Department of Linguistics

Chair

- Lenore Grenoble

Professors

- Diane Brentari
- Victor Friedman
- Susan Gal, Anthropology
- Anastasia Giannakidou
- John Goldsmith
- Lenore Grenoble
- Chris Kennedy
- Jason Merchant
- Salikoko Mufwene
- Michael Silverstein, Anthropology
- Alan Yu

Associate Professors

- Karlos Arregi - Director of Graduate Studies
- Amy Dahlstrom
- Jason Riggle

Assistant Professors

- Itamar Francez
- Yarolsav Gorbachov
- Greg Kobele
- Ming Xiang

Emeritus Faculty

- Howard I. Aronson, Slavic Languages & Literatures
- Bill Darden, Slavic Languages & Literatures
- Gene B. Gragg, Oriental Institute
- Paul Friedrich, Anthropology
Since 1926, the Department of Linguistics at the University of Chicago has been at the center of the development of the field, counting among its faculty linguists of the first rank such as Sapir and Bloomfield. It is theory-oriented with a deep empirical interest in languages. One of its outstanding characteristics is its commitment to a wide range of approaches to the study of language. Interdisciplinary, interdepartmental study is encouraged, and students regularly work with faculty in several other departments. Students are expected to become active researchers as soon as possible after their arrival here. Many students come with strong undergraduate training in linguistics, or with a Master’s degree; others come with strong training in fields such as philosophy, mathematics, or a particular language or language group. The faculty are involved in synchronic and diachronic research on languages from around the world. These varied interests are reflected in the topics of the dissertations that have been written in the Department.

Program

The University of Chicago operates on the quarter system. The graduate program in linguistics leading to the PhD degree is intended to be completed in five years. Graduate students normally register for three courses per quarter, three quarters per year. They generally take three to four years of coursework. In the first year, students take nine courses, three of their choosing as well as the following six obligatory courses: LING 30101 Phonological Analysis I, LING 30102 Phonological Analysis II, LING 30201 Syntactic Analysis I, LING 30202 Syntactic Analysis II, LING 30301 Semantics and Pragmatics I, and LING 30302 Semantics and Pragmatics II; they must also enroll in the colloquium series course (P/F). In subsequent years, students have a great deal of flexibility in course selection, though their programs of study must include the following: one course each in historical linguistics and morphology; a “methods” course (field methods, mathematical methods, etc.); and one advanced course in each of the following areas:

- Phonetics/phonology
- Syntax/semantics/pragmatics
- Socio-historical linguistics

In years two and three, when students are writing qualifying papers, they must also take the Research Seminar.

A large proportion of courses offered in the Linguistics Department are advanced courses that are open to all students. The topics of these courses change from year to year, in reflection of the ongoing research interests of both faculty and graduate students, and cover
areas of current interest in the field at large. Students are also free to take courses related to their research interests that are offered by other departments in the University.

In the second and third years, students continue taking courses and write two qualifying papers under faculty supervision. In addition to these major landmarks, students are required to pass reading examinations in two scholarly languages (normally French, German, Spanish, Chinese, Japanese, or Russian, though others may be substituted upon petition to the department), and to satisfy a non-Indo European language requirement. Upon completion of the qualifying papers and language requirements and defense of a dissertation proposal, students are admitted to candidacy for the PhD; the only remaining requirement is the dissertation.

The University of Chicago offers several joint doctoral programs. Such options currently exist between the Department of Linguistics and the Department of Anthropology, the Department of Comparative Human Development, the Department of Psychology, the Department of Near Eastern Languages and Civilizations, the Department of Slavic Languages and Literatures, and the Department of Philosophy. Students from other departments who wish to apply for a joint PhD in Linguistics may do so only after completing the six foundational courses (Phonological Analysis 1, 2; Syntactic Analysis 1, 2; and Semantics and Pragmatics 1, 2).

Application and Admission

Completed applications for admission and aid, along with all supporting materials, are due in mid-December for the academic year that starts in the following Autumn.

