PROGRAM OF STUDY

The purpose of the BA program in linguistics is to provide a solid, integrated introduction to the scientific study of language through course work in the core subdisciplines of linguistics, as well as to ensure that the student has a language background sufficient to provide a complement to the theoretical parts of the program and for an understanding of the complexities of human language. This program provides students with a general expertise in the field and prepares them for productive advanced study in linguistics.

Students who are majoring in linguistics may visit the Department of Linguistics homepage (https://linguistics.uchicago.edu) at linguistics.uchicago.edu (http://linguistics.uchicago.edu) to learn about events and resources on and off campus and for links to information on employment opportunities.

Students who are majoring in other fields of study may also complete a minor in linguistics. Information follows the description of the major.

PROGRAM REQUIREMENTS

The BA in linguistics requires thirteen courses, which fall into two categories: courses that provide expertise in linguistics and courses that ensure breadth of study in a non–Indo-European language. Students have flexibility to construct a course of study that accords with their interests, but their final tally of thirteen courses must include the following:

LING 20001 Introduction to Linguistics 100
LING 20101 Introduction to Phonetics and Phonology 100
LING 20201 Introduction to Syntax 100
LING 20301 Introduction to Semantics and Pragmatics 100

Study of a non-Indo-European language

The language requirement is designed to ensure breadth of study in a non–Indo-European language. This requirement can be met in four different ways:

1. By passing the third quarter of an introductory sequence in a non–Indo-European language on campus
2. Examination credit in a non–Indo-European language for which the University offers placement examinations
3. Registration for an intensive one-quarter course in the structure of a non–Indo-European language offered by a member of the linguistics faculty (or by another faculty member upon approval by the director of undergraduate studies)
4. Completion of an approved intensive language program taken elsewhere for languages not offered or tested for at the University of Chicago

Students who fulfill the non–Indo-European language requirement with fewer than three quarters of study must substitute elective courses for the language course quarters not taken. At least six electives for the major must be courses offered by the Department of Linguistics (i.e., courses whose numbers begin with LING). For any further electives, a student may petition the department to substitute a related course that does not have a LING number.

The complete list of available languages can be viewed at Languages Taught at the University of Chicago (humanities.uchicago.edu/about/languages-uchicago (http://humanities.uchicago.edu/about/languages-uchicago/)).

SUMMARY OF REQUIREMENTS

LING 20001 Introduction to Linguistics 100
LING 20101 Introduction to Phonetics and Phonology (core course) 100
LING 20201 Introduction to Syntax (core course) 100
LING 20301 Introduction to Semantics and Pragmatics (core course) 100

Nine courses from the following: 900

0–3 courses in a non-Indo-European language

6–9 Linguistics electives

Total Units 1300
Credit may be granted by examination. When any part of the language requirement is met by examination, the equivalent number of electives in linguistics must be substituted for quarter credit granted. With prior approval of the director of undergraduate studies, such electives may be taken in other departments.

A minimum of six must be courses with LING numbers.

**GRADING**

All courses used to satisfy requirements for the major and minor must be taken for quality grades. With consent of the instructor, nonmajors may take linguistics courses for P/F grading.

**HONORS**

In order to receive the degree in linguistics with honors, a student must write an honors essay. At the end of a student's third year, any student who has maintained a 3.0 or better overall GPA and a 3.5 or better GPA in linguistics courses may consult with the director of undergraduate studies about submitting an honors essay. The honors essay must be submitted by fifth week of the quarter in which the student plans to graduate. Complete guidelines and requirements for the honors essay can be obtained from the director of undergraduate studies.

Students wishing to write an honors essay are required to take two graduate-level courses (numbered 30000 or above) in areas most relevant to their thesis work, as determined in consultation with their adviser(s) and approved by the director of undergraduate studies.

This program may accept a BA paper or project used to satisfy the same requirement in another major with the consent of both program chairs. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, when neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

**MINOR PROGRAM IN LINGUISTICS**

Students in other fields of study may complete a minor in linguistics. The minor in linguistics requires a total of seven courses, which must include three linguistics electives (courses whose numbers begin with LING) and the following four courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 20001</td>
<td>Introduction to Linguistics</td>
<td>100</td>
</tr>
<tr>
<td>LING 20101</td>
<td>Introduction to Phonetics and Phonology</td>
<td>100</td>
</tr>
<tr>
<td>LING 20201</td>
<td>Introduction to Syntax</td>
<td>100</td>
</tr>
<tr>
<td>LING 20301</td>
<td>Introduction to Semantics and Pragmatics</td>
<td>100</td>
</tr>
</tbody>
</table>

Students who elect the minor program in linguistics must contact the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor, using the Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form available from the student's College adviser or online. The student should submit the form approved by the director to the College adviser by the deadline above. Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades (not P/F), and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

**LINGUISTICS COURSES**

**LING 10150. Language and Conflict. 100 Units.**

An aphorism commonly thrown around, and then hastily disregarded, in linguistics courses is "A language is a dialect with an army and a navy," popularized by sociolinguist Max Weinreich. While this definition may not hold water when it comes to analyzing the structures or validity of the world’s languages, language and language ideology have played an important, but under-emphasized, role in colonial and nationalist power and policy. From early the early violence of linguistic imperialism to later attempts at creating ethnolinguistically unified nations during decolonization to post-colonial reconfigurations of global languages, this course will examine the varied roles language, language analysis, and language policy have played in cultural and political conflicts. We will consult academic scholarly work and public and polemic discourse surrounding these topics, culminating in a group research project where you will examine and present a language conflict of your choice.

