

Linguistics

PROFESSORS

Farrell Ackerman, Ph.D.
Grant Goodall, Ph.D.
Andrew Kehler, Ph.D., Chair
Rachel Mayberry, Ph.D.
John C. Moore, Ph.D.

ASSOCIATE PROFESSORS

Amalia Arvanti, Ph.D.
Eric J. Bakovic, Ph.D.
Robert E. Kluender, Ph.D.
Sharon Rose, Ph.D.

ASSISTANT PROFESSORS

Gabriela Caballero, Ph.D.
Ivano Caponigro, Ph.D.
Roger Levy, Ph.D.

PROFESSORS EMERITUS

Matthew Y. C. Chen, Ph.D.
Ronald W. Langacker, Ph.D.
Leonard D. Newmark, Ph.D.
David M. Perlmutter, Ph.D.
Sanford A. Schane, Ph.D.

OFFICE:

3016 Applied Physics and Mathematics Building
Muir College
<http://ling.ucsd.edu>

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. This course also satisfies the Structured Reasoning requirement in Sixth College. 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 UC San Diego, 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 advisor 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 advisor 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 basic language instruction in Arabic, ASL, French, German, Italian, Portuguese, and Spanish. Courses from the Language Program satisfy general-education requirements, as well as the Department of Linguistics language requirement. Graduate students who require a reading knowledge of French or German may enroll in LIFR 11 or LIGM 11, respectively.

The department also offers language instruction for individuals who grew up in an English-speaking

environment while speaking a different language at home (Arabic, Armenian, Cantonese, Hindi, Korean, Persian, Tagalog, and Vietnamese; other languages may be added to this list if student demand is sufficient). Instruction in these languages is designed to raise students' linguistic and cultural competence to professional levels. Finally, 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. 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. For the general linguistics, language and society, and cognition and language majors, at least six out of the twelve upper-division linguistics courses counted toward the major must be linguistics courses taken in residence at UCSD. For the language studies major, at least six out of the twelve upper division courses counted toward the major must be taken at UCSD, and at least four of these must be linguistics courses that satisfy Part A of the language studies course requirements. 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 105. Law and Language
LIGN 108. Languages of Africa
LIGN 119. First and Second Language Learning: From Childhood Through Adolescence

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. Pragmatics
 LIGN 165. Computational Linguistics
 LIGN 170. Psycholinguistics
 LIGN 171. Child Language Acquisition
 LIGN 172. Language and the Brain
 LIGN 173. Heritage Languages
 LIGN 174. Gender and Language in Society
 LIGN 175. Sociolinguistics
 LIGN 176. Language of Politics and Advertising
 LIGN 177. Multilingualism
 LIGN 179. Second Language Acquisition Research

Restricted Courses

LIGN 87. Freshman Seminar (does not count as a linguistics elective)
 LIGN 192. Senior Seminar in Linguistics (does not count as a linguistics elective)
 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 three 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; or
3. By scoring four or greater on the Advanced Placement (AP) exam.

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. Courses currently approved to satisfy this requirement include the electives for the cognition and language major (except PSYC 105) and the electives for the language and society major (Note: some of these courses may have prerequisites) or a Heritage Language course offered in the Linguistics Language Program (for example, LIHL 112/LIHL 112X).

SPECIALIZED MAJORS

Every student with a specialized major must consult the faculty advisor 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 145
 LIGN 165
 LIGN 170
 LIGN 171
 LIGN 172
 LIGN 176
 LIGN 179

2 additional courses from linguistics or other departments subject to advisor 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 173. Cognition in Animals and Humans

Cognitive Science

COGS 101C. Language
 COGS 102A. Distributed Cognition
 COGS 102B. Cognitive Ethnography
 COGS 107C. Cognitive Neuroscience
 COGS 108D. Programming Methods for Cognitive Science
 COGS 108E. Neural Network Models of Cognition I
 COGS 108F. Advanced Programming Methods for Cognitive Science
 COGS 151. Analogy and Conceptual Systems
 COGS 154. Communication Disorders in Children and Adults
 COGS 156. Language Development
 COGS 170. Natural and Artificial Symbolic Representational Systems
 COGS 184. Modeling the Evolution of Cognition
 COGS 191. Laboratory Research

Computer Science and Engineering

CSE 133. Information Retrieval

Philosophy

PHIL 120. Symbolic Logic I
 PHIL 134. Philosophy of Language
 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 145. Psychology of Language

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 advisor for language and society. Courses currently approved to satisfy this requirement include the following. **Note:** Some of these courses may have prerequisites.
 ANSC 162 [formerly known as ANGN 112]. Language, Identity, and Community
 ANSC 122 [formerly known as ANGN 149]. Language in Society
 COCU 100. Introduction to Communication and Culture
 COHI 114. Bilingual Communication

COHI 117. Language, Thought, and the Media
 COHI 124. Voice. Deaf People in America
 COHI 134. Language and Human Communication
 COHI 13. Language and Globalization
 ETHN 140. Language and American Ethnicity
 ETHN 141. Language, Culture, and Inequality
 ETHN 144. Bilingual Communities in the USA
 SOCI 117/EDS 117. Language, Culture, and Education
 SOCI 118E. Sociology of Language
 SOCI 120T. Special Topics in Culture, Language, and Social Interaction
 EDS 125. History, Politics, and Theory of Bilingual Education

1 course in sociolinguistics (by approval of the faculty advisor, may be taken in another department). Courses currently approved to satisfy this requirement include the following. **Note:** some of these courses may have prerequisites:

LIGN 174. Gender and Language in Society
 LIGN 175. Sociolinguistics
 LIGN 177. Multilingualism

3 linguistics electives. Courses particularly relevant to this specialization are

LIGN 105. Law and Language
 LIGN 174. Gender and Language in Society
 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 advisor 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 course work 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 advisor 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.

1. 6 upper-division linguistics courses, as follows:

LIGN 101. Introduction to Linguistics

3 courses chosen from

LIGN 110. Phonetics
 LIGN 111. Phonology I
 LIGN 120. Morphology
 LIGN 121. Syntax I
 LIGN 130. Semantics
 LIGN 145. Pidgins and Creoles
 LIGN 150. Historical Linguistics

“Structure of” language of concentration course (e.g., LIGN 143 Structure of Spanish). If no such course is available, the student must consult with the undergraduate advisor regarding a possible substitution.

