Linguistics

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 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. Registration in a three-quarter course 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 humanities.uchicago.edu/about/languages-uchicago.

**SUMMARY OF REQUIREMENTS**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<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 (core course)</td>
<td>100</td>
</tr>
<tr>
<td>LING 20201</td>
<td>Introduction to Syntax (core course)</td>
<td>100</td>
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<tr>
<td>LING 20301</td>
<td>Introduction to Semantics and Pragmatics (core course)</td>
<td>100</td>
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Nine courses from the following:

- 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.

**NOTE:** Students who entered the University prior to Autumn 2009 may choose to fulfill either the requirements stated here or those that were in place when they entered the University.

**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:

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<tr>
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</tr>
<tr>
<td>LING 20301</td>
<td>Introduction to Semantics and Pragmatics</td>
<td>100</td>
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</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. The adviser’s approval for the minor program should be submitted to a student’s College adviser by the deadline above on a form obtained from the College adviser. 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 - 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): D. Ronchen Terms Offered: Autumn

ASLG 10200. American Sign Language II. 100 Units.
Instructor(s): D. Ronchen Terms Offered: Winter
Prerequisite(s): ASLG 10100
ASLG 10300. American Sign Language III. 100 Units.
Instructor(s): D. Ronchen Terms Offered: Spring
Prerequisite(s): ASLG 10200

ASLG 10200-10300. American Sign Language II-III.

ASLG 10200. American Sign Language II. 100 Units.
Instructor(s): D. Ronchen Terms Offered: Winter
Prerequisite(s): ASLG 10100

ASLG 10300. American Sign Language III. 100 Units.
Instructor(s): D. Ronchen Terms Offered: Spring
Prerequisite(s): ASLG 10200

ASLG 10300. American Sign Language III. 100 Units.
Instructor(s): D. Ronchen 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): D. Ronchen Terms Offered: Autumn
Prerequisite(s): ASLG 10300

ASLG 10500. Intermediate American Sign Language II. 100 Units.
No description available.
Instructor(s): D. Ronchen Terms Offered: Winter
Prerequisite(s): ASLG 10400

ASLG 10600. Intermediate American Sign Language III. 100 Units.
No description available.
Instructor(s): D. Ronchen Terms Offered: Spring
Prerequisite(s): ASLG 10500

ASLG 10500. Intermediate American Sign Language II. 100 Units.
No description available.
Instructor(s): D. Ronchen Terms Offered: Winter
Prerequisite(s): ASLG 10400

ASLG 10600. Intermediate American Sign Language III. 100 Units.
No description available.
Instructor(s): D. Ronchen Terms Offered: Spring
Prerequisite(s): ASLG 10500

LINGUISTICS - BASQUE COURSES

BASQ 12000-12100-12200. Elementary Basque I-II-III.
**BASQ 12000. Elementary Basque I. 100 Units.**
This course will be an approach to the puzzling language and culture that defines Basque people. A challenge for those who dare to learn a language different from any they have ever heard. A journey to the wonderful land of the Basques, full of enigmas, strong traditions and peculiar customs that will be discovered through very dynamic activities, such as interactive presentations, brief dialogues, games... The aim of the course is to introduce the students to the Basque language through the development of some basic written and conversational skills and through structural analysis. The instructor will propose real communicative situations that will encourage the students to learn the language for the purpose of visiting the Basque Country and being able to communicate in basic ways with Basque speakers. These are usually small classes where it is easy to get a lot of first-hand exposure to the language, and the instructor creates an enriching atmosphere full of entertaining activities and possibilities to hone all skills: speaking, listening, reading and writing - as well as gaining a good grasp of the structure of the language.
Instructor(s): Staff Terms Offered: Autumn