Four parts of the application are critically important and should accompany the application: the student’s academic record, letters of recommendation submitted by persons able to describe the student’s achievements and promise, the student’s statement of purpose, which describes the intellectual issues and subjects which they hope to explore at Chicago, and a sample of pertinent written work that demonstrates the applicant’s research interests or capabilities. The sample may consist of published essays, class term papers, or a B.A. or M.A. thesis, or some combination of all of these. The student’s academic record is documented through official transcripts, but applicants are also encouraged to submit as supplemental material an ‘annotated transcript’: a file they create that lists all the courses they have taken which are relevant to graduate study in linguistics, with the grade received, the full name of the instructor, major texts used or studied, and a brief (no more than five sentences) description of the material covered in the course. Such a supplemental file is more informative for judging the preparation of an applicant than is the official transcript.

Students whose first language is not English must submit scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Information about these tests may be obtained from the Educational Testing Service, Princeton, NJ 08540.
When completing the application form, it is of benefit to the applicant to be as specific as possible in describing his or her research interests. General comments are of relatively little use; applicants are encouraged to discuss specific linguistic subject matters that they are interested in or have worked on.

If an applicant knows faculty members with whom he or she might work, the latter’s names should be given as well. The faculty of the Linguistics Department would be happy to answer any questions that prospective students may have. Please contact them individually regarding their research or classes, or contact the Director of Graduate Studies for more general or administrative questions. Contact information is available at the Linguistics Department website (http://linguistics.uchicago.edu).

The application process for admission and financial aid for all graduate programs in Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: http://humanities.uchicago.edu/students/admissions

Questions pertaining to admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

Linguistics - Basque Courses

Linguistics - Linguistics Courses

LING 30101. Phonological Analysis I. 100 Units.
This course introduces cross-linguistic phonological phenomena and methods of analysis through an indepth examination of fundamental notions that transcend differences between theoretical approaches: contrast, neutralization, natural classes, distinctive features, and basic non-linear phonological processes (e.g., assimilation, harmony, dissimilation).
Instructor(s): Diane Brentari Terms Offered: Autumn

LING 30102. Phonological Analysis II. 100 Units.
This course is intended for students with a strong background in phonology. We will explore the major themes of phonological theory from 1870 to today, focusing on such questions as the distinction between phonology and morphophonology, the nature of phonological representations, and the character of hard and soft contraints on phonological representations.
Instructor(s): Alan Yu Terms Offered: Winter
Prerequisite(s): LING 30101
LING 30150. 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
Note(s): CHDV Distribution, B*,C*; 5*
Equivalent Course(s): CHDV 20150,CHDV 30150,LING 20150

LING 30201. Syntactic Analysis I. 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): Karlos Arregi Terms Offered: Autumn

LING 30202. Syntactic Analysis II. 100 Units.
This course is a continuation of Syntactic Analysis-1. The emphasis will be on A’-movement and ellipsis operations within the framework of Principles and Parameters and the Minimalist Program. Although we will examine different types of movement and ellipsis constructions, as well as their interactions, the objective will be to understand to what extent we can develop a general theory of syntax. The course will have a strong cross-linguistic aspect to it, examining data from Irish, Austronesian languages, Mayan languages, Wolof, Russian, Romance, Germanic, and others. The topics will include wh-movement in questions, relative clauses, and other constructions, islands and other constraints on movement, sentence fragments (sluicing, split questions), VP-ellipsis, and gapping.
Instructor(s): Greg Kobele Terms Offered: Winter
Prerequisite(s): LING 30201
LING 30239. Language and Labor. 100 Units.
In this class we analyze the role played by language in labor management from the training of the workers, selecting them, and monitoring them at the workplace. We show how Taylorization (i.e. a form of work management based on breaking down occupations into small tasks dissociated from the skills of the workers) has reshaped not only the labor process but also the discourse on workers’ skills, including language skills. We also look at the ways in which language performance in the late modernity corporate world has increasingly become what many workers are recruited and therefore paid for.
Instructor(s): Vigouroux, Cecile
Terms Offered: Winter
Note(s): CHDV Distributions: C*; 2*, 5*
Equivalent Course(s): ANTH 37525, CHDV 30239