Instructor(s): Jacob Phillips Terms Offered: Summer

Note(s): Not scheduled to be offered for the 2023-2024 academic year.

**LING 11100. Biological and Cultural Evolution. 100 Units.**

This course draws on readings in and case studies of language evolution, biological evolution, cognitive development and scaffolding, processes of socialization and formation of groups and institutions, and the history and philosophy of science and technology. We seek primarily to elaborate theory to understand and model processes of cultural evolution, while exploring analogies, differences, and relations to biological evolution. This has been a highly contentious area, and we examine why. We seek to evaluate what such a theory could reasonably cover and what it cannot.

Instructor(s): W. Wimsatt, S. Mufwene Terms Offered: Not offered in 2022-2023
Ling 2001. Introduction to Linguistics. 100 Units.
This course offers a brief survey of how linguists analyze the structure and the use of language. Looking at the structure of language means understanding what phonemes, words, and sentences are, and how each language establishes principles for the combinations of these things and for their use; looking at the use of language means understanding the ways in which individuals and groups use language to declare their social identities and the ways in which languages can change over time. The overarching theme is understanding what varieties of language structure and use are found across the world’s languages and cultures, and what limitations on this variety exist.
Instructor(s): 2022-2023: Erik Zyman (Autumn), Jacob Phillips (Winter), Laura Stigliano (Spring) 2023-2024: Lenore Grenoble (Autumn), Staff (Winter and Spring) Terms Offered: Autumn Spring Winter
Equivalent Course(s): ANTH 27001, SOSC 21700, LING 30100, ANTH 37001

Ling 2010. Language and Communication. 100 Units.
This course can also be taken by students who are not majoring in Linguistics but are interested in learning something about the uniqueness of human language, spoken or signed. It covers a selection from the following topics: What is the position of spoken language in the usually multimodal forms of communication among humans? In what ways does spoken language differ from signed language? What features make spoken and signed language linguistic? What features distinguish linguistic means of communication from animal communication? How do humans communicate with animals? From an evolutionary point of view, how can we account for the fact that spoken language is the dominant mode of communication in all human communities around the world? Why cannot animals really communicate linguistically? What do the terms language "acquisition" and "transmission" really mean? What factors account for differences between "language acquisition" by children and by adults? Are children really perfect language learners? What factors bring about language evolution, including language speciation and the emergence of new language varieties? How did language evolve in mankind? This is a general education course without any prerequisites. It provides a comprehensive understanding of LLMs across diverse domains and contemplate the future prospects and challenges LLMs pose for science, technology, and society. Through critical discourse, hands-on exercises, and case studies, our goal is to foster a comprehensive understanding of LLMs, empowering students to critically assess these models and contribute to ongoing dialogues regarding their broader implications. Prior experience in computer science or cognitive science is beneficial but not mandatory. Note: this course primarily focuses on cultivating reflective thinking about LLMs, rather than programming or implementation. Students with programming skills are, however, encouraged to utilize them to facilitate their learning.
Instructor(s): Eugene Yu Ji Terms Offered: Autumn
Equivalent Course(s): COGS 20100

Ling 2015. Perspectives on large language models: computational, cognitive, social. 100 Units.
In this interdisciplinary course, students will delve into the multifaceted world of large language models (LLMs), investigating their computational, cognitive, and social dimensions. The course covers an array of topics, such as the history and evolution of LLMs, computational underpinnings like neural networks and training methodologies, cognitive aspects of human-like language understanding, communication, and creativity, as well as crucial ethical and social considerations, encompassing fairness, transparency, trustworthiness, and privacy. Through both lectures and discussions, we will examine the scientific and practical applications and limitations of LLMs across diverse domains and contemplate the future prospects and challenges LLMs pose for science, technology, and society. Through critical discourse, hands-on exercises, and case studies, our goal is to foster a comprehensive understanding of LLMs, empowering students to critically assess these models and contribute to ongoing dialogues regarding their broader implications. Prior experience in computer science or cognitive science is beneficial but not mandatory. Note: this course primarily focuses on cultivating reflective thinking about LLMs, rather than programming or implementation. Students with programming skills are, however, encouraged to utilize them to facilitate their learning.
Instructor(s): Eugene Yu Ji Terms Offered: Autumn
Equivalent Course(s): COGS 20100

Ling 2020. Introduction to Syntax. 100 Units.
This course is an introduction to basic goals and methods of current syntactic theory through a detailed analysis of a range of phenomena, with emphasis on argumentation and empirical justification. Major topics include phrase structure and constituency, selection and subcategorization, argument structure, case, voice, expletives, and raising and control structures.
Instructor(s): 2023-2023: Amy Dahlstrom Terms Offered: Winter
Prerequisite(s): LING 20001

LING 20202. Advanced Syntax. 100 Units. This course is a continuation of Introduction to Syntax (LING 20201). Instructor(s): Erik Zyman Terms Offered: Spring