**BASQ 12100. Elementary Basque II. 100 Units.**
This course will be a continuation of Elementary Basque I, advancing the students' knowledge of grammatical structure and their receptive, expressive, and conversational skills. The module uses a task-based approach to learning Basque. By means of this methodology, the accumulation of task cycles promotes the acquirement of communicative goals. We will work on different tasks on each lesson, and the progressive build-up of those tasks will cause the gradual improvement of the students' communicative skills and overall fluency. By the end of the quarter the student should be able to produce grammatically accurate short texts in Basque, interact with speakers of Basque at a basic level while employing a variety of complex cases and tenses, understand a range of basic written and oral texts in Basque, and understand a range of cases and the differences between them. This is achieved by creating a motivating atmosphere where all the students want to take part in the activities, while the teacher guides them during their learning process, providing them with the vocabulary and grammar they need to reach these goals.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): BASQ 12000 or instructor’s consent
BASQ 12200. Elementary Basque III. 100 Units.
A continuation of Elementary Basque II, with more emphasis in reading/writing and conversation. To consolidate linguistic competence in Basque and expand knowledge of specific areas of grammar. Emphasis will be placed on oral and written competence. Teamwork and personal input will be essential aspects of this module. We will work on practical objectives and will enact real-life situations in groups. Our final aim will be to achieve a relevant and useful command of the Basque language. As in the previous levels, most activities will be very dynamic and interactive.
Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): BASQ 12100 or instructor’s consent

BASQ 12100. Elementary Basque II. 100 Units.
This course will be a continuation of Elementary Basque I, advancing the students’ knowledge of grammatical structure and their receptive, expressive, and conversational skills. The module uses a task-based approach to learning Basque. By means of this methodology, the accumulation of task cycles promotes the acquirement of communicative goals. We will work on different tasks on each lesson, and the progressive build-up of those tasks will cause the gradual improvement of the students’ communicative skills and overall fluency. By the end of the quarter the student should be able to produce grammatically accurate short texts in Basque, interact with speakers of Basque at a basic level while employing a variety of complex cases and tenses, understand a range of basic written and oral texts in Basque, and understand a range of cases and the differences between them. This is achieved by creating a motivating atmosphere where all the students want to take part in the activities, while the teacher guides them during their learning process, providing them with the vocabulary and grammar they need to reach these goals.
Instructor(s): Staff
Terms Offered: Winter
Prerequisite(s): BASQ 12000 or instructor’s consent

BASQ 12200. Elementary Basque III. 100 Units.
A continuation of Elementary Basque II, with more emphasis in reading/writing and conversation. To consolidate linguistic competence in Basque and expand knowledge of specific areas of grammar. Emphasis will be placed on oral and written competence. Teamwork and personal input will be essential aspects of this module. We will work on practical objectives and will enact real-life situations in groups. Our final aim will be to achieve a relevant and useful command of the Basque language. As in the previous levels, most activities will be very dynamic and interactive.
Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): BASQ 12100 or instructor’s consent
**BASQ 22000. Intermediate Basque. 100 Units.**

This course is a continuation of Elementary Basque III, and its aim is to increase and build up communicative skills in speaking, reading, writing, and listening. The Intermediate Basque course will further the study of grammatical structures, vocabulary, and verbs. Students will be expected to understand and be able to produce a range of basic and not-so-basic written texts in Basque, and to make fluent use of a range of cases—in writing and conversation. Classes will be conducted in Basque, and students will be expected to read short stories and news items in Basque and work with them, discussing them in class.

Instructor(s): Staff Terms Offered: Autumn, TBD
Prerequisite(s): BASQ 22000 or instructor’s consent

