FALL 2019
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 Hawaiʻi 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 Hawaiʻi 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 Hawaiʻi and the Pacific, acquainting them with the wealth of resources available on the Mānoa campus, on Oʻahu, 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
(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 412—Psycholinguistics
(Amy Schafer)

This course explores the cognitive processes involved in producing and comprehending language. Specific topics include: Understanding spoken versus written language; how you go from generating a thought to producing it as a sentence; ways in which what you've just seen or heard might change what you say; why some sentences are hard to understand, even when you know all of the words in them; literal, figurative, and implied meaning; how we perceive variation in spoken language; and our mental representations of words and other linguistic forms. In examining these and other topics, you will learn something about the nature of language, how it is used, how our language skills change over the lifespan, and how they can be impaired. Students will conduct a small psycholinguistic experiment as part of the course.

Prerequisites: Consent, or one of the following: Ling 102, Ling 320, Psy 100, or SPA 300.

Textbook: Warren, P. (2012). *Introducing Psycholinguistics*. Cambridge University Press.

LING 415—Language & Gender
(Katie Drager)

How do we use language to express our gendered identities within the context of our culture and society? In this course, we will investigate stereotypes related to language, sex, gender, and sexual orientation. We will also discuss the construction of social personae through language use and society's expectations regarding sexuality, behavior, and language use. We will then explore the link between language and gender through conducting novel research. No previous knowledge of

linguistics is required.

This course has an E focus designation.

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 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, 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 423—Cognitive Linguistics
(James Collins)

This course provides an introduction to language from the perspective of cognitive science. How does language interact with other cognitive systems like reasoning, perception, and categorization? Do the idiosyncratic properties of our native language shape the way we understand the world around us? Do speakers of languages with differing numerical systems, color terms, and directional systems perceive the world around them differently? This course introduces core ideas in modern linguistics through the lens of interrelated issues in philosophy, psychology, and cognitive science. Topics include the relationship between language and thought, cognitive explanations for universals and tendencies across the world's languages, language's dual role as an individual's communicative capability and a system of conventions within a community. Readings are a series of articles from a range of disciplines.

LING 431—Computational Modeling
(Rory Turnbull)

This course is an introduction to computational linguistics, broadly construed. We will cover the use of computers and computing to model and analyze language, which can be used to facilitate research in the social sciences (e.g. linguistics, applied linguistics, digital humanities, cognitive psychology, etc.). We take both a historical approach in understanding topics such as codes and cryptography, artificial intelligence, and cognitive science, and a practical approach in building and testing our own tools for language analysis. We'll uncover the secrets behind personal assistants like Siri and Alexa, delve deep into neural networks, and find out why Google Translate is so bad (and yet so good)! No previous programming experience is necessary.

Prerequisite: Any of LING 102, LING 320, ICS 111, PSY 100, or consent from instructor.

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-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.

Prerequisite: LING 421 or consent from instructor.

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 writing/editing Praat scripts, data visualization in R, conducting common statistical analyses in R, using experimental software (e.g., E-Prime or PsychoPy), planning how many participants/speakers you need for your study, counterbalancing and other aspects of experimental design, choosing an appropriate task, 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, and complete hands-on activities with hardware/software. There are no prerequisites for graduate students.

LING 635—Linguistics of Sign Languages
(James Woodward)

This course will provide an overview of Sign Linguistics. Topics to be covered include but are not limited to sign phonetics, sign phonology, simultaneous and sequential morphology in sign languages, sign language morphophonology, and syntax in sign languages, sign language lexicography, lexicostatistical analysis involving sign languages, sociolinguistic variation in sign languages, and issues related to the documentation and conservation of endangerment of sign languages. Examples will be drawn from a number of different sign languages including American Sign Language, Bangkok Sign Language, Chiang Mai Sign Language, Hawai'i Sign Language, Ha Noi Sign Language, Ho Chi Minh City Language. Hong Kong Sign Language, Jakarta Sign Language, Modern Thai Sign Language, Providence Island Sign Language, and Yogyakarta Sign Language, among others. The class will be taught inductively with strong emphasis on hands-on data collection, data transcription, and analysis of data. Students not already fluent in a sign language will be provided with opportunities to develop some basic skills in American Sign Language or Ho Chi Minh City Sign Language.

Pre: Ling 320, ASL 102, or consent

LING 640F—Intonation: Phonetics & Phonology
(Victoria Anderson)

Using English, Japanese, and Korean as the main

languages under discussion, class participants will:

- investigate the phonetics of intonation;
- examine the phonological modeling of intonation under the autosegmental-metrical approach developed by Bruce, Gussenhoven, Pierrehumbert, Beckman, Hirschberg, Ladd, Jun, and others;
- learn about the *Tones and Break Indices (ToBI)* transcription framework, a set of transcription conventions that have been developed for a growing number of languages;
- explore the meanings of intonational tunes, and the relation of intonation to focus;
- develop skills in transcribing intonation and phrasing in one or more varieties of English;
- begin pilot projects that may be continued in Ling 730 (Advanced Lab Research) or Ling 750F (Intonational Typology).

