FALL 2011
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.

Ling 100(1)—Language in Hawai‘i and the Pacific (Jacob Terrell)
This course focuses on the interaction between language and its role in culture, ecology, history, and society in Asia and the Pacific. Linguistics 100 is particularly concerned with how language can be used to highlight the connections between Local and Native Hawaiian culture and other cultures of Asia and the Pacific. This course satisfies the Hawaiian, Asian, and Pacific Issues (H/HAPs) focus, and sections are available in either a traditional lecture format or through the Unit Mastery program.

Ling 100(2&3)—Language in Hawai‘i and the Pacific (Akiemi Glenn & Hiroko Sato)
This course will provide students with a first look at both historical and contemporary issues of language in Hawai‘i and the Pacific, acquainting them with the wealth of resources available on the Mānoa campus, on O‘ahu, and beyond. We will cover issues of the historical development and relationships among Pacific languages, looking at the structure of languages of Polynesia, Micronesia, Melanesia, issues of language as culture, history, variation and change, typology, pidgins and creoles, language contact and shift language maintenance and revitalization, language education, diaspora languages and identity, language documentation, and language endangerment.

Linguistics 100 fulfills the General Education requirements for WI and HAP.

Ling 102(1-17)—Introduction to the Study of Language (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 320(1&2)—General Linguistics (Staff)
Introduction to the formal analysis of language, focusing on phonetics, phonology, morphology, syntax, semantics, historical linguistics, language acquisition and other related topics.

Ling 347—Pidgin & Creole Languages (Katie Drager)
In this course, we discuss past and present pidgins and creoles spoken in the Pacific and throughout the world. The class includes examination of Hawai‘i Creole, known locally as Pidgin, as well as African American Vernacular English, sometimes referred to as Ebonics. The class examines creole formation through both a historical and social lens, focusing on structural aspects of creoles and attitudes toward them. Students will conduct hands-on examination of specific pidgins and creoles.

Concept covered include:
- pidgins vs. creoles: what they are and what they are not
- creolization and decreolization
- sociohistorical contexts of pidgin and creole development
- insights for linguistic theory

Ling 410—Articulatory Phonetics (Victoria Anderson)
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 transcribe and analyze speech in linguistic fieldwork or clinical settings.

Specifically, students:
- Learn about human vocal tract anatomy and how it functions in making speech sounds.
- Receive training in describing, transcribing, recognizing and producing these 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 422—Introduction to Grammatical Analysis
(William O'Grady)

The purpose of this course is to provide an
introduction to the basic concepts and phenomena of
syntactic analysis. We will 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, relativization and
question formation. Data will be drawn from a variety of
languages, with a focus on languages of Asia and the
Pacific.

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 451/640G(3)—Discourse Analysis
(Andrea Berez)

This course is a broad introduction to the study of
discourse as spontaneous language-in-use within a speech
community. Topics will include a survey of approaches to
discourse analysis, discourse and grammar, information
flow, narrative structure, discourse and language change,
cross-cultural and bilingual discourse, interactional/conversational analysis, and the role of
discourse in language documentation. We will be looking
at data from English, as well as a variety of languages.
Readings will come from a book chapters and journal
articles. Grades will be based on periodic assignments and
a final project designed in consultation with the instructor.

Prerequisites: an undergraduate-level introductory
linguistics course and upper division or graduate status, or
instructor consent.

Ling 621—Phonology
(Patricia Donegan)

This course is a continuing discussion of
phonology, emphasizing the description and structure of
phonological systems, with attention to phonological
theory and its basis. We will discuss the relationship
between phonology and phonetics, the nature and
interactions of phonological processes, and the relation of
processes to lexical representations. We will consider
features and their justification, contrast, prosodic units
(moras, syllables, feet, words), autosegmental structure,
functionalism, variation, and markedness. We will spend
time on non-derivational phonology (Optimality Theory),
where constraints and their interactions are central, rather
than processes, and we will consider some claims of

exemplar theory. If time permits we will look briefly at
phonological acquisition and change.

