

Cognitive and Linguistic Sciences

AN INTERDEPARTMENTAL MAJOR

Director: *Lucas (Fall); Levitt (Spring)*

Assistant Professor: *Carpenter*

Advisory Committee: *Lucas^{A2} (Psychology), Levitt (Linguistics and French), McIntyre (Philosophy), Hildreth (Computer Science)*

A major in cognitive and linguistic sciences is the interdisciplinary study of language and mind.

Goals for the Major

The major is designed with two goals in mind.

Provide students with a broad intellectual grounding in an interdisciplinary approach to the study of the mind. This goal is met by a group of required core courses which introduce students to techniques for studying language and cognition as well as background in the philosophical underpinnings of cognitive and linguistic sciences.

Supply substantive training in one of the component disciplines (psychology, linguistics, computer science, or philosophy) through coursework within a concentration area chosen by the student. The concentration will enable the student to strengthen and deepen her understanding of the mind within a single domain.

CLSC 250 Research or Individual Study

Prerequisite: Open by permission of the instructor to first-year students and sophomores.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

CLSC 300/PSYC 300 Seminar. Topics in Cognitive and Linguistic Sciences

Lucas (Psychology)

Topic for 2009-10: Cooperation and Competition. According to traditional models of rationality, rational agents should act in ways that will maximize their self-interest. And the study of evolution teaches us that individuals are in competition for survival. Nonetheless, we have all experienced acts of apparent selflessness and societies could not function without cooperation among their members. How, then, can cooperative and selfless behaviors be explained? In this course, an interdisciplinary approach to the problem will be taken. Evidence and theories from psychological, economic, and neurobiological literatures will be examined. Cross-cultural, developmental, and cross-species differences will be explored as will the evolutionary origins of cooperation and competition and the role of cooperation in language. *Students may register for either CLSC 300 or PSYC 300 and credit will be granted accordingly.*

Prerequisite: Open to juniors and seniors who have taken one of PSYC 214-219, LING 114, PHIL 215, CS 111 or permission of the instructor.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

CLSC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

CLSC 360 Senior Thesis Research

Prerequisite: By permission of the director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

CLSC 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

LING 114 Introduction to Linguistics

Carpenter

Designed to familiarize students with some of the essential concepts of linguistic analysis. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization—phonology, morphology, syntax, and semantics. Additional topics include introductions to language organization in the brain, child language acquisition, language change, and writing systems.

Prerequisite: None

Distribution: Epistemology and Cognition

Semester: Fall, Spring

Unit: 1.0

LING 238 Sociolinguistics

Levitt

The application of linguistics to the analysis of sociocultural variation in language. We will examine the way information about age, gender,

As of 8/10/09

social class, region, and ethnicity is conveyed by variations in the structural and semantic organization of language. We will also examine language attitude and language planning in multilingual societies.

Prerequisite: LING 114, PSYC 216, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

LING 240 The Sounds of Language

Carpenter

What are all the possible linguistically-relevant sounds of the human vocal tract? How does each language organize a subset of those sounds into a coherent system? Examination of the sounds of language from the perspective of phonetics and of phonology. Each student will choose a foreign language for intensive study of its phonetic, phonologic, and prosodic characteristics. Includes extensive use of speech analysis and phonetics software.

Prerequisite: LING 114, PSYC 216, or by permission of the instructor.

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

LING 244 Language: Form and Meaning

Tham (East Asian Languages and Literatures)

This course will consider some basic questions about language: What do we actually know when we know a language? How is the structure of language best described? Are there properties which all languages share, and what do those properties tell us about language itself? We will look at a number of specific problems in morphology, syntax, and semantics, and the strengths and weaknesses of a number of different linguistic theories will be considered. While many of the problems considered in this class will involve English, we will also be looking at a number of other languages, both European and non-European.

Prerequisite: LING 114

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

LING 312 Bilingualism: An Exploration of Language, Mind, and Culture

Levitt

Exploration of the relationship of language to mind and culture through the study of bilingualism. The bilingual individual will be the focus for questions concerning language and mind: The detection of "foreign" accent, the relationship of words to concepts, the organization of the mental lexicon, language specialization of the brain, and the effects of early bilingualism on cognitive functioning. The bilingual nation will be the focus for questions dealing with language and culture: societal conventions governing use of one language over another, effects of extended bilingualism on language development and change, and political and educational impact of a government's establishing official bilingualism.

