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**
*(Jacob Terrell)*

This is an introductory course that focuses on language in Hawai‘i and throughout the Pacific. The topics covered in this course include the interaction between language and its relationship with culture, ecology, history, migration, and politics in the Pacific. These topics are further reinforced by examining case studies involving migration, the health of languages in their environments, government and education policies directed towards language and language use, and how language and culture both shape and are shaped by social activities.

It is important to note that this section of Linguistics 100 is offered through the Unit Mastery program, where there are no classes or lectures per se. Instead, students are expected to study independently, and then pass a series of quizzes in the testing center, as well as fulfill other outside course requirements independently.

**Ling 100—Language in Hawai‘i and the Pacific**
*(Staff)*

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—Introduction to the Study of Language**
*(Jacob Terrell & 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 105—Language Endangerment**
*(Jacob Terrell)*

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 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 has been designated as a Foundation Global course, and students will receive FG(B) credit upon successful completion of the course requirements. This course is only offered through the Unit Mastery program, where there are no classes or lectures per se. Instead, students are expected to study independently, and then pass a series of quizzes in the testing center, as well as fulfill other outside course requirements independently.

**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 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 445/640G—Polynesian Language Family**  
(Yuko Otsuka), Satisfies H-Focus Requirement

This course is an introduction to Polynesian languages. The aim of this course is to familiarize students with various facts about Polynesian languages rather than to discuss each of these issues in great depth. However, students are encouraged to focus on a particular topic to conduct in-depth research as their term projects.

The topics covered in this course include the history of the study of Polynesian languages, orthography, subgrouping, historical linguistics and archeology, phonological characteristics, morphological characteristics and language endangerment and maintenance in Polynesia. Through this course, the students will:

- understand the external as well as internal relations within the Polynesian language family and implications of linguistic subgrouping for the history of the region;
- understand the sociocultural environment surrounding the Polynesian languages today and its relevance to language maintenance and multilingualism;
- investigate the general linguistic properties of Polynesian languages (e.g., phonology, morphology, and syntax)

Prerequisites: LING 320
Text: Reading Packet
Grades will be based on class participation, written assignments, oral presentations, debates, and a term paper (640G only).

**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 (mora, 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 630—Field Methods**  
(Lyle Campbell)

This course is designed to develop the students’ skills in linguistic fieldwork, including gathering data in an organized, careful and culturally and ethically appropriate manner; databasing; and linguistic analysis. Students work with a language consultant, both during class sessions and outside of class. The course focuses on developing skills necessary for linguistic analysis, for documentation of previously little described languages.

Course objectives include:

i. To give students ‘hands-on’ experience in linguistic elicitation work with a native speaker of a language they have not previously studied.
ii. To describe the basic structure of the language based on students’ own analysis of the data they collect. To develop a sketch of the phonology, morphology, and basic syntax of the language (as far as this is possible in this context and with the amount of time available).

iii. For students to relate their own linguistic interests to aspects of the investigation; where appropriate, to apply aspects of linguistic theory and analysis to the data obtained.

iv. To develop some degree of familiarity with the language in the context of its culture, geography, and history.

v. To learn good practices in terms of data management, metadata, archiving, etc.

A field methods course such as this one is considered by many linguists to be absolutely necessary to an adequate training as a linguist.

Ling 640G—Introduction to Documentary Linguistics
(Andrea Berez)

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 periodic assignments and a final project designed in consultation with the instructor. The texts used to introduce the course will be Essentials of Language Documentation (Gippert et al.) and 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 on the class website.

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, including those in experimental, analysis, and documentation streams. 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/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 highly 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 (e.g. deaf children) and under special circumstances (e.g. bilingualism, acquisition beyond the “critical period”) is discussed. This course has a research project requirement.

**Ling 750F—Phonetic Fieldwork on Endangered Languages** *(Victoria Anderson)*

This course provides firsthand, practical experience in a variety of linguistic phonetic fieldwork techniques, and applies these techniques to endangered or underdocumented languages. Participants will choose a language of interest, and practice collecting and analyzing various types of information on native speakers’ articulations, the sounds of the language, and how these sounds are perceived by native speakers. Instrumental phonetic methods such as palatography and ultrasound visualization; the collection of acoustic, aerodynamic and video records; and the preparation of perception tests will be illustrated. The course will also focus on how to empirically analyze the resulting information, in order to add to what linguists know about the phonetic structures of endangered languages. Issues of human subject protection, such as informed consent, privacy, and acknowledgment will also be discussed.

