

# 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) (<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) (<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:

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

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](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

Prerequisite(s): Third- or fourth-year standing or consent of instructor required; core background in evolution and genetics strongly recommended.

Equivalent Course(s): CHSS 37900, CHDV 23930, ANTH 38615, PHIL 32500, ANTH 28615, CHDV 33930, NCDV 27400, PHIL 22500, HIPS 23900, BPRO 23900, LING 39286

**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): 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): COGS 22000

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

TBD

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

**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): 2022-2023: Jason Riggle (Spring) 2023-2024: Jason Riggle (Autumn) Terms Offered: Spring

Prerequisite(s): LING 20001

Equivalent Course(s): COGS 22001

**LING 20110. 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 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): CHDV 20150, EDSO 20150, COGS 22002, 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): 2023-2023: Amy Dahlstrom Terms Offered: Winter

Prerequisite(s): LING 20001

Equivalent Course(s): COGS 22003

#### **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, COGS 22004

#### **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): COGS 22005

#### **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): ANTH 47300, LING 31300

#### **LING 21720. Sociophonetics. 100 Units.**

Variation is a ubiquitous feature of speech, yet much of the variation observed is non-random. This class 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.

Instructor(s): Alan Yu Terms Offered: Winter

Equivalent Course(s): CHST 21720, LING 31720, COGS 22006

#### **LING 22000. Language and ideology in Modern Greek. 100 Units.**

Within the general area of language and ideology this course addresses issues that relate to Modern Greek dialects and the history of diglossia in the geographical area of Modern Greece. Standardization, language purification and several attempts of language planning of various success in the history of Greek are discussed and compared to other representative examples in the relevant literature, as well as various types of language oppression, which are attested in the history of Greek-speaking communities. The role of Atticism (the artificial mimicking of Classical Greek) in developing and sustaining high (H) forms of the language until today is examined in relation to social inequalities and (un)equal access to education. A brief history of the language and its writing systems are included, in relation also to the role of religious institutions and in particular the role of the Greek Orthodox Church in the issues under discussion. Students will be encouraged to draw parallels to cases of diglossia and language planning in other cultures and other speech communities. Participation and distinction in this course does not require previous knowledge of any stage or variety of Greek.

Equivalent Course(s): LING 32000, MOGK 32000, MOGK 22000

**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): ANTH 22450, 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 32550, LACS 22550, LING 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 modality (vision, speech, touch) 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 way 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 Edward a paragraph-long description about what you bring and what you hope to get out of this seminar.

Equivalent Course(s): CDIN 33500, ANTH 23501, CHDV 23500, COGS 22008, ANTH 33501, CHDV 33500, LING 33500, CDIN 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): CHDV 23360, PSYC 23360, LING 33360, PSYC 33360, CHDV 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 33700, COGS 22009, CHDV 23700, PSYC 23720, LING 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 Riggie Terms Offered: Winter

Equivalent Course(s): SIGN 26030, COGS 22010, LING 33920

**LING 24001. Prediction in Language Comprehension. 100 Units.**

Language tends to follow predictable patterns, from what sounds and words are about to be uttered, to what grammatical structures are likely, to be used to what broader implications are about to be suggested, and more. One prevailing hypothesis is that the human mind can take advantage of this predictability to help maintain the rapid pace of language comprehension. This course will explore critical questions surrounding the nature of prediction processes during language comprehension. What do people predict? How are their predictions constrained? How can we study the inherently internal process(es) of prediction? What are the consequences of prediction? Perhaps most importantly, what do the answers to these questions suggest about the mechanisms and computations of prediction? Readings will primarily consist of contemporary articles from peer-reviewed journals, and class meetings will be a mix of lectures and student-led discussions.

Instructor(s): Melinh Lai Terms Offered: Spring

Equivalent Course(s): COGS 24001

**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): CRES 24650, LING 34650

**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. Language in Society. 100 Units.**

This course is an introduction to sociolinguistics, the study of language in its social context. We will look at variation at all levels of language and how this variation constructs and is constructed by identity and culture, including relationships between language and social class, language and gender, and language and ethnicity. We will also discuss language attitudes and ideologies, as well as some of the educational, political, and social repercussions of language variation and standardization.

