

# LINGUISTICS

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Courses given in Linguistics have the subject code LINGUIST. For a complete list of subject codes, see Appendix.

Linguistics concerns itself with the fundamental questions of what language is and how it is related to the other human faculties. In answering these questions, linguists consider language as a cultural, social, and psychological phenomenon and seek to determine what is unique in languages, what is universal, how language is acquired, and how it changes. Linguistics is, therefore, one of the cognitive sciences; it provides a link between the humanities and the social sciences, as well as education, and hearing and speech sciences.

The department offers courses at the undergraduate and graduate levels in the areas central to linguistic theory and analysis. Many of them deal with the analysis of structural patterns in the different components that make up language, including sounds (phonetics and phonology), meanings (semantics), words (morphology), sentences (syntax), and the way they vary and change over time. Other courses integrate the analysis of linguistic structure with phenomena that directly concern other disciplines. These include courses in computational linguistics, language acquisition, the philosophy of language, and sociolinguistics.

A variety of open forums provide for the discussion of linguistic issues, including colloquia and regularly scheduled workshops in child language, computational linguistics, phonology, semantics, sociolinguistics, and syntax. Faculty and visiting scholars in the department and the Center for the Study of Language and Information, whose members are computer scientists, linguists, philosophers, and psychologists, participate extensively in the activities of the department.

## UNDERGRADUATE PROGRAMS

### BACHELOR OF ARTS

The undergraduate major stresses the study of language both as a fundamental human faculty and as a changing social institution. At the core of the program is a set of departmental courses on the nature of human language; the major also draws on courses offered by other departments and programs.

The Linguistics major cuts across the humanities and the social and physical sciences. It provides a solid general education as a background for advanced studies in such disciplines as Anthropology, Communication, Computer Science, Education (Language, Literacy, and Culture),

hearing and speech sciences, languages, Law, Linguistics, Philosophy, and Psychology.

### REQUIREMENTS

Requirements for the B.A. include at least 50 units of course work in Linguistics and approved courses in related fields. Of the 50 units required for the major, no more than 12 may be below 100 level. No more than two courses, neither of which can be a core course, may be taken on a credit/no credit basis.

*Core Courses*—The core courses are:

LINGUIST 1. Introduction to Linguistics

LINGUIST 110. Introduction to Phonetics and Phonology

LINGUIST 120. Introduction to Syntax

LINGUIST 130A. Introduction to Linguistic Meaning, *or* 130B. Introduction to Lexical Semantics

LINGUIST 150. Language in Society, which fulfills the Writing in the Major requirement (WIM)

LINGUIST 160. Introduction to Language Change, *or*, in advance consultation with the Linguistics undergraduate studies chair, a course in historical linguistics or the history of a language

All majors must complete at least five core courses, including LINGUIST 150, Language and Society, which fulfills the Writing in the Major requirement (WIM).

*Other Courses*—Other courses counting toward the unit requirement should form a coherent program with emphases from among the areas of concentration listed below. Students should consult with the Linguistics undergraduate studies chair when declaring the major, and maintain regular contact during the remainder of their Stanford career. Each student's major program must be approved by the Linguistics undergraduate studies chair, or approved department adviser.

Students in the major must also take:

1. At least two 200-level Linguistics courses, typically in their area of concentration.
2. LINGUIST 197, Undergraduate Research Seminar, in the junior year. (Special arrangements can be made for transfer students and others who start the major late.)

*Other Requirements*

1. Foreign Language: majors must have competence in at least one language other than English as part of their understanding of the field of linguistics and its study. This is usually demonstrated by the completion of six quarters of language study at Stanford or equivalent; level of proficiency is determined by the Language Center or the relevant language department.

Students may petition to be exempted from the Language Requirement if they have grown up speaking a language other than English and can use it for everyday purposes and for linguistic analysis.

2. Junior Research Paper: this requirement is typically fulfilled by providing an additional stage of revision on a research paper previously submitted in a Linguistics course. It must be approved by both the instructor of the course and the Linguistics undergraduate studies chair.

### AREAS OF CONCENTRATION

Students select one of the following areas of concentration or develop one themselves in advance consultation with the Linguistics undergraduate studies chair.

*General Linguistics*—This program provides a broad education in Linguistics and is advisable for students interested in advanced degrees in Linguistics. All five core courses are required.

*Language and Society*—This concentration focuses on the social dimensions of language.

*Language Structures*—This concentration focuses on the cognitive aspects of language.

