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 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 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 120—Language as a Window to the Mind**  
(*Kamil Deen*)  
No course description provided.

**Ling 150B/150C—Language in Hawai‘i and the Pacific**  
(*150B, Unit Mastery format; 150C, sections 1 – 4, 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 – 4 are offered in the traditional lecture format and satisfy both WI and HAPs General Education requirements.

**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 415—Language & Gender**  
(*Katie Drager*)  
How does language affect the way we think about sexuality and the sexes? And how do we use language to express our gendered identities within the context of our culture and society? In this course, we will investigate stereotypes about the sexes, the construction of social personae through language use, and society’s expectations regarding sexuality, behavior, and language use. We will explore the link between language and gender through conducting projects in the field. No previous knowledge of linguistics is required.

Prerequisites: none.

Note: Application for (E) focus designation for this course is being reviewed by General Education’s E focus board.

**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 & O Focus Requirements**

The main objective of this course is to introduce a variety of issues concerning Polynesian languages and their speakers. For students who have relatively limited knowledge about Polynesian languages and cultures, this course will serve as a comprehensive introduction to the subject. In reference to Hawaiian in particular, it provides a fresh look at the Hawaiian language in relation to other Polynesian as well as Austronesian languages, which are indigenous languages of Melanesia, Micronesia, Taiwan, the Philippines, and the mainland Southeast Asia. It should also be emphasized that this course is not merely a study of languages, but also deals with the historical and social issues concerning the speakers of these languages, such as the origin of Polynesian languages and language maintenance in the Pacific.

Prerequisite: LING320 or consent
Textbook: Course reading packet

**Ling 451/640G(3)—Sign Language Linguistics (James Woodward)**

This course will provide an introduction to Sign Language Linguistics. Topics to be covered include but are not limited to sign phonetics, sign phonology, simultaneous and sequential morphology in sign languages, morpho-syntax in sign languages, sign language lexicography, lexicostatistical analysis involving sign languages, sociolinguistic variation in sign languages, and issues related to the documentation and conservation of endangerment of sign languages. Examples will be drawn from a number of different sign languages including American Sign Language, Australian Sign Language, Bangkok Sign Language, Chiangmai Sign Language, Hawai‘i Sign Language, Ha Noi Sign Language, Ho Chi Minh City Language, Hong Kong Sign Language, Jakarta Sign Language, Modern Thai Sign Language, Providence Island Sign Language, and Yogyakarta Sign Language, among others. The class will be taught inductively with strong emphasis on hands-on data collection, data transcription, and analysis of data. Students not already fluent in a sign language will be provided with opportunities to develop some basic skills in American Sign Language or Ho Chi Minh City Sign Language.

There is a recommended, but not required, textbook: Johnston, Trevor & Adam Schembri. 2007. Australian Sign Language: An Introduction to Sign Language Linguistics. Cambridge: Cambridge University Press.

Additional relevant reading materials will be distributed weekly.

Undergraduate students will be evaluated on their performance on assignments, a mid-term test, and a final examination.

Graduate students will be evaluated on their performance on assignments, a mid-term test, an original research paper, and a final examination.

**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 online 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 (Robert Blust)**

Nature of the course: Field Methods is fundamentally different from other linguistics courses. First, it is meaningless to provide a syllabus. The content of each meeting will be determined by your questions, which in turn will be determined by problems that have been identified in the material previously collected. There is thus no accurate way to determine in advance exactly what aspect of fieldworkers in linguistics that although data elicitation may be linear in its early phases (I ask X, then Y, then Z), it becomes increasingly non-linear as more material is collected (I ask X, but before getting to Y am sidetracked by the discovery of something new; after investigating this new feature of the language I may then return to Y, or I may follow a zigzag path with many sidetracks within sidetracks before finally getting back to Y).

