

# LINGUISTICS

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## **English for Foreign Students**

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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 change. 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, historical linguistics, phonology, semantics, sociolinguistics, and syntax. Faculty and visiting scholars in the Cognitive Science Group 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, and 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 A.B. include at least 50 units of course work in linguistics and related fields (typically twelve courses plus Linguistics 197, Undergraduate Research), and a short research paper. No more than twelve of the 50 units 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:

110. Introduction to Phonetics and Phonology

120. Introduction to Syntax

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

150. Language in Society, which fulfills the writing in the major requirement (WIM)

160. Introduction to Language Change, *or*, in consultation with their adviser, a course in historical linguistics or the history of a language

All majors must complete at least four core courses, including 150, Language and Society, which fulfills the writing requirement (WIM).

*Other Courses*—Other courses counting toward the unit requirement should form a coherent program and be approved by an adviser. Students select emphases from among the areas of concentration listed below (*or* design one in consultation with their adviser). Students should consult with an adviser when declaring the major, and maintain regular contact during the remainder of their Stanford career.

Of the 50 units for the major, at least 16 come from the core courses. If only four core courses are taken, Linguistics 1, Introduction to Linguistics, is required for breadth. Students must also take:

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

*Language Requirement*—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).

*Research Paper*—Students complete a short (10-15 page) primary research paper with a grade of 'B' or better by the end of their junior year (special arrangements can be made for transfer students and others who start the major late). The research paper requirement may be fulfilled in one of the following three ways:

1. Completion of a research paper project in a Linguistics course (for example, 110, Phonetics and Phonology; 124, Introduction to Formal Universal Grammar; 137, Symbolic Systems Seminar; 150, Language in Society; 182, Introduction to Typology), subject to approval of the instructor.
2. Expansion of the pilot research project in a Linguistics course (for example, 140, Language Acquisition; *or* 197, Undergraduate Research) into a research paper. Typically, students sign up for 1 additional unit of 199, Independent Study, with a faculty adviser.
3. Writing a paper in the context of a 2-3 units independent research course (199, Independent Study).

## **AREAS OF CONCENTRATION**

Students select one of the following areas of concentration or develop one themselves. All areas of concentration should be designed in advance in consultation with an undergraduate adviser in Linguistics. See the department's web pages for details.

General Linguistics (all five core courses required)

Language and Society

Language Specialization

Language Structures

## MINORS

Requirements for the minor include at least 28 units of course work (typically seven courses) in linguistics and related fields. The minor consists of:

1. Linguistics 1, Introduction to Linguistics
2. Two out of the following five Linguistics core courses:
  - 110. Introduction to Phonetics and Phonology
  - 120. Introduction to Syntax
  - 130A. Introduction to Linguistic Meaning, or 130B. Introduction to Lexical Semantics
  - 150. Language in Society
  - 160. Introduction to Language Change (or, in consultation with their adviser, a course in historical linguistics or the history of a language)
3. At least four other courses. 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.

Students should work out a coherent program in advance in consultation with a Linguistics undergraduate adviser who should ascertain that the courses chosen are offered during the time of anticipated enrollment. The courses counting toward the minor must be incremental units beyond those needed to satisfy the major. They should form a coherent program, and are subject to approval by the Linguistics Undergraduate Studies Committee.

## 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 '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, 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 Linguistics 199, Independent Study, to work closely with one of the advisers on the research project. In Winter and Spring quarters, honors students register in 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 A.M.

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 and criteria, see the department's web pages.

## 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 A.M. and Ph.D. Degrees" for further particulars concerning these requirements.

1. *Courses*: candidates must complete a minimum of 40 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 'B' for all degree program course work.

2. *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.
3. *Thesis or Thesis Project*: a research paper supervised by a committee of three faculty (normally fulfilled by up to 6 units of Linguistics 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 A.M. and Ph.D. Degrees" for further particulars concerning these requirements.

1. *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.

2. *Courses*: a minimum of 80 units of graduate work beyond the A.B. or B.S. exclusive of dissertation units or, beyond the A.M., 40 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 '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 395A,B, Research Workshop (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 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; students on University fellowships teach four quarters.
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 three 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 399).

#### Ph.D. MINOR

1. **Courses:** the candidate must complete 30 units of course work in linguistics at the 100 level or above, including 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, 18 of which must be taken in two disciplines outside of linguistics. The list of approved courses can be obtained from the Cognitive Science program located in the Department of Psychology.