Prerequisite(s): LING 20201

LING 20301. Introduction to Semantics and Pragmatics. 100 Units. This course familiarizes students with what it means to study meaning and use in natural language. By "meaning" we refer to the (for the most part, logical) content of words, constituents, and sentences (semantics), and by "use" we intend to capture how this content is implemented in discourse and what kinds of additional dimensions of meaning may then arise (pragmatics). Some of the core empirical phenomena that have to do with meaning are introduced: lexical (i.e., word) meaning, reference, quantification, logical inferencing, presupposition, implicature, context sensitivity, cross-linguistic variation, speech acts. Main course goals are not only to familiarize students with the basic topics in semantics and pragmatics but also to help them develop basic skills in semantic analysis and argumentation. Instructor(s): Anastasia Giannakidou Terms Offered: Spring

Prerequisite(s): LING 20001

Equivalent Course(s): LING 30310

LING 21000. Morphology. 100 Units. Why is the plural of child in English children and not *childs? Why is undoable ambiguous ((i) 'unable to be done', (ii) 'able to be undone'), while unkillable isn’t (only 'unable to be killed')? Unhappier is intuitively composed of several, smaller pieces: un-, happy, and -er; but what about unkempt? These questions are the purview of MORPHOLOGY, the field of linguistics devoted to studying the internal structure of words and how they are formed. Consequently, in this course we will investigate the nature of morphemes, in all their cross-linguistic shapes and guises. Key concepts which will frame our discussion include inflection, syncretism, allomorphy, and blocking. The only prerequisite for this course is LING 20001: Introduction to Linguistics. Instructor(s): Amy Dahlstrom Terms Offered: Winter

Prerequisite(s): LING 20001

Equivalent Course(s): LING 30310

LING 21300. Historical Linguistics. 100 Units. This course deals with the issue of variation and change in language. Topics include types, rates, and explanations of change; the differentiation of dialects and languages over time; determination and classification of historical relationships among languages, and reconstruction of ancestral stages; parallels with cultural and genetic evolutionary theory; and implications for the description and explanation of language in general. Instructor(s): Tulio Bermúdez Terms Offered: Winter

Prerequisite(s): Intro to Linguistics and Intro to Phonetics and Phonology or Graduate student status

Equivalent Course(s): LING 31300, ANTH 47300

LING 21720. Sociophonetics. 100 Units. Variation is a ubiquitous feature of speech, yet most variations observed are non-random. This course will examine this type of structured heterogeneity (Weinreich et al. 1968) from the point of view of sociophonetics. We will focus on the interrelationships between phonetic/phonological form and social factors such as speaking style and the background of the speaker, with a particular interest in explaining the origins and transmission of linguistic change. Our goals will be to (a) acquire the phonetic and phonological foundation necessary to conduct sociophonetic research through practical exercises; (b) survey new sociolinguistic research that addresses issues in phonetic and phonological theories; and (c) locate and explain phonetic variation in its social context while drawing on current approaches to the relationship between language and society. This course will give students hands-on experience with designing and conducting experiments. As part of the empirical foundation of this course, we will focus on sociophonetic variation across Chicago neighborhoods. For a final project, students are required to conduct a small-scale study investigating a research question of relevance to sociophonetic research. LING 20101 or graduate student standing. Instructor(s): Jacob Phillips Terms Offered: Winter

Equivalent Course(s): CHST 21720, LING 31720

LING 22450. Language, Gender, and Sexuality. 100 Units. This course focuses on the relationship, in theory and in practice, between language, gender, and sexuality. We begin with a brief overview of the field and some of its major theoretical developments. Then we expand on themes of desire and identity; binaries and normativities; embodiment; "interstices"; and performativity. The practical component of the course includes critical analysis of language used to construct gender and sexuality (e.g. in drag shows, communities you belong to personally, social media, and current events). We also consider binary language reform, abolition of linguistic gender systems, and emergence of identity categories as practices of everyday relationality that contest hegemonic systems. Readings are interdisciplinary and draw from fields including Linguistics, Anthropology, Performance Studies, Literary Studies, and Queer Studies. Instructor(s): Tulio Bermúdez Terms Offered: Spring

Equivalent Course(s): GNSE 20119
LING 22460. Seminar: Phonology. 100 Units.
Seminar on Sound Change. One of the great mysteries of linguistics is the so-called actuation problem (Weinreich, Labov, and Herzog 1968), that is, what causes the inception of language change, if the linguistic conditions favoring particular changes are always present? Recent work has drawn on interspeaker variation for a solution to the actuation puzzle. The main impetus for considering individual differences in the context of sound change comes from the need to build a linking theory that bridges the gap between the emergence of new linguistic variants and their eventual propagation. This seminar will explore sources of individual linguistic differences, and the role they may play in the initiation and propagation of sound change. By "individual differences", we refer to those psychological, sociological, genetic and/or behavioral differences between the individuals who make up a speech community at the levels of production, perception and cognitive representation. Some questions we will consider in detail at this seminar include: How do individual differences affect variation? How do they affect the initiation, phonologization, and propagation of changes? How do they relate to community patterns?
Instructor(s): Alan Yu Terms Offered: Winter
Equivalent Course(s): LING 52400

LING 22550. Speech Play and Verbal Art. 100 Units.
Course Description TBA
Instructor(s): Tulio Bermúdez Terms Offered: Spring
Equivalent Course(s): LACS 22550, LING 32550, LACS 32550