Second, there will be no textbook for the course. Although textbooks have been written for fieldworkers (e.g. William Samarin’s Field Linguistics) good fieldwork technique is best learned by experience. Nothing will help you learn faster how to do fieldwork effectively than plunging into the data of an unknown language and trying to do it yourself. You undoubtedly will make mistakes, but this would be true even if you tried to use a textbook as a mechanical guide. The key to your success will by how quickly you are able to learn from your mistakes. More than any other course you will take with the possible exception of Historical Linguistics, Field Methods will require you to bring together all the varied skills and areas of knowledge you have acquired so far. You will need articulatory phonetics for accurate transcription of the data, phonology for an analysis of the system of phonological contrasts, morphology for the analysis of word structure, syntax for understanding sentence-level constructions, semantics for coming to terms with the native semantic categories of the language (rather than their translation equivalents in English), discourse analysis for a grasp of structural relations above the level of the sentence, and lexicography for organizing your lexical material. Although
there will be no textbook, handouts providing guidance will be distributed as needed.

Third, there will be little in the way of formal lectures. From time to time your instructor will take a few minutes to discuss some aspect of the analysis with the class. This will be done primarily where it is evident that a significant part of the class is having trouble with some aspect of the recording or analysis. Most of the time, however, you will direct questions to the native speaker we will be working with, rather than listening to a lecture. If it felt necessary, one or more special retreats can be organized to discuss ‘where we go from here.’ This may be needed especially after the first graded report on the language is submitted.

Materials you will need: A spiral notebook with at least 300 sheets of lined paper. Several ballpoint pens. Tape-recording in class is also allowed.

Your responsibilities in class: You should always be prepared with an adequate supply of questions when you come to class. You will have homework for every class meeting. Your homework will be to intensively study the material we have collected in previous meetings and prepare you questions so that we can continually deepen our knowledge of how the language works. Your classroom participation will be evaluated on how well you are prepared. Questions that are poorly thought-out or culturally inappropriate will detract from your grade. These include, but are not limited to, efforts to elicit lexical items for referents that do not exist in the physical or cultural environment in which the language is spoken, trying to elicit abstract concepts or complex constructions before you have a clear understanding how to write the language, and questions of vague meaning. In addition, repetitive questioning that leads nowhere, and asking questions that duplicate information already collected will count against you. In short, you should strive to ask clear, original questions which focus on problems that have turned up in the previously collected data, and lead in a definite direction in terms of obtaining new information.

Course requirements: In addition to your active class participation you will be expected to produce two progress reports and a final report on the structure of the language. The first progress report (10-15 pages double-spaced) will be a description of the phonetics and phonology of the language. The second progress report (10-15 pages double-spaced) will be a description of some aspect of the morphology and/or syntax of the language (a comprehensive description would be too ambitious). Your final report (at least 30 pages double-spaced) should provide an overall sketch of the language, including phonetics, phonology, morphology, syntax and anything else that might interest you (discourse, etc.).

Grading: Grades will be based on the following elements of the course:

1. classroom participation (preparedness for questioning): 30%
2. first progress report: 20%
3. second progress report: 20%
4. final progress report: 30%

Ling 640F—Intonation: Phonetics & Phonology (Victoria Anderson)

Using English, Japanese and Korean as the main languages under discussion, class participants will:

- investigate the phonetics of intonation;
- examine the phonological modeling of intonation under the autosegmental-metrical approach developed by Bruce, Gussenhoven, Pierrehumbert, Beckman, Hirschberg, Ladd, Jun, and others;
- learn about the “Tones and Break Indices” (ToBI) transcription framework, a set of transcription conventions that have been developed for a number of languages;
- explore the meaning of intonational tunes and the relation of intonation to focus;
- develop skills in transcribing intonation and phrasing in one or more varieties of English;
- begin pilot projects which may be continued in Ling 730 (Advanced Lab Research) or Ling 750F (Intonational Typology).

