

SPRING 2017

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 (Jacob Terrell & Staff)

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 (Jacob Terrell)

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 (Staff)

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)

Objectives: 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, transcribe, and analyze these speech sounds in settings of linguistic fieldwork, clinical practice, and/or language learning.

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/IS/ANTH 414—Introduction to Linguistic Anthropology (Emanuel Drechsel)

This class examines the relationships of language to culture and society from a broadly defined anthropological perspective, and focuses on the following major themes:

- Nature of language and culture as contrasted with other forms of communication and behaviors
- Language and thought (with special attention to the question of linguistic and cultural constraints on “the human mind” or linguistic relativity)
- Language as a means of social identity (including relations between language on the one hand and age, gender, “race” or ethnicity, prestige, power, and additional social factors on the other)
- Various topics of a specifically sociolinguistic nature (such as the role of language in socialization and education, first-language acquisition versus second-language learning, bi- and multilingualism, literacy, etc.)
- Language change and its sociocultural dimensions (including sociocultural implications of historical-linguistic reconstructions, language contact, and language death)

ANTH/IS/LING 414 will also pay some attention to the sociolinguistic situation of the Hawaiian Islands, which includes an examination of not only the relationships of Hawaiian to immigrant languages, but also the history of “Pidgin” (Hawai'i Pidgin and Creole English) as part of a review of pidgins and creoles.

Objectives: Overview of the fourth branch of anthropology, inviting students of language and languages to the study of the extralinguistic domain as well as introducing anthropology and other social-science students to a broadly conceived linguistics; improved writing skills along with an enhanced proficiency in developing and organizing research projects. NOTE: This class will fulfill an upper-division writing-intensive (WI) requirement.

Prerequisites: Introductory cultural anthropology; recommended but not required: introductory linguistics

Texts:

- Basso, Keith H. 1979. *Portraits of "The Whiteman": Linguistic Play and Cultural Symbols among the Western Apache*. Cambridge: Cambridge University Press
- Salzmann, Zdenek, James Stanlaw, and Nobuko Adachi. 2015. *Language, Culture, and Society: An Introduction to Linguistic Anthropology*. Sixth or latest edition. Boulder: Westview Press
- Strunk, William, Jr., and E.B. White. 2000. *The Elements of Style*. Fourth or latest edition. White Plains: Pearson-Longman
- selected short readings on language change and its sociocultural dimensions and on Hawai'i Pidgin and Creole English

Ling 420—Morphology

(Staff)

No course description provided

Ling 421—Introduction to Phonological Analysis

(Staff)

No course description provided

Ling 430—Animal Communication

(Victoria Anderson)

Much recent research has focused on animal behavior, cognition, and communication. In this course, after we broadly define and exemplify *communication*, we will examine the hallmarks of human communication, especially *language*. We will 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 will 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. Ethical issues will constitute at least 30% of the content of the course. 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? For instance, if we find that other primates' communicative systems and abilities show certain levels of social organization and cognition, should such findings affect human decisions regarding using chimpanzees for medical research, or deforesting orangutans' environments? 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 will:

- 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

Ling 622—Grammar

(William O'Grady)

This course offers an introduction to syntactic theory by tracing the history of Principles and Parameters theory from its inception to the present day, with a focus on the argumentation and reasoning that underlies progress in contemporary work on syntax.

Ling 630—Field Methods

(Bradley McDonnell)

This course is a continuation of linguistic field methods, carrying on from Fall semester. The two-semester sequence focuses on developing skills necessary for linguistic analysis and documentation of previously little described languages. It develops students' skills in linguistic fieldwork, gathering data in an organized, careful and appropriate manner, databasing; working with texts; and linguistic analysis. As before, students work with a language consultant, both during class sessions and outside of class.

Ling 636—Hawaii Sign Language

(James Woodward)

No course description provided

Ling 640G— Professional Issues in Linguistics

(Katie Drager)

This course is recommended for PhD students, especially those who, in the next few years, plan to apply for research and/or teaching positions (e.g., postdocs and tenure track positions). It is also appropriate for MA students who plan to apply to a PhD program.

In this course, we will discuss ways of working toward your professional goals. For instance, we will develop your CV and online presence. We will learn how to write an effective

cover letter and conference abstract. We will cover the basics of publishing your work and giving stellar conference presentations.

There are no prerequisites for this course, but students must have graduate standing at UHM and they must have conducted independent research (such as that done in many seminar courses). The work must be completed to a level where they can give a 20 minute presentation reporting the results.

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 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 640Y—Psycholinguistics (Amy Schafer)

This course is a broad introduction to psycholinguistics. It is designed for MA and PhD students in Linguistics, Psychology, SLS, EALL, and related disciplines, including those in experimental, analysis, and documentation streams in Linguistics. No previous experience with psycholinguistics is needed. Areas covered include speech perception, word recognition and production, lexical ambiguity, sentence comprehension, reanalysis, discourse processing, sentence production, and the role of memory in language processing. Although most of our readings will examine adult, native-language processing, our discussion and student assignments can address any type of experimental work on language. Students will be expected to do weekly reading from a collection of articles and book chapters, present an article from the required reading list, and write either a proposal for an experiment-based research project or a literature review.