**BASQ 24720. Contemporary Basque Fiction: National Ghosts, Global Audiences. 100 Units.**

The goal of the present course will be to analyze the function that re-memorizing the past has had in Basque literature during the last four decades. It will, specifically, explore the evolution in Basque literature from stories, which recalled a mythic past in the 1980s to those in which our recent conflictive political past has almost totally assumed center stage. The course will begin by examining the cultural heterodoxy which inundated Basque artistic creation in the 1960s, an era in which the essay Quousques tandem! (1963) by the sculptor Jorge Oteiza and the book of poems Harri eta Herri (1964) by Gabriel Aresti established a dialogue between vanguard and oral literature, whether this was traditional or not, such as bertsolaritza (oral improvisation of rhyming verses). Indeed, certain legends transmitted orally would serve to construct, with techniques resembling South American magic realism, the imaginary worlds that inundated stories in the 1980s by authors such as Atxaga, Lertxundi, or Mujika Iraola, imaginary worlds like Obaba, which served to give voice to that peripheral and silenced Other, which until the arrival of the romantics did not exist in the Western literary canon. The excellent reception that Atxaga’s Obabkoak (1988) had at the international level and its canonization/assimilation into the Iberian interliterary system will allow us to reflect on the expectations and the place that international critics conferred on Basque works.

Terms Offered: Spring
Equivalent Course(s): SPAN 24720, SPAN 34720, BASQ 34720

**LING . Advanced Syntax. 100 Units.**

This course is a continuation of Introduction to Syntax (LING 20201). We will discuss movement and agreement phenomena in a variety of constructions, based on selected readings from the primary literature, and data from a number of typologically diverse languages, such as Irish, Wolof, Chamorro, Kinande, Berber, West Germanic languages.

Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): LING 20201
LING 20001. 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): J. Fenlon, Autumn; Staff, Winter and Spring Terms Offered: Autumn,Spring,Winter

LING 20101. Introduction to Phonetics and Phonology. 100 Units.
This course is an introduction to the study of speech sounds and their patterning in the world’s languages. The first half of the course focuses on how speech sounds are described with respect to their articulatory, acoustic, and perceptual structures. There are lab exercises both in phonetic transcription and in the acoustic analysis of speech sounds. The second half focuses on fundamental notions that have always been central to phonological analysis and that transcend differences between theoretical approaches: contrast, neutralization, natural classes, distinctive features, and basic phonological processes (e.g., assimilation).
Instructor(s): J. Riggle Terms Offered: Autumn
Prerequisite(s): LING 20001

LING 20201. 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): Amy Dahlstrom Terms Offered: Winter
Prerequisite(s): LING 20001

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): Itamar Francez Terms Offered: Spring
Prerequisite(s): LING 20001
LING 21000. Morphology. 100 Units.
Looking at data from a wide range of languages, we will study the structure of words. We will consider the nature of the elements out of which words are built and the principles that govern their combination. The effects of word structure on syntax, semantics, and phonology will be examined. We will think critically about the concepts of morpheme, inflection, derivation, and indeed, the concept of word itself.
Instructor(s): Amy Dahlstrom Terms Offered: Spring
Prerequisite(s): LING 20001

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): Staff Terms Offered: Spring
Prerequisite(s): LING 20600, LING 30600 and 20800, 30800, or consent of instructor.
Equivalent Course(s): LING 31300

LING 21320. Indo-European Linguistic Paleontology. 100 Units.
Linguistic paleontology is a method of inspecting reconstructed linguistic data (including early lexical borrowings) in order to derive information about the original geographical location ("homeland"), natural environment (terrain, flora, fauna), economy, and material and spiritual culture of the speakers of a protolanguage. In this course we will examine the reconstructed lexicon of Proto-Indo-European and correlate it with evidence from archaeology to formulate hypotheses about PIE homeland and economic and cultural practices. Time permitting, we may apply these methods to other language families outside Indo-European as well.
Terms Offered: Spring
Equivalent Course(s): LING 31320

LING 22870. Computational Semantics. 100 Units.
Please visit the Linguistics website for course description.
Instructor(s): Greg Kobele Terms Offered: Autumn
Equivalent Course(s): LING 32870
LING 23220. The Politics and Psychology of Language. 100 Units.
Language is a semiotic system based on difference, and humans use it to
differentiate and divide, but also to identify and unite. This course draws on
a broad range of writing on language—anthropology, linguistics, philosophy,
psychoanalysis and psychology—to explore the social meaning of language in
relation to individuals, groups and societies. We will investigate such topics as hate
speech, political correctness, language and thought, accent discrimination, language
change, and language ideologies.
Instructor(s): K. Kinzler, D. Kulick Terms Offered: Not offered in 2015-16
Prerequisite(s): Third- or Fourth-year standing
Equivalent Course(s): ANTH 27210, BPRO 23220, CHDV 23220, PSYC 23220

