LINGUISTICS
Advisor: Professor Gail Newman

How is language structured? What are the social forces associated with the development of language? How does the mind process and produce language? What are the best methods for teaching and learning a new language? Linguistics is a vibrant and multifaceted field that bridges the academic and the everyday. From Sociolinguistics to Linguistic Anthropology to Applied Linguistics, each of the various disciplines associated with the general area of Linguistics provides an illuminating perspective on the ways in which language works.

At Williams, students can gain insight into the intricacies of linguistic functions in courses located in several different academic units.

Linguistics

ANTH 227 (F) Language and Society: What Does Your Speech Say About You?
Crosslistings: ARAB227 / ANTH227
Secondary Crosslisting
Sociolinguistics is the study of how aspects of society influence the way language is used by the society members. In this course, we will examine the inter-relationships between the way language is used in various social contexts affecting that usage. How and why do languages change? How does language reflect a person's identity? How does language intersect with power relations among individuals within a society? Does language vary according to gender? How are language varieties formed, and what determines their status within speech communities? How and why do speakers code-switch among different varieties? These are some key questions that we will examine in this class, drawing on readings that focus on different languages.

Class Format: lecture
Requirements/Evaluation: active class participation, response essays, assignments, article presentation, variation paper, final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: seniors, students who need to fulfill Arabic major or Anthropology major requirements, students interested in linguistics
Expected Class Size: 20
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ARAB; meets Division 2 requirement if registration is under ANTH
Attributes: Linguistics
Not offered current academic year

ANTH 262 (F) Language and Power
"A language is a dialect with an army and a navy." This (originally Yiddish) aphorism points to ways in which language, often imagined to be a neutral or apolitical medium of communication, proves in practice to be a social domain fully implicated in the operations of power. How do we create community - and social exclusion - by the way that we talk? What role does speech play in the accumulation of cultural capital? How are racism and colonialism sustained by language practices, and how can speech transform the world? This introduction to linguistic anthropology draws together classic works of linguistic and semiotic theory with studies of the politics of actual speech grounded in rich and particular cultural and historical contexts, from witchcraft accusations in rural France to American presidential elections. Students will gain familiarity with key concepts (speech acts, performatives, code-switching, language ideology), themes and debates in the social scientific study of language. Assignments include regular postings of 1-page critical response papers and an ethnographic project analyzing a series of speech events in the Williams or Berkshire County community.

Class Format: lecture
Requirements/Evaluation: regular postings of critical response papers and an ethnographic final project
Extra Info: not available for the fifth course option
ARAB 224 (S) Second Language Learning: The Learner, the Classroom, and the Social World

Learning a second language is one of the most exhilarating, rewarding, and eye-opening experiences of a lifetime. Millions of people around the globe embark on a journey of exploration of target languages and cultures while reflecting on the self and home culture(s) in the process. This course introduces you to core issues related to the learning of a second language. What are the processes involved in learning a second language? What does it mean to know another language? Is second language learning similar to first language learning? Why are some language learners more successful than others? What individual variables do learners bring to the learning process? How can classrooms facilitate second language learning? How do learners perceive teachers' feedback? How does the specific socio-cultural context impact language learning? How does learning about the target culture feed into language learning? How does the learner's identity evolve in the process of second language learning? These are some key second language learning questions that we will examine in this class. Readings are drawn from studies on the learning of different languages.

Class Format: lecture
Requirements/Evaluation: active class participation, assignments, article presentation and leading a class discussion, language learner interview, a research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: none
Expected Class Size: 20
Distributions: (D2)
Attributes: Linguistics
Not offered current academic year

ARAB 227 (F) Language and Society: What Does Your Speech Say About You?

Crosslistings: ARAB227 / ANTH227
Primary Crosslisting

Sociolinguistics is the study of how aspects of society influence the way language is used by the society members. In this course, we will examine the inter-relationships between the way language is used in various social contexts affecting that usage. How and why do languages change? How does language reflect a person's identity? How does language intersect with power relations among individuals within a society? Does language vary according to gender? How are language varieties formed, and what determines their status within speech communities? How and why do speakers code-switch among different varieties? These are some key questions that we will examine in this class, drawing on readings that focus on different languages.

