

# SPRING 2018

## 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 (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 (Staff)**

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 (Katie Drager)**

*No course description provided.*

### **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
- Salzman, 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 415—Language & Gender**  
**(Katie Drager)**

*No course description provided.*

**Ling 420—Morphology**  
**(Andrea Berez-Kroeker)**

In this course, we examine a variety of morphological phenomena and some traditional approaches to morphology. The topics discussed include the definition of word, lexicon, morphological processes, allomorphy, inflection vs. derivation, and productivity. The objectives of this course are a) to provide the students with basic skills for morphological analysis; b) to discuss language data that challenge a simplistic definition of morpheme as the “smallest meaning-bearing unit”; and c) to equip the students with the relevant theoretical background to improve their analytical skills. Examples are cited from various languages. As this is a hands-on course on morphology, there will be a lot of problem solving assignments, in-class as well as homework. Active participation in class discussion is expected. Familiarity with syntactic and phonological terminology is assumed.

Pre-requisites: LING320 (or consent); LING422 and LING421 (recommended)

Textbook: Haspelmath, Martin and Sims, Andrea 2010. *Understanding Morphology*. 2nd edition. Routledge.

**Ling 421—Introduction to Phonological Analysis**  
**(Rory Turnbull)**

This course is an introduction to the principles and methods of phonological analysis. Common and less common phonological phenomena in the world's spoken languages are introduced through hands-on experience in working with linguistic data. Major topics covered include phonological and phonetic representations, phonological features, syllable and word structure, and stress and tone. We also cover non-linear phonology and phonological interfaces.

**Ling 617—Language Acquisition & Language Revitalization**  
**(William O'Grady)**

This is the department's basic introduction to language revitalization, a key component of our overall mission. The course focuses on the following topics:

- (i) the plight of the world's languages
- (ii) revitalization programs, and their prospects for success
- (iii) how the findings of language acquisition research are relevant to language revitalization
- (iv) the responsibilities of linguists in the design and assessment of language revitalization programs.
- (v) case studies of particular programs

Other topics include: bilingualism, heritage languages, language policy

**Ling 622—Grammar**  
**(William O'Grady)**

This course offers an introduction to the variety of formal syntax known as Principles-and-Parameters theory, the dominant paradigm in the field of theoretical syntax. The course will provide an overview of the theory by examining the development of its various principles, with a focus on the empirical facts and reasoning that led to their initial formulation and subsequent revisions.

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

*No course description provided.*

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

This course will examine current and emerging approaches in the analysis of language research data, with emphasis on data from controlled experiments such as eye tracking data. Likely topics include the use of mixed-effects linear and logistic regression (in greater depth than covered in LING 632), fixed versus random effects structures, empirical logit analyses, growth curve analyses (for time-series data), permutation/clustering analyses, and (if time permits) generalized additive mixed modeling. 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.

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

### **LING 750F—Seminar: Phonology Deconstructed** (Rory Turnbull)

Through readings and discussions this seminar critically examines and reassesses foundational assumptions of phonology, such as phonemes, abstraction, and contrast. Exemplar theory and usage-based models are introduced as supplements or alternatives to traditional generative phonological theory, and we will cover the empirical evidence for and against these approaches. Finally, we consider how our understanding of phonology can be informed by insights from language development within the individual (L1 acquisition), between generations (historical change), and within the species (biological evolution).

### **LING 750G—Lexicography** (Gary Holton)

Everyone has lexical data; it's often the first types of data collected when working on a language. But how to organize, structure, and present those data? How to ensure completeness? What counts as a lexical entry? How to create accurate definitions in a bilingual or monolingual dictionary? These and other burning questions will be addressed in this hands-on course in the art of making dictionaries. Topics will include theoretical issues of meaning; how to conduct semantic field work; how to use lexical database tools; and issues of dictionary presentation, including mobile apps and online dictionaries.

### **LING 770—Survey of 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, borrowing, 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—Philippine Language Family** (Robert Blust)

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.