FALL 2008
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 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 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 to 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 the words in them. How you go from generating a thought to producing it as a sentence, and the ways in which that 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.

Prerequisites: Consent, or one of the following:
LING 102, LING 320, PSY 100 or SPA 300.
David W. Carroll.
General Education Requirements: Satisfies the Social Science Diversification Requirement (DS) and the Oral Communication Focus Requirement (O).

Ling 414/ANTH 414—Introduction to Linguistic Anthropology
(Emanuel Drechsel)

ANTH/LING 414 examines the relationships of language to culture and society from a broadly defined anthropological perspective, and focuses on the following major topics:
★ Nature of language and culture as contrasted with other forms of communication and behaviors
★ Evolution of language (including the question of whether apes can “speak”)
★ Language and thought (with special attention to the question of linguistic and cultural constraints on “the mind” or linguistic relativity)
★ Language as a means of social identity (including relations between language on the
one hand and age, gender, “race” or ethnicity, prestige, power, and additional social factors on the other)
★ Various topics of a specifically sociolinguistic nature (such as the role of language in socialization and education, second-language learning versus first-language acquisition, bimodalism, literacy, etc.)
★ Language change and its sociocultural dimensions (including sociocultural implications of historical-linguistic reconstructions, language contact, and language death)

This class will also pay considerable attention to the sociolinguistic situation of the Hawaiian Islands, which requires an examination of not only the relationships of Hawaiian to immigrant languages, but also the history of “Pidgin” (Hawaiian Creole English) and a review of piddings and creoles at large.


Selected short readings, to be made available in class. All three texts are available in paperback editions.

Please note that this is a writing-intensive course, and will meet the Arts and Sciences focus requirements as spelled out on pages 74-5 of the 2007-2008 Catalogue of the University of Hawai‘i at Mānoa.

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 ad introductory course in linguistics that includes training in linguistic analysis (e.g., LING 320 or its equivalent).

Ling 423/640G(1)—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 influence 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 615—The Nature of Language (Patricia Lee)

This course will explore the nature of language through the work of philosophers and linguists from antiquity to the present.

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, and their relation to phonetics, prosody, and to grammar and lexicon. We will also consider the use of constraints as an alternative to processes, as in Optimality Theory.

Readings will be placed on the class web site, distributed in class, or placed on reserve in the reading room.

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

Ling 640F(1)—Intonation: Phonetics & Phonology (Victoria Anderson)

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 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).

Ling 640F(2)—Phonology for Field Workers (Kenneth Rehg)

This course is designed to be useful to (a) student in language documentation who are planning to do fieldwork, and (b) students planning to take the phonology section of the preliminary examination. The fundamental purpose of this course is to increase each student’s level of competence and confidence in analyzing phonological data. The course will be conducted in a seminar-like manner, with an emphasis upon doing and discussing phonology. Grades will be based on regular assignments and a final examination. The text for the course will be *Phonological Analysis: A Functional Approach* (3rd edition) by Donald A. Burquest. Additional materials will be distributed in class or placed on file in the Linguistics/SLS Reading Room. Prerequisite: LING 621 (previously or concurrently) or consent of instructor.

Ling 640G(1)—Introduction to Documentary Linguistics (Kenneth Rehg)

This course will provide an introduction to documentary linguistics. It will explore the goals of language documentation and the role that language endangerment plays in shaping this field. It will additionally offer foundational training in some of the skills required to undertake language documentation, including how to prepare for the field, to obtain funding, to collect data, to conduct regional surveys, to design orthographies, to process texts, to develop basic literacy documents, and to disseminate and archive research products. Grades will be based on a mid-term project (to be announced) and a final project designed in consultation with the instructor. The texts for the course will be *Essentials to Language Documentation* (Gippert, Himmelmann, and Mosels, eds.), *Language Death* (Crystal), *Vanishing Voices* (Nettle and Romaine), and *Linguistic Fieldwork* (Bowern). 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.


Ling 646—Advanced Comparative Method (Robert Blust)

This course assumes a basic knowledge of the Comparative Method of linguistics. Its goal is to provide an introduction to a number of issues that have been at the center of controversy in the field of historical linguistics in recent years. Topics that will be covered include:

1. the origin of language,
2. long-range comparison: Legitimate enterprise or 'lunatic fringe'?,
3. issues in historical reconstruction (formulaic vs. realistic reconstruction in phonology, the relationship of linguistic typology to historical reconstruction),
4. issues in the theory of sound change (the status of the Neogrammarian changes conditioned?),
5. is semantic reconstruction possible?,
6. issues in the theory of language contact (can we establish a hierarchy of borrowability?; are these 'mixed languages'?),
7. issues in linguistic subgrouping (do biological taxonomy and linguistic phylogeny share a
common conceptual framework?, how useful is the family tree model for describing the process of linguistic differentiation?,
8. linguistic approaches to culture history and culture universals (can the Comparative Method of linguistics supplement the archaeological record?, can the Comparative Method of linguistics be generalized to the explanation of non-linguistic culture traits?).

The course grade will be based on: (1) solutions to problems which will be distributed as homework and discussed in class (30%), (2) three written article summaries, together with oral presentations (30%), (3) a term paper (40%). Some reading will be distributed in class. Others will be placed on reserve. No textbook will be required.

Ling 670—Language Development
(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. The development of phonotactic/phonological, morphological, syntactic, and lexical competence is investigated, with discussion of real child language data – what children perceive, say, and comprehend in the course of development. While the class is heavily theory-oriented (with the first few weeks dedicated to discussion of the major approaches to language acquisition), considerable attention is paid to the description of data from a variety of languages. Additionally, the development of language in special populations (eg. deaf children) and under special circumstances (eg. bilingualism, acquisition beyond the “critical period”) is discussed. This course has a research project requirement.

