

SPRING 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.

American Sign Language (ASL) Courses

ASL 102—Elementary American Sign Language II {HSL} (Emily Noschese & Staff)

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 202—Intermediate American Sign Language II {HSL} (Staff)

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 (Grant Muagututia, Kamil Deen & 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)

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 (Staff)

Introduction to the formal analysis of language, focusing on phonetics, phonology, morphology, syntax, semantics, historical linguistics, language acquisition, and related topics.

Ling 347—Pidgin & Creole Languages (Katie Drager)

In this course, we discuss past and present pidgins, creoles, and other language contact varieties that are spoken in the Pacific and throughout the world. The class examines the formation of contact varieties through both a historical and social lens, focusing on both the structural aspects of contact varieties and common attitudes toward them. For the final project, students will conduct hands-on examination of specific pidgins and creoles.

Concepts covered include:

- pidgins vs. creoles: what they are and what they are not
- outcomes of language contact other than pidgins and creoles
- creolization and decreolization
- sociohistorical contexts of pidgin and creole development
- connections with linguistic theory

Ling 412—Psycholinguistics (O Focus) (Amy Schafer)

This course explores the cognitive processes involved in producing and comprehending language. Specific topics include: Understanding spoken versus written language; how you go from generating a thought to producing it as a sentence; ways in which what you've just seen or heard might change what you say; why some sentences are hard to understand, even when you know all of the words in them; literal, figurative, and implied meaning; how we perceive variation in spoken language; and our mental representations of words and other linguistic forms. In examining these and other topics, you will learn something about the nature

of language, how it is used, how our language skills change over the lifespan, and how they can be impaired. Students will conduct a small psycholinguistic experiment as part of the course.

Prerequisites: Consent, or one of the following: Ling 102, Ling 320, Psy 100, or SPA 300.

Textbook: Warren, P. (2012). *Introducing Psycholinguistics*. Cambridge University Press.

Ling 420—Morphology (Andrea Berez-Kroeker)

In this course we discuss various morphological phenomena and the traditional approaches to the morphological problems, particularly those concerning the interface between morphology and syntax/phonology. Examples are cited from various languages.

The prerequisites for this course is LING 320, but LING 422 and LING 421 are strongly recommended, and familiarity with syntactic and phonological terminology is required.

Ling 421—Introduction to Phonological Analysis (Rory Turnbull)

No course description provided.

Ling 430 {E Focus} /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 102, 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 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 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 final project.

Ling 630—Field Methods (Gary Holton)

No course description provided.

Ling 640G(2)—Professional Issues in Linguistics (Katie Drager)

This course is especially geared toward PhD students in Linguistics who plan to be ABD in the next two years. Students at

other levels and from other departments are also welcome to attend.

In this course, we will discuss ways of working toward your professional goals. We will focus on how to prepare for the job market, both for positions within academia as well as outside of it. We will develop your CV and cultivate your 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 is expected to be completed to a level where the student can give a 20 minute presentation reporting the results.

Still not sure if this is the right course for you? Please email the instructor with any questions or to set up an appointment: Katie Drager (kdrager@hawaii.edu).

Ling 640Y—Psycholinguistics (Amy Schafer)

LING 640Y 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.

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

8. 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 (Brad McDonnell)

No course description provided.

LING 750F—Intonational Typology (Victoria Anderson)

Two developments since 1980 make it possible to investigate a typology of intonation. First, the numbers of systematic descriptions of intonation systems in languages have reached the point where broad typological generalizations can be made. Second, the advent of widespread use of the Autosegmental-Metrical (AM) approach to intonational phonology allows direct comparisons to be made across languages (Ladd 1996, 2001; Gussenhoven 2004; Jun 2005, 2014). However, intonational typology is still at an early stage of development. Much linguistic territory remains to be covered (in particular, the huge Austronesian territory). In order to falsify, verify, or refine portions of the nascent model of intonational typology, more languages need to be described and analyzed within the AM framework.

What options does Language allow for (lexical and post-lexical) prominence? What options does Language allow for (lexical and post-lexical) rhythmic groupings? What characteristics of intonation are marked or unmarked cross-linguistically? To answer these questions with increasing accuracy, the field requires more language descriptions in the common framework of AM phonology.

This seminar is intended for advanced graduates who have taken Intonation: Phonetics and Phonology (LING 640F), or Prosody in Processing (LING 640Y), or have other experience with AM phonology and the Tones and Break Indices (ToBI) transcription conventions. After a brief survey of prominence types and rhythmic types in several genetically diverse languages, we will devote ourselves to original research. A goal of the course is to analyze and present original research on intonation. This course is repeatable for credit.

Prerequisite: Ling 640F (Intonation), or Ling 640Y (Prosody in Processing), or instructor's consent.

LING 750G—Professionalism: Planning Three Conferences on Southeast Asian Linguistics

(Brad McDonnell, Kamil Deen & Jim Yoshioka)

In this course students will participate in the planning and running of the three conferences on Southeast Asian linguistics held in succession May 14-20, 2020:

1. [The 30th Meeting of the Southeast Asian Linguistics Society](#)
2. [The 24th International Symposium on Malay/Indonesian Linguistics](#)
3. [The 8th International Symposium on the Languages of Java](#)

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 750Q—Language Acquisition Seminar: Topic TBA (Kamil Deen)

No course description provided.

LING 750X—Syntax Seminar: Structure of Western Austronesian

(James Collins)

This course looks at theories of phenomena common in western Austronesian languages, roughly the Austronesian languages of Asia and Madagascar (plus Palauan and Chamorro). The course focuses on providing explanatory and precise accounts of these phenomena with broad generality, building on both theoretical work and descriptive/typological work on these languages. Phenomena investigated include nasal substitution, word level prosody, reduplication, clitics, flexible word categories, verb-initial word order, symmetrical voice, ergativity, complex predicates, and wh-phenomena. We will investigate how accounts of these phenomena in Austronesian languages have broad implications for the study of the world's languages. Student work is mainly geared towards a final paper investigating a phenomenon typical of western Austronesian languages from a theoretical perspective.

LING 770—Formosan Languages

(Robert Blust)

The goal of this course is to acquaint students with the languages of the Austronesian homeland, with an emphasis on their unity AND diversity. It will begin with an overview of the geography, natural history and archaeology of Taiwan 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 “adopt” two languages, and to give four research reports on them, each 6-8 double-spaced pages including references, and counting 15% of the course grade (hence 60% in all). Report 1 will cover any aspect of phonology, Report 2 any aspect of language in its social setting, Report 3 any aspect of the lexicon, and Report 4 any aspect of morphosyntax. In addition there will be a term paper providing grammatical mini-sketches (20 pages on each of two different languages, hence 40 pages in all). The term paper can

be on any topic of your choice, so long as it is cleared with the instructor. Those who read Chinese may use Chinese-language sources as well as English-language sources, although the main class discussions will be based only on the latter.