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)—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**  
(William O’Grady)  
This course offers an introduction to linguistic analysis, focusing on speech sounds, words, sentence structure, meaning, and language change. As time permits, some attention will also be paid to writing systems, language acquisition, psycholinguistics, and neurolinguistics.


**Ling 345/640G(4)—The Polynesian Language Family**  
(Yuko Otsuka)  
The topics covered in this course include:  
1) history of the study of Polynesian languages,  
2) orthography,  
3) classification,  
4) reconstruction of Proto-Polynesian,  
5) phonological characteristics,  
6) morphological characteristics,  
7) descriptive grammar of selected Polynesian languages,  
8) syntactic problems, and  
9) language endangerment and language planning in Polynesia.

For students who have relatively limited knowledge of Polynesian languages and cultures, this course will serve as a comprehensive introduction to the subject. Those who are already familiar with some aspects of Polynesian languages and cultures will find this course useful in broadening and deepening their understanding. In reference to Hawaiian in particular, it provides a fresh look at the Hawaiian language in relation to other Polynesian languages. It is not merely a study of languages, but also deals with the historical and social issues concerning the speakers of these languages, such as the origin of Polynesian languages and language maintenance in the Pacific.

Text: A collection of journal articles and chapters.
Grades will be based on class participation, six written assignments, and a term paper.

**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.

Texts will include:  
Other readings may be assigned.

**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 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 basis 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 had an introductory course in linguistics that includes training in linguistic analysis (e.g., Ling 320 or its equivalent).

**Ling 423/640G(2)—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 assumptions. It will address such topics as:  
* How the meaning and patterning of words is constrained by how conceptual categories are structured  
* The relation between word meaning and embodied human experience  
* How language hooks into the human imagery
* How figurative language is understood

The research we will discuss is multidisciplinary; 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 431/631—Language Data Processing: Computational Modeling**
(Benjamin Bergen)
A large collection of language data, a corpus, can provide the empirical basis for a broad range of applications, such as:
- describing languages (whether they be well- or under-documented)
- testing predictions made by linguistic theories (syntactic, morphological, phonetic, etc.)
- balancing stimuli for use in experiments

But certain expertise is required to interact fruitfully with a corpus:
- What corpus resources exist, how many we have access to at UH (answer: a lot!), and where they can be found and used.
- What different types of corpus exist, including full acoustic records, part-of-speech tagged corpora, syntactically parsed corpora, sociolinguistically tagged corpora, and so on.
- If there isn't a corpus for a language (or a question), you need to build one. But what can go into a corpus, and how do you make sure it will allow you to do the things with it you want?
- Different tools for searching through corpora allow you to investigate different sorts of questions - everything from the frequency of individual words or morphemes to the range of noun phrases that can be the subjects of a particular class of verbs. What search tools allow you to investigate what sorts of questions, and how do you use those tools?
- Once you have searched through a corpus, what you need to apply tests to tell if what you found is statistically significant. Which ones are appropriate when, and how do you perform them?

This course is an introduction to the use of corpora in the study of language. The approach is extremely hands-on. Each week will include a seminar-style meeting on Tuesday and an applied lab meeting on Thursday. Students will learn both theory about the construction and use of corpora and also the applied details of how to use existing corpora and corpus search tools, with special emphasis on those we have available in the LAE labs, which include English, Chinese, Japanese, German, and Korean corpora.

This course is for students with little computer knowledge. It is open to advanced undergraduate students and graduate students with an interest in language, in any discipline. NO PROGRAMMING EXPERIENCE IS REQUIRED.

**Ling 611—Acoustic Phonetics**
(Victoria Anderson)
This course investigates basic principles of acoustics and audition as they relate to speech communication. Students who take the course:
- Learn about physical properties of speech waves (sound propagation, wave analysis, resonance, acoustic filters)
- Examine relations between vocal tract articulations and their acoustic consequences (Source-Filter theory, vocal tract aerodynamics)
- Receive training in basic principles of digital signal processing (sampling, quantization, pitch tracking, RMS amplitude, Fast Fourier Transforms, Linear Predictive Coding, spectral analysis)
- Become skilled at using computer-based speech analysis tools to measure acoustic
characteristics of vowels, consonants and suprasegmentals

- Gain knowledge about human hearing, and how physical properties of intensity and frequency relate to sensations of "loudness" and "pitch" (aural anatomy, non-linear amplitude perception, frequency response of the auditory system, cochleagrams)
- Find out about variation in the physical characteristics of speech (intra- and inter-speaker variation, acoustic characteristics of women's, men's and children's voices)
- Gain exposure to speech perception experiments as tools to discover what cues listeners extract from what they hear (acoustic characteristics vs. acoustic cues, identification and discrimination tasks, categorical vs. continuous modes of perception, perceptual maps, confusion matrices)
- Learn to relate acoustic, auditory and perceptual characteristics of sounds to language universals (quantal theory, adaptive dispersion theory, "preferred" vowels and consonants)