One additional upper-division LIGN course.

2. 2 upper-division courses in the literature of the language of concentration
3. 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 course work outside of UCSD.

Arabic

ANSC 133. Peoples and Cultures of the Middle East
 ECON 165. Middle East Economics
 HINE 114. History of the Islamic Middle East
 HINE 115. Islamic Civilization
 HINE 118. The Middle East in the Twentieth Century
 HINE 119. Contemporary Middle East Conflicts
 HINE 122. Politicization of Religion in the Middle East
 POLI 121B. Politics in Israel
 RELI 112. Texts and Contexts: The Holy Book in Islam

ASL

COHI 124. Voice. Deaf People in America

Chinese

ANRG 170/ ANSC 136. Traditional Chinese Society
 ANRG 173/ ANSC 137. Chinese Popular Religion
 ANSC 136. Traditional Chinese Society

ANSC 137. Chinese Popular Religion
 HIEA 120. Classical Chinese Philosophy and Culture
 HIEA 121. Medieval Chinese Culture and Society
 HIEA 122. Late Imperial Chinese Culture and Society
 HIEA 119/SOCB 162R. Religion and Popular Culture in East Asia

HIEA 125. Women and Gender in East Asia
 HIEA 126. The Silk Road in Chinese and Japanese History

HIEA 128. History of Material Culture in China

HIEA 129. Faces of the Chinese Past

HIEA 130. End of the Chinese Empire, 1800–1911

HIEA 131. History of the Modern Chinese Revolution: 1911–1949

HIEA 132. History of the People’s Republic of China

HIEA 133. Twentieth Century China: Cultural History

HIEA 134. History of Thought and Religion in China: Confucianism

HIEA 135. History of Thought and Religion in China: Buddhism

HIEA 136. History of Thought and Religion in China: Daoism

HIEA 137. Women and Family in Chinese History

HIEA 138. Women and the Chinese Revolution

HIEA 162/262. History of Women in China

HIEA 163/263. Cinema and Society in Twentieth-Century China

HIEA 164/264. Seminar in Late Imperial Chinese History

HIEA 165/265. Topics in Medieval Chinese History

HIEA 166/266. Creating Ming Histories

HIEA 167. Special Topics in Modern Chinese History

HIEA 168/268. Topics in Classical and Medieval Chinese History

HIEA 171/271. Society and Culture in Premodern China

POLI 113A. East Asian Thought in Comparative Perspective

POLI 113B. Chinese and Japanese Political Thought I
POLI 130B. Politics in the People’s Republic of China

POLI 131C. The Chinese Revolution

POLI 132B. Politics and Revolution in China and Japan

POLI 132C. Political Development and Modern China

POLI 133D. Political Institutions of East Asian Countries

SOCB 188B Chinese Society

SOCB 162R/HIEA 119. Religion and Popular Culture in East Asia

VIS 127B. Arts of China

VIS 127C. Arts of Modern China

VIS 127D. Early Chinese Painting

VIS 127E. Later Chinese Painting

VIS 127G. Twentieth-Century Chinese Art

VIS 127N. Twentieth-Century Art in China and Japan

French

HIEU 129. Paris, Past and Present

HIEU 130. Europe in the Eighteenth Century

HIEU 131. The French Revolution: 1789–1814

HIEU 142. European Intellectual History, 1780–1870

POLI 120C. Politics in France

TDHT 105. French Comedy

German

HIEU 130. Europe in the Eighteenth Century

HIEU 132. German Politics and Culture: 1648–1848
 HIEU 142. European Intellectual History, 1780–1870
 HIEU 143. European Intellectual History, 1870–1945
 HIEU 145. The Holocaust as Public History
 HIEU 154. Modern German History
 HIEU 155. Modern Austria
 HIEU 158. Why Hitler? How Auschwitz?
 HIEU 172/272. Comparative European Fascism
 HIEU 174/274. The Holocaust: A Psychological Approach
 HIEU 177. Special Topics in Modern German Thought
 PHIL 106. Kant
 PHIL 107. Hegel
 POLI 120B. The German Political System
 POLI 120D. Germany: Before, During, and After Division
 SOCI 178. The Holocaust
 TDHT 106. Brecht and Beyond

Hebrew

ANRG 150/ANAR 142. The Rise and Fall of Ancient Israel
 HIEU 159. Three Centuries of Zionism, 1648–1948
 HIEU 176/276. Politics in the Jewish Past
 HINE 102. The Jews in Their Homeland in Antiquity
 HINE 103. The Jewish Diaspora in Antiquity
 HINE 111. Anthropology and the Hebrew Bible
 HINE 112A. Great Stories from the Hebrew Bible
 HINE 112B. Great Poems from the Hebrew Bible
 HINE 161/HINE 261. Seminar in the Hebrew Bible
 HINE 162/262. Anthropology and the Hebrew Bible
 HINE 170. Special Topics in Jewish History
 HINE 181/281. Problems in the Study of Hebrew Manuscripts
 HINE 186. Special Topics in Middle Eastern History
 POLI 121. Government and Politics of the Middle East
 POLI 121B. Politics in Israel
 RELI 111. Texts and Contexts: The Holy Book in Christianity and Judaism
 SOCI 188F. Modern Jewish Societies and Israeli Society

Italian

HIEU 119. Modern Italy: From Unification to the Present
 HIEU 120. The Renaissance in Italy
 HIEU 121. Early Modern Italy
 HIEU 122. Politics Italian Renaissance Style
 HIEU 172/272. Comparative European Fascism
 POLI 120I. Politics in Italy
 TDHT 104. Italian Comedy
 VIS 122AN. Renaissance Art
 VIS 122CN. Defining High Renaissance Art
 VIS 122D. Michelangelo
 VIS 122D. Michelangelo
 VIS 122F. Leonardo's La Gioconda

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
 HEA 117. Ghosts in Japan
 HIEA 125. Women and Gender in East Asia
 HIEA 126. The Silk Road in Chinese and Japanese History
 HIEA 160. Colloquium on Modern Japanese History
 POLI 113A. East Asian Thought in Comparative Perspective
 POLI 113B. Chinese and Japanese Political Thought I
 POLI 132B. Politics and Revolution in China and Japan
 POLI 133A. Japanese Politics: A Developmental Perspective
 POLI 133D. Political Institutions of East Asian Countries
 POLI 133E. Public Policy in Japan
 VIS 127F. Japanese Buddhist Art
 VIS 127N. Twentieth-Century Art in China and Japan
 VIS 127P. Arts of Japan
 VIS 127Q. Japanese Painting and Prints