Ling 640G—Typology (Lyle Campbell)

Typology and universals are concerned with how languages are put together, what pieces languages contain, and how and why these pieces interact and function as they do. Students acquire a broad overview of the grammatical make-up of languages in general and an understanding of Functional-Typological linguistics, one major approach in contemporary linguistics. Typological linguistics is an important area of linguistics and a well-rounded education in linguistics needs an understanding of the fundamentals of this approach to explaining linguistic structure. It both contributes to and draws on the core areas of linguistics students have studied.

The course objectives are to acquire an understanding of typology and universals and their role in linguistics, to be able to read the current literature in functional-typological linguistics, and to be able to evaluate claims and assess arguments in this approach realistically. More specifically, upon completion of the course students should have developed ability to discuss and analyze typological questions; to apply typological methods in data collection and analysis of unfamiliar data, and also to see familiar data in a new light; to review, discuss, and present papers involving linguistic typology.

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 wish to gain practical skills to be used in the field. More details about
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 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. 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
(Lyle Campbell)

Historical linguistics is concerned with how and why languages change. This course is a “hands-on” introduction to historical linguistics. Students learn not only the fundamental contents of historical linguistics, but also how to “do” historical linguistics by working through exercises involving a variety of languages. Course requirements, upon which assessment is based, include: Exercises and class participation (50%), 1 test (20%), and a term paper (30%).

Ling 646—Advanced Comparative Method
(Robert Blust)

CONTENT: This course focuses on aspects of historical linguistics that have generated controversy rather than consensus. It is organized around the following topics:
1. long-range comparison (including the origin of language)
2. issues in phonological reconstruction
3. issues in the theory of sound change
4. issues in semantic reconstruction
5. issues in the theory of language contact
6. issues in linguistic subgrouping
7. issues in linguistic approaches to culture history

GRADES: The course grade will be based on:
1. two homework problems (20%)
2. four written article summaries with oral reports (40%)
3. a term paper (40%)

Article summaries may include any topic approved by the instructor, whether or not it has already been covered in class, and whether or not it is on the syllabus. Summaries will consist of:
   a) a 3-4 page written report (exclusive of references), and
   b) a 15-20 minute oral presentation.

Term papers should be at least 20 double-spaced typed pages, exclusive of references. Topics for both article summaries and term papers should be checked with me for prior approval.

READING: Most readings will be distributed by email attachment, but some shorter ones will be passed out in class.

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. bilingualism, acquisition beyond the “critical period”) is discussed. This course has a research project requirement.

Ling 680—Introduction to Language Documentation
(Andrea Berez)

Language documentation arguably has the highest priority of any area of contemporary linguistics, and is a growing subfield of linguistics that arises out of the urgent need to record and preserve the endangered languages of the world. This course will provide students an introduction to language documentation. The course covers the history, method, and theory behind language documentation, and the role that language endangerment plays in shaping the field of documentary linguistics. It will offer discussion on the skill required to undertake language documentation, including preparing for fieldwork; obtaining funding; collecting data; conducting language surveys; designing orthographies; grammars, and dictionaries; processing texts; adapting documentary materials for language revitalization or maintenance purposes; and disseminating and archiving research products. The course will then be structured around numerous reading materials, to be distributed on the class website.

Ling 750X—Syntax Seminar: Intro to Minimalist Program
(Yuko Otsuka)

This course is an introduction to the Minimalist Program (MP), a syntactic theory based on feature-checking and the economy of derivation (Chomsky 1993 and subsequent works). In the first half of the semester, we use the textbook to introduce the basic concepts of the feature based approach to syntax. In the second half, we discuss more advanced topics by reading one or two journal articles and doing some hands-on data analysis. Familiarity with the Principles and Parameters approach is assumed.

Prerequisite: LING622 or consent.

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

the course can be found at:
http://www.katiedrager.com/ling640s.html
conservation and will be exposed to a trans-disciplinary view of diversity and the 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 Mānoa faculty from across the campus who have expertise in the areas under discussion. Grades will be based on attendance (10%), participation (10%), project presentation (30%), and a term project/paper (50%).