

FALL 2007 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 100—Language in Hawai‘i and the Pacific (Paul Lassetre)

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 Lassetre)

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 102(3)—Introduction to the Study of Language (Kamil Deen)

The most complex ability and set of facts that any human being ever acquires is the (implicit) knowledge of a native language. This course examines what the nature of language is, how the science of linguistics analyzes language data, and how language is integrated within culture and history. Everyone speaks a language and everyone is interested in language at some level. We all notice different accents, we all are aware of "grammatical mistakes" that we and others make, and we all make and understand jokes and play games that use language in clever ways. Language is a continual object of interest in newspapers, magazines, radio, and television. This course will use such materials as a source of data for analysis and, in some cases, as a way to draw attention to myths about language which

many, if not most people believe. We will discuss issues that are relevant to our unique social environment: Hawaiian Pidgin, Language in society, Language in schools, attitudes about language, etc. This class satisfies the Writing Intensive requirement.

Ling 102(9)—Introduction to the Study of Language (Patricia Lee)

A non-formal introduction to language, emphasizing the everyday use of language, its relevance to contemporary issues in society, and local language issues. Topics covered include: pidgins and creoles, language and the brain, animal communication, etc.

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 attention will also be paid to language acquisition and to writing systems.

Required Textbook: *Contemporary Linguistics* (fifth edition), edited by W. O'Grady, J. Archibald, M. Aronoff & J. Rees-Miller. St. Martin's Press, 2005.

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 414—Introduction to Linguistic Anthropology
(Michael Forman)

No Course Description Received

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. Hawaii Creole English) play in the education of children in Hawaii? 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, accent discrimination, 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 422—Introduction to Grammatical Analysis
(William O'Grady)

The purpose of this course is to provide an introduction to the basic concepts and phenomena of syntactic analysis. We will begin by considering the basic tools of syntactic analysis (syntactic categories, thematic roles, and grammatical relations). We will then use these tools to analyze a variety of syntactic phenomena, including case, agreement, voice (passivization, antipassivization, etc.), causativization, relativization and question formation. Data will be drawn from a variety of languages, with a focus on languages of Asia and the Pacific.

No prior course in syntax is presupposed, but it is assumed that students have had an introductory course in linguistics that includes training in linguistic analysis (e.g., Ling 320 or its equivalent).

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 findings. It will address such topics as:

- ❖ How characteristics of the language you speak influences how you think
- ❖ The relation between word meaning and embodied human experience
- ❖ How language hooks into the human imagery system
- ❖ How figurative language is understood
- ❖ How learners use input as they learn their language

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)

A large collection of language data, a corpus, can provide the empirical basis for a broad range of applications, such as:

- ❖ describing languages (whether they be well- or under-documented)
- ❖ testing linguistic predictions (syntactic, morphological, phonetic)
- ❖ balancing stimuli for use in experiments

But certain expertise is required to interact fruitfully with a corpus.

- ❖ What corpus resources exist, how many we have access to at UH (answer: a lot!), and where they can be found and used.
- ❖ What different types of corpus exist, including full acoustic records, part-of-speech tagged corpora, syntactically parsed corpora, sociolinguistically tagged corpora, and so on.
- ❖ If there isn't a corpus for a language (or a question), you need to build one. But what can go into a corpus, and how do you make sure it will allow you to do the things with it you want?
- ❖ Different tools for searching through corpora allow you to investigate different sorts of questions - everything from the frequency of individual words or morphemes to the range of noun phrases that can be the subjects of a particular class of verbs. What search tools allow you to investigate what sorts of questions, and how do you use those tools?

- ❖ Once you have searched through a corpus, what you need to apply tests to tell if what you found is statistically significant. Which ones are appropriate when, and how do you perform them?

This course is an introduction to the use of corpora in the study of language. The approach is extremely hands-on. Each week will include a seminar-style meeting followed by an applied lab meeting. Students will learn both theory about the construction and use of corpora and also the applied details of how to use existing corpora and corpus search tools, with special emphasis on those we have available in the LAE labs, which include English, Chinese, Japanese, German, and Korean corpora.

This course is for students with little computer knowledge. It is open to advanced undergraduate students and graduate students with an interest in language, in any discipline. **NO PROGRAMMING EXPERIENCE IS REQUIRED.**

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, five written assignments, two debates, three oral presentations and a term paper.

Ling 615—The Nature of Language (Michael Forman)

No Course Description Received

Ling 621—Phonology (Patricia Donegan)

This course is a continuing introduction to phonology and to the structure, acquisition, change, and typology of phonological systems. Readings, many from primary sources, will cover theoretical and descriptive works from the late 19th to the early 21st century. We will consider the nature and interaction of phonological processes, their relation to phonetics and prosody, and to grammar and lexicon. We will also consider the use of constraints as an alternative to processes, as in Optimality Theory.

A packet of readings will be made available.

Exercises and problems will be based on readings and primary data; they will involve a variety of languages, and multiple theoretical approaches. There will be two exams, and a short term paper will be required on a topic of each student's choice.

