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 & Akiemi Glenn)
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 (HAPs) focus and sections are available in either a traditional lecture format or through the Unit Mastery program.

Ling 100—Language in Hawai'i and the Pacific (Hiroko Sato)
This course will provide an introduction to the languages of Hawai'i and the Pacific by exploring both historical and contemporary issues. The topics covered include: principles of historical change, the organization of linguistic systems of sound, meaning and grammar, the social use of language, language education, language maintenance and revitalization, language contact and shift, pidgins and creoles, and language endangerment and documentation.

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. The course is offered in both a traditional lecture format and through the Unit Mastery program.

Ling 410—Articulatory Phonetics (Patricia Donegan)
This course includes intensive training in the recognition, reproduction, and transcription of human speech sounds in preparation for phonological analysis, for field work with unrecorded languages, and for clinical work in speech pathology. An important goal of this course is to train students to hear speech sounds in a more language-independent way than speakers usually hear them.

Students will learn about human vocal tract anatomy and the mechanisms humans use to produce speech sounds. They will master vocabulary to describe these sounds. By the end of the course, students will be capable of describing the production of a wide variety of speech sounds. They will also be adept at transcribing English, they will have some experience transcribing and producing the sounds of other languages, and they will know about the acoustic correlates of different types of speech sounds.

Ling 412—Psycholinguistics (Amy Schafer)
This course explores how language is learned, produced, and understood by native speakers. We'll discuss how language behavior illuminates our understanding of the mind and the brain, and how properties of the mind and brain influence human language. Specific topics include: The ways in which speakers' faces affect how you understand their speech. Why some sentences are hard to understand, even when you know all the words in them. How you go from generating a thought to producing it as a sentence, and the ways in which what you’ve just seen or heard might change what you say. In examining these and other topics, you will learn something about the nature of language, how it is used, how our language skills develop, and how they can be impaired. The focus will be on spoken language, and the content of the course should help improve your understanding of and skill in oral communication. Students will conduct a small psycholinguistic experiment as part of the course.

Prerequisites: Consent or one of the following: LING 102, LING 320, PSY 100 or SPA 300.
General Education Requirements: Satisfies the Social Sciences Diversification Requirement (DS) and the Oral Communication Focus Requirement (O).

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Ling 414—Introduction to Linguistic Anthropology
(Emanuel Drechsel)

CROSS-LISTED WITH ANTH 414 & IS 414

This class examines the relationships of language to culture and society from a broadly defined anthropological perspective, and focuses on the following major themes:

- Nature of language and culture as contrasted with other forms of communication and behaviors
- Language and thought (with special attention to the question of linguistic and cultural constraints on “the human mind” or linguistic relativity)
- Language as a means of social identity (including relations between language on the one hand and age, gender, “race” or ethnicity, prestige, power, and additional social factors on the other)
- Various topics of a specifically sociolinguistic nature (such as the role of language in socialization and education, first-language acquisition versus second-language language, bilingualism, literacy, etc.)
- Language change and its sociocultural dimensions (including sociocultural implications of historical-linguistic reconstructions, language contact, and language death)

ANTH/IS/LING 414 will also pay some attention to the sociolinguistic situation of the Hawaiian Islands, which requires an examination of not only the relationships of Hawaiian to immigrant languages, but also the history of (Hawaiian Creole English) “Pidgin” as part of a review of pidgins and creoles.

Objectives: Overview of the fourth branch of anthropology, inviting students of language and languages to the study of extralinguistics domain as well as introducing anthropology and other social-science students to a broadly conceived linguistics; improved writing skills along with an enhanced proficiency in developing and organizing research projects. NOTE: This class will fulfill an upper-division writing-intensive (WI) requirement.

Prerequisites: Introductory cultural anthropology; recommended: introductory linguistics


(plus some readings on language change and its sociocultural dimensions and Hawaiian Pidgin-Creole English)

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.

Ling 421—Introduction to Phonological Analysis
(Kenneth Rehg)

This course is designed to provide the student with a basic understanding of phonological theory through readings, lectures, and extensive hands-on experience analyzing data. Major topics include the concept of the phoneme, distinctive features, phonological rules and rule ordering, syllables and syllabification, lexical and post-lexical rule applications, and stress and rhythm.

Your grade will be based on two mid-term exams and a final.

Text: Introducing Phonology by David Odden plus numerous handouts.

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 basic 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 ad introductory course in linguistics that includes training in linguistic analysis (e.g., LING 320 or its equivalent).

Ling 445—Polynesian Language Family
(Yuko Otsuka)

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 noted that this course is not about the grammatical structures of the relevant languages, but rather deals with the historical and social issues concerning the speakers of these languages. The topics covered in this course include the origin of Polynesian people, Proto Polynesian language and culture, genealogical relations between Polynesian languages, phonological characteristics, orthography and literacy, and language maintenance/revitalization in Polynesia. 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.

