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(1) and Ling 100(2)_Language in Hawai‘i and the Pacific (H)
(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.

Two of the most important ideas informing the course are linguistic ecology and language endangerment; these ideas unify the different units and guide the overall structure of the syllabus. The goal of the course is for students to be able to conceive of the complex of languages and dialects spoken in Hawai‘i as a whole system, and also as part of a larger, Pacific system or group of interlocking systems_systems that are continuously changing in response to political, cultural, and social factors.

Linguistics 100 uses the unit mastery format, in which you have a great deal of responsibility for managing your own time. In a unit mastery class, the course materials are divided into several units, each unit representing about a week's worth of work. When you feel ready, you take an exam to determine whether or not you have mastered the material for the unit. Your final grade is based upon the number of units mastered. That's it: no homework, no lectures, no midterm, and no final.

Unit mastery courses are great for students who need a flexible schedule and for those who like to work at their own pace.

Ling 102(1) and Ling 102(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.

Linguistics 102 uses the unit mastery format, in which you have a great deal of responsibility for managing your own time. In a unit mastery class, the course materials are divided into several units, each unit representing about a week's worth of work. When you feel ready, you take an exam to determine whether or not you have mastered the material for the unit. Your final grade is based upon the number of units mastered. That's it: no homework, no lectures, no midterm, and no final.

Unit mastery courses are great for students who need a flexible schedule and for those who like to work at their own pace.

Ling 102(11)_Introduction to the Study of Language (W)
(Patricia Donegan)

Goals: This course is intended to increase students' awareness of what human language is, how it works, and what it can tell us about ourselves. It will enable students to talk and write more precisely about language and to evaluate popular ideas about language.

Content: We will study the structure and meanings of words and sentences, the sounds of languages, the evolution of languages, and relationships among languages. We will note ways in which various human languages are similar to or different from each other. We will look at the role of language in society—at pidgins and Creoles, regional and social dialects, writing systems, etc. We will also examine language within the individual: we will look at language acquisition (by children and adults) and at what acquisition, speech errors, and language games can tell us about the representation of language in the mind.

Requirements: There will be regular reading and homework assignments. These will include three essay assignments (each to be submitted in at least two drafts), a journal (to be submitted at intervals during the semester), and other smaller written assignments. There will also be a series of quizzes and a final exam.

Text: Language Files (most recent edition). Other readings and some videos may also be assigned.
Ling 320_General Linguistics  
(P. Gregory Lee)
Summary introduction to linguistic phonetics, historical reconstruction, sound systems, structure of words and sentences, and semantics.

Ling 410_Articulatory Phonetics  
(Victoria Anderson)
This course is an introduction to articulatory phonetics, the scientific study of how people produce the sounds of language. We will learn human vocal tract anatomy; how to describe, transcribe and categorize different types of sounds in the world's languages; and we will devote time to learning to recognize and produce these sounds. We will also touch on the acoustic characteristics that relate to different types of articulations. Depending on the membership of the class, we may spend time on particular languages, such as Japanese, Korean and Thai.


Ling 412_Psycholinguistics (O)  
(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 having a thought to getting it out 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. Our 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 of the instructor, or one of the following: Ling 102, Ling 320, Psy 100, or SPA 300.


General Education Requirements: Satisfies the Social Sciences Diversification Requirement (DS) and the Oral Communication Focus Requirement (O).

Ling 414_Introduction to Linguistic Anthropology  
(Cross-listed as Anth 414)  
(Michael Forman)
"Linguistic anthropology" may be described as "an interdisciplinary field which studies language as a cultural resource and speaking as a cultural practice." Topics to be taken up include "linguistic diversity, grammar in use, the role of speaking in social interaction, the organization of meaning of conversational structures, and the notion of participation as a unit of analysis." [Both of these quotes are from Alessandro Duranti (1997) Linguistic Anthropology. Cambridge Textbooks in Linguistics.]

