

SPRING 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 of Hawai‘i and the Pacific (Paul Lassetre)

Linguistics 100: Language of 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 320—General Linguistics (Greg Lee)

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

Ling 410—Articulatory Phonetics (Patricia Donegan)

This course includes intensive training in the recognition, reproduction, and transcription of human speech sounds in preparation for phonological analysis, for field work with unrecorded languages, and for clinical work in speech pathology. An important goal of this course is to train students to hear speech sounds objectively, in a more language-independent way than speakers usually hear them. Students will learn about the mechanisms humans use to produce speech sounds, and they will master vocabulary to describe these sounds. By the end of

the course, students will be capable of describing the production of a wide variety of speech sounds. They should also be adept at transcribing English, and they will have some experience transcribing and producing the sounds of other languages. Grades will be based on homework, quizzes, a midterm, and a final project.

Ling 415—Language and Gender (Andrew Wong)

The main purpose of this course is to encourage you to think analytically about gender, about language, and about the relation between language and social practice. The goals are inseparably intellectual and political: 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 issues related to gender, and its relation to language. Through gathering and analysis of data, you will be asked to look for questions that might be answered, problems that might be solved, and issues that might be expected.

Ling 420—Morphology (Yuko Otsuka)

The objectives of this course is 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.

Prerequisite: Ling 320 (or concurrent) or consent of the instructor.

Textbook: Bauer, Laurie (2003) *Introducing Linguistic Morphology*, 2nd ed. Washington D.C.: Georgetown University Press.

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 (David Stampe)

This course is an introduction to phonological analysis in language structure, acquisition, pathology, and change. It will provide practice with languages alive and dead, cognate dialects, child speech, aphasia, and the great variation found in connected speech. The course will include practice in reading phonological descriptions from nineteenth century to contemporary works. Readings will be based on xeroxed or online materials rather than a textbook. Rather than exams there will be exercises in analyzing and describing phonological data.

Ling 430W—Animal Communication (Patricia Lee)

Non-human animals communicate very effectively within and across species without using what linguistics call '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).

This is a Writing Intensive course, so a large portion of the grade will be determined by written assignments.

In addition to readings distributed in class, the following texts will be used:

- Lorenz, King Solomon's Ring
- Griffin, Animal Minds

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 turn 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 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. The course will provide an overview of the 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 natural language phenomena.

Ling 630—Field Methods (Robert Blust)

The major objectives of this course are to develop skills in the following areas: 1) eliciting language data from linguistically untrained native speakers, 2) analyzing raw language data which may contain uncertainties in the phonetic transcription, unexplained variation, apparent contradictions, etc., 3) organizing the material collected into a coherent descriptive format, 4) identifying theoretically significant issues in the descriptive material, and 5) writing up potentially publishable reports on the language studied. We will work directly with a speaker of a still undetermined language, which probably will be Austronesian. Elicitation time per individual per class period will depend on class size. A syllabus cannot be provided in this class, since the content of any given meeting will depend crucially on previous elicitation, and the direction that this will take cannot be predicted in advance. The course grade will be based on two progress reports, the first on the phonology, the second on some aspect of the grammar, and a final description of 30-35 pages. There will be no textbook, although some readings may be assigned.

Ling 640F—Intonation (Victoria Anderson)

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

Using English, Japanese and Korean as 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 class will not treat lexical tone, syllable weight or stress systems, except as they relate to intonation phenomena.)

Prerequisites: Ling 410 (Articulatory Phonetics), Ling 421 (Intro to Phonology).

Strongly recommended: Ling 611 (Acoustic and Auditory Phonetics).

For review, read: Chapter 8, Ladefoged, P. (2001). *A Course in Phonetics*. Fort Worth: Harcourt. Copies available in the LAE General Lab, TP 107.

Ling 640F(2)—Second Language Phonology (Patricia Donegan)

A speaker’s attempts to pronounce a second language (L2), both in borrowing words (loan phonology) and in learning and speaking a second language (foreign accent), can provide data that may lead interesting conclusions about phonological processing and even about the phonology of the speaker’s first language.

In this course, students will explore loan phonology and foreign accent, and they will attempt to discover evidence, in both for the phonological constraints or processes that underlie the L2 speaker’s errors or substitutions. There is a considerable literature on L2 phonology, but it does not yet include a satisfactory explanation of the entire range of phenomena that can be observed. We will examine and evaluate a variety of different theoretical accounts of second-language phonology. Emphasis will be placed on the interplay of production with perception and on the roles of phonetics, phonotactics, and prosody in L2 phonology.

Prerequisite: Linguistics 421 or consent of instructor.

Text: A collection of readings will be made available.

Requirements: Two or three oral reports on readings. One oral report on original research, to be submitted as a term paper.

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—Typology and Drift (David Stampe)

Seminar on Typology and Drift. This course will furnish an introduction to grammatical typology, with some attention to related prosodic and phonological characteristics, and to the drift or characteristic tendencies of change in each language type. The main textbook will be *Typology and Universals* (Cambridge Textbooks in Linguistics) <http://www.amazon.com/Typology-Universals-Cambridge-Textbooks-Linguistics/dp/0521004993/sr=8-1/qid=1161128933/ref=sr_1_1/104-0230311-4476706?ie=UTF8&s=books> by William Croft, ISBN 0521004993, but we will also do readings in earlier works, particularly Sapir’s *Language*, Greenberg, and many others. We will also be using the copies (furnished) of the CD-ROM version of the *World Atlas of Linguistic Structures*, and a number of online typological resources. Student work will involve two book reports and an exploratory paper.

Ling 750Q—Issues in Syntactic Development (William O’Grady)

This seminar will focus on a series of recent articles dealing with areas of topical interest in the field of syntactic development, including relative clauses, anaphora, reconstruction, agreement, and scope.

Ling 750S—Language Planning (Andrew Wong)

This seminar will provide an overview of the field of language planning, with a focus on the development and implementation of language policies for developing nations and for ethnic minorities in developed nations. The course will focus on three major topics: (1) key concepts in language planning, including status planning, corpus

planning, and acquisition planning;(2) the role of social, economic, and political considerations in language planning; and (3) case studies that illustrate both 'best' and 'ineffectual' practices.

**Ling 750X—Polynesian Syntax
(Yuko Otsuka)**

This seminar will examine various syntactic phenomena in Polynesian languages. Despite their striking similarity at the lexical and morphological levels, Polynesian languages exhibit intriguing diversity in their syntactic behaviors. Specifically, Eastern Polynesian languages (e.g., Hawaiian, Maori, and Tahitian) behave differently from the rest of the Polynesian languages in many respects. Some possible topics to be discussed include pronouns, ergativity, relativization strategies, passive, and control. Examples from a variety of Polynesian languages will be discussed and analyzed in the minimalist framework. Crosslinguistic implications will also be discussed. Familiarity with GB is assumed. Some previous knowledge of the Minimalist Program would be an advantage.

Prerequisites: LING 622

Readings: a collection of journal articles and book chapters.

**Ling 750Y—Psycholinguistics Seminar:
Eyetracking in Linguistic Research
(Amy Schafer)**

This seminar will examine the use of head-mounted eyetracking in linguistic research and provide an introduction to head-mounted 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 head-mounted eyetracking to issues in phonetics and sociolinguistics. 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.