

# FALL 2020

## 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 – 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 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 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.

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

There has been a recent explosion in research on animal behavior, cognition, and communication. After we broadly define and exemplify *communication*, we will examine hallmarks of human communication, especially *language*. We will 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 will focus on aspects of *acoustic* communication (e.g., that of frogs, bats, songbirds, crows, parrots, cetaceans, elephants, one or more non-human primate species); *visual* communication (e.g., that of cephalopods); *olfactory* communication, (e.g. that of dogs, cats, 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. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. Through lectures, discussions, and assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments. A key thread running through our explorations will concern how to use the knowledge we gain in this course.

**Goals:** Students who take the course will:

- Gain a broad understanding of the hallmarks of human language and human non-linguistic communication.
- Become familiar with several animal communication systems.
- Examine their ethical stances and thought processes concerning the relationships of human and non-human species.
- Look deeper into research on a particular animal communication system.

### LING 621—Phonology (Shelece Easterday)

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.

Prerequisite: LING 421 or consent from instructor.

### LING 630—Field Methods (Gary Holton)

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 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 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, using experimental software, 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 of hardware/software, and complete hands-on activities with hardware/software. There are no prerequisites for graduate students.

### 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.

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### **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 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 710—Methods of Language Documentation (Brad McDonnell)**

*No course description provided.*

### **LING 750G—ICLDC 2021 Prep (Andrea Berez-Kroeker & Brad McDonnell)**

In this course students will participate in the planning and running of the 7th International Conference on Language Documentation and Conservation held March 4-7, 2021. This year's theme, "Recognizing Relationships", highlights the need

for communities, linguists, educators and various other stakeholders to (continue to) foster and identify relationships in an effort to overcome the many critical challenges we face in language documentation and conservation. Students will assist in the running of the conference by participating in the following activities: reviewing abstracts, designing the program, scheduling presentations, organizing several social events, volunteers, tech support, and publicity, as well as many other aspects of the conference.

### **LING 750X—Linguistics & Cognitive Science (William O'Grady)**

Both traditional descriptive syntax (as in Ling 422) and Principles and Parameters theory (as in Ling 622) hold an important place in contemporary linguistics. However, they do not exhaust the possible avenues for syntactic analysis, and many linguists are developing other options, often with a view to making them more compatible with work in cognitive science-- which, sadly, does not hold linguistics in particularly high regard.

In this seminar, we will read about and discuss a variety of ideas that depart from both traditional descriptive and theoretical frameworks, including different varieties of Construction Grammar (Goldberg, etc.), emergentism (Hawkins, O'Grady, etc.), and certain computational approaches to syntax (Chang, etc.). Students will be expected to make an in-class presentation on a selected reading, and to write a short paper in which they propose or critique an analysis involving an approach other than descriptive syntax or Principles-and-Parameters theory.

Prerequisite: Ling 622 or permission of the instructor.