

FALL 2021

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.

ASL 101—Elementary American Sign Language I

Development of basic receptive and expressive conversational skills in American Sign Language; linguistic structure introduced inductively through mix of lectures and discussion; includes discussion of history and culture of Deaf community in the U.S. HSL

ASL 201—Intermediate American Sign Language I

Continued development of receptive and expressive conversational skills in American Sign Language; linguistic structure introduced inductively through mix of lectures and discussion; includes discussion of history and culture of Deaf community in the U.S. Pre: ASL 102 (or equivalent). HSL

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 – 3, 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 – 3 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.

Goals: Students who take the course will:

- 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 415—Language & Gender (Katie Drager)

How does language affect the way we think about gender and sexuality? And how do we use language to express our gendered identities within the context of our culture and society? In this course, we investigate gender stereotypes, the construction of social personae through language use, and society's expectations regarding language use. We will explore the link between language and gender through conducting projects. For this coming Fall, the projects will be especially focused on online interactions and portrayal of gender in film, though other possibilities are also an option. No previous knowledge of linguistics is required.

This course will provide students with a background in previous work investigating the relationship between language and gender. For the final project, students will conduct a study

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which investigates this relationship and which contributes to ongoing debates within the discipline.

There is no required textbook for this course.

LING 422—Intro to Grammatical Analysis (William O'Grady)

How are languages different? How are they the same? Ling 422 asks (and answers) these questions by looking at two things:

- (i) the structure of words—what types of prefixes and suffixes do they carry, and what is the function of these markers?
- (ii) the linear arrangement (order) of words in different types of sentences.

You'll have a chance to understand what case is, what agreement is, what relative clauses are, and a lot of other things—some from very exotic languages that have truly breath-taking phenomena.

We 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 that includes training in linguistic analysis (e.g., Ling 320 or its equivalent).

LING 430/640G—Animal Communication (Victoria Anderson)

In this course, after we broadly define and exemplify *communication*, we examine the hallmarks of human communication, especially *language*. We then use these hallmarks as a launching point from which to investigate several animal communication systems, with the goal of sharpening our understanding of both the human and non-human systems. We focus on aspects of *acoustic* communication (e.g., that of frogs, bats, songbirds, crows, parrots, cetaceans, elephants); *visual* communication (e.g., that of cephalopods.); *olfactory* communication, (e.g. that of dogs, ants, mice); and communication involving other sensory modalities (e.g., *tactile/vibrational communication* in bees, *electromagnetic field communication* in fish).

Linguistics 430 has a Contemporary Ethical Issues (E) Focus designation; as such, ethical issues constitute at least 30% of the course content. At least 8 hours of class time will be spent discussing ethical issues. A key thread running through our

explorations will concern how to use the knowledge we gain in the course. For instance, the characterization of human language as unique in the animal kingdom has often been used to draw sharp distinctions between humans and other species. If our nuanced approach to comparing human and animal communication systems yields similarities, does that require a shift in our behavior with respect to those animals? To extend the question, exactly what level of sophistication in an animal communication system might be necessary for that to become a factor in human decisions about other species and the uses to which we put them?

Goals: Students who take the course:

- Gain a broad understanding of the hallmarks of human language
- Become familiar with several animal communication systems
- Examine their ethical stances and thought processes concerning the relationships of human and non-human species
- Receive training in ethical problem solving
- Collaborate together to examine research on an animal communication system

Prerequisites: Completion of LING 102, or instructor's consent. If you have not taken LING 102, contact the instructor.