If your background has not yet provided you with the experience which might make some or all of the phrases used in the description above meaningful to you, perhaps this will give you a beginning idea of the contents of the course: the work under examination reflects "a science of language that is not divorced from culture and society." [Duranti (1994) From Grammar to Politics: Linguistic Anthropology in a Western Samoan Village. University of California Press.]

Students will write summaries of the reading assignments. Depending on backgrounds of the students who enroll, there will either be three short papers, or perhaps a mid-term and a final examination. Both undergraduates and graduates are welcome; it should be understood that more will be expected from graduate students. Graduate students who need 600-level credit should enroll in this course as Ling 640G. No background in linguistics or anthropology will be assumed. Students from any field are welcome.

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 play in the education of children in Hawai'i? 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, discrimination on the basis of accent, 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 420_Morphology  
(Yuko Otsuka)

Morphology is the study of the structure of words. Morphology is relevant to anyone who is interested in language. For example, in studying a language, you analyze its morphology. You need to find out a) what counts as a word in this language, b) what each word means, and c) whether these words can be further divided into smaller parts. Furthermore, understanding morphology is crucial in theoretical research as well. Understanding how morphology interacts with syntax/phonology is particularly important. Often, one must understand how morphology works in order to account for a syntactic phenomenon. Similarly, some phonological phenomena cannot be explained without appealing to morphological factors. There is also a question of what role morphology plays in language acquisition.

This course introduces various morphological phenomena and some traditional approaches to morphological problems, particularly those concerning the interface between morphology and syntax/phonology. We will discuss how successful (or unsuccessful) the traditional approaches are in accounting for a number of morphosyntactic, morphophonological phenomena. Examples are cited from various languages. The course objectives are a) to familiarize the student with morphological analysis and b) to provide a theoretical background to improve the student's skill in data analysis.


Requirements: assignments (40%), project (30%), midterm exam (20%) and participation (10%).

Ling 421_Introduction to Phonological Analysis  
(Patricia Donegan)

This course is designed to enable the student to understand 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 also consider the forms, kinds and interactions of phonological rules or processes, and we will look at constraints as an alternative to rules as determiners of phonological forms.

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

Text: A packet of readings and handouts will be made available. Some readings will be placed on reserve.

Ling 430_Animal Communication (W)  
(Patricia Lee)

This writing intensive course will cover the following topics:
1) The depiction of animals' intelligence and 'language' in literature
2) Myths of 'talking' horses, pet psychics, etc.
3) How animals really communicate with each other and with us
4) The nature of intelligence, communication and language
5) The evolution of signal codes and language
6) Evidence from domesticated birds, cats, dogs and horses and observations in natural settings of insects, birds, pack animals (e.g., wolves) and herd animals (horses, elephants, etc.)
7) Recent avian and primate research

Ling 441_Meaning (W) (O)  
(Benjamin Bergen)

How do we talk and think about concepts that we can't directly see, touch, or otherwise perceive? In large part, we understand and describe abstract concepts metaphorically, in terms of more concrete concepts. The study of Conceptual Metaphor explains aspects of linguistics, literature, psychology, politics, philosophy, anthropology, and cognitive science.

This course is open to all upper division or graduate students from any department. This course is useful for students in many disciplines:
• Linguistics students will acquire tools for metaphor analysis and will be exposed to metaphor data that informs questions like how meaning is computed and how words are represented.
• Literature and language students will be exposed to conceptual metaphors as they are used in everyday and in literary language, and will learn to apply metaphor theory to literary analysis.
• Philosophy students will learn about embodied theories of mind, which differ markedly from traditional disembodied theories of mind.
• Psychology students will find new avenues of investigation into cognitive structure and processes through language.
• Anthropology students will learn about how cultural beliefs and practices influence the conceptual systems of individuals in those cultures through metaphor, and will see differences and commonalities in metaphor and cognition across cultures.

