LINGUISTICS

Learning Goals

- Understand the structure of human language, how human languages work, and how humans use their languages;
- Understand the structures of language including phonology, syntax, and semantics, and analyze the interplay between them;
- Understand how linguists use various theories and models to represent language;
- Understand how language influences the way we interact with each other and with the larger world around us, including cultural and sociolinguistic context of speech communities;
- Understand how language ideologies and linguistic prejudices create and reinforce hegemonic power structures;
- Gain significant experience with the grammar of a non-Indo European language, in order to observe some of the typological diversity of human language;
- Learn to work with speaker/signers of a language as a means of understanding language;
- Learn to work with and critically evaluate published sources as a means of understanding language;
- Understand appropriate methodologies for collecting linguistic data, including best practices for responsible and ethical collection, storage, and use of data in ways that respect the relevant speakers and their communities, cultures, and needs;
- Organize data and observe patterns, puzzles, etc. in data;
- Formulate and evaluate research questions, hypotheses, and analyses;
- Articulate research questions, hypotheses, and analyses clearly in writing and in presentations.

Study Away & Study Abroad

Majors in the Tri-Co Linguistics Department can receive up to two elective credits for pre-approved courses taken at departments on the College's list of study away or study abroad programs. Interested students should seek consultation with, and approval from, the Bi-Co chair of the department prior to studying abroad, and be ready to provide course descriptions during consultation and transcripts afterwards for proper credit counting towards the major.

Prizes

The Tri-Co Department of Linguistics may, at its discretion, award the following prizes.

The "Best Theoretical Linguistics Thesis Prize" is awarded to the senior whose thesis exemplifies outstanding work in area of theoretical linguistics.

The "Best Descriptive Linguistics Thesis Prize" is awarded to the senior whose thesis exemplifies outstanding work in area of descriptive linguistics.

The "Best Applied Linguistics Thesis Prize" is awarded to the senior whose thesis exemplifies outstanding work in area of applied linguistics.

Major Requirements

The Tri-Co Linguistics Department offers two major tracks: (i) Linguistics and (ii) Linguistics & Language (often called Ling/Lang). Students complete the Linguistics major with a total of eight units, and the Linguistics and Language major with a total of twelve units.

Mandatory Foundation Courses (three units)

Students in both major tracks must complete one course from each of the following categories:

Code	Title	Units
Forms		**1**
LING H113	Introduction to Syntax	
or LING S050	Introduction to Syntax	
Meanings		**1**
LING H114	Introduction to Semantics	
or LING S040	Introduction to Semantics	
Sounds		**1**
LING H115	Phonetics and Phonology	
or LING S045	Phonetics and Phonology	
Total Units		**3**

Language, Culture, and Society (one unit)

Code	Title	Units
Language, Culture, and Society		**1**
Select one of the following:		
LING S021	Anthropological Linguistics	
LING S025/ LING H125	Sociolinguistics	
LING S041	Dialects of American English	
LING S044	Linguistic Discrimination	
LING S046/ LING H146	Linguistic Diversity	
LING/ANTH B281	Semantics II	
SPAN H314/ LING H214	Spanish in the US: Language, Identity and Politics	
Total Units		**1**

Other courses which are not being used to fulfil another major requirement may be used here with approval of the chair.

Structure of a Non-Indo-European Language Courses (one unit)

Students in both major tracks much complete one course from the Structure of a Non-Indo-European Language series, which include the following classes, among others:

Code	Title	Units
Structure of a Non-Indo-European Language		**1**
LING H215	Structure of Colonial Valley Zapotec	
LING H282	Structure of Chinese	
LING S061	Structure of Navajo	
LING S067	Structure of Wamesa	
LING S068	Structure of Kyrgyz	
Total Units		**1**

Elective Courses (LING majors only, two units)

Three elective courses in linguistics or related fields are required for Linguistics majors. (Ling/Lang majors are not required to take elective courses, but have an additional language requirement, see below.) You can take a second Language, Culture and Society course &/or a second Structure of a Non-Indo-European Language course and have the course(s) count as an elective. Electives include the following courses, among others:

Code	Title	Units
Elective Courses		**2**
LING B101	Introduction to Linguistics	
or LING H101	Introduction to Linguistics	
LING H204	Topics in Introductory Programming: Language and Computation	
CMSC/LING H208	Speech Synthesis and Recognition	
LING/ENGL H213	Inventing (the) English	
LING/PSYC H238	The Psychology of Language	
PHIL H253	Analytic Philosophy of Language	
PHIL H260	Historical Introduction to Logic	
LING/CMSC H325	Computational Linguistics	
LING/SPAN H365	The Politics of Language in the Spanish-Speaking World	
Total Units		**2**

Language Courses (LING/LANG majors only, six units)

This requirement applied only to Linguistics and Language majors, not Linguistics majors.