A set of readings will be made available on line
or in hard copy. Authors include: Blevins, Bybee,
Clements, Donegan & Stampe, Ewen & van der Hulst,
Gordon, Haspelmath, Hayes, Kager, Odden,
Pierrehumbert, Rice, and Steriade.

Students will be expected to read broadly,
complete exercises, make class presentations, and write a
term paper.

Ling 622—Grammar
(Yuko Otsuka)

The objective of this course is to introduce the
basic concepts of explanatory grammar as opposed to
descriptive grammar. As a linguist, one needs to be able
to accurately describe various specific syntactic
phenomena of a language or across languages. Generative
grammarians consider it equally important to explain why
these (and only these) phenomena exist. With an
assumption that sentences are generated by a
subconscious set of procedures, researchers in generative
grammar aims at (a) modeling these procedures through a
set of rules and (b) accounting for how children acquire
such rules. In this course we will cover the basic tenets of
a version of generative grammar, Government and
Binding Theory (GB). The data used are primarily from
English, but include some other languages. Students are
encouraged to bring data from other languages for class
discussion.

Introduction to government and binding theory. 2nd ed.
Oxford: Blackwell.

Ling 630—Field Methods
(Lyle Campbell)

No Description Provided

Ling 640G(2)—Introduction to Language
Documentation
(Lyle Campbell)

This course will provide an introduction to
documentary linguistics. It will explore the goals of
language documentation and the role that language
endangerment plays in shaping this field. It will
additionally offer foundational training in some of the
skills required to undertake language documentation,
including how to prepare for the field, to obtain funding,
to collect data, to conduct regional surveys, to design
orthographies, to process texts, to develop basic literacy
documents, and to disseminate the archive research
products. Grades will be based on a periodic assignments
and a final project designed in consultation with the
instructor. The texts used to introduce the course will be
Language Death (Crystal) and Dying Words: Endangered

Dying Words: Endangered
Languages and What They Have to Tell Us (Evans). The course will then be structured around numerous reading materials, to be distributed in class or by email.

Ling 640S—Sociolinguistics (Katie Drager)
This class focuses on the relationship between language and society and on the different functions of language in society. In particular, it will cover different ways of investigating socially-conditioned linguistic variation in spoken language as well as people’s attitudes toward the variation and social motivations behind it. Topics covered include:

- language change
- language attitudes
- language contact, maintenance, and death
- pidgins and creoles
- code-switching
- language and gender
- language and ethnicity
- social stratification
- identity construction

This course will give students hands-on experience with conducting sociolinguistic interviews and analyzing sociolinguistic variables. It is intended for students who have little to no knowledge of sociolinguistics but who wish to gain practical skills to be used in the field. More details about the course can be found at:
http://www.katiedrager.com/ling640s.html

Ling 640Y—Psycholinguistics (Amy Schafer)
This course is a broad introduction to psycholinguistics, with emphasis on sentence processing by adults. It is designed for MA and PhD students in Linguistics, Psychology, SLS, EALL, and related disciplines. 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. Participants will be expected to do weekly reading from a collection of articles and book chapters, present an article from the required reading list, and write a proposal for a 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 Method (Robert Blust)
This course will provide an introduction to the principles of historical linguistics. It will begin with a survey of the world’s language families before considering the content of historical linguistics. We will then examine the concepts of linguistic reconstruction and change through a problem-solving approach. Specific topics that will be addressed include:

1. the Neogrammarian "Regularity Hypothesis"
2. "realistic" vs. "strict constructionist" approaches to phonological reconstruction
3. "naturalness" in phonological change
4. theories of sound change
5. issues in subgrouping (family tree vs. wave model, etc)
6. the non-linguistic uses of historical linguistics

Grades will be based on a short research report (due during the first month), a mid-term, a term paper and a final exam.


Ling 670—Language Development (Kamil Deen)
This course is concerned with the question of how children acquire their native language. The primary focus is on grammatical development, how children develop grammatical knowledge of their language and the various stages that they pass through on the way to adult competence. The development of phonotactic/phonostructural, morphological, syntactic, and lexical competence is investigated, with discussion of real child language data – what children perceive, say, and comprehend in the course of development. While the class is heavily theory-oriented (with the first few weeks dedicated to discussion of the major approaches to language acquisition), considerable attention is paid to the description of data from a variety of languages. Additionally, the development of language in special populations (eg. deaf children) and under special circumstances (eg. bilingualism, acquisition beyond the “critical period”) is discussed. This course has a research project requirement.