1. Specialization in Chinese: in addition to the core courses in Linguistics, and LINGUIST 197, Undergraduate Research Seminar, students must have competence in Chinese at the level of six quarters of language

study at Stanford, and complete at least two courses in Chinese linguistics, one of which must be at the 200 level. Courses include:

CHINGEN 72. The Making of an Official Language  
 CHINGEN 73/173. Chinese Language, Culture, and Society  
 CHINLIT 191/291. The Structure of Modern Chinese  
 CHINLIT 192/292. The History of Chinese  
 CHINLIT 391. Seminar in Chinese Syntax

- Specialization in Japanese: in addition to the core courses in Linguistics, and LINGUIST 197, Undergraduate Research Seminar, students must have competence in Japanese at the level of six quarters of language study at Stanford, and complete at least two courses in Japanese linguistics, one of which must be at the 200 level. Courses include:
  - JAPANGEN 71N. Language and Gender in Japan
  - JAPANLIT 157. Points in Japanese Grammar
  - JAPANLIT 177/277. The Structure of Japanese
  - JAPANLIT 188/288. Diversity in Japanese Language: Regional Dialects and their Images
  - JAPANLIT 281. Japanese Pragmatics
  - JAPANLIT 289. Topics in Japanese Linguistics: Implications of Diversity in Language
  - JAPANLIT 291. Readings in Japanese Linguistics
  - JAPANLIT 381. Topics in Pragmatics and Discourse Analysis
- Specialization in Spanish: in addition to the core courses in Linguistics, and LINGUIST 197, Undergraduate Research Seminar, students must have competence in Spanish at the level of six quarters of language study at Stanford, and complete at least three courses in Spanish linguistics such as SPANLIT 207, Theory and Issues in the Study of Bilingualism

Other language concentrations can be arranged on an ad hoc basis if appropriate courses are available in the relevant departments.

### MINORS

Requirements for the minor include at least 28 units of course work (typically 7 courses) in Linguistics and related fields, approved in advance by the Linguistics undergraduate studies chair. No more than two courses, neither of which can be a core course, may be taken on a credit/no credit basis. The courses counting towards the minor must be incremental units beyond those needed to satisfy the student's major course of study. The minor consists of:

- LINGUIST 1. Introduction to Linguistics
- Two out of the following five Linguistics core courses:
  - LINGUIST 110. Introduction to Phonetics and Phonology
  - LINGUIST 120. Introduction Syntax
  - LINGUIST 130A. Introduction to Linguistic Meaning, or LINGUIST 130B. Introduction to Lexical Semantics
  - LINGUIST 160. Introduction to Language Change, or, in advance consultation with the Linguistics undergraduate studies chair, a course in historical linguistics or the history of a language.
- At least four other courses determined in advance consultation with the Linguistics undergraduate studies chair. Students are encouraged to take at least one 200-level Linguistics course. Students may also choose to do independent work with a faculty member of their choice.

### HONORS PROGRAM

Students who wish to undertake a more intensive program of study, including independent research, should seek departmental honors. An application to pursue honors work should be presented to a Linguistics undergraduate adviser before the end of the junior year. Approval is given only to students who have maintained a grade point average (GPA) of 3.3 (B+) or better in the courses required for the major.

Honors students take a total of 60 units. These must include the 50 units for the major, 10 additional units of independent study and Honors Research and an honors thesis based on research conducted with a principal adviser who must be a member of the Linguistics faculty, and a secondary faculty adviser who may, with the approval of the Undergraduate Studies Committee, be a member of another department. In the Autumn Quarter of the senior year, honors students enroll in LINGUIST 199, Independent

Study, to work closely with one of the advisers on the research project. In Winter and Spring quarters, honors students register in LINGUIST 198, Honors Research, with the principal adviser for close supervision of the honors thesis. The thesis must be submitted in final, acceptable, form by May 15. The thesis topic is presented orally at a department Honors Colloquium late in Spring Quarter.

### COTERMINAL PROGRAM

The Department of Linguistics admits a very limited number of undergraduates to work for their coterminal degree in Linguistics. Students are required to submit to the department a complete application, which includes a statement of purpose, a Stanford transcript, three letters of recommendation (at least one of which must be from a faculty member in Linguistics), and a proposed course of study (worked out in advance with a Linguistics adviser). Applicants for the coterminal degree may apply as early as their eighth quarter and no later than early in the eleventh quarter of undergraduate study. Decisions on admission to the coterminal degree rest with the Graduate Admissions Committee of the Department of Linguistics. For further application information, see the department's web pages.

For University coterminal degree program rules and University application forms, see <http://registrar.stanford.edu/publications/#Coterm>.

### GRADUATE PROGRAMS

#### MASTER OF ARTS

The University's basic requirements for the master's degree are discussed in the "Graduate Degrees" section of this bulletin. The following are additional departmental requirements. Candidates should review the department's "Guidelines for the M.A. and Ph.D. Degrees" for further particulars concerning these requirements.

- Courses*: candidates must complete a minimum of 45 units of graduate work in linguistics, including at least four courses in the student's area of specialization. No more than two courses should be at the 100 level.
  - Individual programs should be worked out in advance with an adviser who should ascertain that the necessary courses in the area of specialization are offered over the course of the year of anticipated enrollment. The overall grade point average (GPA) must be at least 3.0 (B) for all degree program coursework.
- Language*: reading knowledge of a non-native language in which a substantial linguistic literature is written, with sufficient facility to understand and interpret linguistic research published in that language, or in-depth research on the structure of a non-native language.
- Thesis or Thesis Project*: a research paper supervised by a committee of three faculty (normally fulfilled by up to 6 units of LINGUIST 398, Directed Research).

