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. This program provides students with a general expertise in the field and prepares them for productive advanced study in linguistics.

Students who are majoring in linguistics may visit the Department of Linguistics homepage (https://linguistics.uchicago.edu) at linguistics.uchicago.edu (http://linguistics.uchicago.edu) to learn about events and resources on and off campus and for links to information on employment opportunities.

Students who are majoring in other fields of study may also complete a minor in linguistics. Information follows the description of the major.

Program Requirements

In effect starting Fall 2025, the BA in Linguistics requires eleven courses. Students who matriculated prior to Fall 2025 can choose whether to follow their original or the new requirements. Students have flexibility to construct a course of study that accords with their interests, but a minimum of six electives must have LING numbers. Their final tally of eleven courses *must* include LING 20001 (http://collegecatalog.uchicago.edu/search/?P=LING%2020001) Introduction to Linguistics and three out of the following four classes:

LING 20101	Introduction to Phonetics and Phonology	100
LING 20201	Introduction to Syntax	100
LING 20301	Introduction to Semantics and Pragmatics	100
LING 26002	Language in Society	100

Summary of Requirements

Three of the following courses must be taken:		300
LING 20101	Introduction to Phonetics and Phonology	
LING 20201	Introduction to Syntax	
LING 20301	Introduction to Semantics and Pragmatics	
LING 26002	Language in Society	
LING 20001	Introduction to Linguistics (Required)	100
Seven courses from the following:		700
0-1 Non-LING Elective		
6-7 Linguistics Electives		
Total Units		1100

Of the remaining seven electives, at least six must have LING numbers. Any class that is not a LING class requires approval by the Director of Undergraduate Studies to count for the major.

Grading

All courses used to satisfy requirements for the major and minor must be taken for quality grades. With consent of the instructor, non-majors may take linguistics courses for Pass/Fail 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) 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 Pass/Fail), 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 10600. Discourse Analysis of Public Dialogue: Identities, Ideologies, Interactions. 100 Units.
It has been proposed that dialogue is "the first obligation of citizenship" and a "workplace of democracy." In this course, you will learn about different forms of dialogue and arguments about its role in making democracy work. You will also learn to analyze dialogic events, think about ways to evaluate the dialogic process and its outcomes, and gain agency as a participant in public dialogue. The course will consist of three parts. We will first consider theoretical underpinnings of public dialogue as a democratic practice. We will then spend three weeks doing a close analysis of a Braver Angels debate on immigration, mapping ideological frames that underlie this debate, and tracking conversational dynamics that create openings and impediments for dialogue. Finally, we will discuss the larger organizational field of dialogue and deliberation work, the limits of free expression in such settings, and the interplay between public dialogue and civic action.
Instructor(s): Ekaterina Lukianova Terms Offered: Winter
Equivalent Course(s): PUBD 10100, DEMS 10100

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 2026-2027
Prerequisite(s): Third- or fourth-year standing or consent of instructor required; core background in evolution and genetics strongly recommended.
Equivalent Course(s): LING 39286, CHDV 33930, CHDV 23930, ANTH 28615, ANTH 38615, NCDV 27400, PHIL 32500, BPRO 23900, HIPS 23900, PHIL 22500, CHSS 37900

LING 18701. Intro to Turkic Languages I. 100 Units.
The first quarter of a two-section course in which Elementary Kazakh and Elementary Uzbek will be offered as one class, with the option for students to study one or the other, or both simultaneously.
Instructor(s): Kagan Arik Terms Offered: Autumn
Equivalent Course(s): KAZK 10501, UZBK 10501, TURK 10501

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 20003. Experimental and Computational Methods in Linguistic Research. 100 Units.
This course introduces students to experimental and computational methods used in linguistic research. Students will gain foundational knowledge of experimental design, stimuli creation, procedure, and data collection and analysis through hands-on practice. Students will design their own research projects, identify appropriate experimental and/or computational methods, and apply them to investigate their questions. Students will learn to use PCIbex (a web-based platform for constructing experiments), R, and Python throughout the process. Familiarity with R/Python/JavaScript is helpful but not required.
Instructor(s): Sanghee Kim Terms Offered: Spring
Prerequisite(s): Mind, Brain, and Meaning (COGS 20001) or Introduction to Linguistics (LING 20001).
Equivalent Course(s): COGS 20003

LING 20004. Measurement and Analysis of the Mind. 100 Units.
This course will introduce students to a selection of empirical methods drawn from a range of disciplines that contribute to cognitive science, including experimental psychology, cognitive neuroscience, linguistic analysis, and artificial intelligence. Students in this course will learn to design scientific experiments and analyze data with inferential statistics, culminating in a final independent project of their own design. Along the way, we will also discuss the philosophies of science invoked when connecting measurements of experimental data to inferences about the underlying nature of cognitive mechanisms, as well as best practices when conducting empirical research.
Instructor(s): Melinh Lai and Sanghee Kim
Equivalent Course(s): COGS 20004