LING 23500. Language Socialization. 100 Units.
For the past thirty years Language Socialization research has contributed to the
fields of Developmental Psychology, Anthropology, Linguistics and Education
by providing a coherent analytical framework and a rigorous methodology to
investigate the process by which while acquiring a particular language children
become not only competent speakers but also competent members of their
communities. By documenting the variability of linguistic structures and of
caregiver-child interactions across cultures and sub-cultures, Language Socialization
research has helped us understand how and when linguistic and cultural
differences matter in the process of acquiring a particular language. Furthermore,
by focusing on how children and caregivers (or novices and experts) use language
in interactions that are culturally embedded, Language Socialization research has
furthered our understanding of how cultural meaning is created, negotiated and
transformed. Through a combination of background lectures and discussion this
course surveys classical research on language socialization covering a variety of
languages and cultures. The proposed reading materials illustrate the diversity of
issues that this theoretical perspective encompasses.
Instructor(s): Bustamante, N. T. Terms Offered: Spring
Note(s): CHDV Distribution, B, C
Equivalent Course(s): CHDV 25500

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: Spring
Equivalent Course(s): LING 33920
LING 24015. Modality. 100 Units.
Modal information—information conveyed by sentences such as "Mary might be at home" or "Charles ought to give to the poor"—plays an outstanding role in everyday discourse and reasoning. The goal of this course is to explain and evaluate contemporary semantic theories of modality by discussing a wide range of linguistic phenomena from the perspective of these theories. After introducing possible worlds semantics for modality developed in modal logic, we will consider current theories of modal semantics within linguistics as well as the most important empirical areas of research. Throughout, we will keep an eye on the relation between modality and other topics that are prominent in linguistics and philosophy, including tense, conditionals, and discourse meaning. (B)
Instructor(s): M. Willer Terms Offered: Spring
Equivalent Course(s): PHIL 34015, LING 34015, PHIL 24015

LING 24450. Lexical Functional Grammar. 100 Units.
This is an intermediate level syntax class. The course covers the non-transformational, lexicalist approach to syntax developed by Joan Bresnan and colleagues since 1982.
Instructor(s): Amy Dahlstrom Terms Offered: Autumn
Prerequisite(s): At least one course in syntax.
Equivalent Course(s): LING 44400

LING 24960. Creole Genesis and Genetic Linguistics. 100 Units.
In this seminar course we will review the "creole exceptionalism" tradition against the uniformitarian view, according to which creoles have emerged and evolved like other, natural and non-creole languages. We will situate creoles in the context of the plantation settlement colonies that produced them and compare their emergence specifically with that of languages such as English and the Romance languages in Europe. We will also compare these evolutions with those of new colonial varieties of European languages (such as Amish English, mainstream American English varieties, Brazilian Portuguese, and Québécois French) which emerged around the same time but are not considered creoles. Using the comparative approach (in evolutionary theory), we will assess whether the criteria used in the genetic classification of languages have been applied uniformly to creole and non-creole languages. In return, we will explore ways in which genetic creolistics can inform and improve genetic linguistics (including historical dialectology).
Instructor(s): Salikoko Mufwene Terms Offered: Autumn
Prerequisite(s): LING 21300/31300 (Historical Linguistics), LING 26310/36310 (Contact Linguistics), or consent of the instructor.
Equivalent Course(s): LING 34960
LING 25160. Themes in the Development of 20th Century Linguistics. 100 Units.  
This course will be based on a book I am writing with Bernard Laks: “Language 
and the Mind: Encounters in the Mind Fields.” We will explore the nature of rupture 
and continuity in academic disciplines, from the period 1870 to 1970. The main 
topics will be the rapid changes in linguistics, psychology, and (some elements of) 
philosophy in the period from 1870 to 1940, the rise of the cybernetics movement 
and cognitive psychology in the post-World War II world, and the origins of 
generative grammar.  
Instructor(s): John Goldsmith  
Terms Offered: Autumn  
Equivalent Course(s): LING 35160

