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(1&2)—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)

How grammars describe languages?

Ling 320(2)—General Linguistics (Staff)

Introduction to the formal analysis of language, focusing on phonetics, phonology, morphology, syntax, semantics, historical linguistics, language acquisition and other related topics.

Ling 347/IS 347—Pidgin and Creole Languages (WI) (Emanuel Drechsel, Interdisciplinary Studies)

This course examines languages like local "Pidgin," known by linguists as Hawaiian Creole English in the Pacific and other parts of the globe, and does so from a comparative linguistic and broadly defined sociohistorical perspective. Of prime interest are the linguistic processes of pidginization (i.e. the creation of new but grammatically reduced languages in multilingual contexts), creolization (i.e. the acquisition of first languages, entailing linguistic expansion), and decreolization (i.e. linguistic acculturation of creole towards a related standard), as well as their sociohistorical implication. IS/LING 347 will address the following broad topics:

- Introduction: name, definitions, and history
- Linguistic development of pidgins and creoles
- Sociohistorical contexts of pidgin and creole development (such as trade, migration, colonization, and slavery)
- Relevance of pidgin and creole studies to linguistic theory (especially in the domains of language contact, historical linguistics, and language evolution)
- Pidgins and creoles in education
- Pidgin and creole literature

The prime aim of this class is to convey a solid understanding of the theoretical and methodological issues that pidgins and creoles have raised for linguistics and social science at large, but also to address questions of: field research in pidgin/creole-speaking communities; philological and ethnohistorical research; pidgins and creoles as windows to universal grammar; the biopro gram hypothesis by Derek Bickerton; Black English as a case of decreolization; colonialism; culture; and language planning. While the class will pay close attention to Hawaiian Creole English as well as its preceding English and Hawaiian pidgins (Hawaiian ʻōlelo paʻiʻai, 'pounded but undiluted taro speech' or 'hard-taro speech'), IS/LING 347 is not about “Pidgin” *per se* (for which you should consider SLS 430: *Pidgin and Creole English in Hawai‘i*).

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 words in them. How you go from generating a thought to producing it as a sentence, and 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.  
**Prerequisites:** Consent, or one of the following: Ling 102, Ling 320, Psy 100, or SPA 300.  
**Textbook:** *Psychology of Language*, 5th edition.  
David W. Carroll.  
**General Education Requirements:** Satisfies the Social Sciences Diversification Requirement (DS) and the Oral Communication Focus Requirement (O).

**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 441—Meaning**  
*(Benjamin Bergen)*  
When we say that "prices are falling" or that "the future is still ahead of us," we're speaking metaphorically; it's clear that prices can't literally fall, and the future isn't literally in a physical location. So how do language users understand metaphorical expressions like these? The leading approach to metaphorical language, Conceptual Metaphor Theory, claims that people think about abstract things such as prices and the future in terms of concrete things like height and space, and that — as a result — they also talk about abstract things using language associated with concrete things. This course is an introduction to the scientific study of metaphorical language and thought. After reviewing the various theoretical positions on metaphor, we will examine the current experimental and corpus-based evidence on whether and how people talk and think about abstract concepts in terms of concrete ones.

**Ling 445/640G(3)—Polynesian Language Family**  
*(Yuko Otsuka)*  
This course is an introduction to Polynesian languages. 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. The topics covered in this course include the history of the study of Polynesian languages, orthography, subgrouping, historical linguistics and archeology, phonological characteristics, morphological characteristics, descriptive grammar of selected
Polynesian languages, and language endangerment and maintenance in Polynesia. Through this course, the students will:

★ understand the external as well as internal relations within the Polynesian language family and implications of linguistic subgrouping for the history of the region;
★ understand the sociocultural environment surrounding the Polynesian languages today and its relevance to language maintenance and multilingualism;
★ investigate the general linguistic properties of Polynesian languages (e.g., phonology, morphology, and syntax)

Prerequisites: LING 320
Text: A collection of journal articles and chapters. Grades will be based on class participation, written assignments, oral presentations, debates, and a term paper.

Ling 615—The Nature of Language
(Patricia Lee)
This course examines the formal and functional nature of human language, its origin(s) and evolution, and how it differs from other systems of expression and communication.

Ling 640G(2)—Introduction to Language Documentation
(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 periodic assignments and a final project designed in consultation with the instructor. The texts for the course will be Essentials of Language Documentation (Gippert, Himmelmann, and Mosel, eds.), and Language Death (Crystal). Numerous supplementary reading materials will be distributed in class or placed on file in the Linguistics/SLS Reading Room.

Ling 640S—Sociolinguistics
(Katie Drager)
We all speak differently and at least some of this variation is correlated with our social characteristics (e.g. age, gender, ethnicity). This course focuses on socially-conditioned linguistic variation in spoken language, people’s attitudes toward it, and the meanings behind it. Topics covered include:

- language change
- language attitudes
- language contact, maintenance, and death
- pidgins and creoles
- code-switching
- social stratification
- identity construction

This course will give students hands-on experience with conducting sociolinguistic interviews and analyzing sociolinguistic variables.