LING 20038. Arabic and Society in the Modern Levant. 100 Units.
This course is an introduction to the study of spoken Arabic varieties in their social context in the Levant (Jordan, Lebanon, Palestine, and Syria). Through case studies,we will learn about the relationship between Arabic and social identities, such as age,gender, education, and religion, and how language constructs and is constructed by these identities. Special attention will be paid to variation, both within communities of language practice and across time and space. We will also investigate attitudes of Arabic speakers towards their dialects, situating the discussion within a framework that emphasizes the interplay between codeswitching, bilingualism, and variation.
Instructor(s): Sami Jiries Terms Offered: Spring
Equivalent Course(s): NEHC 20038

LING 20100. Intro To Linguistics-1. 100 Units.
TBD
Equivalent Course(s): ANTH 37001, ANTH 27001, SOSC 21700, LING 30100

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 20150. Language and Communication. 100 Units.
This course can also be taken by students who are not majoring in Linguistics but are interested in learning something about the uniqueness of human language, spoken or signed. It covers a selection from the following topics: What is the position of spoken language in the usually multimodal forms of communication among humans? In what ways does spoken language differ from signed language? What features make spoken and signed language linguistic? What features distinguish linguistic means of communication from animal communication? How do humans communicate with animals? From an evolutionary point of view, how can we account for the fact that spoken language is the dominant mode of communication in all human communities around the world? Why cannot animals really communicate linguistically? What do the terms language "acquisition" and "transmission" really mean? What factors account for differences between "language acquisition" by children and by adults? Are children really perfect language learners? What factors bring about language evolution, including language speciation and the emergence of new language varieties? How

did language evolve in mankind? This is a general education course without any prerequisites. It provides a necessary foundation to those working on language at the graduate and undergraduate levels.
Instructor(s): Salikoko Mufwene Terms Offered: Autumn
Equivalent Course(s): EDSO 30150, 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): Si Kai Lee Terms Offered: Winter
Prerequisite(s): LING 20001
Equivalent Course(s): COGS 22003

LING 20202. Advanced Syntax. 100 Units.
This is an advanced undergraduate course in theoretical syntax. Through readings from the primary research literature, we will reach the deepest understanding we possibly can of (a) the overarching goals of syntactic theory; (b) various aspects of, or subareas within, current syntactic theory; and (c) a range of empirical phenomena whose investigation has enabled us to push forward our theoretical understanding of syntax.
Instructor(s): Erik Zyman Terms Offered: Spring
Prerequisite(s): LING 20201

LING 20231. Hebrew: Modernity and Nationalism. 100 Units.
Modernization and Nationalism are ideas that are closely intertwined with each other and with questions of language: the emergence of nationalism is a modern phenomenon to which ideas about language were central and which, in turn, had a profound effect on the languages of the world and on the study of language. How did the relation between language, nation and state emerge in a historical reality structured by enlightenment, empire, colonialism, industrialization, and globalization? How do discoveries about language influence ideas of nation, and how do ideas of collectivity such as nationhood, ethnicity, and race influence the study of language, indeed the very concept of "a language" and of "different languages"? What does it mean for a language to be modernized? Nationalized? "Revived"? This interdisciplinary class takes the revitalization and vernacularization of Hebrew as a case-study through which to explore some of these questions. Combining perspectives on language from Linguistics, History, Literary Studies, Cultural Studies, Religious Studies and Anthropology, the class looks at discourses, practices and institutional efforts through which Hebrew was modernized, nationalized and romanticized in the 19th and 20th centuries, to examine the complicated relationships between language, nationalism, and colonialism in this period.
Instructor(s): Orit Bashkin, Itamar Francez Terms Offered: Autumn
Equivalent Course(s): CDIN 20231, JWSC 20237, NEHC 20231

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): Lucas Fagen Terms Offered: Spring
Prerequisite(s): LING 20001
Equivalent Course(s): COGS 32004, LING 30310, COGS 22004

LING 20311. Introduction to Experimental Methods. 100 Units.
This course will cover basic topics in experiment design, data collection, and statistical analysis. To demonstrate different design and methodological considerations, we will look at data sets from different research methods including self-paced reading, acceptability judgment, production, etc. In addition, we will cover statistical methods including t-tests, ANOVAs, linear/logistic regressions and mixed-effect models. Students will gain hands-on experience using R as a data analysis tool. This course is meant to prepare students for more advanced data analytic courses in the future. Previous experience in R is not required.
Instructor(s): Monica Do Terms Offered: Spring
Equivalent Course(s): LING 30311

LING 20312. Semantics-Pragmatics: Modality and Uncertainty. 100 Units.
Building on the logical tradition of possible world semantics, we will explore in this class the rich and diverse empirical domain of modality in language, offering an ambitious theory of linguistic modality as indicative of uncertainty. We cover a wide variety of languages ranging from English, Greek, Italian, German and French to Native American and Asian languages (Japanese, Korean). We study modal expressions such as modal verbs, adverbs, particles and mood (subjunctive, indicative, optative) - alongside evidentials, questions, and imperatives in order to enable a deeper and broader understanding of modality. We introduce a new analysis of linguistic necessity as conveying evidential bias and discuss the relation between epistemic modality and evidentiality.

