

# Linguistics

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In what ways do languages differ, and in what ways are all human languages alike? These are the basic questions that the science of linguistics seeks to answer.

In formulating hypotheses about language it has been found that languages have intricate structure at a number of different levels. Phonetics studies the sounds of speech and how they are produced and perceived. Phonology studies the principles by which the sounds of a language are organized into a system and combined into syllables and larger units. Morphology studies the principles by which smaller units of meaning are combined into words. Syntax is the study of the principles by which words are combined into larger units such as phrases and sentences. Semantics studies meaning—the meanings of words and the ways the meanings of words are related to the meanings of larger units such as the phrase, the sentence, and the discourse.

Linguists attempt to discover to what extent the principles at each level vary across languages, and to what extent they are universal.

Because language provides a window into the human mind, linguistics plays a central role in the study of human cognition and figures prominently in the field of cognitive science. We know, for example, that all normal children succeed in learning language relatively quickly at a time when their other cognitive abilities are still developing. The universal properties of human language that linguists discover can be used to provide models of this process, to explain why it occurs so rapidly, and to make specific predictions about the way it unfolds. The results of linguistic research can also be tested directly in experimental studies of how language is represented and processed in the mind (psycholinguistics) and brain (neurolinguistics). Language can also be studied in terms of its function as a cognitive system shared by an entire society; sociolinguistics investigate the ways in which the language we use is affected by our social environment.

The department of Linguistics offers a series of lower-division courses designed to introduce non-majors to the scientific study of language in the broader perspective of a liberal arts education. These are LIGN 3 (Language as a Social and Cultural Phenomenon), LIGN 4 (Language as a Cognitive System), LIGN 7 (Sign Language and Its Culture), LIGN 8 (Languages and Cultures in America), and LIGN 17 (Making and Breaking Codes). These courses may be used to satisfy the Marshall College disciplinary breadth requirement. Lower-division linguistics courses may be used to satisfy the social sciences requirement at Muir College and Revelle College, and they partially fulfill the requirements for a program of concentration in Warren College. In addition, certain linguistics courses satisfy the American Cultures requirement in Revelle College and the cultural diversity requirement in Muir College and Warren College. LIGN 17 (Making and Breaking Codes) satisfies the Thurgood Marshall Computational Skills requirement in addition to the formal skills requirement in Warren College and in the Human Development Program. Students should consult their college advising offices to determine which linguistics courses satisfy these other requirements.

Linguistics courses are relevant to a wide range of fields of study at UCSD, including anthropology, cognitive science, communication,

computer science, human development, law and society, psychology, and sociology, as well as areas such as African studies, Chinese studies, ethnic studies, Judaic studies, Latin American studies, and others. In some cases certain linguistics courses count toward a major or minor in one of these departments or programs. Students should consult with a faculty adviser in linguistics and the other department or program when deciding on their course of study.

Students are often able to participate in the UC Education Abroad Program (EAP) and UCSD's Opportunities Abroad Program (OAP) while still making progress toward the major. Students considering this option should discuss their plans with the department undergraduate adviser before going abroad. Detailed information on EAP/OAP is found in this catalog under the heading "Education Abroad Program."

The Department of Linguistics oversees the Linguistics Language Program, which offers elementary instruction in Arabic, ASL, French, German, Italian, Portuguese, and Spanish. Courses from the Language Program satisfy general education requirements, as well as the linguistics language requirement. In addition, directed self-instruction is available for a wide variety of languages through LIDS 19.

**Note:** Please check with the department office for updates concerning programs and course offerings.

## The Major Program

### General Requirements

Every linguistics major (except the language studies major) must satisfy the undergraduate language requirement and must successfully complete a minimum of twelve upper-division courses, including six required courses and at least five upper-division linguistics electives. In addition to the general major, the department offers a set of enriched major programs in various specializations.

Except for LIGN 199, no course taken on a Pass/Not Pass basis may be counted toward a linguistics major. No more than one quarter of LIGN 199 may be counted toward a linguistics major. At least six of the required upper-division linguistics courses counted toward the major must be taken in residence at UCSD. A letter grade of C– or better is required for every course counted toward a linguistics major, including courses

taken to satisfy the department's undergraduate language requirement.

### Required Linguistics Courses

Linguistics 101 is required as an introduction to the field and serves as the prerequisite to certain other courses. Students who choose a linguistics major should enroll in it as early as possible.

Every major program in linguistics (except the language studies major) must include the following required courses covering basic areas of the field:

- LIGN 101: Introduction to the Study of Language
- LIGN 110: Phonetics
- LIGN 111: Phonology I
- LIGN 120: Morphology
- LIGN 121: Syntax I
- LIGN 130: Semantics

**Students are advised to take these required courses as early as possible, since the background they provide may be needed for other upper-division linguistics courses. Check individual course listings for prerequisite information.**

### Linguistics Electives

- LIGN 104: Language and Conceptualization
- LIGN 105: Law and Language
- LIGN 108: Languages of Africa
- LIGN 115: Phonology II
- LIGN 123: Morphology II
- LIGN 125: Syntax II
- LIGN 140: The Structure of American Sign Language
- LIGN 141: Language Structures
- LIGN 142: Language Typology
- LIGN 143: The Structure of Spanish
- LIGN 144: Discourse Analysis: American Sign Language and Performing Arts
- LIGN 145: Pidgins and Creoles
- LIGN 146: Sociolinguistics in Deaf Communities
- LIGN 150: Historical Linguistics
- LIGN 160: Mathematical Analysis of Language
- LIGN 165: Computational Linguistics
- LIGN 169: Principles of Discourse and Dialog
- LIGN 170: Psycholinguistics
- LIGN 171: Child Language Acquisition
- LIGN 172: Language and the Brain
- LIGN 174: Gender and Language in Society
- LIGN 175: Sociolinguistics
- LIGN 176: Language of Politics and Advertising

- LIGN 177: Multilingualism
- LIGN 178: Second Language Teaching Methodology
- LIGN 179: Second Language Acquisition Research

### Restricted Courses

- LIGN 195: Apprentice Teaching (does not count as a linguistics elective)
- LIGN 197: Linguistics Internship
- LIGN 199: Independent Study in Linguistics
- LIGN 199H: Honors Independent Study in Linguistics

### Note to Revelle and Warren students.

*Revelle:* For Revelle College only, the classification of the linguistics major as humanities, natural science, or social science must be determined on the basis of each student's specific program. The classification of the major program will in turn determine what areas will be acceptable for the noncontiguous minor.

*Warren:* For Warren College only, any courses taken in departments other than linguistics may not overlap with the student's outside area(s) of concentration.

### Undergraduate Language Requirement

Linguistics majors must demonstrate proficiency in one foreign language.

Proficiency in a foreign language may be demonstrated in either of two ways:

1. By passing the reading proficiency examination and the oral interview administered by the Department of Linguistics in French, German, Italian, or Spanish; or
2. By successfully completing a course given at UCSD representing the fourth quarter (or beyond) of instruction in any single foreign language with a grade of C- or better.

Students are encouraged to satisfy this requirement as early as possible in order to be able to use the language for reference in linguistics courses. Students with native language competence in a language other than English may petition to have English count as satisfying the proficiency requirement.

### General Major (12 courses)

The general major in linguistics requires satisfaction of the undergraduate language requirement and successful completion of twelve upper-division courses:

- 6 required linguistics courses:
  - LIGN 101
  - LIGN 110
  - LIGN 111
  - LIGN 120
  - LIGN 121
  - LIGN 130

- 5 linguistics electives

- 1 additional linguistics elective or upper-division course in another department pertaining to the study of language

### Specialized Majors

**Every student with a specialized major must consult the faculty adviser in the Department of Linguistics to have approved an individual curricular plan to satisfy the major requirements for the option chosen.**

Each specialized major requires satisfaction of the undergraduate language requirement and successful completion of upper-division requirements as specified below. The specialization will be reflected in the wording of a degree, e.g., "B.A. in Linguistics (with Specialization in Language and Society)."

### Cognition and Language (12 courses)

- 6 required linguistics courses:
  - LIGN 101
  - LIGN 110
  - LIGN 111
  - LIGN 120
  - LIGN 121
  - LIGN 130

- 4 linguistics electives chosen from:

- LIGN 104
- LIGN 165
- LIGN 170
- LIGN 171
- LIGN 172
- LIGN 176
- LIGN 179

- 2 additional courses from linguistics or other departments subject to adviser approval.

Courses currently approved to satisfy this requirement include the following (Note: some of these courses may have prerequisites):

*Linguistics:*

Any upper-division courses (except those used to fulfill requirements A and B).