Russian

HIEU 134. The Formation of the Russian Empire, 800–1855
 HIEU 156. History of the Soviet Union, 1905–1991
 HIEU 178. Soviet History
 POLI 126AB. Politics and Economics in Eastern Europe
 POLI 130AA. The Soviet Successor States
 POLI 130AC. Seminar: Post-Soviet Politics
 POLI 130AD. The Politics of the Russian Revolution

Spanish

ANAR 156. The Archaeology of South America
 ANSC 131. Urban Cultures in Latin America
 ANSC 142. Anthropology of Latin America
 COCU 131. Cinema of the Cuban Revolution
 COCU 168. Latino Space, Place, and Culture
 COSF 140C. Comparative Media Systems: Latin America and the Caribbean
 COCU 110. Cinema in Latin America
 ECON 161. Global Integration of Latin America
 ECON 162. Economics of Mexico
 ETHN 116. The United States–Mexico Border in Comparative Perspective
 ETHN 129/USP 135. Asian and Latina Immigrant Workers in the Global Economy
 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 145. Spanish Language in the United States
 ETHN 148. Latino/a and Chicano/a Literature
 ETHN 180. Topics in Mexican American History
 HIEU 138. Imperial Spain, 1476–1808
 HIEU 151. Spain since 1808
 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 103. Revolution in Modern Latin America
 HILA 104. Modern U.S.–Latin American Relations
 HILA 108. Economic History: Continuity and Change in Latin America
 HILA 112. Economic and Social History of the Andean Region
 HILA 113. Lord and Peasant in Latin America
 HILA 114. Dictatorship in Latin America
 HILA 115. The Latin American City, A History
 HILA 116. El Salvador and the United States: Human Rights and Revolution
 HILA 120. History of Argentina
 HILA 121. History of Brazil
 HILA 122. Cuba: From Colony to Socialist Republic
 HILA 124A. History of Women and Gender in Latin America
 HILA 126. From Columbus to Castro: Caribbean Culture and Society
 HILA 127. History, Culture, and Power
 HILA 131. A History of Mexico
 HILA 132. A History of Contemporary Mexico
 HILA 161. History of Women in Latin America
 HILA 162. Special Topics in Latin American History
 HILA 163/263. The History of Chile, 1880–Present
 HILA 164/264. Women's Work and Family Life in Latin America
 HILA 167/267. Scholarship on Latin American History in the Colonial Period
 HILA 168/268. Scholarship on Latin American History in the Nineteenth Century
 HILA 169/269. Scholarship on Latin American History in the Twentieth Century
 LATI 120. Special Topics in Latin American Studies
 THHS 109. African Heritage in Contemporary Drama: African, Caribbean, and African-American
 TDHT 110. Chicano Dramatic Literature
 TDHT 111. Hispanic-American Dramatic Literature
 POLI 134AA. Comparative Politics of Latin America
 POLI 134B. Politics in Mexico
 POLI 134D. Selected Topics in Latin American Politics
 POLI 134I. Politics in the Southern Cone of Latin America
 POLI 134N. Politics in Central America
 POLI 146A. The U.S. and Latin America: Political and Economic Relations
 SOCI 151M. Chicanos in American Society
 SOCI 182. Ethnicity and Indigenous Peoples in Latin America
 SOCI 188D. Latin America: Society and Politics
 VIS 125F. Latin American Film
 VIS 126P. Latin American Art: Modern to Postmodern, 1890–1950
 VIS 126Q. Latin American Art: Modern to Postmodern, 1950–Present
 VIS 126R. Latin American Photography

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 advisor:

admission to the program requires nomination by the advisor 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 advisor, 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 advisor, 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 advisor.

Linguistics: LIGN 101 is required. In addition students must take a "Structure of" language of concentration course (e.g., LIGN 143 Structure of Spanish). If no such course is available, the student must consult with the undergraduate advisor regarding a possible substitution.

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 advisor are required.

THE PH.D. PROGRAM

The UC San Diego 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), Caucasian, Chinese, Finno-Ugric, Germanic, Greek, Persian, Romance, Semitic, Slavic, and Uto-Aztecan. 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 computers 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 modeling, 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. 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 linguistics graduate courses prior to taking the qualifying examination. All graduate students must take a common core of ten courses. These are

- Three courses in Syntax and Semantics: 221A, 221B, 230
- Three courses in Phonology and Phonetics: 210, 211A, 211B
- One course in Field Methods: 240
- Two courses in Research Methods, selected from 241, 245, and 251 (Note: Although 241 is repeatable, only one instance may count toward this requirement.)
- 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 (LLP and HLP), or may assist a professor in the teaching of an 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 previous 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, ships, etc.) cannot exceed six years; total university support cannot exceed seven years. Total registered time at UCSD cannot exceed eight years.

SPECIALIZATION IN ANTHROPOGENY

This is a transdisciplinary graduate specialization in anthropogeny with the aim of providing graduate students the opportunity to specialize in research and education on explaining the origins of the human phenomenon. The aim is to rectify the absence of existing training programs that provide such a broad and explicitly transdisciplinary approach—spanning the social and natural sciences—and focusing on one of the oldest questions known to humankind, namely, the origins of humans and humanity. This specialization is not a stand-alone program, but aims at providing graduate students who have just embarked on their graduate careers with the opportunity to interact and communicate with peers in radically different disciplines throughout the duration of their Ph.D. projects. Such communication across disciplines from the outset is key to fostering a capacity for interdisciplinary “language” skills and conceptual flexibility.

ADMISSION TO THE SPECIALIZATION

The Linguistics Graduate Program will advertise the specialization to those students in our programs who have an interest in human origins. Qualifying applicants will have the opportunity to enroll for the specialization.

SPECIALIZATION REQUIREMENTS

Students pursuing this specialization will be required to take a series of courses in addition to research rounds over four years of study. It is advised that students begin their course work in their second year.

1. Course work: Introduction to Anthropogeny (BIOM 225) and Advanced Anthropogeny (BIOM 229) are each taken once, in the winter and spring of the student's second year. Current Topics in Anthropogeny (BIOM 218) is to be taken every quarter for four years.
2. Research Rounds: Monthly seminars during which all participating students talk about their respective research.