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): Staff  
Terms Offered: Winter  
Equivalent Course(s): PSYC 27010

LING 27130. America: Society, Polity, and Speech Community. 100 Units.  
We explore the place of languages and of discourses about languages in the 
history and present condition of how American mass society stands in relation 
to the political structures of the North American (nation-) states and to American 
speech communities. We address plurilingualisms of several different origins 
(i.e., indigenous, immigrant) that have been incorporated into the contemporary 
American speech community, the social stratification of English in a regime of 
standardization that draws speakers up into a system of linguistic "register," and 
how language itself has become an issue-focus of American political struggles in the 
past and contemporaneously.  
Instructor(s): M. Silverstein  
Terms Offered: TBD  
Equivalent Course(s): ANTH 27130

100 Units.  
This course dissects the linguistic forms and semiotics processes by which experts 
(often called professionals) persuade their clients, competitors, and the public to 
trust them and rely on their forms of knowledge. We consider the discursive aspects 
of professional training (e.g., lawyers, economists, accountants) and take a close look 
at how professions (e.g., social work, psychology, medicine) stage interactions with 
clients. We examine a central feature of modern life—the reliance on experts—by 
analyzing the rhetoric and linguistic form of expert knowledge.  
Instructor(s): S. Gal  
Terms Offered: TBD  
Equivalent Course(s): ANTH 27505
LING 27605. Language, Culture, and Thought. 100 Units.
Survey of research on the interrelation of language, culture, and thought from the evolutionary, developmental, historical, and culture-comparative perspectives with special emphasis on the mediating methodological implications for the social sciences.
Instructor(s): J. Lucy Terms Offered: Spring
Prerequisite(s): Grad status, Undergrads in 3rd or 4th year, or permission of instructor.
Note(s): CHDV Distribution, B*, C*; 2*, 3*, 5*
Equivalent Course(s): ANTH 27605, ANTH 37605, CHDV 31901, PSYC 21950, PSYC 31900, LING 37605, CHDV 21901

LING 28356. Linguistic Introduction to Swahili-2’ 100 Units.
Based on Swahili Grammar and Workbook, this course is a continuation of Linguistic Introduction to Swahili-1. 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.
Terms Offered: Spring
Equivalent Course(s): LING 38355

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: Autumn
Equivalent Course(s): LING 38370
LING 28600. Computational Linguistics. 100 Units.
This is a course in the Computer Science department, intended for upper-level undergraduates, or graduate students, who have good programming skills. There will be weekly programming assignments in Python. We will look at several current topics in natural language processing, and discuss both the theoretical basis for the work and engaging in hands-on practical experiments with linguistic corpora. In line with most current work, our emphasis will be on systems that draw conclusions from training data rather than relying on the encoding of generalizations obtained by humans studying the data. As a consequence of that, in part, we will make an effort not to focus on English, but to look at a range of human languages in our treatments.
Instructor(s): J. Goldsmith Terms Offered: Spring
Prerequisite(s): CMSC 12200, 15200 or 16200, or by consent
Equivalent Course(s): CMSC 35050, LING 38600, CMSC 25020

LING 29700. Reading and Research Course. 100 Units.
No description available.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and linguistics undergraduate adviser.
Note(s): Students are required to submit the College Reading and Research Course Form.

LING 29900. BA Paper Preparation Course. 100 Units.
No description available.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and linguistics undergraduate adviser.
Note(s): Students are required to submit the College Reading and Research Course Form.

LINGUISTICS - MODERN GREEK COURSES

MOGK 10100-10200-10300. Elementary Modern Greek I-II-III.
This course is designed to help students acquire communicative competence in Modern Greek and a basic understanding of its structures. Through a variety of exercises, students develop all skill sets.