Prerequisites: Completion of or concurrent enrollment in Ling 421 and Ling 422 or the equivalent, or consent of the instructor.

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?), is semantic reconstruction possible?,
5. issues in the theory of language contact (can we establish a hierarchy of borrowability?; are these 'mixed languages'?),
6. 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?,
7. 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 710—Techniques of Language Documentation (Bradley McDonnell)

Contemporary language documentation is dedicated to producing a long-lasting, multipurpose record of a language. Students will gain **practical, hands-on training** in the skills needed to produce such a record of a language, including special attention to digital data collection, data sustainability, and the documentation of language-in-use. The skills students develop in this class can be extended to future fieldwork or toward bringing an existing language documentation corpus in line with current best practices. While individual pieces of software for documentary linguists may come and go, students will gain a firm understanding of the principles of data structure and data management in order to be productive in the future.

By the end of the course, students will:

- Know how to make top-quality digital audio and video recordings of endangered languages
- Know how to transcribe spoken discourse in a principled manner
- Gain skills for managing, preserving, and disseminating data from endangered language documentation projects
- Be familiar with best practices for the use of endangered language software and hardware
- Be able to successfully complete the UHM Internal Review Board process for Human Subjects Research, including documenting informed consent

Ling 720—Typology
(Gary Holton)

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 tense/aspect/mood; relative clauses; and subordination. Some attention is also given to quantitative typology and to explanations for the distributions of typological features. Students will focus on a particular language and provide regular reports throughout the class on relevant typological features of that language.

Ling 730—Advanced Laboratory Research: Data Analysis
(Amy Schafer)

This course will examine current and emerging approaches in the analysis of visual world paradigm eye tracking data, including the use of mixed-effects logistic regression, empirical logit analyses, growth curve analysis, and generalized additive mixed modeling. Although our focus will be on VWP data, these approaches can also apply to other data that exhibit non-linear changes across time or steps (e.g., longitudinal studies of language acquisition or revitalization). The course will follow a hands-on, workshop format, in which we will work through tutorials and example datasets, read associated analysis literature, and analyze our own data sets; the course is best suited for students who will already have some data in hand. We will cover the complete data analysis process, from setting areas of interest and time bins, to evaluating elimination criteria and the data distribution via statistical tests and visualization, through a final model and publication-appropriate figures.

Prerequisites: graduate-level coursework in statistics, LING 632, or consent of the instructor; familiarity with R.

Ling 750G (1)—Professional Development: ICLDC Prep
(Andrea Berez-Kroeker)

No course description provided.

LING 750Q—TBA
(Kamil Deen)

No course description provided.

LING 770—Philippine Language Family or Oceanic Languages
(Robert Blust)

Description for Philippine Language Family: This will be a 'hands-on' course for students who already have taken basic courses in at least phonology, morphology, and syntax. Some knowledge of historical linguistics will also be an advantage, but is not a prerequisite. No prior knowledge of Philippine languages is assumed, but knowledge of an Austronesian language of island Southeast Asia (Taiwan, Philippines, Indonesia, Malaysia) will definitely be an asset. Heritage speakers of Philippine languages who lack a background in linguistics may take the course only if it can be cross-referenced

to a 400-level equivalent, and the academic expectations for these students will be adjusted accordingly.

Students will be expected to 'adopt' two Philippine languages, and to work toward a comprehensive description of each by the end of the semester. Three progress reports will be required, the first on phonology, the second on morphology, and the third on syntax. Because of the latter two topics are closely interwoven in Philippine-type languages, students who wish to combine them in a single report may do so, and then use the third report for some other aspect of the languages (sociolinguistics, historical change, etc.).

The first three weeks will be in lecture format, providing background information on the area, the major typological features of the languages, and some aspects of the linguistic history of the Philippines. Student progress reports with feedback from the instructor then occupy the large part of the remaining time.

The last graded requirement is a term paper, which may build on all three of the progress reports, but must go beyond them in introducing new information, and in its general scope and detail.

Description for Oceanic Languages: This course will attempt to place the Oceanic languages within the broader context of the Austronesian language family. It will survey the overall history and typology of these languages, and the exciting attempts over the past several decades to correlate the results of archaeological and genetic investigations with those of linguistics. Readings will therefore be interdisciplinary. Topics covered will include, but not necessarily be limited to the following, and will not necessarily be covered in this order:

1. The pre-Austronesian Pacific
2. The evidence for an Oceanic subgroup
3. Aberrant vs. exemplary languages
4. The 'Melanesian' problem (Sidney Ray and Arthur Capell)
5. The 'Lapita' people and Proto-Oceanic
6. Sailing technology and the stone-age conquest of the Pacific
7. 'Express trains' and long pauses

Students will be expected to 'adopt' one region of the Pacific as their primary focus, and to write three research reports on it during the course of the semester, each of which will involve a written report and a 15-20 minute classroom presentation, each worth 20% of the course grade. The major project during the semester will be a term paper, counting for 40% of the total grade.