*Anthropology:*

ANBI 140: The Evolution of the Human Brain  
 ANBI 159: Biological and Cultural Perspectives on Intelligence  
 ANBI 161: Human Evolution  
 ANBI 173: Cognition in Animals and Humans

*Cognitive Science:*

COGS 101C: Cognitive Theory and Phenomena: Language and Reasoning  
 COGS 107C: Cognitive Neuroscience: Neural Bases of Cognition  
 COGS 108A: Theory of Computation and Formal Systems  
 COGS 108B: Symbolic Modeling of Cognition  
 COGS 108C: Neural Network Models of Cognition I  
 COGS 130: Everyday Cognition  
 COGS 131: Distributed Cognition  
 COGS 141: Observation, Protocol, and Discourse Analysis  
 COGS 142: Philosophy of Cognitive Science  
 COGS 150: Semantics  
 COGS 151: Analogy and Conceptual Systems  
 COGS 153: Language Comprehension  
 COGS 154: Communication Disorders in Children and Adults  
 COGS 156: Language Development  
 COGS 170: Natural and Artificial Symbolic Representational Systems  
 COGS 181: Neural Network Models of Cognition II  
 COGS 184: Modeling the Evolution of Cognition  
 COGS 191: Laboratory Research

*Computer Science and Engineering:*

CSE 133: Information Retrieval

*Philosophy:*

PHIL 110: Wittgenstein  
 PHIL 111: Quine  
 PHIL 120: Symbolic Logic I  
 PHIL 121: Symbolic Logic II  
 PHIL 134: Philosophy of Language  
 PHIL 135: Meaning and Communication  
 PHIL 136: Philosophy of Mind

PHIL 150: Philosophy of the Cognitive Sciences

*Psychology:*

PSYC 105: Introduction to Cognitive Psychology  
 PSYC 118A: Real-Time Examination of Language Processing  
 PSYC 118B: Real-Time Examination of Language Processing  
 PSYC 119: Psycholinguistics/Cognition Laboratory  
 PSYC 126: Language Development  
 PSYC 133: Brain and Cognitive Development  
 PSYC 145: Psychology of Language  
 PSYC 174: Communication Disorders in Children and Adults  
 PSYC 176: Functional Neuroanatomy  
 PSYC 185: Communication: Nonverbal and Disfluent

**LANGUAGE AND SOCIETY (12 COURSES)**

- 6 required linguistics courses
- 2 appropriate upper-division courses in other departments (especially the Departments of Anthropology, Communication, Cognitive Science, or Sociology), selected in consultation with the faculty adviser for language and society
- 1 course in sociolinguistics (by approval of the faculty adviser, may be taken in another department)
- 3 linguistics electives. Courses particularly relevant to this specialization are:
  - LIGN 105: Law and Language
  - LIGN 175: Sociolinguistics
  - LIGN 176: Language of Politics and Advertising
  - LIGN 177: Multilingualism

***Language Studies Major***

**Students majoring in language studies must consult with the language studies faculty adviser to approve an individual curricular plan.**

The language studies major is designed for students who wish to pursue the study of a particular language from a variety of perspectives. To this end, students will take courses in linguistics and literature, as well as electives in linguistics, literature, culture, and area studies. This major provides preparation for a variety of careers that make use of second language skills. Depending on the elective emphasis, these

include international business/law, teaching, translation, interpreting, linguistics, and foreign service. Each language studies major will specialize in one **language of concentration**. In principle, this could be any language other than English. However, some languages may require that some coursework be completed outside UCSD. **Hence, it is recommended that language studies majors consider a year abroad.** Students whose language of concentration is **American Sign Language** will need to consult the faculty adviser for individualized requirements; these students may also consider an exchange year at Gallaudet University.

***Requirements:***

**Lower-division preparation:**

- Two years of language instruction in the language of concentration, or equivalent proficiency
- Lower-division prerequisites for upper-division courses in the literature of the language of concentration

**Upper-division requirements:**

**Note:** At least two of the upper-division courses must be conducted in the language of concentration. Students are encouraged to increase their academic exposure to their language of concentration by taking one-unit seminars in the language and by participating in the EAP program.

- A.** 6 upper-division linguistics courses, as follows:
- LIGN 101: Introduction to Linguistics
- 3 courses chosen from:
- LIGN 104: Language and Conceptualization
  - LIGN 110: Phonetics
  - LIGN 111: Phonology I
  - LIGN 120: Morphology
  - LIGN 121: Syntax I
  - LIGN 130: Semantics
  - LIGN 150: Historical Linguistics

“Structure of” language of concentration (e.g., LIGN 143 Structure of Spanish). If no such course is available, then any upper-division LIGN course or any course from another department (e.g., literature) that deals with the structure or history of the language of concentration may be substituted (subject to faculty approval).

One additional upper-division LIGN course.

- B. 2** upper-division courses in the literature of the language of concentration
- C. 4** additional upper-division courses that deal with general linguistics, the language of concentration (e.g., literature), or the corresponding culture/area studies (e.g., anthropology, economics, history, political science, sociology), subject to approval of the faculty advisor.

Approved courses for this requirement include the following (Note: some of these courses may have prerequisites):

*Linguistics:* Any upper-division courses (except those used to fulfill requirement A).

*Literature:* Any upper-division courses related to the language of concentration (except those used to fulfill requirement B).

*Area Studies:* Approved courses are listed by language of concentration; other languages of concentration are possible in principle, but probably require coursework outside of UCSD.

#### ASL

COM/HIP 124: Voice: Deaf People in America

#### Chinese

ANRG 170: Traditional Chinese Society  
 ANRG 173: Chinese Popular Religion  
 HIEA 120: Classical Chinese Philosophy and Culture  
 HIEA 123: Food in Chinese History  
 HIEA 130: History of the Modern Chinese Revolution: 1800–1911  
 HIEA 132: History of the People's Republic of China  
 HIEA 137: Women and Family in Chinese History  
 HIEA 167: Special Topics in Modern Chinese History  
 POLI 130B: Politics in the People's Republic of China  
 POLI 131C: The Chinese Revolution  
 POLI 132B: Politics and Revolution in China and Japan  
 SOCD 158J: Religion and Ethics in China and Japan  
 SOCD 188B: Chinese Society

#### French

HIEU 129: Paris, Past and Present  
 HIEU 131: The French Revolution: 1789–1814

HIEU 153A-B: Nineteenth-Century France—Twentieth-Century France  
 POLI 120C: Politics in France

#### German

HIEU 132: German Politics and Culture: 1648–1848  
 HIEU 154: Modern German History  
 HIEU 177: Special Topics in Modern German Thought  
 POLI 120B: The German Political System  
 POLI 120D: Germany: Before, During, and After Division

#### Hebrew

ANRG 150: The Rise and Fall of Ancient Israel  
 ANRG 162: Peoples of the Middle East  
 HINE 100: The Ancient Near East and Israel  
 HINE 102: The Jews in Their Homeland in Antiquity  
 HINE 103: The Jewish Diaspora in Antiquity  
 HINE 170: Special Topics in Jewish History  
 HINE 186: Special Topics in Middle Eastern History  
 POLI 121: Middle East Politics  
 SOCD 188O: Dilemmas of Israeli Society

#### Italian

HIEU 122: Politics Italian Renaissance Style  
 HIEU 124: The City in Italy

#### Japanese

ECON 163: Japanese Economy  
 HIEA 110: Japan Through the Twelfth Century  
 HIEA 111: Japan: Twelfth to Mid-Nineteenth Centuries  
 HIEA 112: Japan: From the Mid-Nineteenth Century through the U.S. Occupation  
 HIEA 113: The Fifteen-Year War in Asia and the Pacific  
 HIEA 114: Postwar Japan  
 HIEA 115: Social and Cultural History of Twentieth-Century Japan  
 HIEA 116: Japan-U.S. Relations  
 HIEA 160: Colloquium on Modern Japanese History  
 HIEA 161: Representing Japan  
 POLI 113B: Chinese and Japanese Political Thought (I)  
 POLI 113C: Chinese and Japanese Political Thought (II)

POLI 132B: Politics and Revolution in China and Japan  
 POLI 133A: Japanese Politics: A Developmental Perspective  
 POLI 133E: Public Policy in Japan  
 SOCD 158J: Religion and Ethics in China and Japan  
 SOCD 188G: Policemen, Businessmen, and Students: Japanese Organizational Cultures

#### Russian

HIEU 134: Russia: Ninth Century to 1855  
 HIEU 156: Russia: 1855 to the Present  
 HIEU 178: Special Topics in Modern Russian History  
 POLI 126AB: Politics and Economics in Eastern Europe  
 POLI 130AA: The Soviet Successor States  
 POLI 130AD: The Politics of the Russian Revolution  
 POLI 147A: Soviet Foreign Policy  
 SOCD 188E Soviet Society

#### Spanish

ANRG 133: Politics and Modernity: Urban Cultures in Latin America  
 ANRG 134: The Cultures of Mexico  
 COM/SF 140C: Comparative Media Systems: Latin America and the Caribbean  
 COM/CUL 110: Cinema in Latin America  
 ECON 161: Latin American Economic Development  
 ETHN 132: Chicano Dramatic Literature  
 ETHN 133: Hispanic-American Dramatic Literature  
 ETHN 135A: Early Latino/a-Chicano/a Cultural Production: 1848–1960  
 ETHN 135B: Contemporary Latino/a-Chicano/a Cultural Production: 1960 to Present  
 ETHN 136: Topics in Chicano/a-Latino/a Cultures  
 ETHN 138: Chicano/a and Latino/a Poetry  
 ETHN 139: Chicano Literature in English  
 ETHN 145: Spanish Language in the United States  
 ETHN 180: Topics in Mexican American History  
 HIEU 138: Imperial Spain, 1476–1808  
 HIEU 151: Spain since 1808  
 HIEU 165: Special Topics in Early Modern Spain