LING 23501. New Perspectives on Language Emergence. 100 Units.
In this course we will investigate anthropological and linguistic perspectives on language emergence, as well the social, demographic, environmental, linguistic, and modal specificity factors that contribute to the formation of new languages. Emerging languages in communities around the world offer unprecedented scientific opportunities to address important questions previously deemed intractable, such as: Where does language come from? How do our experiences of the world influence the way our languages are structured? At what level of abstraction can language be studied as an autonomous object of analysis? The topic of language emergence has tended to focus on the interaction of linguistic, psychological, and demographic factors. We will bring the important anthropological dimension to the topic of language emergence, which addresses the ways that users of emerging languages inhabit the world. The readings, lectures, and discussions will address new implications for our understanding of language creation.
Instructor(s): Diane Brentari & Terra Edwards Terms Offered: Autumn. Meeting Mondays from 1:30p until 4:20p
Prerequisite(s): One Linguistics course and one Anthropology course are recommended. Consent of instructor required.
Note(s): Consent of instructor required; To be admitted, please email Professors Brentari and Edwards a paragraph-long description about what you bring and what you hope to get out of this seminar.
Equivalent Course(s): CHDV 33500, CDIN 33500, CHDV 23500, ANTH 33501, CDIN 23500, LING 33500, ANTH 23500

LING 23360. Methods in Gesture and Sign Language Research. 100 Units.
In this course we will explore methods of research used in the disciplines of linguistics and psychology to investigate sign language and gesture. We will choose a set of canonical topics from the gesture and sign literature such as pointing, use of the body in quotation, and the use of non-manuals, in order to understand the value of various effective methods in current use and the types of research questions they are best equipped to handle.
Instructor(s): S. Goldin-Meadow, D. Brentari Terms Offered: Autumn
Equivalent Course(s): LING 33360, PSYC 23360, CHDV 33360, CHDV 23360, PSYC 33360

LING 23701. Crosslinguistic Perspectives on Language Development. 100 Units.
This discussion-based course covers cross-linguistic evidence concerning similarities and dissimilarities in how children learn language across diverse language communities. Each year will revolve around a central topic. This year we will focus on the acquisition of phonology.
Instructor(s): M. Tice Terms Offered: Autumn
Note(s): satisfies UG category: B and Grad categories: 2, M
Equivalent Course(s): CHDV 23700, PSYC 23720, LING 33700, CHDV 33700, CHDV 33700, PSYC 33720

LING 23920. The Language of Deception and Humor. 100 Units.
In this course we will examine the language of deception and humor from a variety of perspectives: historical, developmental, neurological, and cross-cultural and in a variety of contexts: fiction, advertising, politics, courtship, and everyday conversation. We will focus on the (linguistic) knowledge and skills that underlie the use of humor and deception and on what sorts of things they are used to communicate.
Instructor(s): Jason Riggle Terms Offered: Winter
Equivalent Course(s): SIGN 26030, LING 33920

LING 24400. Lexical Functional Grammar. 100 Units.
This course is an overview of the syntactic framework of Lexical Functional Grammar (LFG), a constraint-based, non-transformational approach particularly well suited to typologically diverse languages and to computational implementation. Topics covered include nonconfigurationality, treatments of passive, applicative and other relation-changing rules, control, long-distance dependencies, anaphora, and logophoricity.
Instructor(s): Amy Dahlstrom Terms Offered: Spring
Prerequisite(s): For undergraduates: having taken LING 20201 Introduction to Syntax is recommended.
Equivalent Course(s): LING 44400

**LING 24650. African American Language. 100 Units.**
In this course, we explore how African American speech is defined and what it suggests about the relationship between race and language. Specifically, we explore the dialect’s earliest linguistic descriptions, trace its historical development, interrogate its significance in entertainment and pop culture, and evaluate language attitudes and their implications in the education and courtroom settings. By the end of the course, you will recognize and describe dialectal patterns, as well as be able to challenge linguistic prejudice against the variety and its speakers.
Instructor(s): Sharese King Terms Offered: Autumn
Equivalent Course(s): LING 34650, CRES 24650

**LING 24970. Linguistic Diversity & Language Endangerment. 100 Units.**
TBA.
Instructor(s): Lenore Grenoble Terms Offered: Spring

**LING 25680. Ideologies of the Hebrew Language. 100 Units.**
TBD.
Instructor(s): Itamar Francez Terms Offered: Autumn
Equivalent Course(s): LING 35680

**LING 26002. Linguistic Diversity & Language Endangerment. 100 Units.**
TBA.
Instructor(s): Lenore Grenoble Terms Offered: Spring
Equivalent Course(s): LING 36002

**LING 26200. Mind, Brain and Meaning. 100 Units.**
What is the relationship between physical processes in the brain and body and the processes of thought and consciousness that constitute our mental life? Philosophers and others have puzzled over this question for millennia. Many have concluded it to be intractable. In recent decades, the field of cognitive science--encompassing philosophy, psychology, neuroscience, computer science, linguistics, and other disciplines--has proposed a new form of answer. The driving idea is that the interaction of the mental and the physical may be understood via a third level of analysis: that of the computational. This course offers a critical introduction to the elements of this approach, and surveys some of the alternative models and theories that fall within it. Readings are drawn from a range of historical and contemporary sources in philosophy, psychology, linguistics, and computer science. (B) (II)
Instructor(s): J. Bridges; L. Kay; C. Kennedy Terms Offered: Autumn
Equivalent Course(s): COGS 20001, PSYC 26520, LING 36520, NSCI 22520, PHIL 36520, PSYC 36520, PHIL 26520

**LING 26810. Bilingualism and Heritage Languages. 100 Units.**
TBD.
Instructor(s): Anastasia Giannakidou, Zoe Gavriilidou Terms Offered: Autumn
Equivalent Course(s): LING 36810