LING 30241. Language and Economy: an Interdisciplinary Approach. 100 Units.
This course is about the relationship between language and economy, focusing on the ways in which the subject matter can be addressed theoretically and methodologically. Through reading some key texts, we will analyze how disciplines such as economics, linguistics, and anthropology have conceptualized this relationship. Among many topics, we will address issues about language development and language commodification, and about notions such as linguistic market and language as public good. We will explore ways in which linguistics and economics perspectives on the role of language in economic development and that of economic factors in language practices can be mutually enriching.
Instructor(s): Vigouroux, Cecile
Terms Offered: Spring
Note(s): CHDV Distributions: C*; 2*, 5*
Equivalent Course(s): ANTH 37530, CHDV 20240, CHDV 30240

LING 30242. Approaches to Social Literacy. 100 Units.
This course focuses on understanding the ways in which literacy practices and events are social phenomena inextricably linked to specific social and political circumstances. Looking at reading and writing not as simply cognitive accomplishments of individual minds but as socially embedded practices enables us to reflect on what counts as literacy for whom and in which context, how it is performed in different settings (home, school, workplace), and the extent to which it is a source of inequality among people.
Instructor(s): Vigouroux, Cecile
Terms Offered: Winter
Note(s): CHDV Distribution: C*; 2*, 5*
Equivalent Course(s): ANTH 37520, CHDV 30245

LING 30249. Language and Migration. 100 Units.
This class offers a broad range of perspectives on issues regarding language in the context of migration. For instance we analyze the ways in which language has been instrumentalized by Nation-States to regiment and restrain the mobility of targeted populations. We deconstruct the straightforward correlation between socio-economic integration and language competence in discourse produced by politicians and some academics alike. We also analyze how different types of mobility (e.g., slavery, colonization, and free individual migration) produce, at different times, differing sociolinguistic dynamics.
Instructor(s): C. Vigouroux
Terms Offered: Autumn
Note(s): CHDV Distribution: C*; 3*, 5*
Equivalent Course(s): ANTH 37116, CHDV 30249
LING 30301. Semantics and Pragmatics I. 100 Units.
This is the first in a two-course sequence designed to provide a foundation in the scientific study of all aspects of linguistic meaning. The first quarter focuses primarily on pragmatics: those aspects of meaning that arise from the way that speakers put language to use, rather than through the formal properties of the linguistic system itself, which is the domain of semantics. However, a central goal of the course will be to begin to develop an understanding of the relation between pragmatics and semantics, by exploring empirical phenomena in which contextual and conventional aspects of meaning interact in complex but regular and well-defined ways, and by learning analytical techniques that allow us to tease these two aspects of linguistics meaning apart.
Instructor(s): Chris Kennedy Terms Offered: Autumn

LING 30302. Semantics and Pragmatics II. 100 Units.
This is the second in a two-course sequence designed to provide a foundation in the scientific study of all aspects of linguistic meaning. The second quarter focuses on the syntax-semantics interface and cross-linguistic semantics. The class will introduce in detail a theory of the way in which the meaning of complex linguistic expressions is formed compositionally from the meaning of constituent parts, and the interaction of semantic and syntactic composition. This theory will form the basis for exploring some empirical questions about the systematicity of cross-linguistic variation in the encoding of meaning.
Instructor(s): Itamar Francez Terms Offered: Winter
Prerequisite(s): LING 30301

