

General Faculty Meeting

May 3, 2017

3:30 PM, Toy Lounge

Agenda

**3:30 pm**

Approval of minutes (see attachment) and presentation of Nefi Lopez-Chen

**3:35 pm**

Bruno Estigarribia: Presentation of the "PROPOSAL FOR DUAL DEGREE PROGRAM: MA IN LINGUISTICS AND PHD IN ROMANCE STUDIES WITH CONCENTRATION IN HISPANIC LINGUISTICS" (see attachment). Vote on proposal.

**4:00 pm**

Updates on Strategic Planning and Program Review

**4:15 pm**

Announcements

PROPOSAL FOR DUAL DEGREE PROGRAM:  
MA IN LINGUISTICS AND PHD IN ROMANCE STUDIES  
WITH CONCENTRATION IN HISPANIC LINGUISTICS

Prepared by the Joint Committee on Hispanic Linguistics

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May 10, 2013  
Revised March 20, 2017

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1. Introduction  
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Long-term trends are making Spanish more important globally, nationally, and statewide. This has led to steadily rising enrollments in Spanish classes at the college level, which since the mid-1990s have grown by over 40% and now exceed those in all other modern languages combined (Furman et al. 2010, Figure 2). The effect extends to other languages that are geographically or culturally proximate to Spanish. College-level enrollment grew 74% in Portuguese (op. cit., Figure 3b) from 1995 to 2009. This growing interest in Portuguese is also attested by multiple initiatives focusing on Brazil across the country. Even infrequently taught languages such as Quechua (an indigenous language widely spoken in Bolivia, Ecuador, and Peru) nearly doubled enrollments just between 2006 and 2009, and Basque increased from 5 to 57 students (op. cit., Table 8a).

The underlying causes of the growing demand for Latin American and Iberian languages are the global shift of economic growth towards developing countries and the steady rise of the Latin American population in the United States through migration and natural increase. These are long-term processes that are not likely to be reversed in coming decades. In fact, the Hispanic/Latino population in North Carolina has increased 111% between 2000-2010, according to the U.S. Census Bureau and the Pew Research Center, and nationwide Hispanic students have become the largest minority groups at four-year college campuses (Passel and Cohn 2008; Fry and Lopez 2012). We therefore anticipate continuing demand in North Carolina and nationwide for (1) people who have expertise in those languages, (2) people who can teach that expertise at the school and university level, and (3) people who can train those teachers.

The aim of this proposal is to position UNC-Chapel Hill to meet all three of these demands. The proposed dual degree program (hereinafter “the Program”) unites an MA in Linguistics with a PhD in Romance Studies. Both of these programs already exist. The novelty consists of (1) a new concentration, Hispanic Linguistics, within each of them, and (2) the combination of the two degrees in a dual-degree program. The Program will produce MA and PhD graduates with a solid, comprehensive grounding in general linguistics as well as specialist knowledge of the linguistics of Spanish and of languages in contact with Spanish (hereinafter “Other Relevant Languages”). Graduates will be prepared to compete for careers in industry, academia, and government as linguists, foreign language specialists, language teachers, or language technologists (in software development, speech recognition, etc.).

The Program will stand out among Hispanic Linguistics programs in the U.S. and Canada because of the uniqueness of its offerings in the areas of Other Relevant Languages (Yucatec Maya, Guaraní, and Portuguese, as well as Catalan, Basque, and Galician), and because of the synergy between the two departments of UNC.

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## 2. Rationale

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### 2.1. What is Hispanic Linguistics?

Linguistics is the scientific study of language, its structure, function, history, acquisition and use. Linguistics addresses the question: In order to know a language, what do you need to know? The vast majority of native or fluent non-native speakers of a language have no conscious understanding of how they do it. Anyone who speaks American English, for example, “knows” to bunch up the root of the tongue deep in the throat when making the [r] sound, but for most speakers, that knowledge is entirely unconscious --- they don’t \*know\* that they know it, and they cannot explain how they do it.

It is the business of linguists to make unconscious linguistic knowledge explicit. For example, a linguist might MRI-scan American English speakers to see what their tongue is doing when they make an [r] (Alwan et al. 1997). Explicit knowledge about how a language works can be communicated to, and used by, others. Insights from linguistics find application in a wide range of other domains such as psychology, computer science, education, forensics, and speech-language pathology.

Hispanic Linguistics is a discipline that focuses in particular on the structure, history, dialectal variation, acquisition, and use of Spanish, Portuguese, and other languages in contact with Spanish, using the analytic tools of modern linguistic theory. Specialists in Hispanic Linguistics

have a general, theoretical background in Linguistics, and specialize in phenomena directly relevant to the linguistic analysis of these particular languages. A Hispanic linguist has explicit, conscious knowledge of how these languages work, can communicate that knowledge to others, and can extend the world's stock of knowledge about those languages through original research.

