Linguistics

Department Website: http://linguistics.uchicago.edu

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

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:

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:

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

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 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 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.

Terms Offered: Autumn Spring Winter

**LING 20100. Intro To Linguistics-1. 100 Units.**

TBD

Equivalent Course(s): ANTH 27001, SOSC 21700, LING 30100, ANTH 37001

**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).
LING 20150. 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 necessary foundation to those working on language at the graduate and undergraduate levels.
Instructor(s): Salikoko Mufwene Terms Offered: Autumn
Equivalent Course(s): EDSO 20150, CHDV 20150, CHDV 30150, LING 30150

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 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): Staff Terms Offered: Spring
Prerequisite(s): LING 20001
Equivalent Course(s): LING 30310

LING 20302. Advanced Semantics. 100 Units.
Description TBD
Instructor(s): Michael Tabatowski Terms Offered: Winter
Prerequisite(s): LING 20001, LING 20201

LING 20400. Iconicity/Sounds Symbolism. 100 Units.
Saussure and many since have argued that, “the linguistic sign is arbitrary”. Iconicity (forms that are not arbitrary, but motivated by similarity between a sign and its meaning) have been noted for certain types of words (e.g. onomatopoeia), or in certain language modalities (signed languages), but these are generally seen as exceptional. This seminar will explore the pervasiveness of iconicity in language. We will look at the effect of modality (speech vs. sign vs. text) on iconicity and the relationship between iconicity in language and iconic forms in other kinds of communication, such as gesture. We will look beyond sound symbolism to consider structural iconicity in syntax, imitation in first language acquisition, the iconic nature of social stereotypes, and the projection and performance of sociolinguistic identity. Students will participate in, and occasionally lead, class discussions and will produce a final paper on a relevant topic of their choosing.
Instructor(s): Natalia Bermudez Terms Offered: Spring
Equivalent Course(s): LING 30400

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): Laura Stigliano Terms Offered: Autumn
Prerequisite(s): LING 20001

LING 21310. Introduction to Indo-European Linguistics. 100 Units.
An introduction to the comparative study of the Indo-European languages. We will survey the major branches of the Indo-European family and discuss various aspects of PIE grammar as it is currently reconstructed.
Instructor(s): Yaroslav Gorbachov Terms Offered: Spring
Equivalent Course(s): LING 31310

LING 21611. Linguistic Ethnographies. 100 Units.
In this seminar, we read a set of new ethnographic writings that focus on linguistic practices, using those to explore wider cultural patterns and the project of writing cultural description. In the first weeks we discuss fieldwork and some classic questions about genre, voice, rhetoric and persuasion in analytic writing. Seminar members will do their own ethnographic project and write it up for a final paper. Questions to be discussed: What is the role of ethnographic practices in constituting culture, power, identity? How do people “do” ethnographic fieldwork; how is that work transformed into writing? How should one evaluate ethnographic texts? Who are the text’s addressees; what are its blindspots? What counts as theory? How is the “object” of analysis delineated? How is authority achieved (or not)?
Instructor(s): Susan Gal Terms Offered: Autumn. Autumn 2020
Equivalent Course(s): ANTH 21610

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): LING 31720, CHST 21720

LING 21920. The Evolution of Language. 100 Units.
How did language emerge in the phylogeny of mankind? Was its evolution saltatory or gradual? Did it start late or early and then proceed in a protracted way? Was the emergence monogenetic or polygenetic? What were the ecological prerequisites for the evolution, with the direct ecology situated in the hominine species itself, and when did the prerequisites obtain? Did there ever emerge a language organ or is this a post-facto construct that can be interpreted as a consequence of the emergence of language itself? What function did language evolve to serve, to enhance thought processes or to facilitate rich communication? Are there modern “fossils” in the animal kingdom that can inform our scholarship on the subject matter? What does paleontology suggest? We will review some of the recent and older literature on these questions and more.
Instructor(s): Salikoko Mufwene Terms Offered: Winter
Equivalent Course(s): CHDV 21920, ANTH 47305, EVOL 41920, CHSS 41920, CHDV 41920, LING 41920, PSYC 41920

LING 22750. Laboratory Phonology. 100 Units.
This course is intended to provide a foundation for students to pursue the quantitative study of phonology in the context of human interaction, and of speech and perception in the context of language. Specifically, this course focuses on how to design, conduct, and analyze a phonological experiment. We will approach laboratory phonology from the perspectives of both the speaker and the listener, with each perspective constituting roughly half the course. In the process, we will gain and practice skills in experimental phonetic and psycholinguistic work, while testing aspects of current phonological theory.
Instructor(s): Alan Yu Terms Offered: Winter
Equivalent Course(s): LING 32750

