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 101—Language in Hawai‘i and the Pacific**  
(Paul Lassettre)  
*Linguistics 101: 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(1)—General Linguistics**  
(Greg Lee)  
Summary introduction to linguistic phonetics, historical reconstruction, sound systems, structure of words and sentences, and semantics.

**Ling 320(2)—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 attentions will also be paid to writing systems, language acquisition, psycholinguistics, and neurolinguistics.  

**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 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 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.  
Prerequisite: Consent, 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 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 analytical tools with which to consider issues related to gender, and it’s relation to language. Through the 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 explored.

Ling 420—Morphology  
(David Stampe)  
This is an introduction to linguistic morphology, the structure of words. It provides practice in analyzing words from languages of a wide variety of structural types, and in discovering their construction, their phonological forms, and their grammatical functions. It includes a survey of morphological theories from the ancient Indians, Greeks, and Arabs through the twentieth century, and a brief introduction to typological and areal aspects of morphology. We will use a textbook, ancillary reading, handouts, web sites, and work with informants. Grades will be based on regular homework, a brief term paper, a midterm and a final exam.


Ling 421—Phonology  
(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 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, and a short term project.

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

Ling 430—Animal Communication  
(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  
(Benjamin Bergen)  
How do we talk and think about things that we can't directly see, touch, or otherwise perceive? In large part, we describe abstract concepts metaphorically, in terms of more concrete concepts. The study of Conceptual Metaphor seeks to understand the extent to which we not only talk about but also thing about abstract concepts in terms of concrete ones.

This course is open to all upper division or graduate students from any department. There are no course prerequisites. 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 ways to investigate cognitive structure and processes through language.
- Anthropology students will learn about how cultural beliefs and practices influences the conceptual systems of individuals in those cultures through metaphor, and will see differences and commonalities in metaphor and cognition across cultures.
This course fulfills the 'O' and 'W' Focus requirements.

**Ling 470—Children’s Speech**  
*(Kamil Deen)*

Students are first introduced to the structure of language: the phonetics, 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 6, 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**  
*(Yuko Otsuka)*

The objective of this course is to introduce the basic concepts of *explanatory* grammar as opposed to descriptive grammar. Specifically, we will look at a theory developed within the framework of *generative* grammar, the *Government and Binding Theory (GB)* (Chomsky 1981). As a linguist, one needs to be able to accurately describe various specific syntactic phenomena of a language or across languages. Generative grammarians consider it equally important to investigate a) why such phenomena exist, b) whether there are more general rules underlying these specific phenomena, and c) whether such rules are universal. In this course we will cover the basic tenets of GB. The data used are primarily from *English*, but also include some other languages. Students are encouraged to bring in data from other languages for discussions.

The goal of this course is not only to provide the basic knowledge of GB but to encourage the students to exercise critical thinking and improve their analytical skills. Thus, the students are expected to actively participate in the discussion. The course requirement includes participation and weekly written assignment (50%), term paper (40%) and a final presentation (10%).


**Ling 630—Field Methods**  
*(Kenneth Rehg)*

The ultimate goal of this course is to provide you with an opportunity to experience the thrill of discovery—to engage in a stimulating intellectual adventure that will take you where no linguist has gone before. To this end, you will do research on a language for which we have little or no documentation. The course will focus on methods for investigating phonology, morphology, and syntax, as well as procedures for gathering, manipulating, and maintaining a variety of types of data. Grades will be based on four reports to be submitted at assigned times throughout the semester.


**Ling 640F—Intonation**  
*(Victoria Anderson)*

English does not make use of lexical tone. So 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 discussions, students in this class will:

- investigate the phonetics of intonation;
- examine the phonological modeling of intonation under the autosegmental-metrical approach developed by Pierrehumbert, Beckman, Hirschberg, Ladd, Jun, Gussenhoven 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. (Depending on the make-up of the class, we may look at the intonations of Japanese, Korean, or another language.)

*(Note that this class will not treat lexical tone, syllable weight or stress systems, except as they relate to intonation phenomena.)*

Prerequisite: Ling 410 (Articulatory Phonetics), Ling 421 (Intro. to Phonology).  
Strongly recommended: Ling 611 (Acoustic and Auditory Phonetics).

**Lab membership:** You must be/become a LAE Labs Advanced User by 9/2/05. Instructions, downloads: [http://www.ling.hawaii.edu/lae](http://www.ling.hawaii.edu/lae)


This course will be useful for those interested in language documentation, language pedagogy, phonological theory, and the relationship of phonology to psycholinguistics.