HIEU 175: Selected Topics in the History of Nineteenth- and Twentieth-Century Spain  
 HILA 100: Latin America-Colonial Transformations  
 HILA 101: Latin America: The Construction of Independence 1810–1898  
 HILA 102: Latin America in the Twentieth Century  
 HILA 105: South America: Labor, Coercion, and Society in the Nineteenth Century  
 HILA 107: State and Society in Nineteenth- and Twentieth-Century Latin America  
 HILA 112: Economic and Social History of the Andean Region  
 HILA 113: Lord and Peasant in Latin America  
 HILA 114: Social History of Colonial Latin America  
 HILA 115: The Latin American City, A History  
 HILA 116: Encounter of Two Worlds: Early Colonial Latin America  
 HILA 117: Indians, Blacks, and Whites: Family Relations in Latin America  
 HILA 120: History of Argentina  
 HILA 122: Cuba: From Colony to Socialist Republic  
 HILA 131: A History of Mexico  
 HILA 132: A History of Contemporary Mexico  
 HILA 160: Topics in Latin American Colonial History, 1500–1820  
 HILA 161: History of Women in Latin America  
 HILA 162: Special Topics in Latin American History  
 HILA 166: Cuba: From Colony to Socialist Republic  
 LATI 120: Special Topics in Latin American Studies  
 THHS 109: African Heritage in Contemporary Drama: African, Caribbean, and African-American  
 THHS 110: Chicano Dramatic Literature  
 THHS 111: Hispanic-American Dramatic Literature  
 POLI 134B: Politics in Mexico  
 POLI 134C: Politics in Mexico  
 POLI 134D: Selected Topics in Latin American Politics

POLI 134G: Politics in the Andes  
 POLI 134I: Politics in the Southern Cone of Latin America  
 POLI 134N: Politics in Central America  
 POLI 134P: Organizing Women in Latin America  
 POLI 134Q: Organization, Resistance, and Protest in Latin America  
 POLI 134R: Political Parties in Latin America  
 POLI 146A: The U.S. and Latin America: Political and Economic Relations  
 POLI 146E: U.S.-Latin American Relations: Security Issues  
 SOCC 151M: Chicanos in American Society  
 SOCD 188D: Latin America: Society and Politics

### Honors Program

The department offers an honors program for outstanding students. Those students who have a 3.75 GPA in linguistics (3.25 overall) at the end of their junior year are eligible to participate. Students interested in participating in the honors program should consult with their department adviser: admission to the program requires nomination by the adviser and approval of the department faculty.

The honors program requires that two graduate linguistics courses be taken as part of the twelve required courses for the major, and further requires one quarter of LIGN 199H. During one of the two graduate courses, the student, in consultation with the instructor and a faculty adviser, will begin a substantial research project which will be continued during the quarter of 199H and will culminate in an honors paper. Responsibility for proposing possible projects and completing necessary paperwork rests with the student. Upon successful completion of the requirements the designation “with distinction,” “with high distinction,” or “with highest distinction” will appear on the student’s diploma.

### Independent Study and Directed Group Study in Linguistics for Majors

Upon presentation of a written study proposal or project, and with the consent of the instructor and the adviser, linguistics majors with at least a 3.5 GPA in the major courses may request permission to undertake independent

study in linguistics (LIGN 199). No more than one such course (to be taken Pass/Not Pass) may count toward the major.

## The Minor Program

The *Linguistics* minor consists of LIGN 101, plus six additional courses in linguistics, at least four of which must be upper-division.

For all courses counted toward the linguistics minor, the student must receive letter grades of C– or better. Courses counted toward the minor may not be taken on a Pass/Not Pass basis, except LIGN 199. Only one quarter of LIGN 199 may be counted toward the minor.

The *Language Studies* minor consists of seven courses, at least five of which must be upper-division:

*Literature:* One upper-division literature course is required in the language of concentration. This will require proficiency as well as lower-division prerequisites. Therefore, the lower-division courses of the minor may consist of prerequisites for the upper-division literature requirement. American Sign Language students may substitute a non-literature upper-division elective with approval of the faculty adviser.

*Linguistics:* LIGN 101 is required. In addition students must take either a ‘Structure of’ course (if available), or one course chosen from LIGN 104, 110, 111, 120, 121, 130, and 150.

*Other:* Two additional courses that deal with general linguistics, the language of concentration (e.g., literature), or the corresponding culture, subject to approval of the faculty adviser are required.

## The Ph.D. Program

The UCSD Ph.D. program in linguistics offers rigorous training in multiple areas of theoretical linguistics, including syntax, semantics, phonetics, phonology, and morphology. The department is particularly strong in the study of interface areas, including syntax/semantics, phonetics/phonology, and phonology/syntax. Research conducted in a variety of theoretical frameworks is integrated into the graduate curriculum. Students receive a firm foundation in both formal and cognitive/functionalist approaches to syntax and semantics. In phonology, basic training includes segmental and autosegmental phonology, constraint-based phonology, syllable theory, metrical theory, and theories of the



phonology-morphology interface. The first two years of graduate study are devoted primarily to gaining a strong background in these core theoretical areas.

This theoretical strength of the department is matched by strength in both language study and experimental science. The range of languages represented in faculty research encompasses American Sign Language (ASL), Bantu, Caucasian, Chinese, Finno-Ugric, Germanic, Persian, Romance, Semitic, Slavic, and Uto-Aztec. The departmental concern with the empirical facts of language is reflected in a field methods requirement for graduate students as well as in the graduate student language requirement (conversational ability in one language other than English and reading ability in one language other than English). The department has a tradition of working with native speakers of a wide variety of languages. The department's language laboratory maintains a library of written and recorded materials permitting independent study of dozens of languages; it also includes a microcomputer facility for self-instruction in French, German, Italian, and Spanish. The Linguistics Language Program (LLP) provides basic foreign language instruction for the entire campus, and many linguistics graduate students are employed as TAs in the program. Aside from providing a source of funding, the LLP provides graduate students with valuable teaching experience.

The department houses laboratories devoted to experimental studies of language with emphasis on phonetics, event-related brain potentials (ERPs), computational linguistics, and signed languages. The focus of experimental research in the department is the mutual dependence between mechanisms of language processing and theories of phonology and syntax. Linguistics graduate students may supplement their theoretical studies with experimental research; in addition to departmental laboratories, graduate students have access to experimental laboratories concerned with language issues in other departments.

The department has a strong commitment to, and is an active and integral part of, the cognitive science and neuroscience communities at UCSD. Most linguistics faculty have joint appointments in the Department of Linguistics and the Cognitive Science Interdisciplinary Ph.D. Program, and participate in the Department of Cognitive Science graduate core course in language (Cognitive Science 201D) as well as in the all-campus Interdisciplinary Program seminar (Cognitive Science 200) on a

regular basis. Graduate students in the Cognitive Science Department frequently participate in Linguistics graduate courses, and Linguistics graduate students regularly attend courses in the Cognitive Science Department on neuroscience, child language acquisition, aphasia, neural networks, and semantics and cognition. Linguistics graduate students are eligible to pursue a joint degree in Cognitive Science and Linguistics within the Interdisciplinary Program. Areas of secondary specialization that are especially well represented in the cognitive science community at UCSD and related institutes include child development, connectionist modelling, distributed cognition, language disorders, neuroscience, philosophy, and psycholinguistics.

The department has access to rich informational resources; in addition to the extensive linguistics holdings in the main library, the department maintains a collection of research reports, dissertations, and unpublished papers. Access to the libraries of other universities exists through interlibrary loan.

### Preparation

Since linguistics is a highly technical and analytic field, linguistics students will find their undergraduate training in mathematics and the natural sciences especially valuable. Undergraduate work in certain of the social sciences and humanities, particularly psychology, anthropology, philosophy and literature, is also good preparation for linguistics. The ideal candidate for admission will have both experience with foreign languages and some knowledge of the fundamentals of contemporary linguistic theory. Students who, upon admission, are deficient either in their formal linguistics preparation or languages will be advised by the department on how to make up the deficiency. All graduate students must demonstrate a basic proficiency in phonetics in the first year of graduate study either by passing a basic proficiency test in phonetics upon registration or by taking LIGN 110. New graduate students will be admitted only in the fall of any academic year.

### Language Requirements

A candidate for the Ph.D. degree must demonstrate: (1) Conversational ability in *one* language other than English. (2) A reading knowledge of any one language other than his or her native language, subject to faculty approval.

### Required Courses

Candidates for the Ph.D. must pass certain graduate courses prior to taking the qualifying examination. All graduate students must take a common core of thirteen courses. These are:

- four courses in phonetics/phonology: 211A, 211B, 213, and one of 210, 215 or 248
- three courses in Principles and Parameters Theory: 221A, 221B, and 223
- one course in cognitive linguistics: 221C
- one course in linguistic typology or functional linguistics: 236 or 237
- one course in lexicalist theories: 224
- one course in formal semantics: 230
- one course in field methods: 240
- one course in research paper writing: 293

All required courses (except 293) must be taken for a letter grade.

### Evaluations

A graduate student is formally evaluated by the entire faculty at particular stages during the first three years of graduate study. The first evaluation (at the end of the third quarter of graduate study) pertains chiefly to performance in courses. The second (or comprehensive) evaluation (at the end of the sixth quarter) determines the student's fitness to continue in the Ph.D. program. It takes into account performance in course work and ability to engage in original research in one area of linguistics as demonstrated in a research paper. The third evaluation (at the end of the ninth quarter) focuses primarily on a second research paper (which must be in a different area of linguistics from the first).