Instructor(s): 2022-2023: Sharese King 2023-2024: Lenore Grenoble Terms Offered: Spring

Prerequisite(s): LING 20001

Equivalent Course(s): LING 36002

**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 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): PHIL 36520, LING 36520, COGS 20001, PSYC 26520, PSYC 36520, NSCI 22520, PHIL 26520

**LING 26601. Intro to Python and R 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 field-work, corpora, or experiments. No previous knowledge of programming is required.

Instructor(s): Riggle, Jason. Terms Offered: Winter

Equivalent Course(s): LING 36601

**LING 26810. Bilingualism and Heritage Languages. 100 Units.**

TBD.

Instructor(s): Anastasia Giannakidou, Zoe Gavrilidou Terms Offered: Autumn

Equivalent Course(s): LING 36810, COGS 22011

**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, COGS 22013

**LING 27131. Lexical Semantics. 100 Units.**

TBD.

Instructor(s): Francez, Itamar Terms Offered: Autumn

Equivalent Course(s): LING 37131, COGS 22014

**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.**

With more than a quarter of the languages of humanity, the linguistic diversity of Africa represents a richness in terms of world heritage and linguistic description, but also a challenge for trans-community communication and for the integration of small minorities in larger national communities. Additionally, the persistent use of former colonial languages in most official functions may constitute an impediment, with regard to productive communication between educated elites and ordinary community members and the involvement of the latter in national development. The present course addresses these different issues in a descriptive perspective and through open discussions about potential resolutions in terms of language valorization and language planning. At the end of the course, the students will be able to classify African languages of wider communication in their respective families and identify key features of the latter; identify and discuss potential issues and / or advantages relating to the use of those languages in connection with endogenous development of African communities.

Instructor(s): F. Mpiranya Terms Offered: Autumn

Prerequisite(s): This is a general introductory course with no specific prerequisites.

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): Fidèle Mpiranya Terms Offered: Winter

Equivalent Course(s): SWAH 38355, LING 38355, SWAH 28355

**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): LING 38620, CMSC 35620, COGS 22015

**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 (yadsokanen) and personal narratives (yathmownen). 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

Prerequisite(s): No previous courses in linguistics are required though the introductory course is recommended.  
 Equivalent Course(s): CRES 26400

**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): LING 39402, CLAS 34922, BIBL 39402, RLST 29402, CLCV 24922

#### **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 29423, BASQ 39423, 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): LING 39406, JWSC 29406

#### **LING 29407. Language and Politics. 100 Units.**

TBD.

Instructor(s): Sprenger, Anna-Marie. Terms Offered: Autumn

#### **LING 29408. Language and Music. 100 Units.**

Language is used in music a whole lot - from sophisticated, poetic lyrics to the nah nah nahs, it sure has a significant place. Have you wondered how exactly are different pieces of language used in different kinds of music? Are there rules and limitations? In this class we are going to take a tour through a wide array of linguistic and musical traditions in order to try and answer that question. Some of the topics that we will explore together include: tones and melody, prosody and rhythm, linguistic register and musical genre, the distributions of vocables, and tastes of more advance topics such as melisma, polyrhythm, historical pronunciations and different 'classical' musics around the world. We will also learn to present on unfamiliar musical and linguistic topics and develop a general appreciation of the unique languages and musical traditions from diverse socioeconomic, geographic and historical backgrounds. There are no prerequisites but Introduction to Linguistics as well as knowledge of musical notations would be welcome.

Instructor(s): Bu, Quain. Terms Offered: Autumn

#### **LING 29409. Constructed Languages. 100 Units.**

This class examines the history and methodology behind the creation of constructed languages or "conlangs". We will explore how and why languages are constructed, critically assess the design of existing conlangs (e.g. Klingon, Esperanto), and discuss conlanging both as an art form and as a tool to study the properties of natural human language, connecting this to the field of linguistic typology. Throughout the course, students will each build their own conlang, combining knowledge across various linguistic subfields to produce a workable grammar. They will explore the patterns seen in natural languages, developing a deeper understanding of how phonology, morphology, syntax, and semantics interact and applying this towards language construction.