MOGK 10100. Elementary Modern Greek I. 100 Units.
This course is designed to help students acquire communicative competence in Modern Greek and a basic understanding of its structures. Through a variety of exercises, students develop all skill sets.
Instructor(s): C. Koutsiviti Terms Offered: Autumn
Equivalent Course(s): NELG 10100, MOGK 30100
MOGK 10200. Elementary Modern Greek II. 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 basic morphology and syntax, with an emphasis on reading and conversational skills. The students will be able to handle a variety of tasks and manage an uncomplicated situation using mostly formulaic and rote utterances. They will also be able to express personal meaning forming paragraphs.
Instructor(s): C. Koutsiviti Terms Offered: Winter
Prerequisite(s): MOGK 10100/30100 or consent of instructor
Equivalent Course(s): MOGK 30200,NELG 10200

MOGK 10300. Elementary Modern Greek III. 100 Units.
This course aims to make the students able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Main rules in Grammar and Structure will be presented and the students are expected to use them in order to speak about topics related mostly to personal information (for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases).
Instructor(s): C. Koutsiviti Terms Offered: Spring
Prerequisite(s): MOGK 10200/30200 or consent of instructor
Equivalent Course(s): NELG 10300,MOGK 30300

MOGK 10200. Elementary Modern Greek II. 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 basic morphology and syntax, with an emphasis on reading and conversational skills. The students will be able to handle a variety of tasks and manage an uncomplicated situation using mostly formulaic and rote utterances. They will also be able to express personal meaning forming paragraphs.
Instructor(s): C. Koutsiviti Terms Offered: Winter
Prerequisite(s): MOGK 10100/30100 or consent of instructor
Equivalent Course(s): MOGK 30200,NELG 10200

MOGK 10300. Elementary Modern Greek III. 100 Units.
This course aims to make the students able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Main rules in Grammar and Structure will be presented and the students are expected to use them in order to speak about topics related mostly to personal information (for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases).
Instructor(s): C. Koutsiviti Terms Offered: Spring
Prerequisite(s): MOGK 10200/30200 or consent of instructor
Equivalent Course(s): NELG 10300,MOGK 30300
MOGK 20100-20200-20300. Intermediate Modern Greek I-II-III.
This course builds on the student's knowledge of modern Greek in all four skill areas through the use of authentic cultural materials (short stories, films, newspapers, etc.), with emphasis on grammar, vocabulary building, and fluency in expression and accuracy in writing.

MOGK 20100. Intermediate Modern Greek I. 100 Units.
This course builds on the student's knowledge of modern Greek in all four skill areas through the use of authentic cultural materials (short stories, films, newspapers, etc.), with emphasis on grammar, vocabulary building, and fluency in expression and accuracy in writing.
Instructor(s): C. Koutsiviti Terms Offered: Autumn
Prerequisite(s): MOGK 10300/30300
Equivalent Course(s): NELG 20100

MOGK 20200. Intermediate Modern Greek II. 100 Units.
This course aims to enable students to attain conversational fluency and to become independent users of the language which they deal effectively and with accuracy. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests and areas of competence. They can also speak about some topics related to employment, current events and matters of public and community interest. They are able to create with language, ask questions, narrate and describe in all major time frames using connected discourse of paragraph length.
Instructor(s): C. Koutsiviti Terms Offered: Winter
Prerequisite(s): MOGK 20100
Equivalent Course(s): NELG 20200