Ling 740F—Child Phonology
(Patricia Donegan)

This course will focus on the system which governs children’s perception and production of speech sounds, and the evidence for that system. We will examine the relation of the child’s phonology to that of the adult, and the developmental path from the child’s earliest abilities to adult-like language-specific perception and articulatory control. That is, we will work on understanding how a first-language learner comes to perceive, produce, and remember sounds and sound combinations in the way that a speaker of a particular language does.

We will analyze children’s ‘errors’ and consider the reasons for their systematicity and their variability, and we will see what we can conclude about the child’s mental representations of words. We will consider the relationship between children’s early productions and phonological ‘universals’ (or ‘universal preferences’). We will concentrate on normal development, but we will give some attention to developmental difficulties. A variety of theoretical approaches will be considered.

Readings will be placed on the class web site, distributed in class, or placed on reserve in the reading room.

Some exercises & problems will be assigned.
(This will include some observation of a child.) Several class presentations and a term paper will be required.

Ling 750G(1)—Methods of Language Conservation
(Nicholas Thieberger)

In this course we will examine the role of linguists and communities in supporting the ongoing use of small (and perhaps endangered) languages. We will look at the following topics: Assessing language vitality; Language planning for small languages; Program types: school-based, immersion, bilingual, evening classes, Master-apprentice, language nests; language centers; language revitalization and reintroduction; using existing documentation in language programs; the role of media and multimedia in language programs; language engineering (development of new terms). There is no set text, but a range of readings will be provided. Assessment: Each week one or two students will present a summary and review of the readings and each student will provide a brief written summary of the readings. In addition there will be two short papers and one final term paper.

Ling 750G(2)—Psycholinguistic Assessment of Language Loss
(Amy Schafer & William O’Grady)

One of the difficulties of language loss is that by the time language decline becomes evident to the community, it may be difficult to reverse the process. Psycholinguistic methods are regularly used to demonstrate that certain linguistic forms are harder or easier to produce or comprehend. In this seminar, we will explore whether psycholinguistic tools can be used to identify early signs of language loss, such as subtle signs of production and/or comprehension difficulties for a community language versus a competing national language. The class will draw on readings and techniques in language conservation and planning, bilingualism, language acquisition, and psycholinguistics (among other areas). Students will work alone or in small groups to develop pilot tools to assess language difficulty/proficiency (in any language, whether endangered or not, and for any stage of the life span).

Prerequisite: None.
Readings: A collection of journal articles and chapters.
Ling 750Q—Methods of Child Language Acquisition  
(Kamil Deen)  
This course provides in-depth instruction on the various methodologies employed in the study of child language, including naturalistic data, elicited imitation, elicited production, the act-out task, the truth value judgment task, grammaticality judgment task, felicity judgment task, etc. Hands-on training will be provided for the construction of stimuli (both digital and otherwise), as well as detailed discussion of how child subjects impose various constraints on experimental design. Prerequisite: LING 670 or equivalent.

Ling 750Y—Embodied Construction Grammar  
(Benjamin Bergen)  
This course is an introduction to Embodied Construction Grammar. Embodied Construction Grammar is a theory of grammar that is fully integrated into a theory of language understanding. It includes a computationally precise formalism, but unlike other formal models, is also cognitively oriented. This course will introduce construction grammars in general, and ECG in particular. We will cover a number of linguistic issues from an ECG perspective, including argument structure, agreement, reference, acquisition of grammatical constructions, information structure, prosody, morphological paradigms, and case.

Students will have the opportunity to implement syntactic constructions in an existing ECG parser, to produce novel research using ECG, and to present their work in the course.

Prerequisites: All students who have taken at least one semester of syntax are welcome. Others require instructor approval. A prior graduate course in morphology or cognitive linguistics will help, but is not required.

Ling 750Y—Psycholinguistic Assessment of Language Loss  
(Amy Schafer & William O’Grady)  
One of the difficulties of language loss is that by the time language decline becomes evident to the community, it may be difficult to reverse the process. Psycholinguistic methods are regularly used to demonstrate that certain linguistic forms are harder or easier to produce or comprehend. In this seminar, we will explore whether psycholinguistic tools can be used to identify early signs of language loss, such as subtle signs of production and/or comprehension difficulties for a community language versus a competing national language. The class will draw on readings and techniques in language conservation and planning, bilingualism, language acquisition, and psycholinguistics (among other areas). Students will work alone or in small groups to develop pilot tools to assess language difficulty/proficiency (in any language, whether endangered or not, and for any stage of the life span).

Prerequisite: None.
Readings: A collection of journal articles and chapters.

Ling 770—Languages of Melanesia  
(Nicholas Thieberger)  
This course will give students an overview of the languages of Melanesia (PNG, Solomons, Vanuatu and New Caledonia), including Papuan, Oceanic and Pidgin languages, as well as Polynesian Outliers. We will cover the history of the region and the current state of knowledge of language relationships. We will then look at key themes such as noun-incorporation, verb serialization, transitivity issues and others. The course will be based around student reading and presentation of key references. Each student will select a grammar of one of the languages of Melanesia and will present topics from that grammar during the course. We will also look at the state of the languages of the region, how many have any documentation and what still needs to be done. Assessment will include two short papers (to be worked on in teams) and one term paper/project. There is no set text, but a range of readings will be provided.