**LING 27010. Psycholinguistics. 100 Units.**
This is a survey course in the psychology of language. We will focus on issues related to language comprehension, language production, and language acquisition. The course will also train students on how to read primary literature and conduct original research studies.
Instructor(s): Ming Xiang (Autumn), Monica Do (Spring) Terms Offered: Autumn Spring
Equivalent Course(s): PSYC 27010

**LING 27131. Lexical Semantics. 100 Units.**
TBD.
Instructor(s): Francez, Itamar Terms Offered: Autumn
Equivalent Course(s): LING 37131

**LING 27150. Chicago Linguistic Landscape. 100 Units.**
The field of Linguistic Landscapes examines the public display of languages, dialects, and writing systems: who is the author and audience of such messages? which languages are chosen for official signage? what can we learn about present or past multilingualism? what is conveyed by nonstandard dialect forms or stylized writing? In this course students will collaborate on creating an online map of Chicago with geo-tagged images. At least three weekend days will be spent on field trips to Chicago neighborhoods.
Instructor(s): Amy Dahlstrom Terms Offered: Autumn
Equivalent Course(s): CHST 27150
LING 28345. Language, Identity, and Development in Africa. 100 Units.
Instructor(s): F. Mpiranya Terms Offered: Autumn
Equivalent Course(s): LING 38345

LING 28355. A Linguistic Introduction to Swahili I. 100 Units.
Spoken in ten countries of Eastern and Central Africa, Swahili has more speakers than any other language in the Bantu family, a group of more than 400 languages most prevalent in sub-equatorial Africa. Based on Swahili Grammar and Workbook, this course helps the students master key areas of the Swahili language in a fast yet enjoyable pace. Topics include sound and intonation patterns, noun class agreements, verb moods, and sentence structures. Additionally, this course provides important listening and expressive reading skills. For advanced students, historical interpretations are offered for exceptional patterns observed in Swahili, in relation with other Bantu languages. This is a general introduction course with no specific prerequisites.
Instructor(s): Fidele Mpiranya Terms Offered: Winter
Equivalent Course(s): LING 38355

LING 28356. Linguistic Introduction to Swahili II. 100 Units.
Based on Swahili Grammar and Workbook, this course is a continuation of Linguistic Introduction to Swahili I. It addresses complex issues related to grammatical agreement, verb moods, noun and verb derivation, non-typical adjectives and adverbs, double object constructions, subordinate / coordinated clause constructions, and dialectal variation. Additionally, this course provides important listening and expressive reading skills. For advanced students, historical interpretations are offered for exceptional patterns observed in Swahili, in relation with other Bantu languages. This course allows fulfilling the non-Indo-European language requirement.
Instructor(s): Fidele Mpiranya Terms Offered: Spring
Equivalent Course(s): LING 38356

LING 28370. African Languages. 100 Units.
One-third of world languages are spoken in Africa, making it an interesting site for studying linguistic diversity and language evolution. This course presents the classification of different African language families and explains their historical development and interactions. It also presents the most characteristic features of African languages, focusing on those that are common in Africa but uncommon among other world languages. Additionally, the course addresses the issue of language dynamics in relation to socioeconomic development in Africa. Using living audio and written material, students will familiarize themselves with at least one major language selected from the Niger-Congo family, the most prevalent family in sub-Saharan Africa. This is a general introduction course with no specific prerequisites.
Instructor(s): Fidele Mpiranya Terms Offered: Spring
Equivalent Course(s): LING 38370

LING 28380. Introduction to Kinyarwanda I. 100 Units.
Spoken by around 18 million in Central and Eastern Africa, Kinyarwanda / Kirundi is one of the most spoken Bantu languages and has the status of an official language in Rwanda and Burundi. Based on a conversation book and a grammar guide, this course integrates speaking practice and linguistic discussion. It will allow the students to understand fundamental structures of Kinyarwanda in various areas. Topics include sound and tonal patterns, noun class agreements, verb moods, and sentence structures. Additionally, this course provides important listening and expressive reading skills. It will allow the students to discover elements of the Rwandan culture and to participate in elementary conversation about everyday life in Kinyarwanda. This is a general introduction course with no specific prerequisites. It allows fulfilling the non-Indo-European language requirement.
Instructor(s): Fidele Mpiranya Terms Offered: Spring
Equivalent Course(s): LING 38380

LING 28620. Computational Linguistics. 100 Units.
This course is a mixed level introduction to topics at the intersection of computation and language. We will study computational linguistics from both scientific and engineering angles: the use of computational modeling to address scientific questions in linguistics and cognitive science, as well as the design of computational systems to solve engineering problems in natural language processing (NLP). The course will combine analysis and discussion of these approaches with training in the programming and mathematical foundations necessary to put these methods into practice. The course is designed to accommodate students both with and without prior programming experience. Our goal is for all students to leave the course able to engage with and critically evaluate research in cognitive/linguistic modeling and NLP, and to be able to implement intermediate-level computational models for novel computational linguistics research.
Instructor(s): Allyson Ettinger Terms Offered: Autumn
Equivalent Course(s): CMSC 35620, DIGS 38620, LING 38620