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 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 (e.g., deaf children) and under special circumstances (e.g., bilingualism, acquisition beyond the “critical period”) is discussed. This course has a research project requirement.

**Ling 740F— Phonetic Fieldwork on Endangered Languages**  
*(Victoria Anderson)*

Residents of Oahu are fortunate in having access to speakers on a wide variety of languages, some of which are endangered. Participants in this hands-on class will apply instrumental phonetic field techniques learned in class to a field language of their choice.

The course has three (3) linked goals:
1. Learn and practice instrumental phonetic field techniques.
2. Apply these techniques to an endangered language.
3. Contribute as a team to the body of work on the phonetic structures of endangered languages.

Instrumental phonetic methods to be illustrated include:
- collecting acoustic records
- making video recordings
- gathering aerodynamic records
- palatography
- preparing and administering perception tests

Who should take this course?
Graduate students who have interest in:
- Archiving the world’s rapidly declining diversity
- Applying phonetic tools to issues in the phonologies of endangered languages

(Preferable to have some background in articulatory phonetics, phonology, and linguistic analysis. Please confer with instructor at vanderso@hawaii.edu).

**Ling 750G(1)— Writing Grammars**  
*(Kenneth Rehg)*

“The writing of a reference grammar,” as Evans and Dench note, “is a major intellectual and creative challenge.” Reference grammars are the primary means by which linguists and others learn about the grammatical structures of the world’s languages. The primary issue this course will address is how one goes about writing such a grammar. What are the properties of successful reference grammars? How can such grammars be constructed so as to be useful to a variety of potential users, including native speakers? What are the roles of formal theory and sociolinguistic typology in such grammars? How does one deal with variation? What should be included, and what left out? Is it possible to write a reference grammar that is not prescriptive? These questions, and others, will be addressed in a seminar setting. Grades will be based on periodic assignments and a final project designed in consultation with the instructor. Students with sufficient data will be encouraged to participate in the Grammatical Sketch Project, based at the Tokyo Institute for Foreign Studies. There is no text for the course, but a variety of useful paper will be distributed electronically or in class, or will be placed on file in the Linguistics/SLS Reading Room. Prerequisites: Ling. 420, 421, and 422 (previously or concurrently), or consent of instructor.

**Ling 750S—Sociophonetics**  
*(Katie Drager)*

This course will focus on laboratory and corpus-based work in Sociophonetics. In the first half of the course, we will cover phonetic variation in both production and perception. We will explore recent results suggesting that fine phonetic detail and social information are stored in the mind, intricately entwined, and accessed during speech processing. Also discussed will be how socially-conditioned phonetic variation can be accommodated by models of speech production and perception. In the second half of the course, students will be expected to design a novel experiment examining sociophonetic variation in either production or perception. They will then run the experiment, analyse the data, and report the results.

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

This course is an introduction to the Minimalist Program (MP), a generative approach to syntax proposed by Chomsky (1995 and subsequent work). Although MP stems from the Government and Binding (GB) theory, the two approaches are considerably different in many respects, including some fundamental assumptions. MP is a derivational approach to grammar, which assumes that derivation must be optimal. Our discussion concerns 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 of Parameters approach is assumed.

Prerequisites: 622 or consent of the instructor.

Ling 750Y—Psycholinguistics: Eyetracking
(Amy Schafer)
This seminar will examine the use of freehead eyetracking in linguistic research and provide an introduction to head-mounted and "DIY" eyetracking research methods. The focus will be on psycholinguistic research (including sentence comprehension, sentence production, and first language acquisition), but students may also explore applications of freehead eyetracking to issues in phonetics, sociolinguistics, and other areas of linguistic research. Some background in psycholinguistics will be assumed. The seminar will include hands-on work with a head-mounted eyetracking system as well as discussion of eyetracking research presented in articles that we will read.
Prerequisites: Ling 640Y or consent of the instructor.
Readings: A collection of journal articles and chapters.

Ling 770—Languages of Borneo
(Robert Blust)
This course aims to familiarize students who have a Southeast Asian focus, an Austronesian focus, or a language documentation focus with the linguistic picture for the island of Borneo, which is divided politically between the Republic of Indonesia, the Federation of Malaysia, and the independent nation of Brunei Darussalam. Emphasis will be on the typology and historical relationships of the languages and the sociocultural setting in which they are found. Students will be required to “adopt” two languages for the semester and to assemble basic descriptions of each. The instructor has fieldnotes of varying degrees of depth for some 41 language communities (perhaps 15 languages) in Sarawak, and these will be made available to students who wish to work them up into descriptions. Grades will be based on three written reports (4-5 typed pages), with oral presentations in class during the semester, and a description of the two “adopted” language at the end of the semester. Written/oral reports may be on any topic of the student’s choice. The longer description, or term paper, will consist of at least 20 typed pages for each language, and should include (but not be limited to) 1. a basic sketch of the phonology, 2. a basic sketch of the pronoun system, 3. a basic sketch of the deictic system, 4. a basic sketch of the verb system, 5. some comparative remarks on similarities/differences between the two languages. Alternatively, students may choose some general theoretical issue and enter into greater detail in a single subject area for one language.