

LINGUISTICS

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

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, 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. 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 related fields (typically twelve courses plus LINGUIST 197, Undergraduate Research Seminar), 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:

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 consultation with the adviser, a course in historical linguistics or the history of a language

All majors must complete at least four 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 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, LINGUIST 1, Introduction to Linguistics, is required for breadth. Students 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.)

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.

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—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 lan-

guage study at Stanford, and complete at least two courses in Chinese linguistics, one of which must be at the 200 level, from among:

CHINGEN 73/173. Chinese Language, Culture, and Society
CHINLIT 191/291. The Structure of Modern Chinese
CHINLIT 192/292. The History of Chinese

2. 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, from among:
JAPANGEN 71N. Language and Gender in Japan
JAPANLIT 177/277. The Structure of Japanese
JAPANLIT 281. Japanese Pragmatics
3. 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 from among:
SPANLIT 203. History of the Spanish Language
SPANLIT 205. Dialectology of the Spanish Language
SPANLIT 206. Spanish Use in Chicano Communities
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 seven courses) in linguistics and related fields. The minor consists of:

1. LINGUIST 1. Introduction to Linguistics
2. 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 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 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 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 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 M.A. and Ph.D. Degrees" for further particulars concerning these requirements.

1. *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 'B' for all degree program coursework.
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 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.

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 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 '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 (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.
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 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, 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 satisfies the Writing in the Major requirement.

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

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 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:

- 1- 4 General
- 5-19 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

LINGUIST 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

4 units, Win (Bender)

LINGUIST 11N. Accents of English—Stanford Introductory Seminar. Preference to freshmen. Introduction to the study of accents of English. Topics: describing and producing the speech sounds that differentiate accents, overview of accents in the U.S., historical origins of differences between accents, and attitudes towards accents. Students produce a description of an accent of English. GER:3b

3 units, Spr (Flemming)

LINGUIST 12Q. You Can't Say That! Usage and Prescriptive Grammar—Stanford Introductory Seminar. Preference to sophomores. Prescriptions about language, both spoken and written; opinions about which choices are best or standard, from sometimes conflicting authorities. Case studies in modern English, using dictionaries, usage manuals, popular writing on language, and research on actual usage.

3 units, Spr (Zwicky)

LINGUIST 30N. Language and Law—Stanford Introductory Seminar. 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 such topics as the 1st and 14th amendments, human rights laws protecting language, and trade name copyright. GER:3b

3 units, Aut (Traugott)

LINGUIST 34N. Language of Advertising—Stanford Introductory Seminar. Preference to sophomores. Focus is on the use of language in advertising and on the structural organization of commercials. What aspects of language used in advertising 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? Can advertising overstep the normal bounds of language use? Is advertising considered by consumers to be part of normal communication patterns? GER:3b

3 units, Win (Leben)

LINGUIST 62. History of the English Language—(Same as ENGLISH 171.) The evolution of English in Britain and the U.S. from Anglo-Saxon times to the present; colonial and postcolonial English; the use of English worldwide. Emphasis is on issues in standardization, contact, the development of English pidgins and creoles, and of African American vernacular English. GER:3a

3-5 units, Spr (Traugott)

LINGUIST 70. Structure of English Words—(Graduate students register for 270.) Patterns of structure and meaning in English vocabulary. Goals are to increase vocabulary, and to take the mystery out of the processes that have made vocabulary what it is today by discovering the principles behind changes in pronunciation, structure, and meaning. Students taking optional practicum register for 5 units. GER:3a
4-5 units, Spr (*Leben*)

LINGUIST 72. The Language of Short Stories—(Same as ENGLISH 171G.) British and American short stories, emphasizing perspective. Introduction to recent works in discourse analysis and conversational structure, as they inform the reading of fiction.
3-5 units, not given 2002-03

LINGUIST 73. African American Vernacular English—(Graduate students register for 273.) 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.
3-5 units, not given 2002-03

LINGUIST 85. Teaching Spoken English—Practical approach to teaching English to non-native speakers. Survey of both teaching principles and the features of English which present particular difficulties. Preparation of lessons, practice teaching in class, and tutoring of non-native speaker.
3-4 units, Spr (*Shabrami*)