#### DOCTOR OF PHILOSOPHY

The following requirements are in addition to the basic University requirements for the degree sought; see the "Graduate Degrees" section of this bulletin. Candidates should review the department's "Guidelines for the M.A. and Ph.D. Degrees" for further particulars concerning these requirements.

- Language*: candidates must demonstrate the ability to read at least one foreign language in which a substantial linguistic literature is written, with sufficient facility to understand and to interpret linguistic research published in that language. (Particular areas of specialization may require additional research languages.)
  - In addition, each candidate must demonstrate an explicit in-depth knowledge of the structure of at least one language (normally neither the candidate's native language nor the language used for the reading exam). This requirement is fulfilled by writing an original research paper on a language.
- Courses*: a minimum of 135 units of graduate work beyond the B.A. or B.S. exclusive of dissertation units or, beyond the M.A., 90 units exclusive of dissertation units. A basic course requirement detailed in the Ph.D. guidelines guarantees that each student covers a sufficient

set of subareas within the field.

Candidates must maintain a satisfactory record in the number and distribution of units completed. The overall course work GPA must be at least 3.0 (B) and all of the basic courses should be completed with at least a 'B.'

3. *Research*: the prospective Ph.D. candidate is expected to complete two substantial qualifying papers. The deadline for completion of the first qualifying paper is the end of the Autumn Quarter of the second year; the deadline for completion of the second qualifying paper is the end of Spring Quarter of the second year. The subject matter of the two papers, although it may be related (for example, same language), must be clearly distinct. The requirement is fulfilled by LINGUIST 395A, B, Research Workshop (1-2 units each), and by oral discussion with a committee of at least three faculty members selected by the student and the faculty.
4. *Candidacy*: students must complete a prescribed portion of the basic course requirement (see item 2 above), one foreign language requirement (see item 1 above), and one qualifying paper (see item 3 above) by the end of their second year.
5. *Teaching*: at least three quarters serving as teaching assistant in a linguistics course.
6. *Colloquia*: two oral presentations exclusive of the oral presentation of the dissertation proposal (see item 7b below). This requirement is satisfied by class presentations, conference papers, or colloquium talks. Normally, both should be given during the first four years of study.
7. *Dissertation*:
  - a) A written dissertation proposal is required by the end of the third year.
  - b) Oral presentation of the dissertation proposal, preferably as a colloquium.
  - c) Approval of the dissertation topic and appointment of a dissertation committee.
  - d) Successful passing of a University oral examination on the dissertation and related areas.
  - e) Dissertation (up to 15 units of LINGUIST 399).

## PH.D. MINOR

1. *Courses*: the candidate must complete 30 units of course work in linguistics at the 100 level or above, including LINGUIST 110, 120, and either 130A or 130B (100-level courses are waived if 200-level courses in the same area are taken), and at least three courses related to the area of specialization. Courses submitted for the minor must be incremental units beyond those used to satisfy the major. Individual programs should be worked out in advance with the student's Ph.D. minor adviser in linguistics.
2. *Research Project* (optional): the candidate may elect to present a paper which integrates the subject matter of linguistics into the field of specialization of the candidate.
3. The linguistics adviser or designee serves on the candidate's University oral examination committee and may request that up to one-third of the examination be devoted to the minor subject.

*Ph.D. Minor in Applied Linguistics*—The Department of Linguistics participates in the Applied Linguistics Minor. See the "Language Center" section of this bulletin for full details.

## COGNITIVE SCIENCE

Linguistics is participating with the departments of Computer Science, Philosophy, and Psychology in an interdisciplinary program in Cognitive Science for doctoral students. The program is intended to provide an interdisciplinary education as well as a deeper concentration in linguistics. Students who complete the Linguistics and Cognitive Science requirements receive a special designation in Cognitive Science along with the Ph.D. in Linguistics. To receive this field designation, students must complete 30 units of approved courses, to be determined in consultation with the graduate studies adviser.

## COURSES

WIM indicates that the course satisfies the Writing in the Major requirement.

## LINGUISTICS

Courses numbered under 100 are designed primarily for pre-majors. Courses with 100-level numbers are designed for majors, minors, and M.A. and Ph.D. minor candidates in Linguistics. Those with numbers 200 and above are primarily for graduate students, but with consent of instructor some of them may be taken for credit by qualified undergraduates. At all levels, the course numberings indicate a special area, as follows:

- 01-04 General
- 05-09 Phonetics
- 10-14 Phonology
- 15-19 Morphology
- 20-29 Syntax
- 30-39 Semantics, Pragmatics, Discourse
- 40-49 Language Acquisition, Psycholinguistics
- 50-61 Sociolinguistics, Language Variation, Change
- 62-73 Language and Culture, Structure of a Language
- 74-79 Methods, Mathematical Linguistics, Statistics
- 80-89 Computational Linguistics
- 90-93 Applied Linguistics
- 94-99 Directed Work, Theses, Dissertations

## LINGUISTICS

**LINGUIST 1. Introduction to Linguistics**—The cognitive organization of linguistic structure and the social nature of language use. Why language learning is difficult. Why computers have trouble understanding human languages. How languages differ from one another. How and why speakers of the same language speak differently. How language is used strategically. GER:DB-SocSci  
*4 units, Aut (Eckert, Sag)*

