FALL 2017
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 then 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 produce, recognize, transcribe, and analyze these speech sounds in settings of linguistic fieldwork, clinical practice, and/or language pedagogy.

Specifically, students:
- Learn about human vocal tract anatomy and how it functions in making speech sounds.
- Receive training in describing, transcribing, recognizing and producing speech 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.

Ling 611—Acoustic & Auditory Phonetics
(Victoria Anderson)

This course investigates principles of acoustics and audition as they relate to speech communication. Students collaborate together to:
- 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 621—Phonology
(Staff)

No description provided at this time.

Ling 630—Field Methods
(Bradley McDonnell)

No description provided at this time.

Ling 632—Laboratory and Quantitative Research Methods
(Amy Schafer)

This course covers commonly used techniques for quantitative research on language, including small-scale studies that might be part of field research and common experimental techniques used in the lab or the field. It includes topics such as using Praat, using spreadsheets, making graphs, conducting basic statistical analyses, using experimental software (e.g., E-Prime or PsychoPy), planning how many participants/speakers you need for your study, learning ways in which your data can be affected by what you present to/ask of your participants, dealing with outlier values, co-authorship practices, research ethics, and other aspects of planning, analyzing, and presenting your study. Participants will be expected to do weekly reading, present demonstrations of hardware/software, complete methods assignments, implement a pilot-sized project, and present and write up its method. Note that the project grade is based on its implementation and method description (not the quality of the research question). Ideally, students will use this class to implement a project proposed for another class. There are no prerequisites for graduate students.

Ling 640G—Language, Landscape and Space
(Gary Holton)

This course provides an introduction to the study of the complex inter-relationships between language, landscape, and space. We examine the way that spatial concepts--particularly those linked to the landscape--are encoded in grammar. Topics to be discussed include spatial cognition, frames of reference, spatial grammar, directional systems, wayfinding, and ethnophysiography. In addition, we will provide a hands-on introduction to tools for geolinguistic documentation, including GPS mapping, GIS software, and participating mapping. We will consider case studies from a diverse selection of languages in order to better understand the range of ways that landscape is encoded in human language. Wherever possible we will draw on related disciplines--including geography, philosophy, ecology, and anthropology--in order to move toward an ethnoscience of landscape which seeks to understand human conceptualization of land, water, and other physical aspects the natural environment. Students will complete a hands-on final project which applied some of the research methods discussed in the class.

Ling 645—Comparative Method
(Robert Blust)

This course aims to provide an introduction to the basic concepts of historical linguistics. It will begin with a survey of the world's language families and isolates before considering the content of the field. The main body of the course includes sections on 1) the establishment of genetic relationship, 2) phonological reconstruction, 3) types of sound change, 4) theories of sound change, 5) causes of irregularity in sound change, 6) semantic change, 7) morphological and syntactic change, 8) subgrouping, 9) migration theory, and 10) linguistic approaches to culture-history.

The text will be Lyle Campbell. 2013. *Historical linguistics: an introduction*, 3rd ed., but this will be supplemented by additional readings and handouts, including a number of problems, both for practice and for grade.

Ling 670—Language Development
(Kamil Deen)

How do children learn language? How do they go from zero to maximum in the span of just a few years? Is it as amazing a feat as most people think, or is it a more manageable task than it appears? How can we characterize the mechanisms and knowledge that children recruit for the acquisition of language? This course address these issues, with the primary focus being 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 look at syntactic, morphological, and phonological development (not in that order), with an aim of gaining a sense of what the normal time course for acquisition is in a simple, monolingual situation. As such, there is a heavy emphasis on actual child language data- what children perceive, say, and comprehend in the course of development. This should establish a base of knowledge for the student to then go on to do better-informed research in specific topics in child language acquisition, bilingual acquisition, heritage acquisition, language revitalization, attrition, etc.

We also spend time doing some data analysis and discussing how various theories of child language fare with respect to the data. We consider 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"). Finally, there is one session on research methodology in child language acquisition, collecting data, using the CHILDES database and associated CLAN programs.

Ling 680—Introduction to Language Documentation
(Bradley McDonnell)

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 know 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.

IS 750—Topics in Biocultural Diversity and Conservation
(Robert Blust)

This seminar introduces students to the field of biocultural diversity, emphasizing trans-disciplinary approaches to understanding the interrelationships between culture, environment, and language. This course features lectures and discussions by key UH Mānoa faculty in anthropology, biology, botany, Hawaiian studies, natural resources, linguistics, literature, law, and more. The course is open to students in all disciplines and is designed to foster new research collaborations.

LING 750Y—Psycholinguistics Seminar: Eyetracking
(Amy Schafer)

This seminar will provide an introduction to eyetracking research using the visual world paradigm (VWP), for projects conducted in the laboratory or the field. Our emphasis will be on sentence/discourse processing questions, but students are free to develop projects related to any area of language research, including speech perception, sociolinguistics, first or second language acquisition, and language documentation. The seminar will include hands-on work with an SMI 250 eyetracking system and will count as a "methods" course for Ph.D. students in Linguistics.

Prerequisites: Ling 640Y or consent of the instructor.
Readings: A collection of journal articles and chapters.
Major requirements: Present a research article, complete a pair of VWP methods assignments, and write a proposal for a VWP eyetracking study (or implement 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. Sebop, 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.