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## 2.2. Goals of the Dual Degree Program

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The MA curriculum prepares students for immediate employment in jobs requiring knowledge of Spanish or an Other Relevant Language combined with expertise in linguistics, as well as for entry into a PhD program in linguistics, languages, or a related area.

Applicants for MA-level jobs are judged on a variety of factors, including their competence in Spanish or another Relevant Language and their expertise in the core areas of linguistics. The introductory course sequence provides a firm foundation in these areas. Applicants for PhD study are additionally judged on their ability to carry out original research on a modest scale. The first-year projects and the MA thesis project enable the student to demonstrate this qualification as well.

The PhD curriculum prepares graduates to compete successfully for opportunities that require (1) expert knowledge of linguistics and of Spanish or an Other Relevant Language, (2) the ability to independently design and carry out the large-scale research projects that produce new knowledge, and (3) the ability to communicate with a range of different audiences. These opportunities include academic, industry, and government jobs, as well as government and private-sector contracts and grants.

Applicants for these highly competitive positions are judged by their performance, and in particular by their record of success in publishing original contributions that are taken seriously by experts in the field. The PhD program with concentration in Hispanic Linguistics aims to produce graduates who come off well when judged by that standard.

To this end, this curriculum is designed to equip students with both the knowledge and the ethos of productive researchers, and to set them from the beginning on the path to a record of published original work. Original research starts as early as the final course projects in the first year (of the MA). The program milestones are research projects which the students are expected to submit to off-campus conferences or journals. The interlocking colloquia, working groups, and seminars foster a culture of presenting research in all stages of completion to audiences with different backgrounds and levels of expertise.

### 2.3. Outlook for graduates

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The demand for expertise in Spanish and other Relevant Languages has been steadily growing, and is anticipated to continue growing, for the economic and demographic reasons discussed above. Demand for language skills creates demand for language teachers, which creates further demand for faculty to train those teachers. Recognition of this reality has led Romance language departments to increasingly hire faculty with Hispanic Linguistics degrees.

This point is illustrated by the academic job listings on the LINGUIST email list ([linguistlist.org](http://linguistlist.org)), which has been a major venue for academic jobs in linguistics since the mid-1990s. Here are the numbers of assistant-professor jobs advertised on the LINGUIST list that mention Spanish or Portuguese and are located in the U.S.:

Dec. 1, 2005 to Dec. 1, 2006: 0  
Dec. 1, 2006 to Dec. 1, 2007: 0  
Dec. 1, 2007 to Dec. 1, 2008: 9  
Dec. 1, 2008 to Dec. 1, 2009: 7  
Dec. 1, 2009 to Dec. 1, 2010: 9  
Dec. 1, 2010 to Dec. 1, 2011: 19  
Dec. 1, 2011 to Dec. 1, 2012: 18  
Dec. 1, 2012 to Dec. 1, 2013: 18  
Dec. 1, 2013 to Dec. 1, 2014: 22  
Dec. 1, 2014 to Dec. 1, 2015: 17  
Dec. 1, 2015 to Dec. 1, 2016: 17

Of the 18 assistant-professor jobs posted in 2011-12, five were in North Carolina (NCSU, ECU, and three at Wake Forest). In addition to those 18, there were 8 other academic jobs at a lower rank, such as Lecturer or Visiting Assistant Professor (excluding postdocs), and 9 different industry job listings (which may have been seeking more than one person for each). Of the 18 assistant-professor jobs posted in 2012-13, one was in North Carolina (UNC-Charlotte). In addition to those 18, there were 6 other academic jobs at a lower rank and 2 of unspecified rank ("rank open"), as well as 25 different industry job listings.

Those were only the academic job ads that explicitly mentioned Spanish or Portuguese. Graduates of this program would actually be qualified for many more jobs than that: Because the projected program is a full-fledged linguistics program with a Hispanic focus, its graduates will also be competitive for general linguistics jobs in academia, industry, government, and education. As of February 2013 (after the peak of academic the job-search season), there were 458 open jobs advertised on the LINGUIST list for which a graduate of this program would be qualified. Here are some examples:

