NOTE: Students are advised that the following descriptions are specific to the semester indicated, and are meant to supplement, not replace, the general course descriptions given in the General and Graduate Information Catalog and reproduced in our Program Description.

Ling 100—Language in Hawai‘i and the Pacific
(Paul Lassettre)

_Linguistics 100: Language in Hawai‘i and the Pacific_ offers students an opportunity to investigate the workings of human language with reference to the languages spoken in Hawai‘i and the Pacific. Students taking this course will become familiar with a wide range of issues—historical, sociological, psychological, political, and cultural—relating to language in Hawai‘i and the broader Pacific region, including Asia.

Ling 102—Introduction to the Study of Language
(Paul Lassettre)

Linguistics 102 offers an introduction to language—how it is used, how it is acquired, how it changes over time, how it is patterned, how it is represented in the brain. You’ll learn about the major concerns, methods, and discoveries of this exciting field. The course begins with a survey of modern linguistics, and goes on to cover such topics as language and the human species, formal linguistics, applied linguistics, and how languages are related in time and space.

Ling 320(1)—General Linguistics
(Greg Lee)

Summary introduction to linguistic phonetics, historical reconstruction, sound systems, structure of words and sentences, and semantics.

Ling 415/640G(2)—Language and Gender
(Mie Hiramoto)

The main purpose of this course is to encourage you to think analytically about gender, language and the relation between language and social practice. I will provide facts, theory, and analytic tools with which we can consider such issues. Our goal is to go beyond stereotype, common belief, and the popular press, so that you are able to evaluate claims for yourself in a knowledgeable way. Through the gathering and analysis of data, you will be asked to look for issues that might be explored, questions that might be answered, and problems that might be solved. A willingness to do so forms the basis for a responsible scholarship, but for responsible citizenship as well.

Ling 420—Morphology
(Yuko Otsuka)

The objectives of this course are a) to familiarize the student with morphological analysis and b) to provide a theoretical background to improve the student’s skills in data analysis. We will examine a variety of morphological phenomena and some traditional approaches to morphology. The topics discussed include the definition of word, allomorphy, inflection, derivation, paradigm, exponence, productivity, compounding, and incorporation. We will discuss how successful (or unsuccessful) the traditional approaches are in accounting for a number of morphosyntactic as well as morphophonological phenomena. Examples are cited from various languages. Familiarity with syntactic and phonological terminology is assumed. It is recommended that students should take LING 421 and LING 422 courses before taking this course to make the most of it.

Prerequisites: LING 320 or consent of the instructor. LING 421 and LING 422 recommended.


Requirements: Written assignments 40%, term project 35% (two oral progress reports and a final paper), participation 25% (attendance, weekly written report, class discussion, etc).

Ling 421—Introduction to Phonological Analysis
(Patricia Donegan)

This course is designed to enable the student to master the basic principles of phonological analysis through readings, lectures, and hands-on experience with data. Major topics to be covered include phonological and phonetic representation, phonological features, syllable and word structure, and accent and rhythm. We will consider a wide variety of phonological rules or processes— their forms, kinds and interactions, and we will look at constraints as an alternative to processes as determiners of phonological forms.

Requirements: Grades will be based on one or two midterm exams (to be determined), a final exam, a series of written exercises, and a short project.

Ling 430—Animal Communication (WI)  
(Patricia Lee)  
Non-human animals communicate very effectively within and across species without using what linguistics calls ‘language.’ There are scholars, however, who dispute the distinction between language and other communication systems, claiming the difference is one of quantity rather than quality.

This course will address that issue by investigating inter- and intra-species communication of animals from A to Z (including ants, apes, bees, birds, cats, dogs, dolphins, elephants, horses, parrots, prairie dogs, whales, zebras and others).


Ling 470—Children’s Speech  
(Kamil Deen)  
Students are first introduced to the structure of language: the phonetic, phonological, morphological, syntactic, and semantic systems of language. We then consider how normal children acquire these systems, focusing on how their development manifests itself in speech and comprehension. The focus is on the development of language from birth to roughly age 10, and later turns to areas of language that are relevant for clinical purposes. We consider language acquisition from biological, social/communicative, and cognitive perspectives. We discuss language acquisition in special populations, such as children with Specific Language Impairment (SLI), Williams Syndrome, etc. This class will be of interest to undergraduates and first year graduate students in Linguistics, Speech Pathology, Psychology, Anthropology, Education, etc.