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 which they deal effectively and with accuracy. They are able to handle successfully complicated tasks and social situations and deal effectively with an unanticipated complication in a routine situation or transaction. They can participate actively in most informal and some formal exchanges on a variety of concrete topics relating to employment, current events and matters of public and community interest or individual relevance. They are able to create with language, ask questions, narrate and describe in all major time frames providing a full account, with good control of aspect. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.
Instructor(s): C. Koutsiviti Terms Offered: Spring
Prerequisite(s): MOGK 20200
Equivalent Course(s): NELG 20300
MOGK 20200. Intermediate Modern Greek II. 100 Units.
This course aims to enable students to attain conversational fluency and to become independent users of the language which they deal effectively and with accuracy. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests and areas of competence. They can also speak about some topics related to employment, current events and matters of public and community interest. They are able to create with language, ask questions, narrate and describe in all major time frames using connected discourse of paragraph length.
Instructor(s): C. Koutsiviti Terms Offered: Winter
Prerequisite(s): MOGK 20100
Equivalent Course(s): NELG 20200

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 which they deal effectively and with accuracy. They are able to handle successfully complicated tasks and social situations and deal effectively with an unanticipated complication in a routine situation or transaction. They can participate actively in most informal and some formal exchanges on a variety of concrete topics relating to employment, current events and matters of public and community interest or individual relevance. They are able to create with language, ask questions, narrate and describe in all major time frames providing a full account, with good control of aspect. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.
Instructor(s): C. Koutsiviti Terms Offered: Spring
Prerequisite(s): MOGK 20200
Equivalent Course(s): NELG 20300

LINGUISTICS - SWAHILI COURSES

SWAH 25200-25300-25400. Swahili I-II-III.
This course is designed to help students acquire communicative competence in Swahili and a basic understanding of its structures. Through a variety of exercises, students develop both oral and writing skills.

SWAH 25200. Swahili I. 100 Units.
This course is designed to help students acquire communicative competence in Swahili and a basic understanding of its structures. Through a variety of exercises, students develop both oral and writing skills.
Instructor(s): F. Mpiranya Terms Offered: Autumn

SWAH 25300. Swahili II. 100 Units.
No description available.
Instructor(s): F. Mpiranya Terms Offered: Winter
Prerequisite(s): SWAH 25200 or consent of instructor
SWAH 25400. Swahili III. 100 Units.
No description available.
Instructor(s): F. Mpiranya
Terms Offered: Spring
Prerequisite(s): SWAH 25300 or consent of instructor

SWAH 25300. Swahili II. 100 Units.
No description available.
Instructor(s): F. Mpiranya
Terms Offered: Winter
Prerequisite(s): SWAH 25200 or consent of instructor

SWAH 25400. Swahili III. 100 Units.
No description available.
Instructor(s): F. Mpiranya
Terms Offered: Spring
Prerequisite(s): SWAH 25300 or consent of instructor

SWAH 26800-26900-27000. Intermediate Swahili I-II-III.
Students focus on broadening their listening, speaking, reading, and writing skills in this course. They learn to use sophisticated sentence structures and expression of complex ideas in Swahili. Advanced readings and essay writing are based on student interests.

SWAH 26800. Intermediate Swahili I. 100 Units.
Students focus on broadening their listening, speaking, reading, and writing skills in this course. They learn to use sophisticated sentence structures and expression of complex ideas in Swahili. Advanced readings and essay writing are based on student interests.
Instructor(s): F. Mpiranya
Terms Offered: Autumn
Prerequisite(s): SWAH 25400 or consent of instructor

SWAH 26900. Intermediate Swahili II. 100 Units.
No description available.
Instructor(s): F. Mpiranya
Terms Offered: Winter
Prerequisite(s): SWAH 26800 or consent of instructor

SWAH 27000. Intermediate Swahili III. 100 Units.
No description available.
Instructor(s): F. Mpiranya
Terms Offered: Spring
Prerequisite(s): SWAH 26900 or consent of instructor

SWAH 26900. Intermediate Swahili II. 100 Units.
No description available.
Instructor(s): F. Mpiranya
Terms Offered: Winter
Prerequisite(s): SWAH 26800 or consent of instructor

SWAH 27000. Intermediate Swahili III. 100 Units.
No description available.
Instructor(s): F. Mpiranya
Terms Offered: Spring
Prerequisite(s): SWAH 26900 or consent of instructor