- University of Washington: Lecturer in Language Acquisition; Spanish Language

Teaching; Spanish

- Penn State University: Assistant Professor in Phonology
- Sociolinguistics; Text/Corpus Linguistics; Laboratory Phonology, Sociophonetics; Spanish
- Université de Montréal: Assistant Professor, in Language Acquisition; Spanish
- UMass Amherst: Assistant Professor in General Linguistics; Phonetics; Phonology; Spanish
- Texas Tech University: Assistant/Associate Professor in Applied Linguistics; Language Acquisition; Spanish
- University of Texas at San Antonio: Assistant Professor in Applied Linguistics; Language Acquisition; Spanish
- University of Texas at San Antonio: Assistant Professor in General Linguistics; Text/Corpus Linguistics; Translation; Spanish
- North Carolina State University: Assistant Professor in Spanish; Sociolinguistics
- Verilogue, Inc. (Spain, telecommute): Consultant in Applied Linguistics; Discourse Analysis; Sociolinguistics; English; Spanish
- Google: Speech Data Evaluator in the areas of Computational Linguistics; Phonetics; Text/Corpus Linguistics; Lexicography; Speech (automatic speech recognition, text-to-speech synthesis, natural-language processing); Spanish

These jobs include a majority of academic positions, but around a fourth of jobs are for industry or government positions, for example for computational linguists, consultants, translators, language engineers, language examiners, test developers, language course developers, clinicians and speech language pathologists. The guide to jobs in Linguistics prepared by UC Davis (Bonnici 2008) identifies the following areas where linguists are employed:

- Language teaching
- Direction and coordination of language programs
- English-as-a-second-language and foreign-language content development
- Accent-reduction training
- Computational linguistics, speech recognition, speech generation, artificial intelligence/programming
- Speech pathology and communication disorders
- Lab management
- Writing, technical writing, editing
- Forensic linguistics
- Government careers, e.g. analyst
- Espionage/surveillance
- Onomastics; professional naming
- Lexicography
- Interpretation/translation
- Anthropology; corporate anthropology
- Consulting (for industries, government agencies, marketing firms)

- Market research

Above we listed only positions which explicitly mentioned Spanish, but of course our graduates would also be competitive for any other jobs requiring skills in Spanish or other Relevant Languages.

#### 2.4. Why Carolina?

The University of North Carolina at Chapel Hill is uniquely positioned to establish and develop a concentration in Hispanic Linguistics. We have the advantage of independent graduate and undergraduate programs in the relevant areas: a Linguistics program offering an BA, MA, and dual BA/MA; and a very successful Hispanic Linguistics specialization in the BA in Romance Studies program. Neither Duke University nor North Carolina State University can say the same. We also have faculty who specialize in all the areas of specific need to support a program in Hispanic Linguistics, including the area of Other Relevant Languages such as Yucatec Maya, Guaraní, and Portuguese, as well as Basque, Catalan, and Galician. Thus, we are not requesting new resources, but simply synthesizing the resources and expertise that we already possess.

This synthesis will create a focus of convergence for students and scholars from across the state and beyond. Given the dramatic statistics for the growth of the Hispanic population in North Carolina alone, and the already existing interest in the linguistics of Spanish among the faculty and students of the state's higher education institutions attested by the Spanish Linguistics in North Carolina (SLINKI) conference already in its seventh year (<http://fountainca.wix.com/slinki>), not to mention the ongoing research programs on emerging Hispanic English of the mid-Atlantic South (including North Carolina) by NCSU scholars and graduate students (e.g., Wolfram, Carter, and Moriello 2004; Wolfram, Kohn, and Callahan-Price 2011), our proposed Hispanic Linguistics program would no doubt serve the needs of other programs in the state. Added to our prestige and resources as a major research university, our Hispanic Linguistics program would likely attract many graduate students. The fact is that our graduate and undergraduate students have already produced PhD, MA, and Honors theses that highlight the linguistics of Spanish and Other Relevant Languages (e.g. Mory 2008, Griffin 2011, Pinta 2013; see also Frazier 2009, Gómez Soler 2012) and the social factors of interactions between English and Spanish speakers in North Carolina (e.g. Stack 2004, Day 2006, McGee 2010).

The following table shows the other institutions in the Southeast that offer graduate degrees, whether as full-fledged programs (P) or concentrations within another course of study (C) in Hispanic Linguistics, with the host department shown in parentheses, as of December 2016:

<i>School</i>	<i>Master's</i>	<i>Doctorate</i>
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University of Alabama (Modern Languages and Classics)	C	C
University of Central Florida (Modern Languages and Literatures)	C	
University of Florida (Spanish and Portuguese Studies)	P	P
Florida State University (Modern Languages and Linguistics)	P	P
University of Georgia (Romance Languages)	P	P
University of Kentucky (Hispanic Studies)		C
Louisiana State University (Foreign Languages and Literatures)	C	
University of Mississippi (Modern Languages)	C	
North Carolina State University (Foreign Languages and Literatures)	P	
University of South Carolina (Linguistics)	C	C

Our regional competitors are therefore still few, and our proposed Program enjoys advantages over all of them. Of the nine Departments which offer MA studies in Hispanic Linguistics, five of them offer this field as a concentration while requiring that students complete a significant amount of coursework in fields outside of Hispanic Linguistics proper.<sup>1</sup> Of the six Departments which offer PhD studies in Hispanic Linguistics, three of these present the same aforementioned situation.<sup>2</sup> Finally, all three award a credential in only one field, whereas graduates of our proposed Program will be credentialed in both Linguistics and Romance Studies.