QUALIFYING EXAMINATION

Linguistics students in the anthropogeny specialization must meet the departmental requirement for advancement to candidacy. In addition, students must meet internal deadlines, mentoring provisions, and proposal standards of the anthropogeny specialization track.

DISSERTATION

Ph.D. students must complete a dissertation, which meets all requirements of the home program. In addition, it is expected that the Ph.D. dissertation is broadly related to human origins and will be interdisciplinary in nature.

TIME LIMITS

It is expected that students will retain the same time to degree as students not pursuing this specialization. Additional course load consists only of two regular courses (two quarters twenty lectures each). The third proposed course takes place only three times a year from Friday noon to Saturday evening.

COURSES

For course descriptions not found in the UC San Diego General Catalog, 2010–11, please contact the department for more information.

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

LINGUISTICS

LOWER DIVISION

3. Language as a Social and Cultural Phenomenon (4)
The role of language in thought, myth, ritual, advertising, politics, and the law. Language variation, change, and loss; multilingualism, pidginization and creolization; language planning, standardization, and prescriptivism; writing systems. **Prerequisite:** none.

4. Language as a Cognitive System (4)
Fundamental issues in language and cognition. Differences between animal communication, sign systems, and human language; origins and evolution of language; neural basis of language; language acquisition in children and adults. **Prerequisite:** none.

5. The Linguistics of Invented Languages (4)
Introduction to the study of language through the investigation of invented languages, whether conscious (Elvish, Klingon, Esperanto) or unconscious (creoles, twin/sibling languages). Students will participate in the invention of a language fragment. Topics discussed include language structure, history, culture, and writing systems. **Prerequisite:** none.

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. **Prerequisite:** none.

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. **Prerequisite:** none.

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). **Prerequisite:** none.

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. **Prerequisite:** none.

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). **Prerequisite:** none.

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. **Prerequisite:** none.

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, concurrent enrollment in 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.

119. First and Second Language Learning: From Childhood through Adolescence (4)

(Same as EDS 119) An examination of how human language learning ability develops and changes over the first two decades of life, including discussion of factors that may affect this ability. **Prerequisite:** upper-division standing or consent of instructor.

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.

130. Semantics (4)

Introduction to the formal study of meaning. What is the meaning of a word? What is the meaning of a sentence?

Which role does the context play in determining linguistic meaning? **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.

142. Language Typology (4)

The systematic ways languages differ. Cross-linguistics studies of specified topics (e.g., word order, agreement, case, switch reference, phonological systems, and rule types, etc.) in an effort to develop models of language variation. **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: sociohistorical 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.

155. Evolution of Language (4)

History of thought on language origins, genetic, neural, anatomical, and gestural theories of language evolution in relation to prior hominid and other species, the role of generational differences in language acquisition, and computational models. **Prerequisite:** upper-division standing or consent of instructor.

160. Pragmatics (4)

An introduction to the context-dependent aspects of language meaning. Topics include given versus new information, Gricean maxims and rules of conversation, presupposition, implicature, reference and cognitive status, discourse coherence and structure, and speech acts. **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. **Prerequisite:** none.

170. Psycholinguistics (4)

The study of how humans learn, represent, comprehend, and produce language. Topics include visual and auditory recognition of words, sentence comprehension, reading,

sentence production, language acquisition, neural representation of language, bilingualism, and language disorders. **Prerequisite:** LIGN 101, or upper-division standing, 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 upper-division standing, 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 upper-division standing, or consent of instructor.

173. Heritage Languages (4)

A heritage language (HL) is a language that an individual has some knowledge of due to childhood exposure. Topics: HL imperfect language competence, bilinguals vs. HL speakers, language loss, re-learning of HLs, parallels across HLs, teaching of HLs, language planning. **Prerequisite:** upper-division standing or consent of instructor.

174. Gender and Language in Society (4)

(Same as SOCI 116.) 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:** LIGN 101, or upper-division standing, or consent of instructor.

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 upper-division standing, 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. **Prerequisite:** none.

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 upper-division standing, or consent of instructor.

179. Second Language Acquisition Research (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. **Prerequisite:** LIGN 101, or upper-division standing, or consent of instructor.

180. Language Representation in the Brain (4)

The mind/body problem, modularity, basic neuroanatomy, cerebral lateralization, re-evaluation of classical language areas, aphasia, dyslexia, the KE family and FOXP2 gene, mirror neurons, sign language, brain development, cortical plasticity, and localization studies of language processing (electrical stimulation, MEG, fMRI, and PET). Students may not receive credit for both LIGN 172 and LIGN 180. **Prerequisite:** LIGN 101, or upper-division standing, or consent of instructor.

181. Language Processing in the Brain (4)

Modularity and models of language processing, basic neurophysiology, EEG/MEG, linguistic event-related brain potentials (ERPs), cross-linguistic functional significance of ERP components and their MEG correlates: N400, N400-700, lexical processing negativity, slow anterior negative potentials, (early) left anterior negativity, and late positive

Prerequisite: LIGN 101, or upper-division standing, or consent of instructor.

192. Senior Seminar in Linguistics (1)

The Senior Seminar Program is designed to allow senior undergraduates to meet with faculty members in a small group setting to explore an intellectual topic in linguistics (at the upper-division level). Senior seminars may be offered in all campus departments. Topics will vary from quarter to quarter. Senior seminars may be taken for credit up to four times, with a change in topic, and permission of the department. Enrollment is limited to twenty students, with preference given to seniors. **Prerequisites:** department stamp and/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.

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. Phonetics (4)

This is an introduction to articulatory, acoustic, and auditory phonetics. Major phonetic theories in these areas, and the relationship between phonetics and phonology are discussed. The course also covers experimental design and methodology and provides hands-on experience with laboratory equipment. **Prerequisite:** none

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.

214. Topics in Phonetics (4)

This course examines recent developments in controversial areas of phonetics. Topics will vary, and will address issues in speech production (articulation; acoustics), speech perception, phonetic theory, and the relationship between phonetics and phonology. **Prerequisite:** LIGN 210, 211A, 211B, or consent of instructor.

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.

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.

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. 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.

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.

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.

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.

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. Publically-available language processing systems.

247. Topics in Pragmatics (4)

Advance material covering particular topics relating to the theoretical analysis of the pragmatics of natural languages. May be repeated for credit when topics vary. **Prerequisite:** consent of instructor.

