

# SPRING 2019

## 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 (Grant Muagututia & 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 (Grant Muagututia & 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 420—Morphology (Ryan Henke)**

In this course we discuss various morphological phenomena, traditional approaches to morphological analysis, and issues concerning the interface between morphology and syntax/phonology. We will consider examples from various languages, and we will use this perspective to inform an approach to morphological typology.

The prerequisite for this course is LING 320, but LING 422 and LING 421 are strongly recommended, and familiarity with terminology related to syntax and phonology is required.

### **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 430/640G—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

Prerequisites: Completion of LING 102, or instructor's consent. If you have not taken LING 120, contact the instructor.

### **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 618/619—Data Science/Practical Exercises in Data Science (Victoria Anderson)**

LING 618/619 is an introductory-level course that provides students with basic introductions to research methods and tools for linguistic research.

We will cover issues like:

- How do I collect linguistic audio and video data? (Which microphone should I choose? How should I name and organize my files?)
- How should I store my data? What is csv, txt, xml, xslt, etc?
- What is metadata?
- What is a relational database?
- How do I work with sound files and perform different types of acoustic analyses on my recordings?
- What are *Unicode*, *Praat*, *R*, *LaTeX*, *RMarkdown*? How do I get started using them?
- How/when/where should I archive data?
- What is an *IRB eProtocol*? Why do I need one?

Prerequisites: None.

### **Ling 622—Grammar (James Collins)**

This course provides an introduction to syntactic theory. Topics include phrase structure, selection, the lexicon, passives and unaccusatives, noun phrase structure, control and raising. We will also discuss broader issues in linguistic theory such as ambiguity, the nature of grammatical knowledge, and the relationship between sentence structure and meaning. The emphasis is on building analytical skills by working on problem sets both in class and in homework assignments. Students will develop their abilities in analyzing data from English and a range of other languages, developing and testing competing hypotheses about grammatical structure, and written/oral argumentation. As the course centers around hands-on analysis, there is no textbook, and only a small number of readings. Student work will be for the most part regular homework assignments and a term paper.

### **Ling 623—Semantics & Pragmatics (James Collins)**

This course provides an introduction to semantics and pragmatics. How is linguistic meaning best represented and what is its role in human communication? What is the relationship between the lexicon, sentence structure, and meaning? How can we separate the literal meaning of expressions from the meaning inferred within a specific context of communication? Topics include semantic composition, quantification, conversational implicature, questions, and presupposition. Students will learn how to approach these phenomena using basic tools from logic and probability theory. We will also discuss applications of theories of linguistic meaning to philosophy, psychology, political and legal discourse, advertising, and natural language processing. There is no textbook, readings will be a series of articles. Student work will be for the most part regular homework assignments and a term paper.

### **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 640F—Sound Change Seminar (Robert Blust & Rory Turnbull)**

This seminar explores issues relating to sound change from the perspective of historical phonology. Some issues that may be covered: Is sound change regular? To what extent is sound change phonetically motivated? To what extent is sound change phonologically motivated? Can we predict sound change? What linguistic factors may promote or inhibit a sound change? What extralinguistic factors may promote or inhibit a sound change? What is the locus of sound change? What is the role of language contact? How does the study of sound change inform chonological theory, and vice versa? What can we learn about sound change from laboratory experiments?

Students will write a term paper, with several reports throughout the semester. No textbook is required. The prerequisite for this course is LING 421, or consent of the instructors.

### **Ling 640Y—Psycholinguistics (Amy Schafer)**

LING 604Y is a broad introduction to psycholinguistics. It is designed for MA and PhD students in Linguistics, SLS, EALL, Psychology, and related disciplines, including students 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, student assignments and our discussion can address any type of experimental work on language. Students will be expected to complete weekly reading from a collection of articles and book chapters, lead the discussion of a reading, and prepare either a literature review or a proposal for an experiment-based research project.

Prerequisites: Completion of or concurrent enrollment in LING 421 and LING 422 or the equivalent, or consent of the instructor. This course is a prerequisite for most seminars in psycholinguistics (LING 750Y), but is not required for *The Intonation of Questions, Uptalk, and Other Final Rises*, offered concurrently.

