

FALL 2006 COURSE DESCRIPTIONS

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 101—Language in Hawai‘i and the Pacific (Paul Lassette)

Linguistics 101: 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 Lassette)

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 320(2)—General Linguistics (William O'Grady)

This course offers an introduction to linguistic analysis, focusing on speech sounds, words, sentence structure, meaning, and language change. As time permits, some attentions will also be paid to writing systems, language acquisition, psycholinguistics, and neurolinguistics.

Required Text: William O'Grady, John Archibald, Mark Aronoff & Janie Ress-Miller. 2005. *Contemporary Linguistics*. New York: St. Martin's Press.

Ling 410—Articulatory Phonetics (Victoria Anderson)

The purpose of this course is to introduce students to the types of speech sounds found in the world's languages, and to give them the tools and skills to transcribe and analyze speech in linguistic fieldwork or clinical settings.

Specifically, students:

- ❖ Learn about human vocal tract anatomy and how it functions in making speech sounds.
- ❖ Receive training in describing, transcribing, recognizing and producing these sounds.
- ❖ Learn what *phonemes*, *allophones* and *natural classes of sounds* are, and learn to observe basic phonological processes that govern allophonic alternations.
- ❖ Gain knowledge about the acoustic correlates of different types of articulations.

Ling 412—Psycholinguistics (Amy Schafer)

In this course, we'll explore how language is learned, produced, and understood by native speakers. We'll see how language behavior illuminates our understanding of the mind and the brain, and how properties of the mind and brain influence human language. Specific topics include: The ways in which speakers' faces affect how you understand their speech. Why some sentences are hard to understand, even when you know all of the ways in which what you've just seen or heard might change what you say. In examining these and other topics, you will learn something about the nature of language, how it is used, how our language skills develop, and how they can be impaired. The focus will be on spoken language, and the content of the course should help improve your understanding of and skill in oral communication. Students will conduct a small psycholinguistic experiment as part of the course.

Prerequisite: Consent, or one of the following: Ling 102, Ling 320, Psy 100 or SPA 300.

Textbook: *Psychology of Language*, 4th edition. David W. Carroll.

General Education Requirements: Satisfies the Social Sciences Diversification Requirement (DS) and the Oral Communication Focus Requirement (O).

Ling 414/640G(2)—Introduction to Linguistic Anthropology (Michael Forman)

Linguistics in the United States of America has two different origin paths: one is philology (and Bloomfield's German teaching context may stand as an example); the other is anthropology (and Boas and Sapir are important founders). Today linguistic anthropology may be described as "an interdisciplinary field which studies language as a cultural resource and speaking as a cultural practice." Topics to be taken up in this semester's offering will include "linguistic diversity, grammar in use, the role of speaking in social interaction, the organization of meaning of conversational structures, and the notion of participation as a unit of analysis." (Both quotes may be found in Alessandro Duranti (1997) *Linguistic Anthropology*. Cambridge Textbooks in Linguistics).

If your background has not yet provided you with experience which might take meaningful some, or all, of the phrases above, perhaps the following will give you a place to start in thinking about the material of the course: the work under examination reflects "a science of language that is not divorced from culture and society." (Duranti 1994, *From Grammar to Politics: Linguistic anthropology in Western Samoan village*. University of California Press.)

Regular attendance and participation is required. Students will write summaries of the reading assignments and in some cases may be asked to make presentations to the class from their readings. Depending on backgrounds of those who enroll, there will either be a set of short papers, or possibly mid-term and final examinations. Both undergraduates and graduates are welcome; it should be understood that more will be expected from graduate students. Those who need 600-level credit should enroll in LING 640G. No background in linguistics or anthropology will be assumed. Students from any field are welcome.

Ling 416—Language as a Public Concern (Andrew Wong)

This course examines recent American language controversies from different angles. Should English be the official language of the United States? What role should pidgin (i.e. Hawai'i Creole English) play in the education of children in Hawai'i? How should Hawaiian be revitalized? Why do men and women seem to have trouble understanding each other? This course will focus on four main themes: language revitalization, discrimination on the basis of accent, gender miscommunication, and the English Only Movement. Responsible scholarship and citizenship require the ability and eagerness to go beyond stereotype, common belief and the popular

press to evaluate claims for oneself in a knowledgeable way. This course will provide facts, theory, and analytic tools with which to consider the four issues mentioned above.

Ling 423/640G(2)—Cognitive Linguistics (Benjamin Bergen)

Cognitive Linguistics is the study of the mind through language and the study of language as a cognitive function. The purpose of this course is to provide a general orientation in Cognitive Linguistics and an understanding of its central themes and assumptions. It will address such topics as:

- The relation between word meaning and embodied human experience
- How language hooks into the human imagery system
- How figurative language is understood
- How differences across languages affect perception and cognition

The research we will discuss is multi-disciplinary; evidence is drawn from text analysis, language acquisition, language change, psycholinguistic experimentation, and brain imaging, among others.

Prerequisites: An undergraduate introduction to linguistics and upper division or graduate status, or consent of instructor.

Ling 431/631—Connectionist Language Modeling (Benjamin Bergen)

In order to model cognitive functions like language, perception, and memory, many scientists are turning to computational models that are based on the human brain. These "connectionist" or "neural network" models are gaining in popularity in Linguistics, Psychology, and Computer Science, as well as in other related disciplines.

This course is an introduction to the connectionist modeling of language. The approach is extremely hands-on. Students will learn to use existing connectionist simulation programs to design models of human linguistic knowledge and functioning. The course is intended for students with little to no computer knowledge. NO PROGRAMMING EXPERIENCE IS REQUIRED.