Ling 750F—Intonation (Victoria Anderson)
Using three well-described languages (English, Japanese, Korean) as a starting point, class participants will:

- investigate the phonetics of intonation;
- examine the phonological modeling of intonation under the autosegmental-metrical approach developed by Bruce, Gussenhoven,
Ling 750—Syntax Seminar: Issues in Austronesian Syntax
(Yuko Otsuka)
This seminar will examine various syntactic phenomena in Austronesian languages. The objective of this seminar is twofold: first, to introduce a range of syntactic phenomena that are characteristic of Austronesian languages; and second, to discuss descriptive as well as formal analyses of the relevant data and their implications for general syntactic theory. Likely topics include “subject” in Austronesian languages, ergativity, Philippine-type focus system, V-initial word order, pseudo-cleft, pseudo-noun incorporation, serial verb constructions, and backward control. A general knowledge of GB is assumed, although the focus of the course is not the GB analysis of the relevant phenomena. Other theoretical frameworks such as Lexical Functional Grammar and Role and Reference Grammar will also be discussed.
Prerequisite: ling 622

IS 750—Topics in Biocultural Diversity and Conservation
(Kenneth Rehg)
The maintenance of biocultural diversity is the central challenge of our time. In this course, students will learn, through lectures, readings, and independent studies, of the considerable linkages among biological, cultural, and linguistic conservation and will be exposed to a trans-disciplinary view of diversity and conservation of nature, cultures, and languages, along with issues in anthropology, law, and ethics.

The objectives of the course are that, by the end of the semester, students will: (1) understand the complex relationships that exist among languages, cultures, and the environment, (2) know what events and activities lead to the loss of biocultural diversity, (3) grasp the essential role that traditional knowledge systems play in the maintenance of such diversity, and (4) comprehend what must be done to conserve, support, and revitalize biocultural diversity.

Each class will focus on one or more topics related to the course objectives and will be led by key UH Manoa faculty with expertise in the areas under discussion. Grades will be based on attendance (10%), periodic assignments (20%), project presentation (20%), and a term project/paper (50%).

Ling 770—Areal Linguistics: Intro to Austronesian Languages
(Bob Blust)
This course will make an effort to cover the following topics, although limitations of time may make it necessary to skip some of these: 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, linguist 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, affixes important for word-formation, ablaut, reduplication), 7) syntax (voice systems, word order, negation, possessive constructions, directionals, 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, gemination, 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,
In this course, we will explore the language families of Southeast Asia – Austroasiatic, Tai, Austronesian, and Sino-Tibetan. Although the languages of mainland Southeast Asia are rarely cited in phonology texts, they display an extraordinarily rich variety of phonological phenomena. The word structures of the typically monosyllabic or sesquisyllabic languages of SEAsia differ sharply, of course, from those of CVCVC languages. In some languages, diphthongization, vocalic ‘register’, length differences, voice quality differences, and vowel shifts may create a profusion of vowels in major or accented syllables while vowel reduction severely limits the inventory for minor or unaccented syllables; in others, vowels remain relatively stable. Initial consonant clusters may abound, though final consonants are often limited. Consonant shifts may change voicing and other laryngeal features to create implosives and aspirates. And consonant qualities may affect vowels, creating tone, register, and quality differences.

We will examine tonogenesis, registrogenesis, and the quality changes that may follow. We’ll look at cases where tone or register appear to arise from consonant differences and cases where they seem to arise ‘spontaneously’. We will attempt comparisons between languages of the Mon-Khmer or Tai type (mono- or sesquisyllabic, vowel- and consonant-shifting, etc.) and those of the Aslian or Malay type (CVCVC, stable, etc.). And finally, we will examine the relationship between inherited and areal phenomena, and the unifying role of prosody.

Readings will usually be made available by posting on the class web site. Students will be expected to give several short reports and to submit a term paper.