LING 30721. Dynamic Semantics. 100 Units.
An introduction to the foundations and applications of dynamic approaches to natural language semantics. We will study the formal details and empirical motivations of various major dynamic semantic frameworks such as File Change Semantics, Discourse Representation Theory, Dynamic Predicate Logic, and Update Semantics, and see how they address a number of puzzling natural language phenomena such as donkey anaphora and presupposition projection. In parallel to the formal component, the empirical and theoretical advantages and drawbacks of dynamic semantics will come under scrutiny, and we will also pay close attention to the philosophical repercussions of a dynamic approach to discourse and reasoning. (B) (II)
Instructor(s): M. Willer Terms Offered: Autumn
Prerequisite(s): Knowledge of first-order logic with identity strongly recommended. Students will benefit most if they have taken classes in semantics or philosophy of language before.
Equivalent Course(s): LING 20721, PHIL 30721, PHIL 20721

LING 31000. 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): Staff Terms Offered: Autumn
Prerequisite(s): LING 20001
Equivalent Course(s): ANTH 37500
LING 31010. Mathematical Foundations. 100 Units.
This course is an introduction to formal tools and techniques which can be used to better understand linguistic phenomena. A major goal of this course is to enable students to formalize and evaluate theoretical claims.
Instructor(s): Greg Kobele Terms Offered: Autumn
Equivalent Course(s): LING 21010

LING 31100. Language in Culture I. 100 Units.
Among topics discussed in the first half of the sequence are the formal structure of semiotic systems, the ethnographically crucial incorporation of linguistic forms into cultural systems, and the methods for empirical investigation of “functional” semiotic structure and history.
Instructor(s): M. Silverstein Terms Offered: Autumn
Prerequisite(s): Consent of instructor
Note(s): CHDV Distribution: 5*
Equivalent Course(s): CHDV 37201,PSYC 47001,ANTH 37201

LING 31200. Language in Culture II. 100 Units.
The second half of the sequence takes up basic concepts in sociolinguistics and their critique.
Instructor(s): Kristina Wirtz Terms Offered: Spring
Prerequisite(s): Consent of instructor
Equivalent Course(s): PSYC 47002,CHDV 37202,ANTH 37202

LING 31300. 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.
Instructor(s): Yaroslav Gorbachov Terms Offered: Spring
Prerequisite(s): LING 20600/30600 & LING 20800/30800 or consent of instructor

LING 31310. 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): Y. Gorbachev Terms Offered: Spring 2015

LING 31600. Introduction to Language Development. 100 Units.
This course addresses the major issues involved in first-language acquisition. We deal with the child’s production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).
Instructor(s): S. Goldin-Meadow Terms Offered: Winter
Note(s): CHDV Distribution, B*, 2*, 5*
Equivalent Course(s): CHDV 23900,LING 21600,PSYC 23200
LING 31720. Sociophonetics. 100 Units.
This course examines the phonetic aspects of sociolinguistic variation and the social significance of phonetic variation, from the perspectives of both theory and methodology. By examining the relationship between social factors and phonetic detail, we also investigate how these different types of information are stored in the mind and accessed during the production and perception of speech. This course will focus on experimental techniques and mental representations of linguistic information. 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 the final project, students are required to conduct a small-scale study investigating a research question of relevance to phonology and/or sociolinguistic theory.
Instructor(s): Alan Yu Terms Offered: Spring
Equivalent Course(s): LING 21720

LING 34960. Creole Genesis and Genetic Linguistics. 100 Units.
In this seminar course we will review the “creole exceptionalism” tradition against the uniformitarian view, according to which creoles have emerged and evolved like other, natural and non-creole languages. We will situate creoles in the context of the plantation settlement colonies that produced them and compare their emergence specifically with that of languages such as English and the Romance languages in Europe. We will also compare these evolutions with those of new colonial varieties of European languages (such as Amish English, mainstream American English varieties, Brazilian Portuguese, and Québécois French) which emerged around the same time but are not considered creoles. Using the comparative approach (in evolutionary theory), we will assess whether the criteria used in the genetic classification of languages have been applied uniformly to creole and non-creole languages. In return, we will explore ways in which genetic creolistics can inform and improve genetic linguistics (including historical dialectology).
Instructor(s): Salikoko Mufwene Terms Offered: Spring
Prerequisite(s): LING 21300/31300 (Historical Linguistics), LING 26310/36310 (Contact Linguistics), or consent of the instructor.
Equivalent Course(s): LING 24960

