

*Literature*

- CM 101. Introduction to Literary Analysis
- CM 125A,B. Introduction to Latin American Literature and Civilization
- CM 178. The New Latin American Cinema: History, Politics, Gender and Society
- CM SPAN 132. Latin American Culture and Civilization
- CM SPAN 159. Contemporary Latin American Novel
- HM 103. Third Cinema
- HM 144. Poe Goes South: The Fantastic Short Story in Latin America
- HM 145S. Third World Women Writers
- PZ SPAN 150 In Search of God in Latin America
- PZ SPAN 156 El y Ella
- PZ SPAN 158. Banana Republics
- SC SPAN 115. Contemporary Mexican Fiction
- SC SPAN 126A CH. Chicano Movement Literature
- SC SPAN 126B CH. Contemporary Chicano/a Literature
- SC SPAN 127. Literatura Chicana en Español
- SC SPAN 186 CH. Contemporary Chicano Literature Seminar

*Political Studies*

- CM 133E. Politics and Military in Latin America
- CM GOVT 134. Mexican Government and Politics
- CM GOVT 134E. Democratization and Politics in Mexico
- CM GOVT 138. Religion & Politics in Latin America

*From Other Disciplines*

- HM RLST 179.2. Liberation Theology: The Americas
- SC MUS 131. Mariachi Performance and Culture

**LINGUISTICS AND COGNITIVE SCIENCE DEPARTMENT**

Professor Deborah Burke, department chair

*Professors Atlas, Burke*

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*Visiting Assistant Professors de Cuba, Landman*

*Lecturer Löfstedt*

*Research Associate Thornton*

The curriculum of the Linguistics and Cognitive Science Department offers a multidisciplinary approach to the study of language and mind. The major features core courses in linguistics and cognitive science followed by a choice of two tracks: one emphasizing linguistics and the other cognitive science.

Linguistics as a discipline focuses on the scientific study of human language, its theoretical, descriptive, social and behavioral bases. It also serves as a privileged window into human cognition. As such, our evolving understanding of language has had, and continues

<sup>3</sup>On leave 2009-10

to have, a profound influence on fields as diverse as philosophy, psychology, anthropology, sociology, literature, music and computer science.

Cognitive science is concerned with a unified approach to the human mind and the nature of intelligent behavior: language, meaning, knowledge, thinking, perceiving, remembering, motion and other mental phenomena. Central issues in the discipline include the structure, acquisition, use and internal representation of language; the interpretation of sensory experience; the development of formal and informal reasoning skills; the nature of self and consciousness; and the neural basis of cognition.

The linguistics and cognitive science curriculum is a cooperative intercollegiate program; linguistics and cognitive science classes taught at the other Claremont Colleges count as Pomona courses in the completion of the major.

## Requirements for the Major in Linguistics and Cognitive Science

The Linguistics and Cognitive Science Major is organized by tracks that help students define and explore their interests within the field. All tracks require Linguistics and Cognitive Science (LGCS) 10 and 11 and a core linguistics course (105, 106 or 108). The linguistics track requires either the Senior Thesis or passing a comprehensive exam in the second semester of the senior year. The cognitive science track requires the Senior Thesis. The Senior Thesis is a two-semester course that should be taken in the fall and spring semesters of the senior year. Senior thesis project proposals will be evaluated by the faculty at the end of the first semester of the Senior Thesis course and, if approved, are to be completed in the following spring semester.

### Requirements for the Linguistics Track

1. Introductory courses: 10 and 11
2. Core courses: four chosen from 105, 106, 108, 112, 125
3. Three electives (an advanced course may be substituted for an elective)
4. A Topics course in phonology, pragmatics, semantics, sociolinguistics, or syntax
5. Senior Thesis, 191 or Comprehensive Exam in Linguistics, 193. The thesis requires enrollment in both semesters of the senior year.

### Requirements for the Cognitive Science Track

The cognitive science track consists of four lower-level courses, six upper-level courses, a seminar and a senior thesis. The six upper-level courses include a distribution requirement of three courses and a subconcentration requirement of three courses.