## COURSES

(WIM) indicates that the course meets the Writing in the Major requirements.

The Department of Linguistics administers the Program in English for Foreign Students. Course offerings follow the Linguistics courses listed below.

## LINGUISTICS

Courses with two-digit numbers are designed primarily for pre-majors. Courses with 100-level numbers are designed for majors, minors, and A.M. and Ph.D. minor candidates in Linguistics. Those with numbers 200 and above are primarily for graduate students, but with the 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:

- 00-04 General
- 05-19 Phonetics, Phonology, and Morphology
- 20-39 Syntax, Semantics, and Pragmatics;  
Mathematical and Computational Linguistics
- 40-49 Language Acquisition and Psycholinguistics
- 50-59 Sociolinguistics
- 60-69 Language Change, Language, and Culture
- 70-84 Linguistic Analysis of a Language
- 85-94 Methods
- 95-99 Directed Work, Theses, Dissertations

**1. Introduction to Linguistics**—Introduction to the scientific study of language as a cognitive and social instrument. Topics: the sound patterns

of languages, the structure of words and sentences, analysis of meaning; how children acquire language, how languages change, similarities and differences among languages, dialect variation; applications of linguistics. Additional 1-unit sections devoted to particular languages may be offered. GER:3b (DR:9)

*4 units, Win (Leben)*

**2. Language and Linguistics**—Introduction to linguistics. Readings from *The Language Instinct*, and presentations by Stanford scholars. Prerequisite: consent of instructor.

*1 unit, Win (Beaver)*

**15Q. Stanford Introductory Seminar: Rhythm in Language, Poetry, and Music**—Preference to sophomores. The rhythmic properties of speech and music, converging in songs and poetry. How metrical texts are built and how linguistic prominence is aligned with musical beats. Traditional and contemporary English verse forms: rap, and a selection of non-Western oral and written poetry. Goal is to explore the interplay of convention and natural form in verbal art. GER:3a (DR:7)

*3 units, Win (Kiparsky)*

**17Q. Stanford Introductory Seminar: Slips of the Tongue**—Preference to sophomores. Slips of the tongue and other types of linguistic mistakes, using collections of real-life errors as windows on how languages are structured and used.

*3 units, Win (Zwicky)*

**30N. Stanford Introductory Seminar: Language and Law**—Preference to freshmen. What special properties does the language of legislation have? How is language used in the courtroom, especially in interrogation of witnesses. What legal protections and constraints are there on language? Discussion of the 1st and 14th amendments, official English legislation, regulation of bilingual education. GER:3b (DR:9)

*4 units, Spr (Traugott)*

**34Q. Stanford Introductory Seminar: Language of Advertising**—Preference to sophomores. Focus is on the use of language in advertising and on the structural organization of adverts or commercials. Student examples are used as a basis for discussion and discovery. What aspects of language used in advertising are effective, and why? How are adverts or commercials structured? What is the relation between the language and the images? What kinds of language (e.g., formal, informal, highly colloquial) are used in what kinds of advertising? Can advertising overstep the normal bounds of language use? Is advertising considered (by consumers) to be part of normal communication patterns? GER:3b (DR:9)

*3 units, Aut (Sells)*

**35Q. Stanford Introductory Seminar: Computers and Human Language**—Preference to sophomores. Will computers use natural language to understand, communicate, or translate? Why is language processing difficult? How like a human must one be to understand human language? Conclusions of importance for machine translation, talking robots, and other technologies. The value of modern linguistic science for such technologies, and its limitations.

*3 units (Hubbard, Kay) alternate years, given 2001-02*

**44N. Stanford Introductory Seminar: Living with Two Languages**—Preference to freshmen. The nature of bi- and multilingualism, with emphasis on the social and educational effects in the U.S. and worldwide, in individual vs. society, and in the child and the adult. The social, cognitive, psycholinguistic, and neurological consequences of bilingualism. Participation in planning and carrying out a survey of language use on campus to establish the language background, range of languages spoken, contexts of use, and general attitudes towards each language used. GER:3b (DR:9)

*3 units, Spr (E. Clark)*

**62. History of the English Language**—(Same as English 102.) The evolution of English in Britain and the U.S. from Anglo-Saxon times to the present; colonial and post-colonial English; the use of English world wide. Emphasis is on issues in standardization, contact, the development of English pidgins and creoles, and of African American Vernacular English. GER:3a (DR:7)