Prerequisite: Open to juniors and seniors who have taken a related 200-level course in linguistics, psychology, anthropology, philosophy, or permission of the instructor.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

LING 319 The Spoken and Written Word: Effects on Cognition and Culture

NOT OFFERED IN 2009-10. OFFERED IN 2010-11. For thousands of years, humans communicated via the ephemeral spoken word, and then writing was invented. How has the advent of writing affected us, both as individuals and members of cultural groups? To answer this question, we will explore the cognitive, linguistic, and cultural implications of spoken and written forms of communication. We start with an overview of the field of orality and literacy studies, followed by an examination of theories of the origin of human language and the history of the development of writing. We then move to an analysis of how the brain processes the spoken and written word and how these modes of communication affect memory and reasoning. From a cultural perspective, we examine the ways in which certain ancient and current societies differ as a function of their use of oral versus written forms of communication.

Prerequisite: Open to juniors and seniors who have taken a related 200-level course in linguistics, psychology, anthropology, philosophy, or permission of the instructor.

Not open to students who took this course as a topic of CLSC 300 in spring 2006-07.

Distribution: Social and Behavioral Analysis or Epistemology and Cognition

Semester: N/O. Offered in 2010-11.

Unit: 1.0

LING 350 Research or Individual Study

Prerequisite: Two 200-level units.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Requirements for the Major

Students majoring in cognitive and linguistic sciences must take a minimum of nine units for the major, including four core units, one from each of the categories below, and a minimum of four electives in a concentration. It is recommended, but not required that the ninth course be in a different concentration. In addition to the courses eligible for the major, which are listed below, NEUR 100 can count as a ninth course in the major. Students may consult the MIT catalog for additional offerings in the major, but students are encouraged to take courses for the major at Wellesley College.

Core Requirements

Students must fulfill the following four core requirements:

- 1) One course in Linguistics: Consult individual concentrations for requirement
- 2) One course in Formal Systems: Consult individual concentrations for requirement
- 3) PHIL 215
- 4) CLSC 300

Concentrations

In designing a concentration, students need to demonstrate the intellectual coherence of their choices. Therefore, concentrations must be designed in close collaboration with the director. In cases where the student's chosen concentration is in a discipline other than that of the director, a second advisor in the student's field of concentration must also be arranged. Students must take at least one 300-level course in their concentration. Courses numbered 350/360/370 do not count towards this 300-level requirement.

Linguistics

Students concentrating in linguistics must elect at least four courses beyond the formal systems requirement from the following list. Three of these courses must be linguistics courses, including one 300-level course: LING 238, 240, 244, 312 or 319; CHIN 231/331, CS 235, EDUC 308 or 310; FREN 211 or 308; PHIL 207, 216, or 349; PSYC 216 or 316. KOR 256 may be taken after consultation with the student's linguistics advisor.

Linguistics Requirement: LING 114 or MIT 24.9.

Formal System Requirement for Linguistics: LING 240 or 244 or appropriate equivalent MIT course.

Students will also be expected to demonstrate proficiency in a foreign language above the College's foreign language requirement (at an intermediate level or above).

Psychology

Students concentrating in psychology must take PSYC 205 and one of 304R or 314R. In addition, students must elect at least two courses from the following list: PSYC 214, 215, 217, 218, 219, 305, 316, 318, 319, 328, 345 (when the topic for 345 is approved by the student's psychology advisor).

Linguistics Requirement: PSYC 216

Formal System Requirement for Psychology: One of CS 111, CS 112, LING 240, LING 244, or PHIL 216

Philosophy

Students concentrating in philosophy must elect at least four of any of the following courses: PHIL 207, 208, 209, 216, 217, 221, 313, 340, or 349. PHIL 345 may be taken after consultation with the student's philosophy advisor.