Class Format: lecture
Requirements/Evaluation: active class participation, response essays, assignments, article presentation, variation paper, final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: seniors, students who need to fulfill Arabic major or Anthropology major requirements, students interested in linguistics
Expected Class Size: 20
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ARAB; meets Division 2 requirement if registration is under ANTH
Attributes: Linguistics
**ASST 207 (F) An Exploration of Japanese Language and Culture (WI)**

Crosslistings: ASST207 / JAPN407

**Secondary Crosslisting**

Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

**Class Format:** tutorial

**Requirements/Evaluation:** attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207T will meet once a week; JAPN 407T will meet twice a week  

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none for ASST 207T; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407T

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective Japanese, Chinese, and Asian Studies majors

**Expected Class Size:** 10

**Department Notes:** students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T

**Distributions:** (D1) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ASST or JAPN

**Attributes:** Linguistics;

**Fall 2018**

**TUT Section:** T1  TBA  Kasumi Yamamoto

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**BIOL 409 (F) Cultural Evolution in Biological Systems (WI)**

The evolution of genetically transmitted traits has been the subject of extensive study since the "modern synthesis" combined Darwin's and Mendel's ideas--later enriched by molecular approaches to developmental biology. More recently, the study of evolution has been extended to traits that are transmitted via social learning. The cultural evolution that occurs in such behavioral traits has many parallels with evolution based on genes: errors and innovation correspond to genetic mutations, immigration may bring in new forms of the behavior, and population bottlenecks can result in loss of behavioral traits. However, there is also a crucial difference between genetic and social transmission of traits: social learners can potentially acquire traits from many members of their population, including unrelated individuals. This difference has many implications, including the acceleration of the evolutionary time scale. We will explore the ways socially learned behaviors evolve, using systems such as tool use (primates, crows), vocal learning (songbirds, orcas), and social organization (baboons). Among the topics we will consider are the role of neutral models and random processes, how neural constraints guide social learning, how social status influences the choice of tutors, and how competition and sexual selection drive changes in learned behavior. We will also consider how these processes interact and how they generate differences as well as parallels between cultural and genetic evolution.

**Class Format:** tutorial

**Requirements/Evaluation:** five 4- to 5-page papers; five 1-2 page response papers; tutorial presentations; contribution to the intellectual enterprise
CHIN 252 (F) Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language

This course introduces students to the principles of second language acquisition (SLA), a field of study that investigates how people learn a foreign language and provides a basis for understanding research related to foreign language learning and teaching. Theoretical issues to be covered include what it means to know a language, how one becomes proficient in a foreign language, factors that affect the learning process, and the role of one's native language. We will also examine what SLA research has discovered about teaching grammar, pronunciation, vocabulary, and writing. The goal is to explore ways in which SLA theories can be applied to facilitate acquisition of Chinese in terms of learning strategies and curriculum design. This course will be useful to both students who want to improve their own learning of Chinese and those who plan to teach or conduct research on Chinese. All readings in English with some examples in Chinese.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, several oral presentations and short papers, and a final research project

Prerequisites: CHIN 101 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 12

Distributions: (D1)

Attributes: EXPE Experiential Education Courses; Linguistics

Not offered current academic year

CHIN 431 (S) Introduction to Chinese Linguistics

Is Chinese--whose nouns "lack" number and whose verbs have no tense--a monosyllabic, "primitive" language? Are the Chinese characters a system of logical symbols or "ideographs," which indicate meaning directly without regard to sound? Could (and should) the characters be done away with and alphabetized? Are Cantonese, Hakka, and Taiwanese dialects or languages? And what is the relationship between Chinese, Japanese, Korean, and Vietnamese? These are some of the questions we will be taking up in this one-semester introduction to the scientific study of the Chinese language. Topics to be covered include: the phonological, syntactical, and lexical structure of Modern Standard Chinese; the Chinese writing system; the modern Chinese dialects; the history of the Chinese language; sociolinguistic aspects of Chinese; and language and politics in various Chinese-speaking societies. Readings in English and Chinese, with class discussion in Mandarin

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on classroom performance, homework, two short papers, and one longer paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CHIN 302 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: current or prospective Chinese or Asian Studies majors

Expected Class Size: 12

Distributions: (D1)

Attributes: Linguistics

Not offered current academic year
COGS 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
Crosslistings: PHIL222 / COGS222 / PSYC222

Primary Crosslisting
This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: lecture/discussion
Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises
Extra Info: not available for the fifth course option
Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended
Enrollment Limit: 25
Enrollment Preferences: first-year and sophomore students
Expected Class Size: 25
Department Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributions: (D2)
Attributes: Linguistics; PHIL Contemp Metaphysics & Epistemology Courses; PSYC 200-level Courses
Not offered current academic year

JAPN 131 (F) Introduction to Japanese Linguistics
This course is an introduction to the basic ideas and methodology of linguistics. We learn how to formally analyze the patterns of speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meanings (semantics and pragmatics). Other topics, such as first language acquisition and language variations, may be discussed as needed. Although we use Japanese as the primary target data throughout the course, we occasionally look at data from other languages for further application of linguistic methodology and for the better understanding of cross-linguistic variations and underlying universality across languages. Classes are conducted in English.