LING 29400. Structure of Potawatomi. 100 Units.
This introductory course aims to foster appreciation for the Potawatomi (Bodw’ewadmimwen) language, history, and culture as understood through a linguistic, culturally relevant mode. We will become familiar with the rich structures of the language through exposure to traditional stories (yadsokenan) and personal narratives (yathmowen). Some course texts focus on the histories of displacement, sovereignty, and governmental relations as well as the use of humor to cope with tragedy and a shifting cultural identity. Potawatomi, or Bodw’ewadmik, are one of the original inhabitants of the land on which the University of Chicago occupies, and we (exclusive,
unless students in the class are also Potawatomi now have tribal governmental centers and reservations in Kansas, Oklahoma, Wisconsin, Indiana, and Michigan as a result of Indian removal. As an Algonquian language, Potawatomi is understudied and endangered, but this course offers the ability to become familiar with the language of this land. Students won’t be fluent following this course, but will possess newfound appreciation for the diversity of linguistic expression and this community of the Great Lakes region. By the end of this course, students will understand the foundations of Potawatomi phonology, morphosyntax, pragmatics, and discourse and will be prepared to develop new analyses of Potawatomi. This course fulfills the non-Indo-European language requirement for linguistics majors.

Instructor(s): Corinne Kasper Terms Offered: Winter
Equivalent Course(s): No previous courses in linguistics are required though the introductory course is recommended.

LING 29402. Language Contact: Greek and the World’s Languages. 100 Units.
How do languages get into contact? How long do they stay in contact? What is contact-induced language change, and which are the mechanisms that govern it? What do arachnophobia, myalgia, geology, heterophagy mean? In this course we will study language contact and its outcomes, as well as the social and linguistic factors that regulate contact-induced changes. We will examine a wide range of language contact phenomena from both general linguistic and sociolinguistic perspectives, and survey current approaches to all of the major types of contact-induced change (e.g. borrowing). Having Greek (but also other languages) as an example, we will consider linguistic and social aspects of the contact context as well as look into how the particular language has shaped the savant vocabulary of science, philosophy, arts, etc. More precisely, we will offer a brief overview of the history of the Greek language with special emphasis on the Greek vocabulary that Greek language landed or borrowed at different stages of its history as a result of its linguistic contact with other nations and languages. We will start with the Pre-Hellenic phase of Greek and then we focus in Proto-Hellenic, Ancient Greek, Koine, Medieval Greek and finally Modern Greek.
Instructor(s): Zoi Gavriilidou Terms Offered: Winter
Equivalent Course(s): RLS 29402, CLAS 34922, CLCV 24922, LING 39402, BIBL 39402

LING 29403. Languages of the Iberian Peninsula: Syntax and Context. 100 Units.
The Iberian Peninsula is host to a number of languages. These include not only Spanish and European Portuguese, the dominant languages in Spain and Portugal, respectively, but also minoritized languages such as Galician, Basque, Catalan, and others. This class will investigate the morphosyntax of minoritized Iberian languages, drawing comparisons with the dominant languages in the area (Spanish, Portuguese, and French), which have exerted enormous influence on the minoritized languages due to centuries of contact. The focus will be the morphosyntax of these languages, but we also aim to better understand the complex social, historical, and political forces that have shaped them, as well as the way they continue to be affected by these forces and their long and sometimes fraught relationship with the dominant languages.
Instructor(s): Karlos Arregi, Naomi Kurtz Terms Offered: Winter

LING 29404. Multilingualism and Multilingual Education. 100 Units.
This course focuses on current approaches to multilingualism and multilingual education from psycholinguistic, sociolinguistic, and educational perspectives. Topics to cover include multilingualism and minority languages, the effect of bilingualism on the acquisition of additional languages, definitions and typologies of multilingual education. The course includes different theoretical and research perspectives in the study of multilingual competence and evaluation of multilingual programs in education, such as translanguaging or the study of the linguistic landscape. The course pays specific attention to the analysis of different research methodologies and to the role of minority languages in education and in society.
Instructor(s): Jasone Cenoz Terms Offered: Spring
Equivalent Course(s): BASQ 39423, BASQ 29423, LING 39404

LING 29406. Seminar: Formal Diachronic Semantics (in Hebrew and other languages) 100 Units.
The course seeks to bring together two sub-disciplines within linguistics: historical linguistics and formal semantics. Both of these sub-disciplines have evolved from distant intellectual fields: the first comes from the philological world, while the second has its origins in the world of mathematical logic. Recently, there has been a rapprochement between these fields dealing mostly with the study of changes of meaning, grammaticalization and reanalysis. This course aims to examine the research paradigms that attempt to integrate them and explore new methodologies for building bridges between them. The course will focus on examples from Hebrew, but there is no requirement of Hebrew, and studies and examples from many other languages will be provided as well.
Instructor(s): Elitzur Bar-Asher Siegal Terms Offered: Autumn
Equivalent Course(s): JWSC 29406, LING 39406

LING 29407. Language and Politics. 100 Units.
TBD.
Instructor(s): Sprenger, Anna-Marie. Terms Offered: Autumn

LING 29408. Language and Music. 100 Units.
TBD.
Instructor(s): Bu, Quain. Terms Offered: Autumn
LING 29409. Constructed Languages. 100 Units.
TBD.
Instructor(s): Gray, Sam. Terms Offered: Winter

LING 29410. Contact Linguistics and Multilingualism. 100 Units.
TBD.
Instructor(s): Castro, Steven. Terms Offered: Winter

LING 29411. Linguistic Introduction to Telugu. 100 Units.
TBD.
Instructor(s): Aitha, Akshay. Terms Offered: Winter

AMERICAN SIGN LANGUAGE COURSES

ASLG 10100-10200-10300. American Sign Language I-II-III.
American Sign Language is the language of the deaf in the United States and much of Canada. It is a full-fledged autonomous language, unrelated to English or other spoken languages. This introductory course teaches the student basic vocabulary and grammatical structure, as well as aspects of deaf culture.