**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 646—Comparative Method II**  
(Robert Blust)

This course assumes a basic knowledge of the Comparative Method of linguistics. Its goal is to provide an introduction to a number of issues that have been at the center of controversy in the field of historical linguistics in recent years. Topics that will be covered include: 1) the origin of language, 2) long-range comparison: Legitimate enterprise or ‘lunatic fringe’?, 3) issues in historical reconstruction (formulaic vs. realistic reconstruction in phonology, the relationship of linguistic typology to historical reconstruction), 4) issues in the theory of sound change (the status of the Neogrammarian changes conditioned?), 5) semantic reconstruction possible?, 6) issues in the theory of language contact (can we establish a hierarchy of borrowability; are these ‘mixed languages’?), 7) issues in linguistic subgrouping (do biological taxonomy and linguistic phylogeny share a common conceptual framework?, how useful is the family tree model for describing the process of linguistic differentiation?, 8) linguistic approaches to culture history and culture universals (can the Comparative Method of linguistics supplement the archaeological record?, can the Comparative Method of linguistics be generalized to the explanation of non-linguistic culture traits?). The course grade will be based on: 1) solutions to problems which will be distributed as homework and discussed in class (30%), 2) three written article summaries, together with oral presentations (30%), 3) a term paper (40%). Some reading will be distributed in class. Others will be placed on reserve. No textbook will be required.

**Ling 750F—Optimality Theory**  
(Patricia Donegan)

Optimality Theory is a phonological theory in which underlying forms are mapped onto surface forms without processes or derivations. Surface forms are selected on the basis of a set of motivated, universal constraints, which may conflict and may be differently ranked (and thus differently violated) in different languages. This contrasts with process phonologies, like Natural Phonology, in which underlying and surface forms are derived by induced rules or phonetically motivated universal processes, which may be differently limited or suppressed in different languages. In this seminar, we will examine similarities and differences in these two approaches to phonology.

Grading: Class presentations and a short paper will be required.  
Textbook: Kager, Rene. 1999. Optimality Theory. Cambridge: Cambridge University Press. A packet of papers will also be made available, and papers may be obtained from the Rutgers Optimality Archive.

**Ling 750G—Lexicography**  
(Kenneth Rehg)

This is going to be a hands-on, product oriented course in the art and craft of lexicography. Using Shoebox software, we will explore all aspects of the dictionary making process, from preliminary design through the preparation of camera-ready copy. Grades will be based on a term project designed in consultation with the instructor. Text: *Dictionaries* by Sidney Landau, plus materials to be distributed in class.

**Ling 750M—Simulation Semantics**  
(Benjamin Bergen)

Simulation semantics is a cognitively oriented theory of meaning, based on the idea that in order to produce or understand meaningful language, language users run a mental simulation of (that is, mentally imagine) the content of the utterance. Running this simulation involves activating the same brain structures that are responsible for perceiving or performing the events described in the utterance. On this view, linguistic units do not in and of themselves have meaning. Rather, they evoke meaning - they are cues that contribute to a blueprint, which the speaker provides to the hearer, so that the latter can run an internal simulation with the desired properties.
The course will survey evidence for simulation semantics from neuroscience, cognitive psychology, and psycholinguistics.

Prerequisites: a course in one of the following: cognitive linguistics, semantics, corpus linguistics, psycholinguistics, or laboratory methods.

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 polices 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.

Ling 750X(1)—Emergentism & Minimalism (William O'Grady)

This course will explore recent work in minimalism (as represented by Chomsky's 2005 article in Linguistic Inquiry) and emergentism, with a view to critically assessing the prospects for 'reductionist' research that seeks to explain grammatical and developmental phenomena in terms of general computational mechanisms rather than grammatical principles.

Ling 750X(2)—Austronesian Syntax (Yuko Otsuka)

This seminar will examine various syntactic phenomena in Austronesian languages. The objective of this seminar is twofold: first, to introduce a range of syntactic phenomena that are characteristic of Austronesian languages; and second, to analyze the relevant data within the GB/MP framework and discuss some implications for general syntactic theory. Likely topics include "subject" in Austronesian languages, ergativity, Philippine-type focus system, V-initial word order, pseudo-eleft, pseudo-noun incorporation, and backward control. A general knowledge of GB is assumed. Some familiarity with the Minimalist Program would be an advantage. The course requirement includes participation and weekly written assignment, term paper and a final presentation.

Readings: a collection of journal articles
Prerequisite: LING 622