LINGUIST 105. Phonetics—(Graduate students register for 205.) The study of speech sounds: how they are produced and perceived, 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: equivalent of 110 or consent of instructor.
4 units, Win (*Flemming*)

LINGUIST 110. Introduction to Phonetics and Phonology—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:3b
4 units, Spr (*Leben*)

LINGUIST 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
4 units, Aut (*Bender; Wasow*)

LINGUIST 124A. 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*)

LINGUIST 128. 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. Introduce and develop syntax through the syntactic analysis of spontaneous spoken conversations as well as 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.
4 units, Win (*Bresnan, Zaenen*)

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. For those who have not taken logic (such as PHIL 159), an associated credit/no credit 1-unit self-study lab is offered using *Tarski's World*. Prerequisite: 120 or consent of instructor.
4 units, Win (*Peters*)

LINGUIST 130B. Introduction to Lexical Semantics—Basic issues in the linguistic 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.
4 units, alternate years, given 2003-04

LINGUIST 130C. Logic Laboratory—Typically taken in conjunction with 130A and/or 230A.
1 unit, Win (*Peters*)

LINGUIST 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:3b
4 units, Aut (*Kay*)

LINGUIST 139M. Machine Translation—(Graduate students register for 239M.) Examination of human translation of different kinds of text to assess where the main challenges lie. The history of machine translation to show how those challenges have been addressed from the perspectives of linguistics, artificial intelligence, and program design. Principal commercial translation systems and some approaches still being researched. Knowledge of a language other than English would be advantageous.
4 units, Win (*Kay*)

LINGUIST 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
4 units, Aut (*E. Clark*)

LINGUIST 144. Introduction to Cognitive Science—(Same as SYMB-SYS 100, 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:3b
4 units, Spr (*Beaver; Greeno, Wasow*)

LINGUIST 145. Language and Thought—(Enroll in PSYCH 131.)
4 units, Aut (*H. Clark*)

LINGUIST 146. Language and Gender—The influence of gender on language use, and the role of language in the construction of gender. Gender as more than the common focus on male-female differences; exploring gender as it interacts with other aspects of social practice (e.g. class, race, ethnicity, age). Work with language data to explore hypotheses about the interaction of language and gender. Gender and language as social practice. No previous knowledge of linguistics required. GER: 3b,4c
4 units, Win (*Eckert*)

LINGUIST 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 (WIM)

4-5 units, Spr (Bender)

LINGUIST 151. Pidgin and Creole Sociolinguistics—(Graduate students register for 251.) Introduction to pidgins and creoles, organized around the three 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, Portugesem Chinook, Motu, and Sango.

4 units, Spr (Rickford)

LINGUIST 152. Language and Adolescence—Adolescents are generally believed to have their own way of speaking relating directly to their life stage. Adolescence as a cultural construct, and the role of language use in this construct. Readings focus on real use data.

4 units, Aut (Eckert)

LINGUIST 153. 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 their speakers' schools and societies. Such vernaculars are often blamed for their speakers' difficulties with literacy and job mobility, but they play 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, Aut (Rickford)

LINGUIST 154. Styles and Registers—(Graduate students register for 254.) Variation in language according to context, focusing primarily on syntax. What influences the choice of one alternative over others? Theoretical issues: Do people have alternative grammars for different occasions? Are some of these choices matters of grammar at all? Each student investigates one set of choices in detail.

1-4 units, not given 2002-03

LINGUIST 156. Language Policy and Planning: National and International Perspectives—(Enroll in EDUC 335X.)

3 units (Staff) not given 2002-03

LINGUIST 157. Language as a Public Concern—(Graduate students register for 257.) Why does language sometimes become an issue of general public concern? How does language serve as a proxy for larger social questions? Recent American language controversies, including the attacks on linguistic permissivism of the 60s, the debates over PC language over the past 20 years, the English-only movement, and the flap over Ebonics in the late 90s. 18th- and 19th-century controversies about language in British and American society, and analogous controversies in other nations including France, Germany, and Canada.

