

SPRING 2024

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} **(Jonathan Reynolds & Gisella Tomita)**

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} **(Jonathan Reynolds & Gisella Tomita)**

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 215—Bad Words **(Katie Drager)**

An examination of the link between language and society through the use of perception of taboo words.

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 346—The Philippine Language Family **(Louward Zubiri)**

No description provided at this time.

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 416—Language as a Public Concern: Social Justice & Linguistics (Emma Breslow)

This course explores the intersection between social justice and the study of language. Language is inherently tied to complex social and political matters like identity, power dynamics, human rights, and linguistic accessibility. In order to explore these themes, this class will focus on overarching topics like:

- The endangered language crisis and the complexities of trying to support the communities who speak these languages
- Discrimination based on people's accents, gender identities, or the way they speak/sign
- Global languages like English, multilingualism, and linguistic diversity

This course functions as an introduction to many sociolinguistic topics, with a focus on how those core concepts connect to the real-world concerns of the general public. Students will be expected to read, discuss, debate, and ultimately write essays about recent linguistic research in order to develop a critical lens with which to scrutinize the vital role language plays in public concerns. Readings will be provided by the instructor. No previous knowledge of linguistics is required—all are welcome! Simply email the instructor to request a prerequisite override if needed.

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, identifying types of sound change processes, and syllable and word structure.

Prerequisites: Ling 410

Ling 470—Children's Speech (WI) (Kamil Deen)

Individual strategies, baby talk, language socialization, language variation including multilingualism. Relation of cognitive to language development.

Prerequisite: Ling 320

Ling 622—Grammar (Shin Fukuda)

This course has four related goals: (i) introduce syntactic analysis and argumentation, (ii) introduce major syntactic phenomena in English and other languages, (iii) introduce important generalizations and notions in the generative approaches to theoretical syntax, and (iv) practice clear and effective expository writing. In service of these goals, the course will be conducted in a bottom-up, problem set driven manner. Syntactic phenomena will be introduced through problem sets and related class discussions. The analyses of these phenomena will be done largely by you by proposing and defending your solutions in your write-ups. In this way, data analysis and argumentation will be fundamental components of the course. I will try to push your solutions in a particular direction in subsequent discussions so that what we end up with is a formal syntactic theory that resembles recent transformational approaches to syntax such as Principles and Parameters and the Minimalist Program.

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 640F(2)—Topic: TBA
(Andrew Cheng)

No description provided at this time.

Ling 640G—Language, Landscape & Space
(Gary Holton)

This course provides an introduction to the study of the complex interrelationships between language, landscape, and space. We examine the way that spatial concepts—particularly those linked to the landscape—are encoded in grammar. Although landscape permeates the human experience, the domain of landscape is a particularly challenging one for language documentation. Recent research has shown that typical landscape categories such as MOUNTAIN and RIVER are not universal semantic primitives but are in fact realized differently in different languages. Landscape is an essentially continuous domain, and the segmentation of this domain into discrete categories reflects a linguistic (and cultural) choice.

Topics to be addressed include spatial cognition, frames of reference, spatial grammar, directional systems, wayfinding, and ethnophysiology. In addition, we will provide a hands-on introduction to tools for geolinguistic documentation, including GPS mapping, GIS software, and participatory mapping. We will consider case studies from a diverse selection of languages in order to better understand the range of ways that landscape is encoded in human language. Wherever possible we will draw on related disciplines—including geography, philosophy, ecology, and anthropology—in order to move toward an ethnoscience of landscape which seeks to understand human conceptualization of land, water, and other physical aspects the natural environment.

Ling 640G(2)—Language Change
(Shelece Easterday)

This course is an introduction to the study of how and why languages change. We will cover change in all parts of the grammar, including phonetic and phonological change, morphological change, grammaticalization, syntactic change, the emergence of constructions, and semantic and lexical change. Change is studied for what it tells us about the inherent nature of language structure, embedded as it is within our physiology, cognition, communicative goals, social contexts, cultural practices, and wider linguistic ecology. While the main focus is on identifying and understanding the general principles which drive language change, we will also study the role of language contact, language obsolescence, and other important socio-historical factors. A cross-linguistic diachronic approach is emphasized, but traditional methods of comparative and internal reconstruction will also be covered. The course will also incorporate diverse perspectives on the topic drawing from research on language evolution, corpus linguistics, dialectology, historical sociolinguistics, pidgin and creole linguistics, and language acquisition.

Prerequisites: Ling 421 (or instructor consent); Ling 420 (or concurrent)

LING 640S—Sociolinguistics
(Andrew Cheng)

No description provided at this time.

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 641—Preparing for a career after grad school (Andrea Berez-Kroeker)

Yes, there is life after grad school, and you need to be ready for it. In this class we will talk about the things you can do now to be ready for the job market once you graduate with an MA or a PhD in Linguistics. We will discuss academic and non-academic job preparation, with a focus on careers in education, research, the nonprofit sector, and the industry/corporate world.

Students will learn about and prepare:

- CVs and resumes (and the difference between them)
- Professional websites
- All parts of the academic job application packet, including cover letters; research, teaching and diversity statements; writing samples
- Abstracts, grant applications, submitting articles for publication
- Interview prep
- Identifying and communicating your skillset to nonlinguists
- Negotiating job offers

In addition, students will interact with alumni from our MA and PhD programs who are currently working in a range of different jobs via guest panels over zoom. Course materials include books, podcasts, videos and webinars about life after grad school in and out of academia.

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 750G—Topic: TBA (STAFF)

No description provided at this time.

Ling 750G—Language-Related and Artificial Intelligence (William O’Grady)

This course will focus on language-related AI from the perspective of linguistics. The following themes will underlie many of the readings and much of the discussion that will make up the course.

- What is the place of language-related AI in the larger field of cognitive science?
- What can linguistics contribute to advances in language-related AI?
- What can AI contribute to our understanding of the human language faculty?
- How is AI likely to influence work in particular sub-disciplines of linguistics?

The syllabus for the upcoming semester is available from the instructor.

Note: This course will ***NOT*** be offered next fall.

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.