Ling 611—Acoustic & Auditory Phonetics  
(Victoria Anderson)  
This course investigates principles of acoustic and audition as they relate to speech communication. Students collaborate together to:

★ Learn about physical properties of speech waves (sound propagation, wave analysis, resonance, acoustic filters)  
★ Examine relations between vocal tract articulations and their acoustic consequences (source-filter theory, vocal tract aerodynamics)  
★ Receive training in basic principles of digital signal processing (sampling, quantization, pitch tracking, RMS amplitude, Fast Fourier Transforms, Linear Predictive Coding, spectral analysis)  
★ Become skilled at using computer-based speech analysis tools to measure acoustic characteristics of vowels, consonants and suprasegmentals

★ Gain knowledge about human hearing, and how physical properties of intensity and frequency relate to sensations of “loudness” and “pitch” (aural anatomy, non-linear amplitude perception, frequency response of the auditory system, cochleagrams)  
★ Find out about variation in the physical characteristics of speech (intra- and inter-speaker variation, acoustic characteristics of women’s, men’s, and children’s voices)  
★ Gain exposure to speech perception experiments as tools to discover cues listeners extract from what they hear (acoustic characteristics vs. acoustic cues, identification and discrimination tasks, categorical vs. continuous modes of perception, perceptual maps, confusion matrices)  
★ Learn to relate acoustic, auditory and perceptual characteristics of sounds to language universals (quantal theory, adaptive dispersion theory, “preferred” vowels and consonants).

Ling 622—Grammar  
(William O’Grady)  
This is an introduction to Government and Binding (Principles and Parameters) theory, presupposing no background in syntax other than Ling 422 or its equivalent. This course will provide an overview of theory, examining the standard version of its component modules and exploring the ways in which they interact with each other to account for a variety of nature language phenomena.


Ling 630—Field Methods  
(Kenneth Rehg)  
The goal of this course is to provide you with an opportunity to experience the thrill of discovery—to engage in a stimulating intellectual adventure that will take you where no linguist has gone before. To this end, you will research on a language for which we have little or no documentation. The course will focus on methods for investigating phonology, morphology, and syntax, as well as procedures for gathering manipulating and maintaining a variety of types of data. Grades will be based on four reports to be submitted at assigned times throughout the semester.

Ling 632—Laboratory Research
(Amy Schafer)

This course is an introduction to commonly used techniques for laboratory-based analysis of fieldwork and research on speech perception, speech production, sentence comprehension, sentence production, language acquisition, sociolinguistics, experimental syntax, and other areas. The course also serves as an introduction to using the LAE Labs. We will cover techniques that tend to be used in many areas, such as recording/digitizing speech and video, important issues of Excel, experimental designs, basic statistical concepts, data trimming, co-authorship and laboratory ethics, and programming experiments (e.g., with E-Prime). Participants will be expected to do weekly reading from a collection of articles and book chapters, present demonstrations of equipment, and complete assignments involving lab equipment. There are no prerequisites for graduate students.

Ling 640F(1)—Phonetics and Phonology
(Patricia Donegan)

Views of the relationship between phonetics and phonology differ widely. Phoneticians’ views of the relationship vary: Ladefoged, for instance, said that “there is, and should be, a gulf between the physiological notions of phonetics and the mentalistic notions of phonology…. Long may they continue on their separate but equal paths”, while Ohala has claimed that “there is no interface between phonetics and phonology” [because they are not separate]. From the phonologists’ side, Hayes, Steriade, and others seek to construct a theory that would help close the gap between phonology and phonetics by ‘grounding’ phonology in phonetics, without merging the two. And while Optimality theorists are not particularly concerned with the psychological reality of their phonological model, Cognitive grammarians, suspicious of language-specific categories and constructs, have proposed ‘usage-based’ views of phonology, which must depend heavily on phonetics.

We will consider whether phonology and phonetics are ‘separate but equal’ or seamlessly interconnected (or some other alternative), and we will examine the nature of the connections between these somewhat independent studies. The answers we will work toward have implications for a wide variety of questions in phonology. Topics to be discussed will include: the nature of phonological features; universals & ‘markedness’; principles of distribution of segments in ‘phonetic space’ (this includes ideas like ‘gestural economy’, ‘maximal dispersion’, ‘enhancement’, etc.); problems and theories of speech perception (including phonetic invariance, motor theory, direct realism); the nature of lexical storage; and mechanisms of phonological change.

Requirements: Students will be expected to participate in the discussion of readings, to give one or more presentations, to conduct discussions of readings, and to write a brief term paper.

Text: A set of readings will be made available (on paper or electronically).

Ling 640F(2)—Phonetics and Phonology of Intonation
(Victoria Anderson)

Languages such as English, Greek, Bengali, and Korean do not make use of lexical tone. So why do speakers of these language vary their pitch in predictable ways? What do pitch variations in utterances mean? Are they part of grammar? Are they paralinguistic?

Using English, Japanese, and Korean as the main languages under discussion, class participants will do the following:

★ investigate the phonetics of intonation;
★ examine the phonological modeling of intonation under the autosegmental-metrical approach developed by Bruce, Gussenhoven, Pierrehumbert, Beckman, Hirschberg, Ladd, Jun, and others;
★ learn about the “Tones and Break Indices” (ToBI) transcription framework, a set of transcription conventions that have been developed for a number of languages;
★ explore the meaning of intonational tunes and the relation of intonation to focus;
★ develop skills in transcribing intonation and phrasing in one or more varieties of English;
★ begin pilot projects which may be continued in Ling 730 (Advanced Lab Research) or Ling 750F (Intonational Typology).