It is our goal to capitalize on our existing resources in order to meet the growing demand of the field and the needs of our community.

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### 3. Proposed structure

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<sup>1</sup> The MA programs at Alabama, Central Florida, Louisiana State, and Mississippi require students to complete coursework in Hispanic literature and culture. The program at South Carolina requires graduate students to complete coursework in (language-nonspecific) Linguistics.

<sup>2</sup> The PhD programs at Alabama and Kentucky require graduate students to complete coursework in Hispanic literature and culture. The program at South Carolina requires graduate students to complete coursework in (language-nonspecific) Linguistics.



### 3.1. MA in Linguistics with concentration in Hispanic Linguistics

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For advising and administrative purposes, the “home” for students fulfilling MA requirements in this Program is the Department of Linguistics (see section 4 of this proposal), and the degree awarded will be the MA in Linguistics. Core requirements: Beginning MA students must take ROML 700 (Pedagogy), enrollment in which will qualify them to apply for a teaching assistantship in Romance Studies. In addition, they must also take, at some point in the program, LING 520 (Phonetics), LING 523 (Phonology), LING 530 (Syntax), and one of either LING 537 (Semantics) or SPAN TBD (Spanish Semantics). For final projects in these courses, students are expected to choose topics focusing on Spanish or an Other Relevant Language. Applicants for a teaching assistantship in Linguistics must have completed these four courses, and must satisfy the University’s other requirements for holding a TA-ship. The required courses are already offered annually because of existing undergraduate and graduate programs in the two departments.

Required courses can be waived if the student has already taken an equivalent graduate-level course (e.g., in the case of UNC-Chapel Hill undergraduates). The student must take one more approved elective for each waived required course.

Elective courses: Four approved electives that are relevant to Hispanic Linguistics as defined above and are approved by the Director of Graduate Studies. Normally one of these courses is taken in the spring of the first year, and the other three are taken in the fall of the second year.

Research paper or thesis: Before the end of the third semester, the student, in consultation with his or her advisor, will decide whether to write a research paper or a thesis. Normally, the research paper is written by students planning to continue on to PhD-level graduate work, while the thesis is written by students planning to enter the job market directly. In the former case, the student would register for thesis-substitute credit; in the latter, for thesis credit. A research paper is expected to contain new research of publishable quality, and the student is expected to submit it to an extramural conference or journal. The student will form a committee consisting of an advisor and two other relevant faculty members. The committee should include representatives of both departments. The student is expected to work with the committee at all stages of the writing process. The student will write a prospectus of the planned project and defend it at the oral comprehensive examination, before proceeding to carry out the approved project and write the thesis or paper. The thesis or paper is defended at the final oral examination, normally before the end of the fourth semester.

Language requirement: Familiarity with two other Relevant Languages beyond English and Spanish. (Proficiency in English and Spanish is required for admission to the program; see Section 4.1.) This Other Relevant Language requirement can be met in two ways. One way is to demonstrate basic proficiency in the language as a communication medium, by passing the Graduate Student Foreign Language Test, by certification by a qualified faculty member, or by

taking a two-semester graduate-level introduction to the language. The other way is to demonstrate knowledge of the language as an object of study, by taking a one-semester class in the structure of the language.

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### 3.2. PhD in Romance Studies with concentration in Hispanic Linguistics

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For advising and administrative purposes, the “home” for students fulfilling PhD requirements in the Program is the Department of Romance Studies (see Section 4 of this proposal), and the degree awarded will be the PhD in Romance Studies. Course requirements: The PhD requires a total of 36 credit hours beyond the MA, of which 9 will be dissertation credit. The remaining 24 hours (8 courses) will be graduate-level courses chosen by the student in consultation with his or her advisor as preparation for writing the second qualifying paper and dissertation. It is expected that the student will enroll in at least one upper-level graduate research seminar. At least 6 of the 8 courses must be in Linguistics or Romance Studies.

Language requirement: Familiarity with two other Relevant Languages other than English and Spanish, one of which must be Latin or another Romance language, and the other of which must be a non-Indo-European language in contact with Spanish. This requirement can be met by passing the Graduate Student Foreign Language Test, by certification by a qualified faculty member, by taking a one-semester class in the structure of the language, or by taking a two-semester graduate-level introduction to the language.