We also study deontic modality, and the relationship between questions and modals through the concepts of nonveridical equilibrium, reflection, and evidential bias. Laying out the formal semantic tools step- by-step, we will combine descriptive adequacy with analytical rigor. This class should be of interest to students from linguistics, philosophy, psychology, typology, and communication theory.
Instructor(s): Anastasia Giannakidou Terms Offered: Spring
Equivalent Course(s): LING 30312

LING 20320. Introduction to Comparative Semitics. 100 Units.
This course examines the lexical, phonological, and morphological traits shared by the members of the Semitic language family. We also explore the historical relationships among these languages and the possibility of reconstructing features of the parent speech community.
Instructor(s): R. Hasselbach-Andee Terms Offered: Autumn
Prerequisite(s): Knowledge of two Semitic languages or one Semitic language and Historical Linguistics.
Equivalent Course(s): LING 30320, NELG 30301, NELG 20301

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): Kutay Serova Terms Offered: Spring
Prerequisite(s): LING 20001
Equivalent Course(s): COGS 22005

LING 21300. Historical Linguistics. 100 Units.
The majority of modern linguistic analysis looks at language as a static system, which L1 learners acquire based on the data they are exposed to in early childhood, without access to its history. Learners are unconcerned with why their language is the way it is, or how it got that way; they only need to know its structure and extrapolate which rules will produce the correct outputs. Understanding this linguistic competence is the task that occupies most working linguists. In this course, however, we will explore how language systems get into the state they're in when learners encounter them, with their idiosyncrasies and irregularities. Historical linguistics gives us, among other things, the power to explain synchronic irregularities. In doing so, we will discover patterns of regularity in how grammars change over time across different languages. For instance, the English verb forms was and is have an s where their plural counterparts were and are have an r. To the L1 learner and the synchronic linguist, the question is: "How is this system learnable and what rules will correctly (re)produce it?" But as historical linguists we will inquire further: "How did the distribution of these forms come about in the first place? Does some former regularity underlie it? If so, what rule accounts for it?" We will find that synchronic irregularity tends to emerge from the operation of regular principles, some of which work to obscure rules that had once been part of speakers' grammars.
Instructor(s): Zeineb Sellami Terms Offered: Winter
Prerequisite(s): Intro to Linguistics and Intro to Phonetics and Phonology or Graduate student status
Equivalent Course(s): LING 31300, ANTH 47300

LING 21500. History of the English Language. 100 Units.
If you have ever wondered why we say, "one mouse" and "two mice," but not "one house" and "two hice," this course will offer some answers. We will study the historical development of the English language, from its Proto-Indo-European roots through its earliest recorded forms (Old English, Middle English, and Early Modern English) up to its current status as a world language. Now spoken by more than 1.5 billion people, English is a language that is constantly evolving, and students will gain basic linguistic skills necessary for analyzing the features of its evolution. We will study variations in the language (including variations in morphology, phonology, syntax, grammar, and vocabulary) and its development over time and across regions. We will also examine sociological, political, and literary phenomena that accompany and shape these changes in the language. (Pre-1650, 1650-1830, 1830-1990)
Instructor(s): Benjamin Saltzman Terms Offered: Spring
Equivalent Course(s): COGS 26202, ENGL 20000, LLSO 20000, SIGN 20000, MDVL 20000

LING 21550. What's Up With These Words? (Ideology and Word Meaning) 100 Units.
Public intellectuals, journalists and citizens at large are having heated debates on whether to use and how to use such words and phrases as "privilege," "woke" or "illegal immigration." Partisan opinion leaders develop strategies of linking key terms, such as "critical race theory" or "global warming," to negative narratives in order to thwart constructive public dialogue on substantive issues. You may be wary of using words that would get you in trouble in the classroom, in a professional interview or in a public-facing presentation. How do you make intelligent vocabulary choices in a polarized political environment? How do you negotiate disagreement over terms? How do you manage adverse emotional reactions precipitated by a trigger word?
Terms Offered: Winter
Note(s): Ekaterina Lukianova

Equivalent Course(s): PARR 21500

LING 21600. Introduction to Language Acquisition. 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
Equivalent Course(s): PSYC 23200, EDSO 23200, CHDV 23900

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): Melissa Baese-Berk Terms Offered: Winter
Equivalent Course(s): CHST 21720, COGS 22006, LING 31720

LING 21730. Perceptual Models of Speech. 100 Units.
When hearing speech, humans rapidly and robustly map from a continuous acoustic signal to an abstract representation of the sounds of their language. This class will explore models of this acoustic-phonetic perceptual mapping by drawing from a variety of methodologies and perspectives. We will discuss the merits and issues of linguistic, computational, and neuroscientific approaches and draw connections between these disciplines. A background in neuroscience or computational modeling is not required.
Instructor(s): Thorburn, Craig Terms Offered: Winter
Equivalent Course(s): COGS 22502, LING 31730, PSYC 21730