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.

251. Probabilistic Methods in Linguistics (4)

Probabilistic approaches to language knowledge, acquisition, and use. Quantitative analysis of linguistic data. Quantitative models in linguistic theory. Covers basic probability theory and tools of statistical analysis for language, including linear regression, ANOVA, generalized linear models (e.g., logistic regression), data visualization. Familiarity with probability theory highly encouraged.

256. Statistical Natural Language Processing (4)

(Same as CSE 256) Introduction to modern statistical approaches to natural language processing: part-of-speech tagging, word-sense disambiguation and parsing, using Markov models, hidden Markov models, and probabilistic context-free grammars. Recommended **Prerequisite:** one of LIGN 165, LIGN 245, CSE 151, CSE 250A, CSE 254. **Prerequisite:** graduate standing or consent of instructor.

265. Topics in Computational Linguistics (4)

Advanced topics in computational linguistics of current interest. Subjects will vary, and may include computational morphology, syntax, semantics, discourse, psycholinguistics, or language change. May be repeated for credit. **Prerequisites:** none.

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.

274. Computational Psycholinguistics (4)

Investigation of problems in psycholinguistics—the study of how humans learn, represent, comprehend, and produce language—from a computational perspective. Research article readings covering word-level, sentence-level, and discourse-level processing. Prior background in psycholinguistics and/or computational linguistics highly recommended.

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.

279. Topics in Language Acquisition (4)

Language acquisition is central to theories about human development, cognition, brain organization, and language origins and change. Topics include the role of input and critical periods on language outcome and processing, neural organization, and sign language creation. **Prerequisite:** none.

280. Sign Language Research (4)

An overview of sign language research in terms of how it informs language theory. Topics include the structure of ASL, acquisition, psycholinguistic and neurolinguistic processing of sign language in comparison to spoken language, critical period effects, and language evolution. **Prerequisite:** Graduate standing or consent of instructor.

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.

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:** advancement to candidacy.

502. Apprentice 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. Apprentice 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. Apprentice 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. Apprentice 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. Apprentice 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. Apprentice 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. Apprentice 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. Apprentice 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.

510. Apprentice Teaching of Arabic (1–4)

The course, designed for graduate students serving as teaching assistants in Arabic, 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.

511. Apprentice Teaching of Portuguese (1–4)

The course, designed for graduate students serving as teaching assistants in Portuguese, 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.

512. Apprentice Teaching of Heritage Korean (1–4)

The course, designed for graduate students serving as teaching assistants in Heritage Korean, 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 only.) May be repeated for credit.

513. Apprentice Teaching of Heritage Vietnamese (1–4)

The course, designed for graduate students serving as teaching assistants in Heritage Vietnamese, 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 only.) May be repeated for credit.

514. Apprentice Teaching of Heritage Persian (1–4)

The course, designed for graduate students serving as teaching assistants in Heritage Persian, 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.

515. Apprentice Teaching of Heritage Filipino (1–4)

The course, designed for graduate students serving as teaching assistants in Heritage Filipino, 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.

COURSES

LANGUAGE

OFFICE: Linguistics Language Program Office, 3016 Applied Physics and Mathematics Building, 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. Information on taking the placement exam is available at <http://ling.ucsd.edu/language/placement-test.html> or at the Linguistics Language Program Office (3016 Applied Physics and Mathematics Building). For placement in Arabic, American Sign Language, or Portuguese contact the Linguistics Language Program Office (3016 Applied Physics and Mathematics Building).

Conversation sections (Linguistics 1A-1B-1C-1D) consist of small tutorial meetings, 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. Each course in the 1A-1B-1C-1D series must be taken concurrently with the corresponding course in the 1AX-1BX-1CX-1DX series.

Heritage Language courses are offered in Arabic, Armenian, Cantonese, Filipino, Hindi, Korean, Persian, and Vietnamese. 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 graduate 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 Eleanor Roosevelt and Revelle Colleges. **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 Eleanor Roosevelt and Revelle Colleges. **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.

Linguistics/American Sign Language (LISL)

10. French Sign Language for ASL Signers (4)
Small tutorial meetings with a signer of French Sign Language (Langue des signes française), the historical antecedent and a close relative of American Sign Language. **Prerequisites:** LISL 1C/1CX. (Not offered in 2010–11.)

Linguistics/American Sign Language (LISL) 5A, 5B, 5C. Fundamentals of American Sign Language (5)

This course concentrates on those language skills essential for communication: signing, comprehension, grammar analysis, and deaf culture. UCSD students: LISL 5A is equivalent to LISL 1A/1AX, LISL 5B to LISL 1B/BX, and LISL 5C to LISL 1C/1CX. Enrollment is limited. **Prerequisites:** none for 5A; for 5B two or more years of ASL in high school or the first semester of college-level ASL. (Offered in Summer Session only. Not offered summer 2011.)

ARABIC

See also Linguistics/“[Heritage Language Program](#).”

Linguistics/Arabic (LIAB) 1A. Arabic 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 LIAB 1AX. **Prerequisite:** no prior study of Arabic.

Linguistics/Arabic (LIAB) 1AX. Analysis of Arabic (2.5)

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

Linguistics/Arabic (LIAB) 1B. Arabic 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 LIAB 1BX. **Prerequisite:** LIAB 1A with a grade of C– or better, or equivalent and LIAB 1AX with a grade of D or better, or equivalent.

Linguistics/Arabic (LIAB) 1BX. Analysis of Arabic (2.5)

Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. This course is taught entirely in Arabic. Must be taken in conjunction with LIAB 1B. **Prerequisite:** LIAB 1A with a grade of C– or better, or equivalent and LIAB 1AX with a grade of D or better, or equivalent.

Linguistics/Arabic (LIAB) 1C. Arabic 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 LIAB 1CX. **Prerequisite:** LIAB 1B with a grade of C– or better, or equivalent and LIAB 1BX with a grade of D or better, or equivalent.

Linguistics/Arabic (LIAB) 1CX. Analysis of Arabic (2.5)

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

Linguistics/Arabic (LIAB) 1D. Arabic 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 LIAB 1DX. Successful completion of LIAB 1D and 1DX satisfies the requirement for language proficiency in Revelle and Eleanor Roosevelt Colleges. **Prerequisites:** LIAB 1C with a grade of C– or better, or equivalent and LIAB 1CX with a grade of D or better, or equivalent.