4 units, Spr (Nunberg)

LINGUIST 160. Introduction to Language Change—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:3b

4-5 units, Win (Traugott)

LINGUIST 166. Topics in Historical Linguistics: Grammaticalization—(Graduate students register for 266.) The kinds of issues that historical linguists address when studying grammaticalization, focusing on the theories and models currently being debated. The hypothesis of

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unidirectionality, the role of reanalysis in grammaticalization and lexicalization.

2-4 units, Spr (Traugott)

LINGUIST 175. African American English in Educational Context—(Enroll in EDUC 175.)

3 units, not given 2002-03

LINGUIST 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, not given 2002-03

LINGUIST 189. Linguistics and the Teaching of English as a Second/Foreign Language—(Graduate students register for 289.) 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 are applicable to teaching any language. GER:3b

4-5 units, Win (Hubbard)

LINGUIST 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 (E. Clark)

LINGUIST 198. Honors Research

1-15 units, Win Spr (Staff)

LINGUIST 199. Independent Study

1-15 units, any quarter (Staff)

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

4 units, Aut (Kiparsky)

LINGUIST 201. Advanced Introduction to Linguistics—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 (Zwicky)

LINGUIST 202. Paninian Linguistics—Panini's grammar of Sanskrit and the Indian linguistic tradition. Emphasis is on aspects of current theoretical interest.

1-4 units, not given 2002-03

LINGUIST 203. Research Methods in Linguistics—Introduction to current research methods in linguistics through presentations and in-class, hands-on exercises. Topics include use of corpus data, extraction of suitable data from corpora, use of human subjects, experimental design, and elicitation and observation in the field and laboratory. Primarily for first year Ph.D. students in Linguistics; also open to M.A. students.

3 units, Aut (Staff)

LINGUIST 204. Philosophy of Linguistics—(Same as PHIL 285, SYMBSYS 204.) Philosophical issues raised by contemporary linguistic theory. Topics include Chomsky's internalism, the competence/performance distinction, explanation and methodology in linguistics.

2-4 units, Win (Wasow)

LINGUIST 205. Phonetics—(Same as 105; see 105.)

4 units, Win (Flemming)

LINGUIST 206. Phonology—Introduction to phonological theory and analysis. Topics: core concepts of phonology, optimality theory, the theory of phonological representations, including features, syllables, metrical structure. Based on cross-linguistic studies of syllable structure, tone, assimilation, and stress.

4 units, Spr (Flemming)

LINGUIST 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, Win (Kiparsky)

LINGUIST 207B. 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, not given 2002-03

LINGUIST 208A. Topics in Phonology: Tone and Pitch Accent—The phonology of tone in different types of language, including purely tonal systems and so-called pitch accent systems. The relationship between tone and intonation in tonal and non-tonal languages.

1-4 units, Win (Leben)

LINGUIST 208B. Topics in Phonology

1-4 units, Win (Flemming)

LINGUIST 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, not given 2002-03

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.

4 units, not given 2002-03

LINGUIST 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, not given 2002-03

LINGUIST 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.

2-4 units, Win (Levin)

LINGUIST 222B. Lexical Foundations Seminar—Continuation of 222A. Case studies.

2-4 units, Spr (Levin)

LINGUIST 224A. Introduction to Formal Universal Grammar—(Same as 124A; see 124A.)

4 units, Aut (Bresnan)

LINGUIST 224B. Advanced Topics in Lexical Functional Grammar—A formal model of universal grammar explaining radical crosslin-

guistic variation in syntactic structure. Advanced topics: lexical mapping theory, X' theory and nonconfigurationality, lexical integrity, and complex predicates.

1-4 units, Win (Bresnan)

LINGUIST 225A. Syntactic Variation—Case studies in variations (between individual speakers, regional and social dialects, and styles) in the details of syntactic constructions, considering implications for syntactic theory.

1-4 units, not given 2002-03

LINGUIST 225C. Construction Grammar Seminar—Systematic development of a framework of concepts and assumptions for syntax, taking the notion of construction as central; articulation with other components of grammar, especially morphology; discussion of alternative approaches to formalizing the framework.

1-4 units, Aut (Zwicky)

LINGUIST 227B. Research Seminar on Optimization in Grammar

1-4 units, Spr (Bresnan)

LINGUIST 228. Real English: The Syntax of Language Use—(Same as 128; see 128.)