Ling 640F—Intonation (Victoria Anderson)

Languages such as English, Greek, Bengali and Korean do not make use of lexical tone. So why do speakers of these languages vary their pitch? What do pitch variation 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:

- 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 are being 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 systems, except as they relate to intonation phenomena.)

Ling 640F(2)—Phonological Variation & Change (Patricia Donegan)

In this class, we will study the **motivation or function** of phonological variation and change. Variation and change have traditionally been attributed to phonetic factors. These were once assumed to be mainly articulatory, but the possibility of perceptually-based change has been raised as well. But are all sound changes phonetically motivated? – and if not, what other motivations are there? Structuralist (and generative) theories have proposed phonological motivations for sound change (push chains, drag chains, filling of ‘holes in the pattern’, etc.). Some changes in pronunciation have been associated with social motivations. And there is the question of whether sound changes have any ‘motivation’ at all: could it be that changes just ‘happen’ – by misperception, by chance, or by alternative interpretations of acoustic data?

We will also examine the problem of **constraints** on possible changes – is it true that ‘anything can happen’? Or do limitations exist, and, if so, are they based on universal principles? We will consider forms or manners of change – whether changes are discrete or gradual (or both), and the circumstances under which a change is optional or obligatory. We will examine the neogrammarian hypothesis that sound change is regular and consider whether the principle of regularity can be maintained if we consider the evidence for lexical diffusion.

We will consider the **locus** and **mechanisms** of change: At what level of linguistic organization do changes occur? How is variation related to change? What do studies of ‘sound change in progress’ tell us? What is the relation of language learning to phonological change? Does ‘drift’ exist? – how could it work?

Readings will include selections by Kruszewski, Bloomfield, Martinet, Sapir, Ohala, Blevins, Krishnamurti, Labov, Milroy and Milroy, and others.

Students will be required to make short class presentations, to conduct discussion of readings, and to submit a term paper.

Ling 640F(3)—Prosody (David Stampe)

No Course Description Received

Ling 640G(1)—Methods of Language Documentation (Kenneth Rehg)

This course deals with a branch of linguistics that is documentary, descriptive, theoretical, and community-oriented. In this course, you will acquire some of the basic skills that are required to undertake the crucial task of documenting languages that are currently endangered and/or underdocumented. You will learn how to prepare for the field, to obtain funding, to record data, to conduct regional surveys, to design orthographies, to process texts, and to develop dictionaries and grammars. Your grade will be based upon a mid-term project (to be announced) and a final project in the form of a grant proposal. The texts for the course are *Essentials of Language Documentation* (Gippert, Himmelmann, and Mosel, eds.) and *When Languages Die* (Harrison). Numerous supplementary reading materials will be distributed in class or placed on file in the Linguistics/SLS Reading Room.

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: *Historical Linguistics: An Introduction*, edited by Lyle Campbell, 2004, 2nd Edition, Cambridge, MA: MIT Press.

Ling 670—Developmental Linguistics (Kamil Deen)

This course is concerned with the question of how children acquire their native language. The primary focus is on grammatical development, how children develop grammatical knowledge of their language and the various stages that they pass

through on the way to adult competence. We investigate syntactic, morphological, and phonological development (not in that order). Students are introduced to child language data - what children perceive, say, and comprehend in the course of development -- and data analysis as well as theories of language development. We consider language development in English and other languages, and also aspects of language acquisition in special populations (eg. deaf children) and under special circumstances (eg. bilingualism, acquisition beyond the "critical period").

Ling 750F—Critical History of Phonetic & Phonology Theory
(David Stampe)

No Course Description Received

Ling 750S—Sociolinguistics Seminar
(Andrew Wong)

This course provides hands-on experience with data collection methods in sociolinguistics and linguistic anthropology. Methods to be covered include participant-observation, surveys (e.g. questionnaires, structured observations, rapid and anonymous interviews), and sociolinguistic interviews (including single-subject and group interviews, conversational interviews, reading passages, word lists). Topics related to these methods (e.g. objectivity, transcription) will be addressed. We will also consider ethical issues, including the level of involvement of the research in the speech community (or community of practice) and practical matters such as tape recording, record keeping, and applying for human subjects approval. In addition, we will briefly review some basic statistical procedures associated with quantitative sociolinguistics, including Chi-square tests and VARBRUL (variable rule) analysis. There should be ample opportunity for you to consider the specific challenges of the kind of fieldwork you may be thinking about doing in the future (e.g. in connection with your thesis or dissertation) and to prepare for this fieldwork via assignments and class discussion.

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 and subsequent work). 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 770—Languages of Oceania
(Kenneth Rehg)

Approximately one-fifth of the world's languages are spoken in Oceania, defined here as the geographical region that encompasses the islands of Melanesia, Micronesia, and Polynesia. This course will provide a survey of these languages, with special attention given to (1) their (pre)history, (2) their typology, and (3) their social and cultural contexts. Students who serve/wish to serve as GA's in Ling. 100 will find this course useful. No prior knowledge of Oceanic languages is assumed. Course Requirements: A term paper/project. Texts: *Pacific Languages* by John Lynch plus reading that will be circulated in class or placed on reserve in the Linguistics/SLS Reading Room.