

## SPRING 2010 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 320—General Linguistics (Gregory Lee)**

How grammars describe languages?

### **Ling 410—Articulatory Phonetics (Victoria Anderson)**

Objectives: 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.

Text: Ladefoged, P. (2006) *A Course in Phonetics*, 5th edition. Thomson Wadsworth.

### **Ling 414—Introduction to Linguistic Anthropology (Emanuel Drechsel)**

This class 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
- 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, bi- and multilingualism, literacy, etc.)
- Language change and its sociocultural dimensions (including sociocultural implications of historical-linguistic reconstructions, language contact, and language death)

This course will also pay some attention to the sociolinguistic situation of the Hawaiian Islands, which requires an examination of not only the relationships of Hawaiian to immigrant languages, but the history of Hawaiian Creole English (“Pidgin”) as part of a review of pidgins and creoles.

Objectives: Overview of the fourth branch of anthropology, introducing anthropology and other social-science students to linguistics as well as serving as a spring-board for students of language and languages to the study of the extralinguistic domain; improved writing skills along with an enhanced proficiency in developing and organizing research projects

Prerequisites: Introductory cultural anthropology; *recommended*: introductory linguistics

Texts: Basso, Keith. 1979. *Portraits of “The Whiteman.”* Linguistic Play and Cultural Symbols Among the Western Apache. Cambridge: Cambridge University Press

Strunk, William, Jr., and E.B. White. 2000. *The Elements of Style*. White Plains, NY: Longman. Fourth or latest edition

Salzmann, Zdenek. 2006. *Language, Culture, and Society*. An Introduction to Linguistic Anthropology. Boulder, CO. Fourth or latest edition

### **Ling 415—Language & Gender (Katie Drager)**

How does language affect the way we think about sexuality and the sexes? And how do we use language to express our gendered identities within the context of our culture and society? In this course, we will investigate stereotypes about the sexes, the construction of social personae through language use, and society's expectations regarding sexuality, behavior, and language use. We will explore the link between language and gender through conducting projects in the field. No previous knowledge of linguistics is required.

### **Ling 421—Introduction to Phonological Analysis (Patricia Donegan)**

This course is designed to enable the student to master the basic principles of phonological analysis through readings, lectures, and hands-on experience with data. Major topics to be covered include phonological and phonetic representation, phonological features, syllable and word structure, and accent and rhythm. We will consider a wide variety of phonological rules or processes – their forms, kinds and interactions, and we will look at constraints as an alternative to processes as determiners of phonological forms.

Requirements: Grades will be based on one or two midterm exams, a final exam, a series of written exercises, and a short project.

### **Ling 430—Animal Communication (Patricia Lee)**

This course examines the ways in which animals communicate and how such systems differ from human language. Among the topics we will cover are:

1. The notion of intelligence and how it relates to language and communication.
2. Interspecies communication versus intraspecies communication.
3. Modes of communication (e.g. vocal/auditory, visual, tactile, olfactory, electromagnetic).
4. Environmental and motivational influences on communication.

### **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 turns 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 Theory (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 (Bob 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 undermined 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)**

Objectives: 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).

Texts: 1. Gussenhoven, C. (2004) *The Phonology of Tone and Intonation*. Cambridge: Cambridge University Press (required).  
 2. Jun, S-A, ed. (2005) *Prosodic Typology: The Phonology of Intonation and Phrasing*. Oxford. Oxford University Press (optional).

### **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, reanalysis, 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. Prerequisites: Completion of or concurrent enrollment in Ling 421 and Ling 422 or the equivalent.

### **Ling 730—Advanced Laboratory Research: Using R and Mixed-Effects Models (Amy Schafer)**

This workshop-style seminar will introduce students to the use of R for statistical analyses, including the use of Mixed-Effects Models and the modeling of eye-tracking data. It is strongly recommended for all students doing quantitative research in linguistics.

**Prerequisites:** A previous class in inferential statistics, plus either Ling 632 or Ling 640Y, or consent of the instructor.

**Readings:** We will primarily draw from Baayen (2008, Cambridge) and Johnson (2008, Wiley-Blackwell).

### **Ling 750G(1)—Methods of Language Conservation (Katie Drager)**

Language plays a key role in the construction, expression, and maintenance of cultural identity. This course will provide an overview of theories and methods pertaining to language conservation, focusing especially on conservation and revitalization movements for indigenous, endangered, and threatened languages. The role of education and the mass media in reviving languages will be covered. We will also discuss the role of community attitudes toward indigenous and endangered languages and how such attitudes may be studied empirically. We will reflect on measures that can be taken to raise awareness on the issues surrounding indigenous languages. Students will be expected to apply the topics and issues discussed in class to the development of resources that will aid in real life language conservation and revitalization efforts.

### **Ling 770—Areal Linguistics: Intro. to Austronesian Languages (Bob Blust)**

This course will make an effort to cover the following topics, although limitations of time may make it necessary to skip some of these: 1) a brief survey of the Austronesian world (geography, physical environment, social and cultural background, external contacts, prehistory), 2) a survey of major Austronesian languages (national and official languages, important lingua francas), and of the most endangered languages, 3) language in society (speech levels, respect language, gender-based speech differences, secret languages, linguist borrowing, speech strata), 4) sound systems (phoneme inventories, morpheme structure, phonological processes), 5) the lexicon (numerals and numeration, numeral classifiers, demonstratives, pronouns, metaphor, semantic change), 6) morphology (morphological typology, submorphemes, affixes important for word-formation, ablaut, reduplication), 7) syntax (voice systems, word order, negation, possessive constructions, directionals, imperatives), 8) reconstruction (PAN phonology, phonological reconstruction below the level of PAN), 9) sound change (lenition and fortition, assimilation and dissimilation, erosion from the right, left and center, epenthesis, metathesis, gemination, innovations affecting nasals, bizarre sound change, the Regularity Hypothesis, drift), 10) classification (problems in the demarcation of the Austronesian language family, the external relationships of Austronesian, subgrouping, migration theory), 11) the world of Austronesian scholarship.