**Ling 750—Professional Development** *(Andrea Berez)*

In this course students will participate in the planning and running of the 3rd 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. 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 750G(2)—Writing Grammar** *(Lyle Campbell)*

This course is about language documentation, specifically about how to write grammars of little-known and often endangered languages. You do not have to have worked previously on some language – the course is relevant for those who may already be working on the description of some particular languages, those who may be curious about how to do it or may be contemplating writing a grammar of some language later, or for those who just want to know more about linguistics generally and how the structure of language can be analyzed and described. We will do the following: discuss how you find out what documentation material exists on a language and how you can evaluate it, test it, and build on it; survey different kinds of grammars and investigate specific grammars for what we can learn from them for best practices for grammar writing; we will prepare a “grammar template”: essentially a generic table of contents for what an adequate descriptive grammar might be expected to contain; we will read, study, and then assemble guidelines for grammar writing in a best-practices basic guide to grammar writing. We will also read about and discuss the role(s) of linguistic theory in the preparation of grammars for language documentation. Knowing how to approach writing a grammar (or at least how to evaluate grammars) ought to be something all linguists receive preparation for. And if you are already describing a languages or planning to soon, the course should be especially valuable for you help organize your work and description and to help you make valuable progress.

**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, natural resources, languages, and the arts, 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 750Q—Acquisition Seminar
(Kamil Deen)

No course description provided.

Ling 770—Areal Linguistics: The Languages of Borneo
(Robert Blust)

**PLEASE NOTE: Whichever course has the most interest “The Languages of Borneo” or “Archaeology and Language in the Pacific” will be taught.**

This course aims to familiarize students who have a Southeast Asian focus, an Austronesian focus, or a language documentation focus with the linguistic picture for the island of Borneo, which is divided politically between the Republic of Indonesia, the Federation of Malaysia, and the independent nation of Brunei Darussalam. Emphasis will be on the typology and historical relationships of the languages and the sociocultural setting in which they are found. Students will be required to “adopt” two languages for the semester and to assemble basic descriptions of each. The instructor has fieldnotes of varying degrees of depth for some 41 language communities (perhaps 15 languages) in Sarawak, and these will be made available to students who wish to work them up into descriptions. Grades will be based on three written reports (4–5 typed pages), with oral presentations in class during the semester, and a description of the two “adopted” language at the end of the semester. Written/oral reports may be on any topic of the student’s choice. The longer description, or term paper, will consist of at least 20 typed pages for each language, and should include (but not be limited to) 1. a basic sketch of the phonology, 2. a basic sketch of the pronoun system, 3. a basic sketch of the deictic system, 4. a basic sketch of the verb system, 5. some comparative remarks on similarities/differences between the two languages.

Alternatively, students may choose some general theoretical issue and enter into greater detail in a single subject area for one language.

Ling 770—Areal Linguistics: Archaeology and Language in the Pacific
(Robert Blust)

**PLEASE NOTE: Whichever course has the most interest “The Languages of Borneo” or “Archaeology and Language in the Pacific” will be taught.**

The goals of this course are to introduce graduate students to the methods and some of the achievements of collaborative work on human prehistory that draws on the resources of both archaeology and historical linguistics. Approximately the first month will provide a concise overview of how scientific inferences are justified in each discipline. In the remainder of the course we will examine several case histories, exploring in depth what each discipline can contribute to an understanding of the human past in some part of the Pacific (including insular Southeast Asia). Stress will be placed on the need for preserving the independence of both fields, yet at the same time exploiting whatever advantages can be achieved through cooperation between them that would not be possible through the insights of either field alone. Case studies will be organized around three types of interdisciplinary relationships 1. complementary inferences (where one field provides relatively straightforward data about prehistory that is simply not available to the other), 2. corroboratory inferences (where both fields provide data for prehistoric inferences and they largely agree in the directions they point), and 3. contradictory inferences (where both fields provide data for prehistoric inferences and they disagree).

PREREQUISITES: None

GRADES: Grades will be based on three student reports at roughly three week intervals, plus a term paper.