1. *Four lower-level courses:* 10, 11, CSCI 30; PHIL 60 or CSCI 81
2. *Distribution Requirement:* One course selected from each of (a), (b) and (c) below
  - a. 105, 106, 108
  - b. 121, PSYC 160, PSYC 162
  - c. PHIL 30, PHIL 80
3. *Sub-concentration requirement:* Three additional courses selected from the course list of one of the sub-concentrations below
  - a. Linguistics and Cognitive Science: LGCS 105, 106, 107, 108, PZ 112, 121, 185M, 185P, 185S, 185T, 187
  - b. Psychology: PSYC 108, 123, 158, 159, 160, 162, 180H, 180J, CM 96, SC 123; LGCS 121; MUS 149. PSYC 158 is required as one of the three courses.
  - c. Philosophy: PHIL 30, 42, 80, PZ 103, PZ 123, CM 135, CM 139, 185L, 185M, 187
  - d. Computer Science: CSCI 51, 52, 81, 151, 152, 153, 154, 159
4. *Seminar requirement:* One of LGCS 175, 185P, 185S, 185T, PSYC 180H, 180J
5. *Senior Exercise:* 191. May be completed in one or two semesters.

It is recommended that a student complete two semesters of calculus, MATH 30 and 31. Students should seek advice from linguistics and cognitive science faculty in the area of their sub-concentration to maximize its intellectual coherence. It is also recommended that students interested in graduate work in any of the constituent sub-concentrations in cognitive science seek advice early on from the faculty concerning further courses in that field.

### Requirements for a Minor in Linguistics

10; two of the core courses, 105, 106, 108, 112, 125; and three other courses in linguistics

### Requirements for a Minor in Cognitive Science

10 and 11; three courses from the courses listed under sub-concentration requirements; and one seminar. Philosophy, psychology and computer science majors cannot use courses that are being used to fulfill their major requirements.

### Introductory Courses

*Linguistics and cognitive science (LGCS) courses satisfy Area 2 of the Breadth of Study Requirements.*

- 10. Introduction to Linguistics.** *Ms. Fought, Ms. Paster, Staff.* For students wishing to learn about the nature of language, including how language is structured at the levels of sound, form and meaning; how does language determine our thoughts, our perception of the world; can animals learn to talk; and how our language reflects our culture, gender and ethnicity. Each semester.
- 11. Introduction to Cognitive Science.** *Ms. Burke, Mr. Thornton.* Historical and contemporary views of the mind, from the perspectives of philosophy, linguistics, psychology, cognitive neuroscience, logic and computer science. How does the mind acquire, structure and make use of language? How does it make sense of emotional and sensory experience? What is consciousness? Topics include language, meaning, knowledge, thinking, remembering, self and consciousness. Each semester.

### Core Courses and Electives

- CSCI 30. Computation and Cognition with Laboratory.** *Ms. Sood.* Spring 2010.
- PHIL 30. Knowledge, Mind and Existence.** *Mr. Kung.* Spring 2010.
- PHIL 80. Philosophy of Mind.** *Mr. Kung.* Next offered 2010-11.
- PZ 82. Race and Ethnicity and the Politics of Teaching.** *Ms. Fought, Ms. Yep.* Examines how race and ethnicity are defined in schooling from sociological, linguistic and ethnic studies standpoints; how race and ethnicity are constructed in schooling and ways teachers/educators may refine their pedagogies in relation to race and ethnicity. Divided into four sections: theoretical and analytical toolkit; racial formation and critical pedagogy; language and ethnicity; synthesis and application. Fall 2009.
- 105. Syntax.** *Staff.* What determines the sequencing of words in human languages? How can we explain syntactic variation within and across languages? Course emphasizes skills in critical thinking and syntactic argumentation in the framework of contemporary theories of syntax. Attention to Chomskyan revolution in theoretical linguistics and in recent developments. Spring 2010.
- 106. Semantics.** *Staff.* Language meaning is central to human knowledge and action, yet also seemingly forever elusive and contextual. What is the relationship between meaning and linguistic form and meaning and thought? How does meaning relate to inferences and logic? Fall 2009.
- 107. Pragmatics of Language: How to Do Things with Words.** *Mr. Atlas.* A philosophical and linguistic discussion of language use and non-truth-conditional aspects of meaning. Topics from philosophy of language and linguistics: speech acts, presupposition,

