

SPRING 2023

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} **(Amy Tsuji-Jones)**

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} **(Amy Tsuji-Jones)**

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 **(Various Instructors)**

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 **(Various Instructors)**

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 344—Languages of the World (Sign Languages of the World) **(James Woodward)**

Survey of major sign languages and sign language families; typological classification and language universals; writing systems, “contact” languages. Variety of grammatical structures illustrated by selected sign languages, including but not limited to American SL, Australian SL, Bribri SL, Brunca SL, Cambodian SL, Creolized Hawai‘i SL, Hawai‘i SL, Ha Noi SL, Hai Phong SL, Ho Chi Minh City SL, Hong Kong SL, Japanese SL, Jakarta SL, Kata Kolok, Korean SL, Majuro SL, Mandalay Sign Language, Modern Costa Rican SL, Modern Thai SL, New Zealand SL, Original Chiang Mai SL, Original Costa Rican SL, Rennell Island SL, Shanghai SL, Sri Lankan SL, Taiwanese SL, Yangon SL, and Yogyakarta SL.

Pre: 320 or consent. DS

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

This course explores the cognitive processes involved in producing and comprehending language. Specific topics include: Understanding spoken, written, and signed 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; the role of gesture in processing 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 and can satisfy the Oral Communication focus requirement with successful completion of the course.

Prerequisites: Consent, or one of the following: Ling 102, Ling 320, Psy 100, or SPA 300. **Textbook (free through the UH library):** Warren, P. (2012). *Introducing Psycholinguistics*. Cambridge University Press.

Ling 417/617—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. Other topics include lexeme formation, the mental lexicon, productivity, inflection and morphological typology. Examples are cited from various languages. Grades are based on class participation, homework assignments, and mid-term and final exams.

The prerequisite for this course is LING 320, but LING 421 and LING 422 are strongly recommended, and familiarity with basic 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.

Prerequisites: LING 410

Ling 622—Grammar (William O’Grady)

This course is the department’s introduction to formal syntax – in particular, to the version of generative grammar that has come to be known as Principles and Parameters theory. The course will provide a historical overview of the theory, tracing its development from the 1980 up to the present day, with an emphasis on the data and reasoning that have driven the theory over the years.

Required readings and supplementary materials will be provided by the instructor.

Ling 630—Field Methods (Brad McDonnell)

This course is primarily designed to equip graduate students to carry out linguistic fieldwork on un(der)documented languages. It is the first part of a two semester course in which students acquire training in the skills and tools of linguistic fieldwork and language documentation by working with a speaker of a language previously unknown to them to produce a documentation and description of aspects of the language. We will take (or maybe more accurately simulate) a holistic and ethnographic approach and simultaneously create and annotate a corpus of language in use, build a lexical database, and produce a grammatical sketch. Students will learn techniques of data collection, elicitation, management, and analysis by doing language documentation.

Ling 640G—Topics in Sign Linguistics & Deaf Studies (James Woodward)

Additional topics in Sign Linguistics not covered in LING 635 Linguistics of Sign Languages, including, but not limited to, Sign Language Lexicography and the effects of Deaf Histories, Deaf Communities, and Deaf Cultures, and Deaf Identities on sign language development and use in selected countries throughout the world.

Pre: Consent of the instructor. Repeatable one time.

LING 640X—Introduction to Experimental Syntax (Shin Fukuda)

This is an introductory course in experimental syntax. The course will (i) introduce students to existing literature on experimental approaches to syntactic phenomena and conceptual discussions of what formal experimental evidence can tell us about syntactic theory, (ii) encourage students to approach syntactic data as experimentalists, and (iii) provide hands-on experience in designing, deploying, and analyzing formal acceptability and truth-value judgment experiments. Students are expected to develop, share, and write up a proposal for their own experimental syntactic study.

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 645—Comparative Methods (Tyler Heston)

This course aims to provide an introduction to the basic concepts of historical linguistics. It will begin with a survey of the world's language families and isolates before considering the content of the field. The main body of the course includes sections on 1) the establishment of genetic relationship, 2) phonological reconstruction, 3) types of sound change, 4) theories of sound change, 5) causes of irregularity in sound change, 6) semantic change, 7) morphological and syntactic change, 8) subgrouping, 9) migration theory, and 10) linguistic approaches to culture-history. The text will be Lyle Campbell. 2021. *Historical linguistics: an introduction*, 4th ed., but this will be supplemented by additional readings and handouts, including a number of problems, both for practice and for grade.

LING 710—Techniques in Language Documentation (Brad McDonnell)

Contemporary language documentation is dedicated to collecting, annotating, curating, and disseminating **long-lasting, multipurpose records of the linguistic practices of a language communities**. This course will give you the skills you need to produce such a documentation, with special attention given to digital data collection, data sustainability, and the documentation of language-in-use. The skills you develop in this class can be extended to future fieldwork, community-based language work, and/or toward bringing an existing documentation project in line with current practice. Students will (1) gain an understanding of the current best practices in digital language documentation; (2) develop skills in a prosody-based transcription system that can be applied to any spoken language; (3) become familiar with key software and hardware used in our field; (4) develop skills to troubleshoot data management problems in a variety of fieldwork situations. By the end of the course, students will be able to plan for conducting best-practice language documentation project of their own, from equipment purchase to recording language-in-use to data annotation to archiving and dissemination.

LING 750F—Phonological Typology (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, 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 or instructor consent

LING 750G—Professional Development: ICLDC Conference Prep, 2nd Semester (Andrea Berez-Kroeker)

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 8th International Conference on Language Documentation & Conservation, to be held March 2-5, 2023. In this class, students will become part of the official Student Steering Committee for the conference; 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 ^[1]deciding upon scholarship recipients; and communicate professionally with professionals.

LING 750G(2)—Lexicography (Gary Holton)

<https://gmholton.github.io/teaching/2023-lexicography>

LING 750Q—Language Acquisition Seminar (Kamil Deen)

This course provides in-depth instruction on the various methodologies employed in the study of child language, including naturalistic data, elicited imitation, elicited production, the act-out task, the truth value judgment task, grammaticality judgment task, felicity judgment task, etc. Hands-on training will be provided for the construction of stimuli (both digital and otherwise), as well as detailed discussion of how child subjects impose various constraints on experimental design. Prerequisite: Linguistics 670 or equivalent. Students can expect to get a combination of theoretical discussion and practical experimental design discussion, focusing mostly (though not exclusively) on morphosyntax. Students can also expect to do a lot of practical, hands-on stimuli construction.