(Note that this course will not treat lexical tone, syllable weight or stress system, except as they relate to intonation phenomena.)

Ling 640G—Linguistic Anthropology
(Michael Forman)

“Linguistic anthropology” or “ethnographic linguistics” differs from some kinds of sociolinguistics and from some kinds of ‘field linguistics’ or ‘anthropological linguistics’ in that the units of analysis are drawn from a speech event approach and involve the study of language use which would have happened anyway (were the linguist not present). Generally it does not involve language produced primarily to satisfy the linguist’s need for data. It has also been described as a study of language not divorced from culture and society,
and as the study of language as a cultural resource, the study of speaking as a cultural practice.

The course is offered in concert with the view expressed by Charles Hockett (1968:35) that “theoretical concern with language must try to deal not only with techniques of analysis but also with what language is to its users, and with how it performs its role in human life.”

The course will be a reading course. Two contemporary texts will be the main basis of reading, and students will write three short papers demonstrating their grasp of the materials read.

Ling 640Y—Psycholinguistics
(Amy Schafer)

This course is a broad introduction to psycholinguistics, with emphasis on sentence processing by adults. Areas covered include speech perception, word recognition and production, lexical ambiguity, sentence comprehension, discourse processing, sentence production, and the role of memory in language processing. Participants will be expected to do weekly reading from a collection of articles and book chapters, present an article from the required reading list, and write a proposal for a research project. Graduate-level background in linguistics (e.g., completion of Ling 422 or the equivalent) is assumed.

Ling 750G—Zamboangueño
(Michael Forman)

Zamboangueño is the variety of Philippine Creole Spanish spoken in the environs of the City of Zamboanga, in the southern Philippines. Some have argued that it was once Creole Portuguese; this remains one of the controversial, unsettled questions about the language. It is still relatively undocumented, despite undergoing a number of studies, and could even be considered endangered. There is much research that needs to be done in both Creole studies and in regard to the place of Zamboangueño in Filipino culture.

A body of date including reading materials, audio tapes, work from previous classes and my dissertation will be available to students, along with more recent studies. I am hopeful that—enrollment permitting—students will develop and conduct their own studies, with assistance from the seminar as a group, and will present them to us as semi- or fully-finished papers.

For a more detailed description of this course, please visit (http://www.ling.hawaii.edu/courses/courselisting.html).

Ling 750G(2)—Lexicography
(Kenneth Rehg)

One of the most useful documents a linguist can produce is a dictionary. In this course, you will learn how to build a dictionary using Toolbox and other software tools available for this task. We will explore all aspects of the dictionary-making process, from preliminary design through the preparation of camera-ready copy. Grades will be based on a term project designed in consultation with the instructor. Text: Dictionaries: The Art and Craft of Lexicography by Sidney Landau, plus materials to be distributed in class.

Ling 750X(1)—Binding
(William O’Grady)

This seminar will focus on a series of articles dealing with bounding (island phenomena) and binding (constraints on coference). We will trace the history of work on these two phenomena, and consider some recent developments in their study, including experimental work.

Ling 750X(2)—Voice & Case
(Yuko Otsuka)

Voice and Case are two important and closely related notions in syntax. In this course, we will discuss various types of case phenomena that do not fit the typologically common nominative-accusative pattern. Topics covered in this course include ergativity, quirky subjects in Icelandic, genitive subjects (e.g., in Japanese, Korean, Turkish, Polynesian), oblique-marked objects (e.g., in German, Japanese and Polynesian), passive and antipassive, so-called voice/focus system of Western Austronesian (e.g., Formosan, Philippine, Malagasy). We will investigate syntactic and/or pragmatic factors that constrain the choice of case. The main objective of this course is to accurately describe and understand these case related phenomena. We will also discuss how these phenomena can be formally analyzed in the generative framework.

Prerequisites: LING 622


Ling 770—A Survey of the Austronesian Language Family
(Robert Blust)

This course is intended to provide a general introduction to Austronesian linguistics for students who have no background in this area, as well as a basic appreciation of the ‘bigger picture’ for students who already have knowledge of one or more Austronesian languages. Elements of this ‘bigger picture’ will include 1) a bird’s-eye view of the geographical, cultural, demographic, and historical background to the Austronesian language family, 2) a survey of the typological variety of Austronesian languages, 3) an introduction to the reconstruction of Proto-Austronesian and Proto-Oceanic, with particular attention to phonology, lexicon, and semantics, but with an occasional excursus into morphology and syntax, 4) an overview of major subgrouping hypotheses and the evidence for them, and 5) selected areas of scholarly controversy. Course
requirements will include 1. four homework assignments (20%), 2. one historical phonology exercise presented both in writing and orally (20%), 3. a take-home mid-term examination (20%), and 4. a term paper, including an oral presentation of your progress (40%). There will be no textbook, but readings will be periodically put on reserve in the Linguistics/SLS Reading Room (Moore 572).