Linguistics Requirement: LING 114 or PSYC 216

Formal System Requirement for Philosophy: PHIL 216

Computer Science

Students concentrating in computer science must take CS 230 and 232. In addition, students must elect at least two courses from the following list: CS 220, 231, 235, 251, 303, 310, [331], 332, or 349 (when the topic for CS 349 is approved by the student's computer science advisor).

Formal System Requirement for Computer Science: CS 111

Honors

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Comparative Literature

A STRUCTURED INDIVIDUAL MAJOR

Director: *Nolden (German)*

Advisory Board: *TBA (ex officio: Chair of Language Chairs), Dougherty (Classical Studies), Petterson (French), Respaut (French), Rosenwald (English), Weiner (Russian), Zimmerman (East Asian Languages and Literatures)*

Using literary texts as its base of inquiry, "Comparative Literature" promotes the study of intercultural relations that cross national boundaries, multicultural relations within a particular society, and the interactions between literature and other forms of human activity, including the arts, the sciences, philosophy, and cultural artifacts of all kinds.

Goals for the Major

Acquaint students with the wide range of writing across national and linguistic borders and prepare them to read texts of different cultural traditions in their own languages.

Familiarize students with the ways in which literature can interact with various other forms of human activity and how literary texts can be read in interdisciplinary contexts.

Teach students to write well and to develop and use the skills of close reading.

CPLT 113/ENG 113 Studies in Fiction

Sides (English)

Topic for 2009-10: Fantastic Fictions. When fiction blurs or crosses the line between our "real" world and "other worlds," the reader (as well as the narrator or main character) has entered the realm of "the fantastic," a genre that (broadly interpreted) contains "the uncanny," "the supernatural or ghost story," and "science fiction." We will read "fantastic" novels and short fiction by nineteenth-century, twentieth-century, and twenty-first century masters from Europe, Japan, North and South America. Taught primarily in lecture, this course will not be writing-intensive. *Students may register for either ENG 113 or CPLT 113 and credit will be granted accordingly.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

CPLT 212/CLCV 212 Reading Travel: The Theme of Travel in Classical and Contemporary Fiction

Dougherty (Classical Studies)

NOT OFFERED IN 2009-10. Every story is a travel story, and this class explores the theme of travel as it appears both literally and figuratively in works of fiction. How is narrative a spatial practice? What is the relationship between travel and fiction, between travel and literary genre? How does travel articulate issues of (personal and cultural) identity? How do gender and family operate together with travel to structure relationships between home and away, men and women? We will begin with Homer's *Odyssey*, which sets the stage for many of the themes and issues to be interrogated in a broad range of texts, classical and contemporary. Additional readings will include Euripides' *Helen*, Heliodorus' *Ethiopian Romance*, Twain's *The Adventures of Huckleberry Finn*, Conrad's *Heart of Darkness*, Kincaid's *Lucy*, Robinson's *Housekeeping*, and Ondaatje's *The English Patient*. *Students may register for either CPLT 212 or CLCV 212 and credit will be granted accordingly.*

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

CPLT 220/CLCV 220 Introduction to Comparative Literature

Young (Classical Studies)

Topic for 2009-10: Afterlives of Antiquity. Taking up one of the major concerns of Comparative Literature as a field, this course looks at how texts move, tracing several works of Greek and Roman literature as they travel through centuries and across continents. We will begin with the troubled notion of a classic and explore questions of canonicity. Case studies will include texts Sophocles' *Antigone* and the poems of Catullus and Sappho. With the help of readings in reception and translation theory, we will look at these works as they change over time, asking how they have contributed to modern discourses and practices including colonialism, post-colonialism, psychoanalysis, feminism, contemporary pop-culture, and modernist avant-gardes. *Students may register for either CPLT 220 or CLCV 220 and credit will be granted accordingly.*

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

CPLT 228 Narratives of the Self

Nolden (German)

Focusing on memoirs which represent the extremes of the human condition, the course will address generic problems and narrative patterns of autobiographical writing and discuss the tension between fact and fiction, the (un-)reliability of memory, the problems of representing history, and the complicated relationship between text and reader. Texts by Augustine, J.-J. Rousseau, W. Benjamin, G. Percec, P. Levi, C. Yang, and others.

Prerequisite: None

Distribution: Language and Literature

As of 8/10/09