# FALL 2022
# 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.

## American Sign Language (ASL) Courses

**ASL 101—Elementary American Sign Language I {HSL}**
**(Ami Tsuji-Jones)**

Continued development of basic receptive and expressive conversational skills in American Sign Language; linguistic structure introduced inductively through mix of lectures and discussion; discussion of history and culture of Deaf community in the U.S. Pre: 101 (or equivalent).

**ASL 201—Intermediate American Sign Language I {HSL}**
**(Ami Tsuji-Jones)**

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: 201.

## Linguistics (LING) Courses

**Ling 102—Introduction to the Study of Language**
**(Various Instructors)**

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**
**(Various Instructors)**

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**
**(William O’Grady)**

An introduction to linguistics that will focus on how language works and on the challenges that it presents for research on artificial intelligence, including speech synthesis, speech recognition, natural language processing, machine translation, chatbots, text generation, and the like. The course assumes no background in either linguistics or AI.

**LING 410—Articulatory Phonetics**
**(Tyler Heston)**

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 422—Intro to Grammatical Analysis**
**(Greg Vondiziano)**

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

1. the structure of words—what types of prefixes and

suffixes do they carry, and what is the function of these markers?
2. 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 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 that includes training in linguistic analysis (e.g., Ling 320 or its equivalent).

**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 632—Laboratory Research & Quantitative 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 that can be employed in the lab, in the field, or in online data collection. We'll cover topics such as data visualization in R, conducting common statistical analyses in R, implementing experiments, 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. Students will be expected to do weekly reading, present demonstrations, and complete hands-on activities. 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 640G—Professional Development in Teaching Linguistics**
**(Amy Schafer)**

How can you provide outstanding, innovative undergraduate teaching, furthering UHM's mission to develop our next generation of leaders, and introducing students to the joy and importance of scholarship in linguistics, while simultaneously building a cutting-edge research program and completing the requirements for your degree? This course aims to help you broaden and deepen your linguistic knowledge and your skill in teaching practices appropriate for introductory courses in linguistics, with emphasis on LING 102. Students will be expected to do weekly reading, lead workshops and class demonstrations, and produce materials appropriate for use in LING 102. There are no prerequisites for graduate students.

**Ling 640G—General Linguistics: AI Topics**
**(William O'Grady)**

An introduction to linguistics that will focus on how language works and on the challenges that it presents for research on artificial intelligence, including speech synthesis, speech recognition, natural language processing, machine translation, chatbots, text generation, and the like. The course assumes no background in either linguistics or AI.

Graduate students enrolled in the class will assist the instructor in preparing materials for an undergraduate version of the class, which they will also attend.

**LING 670—Language Development**
**(Kamil Deen)**

Survey of the literature in language acquisition; emphasis on relation to linguistic theory. Pre: 421 and 422, or consent.

**LING 750G—ICLDC Conference Prep**
**(Andrea Berez-Kroeker & Shelece Easterday)**

This course includes (but is not limited to) instruction and guidance on how to produce a professional academic conference. Course activities center on planning for the 8th

International Conference on Language Documentation & Conservation, to be held March 2-5, 2023. In this class, students will become part of the official Student Steering Committee for the conference; join subcommittees that are responsible for various parts of the conference organization; discuss issues of language documentation in the context of abstracts and scholarships, as well as deciding upon scholarship recipients; and communicate professionally with professionals.

**LING 750X—Topics in Experimental Syntax**
**(Shin Fukuda)**

This course surveys recent studies that investigated syntactic and syntax-semantics interface phenomena using various experimental methods. We will discuss several topics that have been central to syntactic research, such as pronominal resolution, ellipsis, quantifier scope, and island phenomena, and examine how experimental methods can complement existing work. Students are expected to choose a research topic, compile a bibliography of relevant previous studies and synthesize their findings, and develop their own project that incorporates experimental methods.