- conversational implicature, context and common ground, demonstratives and indexicals, topic/comment and focus, with applications to law and to psychology. Fall 2009.
- 108. Phonology.** *Ms. Paster.* Analysis of the organization of sounds in the world's languages. Fundamental concepts in phonological theory and their relation to issues in articulatory and acoustic phonetics. Course focuses on feature systems, underlying representations, phonological rules and derivations. Fall 2009.
- 109. Morphology.** *Ms. Paster.* Provides an introduction to morphology, the study of how words are built from their component parts. Topics to be covered include methods of morphological analysis, the relationship between morphology and other areas of grammar, and modern theories of morphology. To be announced.
- PZ 110. Language and Gender.** *Ms. Fought.* The relation between cultural attitudes and language. How gender socialization is reflected in the structure of language at all levels, and the extent to which male/female patterns of language use might contribute to the creation and/or maintenance of given structures of power and solidarity. Students develop their own field work-based project. Spring 2010.
- PZ 112. Sociolinguistics.** *Ms. Fought.* How language reflects social patterns, including class, gender, ethnic, regional and other differences. How these differences can lead to conflicts in interaction. Also, how children are socialized to use language in particular ways. Field work project. Prerequisite: 10. Fall 2009.
- 115. Bilingualism.** *Ms. Fought.* To be announced.
- PZ 116. Language & Ethnicity.** *Ms. Fought.* Explore the language patterns of four American ethnic minority groups (African Americans, Hispanic Americans, Native Americans and Asian Americans) with a focus on inter-ethnic communication. Topics include the role of language in defining identity, language use in the classroom, non-verbal elements of communications, traditions of joking and bilingualism. Next offered 2010-11.
- PHIL 120. Metaphysics.** *Mr. Atlas.* Spring 2010.
- 121. Psycholinguistics.** *Staff.* How are we seemingly effortlessly able to produce and comprehend language in all of its complexity? Course provides introduction to research and theory on language processing. Focus on empirical studies of word recognition, sentence processing, discourse and semantic interpretation, as well as language acquisition and breakdown. Prerequisites: 10, and either 11 or PSYC 51. May be repeated once for credit. Spring 2010.
- PSYC 123. Language Development.** *Ms. Smiley.* Normal and atypical language development; theoretical accounts of how development occurs. Focus on prelinguistic, phonological, semantic and syntactic development in very young children, touching on bilingual acquisition. Social uses of language. Prerequisite: 10 or 11 or PSYC 51. Spring 2010.
- SC 123. Cognitive Neuroscience.** *Mr. Spezio.* Spring 2010.
- 125. Language in the Field.** *Ms. Paster.* Where do we get the data on which linguistic theory is based? In this class, students learn hands-on how to systematically approach the study of an unfamiliar language. Languages vary from year to year; previous languages included Luganda Twi and Malayalam. May be repeated for credit. Prerequisite: 10. Next offered 2010-11.
- MUS 149. Music Perception and Cognition.** *Mr. Cramer.* Perceptual and cognitive processes involved in the hearing of music. Emphasis on concepts from music theory, criticism, history and ethnomusicology that may be understood in terms of cognition. Topics include the perception of sound; pitch, rhythm and other features as they figure in the perception of musical organization, melody, harmony, musical meaning and affect. Prerequisite: 11 or MUS 80 or PSYC 160. Spring 2010.
- CSCI 157. Natural Language Processing.** *Mr. Bruce.* Next offered 2010-11.
- PSYC 160. Perception and Cognition with Laboratory.** *Mr. Banks.* Investigates the question of how we use patterns of physical energy to perceive the world. Covers topics from sensation to cognition, including music, language communication, disorders of

perception, attention, unconscious perception and brain mechanisms in cognition. Prerequisite: 11 or PSYC 51. Spring 2010.