FULFILLS 'W' AND 'O' FOCUS REQUIREMENTS
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 undergraduate and first-year graduate students in Linguistics, Speech Pathology, Psychology, Anthropology, Education, etc.

Ling 622_Grammar  
(William O’Grady)  

This course provides an introduction to syntactic theory via the Government and Binding framework (also known as Principles and Parameters theory). No prior background in syntax is presupposed other than Ling 422 or its equivalent. This 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 640F(1)_Intonation  
(Victoria Anderson)  

Why do English speakers vary their pitch? What do pitch variations in utterances mean? Are they part of grammar? Are they paralinguistic? Using English as the main language under discussion, students in this class will:  
• investigate the phonetics of intonation;  
• look at the phonological modeling of intonation under the autosegmental-metrical approach developed by Pierrehumbert, Beckman, Hirschberg, Ladd 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.

We will also explore the meaning of intonational tunes and the relation of intonation to focus. A practical goal for the course is for students to develop skills in transcribing intonation and phrasing in one or more varieties of English. Depending on the make-up of the class, we may also look at the intonation of Japanese, Korean, or another language.

Ling 640F(2)_Prosody  
(David Stampe)  

This is a combined seminar and lab course on the real-time rhythmic aspect of language, from the syllable to the conversational level, based on published and newly gathered structural, diachronic, and instrumental data. We will make constant reference to the general problem of how action is organized and perceived in real time, and our readings and experiments may involve not only speech but also gesture, as well as political chants, oral poetry, and vocal and instrumental music. A final presentation/paper will be required. [N.B.: this is NOT a course on linguistic tone or tone sandhi.]  

Prerequisite: consent of the instructor.

Ling 640G_Linguistic Anthropology  
(Michael Forman)  

See description for Ling 414.

Ling 640S_Sociolinguistics  
(Andrew Wong)  

This course provides a general overview of the issues that sociolinguists have studied, the theories and methods that they have developed, and some of their major findings about the interaction between language and social life. Bringing together linguistic and social theories, it covers several approaches to the study of language in culture and society--namely,
variationist sociolinguistics, interactional sociolinguistics, Conversation Analysis, Critical Discourse Analysis, the ethnography of communication, and the sociology of language. We will compare these different approaches and discuss the merits and shortcomings of each. This course provides students with theoretical knowledge and practical skills that will prepare them to conduct original field research in sociolinguistics.

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 421 & 422 or the equivalent) is assumed.

Ling 750G(1)_Seminar: Language Planning (Kenneth Rehg)
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. The course will focus on three major topics: (1) key concepts in language planning, including status planning, corpus planning, and implementation planning, (2) the role of social, economic, and political considerations in language planning, and (3) case studies that illustrate both 'best' and 'ineffectual' practices.
Grades will be based on class participation (20%) and a term paper (80%).
Texts: Language Planning: From Practice to Theory by Robert Kaplan and Richard Baldauf, Jr., Language Planning and Social Change by Robert Cooper, and Language Policy and Language Planning: From Nationalism to Globalisation by Sue Wright.

Ling 750G(2)_Seminar: Grammaticalization (David Stampe)
This is a seminar on grammaticalization, an old topic which has in recent decades attracted intense attention. In the narrow sense, grammaticalization (Meillet 1912), concerns how free words (nouns, verbs) become restricted in their usage (auxiliaries, adpositions, conjunctions) and more restricted (clitics, affixes, inflections), while their usage becomes increasingly abstract and relational (case, gender, tense, aspect) and obligatory. In the broad sense, it addresses the whole evolution of linguistic form. The seminar will involve joint and individual readings, presentations, and discussion on a broad variety of language types, including creoles, sign languages, and even written symbolic systems as in mathematics and programming, all considered at once from both formal and functional points of view.
Prerequisite: consent of the instructor.