**LINGUIST 32N. Mind the Linguist!**—Stanford Introductory Seminar. Preference to freshmen. What makes language both complex and simple. How the brain is organized to learn and use language. How languages and brains evolve. Guest lectures from leading Stanford cognitive scientists. GER:DB-SocSci  
*3 units, Aut (Beaver)*

**LINGUIST 34N. The Language of Advertising**—Stanford Introductory Seminar. Preference to sophomores. The use of language in and the structural organization of advertisements. What aspects of advertising language are effective, and why? How are commercials structured? What is the relation between language and images? What kinds of language are used in what kinds of advertising?  
*3 units, Win (Sells)*

**LINGUIST 47N. Languages, Dialects, Speakers**—Stanford Introductory Seminar. Preference to freshmen. Variation and change in languages from around the world. The roots, historical development, and linguistic and social structures of variation. How languages differ from each other, and how issues in linguistics connect to other social and cultural issues. The systematic study of language. GER:DB-SocSci  
*3 units, Aut (Anttila)*

**LINGUIST 65/265. African American Vernacular English**—(Graduate students register for 265.) The English vernacular spoken by African Americans in big city settings, and its relation to Creole English dialects spoken on the S. Carolina Sea Islands (Gullah), in the Caribbean, and in W. Africa. The history of expressive uses of African American English (in soundin' and rappin'); educational implications. GER:DB-SocSci  
*3-5 units (Rickford) not given 2005-06*

**LINGUIST 70. Structure of English Words**—Patterns of structure and meaning in English vocabulary. The processes that have led to meanings and shapes of established and recently coined words. Given that language is in constant flux, what constitutes correct usage, and who decides. Students taking optional practicum register for 5 units. GER:DB-SocSci  
*4-5 units, Aut (Leben)*

**LINGUIST 90. Teaching Spoken English**—Practical approach to teaching English to non-native speakers. Teaching principles and the features of English which present difficulties. Preparation of lessons, practice teaching in class, and tutoring of non-native speaker.

3-4 units, Spr (Yerian)

**LINGUIST 105/205. Phonetics**—(Graduate students register for 205.) The study of speech sounds: how to produce them, how to perceive them, and their acoustic properties. The influence of production and perception systems on sound change and phonological patterns. Acoustic analysis and experimental techniques. Lab exercises. Prerequisite: 110 or equivalent, or consent of instructor.

4 units, Aut (Scarborough)

**LINGUIST 107/207. Seminar in Phonetics: Clear Speech**—(Graduate students register for 207.) The phonetics and phonology of clear speech styles, including explicitly clear speech, lab speech, speech to the hard-of-hearing, and child-directed speech. Frequency, predictability, and confusability effects. The relation of these listener-directed speech effects to one another and to other hyperarticulation phenomena such as lexical and phrasal stress and prosodic strengthening. May be repeated for credit.

2-4 units, Spr (Scarborough)

**LINGUIST 110. Introduction to Phonetics and Phonology**—Differences in the sounds of the world's languages and how these sounds are made by the human vocal tract. Theories that account for cross-linguistic similarities in the face of differences. GER:DB-SocSci

4 units, Spr (Anttila)

**LINGUIST 120. Introduction to Syntax**—Grammatical constructions, primarily English, and their consequences for a general theory of language. Practical experience in forming and testing linguistic hypotheses, reading, and constructing rules. GER:DB-SocSci

4 units, Aut (Sag)

**LINGUIST 124A/224A. Introduction to Formal Universal Grammar**—(Graduate students register for 224A.) A formal model of universal grammar to explain crosslinguistic variation in syntactic structure: nonconfigurationality in Australian aboriginal languages, incorporation in native American languages and the Bantu languages of Africa, scrambling and head movement in European languages. Issues such as universal grammar design, and analytic problems from a variety of natural languages. Prerequisites: introduction to syntax and familiarity with logic or other symbolic systems, or consent of instructor. GER:DB-SocSci

4 units, Aut (Sells)

**LINGUIST 128/228. Real English: The Syntax of Language Use**—(Graduate students register for 228.) Hands-on experience with modern corpus methods, and natural spoken and written syntactic data. Syntactic analysis of spontaneous spoken conversations and newspaper reportage, using tagged and parsed corpora such as the Penn Treebank. Topics include standard subject matter suitable for a syntax introduction, but each of the core topics is investigated empirically in natural English. GER:DB-SocSci

4 units (Bresnan) not given 2005-06

**LINGUIST 130A. Introduction to Linguistic Meaning**—Linguistic meaning and its role in communication. How diagnostic tests can be used to categorize and separate semantic phenomena such as ambiguity and vagueness, entailment, and presupposition. How basic set theory and logic can be used to specify meanings and explain semantic phenomena. Pragmatic complications involving the assumptions and intentions of language users. Those who have not taken logic, such as PHIL 150 or 151, should also enroll in 130C. Pre- or corequisite: 120, or consent of instructor. GER:DB-SocSci

4 units, Aut (Peters)

**LINGUIST 130B. Introduction to Lexical Semantics**—Issues in the study of word meaning. Focus is on the core semantic properties and internal organization of the four major word categories in natural languages: nouns, verbs, adjectives, and prepositions. GER:DB-SocSci

4 units, Win (Fong)

**LINGUIST 130C. Logic Laboratory**—Typically taken in conjunction with 130A/230A.

1 unit, Aut (Peters)

**LINGUIST 133/233. Semantics Seminar: Tense and Aspect**—(Graduate students register for 233.) The temporal structure of languages. Topics include the logic of time, presentation of situations, and semantics of tense and aspect in narrative discourse.