**Text:** Course reading packet (a collection of journal articles and chapters).

**Ling 470—Children’s Speech**

*(Kamil Deen)*

Students are first introduced to the structure of language: the phonetic, phonological, morphological, syntactic, and semantic systems of language. We then consider how normal children acquire these systems, focusing on how their development manifests itself in speech and comprehension. The focus is on the development of language from birth to roughly age 10, and later turns to areas of language that are relevant for clinical purposes. We consider language acquisition from biological, social/communicative, and cognitive perspectives. We discuss language acquisition in special populations, such as children with Specific Language Impairment (SLI), Williams Syndrome, etc. This class will be of interest to undergraduates and first year graduate students in Linguistics, Speech Pathology, Psychology, Anthropology, Education, etc.

**Ling 630—Field Methods**

*(Bob Blust)*

Field Methods is fundamentally different from most other courses you will take. First, it is meaningless to provide a *syllabus* which indicates what we will be doing at any given meeting. The content of each meeting will be determined by your questions, and these in turn will be determined by problems that have been identified in the material collected in previous meetings. Second, there will be no *textbook* for the course. Although some 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. Third, there will be little in the way of formal lectures. From time to time your instructor will take 15-20 minutes to discuss some aspect of the analysis with you. 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. 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 to prepare your 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 will detract from your grade.

**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 report : 30%

**Ling 640G—Polynesian Language Family**

*(Yuko Otsuka)*

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. It should also be noted that this course is not about the grammatical structures of the relevant languages, but rather deals with the historical and social issues concerning the speakers of these languages. The topics covered in this course include the origin of Polynesian people, Proto Polynesian language and culture, genealogical relations between Polynesian languages, phonological characteristics, orthography and literacy, and language maintenance/revitalization in Polynesia. 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.

**Cross-listed as LING640G**

**Prerequisite:** ling 320

**Text:** Course reading packet (a collection of journal articles and chapters).

**Ling 640G(2)—Language Contact**

*(Lyle Campbell)*

Language contact is one of the most active areas of contemporary linguistics, with implications for many other subfields of linguistics. The goals of this course are: (1) to provide students with a solid understanding of the field of Languages in Contact; (2) to give students with
the ability to read current linguistic publications on language contact and comprehend the issues they address; and (3) to enable students to engage in research that relates their interests to contact linguistics and to apply what they learn to other areas of linguistics.

The course introduces students to various key topics in and approaches to the study of language contact and its outcomes, including current controversies, and to the methods employed.

The topics covered in this course include:

- Linguistic diversity and languages in contact, an introduction
- Borrowing (lexical and structural)
- Morphosyntactic borrowing
- Grammaticalization and language contact
- Universals of grammatical borrowing
- Areal Linguistics (survey of the major linguistic areas of the world)
- Pidgins and Creoles languages
- Code-switching
- Multilingualism (in societies, in individuals)
- Language endangerment, language death
- Language revitalization strategies
- Explanations for the results of language contact
- Claims about convergence vs. divergence
- Contact, kinds of societies, and language typology

Specific case studies:

- Language contact and the Pacific
- Language contact and Asian languages
- Language contact and the Balkans
- Language contact and the Americas
- Language contact and Finno-Ugric
- Language contact and Spanish and Portuguese

Some relevant bibliography (from which some readings for the course are taken):


Students learn through hands-on experience in preparing short reports on the course topics and a more extensive paper on a topic of their choice.

Ling 750Q—Acquisition Seminar
(Kamil Deen)

No Course Description Provided

Ling 750S—Sociophonetics
(Katie Drager)

The growing subfield of sociophonetics focuses on instrumental phonetic techniques within a variationist sociolinguistic approach. Through investigating sociophonetic variation in both speech production and perception, researchers are shedding light on (1) the degree to which social and phonetic information are linked in the mind and (2) how this information is accessed when speaking and listening.

In this course, we will examine the relationship between social factors and phonetic detail (as well as other levels of the grammar), investigating specifically how these different types of information are stored in the mind and accessed during the production and perception of speech. To complement the naturalistic data and social theory discussed in LING640S, this course will focus on experimental techniques and mental representations of linguistic information.

This course will give students hands-on experience with designing and conducting experiments. For the final project, students are required to conduct a small-scale study investigating a research question of relevance to phonological and/or sociolinguistic theory.

LING 410 Articulatory Phonetics is a prerequisite for this course. Students are encouraged to take LING640S Sociolinguistics (or equivalent) and LING640Y Psycholinguistics (or equivalent) before enrolling in this course. Graduate standing at UHM is required to take this course.

http://www.katiedrager.com/sociophonetics.html

Ling 750X—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, 1995, 2000, 2001). The syllabus consists of two parts. In Part I, the basic concepts of the feature based approach to syntax are introduced. In Part II, we discuss more advanced topics such as ergativity, V-initial word order, scrambling and genitive relative constructions. Part II includes practicum sessions, in which students will analyze data from languages other than English, using the MP framework. Familiarity with GB and the Principles and Parameters approach is assumed.
Prerequisite: LING622 or consent.

**Ling 750X(2)—Syntax, Processing & Acquisition**  
(William O’Grady)

This seminar will focus on recent emergentist and non-emergentist work that seeks to integrate the study of syntax, processing, and language acquisition, or is imposed to such an integration. A variety of topics will be considered.

**Ling 770—Areal Linguistics: Archaeology & Language in the Pacific**  
(Bob Blust & Terry Hunt)

*CROSS-LISTED WITH ANTH 750B*

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.