- Ling/Lang majors must study two different languages with three units from each, with at least one unit at the third-year level for each of the two languages.

Thesis (one unit)

A one-unit senior thesis in the fall semester of the senior year is required for majors in both tracks. The thesis constitutes the comprehensive requirement for the major.

Note: Majors in the Tri-Co Linguistics Department can receive up to two elective units for pre-approved courses taken outside the Tri-Co. Interested students should seek consultation with, and approval from, the Bi-Co chair of the department prior to enrolling in the courses, and be ready to provide course descriptions during consultation and transcripts afterwards for proper unit counting towards the major.

Senior Project

Majors in our department are recommended to take the Junior Seminar LING S090 (Advanced Research Methods in Linguistics), in the spring term of their junior year. This course is designed to expose students to the classic literature on the major subfields in linguistics, familiarizing them with theoretical frameworks, methodologies, and bibliographies, culminating in the selection of a potential thesis topic, working and reworking on a thesis abstract with references. Students are also encouraged to take an upper level seminar course in the subfield where they will most likely choose a thesis topic.

Linguistics majors write their thesis in the fall semester of their senior year. All Bi-Co linguistics majors will be assigned an appropriate faculty advisor once they choose a thesis topic and the topic is approved. In the topic proposal, students need to list at least two relevant courses related to the topic. (LING S090 could be listed as one of the two.) If their assigned faculty advisor is from Swarthmore, majors will then switch to the appropriate senior seminar section of LING S100, which can be done in the beginning of the fall semester of their senior year.

Senior Project Learning Goals

There are multiple acceptable approaches to a linguistics thesis, and our learning goals reflect these possibilities.

All students will:

- Make considered choices on style, formatting, and citation practices in consultation with their advisor;
- Gain familiarity and meaningfully engage with the essential foundational and advanced literature relating to their topic;
- Select and correctly implement appropriate methods, formal theories, and technologies;
- Produce insights into their topic.
- Where appropriate, students will:
- Demonstrate an understanding of appropriate methods for gathering data;
- Understand the best practices for responsible and ethical gathering, archiving, and use of data in ways that respect the relevant speakers/ signers and their communities and cultures;
- Be able to organize data and observe patterns, puzzles, etc. in that data;
- Construct and articulate clear hypotheses and analyses for the observed patterns in the data;
- Evaluate hypotheses and convincingly argue why a chosen hypothesis is superior to plausible alternatives.

Senior Project Assessment

Faculty members are assigned as first and second readers to each thesis after the senior major has decided on a topic in the beginning of the fall semester.

The senior thesis is evaluated on the following criteria:

- Fundamentals:
  - Does the student demonstrate a comprehensive understanding of elementary concepts in linguistics, such as the underlying goals of linguistic inquiry, basic units of linguistic analysis (phonemes, morphemes, constituency, entailment, etc.), and distinctions important to linguistics (prescriptive/descriptive, competence/ performance, phoneme/allophone, form/function, etc.)? Does the student demonstrate familiarity with essential literature?
- Tools and Methods:
  - Does the student select and correctly implement methods and formal theories appropriate for their work? Does the student correctly use standard, professional linguistics formatting and notation for transcriptions, glosses, OT tableaux, syntactic structures, semantic interpretations, citations and references, etc.? Does the student correctly use standardly accepted technical jargon ("allomorph," "adjunct," "implicature," etc.) rather

than vague descriptions or nonstandard terminology? Does the student correctly use appropriate linguistics technology (Praat, ELAN, etc.)? At the level of technical details, does the student's work look like it was written by a linguist (rather than, say, by a historian or chemist)?

