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 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
(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 objectively, in a more language-independent way than speakers usually hear them.

Students will learn about the mechanisms humans use to produce speech sounds, and 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 should also be adept at transcribing English, and they will have some experience transcribing and producing the sounds of other languages. Grades will be based on homework, quizzes, a midterm, and a final project.

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 use. 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 of 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).

**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


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

**Ling 420—Morphology**

(Yuko Otsuka)

The objectives of this course are a) to familiarize the student with morphological analysis and b) to provide a theoretical background to improve the student’s skill in data analysis. We will examine a variety of morphological phenomena and some traditional approaches to morphology. The topics to be discussed include the definition of word, allomorphy, inflection, derivation, paradigm, exponence, 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 morphological phenomena. Examples are cited from various languages. Familiarity with syntactic and phonological terminology is assumed. (Students are encouraged to take LING 422 before taking this course.)

**Prerequisites:** LING 320 (or concurrent) or consent of instructor.


**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 take-home problems, two mid-term exams and a final.

Text: *Introducing Phonology* by David Odden plus numerous handouts.

**Ling 430—Animal Communication**

(Victoria Anderson)

Much recent research has focused on animal behavior, cognition, and communication. In this course, after we broadly define and exemplify *communication*, we will examine the hallmarks of human communication, especially *language*. We will then use these hallmarks as a launching point from which to investigate several
animal communication systems, with the goal of sharpening our understanding of both the human and non-human systems. We will focus on aspects of acoustic communication (e.g., that of frogs, bats, songbirds, crows, parrots, cetaceans, elephants, one or more non-human primate species); visual communication (e.g. that of bees, cephalopods,); olfactory communication (e.g. that of dogs, ants); and communication involving of other sensory modalities (e.g. electromagnetic field perception in fish).

A key thread running through our explorations will concern how to use the knowledge we gain in the course. For instance, the characterization of human language as unique in the animal kingdom has often been used to draw sharp distinctions between humans and other species. If our nuanced approach to comparing human and animal communication systems were to yield substantial similarities, would that entail a shift in our behavior with respect to animals? For instance, if we found that chimpanzees’ communicative systems and abilities showed certain levels of social organization and cognition, should such findings affect human decisions regarding using chimpanzees for medical research, or deforesting their environments? To extend the question, exactly what level of sophistication in an animal communication system might be necessary for that to become a factor in human decisions about other species and the uses to which we put them?

Linguistics 430 has a Contemporary Ethical (E) Focus designation (pending approval). Ethical issues will constitute at least 30% of the content of the course. At least 8 hours of class time will be spent on discussing ethical issues.

**Goals:** Students who take the course will:
- Gain a broad understanding of the hallmarks of human language
- Become familiar with several animal communication systems
- Examine their ethical stances and thought processes concerning the relationships of human and non-human species
- Receive training in ethical problem solving
- Collaborate together to examine firsthand data on an aspect of an animal communication system
- Learn basic principles of video and audio digital signal processing and analysis

**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 611—Acoustic and Auditory Phonetics**  
(Victoria Anderson)  
This course investigates principles of acoustics and audition as they relate to speech communication. Students collaborate together to:
- Learn about physical properties of speech waves (sound propagation, wave analysis, resonance, acoustic filters)
- Examine relations between vocal tract articulations and their acoustic consequences (source-filter theory, vocal tract aerodynamics)
- Receive training in basic principles of digital signal processing (sampling, quantization, pitch tracking, RMS amplitude, Fast Fourier Transforms, Linear Predictive coding, spectral analysis)
- Become skilled at using computer-based speech analysis tools to measure acoustic characteristics of vowels, consonants and suprasegments
- Gain knowledge about human hearing, and how physical properties of intensity and frequency relate to sensation of “loudness” and “pitch” (aural anatomy, non-linear amplitude perception, frequency response of the auditory system, cochleagrams)
- Find out about variation in the physical characteristics of speech (intra- and inter-speaker variation, acoustic characteristics of women’s men’s and children’s voices)
- Gain exposure to speech perception experiments as tools to discover what cues listeners extract from what they hear (acoustic characteristics vs. acoustic cues, identification and discrimination tasks, categorical vs. continuous modes of perception, perceptual maps, confusion matrices)
- Learn to relate acoustic, auditory and perceptual characteristics of sounds to language universals (quantal theory, adaptive dispersion theory, “preferred” vowels and consonants).
Ling 622—Grammar  
(William O’Grady)  
This is an introduction to Government and Binding (Principles and Parameters) theory, presupposing no background in syntax other than Ling 422 or its equivalent. The course will provide an overview of the theory, examining the standard version of its component modules and exploring the ways in which they interact with each other to account for a variety of natural language phenomena.  