3-5 units, *Spr (Traugott)*

**64. Development of Englishes Around the World**

3-5 units (*Traugott*) alternate years, given 2001-02

**70. Structure of English Words**—(Graduate students register for 270.) Analysis of vocabulary to determine word meanings. Goals: to increase vocabulary, and by discovering the principles behind changes in pronunciation and meaning, to take the mystery out of the processes that have made our vocabulary what it is today. Optional practicum for 5 units. GER:3a (DR:7)

4-5 units, *Spr (Leben)*

**72. The Language of Short Stories**—(Same as English 105.) Close reading of 20th-century British and American short stories, emphasizing perspective. Introduction to recent works in discourse analysis and conversational structure, as they inform the reading of fiction, GER:3a (DR:7)

3-5 units, *Win (Traugott)*

**73. African American Vernacular English**—Survey of 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'), and its educational implications. GER:3b,4b (DR:3 or 9)

3-5 units (*Rickford*) alternate years, given 2001-02

**77. The Literary History of American English**—The development of American English and ideas around "standard" and "literary," with emphasis on 19th- and early 20th-century writings. Possible topics: American periodicals, dialect literature, folktales, regional literary standards, childrens' literature, and women's ways of conversing in print.

5 units (*Heath*) alternate years, given 2001-02

**78. Language and Literary Theory**—Examination of the central role in the linguists' understanding of language structures and uses and grammatical processes, which have played a role in the development of literary criticism and theory. The ways literary language layers affect meaning through genre, imagery, voice, narration, and incorporation of more than one language or dialect.

5 units (*Heath*) alternate years, given 2001-02

**85. Introduction to Teaching English as a Second Language**—Practical approach to teaching English to non-native speakers, focusing on a survey of the features of English which present particular difficulties. Preparation of lessons, practice answering questions, and tutoring of an individual learning to speak English.

3-4 units, *Spr (McChesney)*

**86. Practicum in Teaching English as a Second Language**—Observation and participation in an English as a second language class on a regular basis. Weekly workshop in course planning. Prerequisite: 189, or concurrent enrollment in 85.

1-2 units, *Spr (McChesney)*

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

4 units, *Win (Reetz)*

**110. Introduction to Phonetics and Phonology**—Introduction to the study of sounds as part of language. Survey of the sounds of the world's languages; practice in producing and perceiving them. The theory of the sound patterns of languages, and analysis of phonological data. GER:2a (DR:5)

4 units, *Spr (Leben)*

**120. Introduction to Syntax**—Analyses of various 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:3b (DR:9)

4 units, *Aut (Sag, Sells)*

**121. Intermediate Syntax**

4 units (*Staff*) alternate years, given 2001-02

**124. Introduction to Formal Universal Grammar**—(Graduate students register for 224A.) Study a formal model of universal grammar explicitly designed 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 more familiar European languages. General issues such as universal grammar design, analytic problems from a variety of natural languages. Prerequisites: introduction to syntax and some familiarity with logic or other symbolic systems, or consent of instructor.

4 units, *Aut (Bresnan)*

**130A. Introduction to Linguistic Meaning**—Linguistic meaning and its role in communication. Students learn how diagnostic tests can be used to categorize and separate various semantic phenomena (e.g., 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. For those who have not taken logic (e.g., Philosophy 159), an associated pass/fail 1-unit self-study lab is offered using *Tarski's World*. Prerequisite: 120 or consent of instructor.

4 units (*Staff*) alternate years, given 2001-02

**130B. Introduction to Lexical Semantics**—Introduction to basic issues in the linguistic study of word meaning. Focus is on the core semantic properties and internal organization of three of the major word categories in natural languages: verbs, adjectives, and nouns. GER:3b (DR:9)

4 units, *Win (Levin)*

**138. Introduction to Computational Linguistics**—(Graduate students register for 238.) Introduction to the computational aspects of basic linguistic processes in morphology, syntax, and semantics. Study of key algorithms for parsing, generation, etc., and practical systems for such tasks as machine translation and information retrieval. Recommended: some programming experience. GER:2b (DR:6)

4 units, *Aut (Kay)*

**140. Language Acquisition I**—(Graduate students register for 240.) Survey of the present knowledge of processes of language acquisition from a linguistic point of view. Recent and past literature. GER:3b (DR:9)

4 units, *Aut (E. Clark)*

**144. Introduction to Cognitive Science**—The history, foundations, and accomplishments of the cognitive sciences, including presentations by leading Stanford researchers in Artificial Intelligence, Linguistics, Philosophy and Psychology. An overview of the issues addressed in the Symbolic Systems major.