**Ling 615—The Nature of Language**  
(Patricia Lee)
This course will investigate the ontogeny and phylogeny of human language. We will consider the nature of language from three perspectives:

1) Socratic (or, semantic)
2) Modern (or, structural)
3) Interdisciplinary

Texts:  
Landmarks I  
Landmarks II  
Pinker, The Language Instinct
Requirements: Two exams, one term paper

**Ling 621—Phonology**  
(Kenneth Rehg)
This course provides an overview of selected issues in generative phonological theory, including (but not necessarily limited to) autosegmental phonology, feature geometry, underspecification theory, the syllable, metrical theory, lexical phonology, as well as the basics of optimality theory and evolutionary phonology. Grades will be based on two mid-term examinations, and a final examination.

Text: The Phonological Structure of Words by Colin J. Ewen and Harry van der Hulst, plus papers that will be distributed in class or placed on file in the Linguistics/ESL reading room.

**Ling 632—Laboratory Research**  
(Amy Schafer)
This course is an introduction to commonly used techniques for laboratory-based research in linguistics, including laboratory-based analysis of fieldwork and research on speech perception, speech production, sentence comprehension, sentence production, language acquisition, sociolinguistics, and other areas. The course also serves as an introduction to using the LAE Labs. We will cover techniques that tend to be used in many areas, such as recording speech and video, digitizing speech and video, and programs for presenting stimuli. Participants will be expected to do weekly reading from a collection of articles and book chapters, present demonstrations of equipment, and complete assignments involving lab equipment. There are no prerequisites for graduate students.

**Ling 640G—Professional Issues**  
(Amy Schafer)
This course is intended for students at any stage of their graduate career and can be useful for first-year students through dissertating students. Participants must have completed at least one term paper-sized piece of research, to be used as material for class presentations and a practice conference-style abstract. The course will provide an overview of many professional issues in linguistics, including responsible conduct in research, presenting work at conferences, writing and publishing, and conducting an academic job.
search. Reading will be limited. Participants will be expected to prepare materials such as a conference abstract, a conference handout, and a c.v. as part of the course, and to present their work to the class. Materials from the last offering can be found at http://www2.hawaii.edu/~aschafer/ling640G.htm Consent of the instructor is required for enrollment.

Ling 640G(3)—Methods of Language Documentation
(Kenneth Rehg)
This course will provide you with some of the basic tools you need to undertake the important task of documenting languages that are currently under- or undocumented. You will learn how to conduct regional surveys, to design orthographies, to process texts, to develop dictionaries and reference grammars, to collect and archive audio and video materials, and to write grant proposals. Your grade will be based upon a term project designed in consultation with the instructor.

The electronic resource for the course will be LinguaLinks Library 5.0.

Ling 640H—History of English
(David Stampe)
An introduction to the phonological, grammatical, and prosodic history of English, with carefully selected readings and parsing of Modern, Early Modern, Middle, and Old English, using parallel translations of the English Bible, readings and scansion of glossed editions of poetry, and recordings and transcriptions of chants, madrigals, and modern songs.

Texts will include:

Ling 645—The 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 Neogrammian "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.
Text: An Introduction to Historical Linguistics, edited by Terry Crowley, Oxford University Press.

Ling 670—Developmental Linguistics
(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. We investigate the development of phonotactic/phonological, morphological, syntactic, and lexical competence. We discuss real child language data - what children perceive, say, and comprehend in the course of development -- and data analysis as well as theories of language development. We include language development in English and other languages, and also aspects of language acquisition in special populations (eg. deaf children) and under special circumstances (eg. bilingualism, acquisition beyond the "critical
period"). This course has a research project requirement.

Ling 750F—Phonetics and Phonology: Intonational Typology (Victoria Anderson)
The Fall 2005 seminar in phonetics and phonology (Ling 750F) will focus on intonational typology. Two developments since 1980 make it possible to investigate a typology of intonation. First, the number of systematic descriptions of intonation systems in languages has reached the point where broad typological generalizations can be made. Second, the advent of widespread use of the Autosegmental-Metrical (AM) approach to intonational phonology allows direct comparisons to be made across languages (Ladd 1996, 2001; Gussenhoven 2004; Jun 2005). Jun 2005 is able to compare prominence types and rhythmic types for 20 well-described languages from a wide variety of language families. However, intonational typology is still at an early stage of development. Much linguistic territory remains to be covered (in particular, the huge Austronesian territory). In order to falsify, verify or refine portions of the nascent model of intonational typology, we have a need for more languages to be described and analyzed within the AM framework.