Class Format: lecture
Requirements/Evaluation: class discussion, reading assignments (as preparation for class), written assignments (exercises), mid-term and final exam
Prerequisites: no background knowledge of Japanese or linguistics is required; open to all students who are interested in Japanese language or language in general
Enrollment Limit: 25
Enrollment Preferences: first-year and sophomore students
Expected Class Size: 25
Distributions: (D1)
Attributes: Linguistics

Fall 2018
LEC Section: 01 TF 1:10 pm - 2:25 pm Mamoru Hatakeyama

JAPN 258 (S) Language and Literacy Development
Crosslistings: PSYC258 / JAPN258

Primary Crosslisting
Language is uniquely a human function and fundamental to one's participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy
acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How “natural” is it to learn to read?

Class Format: seminar

Requirements/Evaluation: active participation in the class discussion, weekly reaction paper, quiz, final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Japanese, Chinese, Asian Studies, and Psychology majors

Expected Class Size: 25

Department Notes: Psychology majors, this course counts as a 200-level elective in psychology but does not count as one of the three 200-level courses for the major; for Asian Studies, Chinese, and Japanese majors, this course counts as a comparative requirement course

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under JAPN; meets Division 2 requirement if registration is under PSYC

Attributes: Linguistics

Spring 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Kasumi Yamamoto, Mamoru Hatakeyama

JAPN 407 (F) An Exploration of Japanese Language and Culture (WI)

Crosslistings: ASST207 / JAPN407

Primary Crosslisting

Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the “easy Japanese movement,” which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Class Format: tutorial

Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207T will meet once a week; JAPN 407T will meet twice a week

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none for ASST 207T; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407T

Enrollment Limit: 10

Enrollment Preferences: current or prospective Japanese, Chinese, and Asian Studies majors

Expected Class Size: 10

Department Notes: students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ASST or JAPN

Attributes: Linguistics;
PHIL 203 (S) Logic and Language  (QFR)
Logic is the study of reasoning and argument. More particularly, it concerns itself with the difference between good and bad reasoning, between strong and weak arguments. We all examine the virtues and vices of good arguments in both informal and formal systems. The goals of this course are to improve the critical thinking of the students, to introduce them to sentential and predicate logic, to familiarize them with enough formal logic to enable them to read some of the great works of philosophy, which use formal logic (such as Wittgenstein's *Tractatus*), and to examine some of the connections between logic and philosophy.

Class Format: lecture/discussion
Requirements/Evaluation: a midterm, a final, frequent homework and problem sets
Prerequisites: none
Enrollment Limit: none
Expected Class Size: 50-80
Distributions: (D2) (QFR)
Attributes: Linguistics; PHIL Contemp Metaphysics & Epistemology Courses;

Spring 2019
LEC Section: 01    MWF 10:00 am - 10:50 am     Steven B. Gerrard

PHIL 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
Crosslistings: PHIL222 / COGS222 / PSYC222

Secondary Crosslisting
This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: lecture/discussion
Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises
Extra Info: not available for the fifth course option
Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended
Enrollment Limit: 25
Enrollment Preferences: first-year and sophomore students
Expected Class Size: 25
Department Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributions: (D2)
Attributes: Linguistics; PHIL Contemp Metaphysics & Epistemology Courses; PSYC 200-level Courses
Not offered current academic year

PHIL 280 (S) Frege, Russell, and the Early Wittgenstein
The last line of Ludwig Wittgenstein’s *Tractatus* famously reads: “Whereof one cannot speak, thereof one must be silent.” Are there things that cannot be put into words? What are the limits of language? What is the nature of language? How do logic and language relate? We will examine these (and other questions) in the context of the great philosophical revolution at the beginning of the last century: the linguistic turn and the birth of analytic philosophy. We will see how a focus on language affects our understanding of many traditional philosophical questions, ranging from epistemology and metaphysics to aesthetics and ethics. Our texts will include Gottlob Frege, *The Foundations of Arithmetic*, Bertrand Russell, *Principles of
Mathematics, and Ludwig Wittgenstein, *Tractatus Logico-Philosophicus*. While you're debating whether to take this class, consider the following puzzle. There is a village where the barber shaves (a) all those and (b) only those who do not shave themselves. Now, ask yourself: who shaves the barber? You will see that if the barber does not shave himself, then by condition (a) he does shave himself. And, if the barber does shave himself, then by condition (b) he does not shave himself. Thus, the barber shaves himself if and only if he does not shave himself. See if you can figure out why this is sometimes called a paradox, and then ask yourself what this has to do with our opening questions.