4 units, *Spr (Beaver)*

**145. Language and Thought**—(Enroll in Psychology 131.)

4 units, *Aut (Clark)*

**146. Language and Gender**—Survey of the literature on how gender influences language use. Topics: differences in men's and women's speech styles, how these are acquired, how gender influences spoken vs. written language; the interaction of class and gender in language. GER:4c (DR:†)

*4 units, Aut (Hall)*

**146B. Language and Gender in Contemporary American Fiction**—(Same as English 104C.)

*3 units, Win (Heath)*

**150. Language in Society**—The ways in which language and society affect each other. Social dialects, class, ethnic, and gender differences in speech. Prestige and stigma associated with different ways of speaking; the official English movement. Stylistic variation; how speakers adapt their language to different audiences and different social contexts. For additional units, optional public service internship in an organization dealing with linguistic minorities or language-related issues (bilingual education or language rights), focusing on the field experience. GER:3b (DR:9) (WIM)

*4-5 units, Spr (Eckert)*

**153. Ebonics and other Vernaculars in Schools and Society**—The role that Ebonics and other vernacular varieties (e.g., Gullah, Appalachian English, Hawaiian Pidgin, and the Creole varieties spoken in the Caribbean and by Caribbean children in N. America) play in their speaker's schools and societies. Such vernaculars are often "blamed" for their speaker's difficulties with literacy and job mobility, but they also play vibrant roles in the expressive fabric and social relationships of their speakers, and there is evidence that their potential usefulness in educational reform has been underestimated.

*4 units, Win (Rickford)*

**159. Language and Youth Culture**—The sociocultural and linguistic studies through which urban youth have been defined and debated. Gang histories and structures, ghetto and project life, socialization of children and youth, and aesthetic expression (graffiti, vernaculars, music, drama, and pictorial art). Case study with investigations of language and culture patterns within institutions (e.g., families; schools; youth groups, including Boys' and Girls' Clubs, neighborhood basketball leagues, etc.), and "service" agencies. Emphasis is on U.S. youth, with comparative perspectives from other nations, especially with respect to language socialization.

*5 units, Win (Heath)*

**160. Introduction to Language Change**—Variation and change as the natural state of language. The differentiation of dialects and languages over time. The 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, and implications for the description and explanation of language in general. Languages as a window on prehistory: contact, migrations, and the vocabulary of ancient institutions. GER:3b (DR:9)

*4-5 units, Win (Fox)*

**165. Language, Nationalism, and Ideology**—Study of how language becomes an ingredient of nationalism and the way in which it articulates and sustains nationalist claims. Emphasis is on anthropological linguistics theory in relation to broader conceptions of language and sociolinguistic inequality.

*4 units, Spr (Hall)*

**175. African-American English in Educational Context**—(Enroll in Education 275.)

*3 units (Baugh) not given 2000-01*

**182. Introduction to Linguistic Typology**—Introduction to language universals and linguistic typology, with emphasis on classification based

on semantic, syntactic, and morphological factors. Cross-linguistic analysis of grammatical systems, and general considerations in the typological descriptions of languages.

*4 units (Sells) alternate years, given 2001-02*

**187. Field Methods**—(Graduate students register for 287.) Hands-on overview of the methods by which linguists gather raw linguistic data about a language and begin the task of analyzing its structure. Working with a speaker of a language not previously studied by class participants, students attempt to develop a description of key aspects of the grammar of the language and examine methodologies for obtaining, storing, and manipulating data.

*4 units, Win (Dukes)*

**189. Linguistics and the Teaching of English as a Second/Foreign Language**—See 289. GER:3b (DR:9)

*4-5 units, Win (Hubbard)*

**197. Undergraduate Research Seminar**—Introduction to research goals and methods in linguistics and related disciplines. Provides a forum for students to work on a small project that helps define a focus for their linguistic studies and to prepare for the junior research requirement. Presentations, discussion, and final paper.

*2 units, Win (Staff)*

**198. Honors Research**

*1 or more units, Win, Spr (Staff)*

**199. Independent Study**

*1 or more units, any quarter (Staff)*

**200. Foundations of Linguistic Theory**—Theories that have shaped 20th-century linguistics; recurrent themes and descriptive practice.

