As a discipline, linguistics examines the structural components of sound, form, and meaning, and the precise interplay between them. Modern linguistic inquiry stresses analytical and argumentation skills, which prepares students for future pursuits in any field in which such skills are essential. Linguistics is also relevant to other disciplines, such as psychology, philosophy, mathematics, computer science, sociology and anthropology, and some of our students choose to double major with one of them.

**LEARNING GOALS**

- Examine the structural components of sound, form, and meaning, and the precise interplay between them.
- Interact with the field of linguistics through a series of foundation courses in linguistics theory and methodology.
- Hone analytical and argumentation skills, and prepare for future pursuits in any field to which such skills are essential, including psychology, neuroscience, philosophy, mathematics, computer science, computational linguistics, sociology, and anthropology.
- Apply theoretical and methodological tools to the analysis of linguistic data, particularly in forming and testing hypotheses, and arrive at conclusions that the data and arguments support.
- Understand how language influences the way we interact with each other and with the larger world around us.
- Investigate how people acquire their knowledge about language, how this knowledge interacts with other cognitive processes and how it varies across speakers and geographic regions.

**MAJOR REQUIREMENTS**

- One course from each of the following categories:
  - Sounds: LING H115 at Haverford (HC) or LING S045 at Swarthmore (SC)
  - Forms: LING H113 at HC or LING S050 at SC
  - Meanings: LING H114 at HC or LING S040 or S026 at SC
- One course from the Structure of a Non-Indo-European Language series, typically LING H215, or LING H282 at HC, or LING S061, S062, S064 at SC.
- Three elective courses in linguistics or related fields. (For Linguistics and Language majors, instead of electives, they must study two different languages with three credits from each, with at least one credit at the Third-Year level for each of the two languages.)
- All Bi-Co linguistics majors should register for LINGH399 in the fall of their senior year and complete a one-credit senior thesis by the end of the fall semester. (Seniors will be assigned different faculty advisors once they choose a thesis topic during the first two weeks, and they may then switch to the appropriate senior seminar sections if necessary.) The thesis constitutes the comprehensive requirement.

**MINOR REQUIREMENTS**

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

**Mandatory Foundation Courses (three credits)**

- LING H113 or LING S050 (Introduction to Syntax)
- LING H114 or LING S040 (Introduction to Semantics)
- LING H115 or LING S045 (Phonetics and Phonology)

**Structure of a Non-Indo-European Language Courses (choose one from the following samples of relevant courses)**

- LING H215 (Structure of Colonial Valley Zapotec)
- LING H282 (Structure of Chinese)
- LING S060 (Structure of Navajo)
- LING S062 (Structure of American Sign Language)
- LING S064 (Structure of Tuvan)

**Elective Courses (choose two from the following samples of relevant courses):**

- LING B101 or LING H101 (Introduction to Linguistics)
- LING/ENGL H213 (Inventing [the] English)
- LING/PSYC H238 (The Psychology of Language)
- LING/PHIL H253 (Analytic Philosophy of...
LINGUISTICS

- LING/PHIL H260 (Historical Introduction to Logic)
- LING/ANTH B281 (Language in the Social Context)
- LING/CMSC H308 (Computational Linguistics)
- LING/SPAN H365 (The Politics of Language in the Spanish-Speaking World)

The department accepts all linguistics courses offered at Swarthmore for minor credits for the appropriate categories.

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 to the theoretical frameworks, methodologies, and bibliographies, culminating in the selection of a potential topic, working and reworking on a thesis abstract with references. Students have also been encouraged to take an upper level seminar course in the subfield where they will most likely choose a thesis topic.

Linguistics seniors write their thesis in the fall semester. For the first four weeks, students present their thesis topic for faculty approval (Week 1), get assigned a faculty adviser (Week 2), in some cases two faculty advisers, and give a 10-minute presentation of their thesis outline with student group feedback, abstract writing (Week 3), and annotated bibliography (Week 4), all under close faculty supervision.

After the group work is done, students meet with their advisers individually during the thesis writing process.

First draft is due on the 7th week, which will be read by their faculty adviser and the first student reader, who will provide written comments. Second draft is due on the 11th week and will be read by their faculty adviser and the second student reader, who will provide written comments.

Third (and final) draft is due on the 13th week, followed with an oral thesis defense with the first and second faculty readers.

The final revised version of the thesis is due on the last day of the fall semester.

