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 graduate program in linguistics, which culminates in a PhD degree, is intended to be completed in six years. The University of Chicago operates on the quarter system. Graduate students normally register for three courses per quarter, for three quarters per year. Students generally take three to four years of coursework.

In the first two years, students take eight foundational (https://linguistics.uchicago.edu/graduate/degree-requirements/#course) courses (https://linguistics-test.uchicago.edu/graduate/degree-requirements/#course) selected from a range of available options. Six of these eight classes must be completed during the student's first year in the program.

In addition to these foundational courses, students must also take a methods course and three additional graduate-level courses in linguistics.

In the second and third years, students continue taking courses and write two qualifying papers (https://linguistics.uchicago.edu/node/72/#papers) under faculty supervision. In addition to these major landmarks, students are required to satisfy a non-Indo European language requirement (https://linguistics.uchicago.edu/node/72/#language) and to pass a reading examination in an additional language other than English. In years two and three, when students are writing qualifying papers, they must also take the Research Seminar course.

Upon completion of the qualifying papers and course and language requirements and defense of a dissertation proposal by the end of the fourth year students are admitted to candidacy for the PhD; the only remaining requirement is the dissertation.

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.

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 (http://humanities.uchicago.edu/students/admissions/)

International students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). (Current minimum scores, etc., are provided with the application.) For more information, please see the Office of International Affairs website at https://internationalaffairs.uchicago.edu, or call them at (773) 702-7752.

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

LINGUISTICS COURSES

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
Equivalent Course(s): CHDV 30150, EDSO 20150, CHDV 20150, LING 20150

LING 30201. Syntactic Analysis I. 100 Units.
This course is an advanced survey of topics in graduate syntax examining current syntactic theory through detailed analysis of a range of phenomena and readings from the primary research literature.
Instructor(s): Erik Zyman Terms Offered: Autumn
Prerequisite(s): Graduate student standing. Undergraduates with a grade of A or A- in Intro to Syntax may petition the instructor for admission

LING 30202. Syntactic Analysis - II. 100 Units.
This course is a continuation of Syntax I. 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): Andrew Murphy Terms Offered: Winter
Prerequisite(s): LING 30201

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): Itamar Francez Terms Offered: Winter

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): Chris Kennedy Terms Offered: Spring
Prerequisite(s): LING 30301

LING 30800. Phonology-1. 100 Units.
TBD
Equivalent Course(s): ANTH 37301, LING 20800

LING 30900. Phonology-2. 100 Units.
TBD
Equivalent Course(s): LING 20900, ANTH 37302

LING 31000. Morphology. 100 Units.
This course is an advanced survey of topics in morphology examining current morphological theory through detailed analysis of a range of phenomena and readings from the primary research literature. The topics covered include blocking, inflectional features, syncretism, allomorphy and suppletion, and morpheme order.
Instructor(s): Karlos Arregi Terms Offered: Spring
Equivalent Course(s): ANTH 37500

LING 31710. Quantifying the Humanities. 100 Units.
Course Description TBA
Instructor(s): Emre Hakguder Terms Offered: Winter
LING 31720. Sociophonetics. 100 Units. 
Variation is a ubiquitous feature of speech, yet most variations observed are non-random. This course will examine this type of structured heterogeneity (Weinreich et al. 1968) from the point of view of sociophonetics. We will focus on the interrelationships between phonetic/phonological form and social factors such as speaking style and the background of the speaker, with a particular interest in explaining the origins and transmission of sociophonetic change. Our goals will be to (a) acquire the phonetic and phonological foundation necessary to conduct sociophonetic research through practical exercises; (b) survey new sociolinguistic research that addresses issues in phonetic and phonological theories; and (c) locate and explain phonetic variation in its social context while drawing on current approaches to the relationship between language and society. This course will give students hands-on experience with designing and conducting experiments. As part of the empirical foundation of this course, we will focus on sociophonetic variation across Chicago neighborhoods. For a final project, students are required to conduct a small-scale study investigating a research question of relevance to sociophonetic research. LING 20101 or graduate student standing. 
Instructor(s): Jacob Phillips Terms Offered: Winter 
Equivalent Course(s): CHST 21720, LING 21720

LING 31820. The Morphology-Syntax Interface. 100 Units. 
This seminar explores the division of labor between the morphological apparatus and the syntactic apparatus in the formation of words and sentences in language, and the extent to which these can be thought of as truly separate domains. We will cover a wide range of topics and approaches concerned with morphosyntax, or the tricky middle ground where both morphology and syntax are at play to varying degrees. Examples of specific topics that will be covered include: lexicalist and syntactic approaches to word formation, the relationship between argument structure and inflection, polysynthesis, ergativity, and noun incorporation. 
Instructor(s): Jessica Kantarovich Terms Offered: Winter 
Equivalent Course(s): LING 21820

