

# FALL 2018

## 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

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

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

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

(Rory Turnbull)

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 422—Intro 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 basic 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, raising, relativization and question formation, among others. Data will be drawn from a variety of languages, including English and various languages of Asia and the Pacific, with some attention to the indigenous languages of Australia, Africa and the Americas.

No prior course in syntax is presupposed, but it is assumed that students have had an introductory course in linguistics.

### LING 621—Phonology

(Rory Turnbull)

This is a graduate-level course in phonology. The goals of this course are to provide you with a common set of descriptive and theoretical tools for graduate-level work in phonology; to introduce you to contemporary phonological theories; and to build upon your critical thinking and reasoning skills in considering linguistic theory and analysis more broadly.

Upon completion of this course, you should be able to follow a phonology presentation at a conference and ask intelligent questions afterwards; find problems and think of ways to search for solutions to these problems after reading a phonology paper; posit multiple analyses for a data set, relying on different pre-

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theoretic assumptions, and discuss intelligently the drawbacks and advantages of each approach; and think critically about evidence in linguistic theory and how to adjudicate between competing theoretical claims.

### **LING 630—Field Methods (Bradley McDonnell)**

This course is designed to equip graduate students to carry out linguistic fieldwork on un(der)documented languages. It is the first part of a two semester course in which students acquire training in the skills and tools of linguistic fieldwork and language documentation by working with a speaker of a language previously unknown to them to produce a documentation and description of aspects of the language. We will take a holistic and ethnographic approach and simultaneously create and annotate a corpus of language in use, build a lexical database, and produce a grammatical sketch. Students will learn techniques of data collection, elicitation, management, and analysis by doing language documentation.

### **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—Tips for Success in Grad School and Beyond (Katie Drager)**

This course is geared toward incoming MA and PhD students in Linguistics, but other students are also welcome to take the course. In class, we will discuss expectations and etiquette, as well as resources aimed at helping students improve efficiency and reduce stress while completing their graduate education. Students will develop their presentation, organizational, writing, and teaching skills, and they will set realistic goals and receive guidance on how to manage their priorities in order to achieve those goals.

There is no textbook or prerequisites for this course. Students must have current graduate standing at UHM or have received prior consent from the instructor.

### **LING 640S—Sociolinguistics (Katie Drager)**

We all speak differently. We may speak a different language or dialect from one another, or we may switch during the course of an interaction. Even within a dialect, we don't always talk the same way in every situation, and at least some of this variation is correlated with a speaker's social characteristics and social goals. This course focuses on socially-conditioned linguistic variation, people's attitudes toward it, and the meanings behind it. We discuss what happens during language contact and shift, and we also talk about measures that can be taken to fight language discrimination. Through applying the sociolinguistic theories and methodologies covered, students conduct quantitative analysis and design individual research projects addressing a research question of relevance to sociolinguistics.

This course will give students hands-on experience with data analysis. For the final project, students are required to design a study investigating a sociolinguistic research question.

The prerequisite for this course is LING 320. Students must also have current graduate standing at UHM or have received prior consent from the instructor.

### **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*, 3<sup>rd</sup> ed., but this will be supplemented by additional readings and handouts, including a number of problems, both for practice and for grade.

### **LING 646—Advanced Comparative Method (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. is semantic reconstruction possible?,
6. issues in the theory of language contact (can we establish a hierarchy of borrowability?; are these 'mixed languages'?),

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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 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 (Gary Holton)**

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 750G—Seminar: ICLDC Prep (Gary Holton & Bradley McDonnell)**

In this course students will participate in the planning and running of the 6<sup>th</sup> International Conference on Language Documentation and Conservation, including reviewing abstracts, establishing sub-committees covering liaisons with participants, program design, social events and other aspects of the conference. They will assist in the running of the conference.

### **LING 750X—Polysynthesis (Andrea Berez-Kroeker)**

The term *polysynthesis* is generally understood in linguistics as a typological characterization for languages exhibiting extreme morphological complexity in the verb. The term, which was first coined in 1816, has occupied a prominent place in certain theoretical models, but the cluster of features that define polysynthesis have remained under discussion. In this seminar will explore the extent to which polysynthesis constitutes a clear language type, and whether it might have predictive value in accounting for clustering of typological features.

We will cover a range of topics, including the nature of polysynthesis, areal and diachronic perspective on polysynthesis, and the acquisition of polysynthetic languages. We will also look in-depth at a host of polysynthetic languages, and students will have the opportunity to undertake an in-depth research project of their choosing. The text for this seminar will be the 2017 *Oxford Handbook of Polysynthesis* (Fortescue, Mithun & Evans, eds.).

**Prerequisites:** LING 420 and 422, or consent of instructor.

**Recommended (but not required) Courses:** LING 622, 720 (Language Typology)

### **LING 750X(2)—Case, Voice & Grammatical Relations (James Collins)**

This seminar will explore classic and contemporary approaches to describing and analyzing systems of case-marking, voice, and argument realization. How does a language’s morphosyntax interact with lexical semantics, argument structure, thematic roles, and grammatical relations? During class discussion we will compare and contrast differing approaches to this question with a view to developing a well-articulated theory which can handle various sorts of systems cross-linguistically. Students are encouraged to bring data from their own research to bear on the theories under discussion. Students will develop a strong foundation for syntactic research, building skills in critiquing and building formal systems, syntactic argumentation,

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and written/oral presentation.

### **LING 750X(2)—Emergentism** **(William O’Grady)**

The key claim of emergentism is that the properties of complex phenomena, whether in nature or in cognition, reflect the interaction of multiple (often quite simple) forces and factors. In the case of language, these forces and factors include processing cost, perception, cognition, memory and pragmatics, among others. Moreover, we see their effect in many different types of linguistic phenomena--first and second language acquisition, typology, language change, language loss, and language impairment.

This course will seek to survey a series of major problems and challenges in the study of language, with a focus on the role of processing considerations in explaining why languages have the particular properties that they do and how those properties are acquired, lost and modified over time. Our approach will of necessity be cross-disciplinary and will (hopefully) allow students from different sub-disciplines of linguistics to talk with each other as we explore emergentist explanations for the phenomena in which they are interested.

### **LING 750Y—Psycholinguistics Seminar: Morphosyntactic Processing**

**(Amy Schafer)**

How does morphosyntactic information fit into the process of understanding and producing sentences? This seminar will investigate the roles of grammatical knowledge, memory representations, and incremental processing decisions in language processing (by adults, children, native speakers, and language learners). We’ll consider evidence from multiple languages and a range of experimental paradigms (including eyetracking while reading, self-paced reading, visual world eyetracking, and neurolinguistic methods) and a variety of current theories related to morphosyntactic processing decisions.

**Prerequisites:** Ling 640Y or consent of the instructor.

**Readings:** A collection of journal articles.

**Major requirements:** Present a research article, participate in class discussion, and write a proposal/literature review for a study (or, with permission, implement/analyze a study).