Ling 630—Field Methods  
(Andrea Berez)  
This course is the second semester of the two-semester Field Methods sequence, therefore students are required to have been enrolled in and successfully completed the Field Methods class from the previous semester.  
This course will function less like a traditional field methods class and more like the team-based collaborative research model that is increasingly common in the field of language documentation. Building on the foundation of phonology, morphology, and lexicon was created in the first semester, in this class we will turn our attention to creating a comprehensive documentation of spontaneous language use in as many genres as possible. The primary activity will be to create a corpus of time-aligned audio and video documentation, and the class will be jointly responsible for transcribing, glossing, and translating portions of the recordings. We will also prepare documentation for archiving and deposit it properly into Kaipuleohone, the University of Hawai‘i Digital Ethnographic Archive. We will also explore ways to create useful language materials for in-community from the documentation, e.g. printed or online lexicon, user-friendly aligned media presentations, culturally-related “kiosks”, etc. Finally, students will develop a substantial linguistic research paper suitable for publication.

Ling 640G—Typology  
(Lyle Campbell)  
See sample syllabus at:  
[http://www.ling.hawaii.edu/courses/CampbellTypologyCourse.pdf](http://www.ling.hawaii.edu/courses/CampbellTypologyCourse.pdf)

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?),  
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 750G—Methods of Language Documentation  
(Andrea Berez)  
This course will provide students with the skills required to conduct contemporary digital language documentation in and out of the field. In the first section of the course students will learn methods and conventions for transcribing spoken discourse in prosody-based system known as *Discourse Transcription* (e.g. Du Bois 2006), a skill that is indispensable for creating a multi-functional documentary corpus. In the second section of the course students will become familiar with the hardware and software tools that are commonly used in language documentation, including recorders/microphones/video cameras, lexical software, time-alignment software, conversion tools for creating learning materials, etc. the third section of the course will address issues of data management, including metadata collection, digitization, file formats, versioning, and archiving. We will also discuss ways to “troubleshoot” in
the field, since many students will go to work in field locations with little technological infrastructure.

**Ling 750G(2, 3)—Methods of Language Conservation & Heritage Language Acquisition**  
*Lyle Campbell & William O’Grady*

The objective of this course is to bring together two research endeavors for which there has previously been virtually no ‘cross-fertilization’ despite their obvious relevance to each other. The first endeavor focuses on language revitalization and its concern with saving endangered languages by encouraging their cross-generational transmission. The second involves the study of first and second language acquisition, which has produced a very broad and deep range of findings concerning the conditions under which language is learned, including the sorts of mental mechanisms and environmental conditions that contribute to development. We welcome students with an interest in language endangerment, language revitalization and conservation, first language acquisition, second language acquisition, and heritage language acquisition as we try to bring together work in these fields with a view to advancing their respective objectives.

The seminar will be highly inter-disciplinary in nature, with weekly readings and discussion focusing on key topics in each field and on opportunities for innovative research projects. By combining the perspectives of the two approaches, we hope to be able to test claims made in one or the other field in ways that will contribute to both.

**Instructors:** Lyle Campbell & William O’Grady

For administrative reasons, the course is set up as two independent sections (one taught by Campbell and the other by William O’Grady), but both sections will meet at the same time and in the same place. You can register in either section (but not both).

**Ling 750Q—Acquisition Seminar**  
*Kamil Deen*

No Course Description Provided

**Ling 750S—Social Factors and Sound Change**  
*Katie Drager*

No Course Description Provided

**Ling 750Y—Psycholinguistics**  
*Amy Schafer*

This seminar will examine advanced questions in sentence/discourse processing, potentially including both language production and language comprehension. We will focus on questions related to discourse processing (reference, coherence) and their interaction with prosody/intonation, cross-linguistically, although the exact topics and readings will be chosen based on participant interests and needs. Readings will include a variety of experimental methods, including free-head eyetracking. We will focus on adult L1 language processing, 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 770—Areal Linguistics: The Languages of Borneo**  
*(Robert Blust)*

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(2)—Areal Linguistics: Polynesian**  
*(Yuko Otsuka)*

In this course, we explore the languages that belong in the Polynesian subgroup of the Austronesian family. These languages are generally divided into three groups based on their genealogical affiliations: Western Polynesian (such as Tongan, Samoan, and Tuvaluan) and Eastern Polynesian (such as Hawaiian, Maori, and Tahitian), and Polynesian Outliers (spoken in Micronesia and Melanesia). We will discuss some general phonological, morphological, and syntactic features that characterize the Polynesian family as a whole as well as compare these three groups in terms of their phonological and morpho-syntactic characteristics. Likely topics...
include subgrouping, phonological issues (e.g., stress, diphthongs, and long vowels), morphological issues (e.g., commonly found reflexes of Proto-Polynesian derivational morphemes, reduplication, and pronominal systems), syntactic issues (e.g., possessive, negation, case marking, and transitivity), and sociolinguistic issues (e.g., language contact, speech registers, and expression of agency).