

# FALL 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 101—Elementary American Sign Language I {HSL}** **(Jonathan Reynolds & Gisella Tomita)**

Development of basic 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.

#### **ASL 201—Intermediate American Sign Language I {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.

#### **ASL 301—Advanced American Sign Language I {HSL}** **(Jonathan Reynolds)**

Development of advanced receptive and expressive conversational skills in American Sign Language (ASL). Pre: 202.

### 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 offered in both a traditional lecture format and 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 and perception of taboo words.

#### **Ling 320—General Linguistics** **(Staff)**

An introduction to linguistics that will focus on how language works and on the challenges that it presents for research on artificial intelligence, including speech synthesis, speech recognition, natural language processing, machine translation, chatbots, text generation, and the like. The course assumes no background in either linguistics or AI.

#### **LING 410—Articulatory Phonetics** **(Andrew Cheng)**

The purpose of this course is to introduce students to the types of speech sounds found in the world’s languages, and to give them the tools and skills to produce, recognize, transcribe, and analyze these speech sounds in settings of linguistic fieldwork, clinical practice, and/or language pedagogy.

**Goals:** Students who take the course will:

- Learn about human vocal tract anatomy and how it functions in making speech sounds.
- Receive training in describing, transcribing, recognizing and producing speech sounds.

- Learn what *phonemes*, *allophones* and *natural classes of sounds* are, and learn to observe basic phonological processes that govern allophonic alternations.
- Gain knowledge about the acoustic correlates of different types of articulations.

**Ling 418/ES 451—Raciolinguistics**  
(Andrew Cheng)

Growing out of scholarly trends in sociolinguistics and linguistic anthropology, Raciolinguistics is the study of how race, racialization, and ethnoracial identity shape and influence language use among language users, as well as how language is used to shape and influence race as a social object. Topics include accent discrimination, linguistic inequality/racism, indigenous language movements, critical language pedagogy, language and politics, and ethnoracial performance/indexicality. Cross-listed with ETHN 451.

**LING 422—Intro to Grammatical Analysis**  
(Staff)

How are languages different? How are they the same? Ling 422 asks (and answers) these questions by looking at two things:

1. the structure of words—what types of prefixes and suffixes do they carry, and what is the function of these markers?
2. the linear arrangement (order) of words in different types of sentences.

You'll have a chance to understand what case is, what agreement is, what relative clauses are, and a lot of other things—some from very exotic languages that have truly breath-taking phenomena.

We begin by considering the basis tools of syntactic analysis (syntactic categories, thematic roles, and grammatical relations). We will then use these tools to analyze a variety of syntactic phenomena, including case, agreement, voice (passivization, antipassivization, etc.), causativization, raising, relativization and question formation, among others. Data will be drawn from a variety of languages, including English and various languages of Asia and the Pacific, with some attention to the indigenous languages of Australia, Africa and the Americas.

No prior course in syntax is presupposed, but it is assumed that students have had an introductory course in linguistics that includes training in linguistic analysis (e.g., Ling 320 or its equivalent).

**Ling 621—Phonology**  
(Shelece Easterday)

Phonological theory and problems of analysis. Pre: 421 or consent. (Offered Fall Semesters only)

This is a graduate-level course in phonological theory and analysis. Its goals are to provide you with the tools you need to do advanced phonological work and description; to introduce you to major theories and approaches, emphasizing diverse cross-linguistic data and topics of interest; and to help you further develop your critical thinking and analytical skills. By the end of this course, you should be able to: describe how major theoretical strands account for common and uncommon phonological patterns; posit multiple analyses for a data set and discuss the (dis)advantages of these with respect to different theoretical

frameworks, assumptions, and values; read a phonological study and critically examine the approach, methodology, and interpretation of results; follow a phonology presentation at a conference and ask informed questions afterwards; and construct a pedagogically effective phonological analysis problem yourself.

**Ling 630—Field Methods**  
(Staff)

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 632—Laboratory Research & Quantitative Methods**  
(Amy Schafer)

This course covers commonly used techniques for quantitative research on language, including small-scale studies that might be part of field research and common experimental techniques that can be employed in the lab, in the field, or in online data collection. We'll cover topics such as data visualization in R, conducting common statistical analyses in R, implementing experiments, planning how many participants/speakers you need for your study, counterbalancing and other aspects of experimental design, choosing an appropriate task, dealing with outlier values, co-authorship practices, research ethics, and other aspects of planning, analyzing, and presenting your study. Students will be expected to do weekly reading, present demonstrations, and complete hands-on activities. There are no prerequisites for graduate students.

**Ling 640S—Sociolinguistics**  
(Katie Drager)

*No description provided at this time.*

**Ling 641—Professionalism in Linguistics: ICLDC Conference Prep**  
(Brad McDonnell)

*No description provided at this time.*

**Ling 641—Professional in Linguistics: Professional Development in Teaching Linguistics**  
(Amy Schafer)

How can you provide outstanding, innovative undergraduate teaching, furthering UHM's mission to develop our next generation of leaders, and introducing students to the joy and importance of scholarship in linguistics, while simultaneously building a cutting-edge research program and completing the requirements for your degree? This course aims to help you broaden and deepen your linguistic knowledge and your skill in teaching practices appropriate for introductory courses in linguistics. Students will be expected to do weekly reading, lead workshops and class demonstrations, and produce materials appropriate for use in our 100-level linguistics courses. There are

no prerequisites for graduate students.

**Ling 645—Comparative Method  
(Staff)**

Introduction to historical-comparative linguistics; attention to both Indo-European and languages with few or no written records. Pre: 421 and 422, or consent.

**LING 670—Language Development  
(Kamil Deen)**

Survey of the literature in language acquisition; emphasis on relation to linguistic theory. Pre: 421 and 422, or consent.

**Ling 680—Introduction to Language Documentation  
(Andrea Berez-Kroeker)**

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. The course covers the history, method, and theory behind language documentation, and the role that language endangerment plays in shaping the field of language documentation. It serves as an introduction to the Language Documentation and Conservation track in the Department of Linguistics, and to graduate study more broadly.

At the end of this course students will:

- understand the issue of endangered languages
- describe the foundations of language documentation as a distinct subfield
- be familiar with the broad methods and techniques of language documentation
- understand the positionality of the documentary linguist with regard to language communities of which they may or may not be a member, especially in light of the colonial history of linguistic fieldwork practices
- understand the challenges facing language reclamation efforts
- articulate the power of empathy in helping us to see our common humanity and strive for truth and justice in the world.

**LING 720—Language Typology  
(Shelece Easterday)**

Linguistic typology and universals. Graduate students only. Pre: 320, 421, and 422 or consent.

Linguistic typology is concerned with how and why language patterns vary. In this course, students will acquire a broad, global overview of these patterns and become familiar with principles that guide them, including implicational universals, typological markedness, grammatical hierarchies, semantic maps, and typological prototypes. The course will also introduce general functional-typological and diachronic-typological approaches to

linguistics. Students will acquire experience in using and interpreting information on grammatical phenomena in reference grammars, and will acquire the ability to analyze patterns in an unfamiliar language in terms of their relationship to implicational universals and other important principles.

**LING 750Q—Language Acquisition Seminar  
(Kamil Deen)**

*No description provided at this time.*