Instructor(s): Gray, Sam. Terms Offered: Winter

#### **LING 29410. Contact Linguistics and Multilingualism. 100 Units.**

What happens when people who speak different languages live in the same area? How do languages change as a result of their environment and social structure? How do social situations lead to language change and

multilingualism? This course will engage with the literature on contact linguistics and multilingualism providing theoretical backgrounds and foundations for analyzing real-world situations. This course will apply the theoretical understandings to several instances of contact linguistics and a variety of complex social situations via case studies. We will briefly cover topics and process such as: bi/multilingualism, translanguaging, dialect leveling, mixed-Languages, pidgins & creoles, and language shift, all through a lens that addresses the complex situations they exist in with respect to cultural contact and colonialism. This brief overview of each of these processes will give students a basis for understanding and recognizing them in real-world contexts as well as providing them with the tools to ask critical questions about the situations and results.

Instructor(s): Castro, Steven. Terms Offered: Winter

**LING 29411. Linguistic Introduction to Telugu. 100 Units.**

This course is an overview-style introduction to the Telugu language, including grammar, phonology, and the social, political, and historical contexts of the language and its users. Telugu, the majority language of the two southern Indian states of Telangana and Andhra Pradesh, is within the top twenty most spoken languages in the world. The global Telugu-speaking diaspora, too, is growing quickly in population and in relevance, especially in the United States. This course primarily aims to give students an introduction to the structure of the language, through learning the script, learning to recognize verbal and nominal morphology, and understanding the role of word order in a Telugu sentence. Students will also learn to use this knowledge as a way to answer questions such as: How is language tied to social categories such as ethnicity, class, caste, and geographical origin? How can the phonetic, morphological, and syntactic features of a language be taken up as markers of identity and as symbols in discourse?

Instructor(s): Aitha, Akshay. Terms Offered: Winter

**LING 29412. Linguistics of American Sign Language. 100 Units.**

Signed languages offer a unique perspective through which to understand human language and linguistic structure as it is realized across modalities (spoken vs. signed). Although signed languages offer crucial linguistic insights, there are many widely held misconceptions about the structure of these languages. In this course, we deconstruct these misconceptions as we study the structure of American Sign Language (ASL). Specifically, we will be looking at how core areas of language are manifest in ASL including the component parts of a sign (phonology), individual signs (morphology), sentence structure (syntax), and meaning (semantics), while also addressing sociolinguistics and language acquisition. Through this exploration, we will consider what the visual modality can teach us about the human language capacity.

**LING 29413. Structure of Heritage Turkish. 100 Units.**

Modern Turkish is a heavily agglutinating (suffixing) Turkic language (Altaic) with basic SOV word order (head final) as well as vowel harmony. The total number of L1 and L2 speakers of Turkish is estimated to be more than 90 million, including a large immigrant community residing in mainly Europe. The aim of this course is two-fold: Firstly, we will examine the structural properties of Turkish by way of engaging in linguistic fieldwork with native speakers. This will allow us to improve our analytical thinking and problem solving skills and familiarize us with the workings of a non-Indo-European language. Then, we will focus on the differences between Turkish as spoken in the mainland (Tu#rkiye) and heritage Turkish as spoken by Turkish speaking immigrants in Europe. In doing so, we will investigate the role of socio-economic and political factors in shaping the grammatical and structural properties of languages.

Instructor(s): Eren, Omer. 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, 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

**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

Prerequisite(s): Complete ASLG 10300 or consent of instructor.

Equivalent Course(s): ASLG 30050

**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

Prerequisite(s): ASLG 10400

**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 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 Katsikias 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 Katsikias Terms Offered: Spring

Equivalent Course(s): MOGK 31001, HIST 23613, NEHC 21002, REES 21001

## **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 26800-26900-27000. 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.

Instructor(s): F. Mpiranya Terms Offered: Autumn

Prerequisite(s): SWAH 25400 or consent of instructor

Equivalent Course(s): SWAH 36800

**SWAH 26900. Intermediate Swahili II. 100 Units.**

Students focus on broadening their listening, speaking, reading, and writing skills in this course.

Instructor(s): Fidele Mpiranya Terms Offered: Winter

Prerequisite(s): SWAH 26800 or consent of instructor

Equivalent Course(s): SWAH 36900

**SWAH 27000. Intermediate Swahili III. 100 Units.**

Students focus on broadening their listening, speaking, reading, and writing skills in this course.

Instructor(s): Fidele Mpiranya Terms Offered: Spring

Prerequisite(s): SWAH 26900 or consent of instructor

Equivalent Course(s): SWAH 37000

**SWAH 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): Fidèle Mpiranya Terms Offered: Winter

Equivalent Course(s): LING 28355, SWAH 38355, LING 38355