Linguistics/Arabic (LIAB) 1DX. Analysis of Arabic (2.5)

Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. This course is taught entirely in Arabic. Must be taken in conjunction with LIAB 1D. Successful completion of LIAB 1D and 1DX satisfies the requirement for language proficiency in Revelle and Eleanor Roosevelt Colleges. **Prerequisites:** LIAB 1C with a grade of C– or better, or equivalent and LIAB 1CX with a grade of D or better, or equivalent.

Linguistics/Arabic (LIAB) 1E. Arabic 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 LIAB 1EX. **Prerequisites:** LIAB 1D with a grade of C– or better, or equivalent, and LIAB 1DX with a grade of D or better, or equivalent.

Linguistics/Arabic (LIAB) 1EX. Arabic Conversation (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 Arabic. Must be taken in conjunction with LIAB 1E. **Prerequisites:** LIAB 1D with a grade of C– or better, or equivalent, and LIAB 1DX with a grade of D or better, or equivalent.

CHINESE

See “[Chinese Studies](#).”

See also Linguistics “[Directed Study](#).”

See also “[Linguistics/Cantonese](#).”

ESPERANTO

See also Linguistics “[Directed Study](#).”

Linguistics/Esperanto (LIEO) 5AS. Fundamentals of Esperanto I (5)

A communicative introduction to Esperanto for students with no prior exposure, with attention to listening comprehension, conversation, reading, writing, and grammar analysis. (Offered in Summer Session only.)

Linguistics/Esperanto (LIEO) 5BS. Fundamentals of Esperanto II (5)

A course to increase the proficiency level of students who have completed LIEO 5AS or who are at an equivalent level. Attention to listening comprehension, conversation, reading, writing, and grammar analysis. **Prerequisite:** LIEO 5AS or consent of instructor. (Offered in Summer Session only.)

Linguistics/Esperanto (LIEO) 5CS. Fundamentals of Esperanto III (5)

A course to increase the proficiency level of students who have completed LIEO 5BS or who are at an equivalent level.

Attention to listening comprehension, conversation, reading, writing, and grammar analysis. **Prerequisite:** LIEO 5BS or consent of instructor. (Offered in Summer Session only.)

Linguistics/Esperanto (LIEO) 5DS. Fundamentals of Esperanto IV (5)

A course to increase the proficiency level of students who have completed LIEO 5CS or who are at an equivalent level. Attention to listening comprehension, conversation, reading, writing, and grammar analysis. **Prerequisite:** LIEO 5CS or consent of instructor. (Offered in Summer Session only.)

Linguistics/Esperanto (LIEO) 12S. Esperanto for the Humanities and Social Sciences (5)

Readings and discussion on topics in humanities and social sciences. Conducted entirely in Esperanto. **Prerequisite:** consent of instructor. (Offered in Summer Session only.)

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 communication 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. **Prerequisite:** 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. **Prerequisite:** 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. **Prerequisite:** 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 Eleanor Roosevelt and Revelle Colleges. **Prerequisite:** 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 Eleanor Roosevelt and Revelle Colleges. **Prerequisite:** 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)

Linguistics/French (LIFR) 5A, 5B, 5C,

5D. Fundamentals of French (5)

This course concentrates on those language skills essential for communication: listening comprehension, conversation, reading, writing, and grammar analysis. UCSD students: LIFR 5A is equivalent to LIFR 1A/1AX, LIFR 5B to LIFR 1B/1BX, LIFR 5C to LIFR 1C/1CX, and LIFR 5D to LIFR 1D/1DX. Enrollment is limited. **Prerequisite:** None for 5A; for 5B, two or more years of French in high school or the first semester of college-level French. (Offered in Summer Session only.)

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 Eleanor Roosevelt and Revelle Colleges. **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 Eleanor Roosevelt and Revelle Colleges. **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)

Linguistics/German (LIGM) 5A, 5B, 5C,

5D. Fundamentals of German (5)

This course concentrates on those language skills essential for communication: listening comprehension, reading, writing, and grammar analysis. UCSD students: LIGM 5A is equivalent to LIGM 1A/1AX, LIGM 5B to LIGM 1B/1BX, and LIGM 5C to LIGM 1C/1CX. Enrollment is limited. **Prerequisites:** none for 5A; for 5B, two or more years of German in high school or the first semester of college-level German. (Offered in Summer Session only.)

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 LANGUAGE PROGRAM

“Heritage” or “incomplete” language acquisition refers to the situation of individuals who are exposed to a language used in their environment during childhood that they may learn to understand or even speak to some degree, but never fully acquire. The idea behind the department’s innovative Heritage Language Program is that such individuals have a set of skills, competencies, and needs that are distinct from those of both native speakers learning to read and write the language for the first time, and also non-native learners who may study it as a foreign language during adulthood. These individuals therefore require a different type of language instruction, one that builds on and enhances the linguistic skills they already possess, and amplifies their cultural competence and literacy. The Heritage Language Program allows students to work towards developing higher levels of proficiency in order to pursue personal and professional goals.

Linguistics/Filipino for Filipino

Speakers (LIHL) 112 (4)

For students who already comprehend informal spoken Filipino but wish to improve their communicative and sociocultural competence and their analytic understanding. Language functions for oral communication, reading, writing, and culture; dialect and language style differences; structure and history of Filipino. Some speaking ability in Filipino recommended. **Prerequisite:** upper-division standing or consent of instructor.

Linguistics/Advanced Filipino for

Filipino Speakers (LIHL) 132 (4)

Instruction stresses language functions required for advanced oral communication, reading, writing, and cultural understanding in professional contexts. High-level vocabulary and texts; dialect differences and formal language styles (registers). Advanced structural analysis and history of Filipino. **Prerequisite:** upper-division standing or consent of instructor.

Linguistics/Armenian for Armenian

Speakers (LIHL) 113 (4)

For students who already comprehend informal spoken Armenian but wish to improve their communicative and sociocultural competence and their analytic understanding. Language functions for oral communication, reading, writing, and culture; dialect and language style differences; structure and history of Armenian. Some speaking ability in Armenian recommended. **Prerequisite:** upper-division standing or consent of instructor. (Not offered in 2010–11.)