*4 units, Aut (Traugott)*

**201. Foundations of Linguistic Analysis**—Primarily for graduate students. Introduction to 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, Win (Sells)*

**202. The Works of Panini**—Panini's grammar of Sanskrit and the Indian linguistic tradition. Emphasis is on aspects of current theoretical interest.

*4 units, Win (Kiparsky)*

**205. Phonetics**—(Same as 105.) The study of speech sounds: how we produce them, how we perceive them, 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 consent of instructor.

*4 units, Win (Reetz)*

**206. Phonology**—Cross-linguistic treatment of stress, tone, syllable structure, and harmonic processes. Their analysis in nonlinear frameworks, including metrical and autosegmental phonology. Emphasis is on explaining phonological phenomena in Optimality Theory.

*4 units, Spr (Kiparsky)*

**207A. 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. The treatment of post-lexical morphology. Review of English morphology and analysis of representative material from languages with richer morphologies.

*4 units, Aut (Zwicky)*

**208A. Phonology Seminar**—Survey of the past few decades' worth of substantive evidence for the syllable and mora, including their potential roles as feature-bearing units, as domains over which phonological generalizations can be stated, and as ways of making boundaries. Interpreting phonological phenomena in the light of data from metrics, psycholinguistics, and phonetics. Past and present theories of the syllable and mora.

*1-4 units, Aut (Leben)*

**220. Cross-Linguistic Syntax**—The types of critical phenomena found in diverse syntactic systems and their implications for syntactic theory. Emphasis is on cross-linguistic diversity, typological variation, and their relation to general theoretical issues.

*4 units, Aut (Bresnan)*

**220C. Themes in Generative Syntax**—Examination of a theme relevant to current issues in syntax, e.g., mathematical foundations, historical antecedents, or methodologies of data collection.

*1-4 units (Staff) alternate years, given 2001-02*

**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.

*4 units, Win (Sag)*

**221B. Studies in Universal Grammar**—Selected studies focus on the in-depth grammatical analysis of individual languages. Builds directly on the theoretical foundations presented in 221A. Topics vary each year.

*1-4 units, Spr (Dukes, Sag)*

**222A. Lexical Foundations of Syntax**—Introductory syntax, focusing on the role of the verb in the determination of sentence syntax. Topics: the argument/adjunct distinction, subcategorization and argument structure, operations on argument structure vs. operations on lexical semantic representation, grammatical function changing rules, thematic hierarchies, principles governing argument expression, and unaccusativity.

*4 units, Win (Levin)*

**222B. Lexical Foundations Seminar**

*1-2 units, Spr (Levin)*

**223A. Introduction to Government-Binding Theory**—Overview of the basic structure of Government-Binding Theory, and the development of the "principles and parameters" view of syntax.

*2 units (Sells) alternate years, given 2001-02*

**223B. Introduction to the Minimalist Program**—The development of the Minimalist Program from Government-Binding Theory, and recent innovations in the approach. Prerequisite: knowledge of Government-Binding Theory.

*2 units (Sells) alternate years, given 2001-02*

**223C. Recent Works in the Minimalist Program**

*1-4 units, Aut (Sells)*

**224A. Introduction to Formal Universal Grammar**—Same as 124; see 124.

*4 units, Aut (Bresnan)*

**224B. Lexical Functional Grammar Seminar**

*1-2 units, Win (Bresnan)*

**225. Syntactic Variation**—Case studies in variation (between individual speakers, regional and social dialects, and styles) in the details of

syntactic constructions, considering implications for syntactic theory.

*1-4 units, Spr (Zwicky)*

**227A. Optimality Theoretic Syntax**—Develops Optimality Theory as a coherent framework for the study of syntax, emphasizing the typological/functional grounding of constraints with general syntax. The goal is to enable the OT framework in research. Topics vary each year, centering on issues surrounding prominence hierarchies (person, animacy, obliqueness, grammatical relations, definiteness, etc.) and their role in the syntax of case, voice, agreement, and word order.

*1-4 units, Win (Bresnan)*

**230A. Introduction to Semantics and Pragmatics**—Introduction to 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: familiarity with elementary logic and set theory.

*4 units, Win (Beaver)*

**230B. Semantics and Pragmatics**—Expands on 230A. Standard approaches to formal semantics (Montague Grammar, DRT, and basic dynamic semantics). Analyses of selected semantic phenomena in these frameworks. Prerequisites: 230A; or combination of 130 and Philosophy 159 and 160.

