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—Language in Hawai‘i and the Pacific**  
(Staff)  
*Linguistics 100: Language in Hawai‘i and the Pacific* offers students an opportunity to investigate the workings of human language with reference to the languages spoken in Hawai‘i and the Pacific. Students taking this course will become familiar with a wide range of issues—historical, sociological, psychological, political, and cultural—relating to language in Hawai‘i and the broader Pacific region, including Asia.

**Ling 102(1-17)—Introduction to the Study of Language**  
(Staff)  
*Linguistics 102* offers an introduction to language—how it is used, how it is acquired, how it changes over time, how it is patterned, how it is represented in the brain. You'll learn about the major concerns, methods, and discoveries of this exciting field. The course begins with a survey of modern linguistics, and goes on to cover such topics as language and the human species, formal linguistics, applied linguistics, and how languages are related in time and space.

**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 410—Articulatory Phonetics**  
(Katie Drager)  
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 420—Morphology**  
(Yuko Otsuka)  
The objectives of this course is a) to familiarize the student with morphological analysis and b) to provide a theoretical background to improve the student’s skills in data analysis. The topics discussed include the definition of word, allomorphy, inflection, derivation, paradigm, exponentence, productivity, compounding, and incorporation. We will discuss how successful (or unsuccessful) the traditional approaches are in accounting for a number of morphosyntactic as well as morphophonological phenomena. Examples are cited from various languages. Familiarity with syntactic and phonological terminology is assumed. It is recommended that students should take LING 421 and LING 422 courses before taking this course to make the most of it.

Prerequisite: Ling 320 or consent of the instructor. LING 421 and 422 recommended.


**Ling 621—Phonology**  
(Patricia Donegan)  
This course is a continuing introduction to phonology, emphasizing the description and structure of phonological systems. Attention will be given to prosodic units, to the nature and interactions of phonological processes, to the relation of processes to lexical forms, and to the relationship between phonology and phonetics. We will consider the use of constraints and their ranking as an alternative to processes and derivations (Optimality Theory), and we will look at claims about phonological representation made by exemplar theory.

In addition to a textbook, readings from primary sources (from the late 19th to the early 21st century) will be included.

Exercises and problems will be based on readings and data; they will involve a variety of
languages, and multiple theoretical approaches. There will be two exams, and a term paper will be required.

**Ling 640G—Introduction to Language Documentation (Kenneth Rehg)**

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 and archive research products. Grades will be based on periodic assignments and a final project designed in consultation with the instructor. The texts for the course will be *Essentials of Language Documentation* (Gippert, Himmelmann, and Mosel, eds.) and *Language Death* (Crystal). Numerous supplementary reading materials will be distributed in class or placed on file in the Linguistics/SLS Reading Room.

**Ling 640G(2)—Typology (Lyle Campbell)**

See sample syllabus at:
[http://www.ling.hawaii.edu/courses/CampbellTypologyCourse.pdf](http://www.ling.hawaii.edu/courses/CampbellTypologyCourse.pdf)

**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.

**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 Neogrammariam "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 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?,

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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 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/phonological, 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 740F—Second Language Phonology*
(Patricia Donegan)

A speaker’s attempts to pronounce a second language (L2), both in borrowing words (loan phonology) and in learning and speaking a second language (foreign accent), can provide data that may lead to interesting conclusions about phonological processing and about the phonology of the speaker’s first language.

In this course, students will explore loan phonology and foreign accent, and they will attempt to discover evidence, in both, for the phonological constraints or processes that underlie the L2 speaker’s errors or substitutions. We will emphasize the interplay of production with perception, the roles of phonetics, phonotactics, and prosody in L2 phonology, and the role of phonological universals.

There is a considerable literature on L2 phonology, but it does not yet include a very satisfactory explanation of the entire range of phenomena that can be observed. We will examine and evaluate a variety of different theoretical accounts of second-language phonology, and each student will explore a particular problem in loan phonology or L2 accent.

Prerequisite: Linguistics 421 or consent of instructor.

Requirements: Students will be required to make short class presentations, to conduct discussion of readings, and to submit a term paper.

Ling 740F—Phonological Variation and Change*
(Patricia Donegan)

Variation and change have traditionally been attributed to phonetic factors. These were once assumed to be mainly articulatory, but the possibility of perceptually-based change has been raised. But are all sound changes phonetically motivated? – and if not, what other motivations are there? Structuralist (and generative) theories have proposed phonological motivations for sound change (push or drag chains, filling of ‘holes in the pattern’, rule generalization, etc.). Some changes in pronunciation have been associated with social motivations. And there is the question of whether sound changes have any ‘motivation’ at all: could it be that changes happen by misperception, by chance, or by alternative interpretations of acoustic data?