ASLG 10100. American Sign Language-I. 100 Units.
American Sign Language is the language of the deaf in the United States and much of Canada. It is a full-fledged autonomous language, unrelated to English or other spoken languages. This introductory course teaches the student basic vocabulary and grammatical structure, as well as aspects of deaf culture.
Instructor(s): David Reinhart, Nam Quyen To Terms Offered: Autumn
Equivalent Course(s): ASLG 30100

ASLG 10200. American Sign Language II. 100 Units.
American Sign Language is the language of the deaf in the United States and much of Canada. It is a full-fledged autonomous language, unrelated to English or other spoken languages. This introductory course teaches the student basic vocabulary and grammatical structure, as well as aspects of deaf culture.
Instructor(s): David Reinhart Terms Offered: Winter
Prerequisite(s): ASLG 10100
Equivalent Course(s): ASLG 30200

ASLG 10300. American Sign Language-III. 100 Units.
American Sign Language is the language of the deaf in the United States and much of Canada. It is a full-fledged autonomous language, unrelated to English or other spoken languages. This is the third course in the introductory series that teaches the student basic vocabulary and grammatical structure, as well as aspects of deaf culture.
Instructor(s): Nam Quyen To, David Reinhart Terms Offered: Spring
Prerequisite(s): ASLG 10200

ASLG 10400-10500-10600. Intermediate American Sign Language I-II-III.
This course continues to increase grammatical structure, receptive and expressive skills, conversational skills, basic linguistic convergence, and knowledge of idioms. Field trip required.

ASLG 10400. Intermediate American Sign Language I. 100 Units.
This course continues to increase grammatical structure, receptive and expressive skills, conversational skills, basic linguistic convergence, and knowledge of idioms. Field trip required.
Instructor(s): David Reinhart Terms Offered: Autumn
Prerequisite(s): ASLG 10300
Equivalent Course(s): ASLG 30400

ASLG 10500. Intermediate American Sign Language II. 100 Units.
This course continues to increase grammatical structure, receptive and expressive skills, conversational skills, basic linguistic convergence, and knowledge of idioms. Field trip required.
Instructor(s): David Reinhart Terms Offered: Winter
Prerequisite(s): ASLG 10400
Equivalent Course(s): ASLG 30500

ASLG 10600. Intermediate American Sign Language III. 100 Units.
This is the third course in the Intermediate series. In this course we continue to increase grammatical structure, receptive and expressive skills, conversational skills, basic linguistic convergence, and knowledge of idioms. Field trip required.
Instructor(s): David Reinhart Terms Offered: Spring
Prerequisite(s): ASLG 10500
Equivalent Course(s): ASLG 30600

ASLG 20050. ASL Lit & Storytelling. 100 Units.
This course develops advanced American Sign Language skills through the study of ASL Literature and Storytelling. Using several different genres of video-based ASL texts, we will study native signers use of stories in the Deaf American community. We will work towards comprehending, discussing, analyzing, and producing ASL stories. A high-intermediate to advanced knowledge of ASL is required.
Instructor(s): David Reinhart Terms Offered: Winter
ASLG 20060. ASL Classifiers. 100 Units.
This course will introduce students to the different types of basic classifiers used in American Sign Language as well as how to use them to express various concepts in ASL. The course will help students to develop and improve their conversational, receptive, and expressive skills in American Sign Language. Upon completion students will be able to grasp the rules of grammar for basic ASL classifiers as well as how to apply this knowledge in more sophisticated dialogues.
Instructor(s): N. Quyen To Terms Offered: Spring
Equivalent Course(s): ASLG 10400

MOGK 10100-10200-10300. Elementary Modern Greek I-II-III.
Sequence description not available.

MOGK 10100. Elementary Modern Greek I. 100 Units.
This course aims to develop elementary proficiency in spoken and written Modern Greek and to introduce elements of cultural knowledge. The course will familiarize the students with the Greek alphabet, Modern Greek pronunciation rules and the basic morphology and syntax, with an emphasis on reading and conversational skills. The students will be able to communicate minimally with formulaic and rote utterances and produce words, phrases and lists.
Instructor(s): Stefanos Katsikas Terms Offered: Autumn
Equivalent Course(s): MOGK 30100

MOGK 10200. Elementary Modern Greek II. 100 Units.
This course offers a rapid review of the basic patterns of the language and expands the material presented in MOGK 10100/30100.
Instructor(s): Stefanos Katsikas Terms Offered: Winter
Prerequisite(s): MOGK 10100/30100 or consent of instructor
Equivalent Course(s): MOGK 30200

MOGK 10300. Elementary Modern Greek III. 100 Units.
This course expands on the material presented in MOGK 10200/30200, reviewing and elaborating the basic patterns of the language.
Instructor(s): Stefanos Katsikas Terms Offered: Spring
Prerequisite(s): MOGK 10200/30200 or consent of instructor
Equivalent Course(s): MOGK 30300

MOGK 20100-20200-20300. Intermediate Modern Greek I-II-III.
No sequence description available.