### Qualifying Examination

Candidates for the Ph.D. degree must pass an oral qualifying examination which tests the student's knowledge in the area of specialization. Prior to taking this examination, the student must pass the comprehensive evaluation, satisfy all language requirements, successfully complete all required courses, and demonstrate—through research papers—the ability to carry out independent, dissertation-level research. Students must take the qualifying examination by the end of the fourth year of graduate work.

## Colloquium Presentation

Sometime prior to the thesis defense, a student must present a paper orally at a professional gathering. The colloquium requirement is intended to enable a student to develop the skills necessary for organizing research results for oral presentation. The requirement is generally met by presenting a department colloquium or by presenting a paper at a professional meeting. In either case, a faculty member must certify the acceptability of the presentation.

## Dissertation

The candidate for the Ph.D. will write a substantial dissertation incorporating the results of original and independent research carried out under the supervision of the doctoral committee. The candidate will be recommended for the doctor of philosophy degree after having made a successful oral defense of the dissertation before the doctoral committee in a public meeting and after having the final version of the dissertation accepted by Geisel Library.

## Apprentice Teaching

As part of their preparation for a future academic career, graduate students in linguistics at UCSD are given special opportunities to participate in teaching programs under the supervision of a professor. Depending on qualifications, students may conduct conversation or analysis classes in lower-division language courses, or may assist a professor in the teaching of a graduate or undergraduate linguistics course.

## Other Degrees

Candidates for the Ph.D., who have not previously earned a master's degree, may be granted the M.A. in linguistics after: 1) satisfactorily completing twelve required courses; all but LIGN 293 must be taken for a letter grade; 2) passing the comprehensive evaluation at the end of the sixth quarter; and 3) demonstrating a reading knowledge of any language except English, subject to faculty approval.

Candidates for the Ph.D. may also be granted the C. Phil. upon completion of all degree requirements other than the dissertation.

## Departmental Ph.D. Time Limit Policies

The time a student takes to complete the Ph.D. depends on a number of factors, including previ-

ous preparation and the amount of time spent in teaching or other job commitments. Several policies set an upper limit to the length of the program. All degree requirements other than the dissertation must be completed by the end of the fourth year of graduate work. Total instructional support (TAs, etc.) cannot exceed six years; total university support cannot exceed seven years. Total registered time at UCSD cannot exceed eight years.

## COURSES

**NOTE:** Not all courses are offered every year. It is essential that students consult the linguistics adviser when planning their degree programs.

### LINGUISTICS

#### LOWER DIVISION

- 3. Language as a Social and Cultural Phenomenon (4)**  
Introduction to the study of language: language variation, change, and loss; multilingualism, pidginization, and creolization; language planning, standardization, and prescriptivism; writing systems; the role of language in thought, myth, ritual, advertising, politics, and the law.
- 4. Language as a Cognitive System (4)**  
Introduction to the study of language: differences between animal communication, sign systems, and human language; origins and evolution of language; neural basis of language; language acquisition in children and adults; fundamental issues in language and cognition.
- 7. Sign Language and Its Culture (4)**  
Deaf history since the eighteenth century. The structure of American Sign Language and comparison with oral languages. ASL poetry and narrative and Deaf people's system of cultural knowledge. Basic questions concerning the nature of language and its relation to culture.
- 8. Languages and Cultures in America (4)**  
Language in American culture and society. Standard and non-standard English in school, media, pop-culture, politics; bilingualism and education; cultural perception of language issues over time; languages and cultures in the 'melting pot', including Native American, Hispanic, African-American, Deaf.
- 17. Making and Breaking Codes (4)**  
A rigorous analysis of symbolic systems and their interpretations. Students will learn to encode and decode information using progressively more sophisticated methods; topics covered include ancient and modern phonetic writing systems, hieroglyphics, computer languages, and ciphers (secret codes).

**87. Freshman Seminar (1)**  
The Freshman Seminar Program is designed to provide new students with the opportunity to explore an intellectual topic with a faculty member in a small seminar setting. Freshman seminars are offered in all campus departments and undergraduate colleges,

and topics vary from quarter to quarter. Enrollment is limited to fifteen to twenty students, with preference given to entering freshmen.

#### 90. Undergraduate Seminar (1)

A seminar intended for exposing undergraduate students, especially freshman and sophomores, to exciting research programs and conducted by the faculty.

#### UPPER DIVISION

#### 101. Introduction to the Study of Language (4)

Language is what makes us human, but how does it work? This course focuses on speech sounds and sound patterns, how words are formed, organized into sentences, and understood, how language changes, and how it is learned.

#### 104. Language and Conceptualization (4)

How does language reflect the ways humans conceptualize the world? Issues discussed include the relation between language and thought, how languages differ in conceiving and portraying situations, and how cultural differences are reflected in language structure.

#### 105. Law and Language (4)

The interpretation of language in understanding the law: 1) the language of courtroom interaction (hearsay, jury instructions); 2) written legal language (contracts, ambiguity, legal fictions); 3) language-based issues in the law (First Amendment, libel and slander).

#### 108. Languages of Africa (4)

Africa is home to an astonishing variety of languages. This course investigates the characteristics of the major language families as well as population movements and language contact, and how governments attempt to regulate language use.

#### 110. Phonetics (4)

The study of the sounds which make up human language. How sounds are physically produced; acoustics of speech perception; practical training in translating speech signals into written form and in interpreting computerized speech signals. *Prerequisite:* LIGN 101 or consent of instructor.

#### 111. Phonology I (4)

Why does one language sound different from another? This course analyzes how languages organize sounds into different patterns, how those sounds interact, and how they fit into larger units, such as syllables. Focus on a wide variety of languages and problem-solving. *Prerequisite:* LIGN 110.

#### 115. Phonology II (4)

Current theoretical approaches to the sound structure of languages. *Prerequisite:* LIGN 111. Not offered in 2003-04.

#### 120. Morphology (4)

How do some languages express with one word complex meanings that English needs several words to express? Discovery of underlying principles of word formation through problem-solving and analysis of data from a wide variety of languages. *Prerequisite:* LIGN 101 or consent of instructor.

#### 121. Syntax I (4)

What universal principles determine how words combine into phrases and sentences? Introduction to research methods and results. Emphasis on how argumentation in problem-solving can be used in the

development of theories of language. *Prerequisite: LIGN 101 or consent of instructor.*

#### 125. Syntax II (4)

Topics in the syntax of English and other languages. Syntactic theory and universals. *Prerequisite: LIGN 121.* Not offered in 2003–04.

#### 130. Semantics (4)

Introduction to the formal study of meaning. The meanings of words and phrases have an intricate internal structure that is both logical and intuitive. How, precisely, do words mean what they do in isolation and in context? *Prerequisite: LIGN 101 or consent of instructor.*

#### 140. The Structure of American Sign Language (4)

Examination of ASL phonetics, phonology, morphology, syntax, semantics. Including linguistic facial expressions and uses of physical space in verb agreement, aspectual morphology, and classifier constructions. Discussion of discourse, acquisition, psycholinguistics, and historical change. *Prerequisite: LIGN 101; in its absence LISL 1CX or consent of instructor.*

#### 141. Language Structures (4)

Detailed investigation of the structure of one or more languages. May be repeated for credit as topics vary. *Prerequisite: LIGN 101 or consent of instructor.*

#### 143. The Structure of Spanish (4)

Surveys aspects of Spanish phonetics, phonology, morphology, and syntax. Topics include dialect differences between Latin American and Peninsular Spanish (both from a historical and contemporary viewpoint), gender classes, verbal morphology, and clause structure. *Prerequisite: LIGN 101 or consent of instructor.*

#### 144. Discourse Analysis: American Sign Language and Performing Arts (4)

A discourse-centered examination of ASL verbal arts: rhyme, meter, rhythm, handedness, non-manual signals, and spatial mapping; creation of scene and mood; properties of character, dialogue, narration, and voice; cultural tropes; poetic constructions in everyday genres; transcription, body memory and performance. *Prerequisites: LISL 1C/1CX or consent of instructor.*

#### 146. Sociolinguistics in Deaf Communities (4)

An examination of sociolinguistic research on Deaf communities throughout the world, including: socio-historical contexts for phonological, lexical and syntactic variation, contact between languages, multilingualism, language policies and planning, second language learning, language attitudes, and discourse analysis of specific social contexts. Course will be conducted in ASL. *Prerequisite: LISL 1C/1CX or consent of instructor.*

#### 150. Historical Linguistics (4)

Language is constantly changing. This course investigates the nature of language change, how to determine a language's history, its relationship to other languages, and the search for common ancestors or 'proto-language'. *Prerequisite: LIGN 101 or consent of instructor.*

#### 165. Computational Linguistics (4)

An introduction to the fundamental concepts of computational linguistics, in which we study natural language syntax and semantics from an interpretation perspective, describe methods for programming computer systems to perform such interpretation, and survey applications of computational linguistics technology.

#### 169. Principles of Discourse and Dialog (4)

The principles and mechanisms that underlie the production and interpretation of monologic discourse and conversational dialog. Reference, attention, and dynamic models of discourse state. Discourse coherence and structure. Turn-taking and speech acts in conversation. Computational models.