LING 23115. Old Church Slavonic. 100 Units.
This course is an introduction to the language of the oldest Slavic texts. It begins with a brief historical overview of the relationship of Old Church Slavonic to Common Slavic and the other Slavic languages. This is followed by a short outline of Old Church Slavonic inflectional morphology. The remainder of the course is spent in the reading and grammatical analysis of original texts in Cyrillic or Cyrillic transcription of the original Glagolitic.
Equivalent Course(s): REES 23115, LING 35100, REES 33115, MDVL 25100

LING 23200. Topics in Semantics and Pragmatics. 100 Units.
This focus of this course is conversational implicature. We will take the classic characterization of implicature in Grice as our starting point, and spend the rest of the quarter working through subsequent proposals that refine, rethink and/or reject it, and the empirical and theoretical concerns that motivate them. Topics to be discussed...
include: the relation between implicature and semantic composition; the nature and calculation of alternatives to what is said; game theoretic approaches to implicature and their relatives; Bayesean pragmatics; free choice inferences; manner implicature; pragmatic weakening vs. pragmatic strengthening.

Equivalent Course(s): LING 42010

LING 23450. Language and Violence. 100 Units.
Language is generally associated with the abstract realm of thought, representation and expression, a realm that contrasts sharply with the material realm in which we tend to place violence. Language is furthermore often seen as antithetical to violence: violence is an outburst that comes when the rational order of language fails. In fact, however, questions of language, and especially of speech, surface in every aspect of thinking about violence. Speech is a medium within which violence is performed, and is part of the modern machinery of war. It is also a medium through which systems of oppression and subordination are articulated and registered by groups and individuals, socially and psychically. Violence relies on speech for its justification, rationalization, and sustenance. At the same time, the rawness of violence challenges our fundamental faith in the representational and expressive capacities of language, in both destructive and creative ways. This intensive reading seminar explores the relation between speech and violence through scholarly and literary texts from a variety of humanistic fields and traditions.
Instructor(s): Itamar Francez Terms Offered: Winter

Equivalent Course(s): LING 33750

LING 23750. Language and Violence. 100 Units.
Language is generally associated with the abstract realm of thought, representation and expression, a realm that contrasts sharply with the material realm in which we tend to place violence. Language is furthermore often seen as antithetical to violence: violence is an outburst that comes when the rational order of language fails. In fact, however, questions of language, and especially of speech, surface in every aspect of thinking about violence. Speech is a medium within which violence is performed, and is part of the modern machinery of war. It is also a medium through which systems of oppression and subordination are articulated and registered by groups and individuals, socially and psychically. Violence relies on speech for its justification, rationalization, and sustenance. At the same time, the rawness of violence challenges our fundamental faith in the representational and expressive capacities of language, in both destructive and creative ways. This intensive reading seminar explores the relation between speech and violence through scholarly and literary texts from a variety of humanistic fields and traditions.
Instructor(s): Itamar Francez Terms Offered: Winter. Winter 2021

LING 23850. Sociolinguistic Typology. 100 Units.
Course Description TBD
Instructor(s): Jessica Kantarovich Terms Offered: Winter. Winter 2021
Equivalent Course(s): LING 33850

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): LING 33920, SIGN 26030

LING 26020. Truth. 100 Units.
Alternative facts’ and ‘fake news’ have fueled growing concerns that we are entering a ‘post-truth’ society. But what exactly is truth, and why should we care about it? We will address this question over the course of this quarter by examining contemporary views on the role of truth in meaning and communication; challenges to these views from uncertainty and subjectivity; arguments for and against different conceptions of truth; expressions of skepticism about the value of truth; different categories of non-truth (lies vs. b.s.); and how all of these issues bear on the relation between truth, belief and decision making. Along the way, we will consider whether our claims to know certain things are always limited because they come from a particular perspective, and what value (if any) truth contributes to the well-lived life.
Instructor(s): Chris Kennedy Terms Offered: Spring
Equivalent Course(s): SIGN 26007

LING 26030. American Deaf Community: Language, Culture, and Society. 100 Units.
This course will focus on the Deaf community that uses American Sign Language (ASL) as a lens into the disciplines of linguistics, psychology, and cultural studies, and how the use of ASL contributes to individual identity and identity within society. In addition to these disciplinary foci, topics of Deaf literature and art forms will figure in the discussion and readings, which come from a variety of sources and include seminal works in the field from historical and contemporary perspectives.
Instructor(s): Diane Brentari Terms Offered: Winter
Equivalent Course(s): SIGN 26018
LING 26310. Contact Linguistics. 100 Units.
This seminar focuses on current research in contact linguistics in a global perspective, including but not limited to the impact of languages of wider communication (e.g. English, Russian) in contact with other languages. Topics to be covered include the following: language/dialect contact, convergence and language shift resulting in attrition and language endangerment and loss. Other contact-induced linguistic changes and processes to be considered include borrowing, code-switching, code-shifting, diglossia, loss of linguistic restrictions and grammatical permeability, and the impact of language contact in the emergence and/or historical development of languages.
Instructor(s): Lenore Grenoble Terms Offered: Spring
Prerequisite(s): LING 20001 or consent of instructor
Equivalent Course(s): REES 23108, LING 36310