4 units, Win (Bresnan, Zaenen)

LINGUIST 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)

LINGUIST 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 PHIL 159 and 160.

2-4 units, not given 2002-03

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, Aut (Levin)

LINGUIST 232B. Lexical Semantics Seminar

1-4 units, not given 2002-03

LINGUIST 233A. Semantics Seminar

1-4 units, Win (Peters)

LINGUIST 233B. Semantics Seminar: Focus

1-4 units, Spr (Beaver)

LINGUIST 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, not given 2002-03

LINGUIST 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: CS 154 or consent of instructor.

1-4 units, not given 2002-03

LINGUIST 237. Natural Language Processing—(Same as CS 224N.) 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 CS 121/221, and programming experience. Recommended: basic familiarity with logic and probability.

3-4 units, Spr (Manning)

LINGUIST 237D. Readings in Natural Language Processing

1 unit, Aut, Spr (Baldwin, Lemon, Widdows), Win (Peters)

LINGUIST 238. Introduction To Computational Linguistics—(Same as 138; see 138.)

4 units, Aut (Kay)

LINGUIST 239A. Topics in Computational Linguistics: Parsing and Generation—Algorithms used for grammar-based parsing and generation with special attention to unification-based grammars, efficient chart-based processing techniques, and metrics for performance evaluation of practical systems. Hands-on programming exercises. Prerequisite: basic knowledge of Common-Lisp. Recommended: 239E, general knowledge of another functional programming language such as C++ or Java, and a willingness to learn Common-Lisp self-study.

1-4 units, Spr (Oepen, Flickinger)

LINGUIST 239E. Topics in Computational Linguistics: Grammar Engineering—Hands-on introduction to the necessary techniques for implementation of linguistic grammars, drawing on a combination of sound grammatical theory and engineering skills. The implementation of constraints in morphology, syntax, and semantics, working within a unification-based lexicalist framework. Focus is on developing small grammars for English; also at least one other language. Prerequisite: basic knowledge of syntactic theory or 120. No prior programming skills required. Provides an appropriate background for 239A.

1-4 units, Win (Flickinger, Oepen)

LINGUIST 239F. Finite State Methods in Natural Language Processing—Introduction to the theory and available technology for finite state language processing. The applications range from tokenization to phonological and morphological analysis, disambiguation, and shallow parsing.

3-4 units, Aut (Karttunen)

LINGUIST 239I. Text Information Retrieval, Mining, and Exploitation: Basic Concepts—(Enroll in CS 276A.)

3 units, Aut (Manning, Raghavan, Schuetze)

LINGUIST 239J. Text Information Retrieval, Mining, and Exploitation: Advanced Topics—(Enroll in CS 276B.)

3 units, Win (Manning, Raghavan, Schuetze)

LINGUIST 239M. Machine Translation—(Same as 139M; see 139M.)

4 units, Win (Kay)

LINGUIST 240. Language Acquisition I—(Same as 140; see 140.)

4 units, Aut (E. Clark)

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

1-4 units, not given 2002-03

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

1-3 units, Spr (H. Clark)

LINGUIST 248. Seminar in Developmental Psycholinguistics: The Acquisition of Meaning—Approaches to children's acquisition of word meaning, with particular emphasis on feature-based approaches, a priori constraints, and pragmatics. Differences in acquisition by syntactic

category (nouns versus verbs), by semantic domain, and by conversational frame, in considering how children build up a lexical repertoire.

3-4 units, Win (E. Clark)

LINGUIST 250. Sociolinguistic Theory and Analysis—An introduction to theories of the interaction between language and social life, this course brings together social and linguistic theory. The course is built around classic articles in variation, dialectology, the ethnography of speaking, verbal interaction, language contact. Prerequisite: graduate standing in Linguistics or consent of instructor.

4 units, Win (Rickford)

LINGUIST 251. Pidgin and Creole Sociolinguistics—(Same as 151; see 251.)

4 units, Spr (Rickford)

LINGUIST 252. Language and Aging—A life-course approach to the study of sociolinguistics, examining both the effect of aging on language use and the role of language in the construction of life states and age groups.