1-4 units, Aut (Fong)

**LINGUIST 140. Language Acquisition I**—Processes of language acquisition in early childhood; research questions and methods.

4 units, Spr (Estigarribia)

**LINGUIST 144. Introduction to Cognitive Science**—(Same as SYMBSYS 100, PSYCH 130, PHIL 190.) The history, foundations, and accomplishments of the cognitive sciences, including presentations by leading Stanford researchers in artificial intelligence, linguistics, philosophy, and psychology. Overview of the issues addressed in the Symbolic Systems major. GER:DB-SocSci

4 units, Spr (Bresnan, van Benthem)

**LINGUIST 145. Language and Thought**—(Enroll in PSYCH 131/262.)

4 units (H. Clark) not given 2005-06

**LINGUIST 150. Language in Society**—How language and society affect each other. Social dialects, and class, ethnic, and gender differences in speech. Prestige and stigma associated with different ways of speaking and the politics of language. Stylistic practice; how speakers use language to construct styles and adapt their language to different audiences and social contexts. WIM

4 units, Spr (Mendoza-Denton)

**LINGUIST 152/252. Pidgin and Creole Sociolinguistics**—(Graduate students register for 252.) Introduction to pidgins and creoles, organized around the main stages in the pidgin-creole life cycle: pidginization, creolization, and decreolization. Focus is on transformations in the English language as it was transported from Britain to Africa, Asia, the Caribbean, and the Pacific. Resultant pidginized and creolized varieties such as Nigerian Pidgin English, Chinese Pidgin English, New Guinea Tok Pisin, Suriname Sranan, and the creole continua of Guyana, Jamaica, and Hawaii. Also French, Dutch, Portuguese, Chinook, Motu, and Sango.

2-4 units (Rickford) not given 2005-06

**LINGUIST 153/253. Sociophonetics**—(Graduate students register for 253.) Phonetic aspects of sociolinguistic variation and the social significance of phonetic variation. Focus is on group and individual research and phonetic theory. Topics include methods of collecting data, conducting phonetic analyses, interpreting results, and how phonetic theory informs these practices. All domains of sound, including vowels, consonants, intonation, and voice quality. May be repeated for credit. Prerequisite: 110 or equivalent or consent of instructor.

2-4 units, Win (Podessa)

**LINGUIST 156. Language and Gender**—The role of language in the construction of gender, the maintenance of the gender order, and social change. Field projects explore hypotheses about the interaction of language and gender. No knowledge of linguistics required. GER:DB-SocSci, EC-Gender

4 units, Win (Eckert)

**LINGUIST 159/259. Language in the U.S.**—(Graduate students register for 259.) The multifaceted nature of language in the U.S. Social, regional, and ethnic varieties such as African American vernacular English and Appalachian English; other languages including Spanish, Native American languages, Asian American voices, and American Sign Language; and the sociolinguistic situation including language attitudes and prejudices, rap and hip hop, the language of doctors and patients, and the English only and Ebonics controversies. GER:DB-SocSci

3-5 units (Rickford) not given 2005-06

**LINGUIST 160. Introduction to Language Change**—(Same as ANTHSCI 110.) Variation and change as the natural state of language. Differentiation of dialects and languages over time. Determination and classification of historical relationships among languages, and reconstruction of ancestral stages. Types, rates, and explanations of change. Parallels with cultural and genetic evolutionary theory. Implications for the description and explanation of language in general. GER:DB-SocSci  
4-5 units, Win (Kiparsky)

**LINGUIST 164. English Transplanted and Transformed**—English varieties around the world, including white vernacular dialects and creole, pidgin, and indiginized Englishes. Emphasis is on the historical circumstances of origin, linguistic characteristics, and social setting in colonial and postcolonial societies. Theoretical issues pertaining to language contact, language shift, and pidgin and creole formation.  
2-4 units, Aut (Roberts)

**LINGUIST 166. Ebonics and Other Vernaculars in Schools and Society**—The role that Ebonics and other vernaculars such as Gullah, Appalachian English, Hawaiian Pidgin, and the Caribbean Creole varieties play in schools and societies. Such vernaculars are often blamed for their speakers' difficulties with literacy and job mobility. The roles of vernaculars in the expressive fabric and social relationships of their speakers. Evidence that their potential usefulness in educational reform has been underestimated. GER:DB-SocSci  
4 units (Rickford) not given 2005-06

