration and presentation, written handouts to accompany presentation. **TUTORING/TEACHING/PRACTICAL EXPERIENCES:** experiences to be arranged, 20 contact hours required. **TEXTS:** Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 3rd ed. (Pearson/Longman, 2007), required; Richards and Rodgers, *Approaches and Methods in Language Teaching*, 2nd ed. (Cambridge University Press, 2001), required; handouts; websites. This course satisfies one of the course requirements for the South Carolina Department of Education ESOL add-on certification.

LING 840 (LING 746): SEMINAR IN SOCIOLINGUISTICS: SOCIOPHONETICS

T 4:25 – 7:00; DALOLA

Satisfies doctoral core course requirement

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.