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.
Instructor(s): Katerina Chatzopoulou Terms Offered: Spring
Equivalent Course(s): MOGK 32000, LING 32000, MOGK 22000

LING 22002. Semantics-Pragmatics: Modality and Uncertainty. 100 Units.
Building on the logical tradition of possible world semantics, we will explore in this class the rich and diverse empirical domain of modality in language, offering an ambitious theory of linguistic modality as indicative of uncertainty. We cover a wide variety of languages ranging from English, Greek, Italian, German and French to Native American and Asian languages (Japanese, Korean). We study modal expressions such as modal verbs, adverbs, particles and mood (subjunctive, indicative, optative) - alongside evidentials, questions, and imperatives in order to enable a deeper and broader understanding of modality. We introduce a new analysis of linguistic necessity as conveying evidential bias and discuss the relation between epistemic modality and evidentiality. We also study deontic modality, and the relationship between questions and modals through the concepts of nonveridical equilibrium, reflection, and evidential bias. Laying out the formal semantic tools step- by-step, we will combine descriptive adequacy with analytical rigor. This class should be of interest to students from linguistics, philosophy, psychology, typology, and communication theory.
Instructor(s): Giannakidou, Anastasia Terms Offered: Spring
Equivalent Course(s): LING 42002

LING 22079. Mass Media in Semiotic Perspective. 100 Units.
Mass media are commonly understood as channels for public information, expression, and debate. Yet, mass media technologies also serve governmental and corporate actors as instruments for shaping public opinion and behavior. In this undergraduate course, we will explore this and related problems from a semiotic perspective, with special attention to the dynamic relations between state, market, culture, and language at work in projects of mass communication. We will study several theories and empirical cases (both historical and contemporary) of mass mediation. Topics will include the role of mass media in nation-state formation and control; the role of mass media in cultural and linguistic assimilation; and group subjectivity and solidarity within media publics.
Instructor(s): Christopher Bloechl

Equivalent Course(s): ANTH 22079, MADD 12079

LING 22450. Language, Gender, and Sexuality. 100 Units.
This course, based primarily on insights from the field of linguistic anthropology, 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 social change, desire and identity, difference, kinship, and the significance of global, transnational and postcolonial connections in our understandings of gender and sexuality. The practical component of the course includes critical analysis of language and other signs that are used to enact gender and sexuality (e.g., in drag shows, communities you belong to personally, online communities, and current events). Throughout this course, we will emphasize the importance of ethnographic approaches to languages and communication-a hallmark of linguistic anthropology that requires a reflexive and critical attentiveness to how researchers co-participate in everyday social interactions with their interlocutors. Beyond the categories of gender and sexuality as studied in Western academic contexts, this course invites students to pay close attention to how non-normative forms of alterity are produced and circulated in the Global South under conditions of political and economic inequality.
Instructor(s): Fadi Hakim Terms Offered: Spring
Equivalent Course(s): GNSE 20119, ANTH 22450

LING 22460. Seminar: Phonology. 100 Units.
In this seminar, we will explore aspects of speech perception and production, focusing on learning in both children and adults. Additional readings will focus on the importance of contextual information (both linguistic and social) in understanding speech perception and production.
Instructor(s): Melissa Baese-Berk Terms Offered: Spring
Equivalent Course(s): LING 52400

LING 22501. Nature and Nurture in Language and Cognition. 100 Units.
One of the most interesting puzzles of human cognitive development, often called Plato's Problem, is how human beings are able to learn so much about the world on the basis of such little experience. To what extent are our cognitive faculties due to our genetic endowment, and to what extent are they the result of our experience of the world? In this class, we will explore, through in-class discussion and readings in psychology, philosophy, linguistics, and computer science, how humans acquire the capacity for language, concepts, spatial and moral reasoning, and much more.
Instructor(s): Zach Lebowski Terms Offered: Autumn
Equivalent Course(s): COGS 22501

LING 22550. Speech Play and Verbal Art. 100 Units.
Course Description TBA
Instructor(s): Tulio Bermúdez Terms Offered: Spring
Equivalent Course(s): LING 32550, LACS 32550, LACS 22550

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

LING 22800. Advanced Computational Linguistics. 100 Units.
This course provides an in-depth study of advanced topics at the intersection of computation and language, oriented toward linguists and cognitive scientists. The class will focus on both scientific and engineering perspectives - the use of computational modeling to address advanced scientific questions in linguistics and cognitive science, as well as the design of computational systems to solve engineering problems. Topics will include machine translation, parsing, automatic speech recognition, transformer models, and large language models (LLMs), where we will focus on the implementation of these techniques. Students will work towards formulating research questions that can be addressed with complex computational methodology. Students will learn how to generate scripts and implement advanced computational techniques from scratch. Prior knowledge of Python is required.
Instructor(s): Craig Thorburn Terms Offered: Spring
Equivalent Course(s): COGS 22016, LING 32800