LING 36310. 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): Staff Terms Offered: Winter
Prerequisite(s): LING 20001 or consent of instructor
Equivalent Course(s): LING 26310, SLAV 20600, SLAV 30600
LING 37200. Language/Power/Identity in South East Europe. 100 Units.
This course familiarizes students with the linguistic histories and structures that have served as bases for the formation of modern Balkan ethnic identities and that are being manipulated to shape current and future events. The course is informed by the instructor’s thirty years of linguistic research in the Balkans as well as his experience as an adviser for the United Nations Protection Forces in Former Yugoslavia and as a consultant to the Council on Foreign Relations, the International Crisis Group, and other organizations. Course content may vary in response to ongoing current events.
Instructor(s): V. Friedman Terms Offered: Winter
Equivalent Course(s): ANTH 27400, ANTH 37400, HUMA 27400, LING 27200, SLAV 23000, SLAV 33000

LING 37500. Language and Globalization. 100 Units.
Globalization has been a buzz word in our lives over the past few decades. It is also one of those terms whose varying meanings have become more and more challenging to characterize in a uniform way. The phenomena it names have been associated with important transformations in our cultures, including the languages we speak. Distinguishing myths from facts, this course articulates the different meanings of globalization, anchors them in a long history of socioeconomic colonization, and highlights the specific ways in which the phenomena it names have affected the structures and vitalities of languages around the world. We learn about the dynamics of population contact in class and their impact on the evolution of languages.
Instructor(s): Salikoko Mufwene Terms Offered: Spring
Equivalent Course(s): ANTH 27705, ANTH 47905, CRES 27500, CRES 37500, LING 27500

LING 37810. Romani Language and Linguistics. 100 Units.
An introduction to the language of the Roms (Gypsies). The course will be based on the Arli dialect currently in official use in the Republic of Macedonia, but due attention will be given to other dialects of Europe and the United States. The course will begin with an introduction to Romani linguistic history followed by an outline of Romani grammar based on Macedonian Arli. This will serve as the basis of comparison with other dialects. The course will include readings of authentic texts and discussion of questions of grammar, standardization, and Romani language in society.
Instructor(s): Victor Friedman Terms Offered: Spring
Equivalent Course(s): ANTH 27700, ANTH 47900, LING 27810

LING 38355. Linguistic Introduction to Swahili-1. 100 Units.
Spoken in ten countries of Eastern and Central Africa, Swahili has more speakers than any other language in the Bantu family, a group of more than 400 languages most prevalent in sub-equatorial Africa. Based on Swahili Grammar and Workbook, this course helps the students master key areas of the Swahili language in a fast yet enjoyable pace. Topics include sound and intonation patterns, noun class agreements, verb moods, and sentence structures. Additionally, this course provides important listening and expressive reading skills. For advanced students, historical interpretations are offered for exceptional patterns observed in Swahili, in relation with other Bantu languages. This is a general introduction course with no specific prerequisites.
Instructor(s): Fidele Mpiranya Terms Offered: Winter
LING 38356. Linguistic Introduction to Swahili-2. 100 Units.
Based on Swahili Grammar and Workbook, this course is a continuation of Linguistic Introduction to Swahili-1. It addresses complex issues related to grammatical agreement, verb moods, noun and verb derivation, non-typical adjectives and adverbs, double object constructions, subordinate/coordinated clause constructions, and dialectal variation. Additionally, this course provides important listening and expressive reading skills. For advanced students, historical interpretations are offered for exceptional patterns observed in Swahili, in relation with other Bantu languages.
Instructor(s): Fidèle Mpiranya Terms Offered: Spring
Prerequisite(s): LING 38355

