FALL 2015

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 102—Introduction to the Study of Language (Jacob Terrell & Staff)

This course provides students an initial opportunity to examine language from an analytical and scientific point of view. Students will learn that there are many misconceptions about language, its development, structure and use. As the course progresses students often reevaluate their own conceptions about language as they learn how it is integrated within cognition, culture, history, and society.

Linguistics 102 is a writing-intensive (WI) course and students will receive WI credit upon successful completion of the course requirements. This course is offered in both a traditional lecture format and through the Unit Mastery program.

Ling 105—Language Endangerment (Jacob Terrell)

This is an introductory course that focuses on language endangerment, globalization, and indigenous peoples. Many of us in Hawai‘i are familiar with the endangerment and subsequent revitalization efforts for Hawaiian. Still, few understand that this is a global issue, not only a local one. In fact, there are around 7,000 languages in the world, and some linguists estimate that as many as half of these will become extinct by the end of this century. Therefore, the purpose of this course is to expose students to this gravity of this phenomenon on a global scale. Students will be introduced to case studies on language endangerment and revitalization from around the world and throughout history—from the viewpoints of both indigenous speakers and outsiders.

Linguistics 105 fulfills the Foundation Global (FG(B)) General Education requirement, and students will receive FG(B) credit upon successful completion of the course requirements. This course is only offered through the Unit Mastery program.

Ling 150B/150C—Language in Hawai‘i and the Pacific (150B, Unit Mastery format; 150C, sections 1 – 4, Lecture format)

This course offers students an introduction to both historical and contemporary issues concerning language in Hawai‘i and the Pacific, acquainting them with the wealth of resources available on the Mānoa campus, on O‘ahu, and beyond. Focusing on the languages of Polynesia, Micronesia, and Melanesia, the course covers topics such as: language and history, language and culture, structure and sound systems, language contact, pidgins and creoles, language documentation and revitalization, literacy and education, and others.

Please note that section 1 of Ling 150B is offered through the Unit Mastery program and satisfies the HAPs General Education requirement. Ling 150C sections 1 – 4 are offered in the traditional lecture format and satisfy both WI and HAPs General Education requirements.

Ling 320—General Linguistics (Staff)

Introduction to the formal analysis of language, focusing on phonetics, phonology, morphology, syntax, semantics, historical linguistics, language acquisition, and related topics.

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 about 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.

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 611—Acoustic & Auditory Phonetics (Victoria Anderson)

No description provided at this time.

Ling 617—Language Acquisition & Language Revitalization (William O’Grady)

This is the department’s basic introduction to language revitalization, a key component of our overall mission. The course focuses on the following topics:

(i) the plight of the world’s languages
(ii) how the findings of language acquisition research are relevant to language revitalization
(iii) types of revitalization programs, and their prospects for success
Grade: based on a research paper and a final exam.

Topics covered include:

- language change
- language attitudes
- language contact, maintenance, and death
- pidgins and creoles
- code-switching
- language and gender
- language and ethnicity
- social stratification
- identity construction

This course will give students hands-on experience with conducting sociolinguistic interviews and analyzing sociolinguistic variables. It is intended for students who wish to gain practical skills to be used in the field. More details about the course can be found at: http://www.katiedrager.com/ling640s.html

Ling 645—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: Historical Linguistics: An

Ling 680—Introduction to Language Documentation (Andrea Berez)

Language documentation arguably has the highest priority of any area of contemporary linguistics, and is a growing subfield of linguistics that arises out of the urgent need to record and preserve the endangered languages of the world. This course will provide students an introduction to language documentation. The course covers the history, method, and theory behind language documentation, and the role that language endangerment plays in shaping the field of documentary linguistics. It will offer discussion on the skills required to undertake language documentation, including preparing for fieldwork; obtaining funding; collecting data; conducting language surveys; designing orthographies, grammars, and dictionaries; processing texts; adapting documentary materials for language revitalization or maintenance purposes; and disseminating and archiving research products.

This course is reading-intensive and discussion-based, with a final project at the end of the semester. Reading materials will be provided by the instructor.