*1-4 units, Spr (Peters)*

**233A. 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.

*4 units, Aut (Levin)*

**233B. Semantics Seminar**—Advanced topics of current interest to students and instructor.

*1-4 units Win (Beaver)*

**233C. Semantics Seminar: Tense and Event Semantics**

*1-4 units, Spr (Condoravdi)*

**233D. Semantics Research Seminar**—Advanced topics of current interest to students and instructor.

*1-4 units, Spr (Beaver)*

**234. Introduction to Discourse Analysis**—Discussion of the methods and models of varying approaches to language beyond the sentence. Topics: information packaging, topic, and focus; discourse markers; tense and aspect; their different uses in conversation and narrative; spoken and written discourse.

*4 units (Traugott) alternate years, given 2001-02*

**235. Mathematical Linguistics**—Introduction to structures and methods from mathematical logic which are useful in linguistic theories of the structure and meaning of natural languages. Prerequisite: Computer Science 154 or consent of instructor.

*1-4 units (Peters) alternate years, given 2001-02*

**236. Corpora, Frequency, and Non-Discreteness in Syntax**—Seminar discussion of the quantitative description of syntactic phenomena based on corpus evidence. Frequency-based characterizations of syntactic constructions. Tools for searching syntactic corpora. Theoretical approaches and phenomena (subcategorization, argument structure alterations, "heavy" NP shift, etc.).

*1-4 units (Manning), alternate years, given 2001-02*

**237. Natural Language Processing**—Develops an in-depth understanding of the algorithms available for the processing of linguistic information and the underlying computational properties of natural languages. Morphological, 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, representative systems. Prerequisites: 138/238 or Computer Science 121/221, and programming experience. Recommended: basic familiarity with logic and probability.

*4 units, Spr (Manning)*

**237D. NLP Reading Seminar**

*1 unit, Aut, Win, Spr (Manning)*

**238. Introduction to Computational Linguistics**—Same as 138; see 138.

*4 units, Aut (Kay)*

**239A. Topics in Computational Linguistics**

*1-4 units (Kay) alternate years, given 2001-02*

**240. Language Acquisition I**—Same as 140; see 140.

*4 units, Aut (E. Clark)*

**241. Language Acquisition II: Lexicon and Syntax in Acquisition**—Advanced topics in language acquisition.

*1-4 units, Win (E. Clark)*

**245. Theories of Speech Perception**—How does the acoustic speech signal guide us to identify a word in our mental lexicon? Several phonetic theories (e.g., Motor Theory, Direct Realist Theory, Invariance Theory, Klatt's LAFS model, Steven's Auditory Landmarks model, etc.) try to explain how a signal is converted into linguistically relevant entities, and psycholinguistics theories (e.g., Cohort Model, Logogen Model, Neighborhood Activation Model, etc.) try to explain how words are accessed in the mental lexicon. Prerequisite: 110 or consent of instructor.

*4 units, Win (Reetz)*

**246. Psycholinguistics**—(Enroll in Psychology 214.)

*1-3 units, Spr (H. Clark)*

**247. Ethnography of Communication**

*4-5 units (Heath) alternate years, given 2001-02*

**250. Sociolinguistic Theory and Analysis**—The kinds of problems with which sociolinguists deal and the theories, models, and methods of analysis which they have developed. Emphasis is on what general linguistics might gain from the socio-linguistics approach to problems of linguistic theory and description, and linguistic change. Prerequisite: graduate standing in Linguistics or consent of instructor.

*4 units, Win (Eckert)*

**251. Pidgin and Creole Sociolinguistics**—Key issues in sociolinguistics and pidgin-creole studies, especially issues whose understanding in one field has been assisted by methods or advances in the other, including diglossia, the acts of identity model, the notion of speech community, variable rules, implicational scaling, and the scope of sociolinguistic competence.

*4 units, Spr (Rickford)*

**254. SLIC: Style, Language, Ideology, and Collaborative**—Interdisciplinary seminar addressing the intersection between linguistic and social theories. Grounded in emerging research on personal and group linguistic styles, explores the relation between these styles and linguistic, political, and social ideologies. Students have research interests in linguistic, anthropological, or other social science perspectives. Ongoing discussions of major student research projects.

*1-4 units (Staff) alternate years, given 2001-02*

**255A. Topics in Sociolinguistics Style**—Introduces the data of language variation, developing a critical approach and skills in employing the data in sociolinguistic argumentation.