LING 26520. 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 alternatives 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.
Instructor(s): J. Bridges; L. Kay; C. Kennedy Terms Offered: Spring
Equivalent Course(s): PHIL 26520, LING 36520, PHIL 36520

LING 26550. Battle in the Mind Fields. 100 Units.
The goal of this course is to better understand both the ruptures and the continuity that we find in the development of linguistics, psychology, and philosophy over the period from early in the 19th century up until around 1960. Among the topics we will look at are the emergence of 19th century linguistics through the methods developed to reconstruct Proto Indo-European, and at the same time, the emergence of two wings of German psychology (exemplified by Brentano and by Wundt); the transplanting of both of these disciplines to the United States at the end of the 19th century; the rise of behaviorism in psychology and its interaction with Gestalt psychology as German scholars were forced to leave their homes in Europe in the years before World War II; the development of an American style of linguistics associated with the Linguistic Society of America; and the interactions after World War II of cybernetics, cognitively-oriented psychology, and a new style of linguistic theory development, and the relationship between generative grammar and the work in phonology and syntax during the 1950s in the United States.
Instructor(s): John Goldsmith Terms Offered: Autumn
Equivalent Course(s): LING 36555, KNOW 40104

LING 26601. Intro Programming for Linguists. 100 Units.
In this class we will cover computational techniques for collecting linguistic data. We will also cover various methods for using algorithms to analyze that data and some basic computational theory to understand the complexity and efficiency of our algorithms. We will use the programming language Python and focus on real-world applications to gain experience in gathering, manipulating, and analyzing data from sources such as fieldwork, corpora, or experiments. No previous knowledge of programming is required.
Instructor(s): Jason Riggle
Equivalent Course(s): LING 36601

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): Eszter Ronai (Autumn), Jason Riggle (Spring) Terms Offered: Autumn Spring
Equivalent Course(s): PSYC 27010

LING 27980. Structure of Turkish. 100 Units.
Modern (Istanbul) Turkish is a language of the Altaic family and is the most widely spoken Turkic language with an estimated total of 88 million L1 and L2 speakers. In this course we will study the phonology, morphology, and syntax of Turkish and their interfaces in three 3-week modules. Turkish is an SOV language with pro-drop and displays an intricate phonological system of vowel and consonant harmonies as well as a highly agglutinative morphology. The course aims to familiarize students with a non-Indo-European linguistic system and to show how linguistic generalizations can be made differently if one studies a non-Western language. The course will be taught by a native speaker of Turkish and will also allow students to improve their Turkish although it is not a language course in the traditional sense. The language of instruction is English and no prior knowledge of Turkish is required.
Instructor(s): Emre Hakguder Terms Offered: Winter
Prerequisite(s): Preferably, the students must have taken some intro level linguistics courses prior to enrollment, however feel free to reach out to the instructor if you have questions about this prerequisite.
Note(s): This course fulfills the non-Indo-European language requirement for undergraduate students.
Equivalent Course(s): LING 37980

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): Fidéle 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 28610. Undergraduate Computational Linguistics. 100 Units.
This course is an 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 evaluate
research in cognitive/linguistic modeling and NLP, and to be able to implement intermediate-level computational
models.
Instructor(s): Allyson Ettinger Terms Offered: Autumn
Equivalent Course(s): CMSC 25610

LING 28630. Geometric Models of Meaning. 100 Units.
This course is an introduction to geometric approaches to meaning in natural language. We will discuss methods
which represent the meaning of linguistic entities (words, paragraphs, etc.) as objects in Euclidean space, and
seek to find meaningful patterns in the relative positions of these objects. The course will motivate the approach,
examine its strengths and limitations, and prepare students for further study in an active field of research.
Instructor(s): Daniel Edmiston Terms Offered: Autumn
Prerequisite(s): LING 20001

LING 28710. Undergraduate Experimental Methods. 100 Units.
Linguists use a variety of different tools to answer a diverse set of questions. This course will focus on the
experimental methodologies linguists use in the laboratory, and will address all aspects of experimentation,
including design, data collection and analysis. First, this course will provide a foundational overview to the
different experimental paradigms from across the subfields of linguistics. Then, as a class, we will workshop
a phonetics experiment using eye-tracking, with hands-on opportunities for students through each step of the
process. By the end of the quarter, students will have the tools to propose and pilot an experiment of their own
design in any area of linguistics.
Instructor(s): Jacob Phillips Terms Offered: Autumn
Prerequisite(s): LING 20001 & LING 20101 recommended; students who have not taken this course should
contact the instructor.

LING 28750. Undergraduate Field Methods. 100 Units.
Course Description TBD
Instructor(s): Jessica Katarovich Terms Offered: Spring

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 Terms Offered: Autumn

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

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): 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

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

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

MODERN GREEK COURSES

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 Katsikas 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 course 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
Equivalent Course(s): NEHC 21002, REES 21001, HIST 23613

**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