LING 22860. The Linguistics of Large Language Models. 100 Units.
TBD.
Instructor(s): Thorburn, Craig Terms Offered: Autumn
Equivalent Course(s): LING 32860, COGS 22503

LING 22890. Computational Models of Speech. 100 Units.
TBD.
Instructor(s): Staff Terms Offered: Autumn

Equivalent Course(s): LING 32890

LING 23010. Blooming, Buzzing Confusion. 100 Units.
This course examines the social and cognitive mechanisms that drive language learning in the first few years of life. Nearly all children learn the language(s) of their community, despite the fact that human languages and caregiving practices offer immense diversity around the globe. What enables the learning system to adapt so robustly to the environment it finds itself in? We discuss the evidence for and against multiple factors that have been proposed to support language development across the world's communities. We also critically examine how these ideas intersect with current deficit models of language learning. It is expected that, by the end of the course, students will grasp the basic mechanisms proposed to underlie early language learning.
Instructor(s): M. Casillas Terms Offered: Winter
Note(s): Distribution: B, M
Equivalent Course(s): EDSO 23510, COGS 24532, PSYC 23510, CHDV 33510, EDSO 33510, CHDV 23010

LING 23360. Methods in Gesture and Sign Language Research. 100 Units.
IIn 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): PSYC 23360, CHDV 23360, PSYC 33360, CHDV 33360, LING 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
Equivalent Course(s): PSYC 23720, LING 33700, CHDV 33700, CHDV 23700, PSYC 33720, COGS 22009

LING 23920. The Language of Deception and Humor. 100 Units.
In this course we will examine the language of deception and humor from a variety of perspectives: historical, developmental, neurological, and cross-cultural and in a variety of contexts: fiction, advertising, politics, courtship, and everyday conversation. We will focus on the (linguistic) knowledge and skills that underlie the use of humor and deception and on what sorts of things they are used to communicate.
Instructor(s): Jason Riggle Terms Offered: Winter
Equivalent Course(s): LING 33920, COGS 22010, SIGN 26030

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, EDSO 24001, PSYC 24090, COGS 34001

LING 24016. Modality across Time and Space in the Greek Languages. 100 Units.
Modality, negation, and polarity are phenomena that have been closely intertwined throughout the millennia-long history of Greek. Although the precise nature of their interaction-and the way this interaction is reflected in syntax-has evolved over time, the relationship among them has remained both strong and stable. This course offers a broad historical overview of these developments while concentrating on specific changes, including the use of modal verbs as negative polarity items, the emergence of new negators and the restructuring of the nonveridical domain, the grammaticalization of modality, and the various ways in which belief is encoded through subjunctive forms. To deepen our understanding of the syntax-semantics interface and the mechanisms of language change, we draw on relevant data from Pontic Greek, particularly the Romeyka variety spoken in the Black Sea region today. This variety not only exemplifies the strong interaction among modality, negation, and polarity, but also diverges in important ways from mainland Greek varieties. The overarching aim of the course is to equip students with a solid understanding of how modality is structured crosslinguistically and how it evolves over time. No prior knowledge of Greek is required.
Instructor(s): Giannakidou, Anastasia and Sitaridou, Ioanna Terms Offered: Autumn
Equivalent Course(s): MOGK 24016, MOGK 34016, LING 34016

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 24610. Voices. 100 Units.
TBD
Instructor(s): Riggle, Jason Terms Offered: Autumn
Equivalent Course(s): LING 34610

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): LING 34650

LING 24970. Linguistic Diversity & Language Endangerment. 100 Units.
TBA.
Instructor(s): Lenore Grenoble Terms Offered: Spring

LING 25001. Foundations of Neurolinguistics. 100 Units.
This course will explore the cognitive and neural bases underlying language comprehension and production. Class topics will draw on historic and contemporary research invoking a range of neuroimaging techniques to examine how sound, meaning, and structure are processed in the brain. Students will also explore how theories about the computations and representations underlying human language can inform, and be informed by, the biological constraints imposed by the nervous system. Prior knowledge of neuroscience is not required, but familiarity with linguistic and psychological concepts may be beneficial.
Instructor(s): Lai, Melinh Terms Offered: Autumn
Equivalent Course(s): NSCI 23125, PSYC 25010, COGS 25001

LING 25380. Native American Linguistics. 100 Units.
This course is an introduction to the linguistic diversity of Native North American Languages. In addition to a survey on grammars of select Native American languages and language families, students will engage in deeper study of a particular language interesting to them as a part of their coursework. This course provides both grammatical information as well as a brief introduction to the landscape of language revitalization, loss, and change in the modern era, including investigations of language vitality and the interplay between the federal governments and language programs.
Instructor(s): Kurtz, Naomi