What options does Language allow for (lexical and post-lexical) prominence? What options does Language allow for (lexical and post-lexical) rhythmic groupings? What characteristics of intonation are marked or unmarked cross-linguistically? To answer these questions with increasing accuracy, the field requires more language descriptions in the common framework of AM phonology.

This seminar is intended for advanced graduates who have taken Intonation (640F), or Prosody in Processing (640Y), or have other experience with AM phonology and the Tones and Break Indices (ToBI) transcription conventions. After a brief survey of prominence types and rhythmic types in a few genetically diverse languages, we will devote ourselves to new research using small corpora collected in Honolulu.

Ling 750Q—Language Acquisition—The Fundamentals of Nativism (Kamil Deen)
Modern debates on the nature of the human mind at birth have raged since Chomsky’s (1957) ground-breaking argument for Nativism. Since then, many alternative proposals have been proposed in the literature, some less successful than others. The first portion of this class will consist of an overview of the Nativist perspective on language acquisition (roughly five weeks), presented by the instructor. The fundamental arguments for the existence innate knowledge of language will be provided, as well as clarification of many misconceptions in the literature regarding the Nativist perspective. During this five week period, students will be required to select an anti-Nativist perspective on language acquisition, and create a short reading list on that perspective. The various student reading lists will then be used to create the remainder of the semester’s reading for the entire class. During the remainder of the semester, students will argue in favor of the anti-Nativist perspective of their choice. They will argue against (i) the instructor, who will adopt a strong Nativist perspective, and (ii) fellow students, who will adopt the perspective of other competing models.

Required Readings: None

Pre-requisites: Linguistics 670, or equivalent

Ling 750S—Advanced Sociolinguistic Analysis (Andrew Wong)
This seminar will be run as an intensive writing workshop. It is designed for two groups of students: (1) those who are working on their thesis/dissertation proposals; and (2) those who have just finished conducting their fieldwork. For the first group, this seminar will provide
them with the skills and knowledge necessary to translate a conceptual plan for an independent research project into a solid, organized, well-written research proposal. For the second group, this seminar will help them organize and understand the data that they collected in the field. Students will learn writing, editing and analytical skills that they will be able to apply to future research projects. Prerequisite: consent of the instructor.

**Ling 750X(2)—Introduction to the Minimalist Program**  
(Yuko Otsuka)  
This course is an introduction to the Minimalist Program (MP), a theory of grammar proposed by Chomsky (1995, 2000). Although MP stems from the Government and Binding (GB) theory, the two approaches are drastically different in many respects, including some fundamental assumptions. MP is a derivational approach to grammar, which assumes that the computation must be optimal. Our discussion centers around 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 philosophical 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 and Parameters approach is assumed. Prerequisite: 622 or consent of the instructor


**Ling 770—Areal Linguistics: Southeast Asian Phonology**  
(Patricia Donegan)  
This course will explore the phonologies of languages of the Austroasiatic, Tai, Austronesian, and Sino-Tibetan language families, with particular attention to the phenomena that typify Southeast Asia. The languages of Southeast Asia are rarely cited in phonology texts (and we’ll consider why this is the case), but they display an extraordinarily rich variety of phonological phenomena. For example, in many Southeast Asian monosyllabic and ‘sesquisyllabic’ languages, word and syllable structures differ sharply from those of CVCV(C) languages. In some languages, diphthongization, vocalic register, length differences, and vowel shifts may create a profusion of vowels in ‘major’ or accented syllables while vowel reduction severely limits the inventory for ‘minor’ or unaccented syllables; in other languages, vowels remain relatively stable. Consonant clusters abound, and consonant shifts may change voicing and other laryngeal features to create implosives and aspirates. Further, consonant qualities may affect adjacent vowels, creating tone and register differences.

We will examine theories of tonogenesis and registrogenesis and look at cases where tones or registers appear to arise from consonant differences. We will attempt comparisons between languages of the Mon-Khmer or Tai type (mono- or sesquisyllabic, vowel- and consonant-shifting, etc.) and those of the Aslian or Malay type (CVCVC, with more stable vowel and consonant qualities, etc.). And finally, we will examine the relationship between inherited and areal phenomena, and the unifying role of prosody. A packet of readings will be made available. Students will be expected to give several short reports and to submit a term paper.