Linguistics/Advanced Armenian for

Armenian Speakers (LIHL) 133 (4)

Instruction stresses language functions required for advanced oral communication, reading, writing, and cultural understanding in professional contexts. High-level vocabulary and texts; dialect differences and formal language styles (registers). Advanced structural analysis and history of Armenian. **Prerequisite:** upper-division standing or consent of instructor. (Not offered in 2010–11.)

Linguistics/Vietnamese for Vietnamese

Speakers (LIHL) 114 (4)

For students who already comprehend informal spoken Vietnamese but wish to improve their communicative and sociocultural competence and their analytic understanding. Language functions for oral communication, reading, writing, and culture; dialect and language style differences; structure and history of Vietnamese. Some speaking ability in Vietnamese recommended. **Prerequisite:** upper-division standing or consent of instructor.

Linguistics/Advanced Vietnamese for

Vietnamese Speakers (LIHL) 134 (4)

Instruction stresses language functions required for advanced oral communication, reading, writing, and cultural understanding in professional contexts. High-level vocabulary and texts; dialect differences and formal language styles (registers). Advanced structural analysis and history of Vietnamese. **Prerequisite:** upper-division standing or consent of instructor.

Linguistics/Korean for Korean

Speakers (LIHL) 115 (4)

For students who already comprehend informal spoken Korean but wish to improve their communicative and sociocultural competence and their analytic understanding. Language functions for oral communication, reading, writing, and culture; dialect and language style differences; structure and history of Korean. Some speaking ability in Korean recommended. **Prerequisite:** upper-division standing or consent of instructor.

Linguistics/Advanced Korean for

Korean Speakers (LIHL) 135 (4)

Instruction stresses language functions required for advanced oral communication, reading, writing, and cultural understanding in professional contexts. High-level vocabulary and texts; dialect differences and formal language styles (registers). Advanced structural analysis and history of Korean. **Prerequisite:** upper-division standing or consent of instructor.

Linguistics/Arabic for Arabic Speakers (LIHL) 116 (4)

For students who already comprehend informal spoken Arabic but wish to improve their communicative and sociocultural competence and their analytic understanding. Language functions for oral communication, reading, writing, and culture; dialect and language style differences; structure and history of Arabic. Some speaking ability in Arabic recommended. **Prerequisite:** upper-division standing or consent of instructor.

Linguistics/Advanced Arabic for Arabic Speakers (LIHL) 136 (4)

Instruction stresses language functions required for advanced oral communication, reading, writing, and cultural understanding in professional contexts. High-level vocabulary and texts; dialect differences and formal language styles (registers). Advanced structural analysis and history of Arabic. **Prerequisite:** upper-division standing or consent of instructor.

Linguistics/Persian for Persian Speakers (LIHL) 117 (4)

For students who already comprehend informal spoken Persian but wish to improve their communicative and sociocultural competence and their analytic understanding. Language functions for oral communication, reading, writing, and culture; dialect and language style differences; structure and history of Persian. Some speaking ability in Persian recommended. **Prerequisite:** upper-division standing or consent of instructor.

Linguistics/Advanced Persian for Persian Speakers (LIHL) 137 (4)

Instruction stresses language functions required for advanced oral communication, reading, writing, and cultural understanding in professional contexts. High-level vocabulary and texts; dialect differences and formal language styles (registers). Advanced structural analysis and history of Persian. **Prerequisite:** upper-division standing or consent of instructor.

Linguistics/Cantonese for Cantonese Speakers (LIHL) 118 (4)

For students who already comprehend informal spoken Cantonese but wish to improve their communicative and sociocultural competence and their analytic understanding. Language functions for oral communication, reading, writing, and culture; dialect and language style differences; structure and history of Cantonese. Some speaking ability in Cantonese recommended. **Prerequisite:** upper-division standing or consent of instructor. (Not offered in 2010–11.)

Linguistics/Advanced Cantonese for Cantonese Speakers (LIHL) 138 (4)

Instruction stresses language functions required for advanced oral communication, reading, writing, and cultural understanding in professional contexts. High-level vocabulary and texts; dialect differences and formal language styles (registers). Advanced structural analysis and history of Cantonese. **Prerequisite:** upper-division standing or consent of instructor. (Not offered in 2010–11.)

Linguistics/Hindi for Hindi Speakers (LIHL) 119 (4)

For students who already comprehend informal spoken Hindi but wish to improve their communicative and sociocultural competence and their analytic understanding. Language functions for oral communication, reading, writing, and culture; dialect and language style differences; structure and history of Hindi. Some speaking ability in Hindi recommended. **Prerequisite:** upper-division standing or consent of instructor. (Not offered in 2010–11.)

Linguistics/Advanced Hindi for Hindi Speakers (LIHL) 139 (4)

Instruction stresses language functions required for advanced oral communication, reading, writing, and cultural understanding in professional contexts. High-level vocabulary and texts; dialect differences and formal language styles (registers). Advanced structural analysis and history of Hindi. **Prerequisite:** upper-division standing or consent of instructor. (Not offered in 2010–11.)

HINDI

See also Linguistics/"[Heritage Language Program](#)."

Linguistics/Hindi (LIHI) 1A. Hindi 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 LIHI 1AX. **Prerequisite:** no prior study of Hindi. (Not offered in 2010–11.)

Linguistics/Hindi (LIHI) 1AX. Analysis of Hindi (2.5)

Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. This course is taught entirely in Hindi. Must be taken in conjunction with LIHI 1A. **Prerequisite:** no prior study of Hindi. (Not offered in 2010–11.)

Linguistics/Hindi (LIHI) 1B. Hindi 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 LIHI 1BX. **Prerequisites:** LIHI 1A with a grade of C– or better, or equivalent and LIHI 1AX with a grade of D or better, or equivalent. (Not offered in 2010–11.)

Linguistics/Hindi (LIHI) 1BX. Analysis of Hindi (2.5)

Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. This course is taught entirely in Hindi. Must be taken in conjunction with LIHI 1B. **Prerequisites:** LIHI 1A with a grade of C– or better, or equivalent and LIHI 1AX with a grade of D or better, or equivalent. (Not offered in 2010–11.)

Linguistics/Hindi (LIHI) 1C. Hindi 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 LIHI 1CX. **Prerequisites:** LIHI 1B with a grade of C– or better, or equivalent and LIHI 1BX with a grade of D or better, or equivalent. (Not offered in 2010–11.)