**LINGUIST 169. Linguistic Perspectives on American Indian Languages**—Genetic, area, and linguistic classifications of American Indian languages in social and historical context; their spoken forms and writing systems; language endangerment, preservation, and loss. Recommended: LINGUIST 1 for those enrolling for 4 units.  
3-4 units, Spr (Lillehaugen)

**LINGUIST 171/271. Structure of Japanese**—(Graduate students register for 271; same as JAPANLIT 171/271.) Linguistic analysis of the major grammatical structures of Japanese. Prerequisites: two years of Japanese. Recommended: course in linguistics.  
2-4 units, Spr (Sells)

**LINGUIST 174/274. Field Methods**—(Graduate students register for 274.) Hands-on. The methods by which linguists gather raw linguistic data about a language and begin analyzing its structure. Working with a speaker of a language not previously studied by class participants, students develop a description of key aspects of its grammar and examine methodologies for obtaining, storing, and manipulating data.  
2-4 units, Spr (Lillehaugen)

**LINGUIST 180. Introduction to Computer Speech and Language Processing**—Spoken language dialogue systems, speech recognition and synthesis, web-based question answering, and the ideas of parsing, grammars, semantic interpretation, and discourse processing. Focus is on writing scripts to use available online implementations of these applications, rather than on implementing the applications themselves. Prerequisite: CS 106B or X. GER:DB-EngrAppSci  
4 units, Aut (Jurafsky)

**LINGUIST 182/282. Human and Machine Translation**—(Graduate students register for 282.) The process of translation by professional and amateur translators, and by existing and proposed machine-translation systems; what each might learn from the others. Prerequisite: advanced knowledge of a foreign language. GER:DB-EngrAppSci  
4 units, Aut (Kay)

**LINGUIST 183/283. Programming and Algorithms for Natural Language Processing**—(Graduate students register for 283.) Construction of computer programs for linguistic processes such as string search, morphological, syntactic, and semantic analysis and generation, and simple machine translation. Emphasis is on the algorithms that have proved most useful for solving such problems. GER:DB-EngrAppSci  
3-4 units, Win (Kay)

**LINGUIST 187/287. Grammar Engineering**—(Graduate students register for 287.) Hands-on. Techniques for implementation of linguistic grammars, drawing on grammatical theory and engineering skills. Implementation of constraints in morphology, syntax, and semantics, working within a unification-based lexicalist framework. Focus is on developing small grammars for English and at least one other language. Prerequisite: basic syntactic theory or 120. No programming skills required.  
1-4 units, Spr (King, Kaplan)

**LINGUIST 188/288. Natural Language Understanding**—(Graduate students register for 288; same as CS 224U.) Machine understanding of natural language. Computational semantics (determination of sense, event structure, thematic role, time, aspect, synonymy/meronymy, causation), and computational pragmatics and discourse (coherence relations, anaphora resolution, information packaging, generation). Theoretical issues, online resources, and relevance to question answering, summarization, and inference. Prerequisites: one of LINGUIST 180, CS 224N,S; and LINGUIST 130A or B, or knowledge of logic.  
2-4 units, Win (Jurafsky, Peters)

**LINGUIST 191/291. Linguistics and the Teaching of English as a Second/Foreign Language**—(Graduate students register for 291.) Methods and techniques for teaching languages, using ideas from modern linguistics, and language acquisition theory. Focus is on teaching English, but the principles, methods, and techniques are applicable to any language. GER:DB-SocSci  
4-5 units, Win (Hubbard)

**LINGUIST 197. Undergraduate Research Seminar**—Research goals and methods in linguistics and related disciplines. Students work on a small project to define a focus for their linguistic studies and prepare for honors research. Presentations; final paper.  
2 units, Win (Levin)

**LINGUIST 198. Honors Research**  
1-15 units, Win, Spr (Staff)

**LINGUIST 199. Independent Study**  
1-15 units, Aut, Win, Spr, Sum (Staff)

**LINGUIST 200. Foundations of Linguistic Theory**—Theories that have shaped 20th-century linguistics; recurrent themes and descriptive practice.  
4 units (Kiparsky) not given 2005-06

**LINGUIST 201. Advanced Introduction to Linguistics**—Primarily for graduate students. The leading ideas of linguistic description and linguistic argumentation. The fundamental representational notions in phonology, syntax, and semantics, and the place of these notions in wider linguistic analysis.  
4 units (Zwicky) not given 2005-06

**LINGUIST 210. Phonology**—Introduction to phonological theory and analysis based on cross-linguistic evidence. Topics: phonological representations including features, syllables, metrical structure; phonological processes including assimilation and dissimilation; and phonological typology and universals.  
4 units (Anttila) not given 2005-06

**LINGUIST 211. Seminar in Phonology: Stratal Optimality Theory**—May be repeated for credit.  
1-4 units, Aut (Kiparsky)

**LINGUIST 212. Seminar in Phonology: Stress**—May be repeated for credit.  
1-4 units, Win (Anttila)

**LINGUIST 213. Seminar in Phonology: Tone**—Current issues and theoretical. Focus is on language groups of Africa, Asia, and the Americas to develop a working typology of tonal systems. May be repeated for credit.  
1-4 units, Spr (Leben)

**LINGUIST 214. Phonology Workshop**—May be repeated for credit.  
1-2 units, Aut (Kiparsky), Win (Anttila), Spr (Kiparsky)

**LINGUIST 216. Morphology**—How morphology fits into the lexicon and how the lexicon fits into grammar. Inflection and word-formation: blocking, productivity, analogy. Morphological categories. The interaction of morphology with phonology within the lexicon: level-ordering, prosodic morphology. Review of English morphology and analysis of representative material from languages with richer morphologies.