Qualifying papers (written comprehensive examination): The PhD written comprehensive examination will consist of two substantial essays from distinct areas of linguistics, demonstrating the student's ability to conduct original, publishable research. The essays will be evaluated by a committee of two faculty members designated by the Director of Graduate Studies. Students are expected to consult closely with this committee as they prepare their essay for submission.

Dissertation prospectus (oral comprehensive examination): Toward the end of course work, students should seek out an appropriate faculty member as a dissertation director, with whom a dissertation proposal should be worked out (on the form and submission of the proposal see remarks on the MA thesis prospectus). Sometimes two co-directors are appropriate. The dissertation proposal is presented at an oral examination to a committee of five faculty members, at least three members of which should be from either the Department of Romance Studies or the Department of Linguistics. During the actual writing of the dissertation, students are expected to consult regularly with the director and at least two other members of the committee. The oral examination is expected to focus on the dissertation prospectus, but the committee may examine the student on other topics as well.

Dissertation defense (final oral examination): This exam centers on defense of the dissertation,

but the committee reserves the right to question the student on other relevant topics.

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#### 4. Admission, advising, and support

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Academic governance for this dual degree concentration, including the setting of admissions and degree requirements, will be provided by a Steering Committee consisting of two representatives from each department (Linguistics and Romance Studies) appointed by their respective Chairs each year.

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##### 4.1. Recruitment and admission requirements

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The Program will be served by the Directors of Graduate Admissions of each department. It is the policy of the Graduate School that “[s]tudents must apply to and be accepted by both programs individually before beginning in the dual degree program. In a practical sense, this means that students should apply to both academic programs at the same time, or apply to the second program no later than during their first year of the first program. Dual degrees will not be awarded after the curricular requirements have already been met without initial application.” (<http://handbook.unc.edu/dual.html>, retrieved 2017, Mar. 20.) The applications will be considered separately by the admissions committees of the two departments. Those committees will make the final decision about admission to each department. A student who is not admitted by both departments is not admitted to the Program, although he or she may still be admitted to either department singly by a vote of that department’s admissions committee. (A prospective student who already has an MA in Linguistics cannot receive a second MA in the same field, hence is not eligible for the Program, and should apply directly to the Romance Studies PhD.)

Information and guidelines on the UNC-CH Graduate School admissions application are available at <http://gradschool.unc.edu/admissions/instructions.html> (accessed 2017, Mar. 20.). Prospective students will submit their applications electronically to the Graduate School. Applications are only accepted for study beginning in the fall semester of each year. Recommenders must submit their letters electronically through the online application system. We do not accept any recommendations on paper or via email. To be considered for competitive Graduate School fellowships, an applicant must have all materials in by the second week of December (actual date changes with the semester). This includes GRE scores, transcripts, letters of recommendations, statement of purpose, writing sample, and the audio file referred to below (all are to be submitted electronically). Prospective students do not send hard copies of transcripts when applying. They are only uploaded into their application. If admitted they will then have to submit hard copies of their FINAL transcript to the Graduate School only. Departmental funding (usually in the form of a teaching assistantship) may still be available to those who apply no later than the second week of January (the actual date changes with the

semester) for Fall admission. Although applications received up to the latter date will be considered, it is strongly recommended that materials be submitted by December 15th.

Please note that in addition to the application materials that the Graduate School requests (such as the GRE), the Program would like to receive the following three items:

- A one-page statement (written in English) in which the student explains his/her reasons for pursuing a graduate degree in Hispanic Linguistics. S/he should also detail the areas of her proposed field.
- A writing sample in Spanish, such as a term paper that s/he has written for a course or a published article.
- An audio file of a few minutes' duration, on which s/he identifies herself by name in English; then speaks in Spanish about her professional goals and reads (also in Spanish) a short passage of her choice. The audio file is to be submitted to [romlgrad@unc.edu](mailto:romlgrad@unc.edu). This last item is particularly important if the student is applying for a teaching assistantship.

The prerequisite for admission to the MA program with concentration in Hispanic Linguistics is completion of a bachelor's degree and knowledge of Spanish.

#### ----- 4.2. Advising -----

The Program will be served by the Graduate Advisors in each department. MA advising will be the responsibility of the Linguistics graduate advisor, while PhD advising will be the responsibility of the Romance Studies graduate advisor.

A student who is admitted to the dual-degree program is admitted simultaneously to the Linguistics MA program and the Romance Studies PhD program, and must accept both admission offers before enrolling in classes. In any given semester, the student must be “term-activated” in one program or the other. Incoming students will normally be term-activated in the Linguistics MA for approximately the first two years before switching their term activation to the Romance Studies PhD. Regardless of which program the student is term-activated in, however, he or she may, in any semester, make progress towards the requirements of either program, or of both. Dual degree students should ensure they have successfully submitted an application to graduate for each of their intended degree programs.