Linguistics/Hindi (LIHI) 1CX. Analysis of Hindi (2.5)

Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. This course is taught entirely in Hindi. Must be taken in conjunction with LIHI 1C. **Prerequisites:** LIHI 1B with a grade of C– or better, or equivalent and LIHI 1BX with a grade of D or better, or equivalent. (Not offered in 2010–11.)

Linguistics/Hindi (LIHI) 1D. Hindi 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 LIHI 1DX. **Prerequisites:** LIHI 1C with a grade of C– or better, or equivalent and LIHI 1CX with a grade of D or better, or equivalent. (Not offered in 2010–11.)

Linguistics/Hindi (LIHI) 1DX. Analysis of Hindi (2.5)

Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. This course is taught entirely in Hindi. Must be taken in conjunction with LIHI 1D. **Prerequisites:** LIHI 1C with a grade of C– or better, or equivalent and LIHI 1CX with a grade of D or better, or equivalent. (Not offered in 2010–11.)

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) 1BX. 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.

Linguistics/Italian (LIIT) 1D. 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 1DX. *Successful completion of LIIT 1D and LIIT 1DX satisfies the requirement for language proficiency in Revelle and Eleanor Roosevelt Colleges.* **Prerequisites:** LIIT 1C and LIIT 1CX, or equivalent.

Linguistics/Italian (LIIT) 1DX. Analysis of Italian (2.5)

Practice of the grammatical functions indispensable for comprehensible communication in the language. The course is taught entirely in Italian. Must be taken in conjunction with LIIT 1D. *Successful completion of LIIT 1D and LIIT 1DX satisfies the requirement for language proficiency in Revelle and Eleanor Roosevelt Colleges.* **Prerequisites:** LIIT 1C and LIIT 1CX, 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. Portuguese Conversation (2.5)

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

Linguistics/Portuguese (LIPO) 1AX. Analysis of Portuguese (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 Portuguese. Must be taken in conjunction with LIPO 1A. **Prerequisite:** no prior study of Portuguese.

Linguistics/Portuguese (LIPO) 1B. Portuguese Conversation (2.5)

Small conversation sections taught entirely in the target language. Emphasis on listening comprehension, speaking,

vocabulary-building, reading, and culture. Emphasis on the language and culture of Brazil. Must be taken in conjunction with LIPO 1BX. **Prerequisites:** LIPO 1A with a grade of C- or better or equivalent and LIPO 1AX with a grade of D or better, or equivalent.

Linguistics/Portuguese (LIPO) 1BX.
Analysis of Portuguese (2.5)

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

Linguistics/Portuguese (LIPO) 1C.
Portuguese Conversation (2.5)

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

Linguistics/Portuguese (LIPO) 1CX.
Analysis of Portuguese (2.5)

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

Linguistics/Portuguese (LIPO) 1D.
Portuguese 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 LIPO 1DX. Successful completion of LIPO 1D and LIPO 1DX satisfies the requirement for language proficiency in Revelle and Eleanor Roosevelt Colleges. **Prerequisites:** LIPO 1C with a grade of C- or better, or equivalent and LIPO 1CX with a grade of D or better, or equivalent.

Linguistics/Portuguese (LIPO) 1DX.
Analysis of Portuguese (2.5)

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

Linguistics/Portuguese (LIPO) 15.
Intermediate Brazilian Portuguese for the Social Sciences: Social Movements (2.0)

Conducted entirely in Portuguese. Course aims to improve oral language skills through discussions of social science topics, with emphasis on social and political movements in contemporary Brazil. Course materials may encompass televised news broadcasts, newspapers, and periodicals. **Prerequisites:** LIPO 1D and 1DX or equivalent or by consent of the instructor.

Linguistics/Portuguese (LIPO) 16.
Intermediate Brazilian Portuguese for the Social Sciences: Cultural Movements (2.0)

Conducted entirely in Portuguese. Course aims to improve oral language skills through discussions of social science topics, with emphasis on culture and the arts in contemporary Brazil. Course materials may encompass televised news broadcasts, newspapers, and periodicals. **Prerequisites:** LIPO 1D and 1DX or equivalent or by consent of instructor.

Linguistics/Portuguese (LIPO) 17.
Intermediate Brazilian Portuguese for the Social Sciences: Ethnicity (2.0)

Conducted entirely in Portuguese. Course aims to improve oral language skills through discussions of social science topics, with emphasis on the role of ethnicity in contemporary Brazil. Course materials may encompass televised news

broadcasts, newspapers and periodicals. **Prerequisites:** LIPO 1D and 1DX or equivalent or by consent of instructor.

RUSSIAN

See "[Department of Literature](http://publications.ucsd.edu/clientsites/catalog1011/courses/LIT.html) <http://publications.ucsd.edu/clientsites/catalog1011/courses/LIT.html>."

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 Eleanor Roosevelt and Revelle Colleges. **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 Eleanor Roosevelt and Revelle Colleges. **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) 5A, 5B, 5C, 5D. Fundamentals of Spanish (5)

This course concentrates on those language skills essential for communication: listening comprehension, conversation, reading, writing, and grammar analysis. UCSD students: LISP 5A is equivalent to LISP 1A/1AX, LISP 5B to LISP 5B/5BX, LISP 5C to LISP 1C/1CX and LISP 5D to LISP 1D/1DX. Enrollment is limited. **Prerequisites:** none for 5A; for 5B, two or more years of Spanish in high school or the first semester or the first quarter of college-level Spanish. (Offered in Summer Session only.)

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. **Prerequisites:** 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	Hungarian
American Sign Language	Indonesian
Amharic	Irish
Arabic, Eastern	Italian
Arabic, Egyptian	Japanese
Arabic, Iraqi	Kannada
Arabic, Moroccan	Kituba
Arabic, Saudi	Korean
Armenian, Eastern	Latvian
Bengali	Lithuanian
Bulgarian	Malay
Burmese	Navajo
Cambodian	New Guinea Pidgin
Catalan	Norwegian
Chinese, Cantonese	Persian
Chinese, Mandarin	Polish
Chinyanja	Portuguese
Cree	Romanian
Czech	Russian
Danish	Serbo-Croatian
Dutch	Slovenian
Esperanto	Spanish
Finnish	Swahili
French	Swedish
Fula	Tagalog
German	Taiwanese
Greek, Modern	Telugu
Haitian Creole	Thai
Hausa	Tibetan
Hawaiian	Turkish
Hebrew, Modern	Twí
Hindi-Urdu	Vietnamese
	Yoruba