2-4 units (Staff) not given 2005-06

**LINGUIST 217. Morphosyntax**—The role of morphology in grammar: how word structure serves syntax in the expression of meaning. Universal properties and typology of morphological categories; proposals towards their principled explanation in a restrictive theory of language.

2-4 units, Win (Kiparsky)

**LINGUIST 218. Seminar in Morphosyntax: A Cabinet of Curiosities**—The morphology-syntax interface, focusing on problematic phenomena such as: inflectional categories that are multifunctional, syncretic even to the point of being barely discernible, defective, or suppletive; edge inflection; periphrasis; marker words; and distinct morphological and syntactic parsings. May be repeated for credit.

2-4 units, Aut (Zwicky)

**LINGUIST 221A. Foundations of English Grammar**—A systematic introduction to the formal analysis of English grammar using the framework of Head-Driven Phrase Structure Grammar (HPSG). Topics: feature structure modeling, lexical and phrasal organization in terms of type hierarchies and constraint inheritance, clausal types, patterns of complementation, the auxiliary system, extraction dependencies, wh-constructions, and the syntax-semantics interface.

1-4 units (Sag) not given 2005-06

**LINGUIST 221B. Studies in Universal Grammar**—Focus is on grammatical analysis of individual languages. Builds directly on the theoretical foundations presented in 221A. Topics vary each year.

1-4 units (Sag) not given 2005-06

**LINGUIST 222A. Lexicalist Foundations of Syntax**—Introductory syntax focusing on the role of the verb and the lexicon in the determination of sentence syntax. Topics: the argument/adjunct distinction, subcategorization and argument structure, motivation for a lexicalist approach, principles governing argument expression, operations on argument structure and grammatical function changing rules, unbounded dependencies, and the approach to unbounded dependencies rooted in principles of lexical expression and subcategorization satisfaction.

2-4 units (Sells) not given 2005-06

**LINGUIST 224B. Advanced Topics in Lexical Functional Grammar: Control**—Theoretical perspectives on control phenomena across different languages. May be repeated for credit.

1-4 units, Win (Bresnan)

**LINGUIST 229A,B,C. Laboratory Syntax I, II, III**—Hands-on use of methods of handling syntactic data, including corpus work on ecologically natural data and controlled experimental paradigms. Explanatory models of syntactic processing and their relation to theories of grammar. Offered jointly by the syntax faculty. May be repeated for credit.

1-4 units, A: Aut (Bresnan), B: Win (Sag), C: Spr (Bresnan, Zaenen)

**LINGUIST 230A. Introduction to Semantics and Pragmatics**—Meaning in natural language. Topics: elementary set theory; propositional logic, predicate logic, and lambda calculus, and their relation to semantic analysis; model theoretic characterizations of meaning and semantic properties of English conjunctions and determiners. Grice's theory of implicature, speech acts, Davidson's theories of logical form, and Montague grammar. Recommended: elementary logic and set theory.

2-4 units, Aut (Beaver)

**LINGUIST 230B. Semantics and Pragmatics**—Expands on 230A. Standard approaches to formal semantics (Montague grammar, DRT, and basic dynamic semantics). Analyses of semantic phenomena in these frameworks. Prerequisites: 230A; or combination of 130 and PHIL 150 and 160.

2-4 units, Spr (Peters)

**LINGUIST 232A. Lexical Semantics**—Introduction to issues in word meaning, focused primarily around verbs. Overview of the core semantic properties of verbs and the organization of the verb lexicon. Approaches to lexical semantic representation, including semantic role lists, proto-roles, and causal and aspectual theories of event conceptualization.

2-4 units, Win (Levin)

**LINGUIST 232B. Seminar in Lexical Semantics: Unaccusativity**—Emphasis is on recent work. Topics: proposed semantic determinants of unaccusativity; the status of Burzio's generalization; the crosslinguistic manifestations of unaccusativity; and case studies of unaccusative phenomena such as auxiliary selection or the causative alternation. May be repeated for credit.

1-4 units, Spr (Levin)

**LINGUIST 232C. Lexical Semantics Research Seminar**—May be repeated for credit. By arrangement.

1-2 units, Aut, Win, Spr (Levin)

**LINGUIST 234. Discourse Analysis**—The organization of language above the sentence level, and the manifestation of language in context. Practical experience in working with discourse data.

4 units (Staff) not given 2005-06

**LINGUIST 237. Seminar in Semantics: Situation Semantics**—(Same as PHIL 182.) Theory and applications of situation semantics to natural languages and the flow of information. May be repeated for credit.