#### 170. Psycholinguistics (4)

The study of models of language and of language acquisition from the point of view of modern linguistics and psychology. Basic experimental method as applied to language. *Prerequisite: LIGN 101 or consent of instructor.*

#### 171. Child Language Acquisition (4)

A central cognitive, developmental mystery is how children learn their first language. Overview of research in the learning of sound systems, word forms and word meanings, and word combinations. Exploration of the relation between cognitive and language development. *Prerequisite: LIGN 101 or consent of instructor.*

#### 172. Language and the Brain (4)

The mind/body problem, basic neuroanatomy and neurophysiology, cerebral lateralization, origins and evolution of language, aphasia, magnetic resonance imaging (MRI), and event-related potentials (ERPs). *Prerequisite: LIGN 101 or consent of instructor.*

#### 174. Gender and Language in Society (4)

(Same as SOC/B 118A) This course examines how language contributes to the social construction of gender identities, and how gender impacts language use and ideologies. Topics include the ways language and gender interact across the life span (especially childhood and adolescence); within ethnolinguistic minority communities; and across cultures. *Prerequisite: upper-division standing.*

#### 175. Sociolinguistics (4)

The study of language in its social context, with emphasis on the different types of linguistic variation and the principles underlying them. Dialects; registers; sex-based linguistic differences; factors influencing linguistic choice; formal models of variation; variation and change. *Prerequisite: LIGN 101 or consent of instructor.*

#### 176. Language of Politics and Advertising (4)

How can we explain the difference between what is literally said versus what is actually conveyed in the language of law, politics, and advertising? How people's ordinary command of language and their reasoning skills are used to manipulate them.

#### 177. Multilingualism (4)

Official and minority languages, pidgins and Creoles, language planning, bilingual education and literacy, code switching, and language attrition. *Prerequisite: LIGN 101 or consent of instructor.*

#### 178. Second Language Teaching Methodology (4)

The history of second language teaching methodology, language acquisition theories, current methods, and teaching techniques. *Prerequisite: LIGN 101 or consent of instructor.*

#### 179. Second Language Acquisition Research (4)

Topics in second language acquisition including the critical period, the processing and neural representation of language in bilinguals, theories of second language acquisition and creolization, exceptional language learners, and parallels with first language acquisition. *Prerequisite: LIGN 101 or consent of instructor.*

#### 195. Apprentice Teaching (0-4)

Students lead a class section of a lower-division linguistics course. They also attend a weekly meeting on teaching methods. (This course does not count toward minor or major.) May be repeated for credit, up to a maximum of four units. (P/NP grades only.) *Prerequisites: consent of instructor, advanced standing.* Not offered in 2003–04.

#### 197. Linguistics Internship (2 or 4)

The student will undertake a program of practical research in a supervised work environment. Topics to be researched may vary, but in each case the course will provide skills for carrying out these studies. *Prerequisite: consent of instructor.*

#### 199. Independent Study in Linguistics (2 or 4)

The student undertakes a program of research or advanced reading in linguistics under the supervision of a faculty member of the Department of Linguistics. (P/NP grades only.) *Prerequisite: consent of instructor.* May be repeated for credit.

#### 199H. Honors Independent Study in Linguistics (4)

The student undertakes a program of research and advanced reading in linguistics under the supervision of a faculty member in the Department of Linguistics. (P/NP grades only.) *Prerequisite: admission to Honors Program.*

## GRADUATE

#### 200. Research Forum (2)

A forum for discussion of current issues. (S/U grades only.) May be repeated for credit.

#### 210. Laboratory Phonetics (4)

Readings and laboratory work in acoustic and articulatory phonetics and speech perception. Experimental design and methodology. Phonetic explanation in phonology. Students will gain hands-on experience with laboratory equipment. *Prerequisite: LIGN 110 or equivalent.*

#### 211A. Introductory Phonology (4)

Introduction to the study of the sound patterns of language. Rules and representations, lexical phonology, segmental processes, autosegmental phonology. *Prerequisite: LIGN 110 or consent of instructor.*

#### 211B. Nonlinear Phonology (4)

This course will introduce topics in prosodic phonology and morphology, (including syllable structure, stress, and reduplication). These topics will be investigated within constraint-based phonology. *Prerequisite: LIGN 211A or equivalent.*

#### 213. Issues in Phonology (4)

Current theoretical issues. May be repeated for credit when topics vary.

#### 215. Topics in Phonology (4)

Descriptive and theoretical problems in phonology. Discussion of work in progress and/or theoretical consequences of alternative analyses. May be repeated for credit when topics vary. Not offered in 2003–04.

#### 221A. Introduction to Grammatical Theory (4)

This course introduces basic syntactic phenomena and argumentation via the Government and Binding Theory of the 1980s. The phenomena, including NP-Movement, Binding, and Wh-Movement, have been important in the development of Generative



Grammar and remain central to current generative frameworks.

#### 221B. Introduction to Grammatical Theory (4)

This course continues to develop Principles and Parameters Theory, as introduced in 221A. It concentrates on A-bar dependencies and the Binding Theory. Focus will be on testing theoretical proposals and understanding the role of theoretical alternatives, underlying assumptions, and the empirical results upon which these theoretical proposals are based.

#### 221C. Introduction to Grammatical Theory (4)

A basic introduction to the theory of Cognitive Grammar, which claims that lexicon, morphology, and syntax form a continuum of symbolic structures. Among the topics examined are semantic structure, grammatical classes, constructions, rules, clause structure, and reference-point phenomena.

#### 222. Theories of Grammar (4)

Introduction to a particular grammatical theory. May be repeated for credit when topics vary.

#### 223. Current Issues in Principles and Parameters Theory (4)

This course examines recent developments in Principles and Parameters Theory. Topics include fundamental work that led to the Minimalist Program and more recent developments in this tradition. May be repeated for credit when topics vary.

#### 224. Lexicalist Theories of Grammar (4)

Introduction to conceptual issues and representational apparatus of lexicalist theories of grammar. Focus on empirical argumentation from numerous languages for lexicalist assumptions. Particular attention to lexical semantics, morphology, and syntax.

#### 225. Topics in Syntax (4)

Descriptive and theoretical problems in syntactic analysis. Theoretical consequences of alternative analyses. May be repeated for credit when topics vary.

#### 230. Formal Semantics (4)

Theories of semantic structure. The relation of meaning to grammar, and how it is to be accommodated in an overall model of linguistic organization. The application of formal semantics to the description of natural language.

#### 231. Cognitive Semantics (4)

Introduction to conceptualist accounts of semantic structure. Survey of basic phenomena, including frames, metaphor, metonymy, construal, categorization, image schemas, and mental space organization. Examination of selected descriptive and theoretical proposals.

#### 235. Topics in Semantics (4)

Advanced material in special areas of the study of meaning and its relation to formal aspects of human language. As subject matter varies, the course may be repeated for credit.

#### 236. Language Universals and Linguistic Typology (4)

Introduction to the typological study of language, contrasting alternative approaches to research in language universals. Main topics covered: cross-linguistic approach to language study (sampling: universal generalizations, hierarchies); explanations for language universals; the role of cross-linguistic analyses in linguistic theory.

#### 237. Functional Linguistics (4)

A sequel to LIGN 221A-C presenting fundamental assumptions of functional linguistics and comparing functionalism with other major theories of syntax. Goals: to expand students' knowledge of theoretical approaches to fundamental grammatical phenomena; to practice constructing arguments based on empirical evidence.

#### 238. Topics in Cognitive Linguistics (0-4)

(Same as Cognitive Science 238) Basic concepts, empirical findings, and recent developments in cognitive and functional linguistics. Language viewed dynamically in relation to conceptualization, discourse, meaning construction, and cognitive processing. As topics vary, may be repeated for credit.

#### 239. Information Structure and Discourse (4)

This course will examine major information-structural categories (topic, focus, etc.) and the relationships between these categories, semantic roles, and grammatical functions. The course will also examine the status of information structure within the architecture of a linguistic theory. *Prerequisite: LIGN 221A, 221B, 221C, 221D, or consent of instructor.*

#### 240. Field Methods (4)

Techniques of discovering the structure of a language through elicitation of data from native speaker consultants. Phonemic, morphemic, and syntactic analysis. *Prerequisite: LIGN 110 or equivalent.*

#### 241. Fieldwork (4)

Fieldwork continuing the research of the previous quarter; student-directed elicitations on topics of interest. *Prerequisite: LIGN 240.*

#### 242. Discourse Interpretation (4)

A graduate course examining discourse interpretation from a computational perspective. Theoretically principled algorithms for resolving pronominal and other types of reference. The interpretation of ellipsis. Methods for recovering the structure of a discourse and determining its coherence.

#### 244. Tense and Aspect (4)

Tense and aspect in natural languages, with an emphasis on the temporal information they predicate over eventualities in discourse. Theories of event structure and their interreaction with tense and aspect. Computational models.

#### 245. Computational Corpus Linguistics (4)

Introduction to computational corpus tools for performing empirically-grounded linguistic investigations. Annotated and unannotated corpora; annotation schemes. Searching using regular expressions. UNIX tools. The PERL programming language. Publicly-available language processing systems.

#### 246. Natural Language Processing in LISP (4)

An introduction to the Common LISP programming language in the context of developing computational linguistics technology. Basic computational methods for morphological, syntactic, and semantic processing. Representing lexical and world knowledge. No previous programming experience is assumed.