- Ethics:
  - Does the student demonstrate a full understanding of best practices for responsible and ethical collection, storage, and use of data in ways that respect the relevant speakers and their communities and cultures? Does the student demonstrate a commitment to appropriate collaboration with speakers and communities? (N.B. This learning outcome may not be relevant to work that does not use primary data, in which case, this should normally be assessed as "N/A".)
- General Scientific Methodology:
  - Data Collection and Presentation
    Does the student demonstrate an understanding of proper scientific methodology for collecting data (survey design, selection of participants, establishing controls, eliciting useful contrasts and paradigms, etc.)? Does the student organize data in meaningful ways that clearly demonstrate important patterns (minimal pairs, morphological paradigm tables, logical blocks of related utterances, etc.)?
  - Analysis
    Does the student construct useful, appropriate hypotheses to explain the observed patterns in the data? Are these hypotheses rigorously and clearly formulated? Does the student sufficiently explore logically plausible alternative hypotheses? Does the student convincingly argue for why their hypotheses are superior to the logical alternatives?
- Critical Thinking Skills:
  - Advanced Literature
    Does the student draw upon relevant advanced literature in meaningful ways? Does the student demonstrate an understanding of crucial data, analyses, results, models, predictions, etc. from this advanced literature?
  - Innovation
    Is the student's work innovative in some way that makes it stand out as more than just superficial description and/or straightforward application of tried-and-true analytical tools? Does the student articulate novel and insightful claims about a specific language, language itself, or linguistics more broadly? Is the student's work noteworthy, at least in part, because of the student's particular insights?
- Quality of Prose:
  - Coherence, Structure, Fluidity, etc.
    Is the student's prose professional and polished, in line with general standards of academic writing? Is the student's prose clear and logically structured? Are individual sentences coherent and grammatical? Do sentences and paragraphs flow fluidly from one to the next? Does the student's prose strike an appropriate balance between being concise and being sufficient? Would the student's prose pass muster for publication in a journal?

Requirements for Honors

Honors will be granted, at the discretion of the faculty members, to those senior majors who have consistently distinguished themselves in major-related course work (typically with a GPA of 3.7 or higher), active and constructive participation in the intellectual life of the department, and an outstanding senior thesis. A senior major may receive high honors if deemed exceptional in all three areas.

Minor Requirements

Students may minor in linguistics through Haverford by completing six credits in the following three areas:

Code	Title	Units
Mandatory Foundation Courses		**3**
Forms		**1**
LING H113	Introduction to Syntax	
or LING S050	Introduction to Syntax	
Meanings		**1**
LING H114	Introduction to Semantics	
or LING S040	Introduction to Semantics	
Sounds		**1**
LING H115	Phonetics and Phonology	
or LING S045	Phonetics and Phonology	

Code	Title	Units
Structure of a Non-Indo-European Language Courses		**1**
LING H215	Structure of Colonial Valley Zapotec	
LING H282	Structure of Chinese	
LING S061	Structure of Navajo	
LING S067	Structure of Wamesa	
LING S068	Structure of Kyrgyz	

Code	Title	Units
Language, Culture, and Society		**1**
LING S021	Anthropological Linguistics	
LING S025/H125	Sociolinguistics	
LING S041	Dialects of American English	
LING S044	Linguistic Discrimination	
LING S046/H146	Linguistic Diversity	
LING/ANTH B281	Semantics II	1
SPAN H314/LING H214	Spanish in the US: Language, Identity and Politics	

Other courses which are not being used to fulfil another major requirement may be used here with approval of the chair.

Elective Courses

Code	Title	Units
LING B101	Introduction to Linguistics	1
or LING H101	Introduction to Linguistics	1
LING H204	Topics in Introductory Programming: Language and Computation	1
CMSC/LING H208	Speech Synthesis and Recognition	1
LING/ENGL H213	Inventing (the) English	1
LING/PSYC H238	The Psychology of Language	1
PHIL H253	Analytic Philosophy of Language	1
PHIL H260	Historical Introduction to Logic	1
LING/CMSC H325	Computational Linguistics	1

LING/SPAN H365 The Politics of Language in the Spanish-Speaking World	1

The Tri-Co Linguistics Department accepts all linguistics courses offered at Swarthmore, Bryn Mawr, and Haverford for credit in their appropriate category.

Note: Minors in the Tri-Co Linguistics Department can receive up to two elective credits for pre-approved courses taken outside the Tri-Co. Interested students should seek consultation with, and approval from, the Bi-Co chair of the department prior to enrolling in the courses, and be ready to provide course descriptions during consultation and transcripts afterwards for proper credit counting towards the minor.

LING B101 Introduction to Linguistics (1 Unit)
An introductory survey of linguistics as a field. This course examines the core areas of linguistic structure (morphology, phonology, syntax, semantics), pragmatics, and language variation in relation to language change. The course provides rudimentary training in the analysis of language data, and focuses on the variety of human language structures and on the question of universal properties of language.

LING B105 Language and Place (1 Unit)
This project-based course focuses on hands-on research in a small group setting in order to collaboratively come to understand the relationship between a place and the languages of that place. In Spring 2022 the course will be part of a 360 and will focus on Nicaragua. Through seeking to understand the languages of Nicaragua, their histories and social dynamics, students will also learn basics of linguistics, especially historical linguistics and sociolinguistics. Spanish language a plus, though not required.

LING B113 Introduction to Syntax (1 Unit)
Introduces the investigation of sentence structures in human language, emphasizing insights from linguists over the past 40 years. The class will develop increasingly complex theory starting with basic assumptions and seeing where they lead. Students will gain a clearer understanding of grammar, develop and refine skills of analysis, writing, and argumentation. We will focus on English, occasionally using other languages to look at ways human languages are similar and how they differ.