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 26020. Truth. 100 Units.
Alternative facts" and "fake news" have fueled growing concerns that we are entering a ``post-truth'' society. But what exactly is truth, and why should we care about it? We will address this question over the course of this quarter by examining contemporary views on the role of truth in meaning and communication; challenges to these views from uncertainty and subjectivity; arguments for and against different conceptions of truth; expressions of skepticism about the value of truth; different categories of non-truth (lies vs.\ b.s.); and how all of these issues bear on the relation between truth, belief and decision making. Along the way, we will consider whether our claims to know certain things are always limited because they come from a particular perspective, and what value (if any) truth contributes to the well-lived life.
Instructor(s): Chris Kennedy Terms Offered: Spring
Equivalent Course(s): COGS 23530, SIGN 26007

LING 26201. Language in Culture in the Technological Age. 100 Units.
How are contemporary global communication technologies and the rapid rise of large-scale generative communicative models transforming how we use and understand language? This interdisciplinary seminar course explores the intersections of these technological advancements with the semiotic and discursive analysis of communication in sociocultural life-a methodology developed within linguistic anthropology and sociolinguistics since the 1980s. We will investigate topics such as how digital and AI-driven environments interact and mediate communication, power dynamics, and institutional structures; how contemporary communicative technology reshapes discursive practices and, in turn, is influenced by them; how political economy underpins and shapes emerging forms of communicative labor; and how diverse communities negotiate, adapt, or re-create their linguistic practices in response to various existing and emerging forms of globalized media. Particularly, we will explore the application of theories and concepts from linguistic anthropology, pragmatics, and sociolinguistics to analyze and reflect on recent textual and discursive materials arising from generative AI and new forms of human-machine interaction. Readings and materials will be drawn from linguistic anthropology, sociolinguistics, cognitive science, computer science, the history of science, and Science Studies. Graduate students and 3rd and 4th-year undergraduates; consent required for others.
Instructor(s): Eugene Yu Ji Terms Offered: Spring
Equivalent Course(s): ANTH 36201, ANTH 26202, COGS 36201, LING 36201, COGS 26201

LING 26501. Slavic literary languages: formation and development. 100 Units.
This course is a general introduction to the external histories of the Slavic literary languages. It outlines their rise and development with special reference to the contemporary cultural and ideological contexts, such as the processes of ethnic identity formation in Central, Eastern, and Southeastern Europe. The essential linguistic information is also provided and patterns of emergence of a standard language are discussed. No prerequisites.
Instructor(s): Yaroslav Gorbachov Terms Offered: Spring
Equivalent Course(s): REES 26500, LING 36501, HIST 24011, REES 36500

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): Melinh Lai; Zach Lebowski Terms Offered: Autumn Winter
Equivalent Course(s): PHIL 26520, PHIL 36520, LING 36520, EDSO 20001, COGS 20001, COGS 30001, PSYC 26520, EDSO 30001, SIGN 26520, PSYC 36520

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 26602. Programming for Linguists. 100 Units.
TBD.
Instructor(s): Thorburn, Craig Terms Offered: Autumn
Equivalent Course(s): COGS 21501

LING 26810. Bilingualism and Heritage Languages. 100 Units.
TBD.
Instructor(s): Anastasia Giannakidou, Zoe Gavriilidou Terms Offered: Autumn
Equivalent Course(s): LING 36810, COGS 22011

LING 27010. Introduction to 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): Lai, Melinh (Spring) Terms Offered: Autumn Spring
Equivalent Course(s): COGS 32013, COGS 22013, LING 37010, PSYC 27010

LING 27131. Lexical Semantics. 100 Units.
You can nail a postcard to the wall with a dart but you can't microwave it with anything other than a microwave. This seems not to be a fact about nails and microwaves, but rather about English verbs that are derived from nouns. Is it a random fact, or does it correlate systematically with other facts about verbs derived from nouns that

a linguistic theory should account for? This class is an introduction to basic concepts and issues in the study of word meaning within theoretical linguistics. It explores grammatical regularities in word meaning, what kinds of information can be grammatically encoded by words, how the meaning of a word can determine the word's syntactic distribution, and how it relates to the inferences people draw from the utterances in which a word occurs. The course will demonstrate that addressing questions of lexical meaning draws on the full resources of linguistic theory and methodology.
Instructor(s): Francez, Itamar Terms Offered: Autumn
Prerequisite(s): LING 20301 - Introduction to Semantics and Pragmatics
Equivalent Course(s): 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 27180. Thin Ice: Language, culture and environment in the Arctic. 100 Units.
The Arctic is currently undergoing cultural and political upheavals due to rapid climate change and global politics. In this course, we use an interdisciplinary perspective to examine the lives of Arctic peoples-Inuit, Sámi, Nenets and others-whose lives are being disrupted due to melting sea ice, forest fires, thawing permafrost, and rising temperatures. Climate change affects the food supply: hunting, fishing, and foraging are disrupted by unreliable ice and snow conditions, altered wildlife migration patterns, and changes in plant life; fish and sea mammals are loaded with toxins. Warming in the Arctic has resulted in new access to natural resources which have long been buried under snow and ice, but such access comes at a high cost, bringing in extractive industries and a host of security issues. We examine the causes and nature of these changes and the repercussions for Arctic peoples, with a particular focus on language and cultural change. We place a particular emphasis on adaptation and change in the face of increasing threats from climate change, resource extraction, and globalization, and the consequences for Indigenous and non-Indigenous communities and international relations. To understand the complex interaction between human culture and the Arctic environment, we take a broad approach, considering language, literature, film and music, together with political analyses and discussions of human rights and current environmental science, and look for solutions.
Instructor(s): Lenore Grenoble Terms Offered: Spring
Equivalent Course(s): CEGU 21780, SIGN 27180