### **Ling 710—Techniques of Language Documentation (Andrea Berez-Kroeker)**

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 750G—ICLDC Prep (Gary Holton)**

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 6th

International Conference on Language Documentation & Conservation, to be held February 28 - March 3, 2019. In this class, students will: become part of the official Student Steering Committee for the conference (CV item); 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; communicate professionally with professionals. Course is open both to students who participated in the Fall 2018 conference planning course, as well as new students.

### **LING 750S—Sociolinguistic variation in Endangered and Understudied Language Varieties (Katie Drager)**

This course surveys existing sociolinguistic variationist work on endangered and understudied language varieties. In addition, we discuss a number of different research questions that could be addressed. The main assessments for the course are a presentation and a final paper, both of which propose a novel sociolinguistic study on the production or perception of variation in an endangered or understudied language variety. There is no required textbook for this course.

### **LING 750Q—Topic TBA (Kamil Deen)**

*No course description provided.*

### **LING 750Y—The intonation of questions, uptalk, and other final rises (Amy Schafer)**

How does intonation contribute to the meaning of different types of questions (e.g., yes-/no-questions, wh-questions, alternative questions, declarative questions), across languages? What kinds of meanings are conveyed by utterance-final intonational rises? How are such connections between meaning and intonation acquired and employed by the language processing system, and represented? This seminar will first provide a brief introduction to linguistic descriptions of intonation. We'll then examine research drawn from a range of areas (phonetics, intonational phonology, semantics/pragmatics, psycholinguistics, acquisition, sociolinguistics...) to explore topics related to the intonation of questions and domain-final rises. Students will be expected to complete weekly reading from a collection of journal articles and book chapters, lead the discussion of a reading, and prepare either a literature review or a proposal for a research project (in any area of linguistics that connects to the course).

Prerequisites: Completion of or concurrent enrollment in LING 421 and LING 422 or the equivalent, or consent of the instructor. If you have not taken LING 640Y, contact the instructor for a waiver.

### **LING 770—Languages of East Nusantara (Gary Holton)**

Wallacea—roughly the region bordered by Halmahera in the North, Sulawesi in the West, Timor in the South, and the Bird's Head of New Guinea in the East—is a region of enormous biological, cultural, and linguistic diversity. Both Austronesian and non-Austronesian (Papuan) languages are spoken here—many with features atypical of their respective language families, and many whose genetic affiliations remain problematic. Yet, the languages here share enough common typological features to

motivate some to propose the region as a linguistic area (Klamer, Reesink, and van Staden 2008). Through a combination of readings in grammar, typology, historical linguistics, ethnography, archaeology, and genetics, this course seeks to better understand the linguistic situation in this fascinating region.

**LING 770(2)—Languages of Indonesia  
(Robert Blust)**

For purposes of this course ‘Indonesia’ will be defined in its traditional geographical sense, as ‘the Malay archipelago’, or insular Southeast Asia south of the Philippines. It will thus include not only the Republic of Indonesia, but also the Federation of Malaysia and the Sultanate of Brunei. The goal of this course is to acquaint students with the languages of this region. It will begin with an overview of geography, and of the natural and cultural background before turning to the main topic. The linguistic focus will be both descriptive and comparative, and so will cover typology and historical relationships. Students will be expected to choose two islands or island groups as their areas of specialization, and to give three oral presentations with written reports during the course of the semester, covering basic elements of the phonology, morphology and syntax of the languages they choose, and a term paper providing grammatical mini-sketches (20 pages on each of two different languages, hence 40 pages in all). The primary focus will be on the Austronesian languages of Indonesia, but reports on the Papuan languages of Timor-Alor-Pantar, North Halmahera or New Guinea will also be accepted. No prior knowledge of Bahasa Indonesia, or of other languages in the region is required, but prerequisites should include Ling. 645. In place of a textbook we will have weekly readings, and handouts will be distributed at most class meetings.