LING B114 Introduction to Semantics (1 Unit)
This course is designed to introduce you to the formal study of meaning in language: semantics. We will discuss elements of word meaning, formal logic, generative semantics, and pragmatics, slowly building our theory as we incorporate new linguistic phenomena from multiple human languages. No linguistic or logic background is assumed, but we will be using tools from set theory, model theory, and syntax in order to construct semantic analyses.

LING B125 Sociolinguistics: Language, Culture, and Society (1 Unit)
This is an introductory survey course focusing on the interaction between language, culture and society. We will explore how these three aspects fit together so we can begin to understand how language shapes and is shaped by the world we live in. Students will be introduced to quantitative and qualitative approaches to linguistic analysis through a focus on spoken languages as they are used in the real world. Some topics we will cover: multilingual speech, language and power, raciolinguistics, linguistic ideologies, research ethics, and the interaction of language and social systems such as race, gender and class.

LING B281 Semantics II (1 Unit)
This course is intended to familiarize you with original research in semantics. We will spend the first few weeks reviewing (or learning) the basic terms and tools of formal pragmatics and compositional semantics, including lambda calculus and event semantics. From there, we will read and discuss a selection of research articles in semantics and pragmatics, culminating in a final project for each student that investigates their own original research question related to meaning in language.

LING B399 Senior Thesis Seminar (1 Unit)
This seminar exposes students to linguistic research methods and guides them through the conceptualization of a topic, the research, and the writing of a senior thesis. All linguistics majors must write their senior thesis in this seminar or Ling S100 or S195.

ANTH B246 The Everyday Life of Language: Field Research in Linguistic Anthropology (1 Unit)
This course provides hands-on experience in linguistic anthropological methods of data collection and analysis. We will explore various methods employed by linguistic anthropologists, including: ethnographic observation of language use in context; audio-recording of spoken discourse; working with a linguistic corpus; online research methods; conducting linguistic and ethnographic interviews; and learning how to create a transcript to use as the basis for ethnographic analysis. This is a Praxis 1 course. For the praxis component of the course, in the first half of the semester, the class will work with a high school language arts teacher to design a lesson and project for a high school language arts class that incorporates linguistic-anthropological concepts and student-driven research on language. The purpose of this is to move beyond the prescriptivist approach to language commonly taken at the high school level, toward a more descriptive, ethnographic approach that learns from young people's creativity and agency as speakers of language. In the second half of the semester, the class will work collaboratively on a research project that we develop as a class. Class time will be used to discuss the results of student work, read and discuss relevant literature in linguistic anthropology, synthesize insights that develop from bringing different ethnographic contexts together; and work collaboratively on a way of presenting the findings.

ANTH B281 The Power in Language: Introduction to Linguistic Anthropology (1 Unit)
Ongoing debates over free expression, hate speech, and changing norms of public and political discourse have heightened our awareness of language and its power. This course provides an introduction to the conceptual tools of linguistic anthropology, which can help us understand the role language plays in constructing identities, creating social and political hierarchies, and shaping understandings and experiences of the world. The course begins by considering the relationship between language and race, gender, and socioeconomic inequality in the US context. Then, using ethnographic materials from a variety of cultural contexts, it explores three theoretical perspectives that are central to linguistic anthropology: -Language, power, and the linguistic market: how different languages and ways of speaking get associated with particular social groups and become valued or devalued; -linguistic ideologies and semiotic processes: how language as a system of signs becomes meaningful, to whom, and in what ways; -performance and poetics: what kinds of acts are possible in and through linguistic expression; and how the non-referential (sonic, poetic) aspects of language matter in constructing meaning.

CMSC B325 Computational Linguistics (1 Unit)
Introduction to computational models of understanding and processing human languages. How elements of linguistics, computer science, and artificial intelligence can be combined to help computers process human language and to help linguists understand language through computer models. Topics covered: syntax, semantics, pragmatics, generation and knowledge representation techniques. Prerequisite: CMSC B151 , or CMSC H106 or CMSC H107, and CMSC B231 or CMSC H231 or MATH B231 or MATH H231, or permission of instructor.

SPAN B216 Introducción a la lingüística hispánica (1 Unit)
A survey of the field of Hispanic linguistics. We will explore the sounds and sound patterns of Spanish (phonetics and phonology), how words are formed (morphology), the structure and interpretation of sentences (syntax and semantics), language use (pragmatics), the history and dialects of the Spanish language, and second language acquisition. Prerequisite: SPAN B120 or permission of the instructor. Critical Interpretation (CI)