MOGK 20100. Intermediate Modern Greek I. 100 Units.
This course aims to enable students to attain conversational fluency and to become independent users of Modern Greek language.
Instructor(s): Stefanos Katsikias Terms Offered: Autumn
Prerequisite(s): MOGK 10300/30300

MOGK 20200. Intermediate Modern Greek II. 100 Units.
This course expands on the material presented in MOGK 20100, enabling students to speak about topics related to employment, current events and issues of public and community interest.
Instructor(s): Stefanos Katsikas Terms Offered: Winter
Prerequisite(s): MOGK 20100 or placement

MOGK 20300. Intermediate Modern Greek III. 100 Units.
This course aims to enable students to attain conversational fluency and to become independent users of the language who deal effectively and with a good deal of accuracy.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Spring
Prerequisite(s): MOGK 20200

MOGK 21001. Greece and the Balkans in the Age of Nationalism. 100 Units.
This course is an introduction to the history of Southeastern Europe since the 1790s. Each week’s work will examine a key topic in the Balkan affairs through a combination of lectures, readings and discussion of associated issues. The class will not follow the history of any one Balkan country comprehensively. Instead, the course will direct students’ attention to relevant developments which address questions like these: 1. How does Balkan history related to European history? 2. What is a nation, a nationality, and an ethnic group? 3. What has nationalism meant in the Balkans? The curse emphasizes the history of Greece, Albania, Bulgaria, Romania and Yugoslavia, with some attention to events in the Ottoman Empire, the Habsburg Monarchy and Hungary as appropriate. The course aims to offer a historical background that will enable students to better understand the recent history of Greece and the Balkans.
Instructor(s): Stefanos Katsikas Terms Offered: Spring
SWAHILI COURSES

SWAH 25200-25300-25400. Swahili I-II-III.
No sequence description available.

SWAH 25200. Swahili I. 100 Units.
Swahili is the most popular language of Sub-Saharan Africa, spoken in most countries of Eastern and Central Africa by more than 50 million people. Swahili is characterized by the typical complex Bantu structure. However, it is particularly easy to pronounce and fast learned. The Elementary Swahili series is designed to help students acquire communicative competence in Swahili and a basic understanding of its structures. The course presents basic phonological, grammatical, and syntactic patterns of Kiswahili. Through a variety of exercises, students develop communicative functionality in listening, speaking, reading and writing. Emphasis is put on dialogues and role-plays, individual and group presentations, and the use of audiovisual and web-based resources. Swahili culture and African culture in general are an important component of the course. At the end of the elementary course series, the students are able to communicate efficiently in everyday life situations, write and present short descriptive notes about elementary pieces of verbal creation (documentaries and video series in Swahili). This course allows fulfilling the non-Indo-European language requirement.
Instructor(s): Fidele Mpiranya
Terms Offered: Autumn
Equivalent Course(s): SWAH 35200

SWAH 25300. Swahili II. 100 Units.
Swahili is the most popular language of Sub-Saharan Africa, spoken in most countries of Eastern and Central Africa by more than 50 million people. Swahili is characterized by the typical complex Bantu structure. However, it is particularly easy to pronounce and fast learned. The Elementary Swahili series is designed to help students acquire communicative competence in Swahili and a basic understanding of its structures. The course presents basic phonological, grammatical, and syntactic patterns of Kiswahili. Through a variety of exercises, students develop communicative functionality in listening, speaking, reading and writing. Emphasis is put on dialogues and role-plays, individual and group presentations, and the use of audiovisual and web-based resources. Swahili culture and African culture in general are an important component of the course. At the end of the elementary course series, the students are able to communicate efficiently in everyday life situations, write and present short descriptive notes about elementary pieces of verbal creation (documentaries and video series in Swahili). This course allows fulfilling the non-Indo-European language requirement.
Instructor(s): Fidele Mpiranya
Terms Offered: Winter
Prerequisite(s): SWAH 25200 or consent of instructor
Equivalent Course(s): SWAH 35300

SWAH 25400. Swahili III. 100 Units.
Swahili is the most popular language of Sub-Saharan Africa, spoken in most countries of Eastern and Central Africa by more than 50 million people. Swahili is characterized by the typical complex Bantu structure. However, it is particularly easy to pronounce and fast learned. The Elementary Swahili series is designed to help students acquire communicative competence in Swahili and a basic understanding of its structures. The course presents basic phonological, grammatical, and syntactic patterns of Kiswahili. Through a variety of exercises, students develop communicative functionality in listening, speaking, reading and writing. Emphasis is put on dialogues and role-plays, individual and group presentations, and the use of audiovisual and web-based resources. Swahili culture and African culture in general are an important component of the course. At the end of the elementary course series, the students are able to communicate efficiently in everyday life situations, write and present short descriptive notes about elementary pieces of verbal creation (documentaries and video series in Swahili). This course allows fulfilling the non-Indo-European language requirement.
Instructor(s): F. Mpiranya
Terms Offered: Spring
Prerequisite(s): SWAH 25300 or consent of instructor
Equivalent Course(s): SWAH 35400

SWAH 26800. Intermediate Swahili I. 100 Units.
Students focus on broadening their listening, speaking, reading, and writing skills in this course.
Instructor(s): F. Mpiranya
Terms Offered: Autumn
Prerequisite(s): SWAH 25400 or consent of instructor
Equivalent Course(s): SWAH 36800