- PSYC 162. Memory and Language with Laboratory.** *Ms. Burke.* Investigates the nature of human memory and how it interacts with language. Emphasis on architecture of memory and language systems and on memory processes in language comprehension and production. Evaluates research on how we remember, why we forget, memory without awareness and language and memory disorders. Prerequisite: 11 or PSYC 51. Fall 2009.
- 175. Seminar in Cognitive Science: Belief and the Self.** *Mr. Atlas.* A philosophical, linguistic and psychological examination of a central topic in cognitive science, e.g. metaphor, language and thought, modularity of the mind, concepts, experimental pragmatics. Normally to be taken in the junior year. Topics vary from year to year. May be repeated once for credit. Spring 2010.

### Advanced Courses

- PZ 166. Topics in Sociolinguistics.** *Ms. Fought.* Explores advanced topics in sociolinguistics. Examines representations of gender in the media, especially as they relate to language. Explores questions such as: How are women of different ethnicities portrayed in terms of language? What representations do we see of gay men, transgendered people and others? Prerequisites: 10, and either 112 or 116. Fall 2009.
- PSYC 180J. Seminar on Language, Memory and the Brain.** *Ms. Burke.* Current research on the interaction between brain and behavior in cognition. Focus for 2009-10: emotion, its effect on cognition and its neural substrate. Review of neuroimaging and cognitive behavior research that investigates the nature of emotion and how it affects attention, memory and language. Analysis of how aging and brain damage change emotional responses and the interaction of cognition and emotion. Prerequisite: 162 or LGCS 11. Spring 2010.
- PHIL 185A. Topics in Metaphysics.** *Mr. Atlas.* To be announced.
- PHIL 185M. Topics in Mind and Language.** *Mr. Atlas.* Fall 2009.
- 185P. Topics in Phonology.** *Ms. Paster.* Advanced topics in phonological theory. Familiarizes students with current original research on one or more specific topics. Topics vary and may include Optimality Theory, phonetically grounded phonology, tonal systems and the phonology-morphology interface. Prerequisite: 108. Next offered 2010-11.
- 185S. Topics in Syntax.** *Staff.* Investigates various “hot topics” in current syntactic theory with an empirical focus on comparing a variety of different languages. Topics vary from year to year; possible topics include: argument structure, case and agreement, the syntax of scope, economy, head-movement, WH-movement, topics/focus structure and syntactic reconstruction. Prerequisite: 105. May be repeated once for credit. Fall 2009.
- 185T. Topics in Semantics.** *Staff.* Investigates advanced topics in semantics and the syntax-semantics and semantics-pragmatics interface. Topics vary from year to year; possible topics include quantification, modality, tense, plurals, focus, degree semantics, modification, displacement and polarity. Prerequisite: 106. Spring 2010.
- PHIL 186R. Russell and Wittgenstein.** *Mr. Atlas.* To be announced.
- 187A,B. Tutorial in Linguistics and Cognitive Science.** *Mr. Atlas, Staff.* Selected topics, determined jointly by the student and the tutor, conducted through frequent student papers evaluated in Oxford-style tutorial sessions. Prerequisite: written permission of instructor. 187A, full course; 187B, half-course. May be repeated. Each semester.
- 191. Senior Thesis in Linguistics and Cognitive Science.** *Staff.* Individual theoretical research or laboratory experiment, for fourth-year students under faculty supervision. Each semester.
- 193. Senior Comprehensive Examination.** *Staff.* Take-home examination in linguistics, completed in one week, testing students’ general competence in the core disciplines of the field and depth of knowledge in one core area of specialization. Each spring.
- 99/199. Reading and Research in Linguistics and Cognitive Science.** *Staff.* Prerequisite: permission of instructor. 99, lower-level; 199 advanced work. Course or half-course. May be repeated. Each semester. (Summer Reading and Research taken as 98/198.)