1-4 units, not given 2002-03

LINGUIST 254. Styles and Registers—(Same as 154; see 154.)

1-4 units, not given 2002-03

LINGUIST 255. Topics in Sociolinguistics

1-4 units, Spr (Eckert)

LINGUIST 257. Language as a Public Concern—(Same as 157; see 157.)

4 units, Spr (Nunberg)

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

4 units, not given 2002-03

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

1-4 units, Aut (Kiparsky)

LINGUIST 266. Topics in Historical Linguistics: Grammaticalization—(Same as 166; see 166.)

2-4 units, Spr (Traugott)

LINGUIST 270. Structure of English Words—(Same as 70; see 70.)

4-5 units, Spr (Leben)

LINGUIST 273. African American Vernacular English—(Same as 73; see 73.)

3-5 units (Staff) not given 2002-03

LINGUIST 275. African American English in Educational Context—(Enroll in EDUC 275.)

3 units, not given 2002-03

LINGUIST 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, not given 2002-03

LINGUIST 287. Field Methods—(Same as 187; see 187.)

4 units, not given 2002-03

LINGUIST 288. Language Testing—Language performance is judged and scaled on lexical, syntactic, phonological, social, functional, and esthetic grounds. Following a review of language testing theory and practice in educational and clinical settings, each student designs, constructs, pilots, and validates a language test.

3 units, not given 2002-03

LINGUIST 289. Linguistics and the Teaching of English as a Second/ Foreign Language—(Same as 189; see 189.)

4-5 units, Win (Hubbard)

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

4 units (Sun) not given 2002-03

LINGUIST 295. The History and Structure of Modern Russian—(Enroll in SLAVLIT 195.)

3-4 units, not given 2002-03

LINGUIST 390. M.A. Project

1-3 units, any quarter (Staff)

LINGUIST 394. T.A. Training Workshop—For second-year graduate students in Linguistics.

1 unit, Aut (Levin)

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

1-2 units, A: Spr (E. Clark), B: Spr (Kiparsky)

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, any quarter (Staff)

LINGUIST 398. Directed Research

1-15 units, any quarter (Staff)

LINGUIST 399. Dissertation Research

1-15 units, any quarter (Staff)

LINGUIST 435A. Applied Linguistics—(Enroll in EDUC 435X.)

1-4 units, Spr (Baugh)

ENGLISH AS A SECOND LANGUAGE

These courses, numbered from 683-699, 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 placement examination. To enroll, students must come to the English for Foreign Students office, in Building 460, room 30, 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.

LINGEFS 690A. Interacting in English—Strategies for effective one on one interaction. Emphasis is on functional language, including active listening, asking questions, and building working relationships. Activities include simulation and discussion, with feedback on pronunciation, grammar, and usage.

1-3 units, Win (Staff)

LINGEFS 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: 693A or consent of instructor.

1-3 units, Aut, Win, Spr (Rylance, Staff)

LINGEFS 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: 695A or consent of instructor.

1-3 units, Aut, Win, Spr (Mawson, Shabrami)

LINGEFS 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, Win, Spr (Staff)

LINGEFS 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.

1-3 units, Aut (Hubbard)

LINGEFS 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 and video exercises, plus an individual project. Prerequisite: 693A or consent of instructor.

1-3 units, Aut, Win (Rylance, Shabrami)

LINGEFS 694. Communication Strategies in Professional Life—For advanced graduate students. Task-based practice of language appropriate for professional settings in industry and related teamwork. Simulation of the roles of manager, applicant, subordinate, and coworker. Prerequisite: 693A, or consent of instructor.

1-3 units, Spr (Staff)

LINGEFS 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.

1-3 units, Aut, Win, Spr (Mawson, Staff)

LINGEFS 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.

1-3 units, Win, Spr (Mawson)

LINGEFS 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.

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

LINGEFS 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.

1-3 units, Aut, Win, Spr (Hubbard, Shabrami)

This file has been excerpted from the *Stanford Bulletin*, 2002-03, pages 476-484. Every effort has been made to insure accuracy; late changes (after print publication of the bulletin) may have been made here. Contact the editor of the *Stanford Bulletin* via email at arod@stanford.edu with changes, corrections, updates, etc.