*1-4 units, Win (Eckert)*

**256. Topics in Sociolinguistics: Language and Sexuality**—The role of language in the social construction and articulation of sexual identity, sexuality, and desire. Topics: divergent cultural expressions of sexual identity; gay, lesbian, and transgender discourse strategies; the discursive construction of heterosexuality; linguistic gender-bending; intersections of linguistics theory and queer theory; performativity and resignification; the place of English in emergent non-Western gay communities; and the role of sexuality in bilingualism. Ethnographies on the relationship between language and sexuality in a variety of cultures are read alongside texts in critical gender/sexuality theory.

*4 units, Win (Hall)*

**257. Narrative and Identity**—The ways identities are constructed, negotiated, and affirmed through oral narrative, particularly lifestories, personal narratives, and institutional narratives. Survey of the different approaches to the analysis of oral narrative, as developed in the ethnography of speaking, interactive sociolinguistics, conversation analysis, and linguistic and cultural anthropology. Students develop technical skills in the transcription and analysis of narrative and incorporate these skills into a final "mini-ethnography" of language and identity in a particular community.

*4 units, Spr (Hall)*

**258. Sociolinguistic Variation**—Advanced introduction to the study of linguistic variability in time, space, and society. Theoretical issues are related to social and linguistic constraints in variation, and issues and methods in the quantitative analysis of variation

*1-4 units (Eckert) alternate years, given 2001-02*

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

*4 units (Kiparsky) alternate years, given 2001-02*

**260B. Historical Morpho-Syntax**

*1-4 units, Spr (Kiparsky)*

**263. Language and Political Economy**—(Enroll in Cultural and Social Anthropology 227.)

*5 units, Aut (Inoue)*

**266. Topics in Historical Linguistics: Grammaticalization**—The kinds of issues that historical linguists address when studying grammaticalization, focusing on the theories and models currently being debated. The hypothesis of unidirectionality, the role of reanalysis in grammaticalization, and differences between grammaticalization and lexicalization.

*1-4 units (Traugott) alternate years, given 2001-02*

**270. Structure of English Words**—Same as 70; see 70.

*4-5 units, Spr (Leben)*

**273. Advanced AAVE**

*4 units, Aut (Rickford)*

**275. African-American English in Educational Context**—(Enroll in Education 275.)

*3 units (Baugh) not given 2000-01*

**277. Structure of Japanese**—Linguistic analysis of the major grammatical structures of Japanese, focusing on their salient characteristics and functions. Useful background for graduate students teaching Japanese.

Prerequisites: two years of Japanese. Recommended: previous course in Linguistics.

*4 units, Aut (Matsumoto)*

**281. Japanese Pragmatics**—(Enroll in Asian Languages 281.)

*4 units (Matsumoto) not given 2000-01*

**286. Sociolinguistic Field Methods**—Overview of and practice in the principal methods of data collection in sociolinguistics, with an assessment of their strengths and weaknesses.

*4 units (Rickford) alternate years, given 2001-02*

**287. Field Methods**—Same as 187; see 187.

*4 units, Win (Dukes)*

**289. Linguistics and the Teaching of English as a Second/Foreign Language**—(Same as 189.) Methods and techniques for teaching languages, using ideas from modern linguistics, and language acquisition theory. Focus is on teaching English, but the principles underlying methods and techniques discussed are applicable to teaching any language.

*4-5 units, Win (Hubbard)*

**290. Introduction to Linguistics for Educational Researchers**—(Enroll in Education 289.)

*4 units, Aut (Baugh)*

**291. Structure of Chinese**—Introduction to the grammatical structure of Chinese, focusing on syntax and semantics. Designed to help students, who have had one year or more of modern Chinese, develop a sophisticated knowledge of Chinese grammar. Prerequisite: 3 or equivalent, or consent of instructor.

*4 units, Spr (Sun)*

**292. The History of Chinese**—(Enroll in Asian Languages/Chinese 192/292.)

*4 units (Sun) not given 2000-01*

**295. The History and Structure of Modern Russian**—The major changes in the structure of the Russian language over the last millennium: interaction with Old Church Slavic, sound changes, simplification of the noun, the rise of verb prefixation and the modern system of aspect, and stylistic differentiation and interaction. Prerequisite: three years of language study, or consent of instructor.