#### ----- 4.3. Financial support for students -----

With few exceptions, all of our graduate students receive some form of financial support. Financial assistance, if offered by the either the Linguistics or the Romance Studies Department,

consists of fellowship awards and teaching assistantships both of which are accompanied by a tuition award. Teaching assistantship stipends range from \$15,700 to \$24,700 per academic year (2016-2017), depending on how many courses the assistant teaches. The stipend is subject to state and federal income tax.

No students will be admitted to the Program for part-time study. The primary source of support for students in the Program is expected to be teaching assistantships in Romance Studies. They may also be supported as teaching assistants in Linguistics, or from grant funds in either department.

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## 5. Sample academic plans

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This section shows academic plans for imaginary students with different interests and levels of preparation. (R = required, E = elective.)

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### 5.1. Spanish focus, no courses waived

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1 Fa    LING 520 Phonetics (R)  
         LING 537 Semantics (R)  
         ROML 700 Pedagogy (R)

1 Sp    LING 523 Phonology (R)  
         LING 530 Syntax (R)  
         SPAN 678 History of the Spanish Language (E)

2 Fa    LING 533 Syntactic theory II (E)  
         LING 552 Pidgins and Creoles (E)  
         SPAN 621 History of the Spanish Language through Texts (E)

2 Sp    SPAN/LING 993 MA thesis (or thesis substitute = publishable research paper)

3 Fa    LING 528 Language Acquisition (E)  
         SPAN 677 Spanish Syntax (E)  
         SPAN 825 Seminar in Hispanic Linguistics (E)

3 Sp    LING 529 Language Acquisition II (E)  
         SPAN 680 Acquisition of Spanish (E)  
         SPAN 682 Spanish Sociolinguistics (E)

- 4 Fa LING 540 Mathematical Linguistics (E)  
SPAN 676 Spanish Phonological Theory (E; course to be proposed)
- 4 Sp LING/SPAN 994 PhD thesis
- 5 Fa LING/SPAN 994 PhD thesis
- 5 Sp LING/SPAN 994 PhD thesis

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5.2. Indigenous languages focus, no courses waived

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- 1 Fa LING 520 Phonetics (R)  
LING 537 Semantics (R)  
ROML 700 Pedagogy (R)
- 1 Sp LING 523 Phonology (R)  
LING 530 Syntax (R)  
SPAN 683 Guaraní Linguistics
- 2 Fa LING 561 Native languages of the Americas (E)  
LING 593 Field Methods (E)  
LING 542 Pidgins and creoles (E)
- 2 Sp SPAN/LING 993 MA thesis (or thesis substitute)
- 3 Fa MAYA 401 Intro. to Yucatec Maya (E)  
SPAN 676 Spanish Phonological Theory (E; course to be proposed)  
SPAN 825 Seminar in Hispanic Linguistics (E)
- 3 Sp LING 558 Mesoamerican Writing Systems (E)  
SPAN 684 Spanish in Contact (E; course to be proposed)  
SPAN/ROML TBD Comparative Romance Linguistics (E; course to be proposed)
- 4 Fa LING 545 Language and Mind (E)  
SPAN 621 History of the Spanish Language through Texts (E)<sup>3</sup>  
SPAN 678 History of the Spanish Language<sup>4</sup>

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<sup>3</sup> Course designed for students whose primary field of study is not Linguistics.

<sup>4</sup> Course designed for students whose primary field of study is Linguistics.

4 Sp LING/SPAN 994 PhD thesis

5 Fa LING/SPAN 994 PhD thesis

5 Sp LING/SPAN 994 PhD thesis

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5.3. Spanish linguistics focus, 2 courses waived  
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This scenario simulates a UNC-Chapel Hill undergraduate Linguistics major who is admitted to the Linguistics MA program with concentration in Hispanic Linguistics after taking LING 520 and LING 530 at the graduate level while still an undergrad. The student plans to go elsewhere after the MA.

Waived: LING 520 Phonetics (R), LING 530 Syntax (R)

1 Fa SPAN 677 Spanish Syntax (E)  
LING 537 Semantics (R)  
ROML 700 Pedagogy (R)

1 Sp LING 523 Phonology (R)  
LING 528 Language Acquisition (E)  
SPAN 678 History of Spanish (E)

2 Fa SPAN 680 Acquisition of Spanish (E)  
SPAN 679 Spanish Pragmatics (E)  
PORT 530 Varieties of Portuguese (E)

2 Sp SPAN/LING 993 MA thesis (or thesis substitute)

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6. Resources for the Program  
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This section establishes that the two Departments have enough resources to support the proposed program. In particular, it is important to show (1) that the Departments can consistently offer enough graduate courses to allow students to make normal progress, and (2) that the Departments can fund enough students per year that the graduating classes consistently exceed the General Administration's productivity requirements.