#### 248. Morphology (4)

Theories of word structure are examined and confronted with data from a variety of languages. Topics may include: the distinction between derivational and inflectional morphology, the morphology/phonology interface, and the morphology/syntax interface. May be repeated for credit as topics vary.

#### 249. Topics in Sign Languages of the Deaf (4)

Topics in the structure of American Sign Language and/or other natural sign languages of Deaf communities. May be repeated for credit when topics vary.

#### 250. Topics in Historical Linguistics (4)

Introduction to the concepts and methodology of historical linguistics. Topics covered include the nature of language change, genetic and areal relationships, the comparative method, and internal reconstruction.

#### 255. Statistics for Linguists (4)

Overview of specific statistical procedures for linguistic analyses of experimental and non-experimental data. Topics covered include: variance, standard deviation, probability, z-scores, t-tests, ANOVA, chi-square, correlation, regression, trend analysis, magnitude estimation, nonparametric tests, post-hoc tests, transformations of data, and displaying data.

#### 260. Formal Linguistics (4)

Much of modern linguistics relies on formal mathematical models for describing structure in natural language. This course surveys some of the main results and techniques with an emphasis on applications in phonology, syntax, semantics, and the information structure of discourse.

#### 270. Psycholinguistics (4)

Issues of natural language processing in relation to one or more of the following levels of linguistic analysis: phonetics, phonology, the lexicon, morphology, syntax, semantics, information structure, or discourse. May be repeated for credit when topics vary.

#### 272. Topics in Neurolinguistics (4)

Issues of language representation and neural instantiation that arise in studies of neural imaging, language disorders, multilingualism and second language acquisition, animal communication, and the origins and evolution of language. May be repeated for credit when topics vary.

#### 278. Research in Second Language Acquisition (4)

This course will investigate topics in second language acquisition including the critical period, the processing and neural representation of language in bilinguals, theories of second language acquisition and creolization, exceptional language learners, and parallels with first language acquisition.

#### 293. Research Practicum (0-4)

Gathering and interpreting data, formulating research questions and hypotheses, making the predictions of hypotheses explicit, finding relevant evidence, and organizing research results into suitable form for presentation in abstracts, talks, and research papers. (S/U grades only.) May be repeated for credit.

#### 295. Professional Development in Methodology of Language Teaching (0-2)

Skills, techniques, issues, and principles relevant to the methods and pedagogy involved in the teaching and learning of a foreign language and the successful transition to a professional career. Readings, discussions, and demonstrations of techniques. (S/U grades only.) May be repeated for credit. *Prerequisite: permission of instructor.*

#### 296. Directed Research (1-8)

Individual research. May be repeated for credit.

#### 299. Doctoral Research (1-12)

Directed research on dissertation topic for students who have been admitted to candidacy for the Ph.D.

degree. May be repeated for credit. *Prerequisite: admission to candidacy.*

#### **501. Culture, Art, and Technology Apprenticeship Teaching (4)**

Consideration and development of pedagogical methods appropriate to undergraduate teaching in the interdisciplinary sixth college core sequence, Culture, Art, and Technology under supervision of Core Program faculty, with assistance of the Core Program director, associate director for the Writing Program, and the associate director of the Thematic Program.

#### **502. Apprenticeship Teaching of Linguistics (1-4)**

The course, designed for graduate students serving as teaching assistants in the department's linguistics courses, includes discussion of teaching theories, techniques, and materials, conduct of discussion sessions, and participation in examinations, under the supervision of the instructor in charge of the course. The student must be serving as a teaching assistant in a LIGN course to receive credit.

#### **503. Apprenticeship Teaching of American Sign Language (1-4)**

The course, designed for graduate students serving as teaching assistants in American Sign Language, includes discussion of teaching theories, techniques and materials, conduct of discussion sessions, and participation in examinations, under the supervision of the instructor in charge of the course. (S/U grades only.) May be repeated for credit.

#### **504. Apprenticeship Teaching of French (1-4)**

The course, designed for graduate students serving as teaching assistants in French, includes discussion of teaching theories, techniques and materials, conduct of discussion sessions, and participation in examinations, under the supervision of the instructor in charge of the course. (S/U grades only.) May be repeated for credit.

#### **505. Apprenticeship Teaching of German (1-4)**

The course, designed for graduate students serving as teaching assistants in German, includes discussion of teaching theories, techniques and materials, conduct of discussion sessions, and participation in examinations, under the supervision of the instructor in charge of the course. (S/U grades only.) May be repeated for credit.

#### **506. Apprenticeship Teaching of Italian (1-4)**

The course, designed for graduate students serving as teaching assistants in Italian, includes discussion of teaching theories, techniques and materials, conduct of discussion sessions, and participation in examinations, under the supervision of the instructor in charge of the course. (S/U grades only.) May be repeated for credit.

#### **507. Apprenticeship Teaching of Spanish (1-4)**

The course, designed for graduate students serving as teaching assistants in Spanish, includes discussion of teaching theories, techniques and materials, conduct of discussion sessions, and participation in examinations, under the supervision of the instructor in charge of the course. (S/U grades only.) May be repeated for credit.

#### **508. Apprenticeship Teaching of Language/Directed Study (1-4)**

The course, designed for graduate students serving as teaching assistants in language directed study, includes discussion of teaching theories, techniques

and materials, directing study of various uncommonly taught languages, sessions, and participation in examinations, under the supervision of the instructor in charge of the course. (S/U grades only.) May be repeated for credit.

#### **509. Apprenticeship Teaching, Head Teaching Assistant (1-4)**

This course, designed for a graduate student serving as Head Teaching Assistant in the Linguistics Language Program, includes discussion of teaching methods and materials, and classroom observation, directing study of various uncommonly taught languages, sessions, and participation in examinations, under the supervision of the instructor in charge of the course.

## COURSES

### LANGUAGE

OFFICE: Linguistics Language Program Office,  
2125 McGill Hall, Muir College

Students are placed in foreign language courses based on prior preparation and, for French, German, Italian, and Spanish, on the results of a placement test administered prior to or during orientation. Students who miss the placement exam should contact the Linguistics Language Program Office (McGill 2125) for instructions.

In American Sign Language (ASL), French, German, Italian, and Spanish, conversation sections (Linguistics 1A-1B-1C-1D) consist of small tutorial meetings with a native speaker, plus reading and assigned laboratory work. Analysis sections (Linguistics 1AX-1BX-1CX-1DX) consist of presentation and practice of grammatical structures, discussion sections, assigned laboratory work, and outside reading. For the above languages, each course in the 1A-1B-1C-1D series must be taken concurrently with the corresponding course in the 1AX-1BX-1CX-1DX series.

The Linguistics Language Program also offers Beginning Arabic 1A-1B-1C and Beginning Portuguese 1A-1B-1C. These courses are designed to teach basic vocabulary and grammatical structures needed for oral and written communication in the language. Courses 1A-1B-1C meet three days a week and do not have corresponding 1AX-1BX-1CX courses.

Heritage Language courses are offered in Tagalog and Western Armenian. These courses are designed for students with a background in the language who want to improve their oral and written expression.

Linguistics 11 courses are self-instructional: intended for reading the language for scholarly purposes. They are particularly aimed at gradu-

ate students preparing to fulfill French or German reading requirements.

Linguistics 19 courses, offered in more than sixty languages, are designed for self-instructional study at an introductory level. Students may enroll for two or four units of credit. For some languages, depending on the availability of suitable materials, the course may be repeated for credit.

### AMERICAN SIGN LANGUAGE

#### **Linguistics/American Sign Language (LISL) 1A. American Sign Language Conversation (2.5)**

Small tutorial meetings with a signer of American Sign Language (ASL). Conversational practice organized around common everyday communicative situations. Must be taken with LISL 1AX. *Prerequisite: no prior study of ASL.*

#### **Linguistics/American Sign Language (LISL) 1AX. Analysis of American Sign Language (2.5)**

Study of American Sign Language (ASL) and analysis of its syntactic, morphological, and phonological features. Readings and discussions of cultural information. The course is taught entirely in ASL. Must be taken with LISL 1A. *Prerequisite: no prior study of ASL.*

#### **Linguistics/American Sign Language (LISL) 1B. American Sign Language Conversation (2.5)**

Small tutorial meetings with a signer of American Sign Language (ASL). Conversational practice organized around common everyday communicative situations. Must be taken with LISL 1BX. *Prerequisites: LISL 1A with a grade of C- or better, or equivalent and LISL 1AX with a grade of D or better, or equivalent.*

#### **Linguistics/American Sign Language (LISL) 1BX. Analysis of American Sign Language (2.5)**

Study of American Sign Language (ASL) and analysis of its syntactic, morphological, and phonological features. Readings and discussions of cultural information. The course is taught entirely in ASL. Must be taken with LISL 1B. *Prerequisites: LISL 1A with a grade of C- or better, or equivalent and LISL 1AX with a grade of D or better, or equivalent.*

#### **Linguistics/American Sign Language (LISL) 1C. American Sign Language Conversation (2.5)**

Small tutorial meetings with a signer of American Sign Language (ASL). Conversational practice organized around common everyday communicative situations. Must be taken with LISL 1CX. *Prerequisites: LISL 1B with a grade of C- or better, or equivalent and LISL 1BX with a grade of D or better, or equivalent.*

#### **Linguistics/American Sign Language (LISL) 1CX. Analysis of American Sign Language (2.5)**

Study of American Sign Language (ASL) and analysis of its syntactic, morphological, and phonological features. Readings and discussions of cultural information. The course is taught entirely in ASL. Must be taken with LISL 1C. *Prerequisites: LISL 1B with a grade of C- or better, or equivalent and LISL 1BX with a grade of D or better, or equivalent.*

#### **Linguistics/American Sign Language (LISL) 1D. American Sign Language Conversation (2.5)**

Small conversation sections taught entirely in American Sign Language. Emphasis on developing signing fluency and greater cultural awareness.