Senior Project Learning Goals

- Examine the structural components of sound, form, and meaning, and the precise interplay between them.
- Interact with the field of linguistics through a series of foundation courses in linguistics theory and methodology.
- Stress analytical and argumentation skills, preparing students for future pursuits in any field to which such skills are essential, including psychology, neuroscience, philosophy, mathematics, computer science, computational linguistics, sociology, and anthropology.
- Apply theoretical and methodological tools to the analysis of linguistic data, particularly in forming and testing hypotheses, and arrive at conclusions that the data and arguments support.
- Understand how language influences the way we interact with each other and with the larger world around us.
- Investigate how people acquire their knowledge about language, how this knowledge interacts with other cognitive processes and how it varies across speakers and geographic regions.

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.

**STUDY ABROAD**

Majors in the Linguistics Department can receive up to two elective credits for pre-approved courses taken at departments on the College’s list of 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.

**FACULTY**

At Haverford:

**Shizhe Huang**
Co-Chair and Associate Professor of Chinese and Linguistics; C.V. Starr Professor of Asian Studies
LINGUISTICS

Brook D. Lillehaugen (on leave, Fall 2016)
Assistant Professor of Linguistics (Tri-College)

Nathan Sanders
Visiting Assistant Professor of Linguistics

At Swarthmore:
Theodore B. Fernald
Professor and Co-Chair

K. David Harrison
Professor

Donna Jo Napoli
Professor

Beppie Van Den Bogaerde
Julian and Virginia Cornell Visiting Professor

Jamie A. Thomas
Assistant Professor

Jonathan North Washington
Assistant Professor

Emily A. Gasser
Visiting Assistant Professor

Patricia L. Irwin
Visiting Assistant Professor

Peter Klecha
Visiting Assistant Professor

Affiliated Faculty at Haverford:
Marilyn Boltz
Professor of Psychology

Jane Chandlee
Visiting Assistant Professor of Computer Science

Danielle Macbeth
T. Wistar Brown Professor of Philosophy

Maud McInerney
Associate Professor of English

Ana López-Sánchez
Associate Professor of Spanish

At Bryn Mawr
Deepak Kumar
Professor of Computer Science

Amanda Weidman
Associate Professor of Anthropology

COURSES

LINGH101 INTRODUCTION TO LINGUISTICS
Brook Lillehaugen, Nathan Sanders
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. Humanities (HU)

LINGH113 INTRODUCTION TO SYNTAX
Nathan Sanders
This course is a hands-on investigation of sentence structures in human language. This is a participation intensive course. Collectively, the class will develop an increasingly complex syntactic theory starting with basic assumptions and seeing where they lead. In the process, students will develop skills in observing syntactic patterns and analyzing these patterns in order to come to some generalizations on their own. Humanities (HU)

LINGH114 INTRODUCTION TO SEMANTICS
Shizhe Huang
This course focuses on the study of meaning in human language. We will explore semantic issues that arise from the lexicon, the sentences, and the discourse. Along the way, we will investigate not only the semantic structure of natural language but also pragmatic factors that affect language use. This is a participation-intensive course. In the process, students will not only learn the basic semantic theory but will also develop skills in observing semantic patterns and analyzing these patterns in order to come to some generalizations on their own. Humanities (HU)

LINGH115 PHONETICS AND PHONOLOGY
Nathan Sanders
This course investigates the sound patterns found in human languages. Phonetics is the study of these patterns from a physical and perceptual perspective while phonology is the study of sound patterns
from a cognitive perspective. Activities in the class will expose students to the methodologies used by both perspectives (articulatory description and acoustic analysis for phonetics and formal theoretical models for phonology) and show the necessity and utility of both approaches in understanding the nature of sound patterns in human language. Humanities (HU)

LINGH282 STRUCTURE OF CHINESE  
Shizhe Huang  
This course is designed to acquaint students with both the syntactic and semantic structures of Mandarin Chinese and the theoretical implications they pose to the study of natural language. Students will have an opportunity to further their understanding of linguistic theories and to develop skills in analyzing a non-Indo-European language systematically. Prerequisite(s): At least two of the following: LING 101, 113, 114, or permission of the instructor. Priority to seniors and juniors. (Knowledge of Chinese is NOT required.) Social Science (SO)

LINGH365 THE POLITICS OF LANGUAGE IN THE SPANISH-SPEAKING WORLD  
Ana López-Sánchez  
The course will explore the relationship between (national) identity and language, and the specific outcomes of (language) policies and educational practices in societies where Spanish is spoken, generally alongside other mother tongues, often as the dominant language, but also in a minority situation. Crosslisted: SPAN; Humanities (HU)

LINGH399 SENIOR THESIS SEMINAR  
Shizhe Huang  
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 100 or 195. Humanities (HU)