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### 6.1. Sufficient course offerings

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First-year students normally take three classes in the fall and three in the spring. Second-year students take another three in the fall. Third-year students take three more in the fall and three more in the spring. Under the worst-case assumption that all of these classes must be distinct from each other and that none of them can come from outside the Romance Studies or Linguistics Departments, the two departments must offer 9 relevant graduate-level classes every fall, and 6 every spring. We will make our calculations on the basis of this very conservative scenario.

Seven relevant faculty members have their tenure home in Linguistics (Becker, Hendrick, Mora Marín, Moreton, Pertsova, Terry, and Smith). Six of them teach full-time for Linguistics; the seventh (Mora Marín) teaches half time in the Maya program offered by the UNC Institute for the Study of the Americas. An eighth colleague (Roberge) is housed in the Department of German and Slavic, but serves half-time in Linguistics. All department members teach two courses per semester, except for the Chair (currently Roberge), who teaches one. In the three academic years 2010-11, 2011-12, and 2012-13, these eight faculty members taught at total of 46 graduate-level courses in Linguistics or Maya, i.e., courses numbered 400 and above, which may also include undergraduates. The average was about 9 in the fall semester, and 7 in the spring. Four faculty leave semesters occurred during this period, or about one per year.

Three relevant faculty members are housed in Romance Studies (Binotti, Estigarribia, and Graham). All of them teach full-time, two courses per semester. We anticipate that together they will be able to offer 2 relevant graduate courses (including mixed graduate-undergraduate courses) each semester, or 1 during semesters when one of them is on leave.

Since the Linguistics MA courses also serve many upper-level undergraduate Linguistics majors, the new program is not likely to reduce course offerings for undergraduate Linguistics majors (in fact, it may increase them). The undergraduate major in Spanish is served by 13 full-time tenure-track faculty members and 31 fixed-term faculty. Of the 13 full-time faculty in the undergraduate Spanish major, only one (Binotti) splits teaching duties between the proposed PhD program and Hispanic Studies: the other two (Estigarribia, Graham) teach 100% in Hispanic Linguistics. Consequently, the impact of the new program on the undergraduate Spanish major will be negligible. The availability of highly qualified PhD students will in fact *increase* the number and range of courses in Hispanic Linguistics that are available to undergraduate majors in both departments.

The two Departments together will therefore be able to offer about 11 relevant graduate-level classes (including mixed undergraduate/graduate classes) every fall, and 8 in the spring, even if someone is on leave every semester. These numbers exceed the 9 and 6 required by the worst-case scenario, and so offer a margin of safety for contingencies such as two leaves in one



semester, one year in which there is a faculty departure and resulting job search, or a sudden gust of undergraduate demand. An additional cushion is provided by relevant courses in other departments such as Psychology, Classics, Statistics, or Philosophy, which graduate students in Linguistics have often taken as part of their program. The students (again, like our past and current students) will also have access to course offerings at North Carolina State University and at Duke University.

In terms of sheer numbers, then, the Departments are already more than able to handle the worst-case demand for relevant graduate classes. We turn now to the question of whether the Departments can offer the specific classes that the students need in order to complete the sequence.

The proposed MA program with concentration in Hispanic Linguistics was made from the existing Linguistics MA program by imposing restrictions on what were originally electives. Consequently, the Linguistics Department is already committed to annually offer the Linguistics core requirements (LING 520 Phonetics, LING 523 Phonology, LING 530 Syntax). Each of these classes can be taught by at least two faculty members, thus providing a buffer in case of a leave or departure. The other core requirement, ROML 700 (Pedagogy), is offered annually by the Romance Studies Department for all of their teaching assistants. The two Departments will concert to insure that at least one of LING 537 (Semantics) or SPAN 679 (Spanish Pragmatics) is offered each fall semester, since currently only one faculty member can teach each of them. The remaining classes are fully elective for the students and do not depend on the presence of any specific faculty members. The Departments' duty is to ensure that there are enough of them to satisfy student needs.

To illustrate the feasibility of this scheme, here are some sample schedules which simultaneously show the faculty teaching load and the class load for a representative 1st-, 2nd-, 3rd-, and 4th-year student. In the first example, no one is on leave, and the representative students are focused on Spanish linguistics. (Note that ROML 700 is taught by a faculty member who is not involved in this proposal.) The notation “(undergrad only)” means that the faculty member in that semester is not teaching any classes for which graduate credit can be earned.