LING 27340. Corpus Linguistics. 100 Units.
This course introduces students to the use of corpora in linguistics. Students will learn about the history of corpora, the different types of corpora that exist, and issues that arise in corpus building. There will also be an opportunity to critically evaluate studies that have used corpus data and to engage in practical activities. The course will not be limited to corpora involving spoken and written texts from major languages but will discuss issues that arise when developing corpora for minority languages (e.g., sign languages).
Instructor(s): Jason Riggle Terms Offered: Winter
Equivalent Course(s): LING 37340

LING 28345. Language, Education, 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): LING 38355, SWAH 28355, SWAH 38355

LING 28356. Linguistic Introduction to Swahili II. 100 Units.
Based on Swahili Grammar and Workbook, this course is a continuation of Linguistic Introduction to Swahili I. It addresses complex issues related to grammatical agreement, verb moods, noun and verb derivation, non-typical adjectives and adverbs, double object constructions, subordinate / coordinated clause constructions, and dialectal variation. Additionally, this course provides important listening and expressive reading skills. For advanced students, historical interpretations are offered for exceptional patterns observed in Swahili, in relation with other Bantu languages. This course allows fulfilling the non-Indo-European language requirement.
Instructor(s): Fidele Mpiranya Terms Offered: Spring
Equivalent Course(s): LING 38356

LING 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): Thorburn, Craig Terms Offered: Winter
Equivalent Course(s): COGS 22015, LING 38620

LING 29001. Contemporary Topics in Cognitive Science. 100 Units.
This course will survey multiple areas of modern research currently being conducted across the subfields of cognitive science. Each week we will discuss a new topic of contemporary cognitive science research and participate in a lecture from a researcher in that field. Students should expect to complete weekly readings of scholarly articles and other primary literature, which we will then further contextualize with the other topics in the course and the broader visions of modern cognitive science research.
Instructor(s): Melinh Lai Terms Offered: Winter
Prerequisite(s): COGS 20001 and COGS 20002
Note(s): Priority registration will be given to third-year students who are majoring in cognitive science.
Equivalent Course(s): COGS 29001, LING 39001, COGS 39001

LING 29400. Structure of Potawatomi. 100 Units.
This course aims to foster appreciation for the Potawatomi (Bodwéwadmimwen) 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). The majority of course texts focus on the grammatical structure of the language while others investigate 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 Bodwéwadmik, 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, Illinois, and Michigan. As an Algonquian language, Potawatomi is understudied and endangered, but this course offers the ability to become familiar with the language of this land. Following this course, students 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 an elective requirement for linguistics majors.
Instructor(s): Corinne Kasper Terms Offered: Spring
Prerequisite(s): No previous courses in linguistics are required though the introductory course is recommended.

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, CLCV 24922, RLST 29402

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, LING 39404, BASQ 39423

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 aimes 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 requirment 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

LING 29407. Language and Politics. 100 Units.
Why did Hillary Clinton sound "southern" in her Alabama campaign stop? How did Barack Obama's codeswitching into African American Language affect his political image? How do the dogwhistles politicians circulate get their meanings? These are just a few examples of the kinds of questions we will discuss. In this course, we will analyze the speech of politicians as well as broader political discourses, according to sociolinguistic theory. We will explore concepts such as dogwhistles, framing theory, speech genres, audience design, and personae, while also considering the intersections of language and nationalism, and language and gender and race. Discussions will build on real-life content particularly from US and Eastern European politics,

but also from other parts of the world, depending on your interests and backgrounds. Some of the texts we will read include Alim & Smitherman's Articulate While Black, and Macintosh & Mendoza-Denton's Language in the Trump Era.
Instructor(s): Sprenger, Anna-Marie. Terms Offered: Autumn
Equivalent Course(s): ANTH 29407

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.
Instructor(s): Kate Henninger Terms Offered: Spring

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

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): Matt Andersen, David Reinhart Terms Offered: Spring
Prerequisite(s): ASLG 10200