This course is open to all advanced undergraduate students and all graduate students, in any discipline.

Ling 445/640G(4)—Polynesian Language Family (Yuko Otsuka)

This is an introductory course in Polynesian languages. The topics covered in this course include 1) history of the study of Polynesian languages, 2) orthography, 3) classification, 4) reconstruction of Proto Polynesian, 5) phonological characteristics, 6)

morphological characteristics, 7) descriptive grammar of selected Polynesian languages, 8) syntactic problems, and 9) language endangerment and language planning in Polynesia.

For students who have relatively limited knowledge of Polynesian languages and cultures, this course will serve as a comprehensive introduction to the subject. Those who are already familiar with some aspects of Polynesian languages and cultures will find this course useful in broadening and deepening their understanding. In reference to Hawaiian in particular, it provides a fresh look at the Hawaiian language in relation to other historical social issues concerning the speakers of these languages, such as the origin of Polynesian languages and language maintenance in the Pacific.

The aim of this course is to familiarize students with various facts about Polynesian languages rather than to discuss each of these issues in great depth. However, students are encouraged to focus on a particular topic to conduct in-depth research as their term projects.

Prerequisite: LING 320

Text: A collection of journal articles and chapters.

Grades will be based on class participation, six written assignments, and a term paper.

Ling 611—Acoustic and Auditory Phonetics (Victoria Anderson)

This course investigates basic principles of acoustic and audition as they relate to speech communication. Students who take the course 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 what 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 615—The Nature of Language (Michael Forman)

Language as a communication system, current theories of grammar, meaning, sociolinguistics, linguistic change and comparison.

What is the “picture” of language that you bring to the class? What “picture” of language does the discipline of linguistics present to the world? Is that view of language a universal or global view? Or do different views of language exist, representing views developed in various times and spaces?

Is language “a communication system”? Could it be anything other than that? Given a set of possible answers to the question, does contemporary linguistics present an integrated view of language compatible with the answer(s)? Or is there ‘trouble in River City’?

Ling 632 – Laboratory Research (Amy Schafer)

This course is an introduction to commonly used techniques for laboratory-based research in linguistics, including laboratory-based analysis of fieldwork and research on speech perception, speech production, sentence comprehension, sentence production, language acquisition, sociolinguistics, 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 speech and video, digitizing speech and video, and programs for presenting stimuli.

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 640H—History of Linguistics
(Patricia Lee)

The history of Western linguistics with a focus on the development of semantics and pragmatics.

Ling 640S—Sociolinguistic Theory & Analysis
(Andrew Wong)

This course provides a general overview of the issues that sociolinguists have studied, the theories and methods that they have developed, and some of their major findings about the interaction between language and social life. Bringing together linguistic and social theories, this course covers several approaches to the study of language in culture and society – namely, variationist sociolinguistics, interactional sociolinguistics, Conversation Analysis, Critical Discourse Analysis, the ethnography of communication, and the sociology of language. We will compare these different approaches and discuss the merits and shortcomings of each. This course provides students with theoretical knowledge and practical skills that will prepare them to conduct original field research in sociolinguistics.

Ling 645—Comparative Method
(Robert Blust)

This course will provide an introduction to the principles of historical linguistics. It will begin with a survey of the world's language families before considering the content of historical linguistics. We will then examine the concepts of linguistic reconstruction and change through a problem-solving approach. Specific topics that will be addressed include:

1. the Neogrammarian "Regularity Hypothesis",
2. "realistic" vs. "strict constructionist" approaches to phonological reconstruction,
3. "naturalness" in phonological change,
4. theories of sound change,
5. issues in subgrouping (family tree vs. wave model, etc),
6. the non-linguistic uses of historical linguistics.

Grades will be based on a short research report (due during the first month), a mid-term, a term paper and a final exam.

Text: *An Introduction to Historical Linguistics*, edited by Terry Crowley, Oxford University Press.

Ling 750X(1)—Introduction to the Minimalist Program
(Yuko Otsuka)

This course is an introduction to the Minimalist Program (MP), a theory of grammar proposed by Chomsky (1995, 2000). Although MP stems from the Government and Binding (GB) theory, the two approaches are drastically different in many respects, including some fundamental assumptions. MP is a derivational approach to grammar, which assumes that the computation must be optimal. Our discussion centers around derivation (production) of grammatical structures.

The objectives of this course are: a) to introduce the basic mechanism of MP; b) to consider the theoretical motivations for the transition from GB to MP; and c) to illustrate how the theory accounts for various syntactic phenomena. By the end of this course, the student is expected to have understood the theoretical motivations for MP and to be able to solve syntactic problems using the framework of MP.

Grades will be based on class participation, two oral presentations and a term paper. Familiarity with GB and the Principles and Parameters approach is assumed.

Prerequisites: LING 622 or consent of instructor

Textbooks: Adger, David (2003) *Core Syntax: A Minimalist approach*. Oxford: Oxford University Press.

Ling 750Y – Psycholinguistics: Advanced Sentence Processing
(Amy Schafer)

This seminar will examine advanced questions in sentence processing, including both sentence production and sentence comprehension. Topics will likely include the processing of quantifiers and topic/focus structures, the construction of sentence-level meaning, the use of extra-sentential context, and reanalysis.

Readings will include a variety of experimental methods including eyetracking. If there is sufficient interest, the seminar may include hands-on experience with the eyetracking equipment of the LAE Labs.

We will focus on adult L1 sentence comprehension and production, but discussion of issues in first and second language acquisition can be included if there is student interest, and student projects can focus on these themes.

Readings: A collection of journal articles.

Prerequisites: Ling 640Y.