<b>Faculty Member</b>	<b>Fall</b>	<b>Spring</b>
<b><i>Romance Studies</i></b>		
<b>Binotti</b>	S621 History of Spanish through Texts	S682 Spanish Sociolinguistics
<b>Estigarribia</b>	S677 Spanish Syntax	S683 Guaraní Linguistics
<b>Graham</b>	S678 History of Spanish	S679 Spanish Pragmatics
<b><i>Linguistics</i></b>		

<b>Becker</b>	L528 Language Acquisition	(undergrad only)
<b>Hendrick</b>	L545 Language and Mind	L530 Syntax I
<b>Mora Marín</b>	L558 Mesoamerican Writing Systems	L525 Historical Linguistics
<b>Moreton</b>	L520 Phonetics	L522 Lab Phonology
<b>Pertsova</b>	L540 Mathematical Linguistics	L527 Morphology
<b>Roberge</b>	L542 Pidgins and Creoles	(undergrad only)
<b>Smith</b>	L563 Structure of Japanese	L523 Phonology I
<b>Terry</b>	L537 Semantics I	(undergrad only)
<b>(Cowell)</b>	R700 Pedagogy	

In the second example, the faculty are teaching the same courses, but now the representative 1st-, 2nd-, 3rd-, and 4th-year students are focused on indigenous languages:

<b>Faculty Member</b>	<b>Fall</b>	<b>Spring</b>
<b><i>Romance Studies</i></b>		
<b>Binotti</b>	S682 Spanish Sociolinguistics	S621 History of Spanish through Texts
<b>Estigarribia</b>	S677 Spanish Syntax	S683 Guaraní Linguistics
<b>Graham</b>	S678 History of Spanish	S679 Spanish Pragmatics
<b><i>Linguistics</i></b>		
<b>Becker</b>	L528 Language Acquisition	(undergrad only)
<b>Hendrick</b>	L545 Language and Mind	L530 Syntax I
<b>Mora Marín</b>	L558 Mesoamerican Writing Systems	L525 Historical Linguistics
<b>Moreton</b>	L520 Phonetics	L522 Lab Phonology
<b>Pertsova</b>	L540 Mathematical Linguistics	L527 Morphology
<b>Roberge</b>	L542 Pidgins and Creoles	(undergrad only)
<b>Smith</b>	L563 Structure of Japanese	L523 Phonology I

<b>Terry</b>	L537 Semantics I	(undergrad only)
<b>(Cowell)</b>	R700 Pedagogy	

The third example shows a different schedule of courses, with a faculty member on leave in the spring. The 1st-, 2nd-, 3rd, and 4th-year students shown are focusing on language acquisition.

<b>Faculty Member</b>	<b>Fall</b>	<b>Spring</b>
<b><i>Romance Studies</i></b>		
<b>Binotti</b>	S682 Spanish Sociolinguistics	(undergrad only)
<b>Estigarribia</b>	(undergrad only)	S680 1st and 2nd Language Acquisition of Spanish
<b>Graham</b>	STBD Spanish Phonological Theory	R/STBD Comparative Romance Linguistics
<b><i>Linguistics</i></b>		
<b>Becker</b>	L528 Language Acquisition I	L529 Language Acquisition II
<b>Hendrick</b>	L583 History and Philosophy of Linguistics	L530 Syntax I
<b>Mora Marín</b>	M401 Introduction to Yucatec Maya	L525 Historical Linguistics
<b>Moreton</b>	L422 Research Methods in Phonetics	L523 Phonology I
<b>Pertsova</b>	L562 Structure of Russian	L415 Special Topics
<b>Roberge</b>	(undergrad only)	L541 Sociolinguistics
<b>Smith</b>	L520 Phonetics	L524 Phonology II
<b>Terry</b>	(undergrad only)	(on leave)
<b>(Cowell)</b>	R700 Pedagogy	

The planned MA and PhD concentrations are constructed almost entirely from off-the-shelf components. Student course needs can be met, and more than met, using graduate teaching hours already provided by tenured or tenure-track faculty in the two departments. We emphasize again that these projections are based on a very conservative “worst-case” scenario in

which students take no classes outside of Linguistics or Romance Studies. In reality, they will have access to relevant graduate-level classes in many other departments at UNC-Chapel Hill, NCSU, and Duke.

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## 6.2 Sufficient funding

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Currently, the Romance Studies Department funds graduate students in many disciplines (including Linguistics, medical school, etc.) through TAs. This practice has been applied successfully for decades and is firmly established as viable. The department's need for TAs is only growing, if anything, and will be enough to support this dual degree program. From Fall 2003 through Fall 2011, the average enrollment in Spanish 100--204 was 2390 in the fall and 1806 in the spring. In Spring 2013, 95 sections are offered at that level, and 108 are scheduled for Fall 2013.

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