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

LING 38380. 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): F. Mpiranya Terms Offered: Winter
Equivalent Course(s): LING 28380
LING 38381. Introduction to Kinyarwanda II. 100 Units.
This course is a continuation of Introduction to Kinyarwanda I. It integrates speaking practice and linguistic discussion. The students will be able 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 allows the students to discover elements of the Rwandan culture and to participate in elementary conversation about everyday life in Kinyarwanda. This course allows fulfilling the non-Indo-European language requirement.
Instructor(s): Fidele Mprianya Terms Offered: Spring
Prerequisite(s): LING 28380/38380
Equivalent Course(s): LING 28381

LING 38600. Computational Linguistics. 100 Units.
This is a course in the Computer Science department, intended for upper-level undergraduates, or graduate students, who have good programming skills. There will be weekly programming assignments in Python. We will look at several current topics in natural language processing, and discuss both the theoretical basis for the work and engaging in hands-on practical experiments with linguistic corpora. In line with most current work, our emphasis will be on systems that draw conclusions from training data rather than relying on the encoding of generalizations obtained by humans studying the data. As a consequence of that, in part, we will make an effort not to focus on English, but to look at a range of human languages in our treatments.
Instructor(s): J. Goldsmith Terms Offered: Not offered 2016-17
Prerequisite(s): CMSC 12200, CMSC 15200 or CMSC 16200, or by consent.
Equivalent Course(s): CMSC 35050,LING 28600,CMSC 25020

LING 40200. Contact & Cognition. 100 Units.
Cognitive mechanisms have long been recognized as playing an important role in shaping the output of language contact and change, but how exactly cognition contributes to contact and change has rarely been systematically investigate. This class aims at integrating insights from both psycholinguistics and contact linguistics. We will discuss learning and processing mechanisms that support language comprehension, production, and first/second language acquisition, and ask how such mechanisms play a role in language contact/change, and also how empirical data from contact linguistics can in turn refine our understandings of these mechanisms.
Instructor(s): Lenore Grenoble, Ming Xiang Terms Offered: Spring

LING 40301. Field Methods I. 100 Units.
The field methods course is a two-quarter course, taken by graduate students and advanced undergraduates. (Students may elect to take the course more than once.) This course is devoted to the elicitation, transcription, organization, and analysis of linguistic data from a native speaker of a language not commonly studied. Students will also gain practical experience in the use of fieldwork equipment. Language chosen may vary from year to year.
Instructor(s): Amy Dahlstrom, Lenore Grenoble Terms Offered: Autumn
LING 40302. Field Methods II. 100 Units.
The field methods course is a two-quarter course, taken by graduate students and advanced undergraduates. (Students may elect to take the course more than once.) This course is devoted to the elicitation, transcription, organization, and analysis of linguistic data from a native speaker of a language not commonly studied. Students will also gain practical experience in the use of fieldwork equipment. Language chosen may vary from year to year. Instructor(s): Amy Dahlstrom Terms Offered: Winter

LING 40310. Experimental Methods. 100 Units.
This course will cover the basic methods for experimental studies, including experimental design, data collection and statistical analysis. To demonstrate different design and analysis tools, we will look at data set from different types of studies, including self-paced reading, acceptability judgment, eye tracking, ERP, etc. Students will also gain hands-on experience on different paradigms.
Instructor(s): Laura Cassanto Terms Offered: Winter

LING 40311. Experimental Methods II. 100 Units.
This course will cover the basic methods for experimental studies, including experimental design, data collection and statistical analysis. To demonstrate different design and analysis tools, we will look at data set from different types of studies, including self-paced reading, acceptability judgment, eye tracking, ERP, etc. Students will also gain hands-on experience on different paradigms.
Instructor(s): Ming Xiang, Alan Yu Terms Offered: Spring
Prerequisite(s): LING 40310

LING 41920. 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): S. Mufwene Terms Offered: Winter
Equivalent Course(s): CHSS 41920, ANTH 47305, CHDV 41920, EVOL 41920, PSYC 41920, LING 21920, CHDV 21920