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

ASLG 26030. American Deaf Community: Language, Culture, and Society. 100 Units.
This course examines the linguistic, cultural, and social contexts of the American Deaf community. Through historical and contemporary perspectives, students explore Deaf identity, community formation, and the central role of American Sign Language (ASL) in Deaf life. Topics include Deaf culture, Deaf history, signed language structure, Deaf literature, and social issues affecting Deaf communities in the United States. The course also introduces students to the ways Deaf communities function as a cultural and linguistic minority whose primary language, ASL, differs structurally and typologically from English. Students examine how language, culture, education, and social institutions have shaped Deaf experiences across time. Class discussions and presentations will take place primarily in ASL. Students engage with course materials through readings, ASL videos, and discussion-based activities that highlight Deaf cultural traditions, community values, and visual modes of communication.
Instructor(s): David Reinhart Terms Offered: TBD

ASLG 26070. Reading and Research Course in ASL and Deaf Studies. 100 Units.
This course provides directed reading and research on selected topics in American Sign Language and Deaf Studies. Students examine scholarly work on areas such as Deaf culture, Deaf history, sign language linguistics, Deaf education, visual communication, and global Deaf communities. Through guided readings, discussion, and research activities, students develop skills in critical analysis of academic sources and the synthesis of ideas

related to signed languages and Deaf communities. Topics may vary depending on instructor focus and student interests. The course is designed to deepen students' academic understanding of ASL and Deaf Studies through focused inquiry and discussion.
Instructor(s): David Reinhart Terms Offered: TBD

ASLG 29700. Sign Linguistics: Structure and Diversity in Visual-Gestural Linguistics. 100 Units.
This course introduces the linguistic study of sign languages from cross-linguistic and cross-modal perspectives. Students explore how signed languages are structured and how they compare with spoken languages, providing insight into the nature of human language. Topics may include phonology, morphology, syntax, semantics, discourse, and sociolinguistic variation across sign languages around the world. The course also examines broader issues such as Deaf cultural production, language policy, Deaf rights, and emerging technologies related to signed communication. Designed as an interdisciplinary course, it will interest students in Linguistics, Psychology, Comparative Human Development, Political Science, Computer Science, and related fields. Through readings, video analysis, and bilingual assignments in ASL and English, students develop skills in analyzing sign language structure and understanding the linguistic and cultural diversity of signed languages.
Instructor(s): David Reinhart Terms Offered: TBD

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

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

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): Calliope Dourou Terms Offered: Spring
Prerequisite(s): MOGK 10200/30200 or consent of instructor

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 Katskias Terms Offered: Autumn
Prerequisite(s): MOGK 10300/30300

MOGK 20200. Intermediate Modern Greek II. 100 Units.
This course expands on the material presented in MOGK 20100, enabling students to speak about topics related to employment, current events and issues of public and community interest.
Instructor(s): Stefanos Katsikas Terms Offered: Winter
Prerequisite(s): MOGK 20100 or placement

MOGK 20300. Intermediate Modern Greek III. 100 Units.
This course aims to enable students to attain conversational fluency and to become independent users of the language who deal effectively and with a good deal of accuracy.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Spring
Prerequisite(s): MOGK 20200

MOGK 21001. Greece and the Balkans in the Age of Nationalism. 100 Units.
This course is an introduction to the history of Southeastern Europe since the 1790s. Each week's work will examine a key topic in the Balkan affairs through a combination of lectures, readings and discussion of associated issues. The class will not follow the history of any one Balkan country comprehensively. Instead, the course will direct students' attention to relevant developments which address questions like these: 1. How does Balkan history related to European history? 2. What is a nation, a nationality, and an ethnic group? 3. What has nationalism meant in the Balkans? The curse emphasizes the history of Greece, Albania, Bulgaria, Romania and Yugoslavia, with some attention to events in the Ottoman Empire, the Habsburg Monarchy and Hungary as appropriate. The course aims to offer a historical background that will enable students to better understand the recent history of Greece and the Balkans.

Instructor(s): Stefanos Katsikas Terms Offered: Spring
Equivalent Course(s): HIST 23613, NEHC 21002, REES 21001, MOGK 31001

MOGK 24016. Modality across Time and Space in the Greek Languages. 100 Units.
Modality, negation, and polarity are phenomena that have been closely intertwined throughout the millennia-long history of Greek. Although the precise nature of their interaction-and the way this interaction is reflected in syntax-has evolved over time, the relationship among them has remained both strong and stable. This course offers a broad historical overview of these developments while concentrating on specific changes, including the use of modal verbs as negative polarity items, the emergence of new negators and the restructuring of the nonveridical domain, the grammaticalization of modality, and the various ways in which belief is encoded through subjunctive forms. To deepen our understanding of the syntax-semantics interface and the mechanisms of language change, we draw on relevant data from Pontic Greek, particularly the Romeyka variety spoken in the Black Sea region today. This variety not only exemplifies the strong interaction among modality, negation, and polarity, but also diverges in important ways from mainland Greek varieties. The overarching aim of the course is to equip students with a solid understanding of how modality is structured crosslinguistically and how it evolves over time. No prior knowledge of Greek is required.
Instructor(s): Giannakidou, Anastasia and Sitaridou, Ioanna Terms Offered: Autumn
Equivalent Course(s): LING 24016, MOGK 34016, LING 34016

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, LING 38355, SWAH 38355