Ling 750G(3)_Seminar: Grammatical Typology (David Stampe)
Most universals of grammatical form rest on typological conditions: if a language has no inflection, it will have head-first constructions. Typology is often approached as the collection of such conditions, but it is more rewardingly approached as a search for their formal and functional explanations. This course will take that approach, using lectures, joint readings in a compilation of early and recent articles, and individual readings and reports, and discussion. Final exercise will be an original paper, to be presented orally to the class.
Prerequisite: consent of the instructor.

Ling 750Q_ Acquisition of Korean and Japanese (William O’Grady)
This course has two purposes. First, it investigates and surveys the extant literature on the acquisition of Japanese and Korean. Second, it offers students an opportunity to conduct their own research on the acquisition of these languages.
Pre-requisite: Ling 670 or equivalent, and permission of instructor

Ling 750X(1)_Seminar: Embodied Construction Grammar (Benjamin Bergen)
This course is an introduction to Embodied Construction Grammar (ECG). ECG is recent theory of grammar, which includes a computationally precise formalism, but which unlike other formal models, is also cognitively oriented in a number of ways:
1. Like other Construction and Cognitive Grammars, semantics is tightly integrated with linguistic form in the grammar.

2. Linguistic semantics is grounded in cognitive processes.

3. Its formalism is grounded in how the brain processes information.

4. Meaning, context, discourse function, and domain-general cognitive mechanisms such as metaphor and metonymy are fully integrated into the grammar.

5. The theory presupposes no competence-performance distinction.

6. The formalism is explicit enough to be used in practical computer applications – it has already been used for functions like parsing, grammar learning, and language understanding.

This course will begin by introducing Construction Grammars in general as well as Cognitive Grammar, which form the foundation for ECG. We then 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.

Ling 750X(2)_Seminar: Minimalist Approaches to Clitic Phenomena
(Yuko Otsuka)

This seminar will examine various approaches to clitic phenomena within the framework of the Minimalist Program (Chomsky 1995, 2000). Clitic phenomena are intriguing to any syntactic theory for three reasons. First, clitics form a special class that is different from both independent lexical items (such as pronouns and auxiliary verbs) and agreement affixes. Second, their behavior and distribution seem to be conditioned largely by phonology rather than syntax. Third, cliticization does not seem to be a homogeneous phenomenon: there are variations crosslinguistically as well as within a single language. Within the minimalist framework, there are three major approaches to clitic phenomena: strictly syntactic, strictly phonological, and both syntactic and phonological. We will evaluate each of these approaches, covering data from various languages including Romance, Slavic, and Austronesian languages. Likely topics include the syntax-phonology interface, clitic pronouns and Case morphology, clitics and agreement, and the correlation between clitic pronouns and resumptive pronouns. Some background in the minimalist framework is expected.

Readings: a collection of journal articles.
Prerequisite: Ling 622, Ling 750X (Introduction to the Minimalist Program) or consent of the instructor.

Ling 770_A Survey of the Austronesian Language Family
(Robert Blust)

This course is intended to provide a general introduction to Austronesian linguistics for students who have no background in this area, as well as a basic appreciation of the 'bigger picture' for students who already have a knowledge of one or more Austronesian languages. Elements of this 'bigger picture' will include 1) a bird's-eye view of the geographical, cultural, demographic, and historical background to the Austronesian language family, 2) a survey of the typological variety of Austronesian languages, 3) an introduction to the reconstruction of Proto-Austronesian and Proto-Oceanic, with particular attention to phonology, lexicon, and semantics, but with an occasional excursus into morphology and syntax, 4) an overview of major subgrouping hypotheses and the evidence for them, and 5) selected areas of scholarly controversy. Course requirements will include 1. four homework assignments (20%), 2. one historical phonology exercise presented both in writing and orally (20%), 3. a take-home mid-term examination (20%), and 4. a term paper, including an oral presentation of your progress (40%). There will be no textbook, but readings will be periodically put on reserve in the Linguistics/SLS Reading Room (Moore 572).