We will also examine the problem of constraints on possible changes – is it true that ‘anything can happen’? Or do limitations exist, and, if so, are they based on universal principles? We will consider forms or manners of change – whether changes are discrete or gradual (or both), and the circumstances under which a change is optional or obligatory. We will examine the neogrammarian hypothesis that sound change is regular and consider whether the principle of regularity can be maintained if we consider evidence for lexical diffusion.

We will also consider mechanisms of change: How is variation related to change? What do studies of ‘sound change in progress’ tell us? What is the relation of language learning to phonological change? Does ‘drift’ exist? – how could it work?

Ling 750G(1)—Lexicography
(Kenneth Rehg)

This is going to be a hands-on, product oriented course in the art and craft of lexicography. Using Toolbox (or FLEX) and Lexique Pro software, we will explore all aspects of the dictionary making process, from preliminary design through the preparation of camera-ready copy.

Grades will be based on a term project designed in consultation with the instructor.

Text: A Handbook of Lexicography by Bo Svensén, plus materials to be distributed in class.
Ling 750G(2)—Advanced Methods of Language Documentation
(Nicholas Thieberger)

This course deals with a branch of linguistics that is documentary, descriptive, theoretical, and community-oriented. In this course, you will acquire some of the basic skills that are required to undertake the crucial task of documenting languages that are currently endangered and/or underdocumented. You will learn how to prepare for the field, to record data, to process texts, to manage data using a database, and to develop dictionaries. By the end of the semester, you will know how to use current software to prepare well-formed linguistic data from fieldwork.

Ling 750G(3)—Methods of Language Conservation
(Nicholas Thieberger)

This course will explore the practice of language archiving. It will begin with an overview of the place of archiving in language documentation, understanding archiving practice more generally and then proceed to focus on particular issues related to digital language archives. Practical work will include locating eligible analog collections at UH and determining if they can be accessioned into Kaipuleohone, the UH Linguistic Archive. Students will prioritize the collections located and work through the process of converting the analog material into sets of digital archival objects. The course will allow students to understand and compare available metadata systems (OLAC, IMDI, DC, OAI among others) and how they can be implemented.

Ling 750G(4)—Professional Development in Linguistics
(Yuko Otsuka)

In this course students will participate in the planning and running of the 2nd International Conference on Language Documentation and Conservation, including reviewing abstracts, establishing sub-committees covering liaison with participants, program design, social events and other aspects of the conference. Students are expected to submit an abstract to the conference and to support a colloquium on issues facing graduate students involved in language documentation. They will assist in the running of the conference and then in editing selected papers to appear in the journal Language Documentation and Conservation.

Ling 750Y—Psycholinguistics: Advanced Sentence Processing
(Amy Schafer)

This seminar will examine advanced questions in sentence processing, potentially including both sentence production and sentence comprehension. The exact topics and readings will be chosen based on participant interests and needs. Readings will likely include a variety of experimental methods including eyetracking, but the emphasis will be on significant current research questions and findings, not on experimental methods. We will focus on adult L1 sentence comprehension and production, but discussion of issues in first and second language acquisition can be included if there is student interest, and student projects can focus on these themes.

Readings: A collection of journal articles.
Prerequisites: LING 640Y

Ling 750Y(2)—The Cognitive Neuroscience of Language: Bridging Brain and Behavior
Cross-Listed with SLS 750: Language and Communication: Bridging Brain and Behavior
(Luca Onnis)

This course will bring together specialists in various branches of the cognitive sciences and neuroscience with a view to exploring a series of research questions related to language, communication, and learning that lend themselves to interdisciplinary investigation. Each class will begin with a 40 minute presentation by a specialist in a particular sub-field, and the remainder of the class will be devoted to consideration and discussion of possible collaborative and interdisciplinary research projects at UH. The course aims to encourage the cross-fertilization of ideas and methodologies to study the brain/mind across different departments and disciplines at UH.

Course Requirements: Relevant readings will be assigned in advance of each class. Students are expected to prepare questions and comments pertaining to the reading(s) that they will bring to the class for discussion. Students will also submit a five-page final research essay/proposal at the end of the semester that outlines a possible joint project.