Ling 698—Hawai`i Sign Language Linguistics (James Woodward)

This course provides students with introductory information about Hawai`i Sign Language, a critically endangered language isolate that developed independently of all other known languages. The course has three major components, each comprising approximately one-third of course content: 1) theory, 2) language skills development, and 3) practical research. The theoretical component includes presentations on such topics as language endangerment and preservation; the particular sociolinguistic situation of Hawai`i Sign Language; transcription of sign languages, with particular reference to Hawai`i Sign Language; basic linguistic characteristics of Hawai`i Sign Language; and sign language lexicography; among others. During the part of the course related to language skills development, students will develop basic conversational skills in Hawai`i Sign Language through interaction with fluent Deaf users of Hawai`i Sign Language. Finally, the practical research component will involve students in supervised activities related to various aspects of the on-going documentation of Hawai`i Sign Language, including but not limited to historical library research, sign photography, processing of sign photographs into line drawings, sign videotaping, production of a dictionary of Hawai`i Sign Language, and production of teaching materials for Hawai`i Sign Language.

Ling 750F—Phonetic Fieldwork on Endangered Languages (Victoria Anderson)

No description provided at this time.

Ling 750F(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 the L2 (foreign accent), provide data that may lead
to interesting conclusions about the phonology of the speaker’s first language (as well as that of L2) and about phonological processing in both L1 and L2.

In this course, students will explore loan phonology and foreign accent. They will attempt to discover evidence for the phonological processes or constraints that underlie the L2 speaker’s difficulties, errors, and substitutions. There is a considerable literature (including theoretical and experimental studies) 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 a series of different theoretical accounts of second-language phonology and evaluate the evidence that supports them. We will consider tone as well as segmental phonology, and we will look at the place of L2 phonology in language contact. Emphasis will be placed on the interaction of production with perception and on the roles of phonetics, phonotactics, and prosody.

Prerequisite: Linguistics 421 or consent of instructor.

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

Readings: Most readings will be placed on line.

LING 750S & 750Y—Seminar in Sociolinguistics & Psycholinguistics: Sociolinguistics, Psycholinguistics & Eye-tracking
(Katie Drager & Amy Schafer)
This seminar will examine the use of freehead eyetracking in language research and provide an introduction to eyetracking research using the visual world paradigm, with emphasis on questions that connect to both sociolinguistic and psycholinguistic research. It will count as a “methods” course for Ph.D. students in Linguistics. Psycholinguistic questions could include ones about native, non-native, child, or adult processing, learning, development, or attrition at any linguistic level, in any language. Sociolinguistic ones could include ones how about stereotypes, salience, exposure, or identity influence spoken language processing. The seminar will include hands-on work with an SMI 250 eyetracking system as well as discussion of eyetracking research presented in articles that we will read.

Prerequisites: One of Ling 632, 640S, or 640Y, or consent of the instructor.

Readings: A collection of journal articles and chapters.

Major requirements: An article presentation, a pair of lab assignments, and a proposal for an eyetracking study (or implementation of one, with instructor approval).

LING 770—Languages of Borneo
(Robert Blust)
‘The languages of Borneo’ is designed as a hands-on course in which students draw on previously collected field data to construct language sketches. During the first two weeks and periodically thereafter the instructor will provide general background knowledge on the area, and an overview of the typology and historical relationships of the languages, and the socio-cultural settings in which they are found. Students will be asked to ‘adopt’ two languages for the semester, and to assemble basic descriptions of each. The materials for descriptions will be drawn from photocopies of my own fieldnotes on the number of languages, including at least the following: 1. Bintulu, 2. Miri, 3. Narum, 4. Long Terawan (Berawan), 5. Batu Belah (Berawan), 6. Long Jegan (Berawan), 7. Long Anap (Kenyah), 8. Long Atun (Kenyah), 9. Long Wat (Kenyah), 10. Long Jeeh (Kenyah), 11. Long Sela’an (Kenyah), 12. Sebob, 13. Long Labind (Penan), 14. Se ‘ban, 15. Long Lellang (Kelabit), 16. Pa’ Dalih (Kelabit), 17. Long Semadoh (Lun Dayeh), and 18. Dalat (Melanau).

Grades will be based on three written reports (3-4 typed pages) with oral presentations in class, and a description of your two languages at the end of the semester. The written/oral reports can be progress reports on the longer final paper. They may be on any topic of your choice. Each will count for 15% of course grade (hence 45% in all). The term paper (55% of course grade) will consist of at least 20 typed pages for each language and should include (but not limited to) the following types of information: 1. a basic sketch of the phonology, 2. a basic sketch of the pronoun system, 3. a basic sketch of the deictic system, 4. a basic sketch of the verb system, 5. some comparative remarks on similarities and differences between the two languages you have ‘adopted’. Alternatively, you may choose some general theoretical issue and enter into greater detail in a single subject area for one language.