Practice of the principal language functions needed for successful communication. Must be taken in conjunction with LISL 1DX. **Successful completion of LISL 1D and LISL 1DX satisfies the requirement for language proficiency in Revelle College.** *Prerequisites: LISL 1C with a grade of C- or better, or equivalent and LISL 1CX with a grade of D or better, or equivalent.*

#### Linguistics/American Sign Language (LISL) 1DX.

##### Analysis of American Sign Language (2.5)

Practice of the grammatical functions indispensable for comprehensible communication in the language. The course is taught entirely in American Sign Language. Must be taken in conjunction with LISL 1D. **Successful completion of LISL 1D and LISL 1DX satisfies the requirement for language proficiency in Revelle College.** *Prerequisites: LISL 1C with a grade of C- or better, or equivalent and LISL 1CX with a grade of D or better, or equivalent.*

#### Linguistics/American Sign Language (LISL) 1E.

##### Intermediate American Sign Language Conversation (4)

Course aims to improve language skills through discussion of topics relevant to the Deaf community. Central topics will include education and American Sign Language (ASL) literature. Conducted entirely in American Sign Language. *Prerequisites: LISL 1D and LISL 1DX with a grade of C- or better, or equivalent.*

### ARABIC

#### Linguistics/Arabic (LIAB) 1A. Beginning Arabic (4)

Presentation and practice of the basic vocabulary and grammatical structures needed for oral and written communication and reading. Emphasis on listening comprehension, speaking, vocabulary-building, grammar, reading, and culture. The course is taught entirely in Arabic. *No prior study of Arabic required.*

#### Linguistics/Arabic (LIAB) 1B. Beginning Arabic (4)

Presentation and practice of the basic vocabulary and grammatical structures needed for oral and written communication and reading. Emphasis on listening comprehension, speaking, vocabulary-building, grammar, reading, and culture. The course is taught entirely in Arabic. *Prerequisite: LIAB 1A with a grade of C- or better.*

#### Linguistics/Arabic (LIAB) 1C. Beginning Arabic (4)

Presentation and practice of the basic vocabulary and grammatical structures needed for oral and written communication and reading. Emphasis on listening comprehension, speaking, vocabulary-building, grammar, reading, and culture. The course is taught entirely in Arabic. *Prerequisite: LIAB 1B with a grade of C- or better.*

### CHINESE

See: [Chinese Studies](#)

See also: [Linguistics Directed Study](#)

### FRENCH

#### Linguistics/French (LIFR) 1A. French Conversation (2.5)

Small conversation sections taught entirely in the target language. Emphasis on listening comprehension, speaking, vocabulary building, reading, and culture. Must be taken in conjunction with LIFR 1AX. *Prerequisite: no prior study of French.*

#### Linguistics/French (LIFR) 1AX. Analysis of French (2.5)

Presentation and practice of the basic grammatical structures needed for oral and written communica-

tion and for reading. The course is taught entirely in French. Must be taken in conjunction with LIFR 1A. *Prerequisite: no prior study of French.*

#### Linguistics/French (LIFR) 1B. French Conversation (2.5)

Small conversation sections taught entirely in the target language. Emphasis on listening comprehension, speaking, vocabulary building, reading, and culture. Must be taken in conjunction with LIFR 1BX. *Prerequisites: LIFR 1A with a grade of C- or better, or equivalent and LIFR 1AX with a grade of D or better, or equivalent.*

#### Linguistics/French (LIFR) 1BX. Analysis of French (2.5)

Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. The course is taught entirely in French. Must be taken in conjunction with LIFR 1B. *Prerequisites: LIFR 1A with a grade of C- or better, or equivalent and LIFR 1AX with a grade of D or better, or equivalent.*

#### Linguistics/French (LIFR) 1C. French Conversation (2.5)

Small conversation sections taught entirely in the target language. Emphasis on listening comprehension, speaking, vocabulary building, reading, and culture. Must be taken in conjunction with LIFR 1CX. *Prerequisites: LIFR 1B with a grade of C- or better, or equivalent and LIFR 1BX with a grade of D or better, or equivalent.*

#### Linguistics/French (LIFR) 1CX. Analysis of French (2.5)

Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. The course is taught entirely in French. Must be taken in conjunction with LIFR 1C. *Prerequisites: LIFR 1B with a grade of C- or better, or equivalent and LIFR 1BX with a grade of D or better, or equivalent.*

#### Linguistics/French (LIFR) 1D. French Conversation (2.5)

Small conversation sections taught entirely in French. Emphasis on speaking, reading, writing, and culture. Practice of the language functions needed for successful communication. Must be taken in conjunction with LIFR 1DX. **Successful completion of LIFR 1D and LIFR 1DX satisfies the requirement for language proficiency in Revelle College.** *Prerequisites: LIFR 1C with a grade of C- or better, or equivalent and LIFR 1CX with a grade of D or better, or equivalent.*

#### Linguistics/French (LIFR) 1DX. Analysis of French (2.5)

Practice of the grammatical functions indispensable for comprehensible communication in the language. The course is taught entirely in French. Must be taken in conjunction with LIFR 1D. **Successful completion of LIFR 1D and LIFR 1DX satisfies the requirement for language proficiency in Revelle College.** *Prerequisites: LIFR 1C with a grade of C- or better, or equivalent and LIFR 1CX with a grade of D or better, or equivalent.*

#### Linguistics/French (LIFR) 11. Elementary French Reading (2-4)

A self-instructional program designed to prepare graduate students to meet reading requirements in French. After a one-week introduction to French orthography/sound correspondence, students work with a self-instructional textbook. Mid-term and final examinations. (F,W,S)

See also: [Department of Literature](#)

### GERMAN

#### Linguistics/German (LIGM) 1A. German Conversation (2.5)

Small conversation sections taught entirely in the target language. Emphasis on listening comprehension, speaking, vocabulary building, reading, and culture. Must be taken in conjunction with LIGM 1AX. *Prerequisite: no prior study of German.*

#### Linguistics/German (LIGM) 1AX. Analysis of German (2.5)

Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. The course is taught entirely in German. Must be taken with LIGM 1A. *Prerequisite: no prior study of German.*

#### Linguistics/German (LIGM) 1B. German Conversation (2.5)

Small conversation sections taught entirely in the target language. Emphasis on listening comprehension, speaking, vocabulary building, reading, and culture. Must be taken in conjunction with LIGM 1BX. *Prerequisites: LIGM 1A with a grade of C- or better, or equivalent and LIGM 1AX with a grade of D or better, or equivalent.*

#### Linguistics/German (LIGM) 1BX. Analysis of German (2.5)

Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. The course is taught entirely in German. Must be taken with LIGM 1B. *Prerequisites: LIGM 1A with a grade of C- or better, or equivalent and LIGM 1AX with a grade of D or better, or equivalent.*

#### Linguistics/German (LIGM) 1C. German Conversation (2.5)

Small conversation sections taught entirely in the target language. Emphasis on listening comprehension, speaking, vocabulary building, reading, and culture. Must be taken in conjunction with LIGM 1CX. *Prerequisites: LIGM 1B with a grade of C- or better, or equivalent and LIGM 1BX with a grade of D or better, or equivalent.*

#### Linguistics/German (LIGM) 1CX. Analysis of German (2.5)

Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. The course is taught entirely in German. Must be taken with LIGM 1C. *Prerequisites: LIGM 1B with a grade of C- or better, or equivalent and LIGM 1BX with a grade of D or better, or equivalent.*

#### Linguistics/German (LIGM) 1D. German Conversation (2.5)

Small conversation sections taught entirely in German. Emphasis on speaking, reading, writing, and culture. Practice of the language functions needed for successful communication. Must be taken in conjunction with LIGM 1DX. **Successful completion of LIGM 1D and LIGM 1DX satisfies the requirement for language proficiency in Revelle College.** *Prerequisites: LIGM 1C with a grade of C- or better, or equivalent and LIGM 1CX with a grade of D or better, or equivalent.*

#### Linguistics/German (LIGM) 1DX. Analysis of German (2.5)

Practice of the grammatical functions indispensable for comprehensible communication in the language. The course is taught entirely in German. Must be taken in



conjunction with LIGM 1D. **Successful completion of LIGM 1D and LIGM 1DX satisfies the requirement for language proficiency in Revelle College.** *Prerequisites: LIGM 1C with a grade of C- or better, or equivalent and LIGM 1CX with a grade of D or better, or equivalent.*

#### **Linguistics/German (LIGM) 11. Elementary German Reading (2-4)**

A self-instructional program designed to prepare graduate students to meet reading requirements in German. After a one-week introduction to German orthography/sound correspondences, students work with a self-instructional textbook. Mid-term and final examinations. (F,W,S)