1-4 units, Spr (Perry, Peters)

**LINGUIST 241. Language Acquisition II: Advanced Topics in Language Acquisition**—May be repeated for credit.

1-4 units (E. Clark) not given 2005-06

**LINGUIST 246. Psycholinguistics**—(Enroll in PSYCH 214.)

1-3 units (H. Clark) not given 2005-06

**LINGUIST 247. Seminar in Psycholinguistics**—(Same as PSYCH 227.)

2-4 units (Staff) not given 2005-06

**LINGUIST 250. Sociolinguistic Theory and Analysis**—Methods of modeling the patterned variation of language in society. Emphasis is on variation, its relation to social structure and practice, and its role in linguistic change. Intersection between quantitative and qualitative analysis, combining insights of sociology and linguistic anthropology with quantitative linguistic data. Prerequisite: graduate standing in Linguistics or consent of instructor.

4 units, Aut (Eckert)

**LINGUIST 255. Seminar in Sociolinguistics: Language Ideology**—Recent developments in cultural and anthropological theory have led to the reconceptualization of topics in sociolinguistics such as language attitudes. Differences and complementarities between the individual, psychology-oriented language attitudes approach and the macro-social, theory-based language ideologies approach. Emerging schools of language ideology, and how they can be integrated with the study of variation. May be repeated for credit.

2-4 units, Spr (Mendoza-Denton)

**LINGUIST 258. Analysis of Variation**—The quantitative study of linguistic variability in time, space, and society emphasizing social constraints in variation. Hands-on work with variable data. Prerequisites: 105/205 and 250, or consent of instructor.

4 units, Spr (Eckert)

**LINGUIST 260A. Historical Morphology and Phonology**—Sound change and analogical change in the perspective of linguistic theory. Internal and comparative reconstruction.

4 units, Spr (Kiparsky)

**LINGUIST 260B. Historical Morphosyntax**—Morphological and syntactic variation and change. Reanalysis, grammaticalization. The use of corpora and quantitative evidence.

2-4 units (Kiparsky) not given 2005-06

**LINGUIST 279. Quantitative and Probabilistic Explanation in Linguistics**—Capturing the soft constraints inherent in linguistic systems, based on quantitative evidence obtained from linguistic corpora. Computer tools for collecting and modeling data. Emphasis is on syntax.

*3-4 units (Manning) not given 2005-06*

**LINGUIST 280. Natural Language Processing**—(Same as CS 224N.) Methods for processing linguistic information and the underlying computational properties of natural languages. Syntactic and semantic processing from a linguistic and an algorithmic perspective. Focus is on modern quantitative techniques in NLP: using large corpora, statistical models for acquisition and interpretation, and representative systems. Prerequisites: CS 121/221 or LINGUIST 180, programming experience, familiarity with logic and probability.

*3-4 units, Spr (Manning)*

**LINGUIST 281. Speech Recognition and Synthesis**—(Same as CS 224S) Introduction to automatic speech recognition and speech synthesis/text-to-speech. Focus is on key algorithms including noisy channel model, hidden Markov models (HMMs), Viterbi decoding, N-gram language modeling, unit selection synthesis, and roles of linguistic knowledge. Prerequisite: programming experience. Recommended: familiarity with probability.

*2-4 units, Win (Jurafsky)*

**LINGUIST 285. Finite State Methods in Natural Language Processing**—Theory and available technology for finite state language processing. Applications include tokenization, phonological and morphological analysis, disambiguation, and shallow parsing.

*3-4 units, Spr (Karttunen)*

**LINGUIST 286. Text Retrieval and Web Search**—(Enroll in CS 276.)

*3 units, Aut (Manning, Raghavan)*

**LINGUIST 292. The History of Chinese**—(Enroll in CHINLIT 192/292.)

*4 units (Sun) not given 2005-06*

**LINGUIST 293. Research Seminar in Applied Linguistics**—(Enroll in EDUC 435X.) For graduate students in the schools of Education and Humanities and Sciences who are engaged in research pertaining to applied linguistic topics in original research. Topics: language policies and planning, language and gender, writing and critical thinking, foreign language education, and social applications of linguistic science. (SSPEP)

*1-4 units (Baugh) not given 2005-06*

**LINGUIST 390. M.A. Project**

*1-3 units, Aut, Win, Spr, Sum (Staff)*

**LINGUIST 394. TA Training Workshop**—For second year graduate students in linguistics.

*1 unit, Aut (Sells)*

**LINGUIST 395A,B,C. Research Workshop I, II, III**—Restricted to students in the doctoral program. Student presentations of research toward qualifying papers.

*1-2 units, A: Spr (Anttila), B: Spr (Levin), C: Sum (Staff)*

**LINGUIST 396. Research Projects in Linguistics**—Mentored research project for first-year graduate students in linguistics.

*2-3 units, Win (Staff)*

**LINGUIST 397. Directed Reading**

*1-15 units, Aut, Win, Spr, Sum (Staff)*

**LINGUIST 398. Directed Research**

*1-15 units, Aut, Win, Spr, Sum (Staff)*

**LINGUIST 399. Dissertation Research**

*1-15 units, Aut, Win, Spr, Sum (Staff)*