**Class Format:** seminar

**Requirements/Evaluation:** two short papers (5 pages) and one longer final paper (12-15 pages)

**Prerequisites:** at least two PHIL courses; PHIL 202 and 203 recommended

**Enrollment Preferences:** Philosophy majors, then seniors and juniors of any major

**Expected Class Size:** 12-15

**Distributions:** (D2)

**Attributes:** Linguistics; PHIL History Courses

Not offered current academic year

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**PHIL 304 (F)  Philosophy of Language  (WI)**

This will be a course in the philosophy of language at it has developed over the past century and a half in the analytic tradition. We will narrow our focus even further and will concentrate primarily on meaning, reference and truth. What sorts of things can be true or false? We ordinarily claim that sentences are true or false, but are there other entities whose truth and falsity explains the truth and falsity of sentences? If there are such things—we'll call them propositions—what are they like? If there aren't such things, how do we characterize meaningfulness instead? What is it for a sentence or a proposition to be true? We think that there is a difference between a linguistic object's being meaningful and its having a referent. For example, many people would agree that 'Keith's favorite unicorn' is a meaningful expression. However, few (haters gonna hate) would say that the expression has a referent. It is difficult, however, to get clear on the relation between the meaning of an expression and its reference. We'll try to make some progress on these issues. Our study will definitely include Frege, Russell, Quine, Searle, and Kripke. There will be a series of short response papers in which you provide a careful analysis of particular arguments in our texts. There will also be a midterm paper (roughly 10 pages) and a final paper (roughly 15 pages) which you will develop and revise in consultation with the instructor. It will be very helpful, though not absolutely necessary, for you to have some familiarity with logic and some experience in reading philosophy.

**Class Format:** seminar

**Requirements/Evaluation:** short response papers, midterm paper (10pp), final paper (15pp)

**Prerequisites:** previous philosophy course and familiarity with logic suggested

**Enrollment Limit:** 19

**Enrollment Preferences:** Philosophy majors

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** Linguistics; PHIL Contemp Metaphysics & Epistemology Courses;

Not offered current academic year

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**PHIL 308 (F)  Wittgenstein's "Philosophical Investigations"**

Bertrand Russell claimed that Ludwig Wittgenstein was "perhaps the most perfect example I have ever known of genius as traditionally conceived--passionate, profound, intense, and dominating." Wittgenstein's two masterpieces, the *Tractatus Logico-Philosophicus* and the *Philosophical Investigations*, stand like opposing poles around which schools of twentieth-century analytic philosophy revolve. The Wittgenstein of the *Tractatus* is known as the "earlier Wittgenstein," the Wittgenstein of the *Investigations* is known as the "later Wittgenstein." This course is an intensive, line-by-line study of the *Investigations*—one of the greatest (and thus, one of the most controversial) books in the history of philosophy. Aside from its overwhelming influence on 20th and 21st century philosophy and intellectual culture, any book which contains the remark, " if a lion could talk, we could not understand him," deserves serious attention.

**Class Format:** seminar

**Requirements/Evaluation:** one short midterm paper (5-7 pages) and one longer final paper (12-15 pages)

**Prerequisites:** at least two Philosophy Courses, PHIL 202 highly recommended
PSYC 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
Crosslistings: PHIL222 / COGS222 / PSYC222

Secondary Crosslisting
This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: lecture/discussion
Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises
Extra Info: not available for the fifth course option
Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended
Enrollment Limit: 25
Enrollment Preferences: first-year and sophomore students
Expected Class Size: 25
Department Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributions: (D2)
Attributes: Linguistics; PHIL Contemp Metaphysics & Epistemology Courses; PSYC 200-level Courses

Not offered current academic year

PSYC 258 (S) Language and Literacy Development
Crosslistings: PSYC258 / JAPN258

Secondary Crosslisting
Language is uniquely a human function and fundamental to one's participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How "natural" is it to learn to read?

Class Format: seminar
Requirements/Evaluation: active participation in the class discussion, weekly reaction paper, quiz, final paper
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Japanese, Chinese, Asian Studies, and Psychology majors
Expected Class Size: 25
Department Notes: Psychology majors, this course counts as a 200-level elective in psychology but does not count as one of the three 200-level courses for the major; for Asian Studies, Chinese, and Japanese majors, this course counts as a comparative requirement course
Distributions: (D2)

Distribution Notes: meets Division 1 requirement if registration is under JAPN; meets Division 2 requirement if registration is under PSYC

Attributes: Linguistics

Spring 2019

SEM Section: 01  MR 2:35 pm - 3:50 pm  Kasumi Yamamoto, Mamoru Hatakeyama

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