*3-4 units, Aut (Schupbach)*

**360. Seminar: Theories of Narrative and Genre**—(Same as English 360.)

*4-5 units, Aut (Heath)*

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

**395A.** *1-2 units, Spr (E. Clark)*

**395B.** *1-2 units, Spr (Sells)*

**397. Directed Reading**

*1-5 units, any quarter (Staff)*

**398. Directed Research**—Research at pre-dissertation level.

*1-6 units, any quarter (Staff)*

**399. Dissertation Research**

*1-15 units, any quarter (Staff)*

**435A. Research Seminar in Applied Linguistics**—(Enroll in Education 435X.)

*1-4 units, Spr (Baugh)*

## ENGLISH AS A SECOND LANGUAGE

(683-699)

These courses represent offerings for non-native speakers in Autumn, Winter, and Spring quarters. Enrollment in one or more courses may be required of, or recommended to, current graduate students from other countries after they have taken the English screening examination. To enroll, students must come to the English for Foreign Students office the first day of each quarter.

During the Summer Session, courses in spoken and written English are offered. Two six-week intensive courses are also offered during the summer. Summer visitors must apply directly to the EFS program.

**690A. Interacting in English**—Strategies for effective interaction in academic settings. Emphasis is on functional language used in typical university settings, including active listening, asking questions, and contributing ideas and opinions. Activities include simulation and discussion, with feedback on pronunciation, grammar, and usage.

*3 units, Aut (Hubbard)*

**690B. Academic Discussion**—The refinement and practice of discussion skills, with attention to pronunciation, grammar, and appropriateness for specific tasks. Preparation for effective participation in the classroom and research group communication. Detailed feedback on pronunciation, grammar, and usage. Prerequisite: 690A or consent of instructor.

*3 units, Aut, Win, Spr (Rylance, Staff)*

**691. Oral Presentation**—For advanced graduate students. Practice in academic presentation skills; strategy, design, organization, and use of visual aids. Focus is on improving fluency and delivery style, with videotaping for extensive feedback on language accuracy and usage. Prerequisite: 695 or consent of instructor.

*3 units, Win, Spr (Rylance, Mawson, Staff)*

**692. Speaking and Teaching in English**—For non-native speakers who must teach in English. Focus is on developing clarity, intelligibility, and effectiveness through weekly presentations simulating actual teaching assistant responsibilities.

*1-3 units, Aut, Spr (McChesney, Rylance)*

**693A. Listening Comprehension**—Strategies for effective listening in an academic setting, focusing on identifying key ideas in lectures. Practice in understanding words and phrases commonly encountered in classroom settings. Work with computer-based exercises promotes comprehension of rapid, natural speech.

*3 units, Aut (Hubbard, Staff)*

**693B. Listening and Communication**—The development of listening strategies and vocabulary for understanding English in a variety of academic and non-academic contexts. Discussion and interpretation improve comprehension of communicative intent. Computer-based, video exercises, plus an individual project. Prerequisite: 693A or consent of instructor.

*3 units, Aut, Win (Hubbard, Rylance)*

**694A. The Language of Interpersonal and Professional Relationships**—For advanced graduate students. Analysis and practice of communicative intent in interpersonal relationships. Use of indirectness, assertiveness, humor. Prerequisite: 693A,B or consent of instructor.

*3 units, Win (McChesney, Staff)*

**694B. Communication Strategies in Professional Life**—For advanced graduate students. Task-based practice of language appropriate for professional settings such as consulting, startups, and related teamwork. Simulation of the roles of manager, applicant, subordinate, and co-worker. Prerequisite: 693A, 694A, or consent of instructor.

*3 units, Spr (McChesney)*



**695A. Pronunciation and Intonation**—Recognition and practice of American English sounds, stress, and intonation patterns for greater comprehension and intelligibility. Analysis of problem areas. Biweekly tape assignments and tutorials.

*3 units, Aut, Win, Spr (Mawson, Staff)*

**695B. Advanced Pronunciation and Intonation**—Continuation of 695A, focusing on American English sounds, stress, rhythm, and intonation patterns. Emphasis is on self-monitoring, integrated with short presentations. Biweekly tape assignments and tutorials. Prerequisite: 695A.

*2 units, Win, Spr (Mawson)*

**698A. Writing Academic English**—Preparation of graduate students to write academic papers; emphasis is on fluency, organization, documentation, and appropriateness for specific writing tasks required in course work.

*3 units, Aut, Win, Spr (McChesney, Rylance)*

**698B. Advanced Graduate Writing**—For graduate students experienced in English writing and currently required to write for courses and research. Class meetings and frequent individual conferences. Prerequisite: 698A.

*3 units, Aut, Win, Spr (Hubbard, Staff)*