LING 42100. Seminar: Semantics. 100 Units.
Please visit the Linguistics website for course topic and description.
Instructor(s): Itamar Francez, Autumn, Chris Kennedy, Winter Terms Offered: Autumn, Winter
Note(s): This course has a different topic each quarter it is offered.
LING 47900. Research Seminar. 100 Units.
The course aims to guide students on their research in a structured way and to present professionalization information crucial to success in the field. The course is organized largely around working on the research paper, with the goal of making it a conference-presentable and journal-publishable work. Topics covered include abstracts, publishing, handouts, presentation skills, course design, creating and maintaining a CV, cover letters, webpages, and in general everything that is required for you to successfully compete for jobs in linguistics.
Instructor(s): Karlos Arregi Terms Offered: Autumn,Winter

LING 52400. Seminar: Phonology. 100 Units.
Please visit the Linguistics website for course topic and description
Instructor(s): Jason Riggle Terms Offered: Winter
Prerequisite(s): LING 30102 or instructor's consent
Note(s): This course has a different topic each quarter it is offered.

LING 53307. Language and Games. 100 Units.
Game theory is a rich area of formal tools developed over the last 70 years or so for the modeling of certain kinds of rational interaction. The concept of a game plays a prominent role in the writings of several distinguished philosophers of language such Ludwig Wittgenstein and David K. Lewis. It is thus natural to ask to what extent game theory can play an important role in explaining distinct linguistic phenomena. The goal of this class is to explore this question from a philosophical and linguistic perspective, focusing on issues in natural language semantics and pragmatics. II
Instructor(s): M. Willer Terms Offered: Autumn
Equivalent Course(s): PHIL 53307

LING 58600. Seminar: Computational Linguistics. 100 Units.
(Topic: Learnability) Two of the motivating problems of linguistics are how people use language, and how we learn to use language. The standard approach to these problems is to postulate an abstract knowledge of language (competence) which gets used or learned (performance). But how could a performance system actually work -- how could the descriptions linguists write be brought to bear on the above motivating problems, or vice versa? This course will focus on the problem of language learning, in particular from the perspective of inductive inference (PAC and Gold paradigms, and variants). These paradigms concentrate on the question of how a learner generalizes from the data, and investigate the conditions under which generalizing in this way will be successful. Accordingly, these paradigms allow for a deep connection to be made between linguistic typology and learning theory. We will look at examples inspired by phonology, syntax, and semantics, depending on the interests of the participants. A previous course in formal methods (such as Mathematical Linguistics) would provide a helpful background.
Instructor(s): Greg Kobele Terms Offered: Spring
Note(s): This course has a different topic each quarter it is offered.
LING 60000. Reading and Research: LING. 100 Units.
This course is an independent study under the guidance of a faculty advisor, indicated by the section number. Please consult with the faculty member in question before enrolling.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): Departmental approval.

Linguistics - Modern Greek Courses
MOGK 30100-30200-30300. Elementary Modern Greek I-II-III.
This course is designed to help students acquire communicative competence in Modern Greek and a basic understanding of its structures. Through a variety of exercises, students develop all skill sets.

MOGK 30100. 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): Chrysanthi Koutsiviti Terms Offered: Autumn
Equivalent Course(s): NELG 10100, MOGK 10100

MOGK 30200. Elementary Modern Greek II. 100 Units.
This course aims to develop elementary proficiency in spoken and written Modern Greek and to introduce elements of cultural knowledge. The course will familiarize the students with the basic morphology and syntax, with an emphasis on reading and conversational skills. The students will be able to handle a variety of tasks and manage an uncomplicated situation using mostly formulaic and rote utterances. They will also be able to express personal meaning forming paragraphs.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Winter
Prerequisite(s): MOGK 10100/30100 or consent of instructor
Equivalent Course(s): NELG 10200, MOGK 10200

MOGK 30300. Elementary Modern Greek III. 100 Units.
No description available.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Spring
Prerequisite(s): MOGK 10200/30200 or consent of instructor
Equivalent Course(s): NELG 10300, MOGK 10300
Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

Times was used instead of Trajan.

Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.