LING 32450. Linguistic Gender & Sexuality. 100 Units. 
Course Description TBA 
Instructor(s): Tulio Bermudez Terms Offered: Winter 
Equivalent Course(s): LING 22450

LING 32500. Quantitative Research Methods in Linguistics. 100 Units. 
In this hands-on, methods course we will learn the intricacies of processing linguistic data coming from text corpora, video and audio files using Python. We will use the class time as a forum to discuss the kinds of questions that can be answered using quantificational methods and implement them. This introductory class is intended for graduate students and advanced undergraduates who are interested in jump starting a path into linguistic data science and the basics of machine learning. No prior programming background is required but the coursework and assignments will be composed of data processing using Python, a skill expected of students to be acquired during the quarter. There will be a final project agreed upon by the instructor and the student(s). 
Instructor(s): Emre Hakguder Terms Offered: Autumn 
Equivalent Course(s): LING 22500

LING 33750. Language and Violence. 100 Units. 
Language is generally associated with the abstract realm of thought, representation and expression, a realm that contrasts sharply with the material realm in which we tend to place violence. Language is furthermore often seen as antithetical to violence: violence is outburst that comes when the rational order of language fails. In fact, however, questions of language, and especially of speech, surface in every aspect of thinking about violence. Speech is a medium within which violence is performed, and is part of the modern machinery of war. It is also a medium through which systems of oppression and subordination are articulated and registered by groups and individuals, socially and psychically. Violence relies on speech for its justification, rationalization, and sustenance. At the same time, the rawness of violence challenges our fundamental faith in the representational and expressive capacities of language, in both destructive and creative ways. This intensive reading seminar explores the relation between speech and violence through scholarly and literary texts from a variety of humanistic fields and traditions. 
Instructor(s): Itamar Francez Terms Offered: Winter. Winter 2021 
Equivalent Course(s): LING 23750

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

LING 33920. The Language of Deception and Humor. 100 Units. 
In this course we will examine the language of deception and humor from a variety of perspectives: historical, developmental, neurological, and cross-cultural and in a variety of contexts: fiction, advertising, politics, courtship, and everyday conversation. We will focus on the (linguistic) knowledge and skills that underlie the use of humor and deception and on what sorts of things they are used to communicate. 
Instructor(s): Jason Riggle Terms Offered: Winter
LING 35100. Old Church Slavonic. 100 Units.
This course is an introduction to the language of the oldest Slavic texts. It begins with a brief historical overview of the relationship of Old Church Slavonic to Common Slavic and the other Slavic languages. This is followed by a short outline of Old Church Slavonic inflectional morphology. The remainder of the course is spent in the reading and grammatical analysis of original texts in Cyrillic or Cyrillic transcription of the original Glagolitic.
Equivalent Course(s): LING 23115, REES 33115, MDVL 25100, REES 23115

LING 35640. Language as Resistance. 100 Units.
Course Description TBA
Instructor(s): Tulio Bermudez Terms Offered: Spring
Equivalent Course(s): LING 25640

LING 36002. 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): Sharese King Terms Offered: Spring
Prerequisite(s): LING 20001
Equivalent Course(s): LING 26002

LING 36050. Race, Ethnicity, Language, and Citizenship in the United States. 100 Units.
This course is intended to help students make sense of the current discourse on diversity and inclusion/exclusion from a historical perspective. They will be trained to read critically the evolution of political discourse on citizenship in the United States since the American Revolution. They will learn to detect the role of shifting interpretations of race and ethnicity, after that of European nationality, in determining who is (not) a (full) citizen. For instance, who counted as "American" in the early stages of the Republic? Why were Native Americans and (descendants of) forced immigrants from Africa excluded at the outset? How did English become the unofficial language of American citizenship and inclusion? What factors favored its rise and drove to extinction the competing European national languages?
Instructor(s): Salikoko Mufwene Terms Offered: Spring

LING 38355. 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

LING 38356. 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 28356

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): Fidele Mpiranya Terms Offered: Spring
Equivalent Course(s): LING 28380
LING 38600. Graduate Computational Linguistics. 100 Units.
This course introduces the problems of computational linguistics and the techniques used to deal with them, focusing primarily on probabilistic models and techniques. Topics are drawn primarily from phonology, morphology, and syntax. Special topics include automatic learning of grammatical structure and the treatment of languages other than English.
Instructor(s): J. Goldsmith Terms Offered: Spring
Prerequisite(s): CMSC 12200, 15200 or 16200, or by consent
Equivalent Course(s): DIGS 30013, CMSC 35050