LING 621—Phonology (Shelece Easterday)

Phonological theory and problems of analysis. Pre: 421 or consent. (Offered Fall Semesters only)

This is a graduate-level course in phonological theory and analysis. Its goals are to provide you with the tools you need to do advanced phonological work and description; to introduce you to major theories and approaches, emphasizing diverse cross-linguistic data and current topics of interest; and to help you further develop your critical thinking and analytical skills. By the end of this course, you should be able to follow a phonology presentation and ask informed questions afterwards; read a phonological study and critically examine the assumptions, methodology, and interpretation of results, identifying limitations and open questions; discriminate between crosslinguistically common and uncommon sound patterns and understand how various theories account for these patterns; posit multiple analyses for a data set and discuss the (dis)advantages of competing solutions with respect to different theoretical approaches; and construct a phonology problem yourself and argue for a theoretically-informed solution.

LING 630—Field Methods (Brad McDonnell)

This course is primarily designed to equip graduate students to carry out linguistic fieldwork, building on previous documentation and description where available. It is the first part of a two semester course in which students acquire training in the skills and tools of linguistic fieldwork, language documentation and language description 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

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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 640G(2)—Language, Landscape & 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 ethnophysiology. 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 of the natural environment. Syllabus available at bit.ly/ling640Gfall2021.

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 shift
- language and gender
- language and ethnicity
- social stratification
- identity construction

This course will give students hands-on experience with conducting a sociolinguistic research project and analyzing sociolinguistic variables. 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 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—Intro to Language Documentation (Andrea Berez-Kroeker)

The task of language documentation is to provide a “comprehensive record of the linguistic practices characteristic of a speech community” (Himmelman 1998:166). With its focus on the linguistic record, language documentation is central to all approaches to linguistics, irrespective of theoretical framework. More recently, with increasing awareness of the global language endangerment crisis, language documentation has come to be recognized as a distinct subfield within the discipline, with its own methodologies, tools, and theoretical underpinnings. This course provides an introduction to this emerging field.

The course covers the history, method, and theory behind language documentation, and the role that language endangerment plays in shaping the field of language documentation. It serves as an introduction to the Language

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Documentation and Conservation track in the Department of Linguistics, and to graduate study more broadly. The course is reading and discussion based, with readings coming from a wide range of foundational and recent literature.

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

- understand the issue of endangered languages
- describe the foundations of language documentation as a distinct subfield
- understand the broad methods and techniques of language documentation
- understand the positionality of the documentary linguist with regard to language communities of which they may or may not be a member, especially in light of the colonial history of linguistic fieldwork practices
- understand the challenges facing language reclamation efforts

LING 750F— Phonological (In)stability (Shelece Easterday)

Through readings and discussions, this seminar explores issues related to the (in)stability of sound patterns in languages. Some issues that will be covered: How can we define and operationalize the relative stability of a sound pattern — within a speaker, within a speech community, and more globally across languages and history? Are some sound patterns inherently stable or unstable due to their articulatory, acoustic, or perceptual characteristics, or physiological or cognitive factors? Do systems of sound structure change at different rates (e.g., consonant versus vowel inventories, segmental versus suprasegmental phenomena)? Are there differences in the rates at which various phonetic innovations are phonologized? What, if anything, can crosslinguistic distributions tell us about the relative stability of different sound patterns? Can we identify patterns of innovation, loss, and retention that are more or less global and persistent and those which are limited, areally and historically? How do language contact, language attrition, and other social factors affect the stability of sound patterns? How can experimental approaches and modelling inform our understanding of phonological (in)stability? Students will write a term paper, with several response papers throughout the semester. No textbook is required.

Prerequisites: 421 or instructor consent

LING 770—Philippine Language Family (Bob Blust)

The goal of this course is to give students an appreciation of the major typological traits and range of variation of languages in the Philippine subgroup of the Austronesian language family, as well as an overview of their historical relationships and patterns of change. Each student will ‘adopt’ two languages for research purposes during the semester, preferably from two different microgroups, as listed on a handout that will be distributed at our first meeting. Your choice of languages should be decided by our second class meeting. Ten or eleven of the fifteen meetings will be in lecture format, or a group discussion of readings (with one possible guest lecture). Four of the meetings will be reserved for oral presentations in connection with student research reports.