See also: **Department of Literature**

#### **GREEK**

See: **Department of Literature**

See also: **Linguistics Directed Study**

#### **HEBREW**

See: **Judaic Studies**

See also: **Linguistics Directed Study**

#### **HERITAGE LANGUAGES**

**Linguistics/Heritage Languages: Tagalog (LIHL) 112. (4)** Designed for students with a background in Tagalog seeking to improve their oral and written expression. Emphasis is on language functions needed for successful oral communication, basic grammatical structures, reading, writing, and culture. The readings will include current newspapers and fiction. Students need to learn different aspects of grammar, variation in the vocabulary, speech etiquette, and use of different language styles. *Prerequisite: Some speaking ability in Tagalog or consent of instructor.*

#### **Linguistics/Heritage Languages: Western Armenian (LIHL) 113. (4)**

Designed for students with a background in Western Armenian seeking to improve their oral and written expression. Emphasis is on language functions needed for successful oral communication basic grammatical structures, reading, writing, and culture. *Prerequisite: Some speaking ability in Armenian or consent of instructor.*

#### **ITALIAN**

##### **Linguistics/Italian (LIIT) 1A. Italian Conversation (2.5)**

Small conversation sections taught entirely in the target language. Emphasis on listening comprehension, speaking, vocabulary building, reading, and culture. Must be taken in conjunction with LIIT 1AX. *Prerequisite: no prior study of Italian.*

##### **Linguistics/Italian (LIIT) 1AX. Analysis of Italian (2.5)**

Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. The course is taught entirely in Italian. Must be taken with LIIT 1A. *Prerequisite: no prior study of Italian.*

##### **Linguistics/Italian (LIIT) 1B. Italian Conversation (2.5)**

Small conversation sections taught entirely in the target language. Emphasis on listening comprehension, speaking, vocabulary building, reading, and culture. Must be taken in conjunction with LIIT 1BX. *Prerequisites: LIIT 1A with a grade of C- or better, or equivalent and LIIT 1AX with a grade of D or better, or equivalent.*

##### **Linguistics/Italian (LIIT) 1B. Analysis of Italian (2.5)**

Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. The course is taught entirely in Italian. Must be taken with LIIT 1B. *Prerequisites: LIIT 1A with a grade of C- or better, or equivalent and LIIT 1AX with a grade of D or better, or equivalent.*

##### **Linguistics/Italian (LIIT) 1C. Italian Conversation (2.5)**

Small conversation sections taught entirely in the target language. Emphasis on listening comprehension, speaking, vocabulary building, reading, and culture. Must be taken in conjunction with LIIT 1CX. *Prerequisites: LIIT 1B with a grade of C- or better, or equivalent and LIIT 1BX with a grade of D or better, or equivalent.*

##### **Linguistics/Italian (LIIT) 1CX. Analysis of Italian (2.5)**

Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. The course is taught entirely in Italian. Must be taken with LIIT 1C. *Prerequisites: LIIT 1B with a grade of C- or better, or equivalent and LIIT 1BX with a grade of D or better, or equivalent.*

See also: **Department of Literature**

#### **JAPANESE**

See: **Japanese Studies**

See also: **Linguistics Directed Study**

#### **LATIN**

See: **Department of Literature**

#### **PORTUGUESE**

##### **Linguistics/Portuguese (LIPO) 1A. Beginning Portuguese (4)**

Presentation and practice of the basic vocabulary and grammatical structures needed for oral and written communication and reading. Emphasis on listening comprehension, speaking, vocabulary-building, grammar, reading, and culture. The course is taught entirely in Portuguese. *No prior study of Portuguese required.*

##### **Linguistics/Portuguese (LIPO) 1B. Beginning Portuguese (4)**

Presentation and practice of the basic vocabulary and grammatical structures needed for oral and written communication and reading. Emphasis on listening comprehension, speaking, vocabulary-building, grammar, reading, and culture. The course is taught entirely in Portuguese. *Prerequisite: LIPO 1A with a grade of C- or better.*

##### **Linguistics/Portuguese (LIPO) 1C. Beginning Portuguese (4)**

Presentation and practice of the basic vocabulary and grammatical structures needed for oral and written communication and reading. Emphasis on listening comprehension, speaking, vocabulary-building, grammar, reading, and culture. The course is taught entirely in Portuguese. *Prerequisite: LIAB 1B with a grade of C- or better.*

#### **RUSSIAN**

See: **Department of Literature**

See also: **Linguistics Directed Study**

#### **SPANISH**

##### **Linguistics/Spanish (LISP) 1A. Spanish Conversation (2.5)**

Small conversation sections taught entirely in the target language. Emphasis on listening comprehension, speaking, vocabulary building, reading, and culture. Must be taken in conjunction with LISP 1AX. *Prerequisite: no prior study of Spanish.*

##### **Linguistics/Spanish (LISP) 1AX. Analysis of Spanish (2.5)**

Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. The course is taught entirely in Spanish. Must be taken with LISP 1A. *Prerequisite: no prior study of Spanish.*

##### **Linguistics/Spanish (LISP) 1B. Spanish Conversation (2.5)**

Small conversation sections taught entirely in the target language. Emphasis on listening comprehension, speaking, vocabulary building, reading, and culture. Must be taken in conjunction with LISP 1BX. *Prerequisites: LISP 1A with a grade of C- or better, or equivalent and LISP 1AX with a grade of D or better, or equivalent.*

##### **Linguistics/Spanish (LISP) 1BX. Analysis of Spanish (2.5)**

Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. The course is taught entirely in Spanish. Must be taken with LISP 1B. *Prerequisites: LISP 1A with a grade of C- or better, or equivalent and LISP 1AX with a grade of D or better, or equivalent.*

##### **Linguistics/Spanish (LISP) 1C. Spanish Conversation (2.5)**

Small conversation sections taught entirely in the target language. Emphasis on listening comprehension, speaking, vocabulary building, reading, and culture. Must be taken in conjunction with LISP 1CX. *Prerequisites: LISP 1B with a grade of C- or better, or equivalent and LISP 1BX with a grade of D or better, or equivalent.*

##### **Linguistics/Spanish (LISP) 1CX. Analysis of Spanish (2.5)**

Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. The course is taught entirely in Spanish. Must be taken with LISP 1C. *Prerequisites: LISP 1B with a grade of C- or better, or equivalent and LISP 1BX with a grade of D or better, or equivalent.*

##### **Linguistics/Spanish (LISP) 1D. Spanish Conversation (2.5)**

Small conversation sections taught entirely in Spanish. Emphasis on speaking, reading, writing, and culture. Practice of the language functions needed for successful communication. Must be taken in conjunction with LISP 1DX. **Successful completion of LISP 1D and LISP 1DX satisfies the requirement for language proficiency in Revelle College.** *Prerequisites: LISP 1C with a grade of C- or better, or equivalent and LISP 1CX with a grade of D or better, or equivalent.*

##### **Linguistics/Spanish (LISP) 1DX. Analysis of Spanish (2.5)**

Practice of the grammatical functions indispensable for comprehensible communication in the language. The course is taught entirely in Spanish. Must be taken in conjunction with LISP 1D. **Successful completion of LISP 1D and LISP 1DX satisfies the requirement for language proficiency in Revelle College.** *Prerequisites: LISP 1C with a grade of C- or better, or equivalent and LISP 1CX with a grade of D or better, or equivalent.*



**Linguistics/Spanish (LISP) 15, 16, 17. Intermediate Spanish for the Social Sciences (2)**

Conducted entirely in Spanish. Course aims to improve oral language skills through discussions of social science topics, with emphasis on political events and current affairs. Course materials encompass televised news broadcasts, newspapers and periodicals. LISP 15 is offered fall quarter only, LISP 16 is offered winter quarter only, and LISP 17 is offered spring quarter only. Each course may be taken one time and need not be taken in sequence. *Prerequisite: LISP 1D/DX or at least three semesters/four quarters of college Spanish or by permission of the instructor.*

See also: **Department of Literature**

**DIRECTED STUDY****Linguistics (LIDS) 19. Directed Study—Language (2-4)**

Introductory-level study of a language in the language laboratory on a self-instructional basis. Depending on the availability of appropriate study materials, the course may be taken in blocks of two or four units of credit and may be repeated up to the total number of units available for that language.

Albanian	Arabic, Eastern
American Sign Language	Arabic, Egyptian
Amharic	Arabic, Iraqi
	Arabic, Moroccan

Arabic, Saudi	Kannada
Armenian, Eastern	Kituba
Bengali	Korean
Bulgarian	Latvian
Burmese	Lithuanian
Cambodian	Malay
Catalan	Mongolian
Chinese, Cantonese	Navajo
Chinese, Mandarin	New Guinea Pidgin
Chinyanja	Norwegian
Cree	Persian
Czech	Polish
Danish	Portuguese
Dutch	Romanian
Esperanto	Russian
Finnish	Serbo-Croatian
French	Slovenian
Fula	Spanish
German	Swahili
Greek, Modern	Swedish
Haitian Creole	Tagalog
Hausa	Telugu
Hawaiian	Thai
Hebrew, Modern	Tibetan
Hindi-Urdu	Turkish
Hungarian	Twi
Igbo	Vietnamese
Indonesian	Welsh
Italian	Yoruba
Japanese	