LING 38620. Computational Linguistics II. 100 Units.
This course is a graduate-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: Winter
Prerequisite(s): Computational Linguistics I or permission of instructor
Equivalent Course(s): CMSC 35620

LING 38951. The Development of Communicative Competence. 100 Units.
This course examines the emergence of communicative skills in humans. We will focus on how children glean information about language structure and language use from their home environments. We will also discuss the proposed cognitive and evolutionary roots of communicative behaviors, with a focus on current gaps in our knowledge and possible pathways forward. The course will consider these issues from multiple perspectives including linguistics, psychology, and linguistic anthropology. We will also briefly cover a range of methods associated with these different areas of study. It is expected that, by the end of the course, you should be able to think and write critically about how human communication and human language are intertwined in both adults and children.
Instructor(s): M. Casillas Terms Offered: Spring
Note(s): UG: B, C, M; Grad: 5
Equivalent Course(s): EDSO 38950, PSYC 38960, CHDV 38950

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): Natalia Bermudez 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): Jessica Kantarovich 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): Monica Do Terms Offered: Winter

LING 40311. Experimental Methods 2. 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.

LING 40312. Advanced Experimental Methods. 100 Units.
The Advanced Experimental Methods class provides comprehensive training on specific experimental paradigms/methods in language science research. In the current quarter we will focus on the EEG methods. Students will develop practical skills by carrying out a project, learning about the experimental design, data collection and data analysis procedures. In addition to the methodology training, we will also read and discuss
how EEG is applied to address theoretical and empirical questions in the domain of language and cognition. Prior to this class, students should have taken the graduate level Experimental Methods class or the equivalent.

Instructor(s): Ming Xiang Terms Offered: Winter

LING 41920. The Evolution of Language. 100 Units.
This course is designed to review critically some of the literature on the phylogenetic emergence of Language, in order to determine which questions have been central to the subject matter, which ones have recurred the most, and to what extent the answers to these are now better informed. The class will also review new questions such as the following: What is the probable time of the emergence of modern language(s)? Should we speak of the emergence of Language or of languages, in the plural?
Instructor(s): Salikoko Mufwene Terms Offered: Winter
Equivalent Course(s): CHDV 21920, PSYC 41920, LING 21920, EVOL 41920, CHSS 41920, CHDV 41920, ANTH 47305

LING 42000. Seminar: Semantics/Pragmatics. 100 Units.
Course Description TBA
Instructor(s): Anastasia Giannakidou Terms Offered: Winter

LING 42010. Topics in Semantics and Pragmatics. 100 Units.
Course Description TBA.
Instructor(s): Chris Kennedy Terms Offered: Spring

LING 46000. Seminar: Syntax. 100 Units.
Psycholinguistics Seminar: Language, Thought, and their Interactions In this seminar we investigate the complex relationship between language and thought. We will cover topics such as the relationship between words and ideas, the role of perception in language, and the extent to which language can affect thought. Readings will incorporate cross-linguistic, cross-cultural, and cross-disciplinary perspectives on language and cognition.
Instructor(s): Erik Zyman Terms Offered: Spring
Prerequisite(s): Graduate student in Linguistics of consent of instructor
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): Allyson Ettinger & Sharese King Terms Offered: Autumn Winter

LING 48000. Linguistics Pedagogy. 100 Units.
This course deals with a variety of topics specific to Linguistic Pedagogy.
Instructor(s): Itamar Francez Terms Offered: Autumn Spring Winter

LING 52400. 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:

Instructor(s): Alan Yu Terms Offered: Winter
Equivalent Course(s): LING 22460

LING 57727. LingAnthSem: Voiced Revelations on “Fieldwork” on Languages and Cultures. 100 Units.
The recent publication (2019) and prominent popular reviews of Don Kulick’s A Death in the Rainforest is at the leading edge of a long and distinguished line of publishing “the straight dope” on what it is like to engage in systematic empirical study of languages, particularly as denotational structures, and of cultures, particularly as the frameworks of value for the experiences in the field that envelop “natives” and the researcher. We take up the problem of how - and for whom - to ‘voice’ a kind of informal and revelatory retrospection of the fieldwork experience, using as examples writings by Bronislaw Malinowski, Hortense Powdermaker, Claude Lévi-Strauss, Margaret Mead, Robert M. W. Dixon, Don Kulick, and others - especially those suggested by members of the seminar.
Instructor(s): Michael Silverstein Terms Offered: Autumn. Autumn 2019
Equivalent Course(s): ANTH 57727