LING 640S—Sociolinguistics
(Katie Drager)

This class focuses on the relationship between language and society and on the different functions of language in society. In particular, it will cover different ways of investigating socially-conditioned linguistic variation in spoken language as well as people's attitudes toward the variation and social motivations behind it. Topics covered include:

- language change
- language attitudes
- language contact, maintenance, and death
- 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:
https://www.katiedrager.com/teaching/introduction-to-sociolinguistics

Prerequisite: LING 320 and graduate student standing, or instructor consent.

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 680—Introduction to Language Documentation
(Andrea Berez-Kroeker)

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. The course will then be structured around numerous reading materials, to be distributed on the class website. Assessment will be based on participation, homework, and a final project/paper.

LING 720—Typology
(Brad McDonnell)

This course explores the structural diversity of the world's languages from a functional-typological perspective. We focus on grammatical structures, including word order patterns; lexical categories; alignment and grammatical relations; voice and valence constructions; clause combining strategies; encoding of of tense/aspect/mood; relative clauses; and subordination. Some attention is also given to quantitative typology and to explanations for the distributions of typological features.

LING 750X—Seminar in Syntax: Syntax II
(James Collins)

This course is a continuation of 622 (Grammar), providing a deeper understanding of syntactic phenomena and theories. We will explore in more detail some core topics in syntax, with a special focus on so-called wh-phenomena including questions, topicalization, clefts, relative clauses, and comparatives, as well as ellipsis phenomena including VP-ellipsis, gapping, and sluicing. Other topics will be determined based on student preferences and areas of interest, though may include scope, reflexives, syntax-phonology interface, or polarity. The emphasis will be on combining syntactic problem solving with skills in critiquing, developing, and presenting research projects in linguistics. Class discussion will focus on selected papers and some problem sets.

LING 770—Austronesian Language Family
(Robert Blust)

In this course I will try to cover the following topics, although limitation of time may make it necessary to skip or seriously abbreviate some of these, and they will not be necessarily be covered in this order:

1) a brief survey of the Austronesian world (geography, physical environment, social and cultural background, external contacts,

prehistory),

2) a survey of major Austronesian languages (national and official languages, important lingua francas), and of the most endangered languages,

3) language in society (speech levels, respect language, gender-based speech differences, secret languages, borring, speech strata),

4) sound systems (phoneme inventories, morpheme structure, phonological processes),

5) the lexicon (numerals and numeration, numeral classifiers, demonstratives, pronouns, metaphor, semantic change),

6) morphology (morphological typology, submorphemes, affix important for word-formation, ablaut, reduplication),

7) syntax (voice systems, word order, negation, possessive constructions, directional imperatives),

8) reconstruction (PAN phonology, phonological reconstruction below the level of PAN),

9) sound change (lenition and fortition, assimilation and dissimilation, erosion from the right, left and center, epenthesis, metathesis, germination, innovations affecting nasals, bizarre sound change, the Regularity Hypothesis, drift),

10) classification (problems in the demarcation of the Austronesian language family, the external relationships of Austronesian, subgrouping, migration theory),

11) the world of Austronesian scholarship.

LING 770(2)—Austronesian Voice System
(Brad McDonnell/Gary Holton)

The voice systems found in many western Austronesian languages (i.e., Austronesian languages spoken in Taiwan, Philippines, western Indonesia, Malaysia, Madagascar, among some others) are quite exceptional among the world's languages. Unlike well-known voice systems with a simple active-passive alternation like English, voice in many western Austronesian languages can be especially rich in verbal voice morphology and has the ability to mark arguments of various semantic roles. This seminar will explore the diversity of voice systems found in these languages primarily from a usage-based/functional-typological perspective. We will discuss different proposed typologies of these voice systems, including symmetrical vs. asymmetrical voice systems and Philippine-type vs. Indonesian-type languages as well as different perspectives on the historical development of these systems. We will discuss important and controversial issues, such as the nature of transitivity and evidence for grammatical relations—especially the properties of subject arguments—as well as the interactions between voice and applicative affixes. This seminar will also explore how voice systems are used by speakers in naturally-occurring speech, such as narratives and conversations, with an eye towards the next frontier of research on western Austronesian voice systems.

IS 750—Topics in Biocultural Diversity
(Gary Holton)

This is a seminar course which introduces students to the field of biocultural diversity, emphasizing transdisciplinary 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.

At the end of this course students will be able to:

- understand the inter-relationships between biological, cultural and linguistic diversity
- articulate the challenges inherent to quantitative approaches to measuring diversity
- think systematically about various fields of traditional knowledge
- understand how language influences the way humans experience and conceptualize the biological and physical environment
- provide specific examples of how language informs our understanding of the structure of human knowledge