

SPRING 2021

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} (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 (Kamil Deen)

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 (Kamil Deen {Unit Mastery} & Gary Holton {Lecture Section})

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 150C(2)—Language in Hawai‘i and the Pacific (Victoria Anderson; Lecture format)

This course provides an introduction to the languages of Hawai‘i and the Pacific, with a look at both historical and contemporary issues. The topics covered include:

- principles of historical language change,
- the organization of linguistic systems of sound, meaning and grammar,
- the social use of language,
- language and education,
- language maintenance and revitalization,
- language contact and shift,
- pidgins and creoles, and
- language endangerment and documentation.

This course has been approved for both Writing-Intensive (WI) and Hawaiian, Asian and Pacific Issues (HAPS) focuses. In order to receive WI and H credit, students must satisfy the specified course requirements including written assignments (see <http://manoa.hawaii.edu/mwp/faculty/hallmarks>.)

Ling 215—Bad Words (Katie Drager)

This course provides foundational training in the Social Sciences through focusing on taboo words. In the course, students will think critically about the language they use and are exposed to, and we will discuss why certain linguistic forms have “social baggage”. The course gives students hands-on experience with conducting research, including the collection and analysis of research data. A major goal of the course is to foster continuous learning and personal growth, which are intended to inspire intellectual curiosity and a life-long commitment to self-reflection regarding language use.

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 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 417/617—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 420—Morphology
(Staff)

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: Phonological analysis and theory
(Shelece Easterday)

This course is an introduction to the principles and methods of phonological analysis. The purpose of this course is to give you the skills to interpret and analyze the sound patterns of languages. Common and less common phonological phenomena will be introduced through hands-on experience in working with linguistic data drawn from a wide range of languages. The main theoretical framework presented will be generative phonology, but the course will emphasize problem-

solving more than theory. Major topics covered include phonological and phonetic representations, phonological features, syllable and word structure, and stress and tone.

Prerequisites: LING 410

Ling 611—Acoustic & Articulatory Phonetics
(Victoria Anderson)

This course investigates principles of acoustics and audition as they relate to speech communication. Students collaborate together to:

- Learn about physical properties of speech waves (*sound propagation, wave analysis, resonance, acoustic filters*)
- Examine relations between vocal tract articulations and their acoustic consequences (*source-filter theory, vocal tract aerodynamics*)
- Receive training in basic principles of digital signal processing (*sampling, quantization, pitch tracking, RMS amplitude, Fast Fourier Transforms, Linear Predictive Coding, spectral analysis*)
- Become skilled at using computer-based speech analysis tools to measure acoustic characteristics of vowels, consonants and suprasegmentals
- Gain knowledge about human hearing, and how physical properties of intensity and frequency relate to sensations of "loudness" and "pitch" (*aural anatomy, non-linear amplitude perception, frequency response of the auditory system, cochleagrams*)
- Find out about variation in the physical characteristics of speech (*intra- and inter-speaker variation, acoustic characteristics of women's, men's and children's voices*)
- Gain exposure to speech perception experiments as tools to discover what cues listeners extract from what they hear (*acoustic characteristics vs. acoustic cues, identification and discrimination tasks, categorical vs. continuous modes of perception, perceptual maps, confusion matrices*)
- Learn to relate acoustic, auditory and perceptual characteristics of sounds to language universals (*quantal theory, adaptive dispersion theory, "preferred" vowels and consonants*).

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- (vi) the plight of the world's languages
- (vii) revitalization programs, and their prospects for success
- (viii) how the findings of language acquisition research are relevant to language revitalization
- (ix) the responsibilities of linguists in the design and assessment of language revitalization programs.
- (x) 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 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.

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 680—Intro to Language Documentation (Andrea Berez-Kroeker & Larry Kimura)

The task of language documentation is to provide a "comprehensive record of the linguistic practices characteristic of a speech community" (Himmelman 1998:166). With its focus on the linguistic record, language documentation is central to all approaches to linguistics, irrespective of theoretical framework. More recently, with increasing awareness of the global language endangerment crisis, language documentation has come to be recognized as a distinct subfield within the discipline, with its own methodologies, tools, and theoretical underpinnings. This course provides an introduction to this emerging field.

For Spring 2021, LING 680 will have the special theme of *Language Documentation and Reclamation in Hawai'i and Beyond*, and will be co-taught by Larry Kimura of UH Hilo and Andrea Berez-Kroeker of UHM. The course will not only cover the history and methods of language documentation, it will also give considerable time to understanding language revitalization. Five weeks of the course will be dedicated to the history of Hawaiian language vitality, from earliest contact, to the Hawaiian Renaissance, to the present day. International guest presenters throughout the semester will facilitate discussion on language documentation and reclamation worldwide. Students from both campuses will meet synchronously through Zoom, allowing for the sharing of ideas, experiences, and expertise.

LING 750F—Phonological Typology: Reporting and discussion of current research in linguistics (Shelece Easterday)

This course explores the phonological and phonetic diversity of the world's languages. Using methods of linguistic typology, we will explore cross-linguistic trends in sound patterns, including consonant and vowel systems, syllable structure, stress and tone systems, prosodic systems, speech rhythm, and sound change. We will examine correlations between these various phonological properties and between phonology and other levels of linguistic structure. Findings from the nascent field of phonetic typology will additionally be considered. While the course will focus heavily on the better-studied phonology of spoken languages, we will also discuss cross-linguistic research on the phonology of signed languages. Drawing on diverse accounts from the acoustic/perceptual, articulatory, acquisition, information theory, and other literature, we will learn about factors proposed to motivate the distribution of sound patterns which are common and those which are not so common. Research exploring relationships between phonological patterns and geographical, demographic, cultural, and historical factors will also be considered. This course will provide students interested in typology with an opportunity to expand their knowledge and training, and students interested in language documentation, phonological description, and experimentation with solid cross-linguistic grounding upon which to situate their research.

Prerequisites: LING 410 and 421 (recommended) or instructor's consent.

LING 750G—ICLDC Conference Prep: 2nd Semester (Brad McDonnell)

In this course students will continue to 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: 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 750S—Experimental Sociolinguistics
(Katie Drager)**

This course focuses on sociolinguistic research that uses experiments. We will learn about the range of research questions that can be asked and how these questions can inform linguistic and/or social theory. We will also learn about methods of data collection and analysis that can be used to address the questions. Over the course of the semester, students will design and implement their own online experiment, collecting and reporting on the pilot data from their experiment. LING 640S is a prerequisite for this class.

**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.