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 (Section 1 (Unit Mastery): HAP, Sections 2-5 (Lecture): WI and HAP)

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 100 is offered through the Unit Mastery program and satisfies the HAP General Education requirement. The remaining sections offered in the traditional lecture format satisfy both WI and HAP General Education requirements.

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 the 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 320—General Linguistics (William O'Grady)

This course offers an introduction to linguistic analysis, focusing on speech sounds, words, sentence structure, meaning, and language change. As time permits, some attention will also be paid to writing systems, language acquisition, and psycholinguistics.

Ling 410—Articulatory Phonetics (Amy Schafer)

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 with 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 412—Psycholinguistics (Amy Schafer)

This course explores how language is produced, 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
Introducing anthropology and other social sciences to the study of extralinguistics domain as well as anthropology, pidgins and creoles. Hawaiian to immigrant languages, but requires an examination of not only the relationship of language to culture and society from a broadly defined anthropological perspective.

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

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

Ling 420—Morphology (Yuko Otsuka)

In this course, we examine a variety of morphological phenomena and some traditional approaches to morphology. The topics discussed include the definition of word, allomorphy, inflection, derivation, productivity, morphophonology, and diachronic change.

The objectives of this course are a) to provide the students with basic skills for morphological analysis; b) to discuss language data that challenge a simplistic definition of morpheme as the “smallest meaning-bearing unit”; and c) to equip the students with the relevant theoretical background to improve their analytical skills.

Examples are cited from various languages. As this is a hands-on course on morphology, there will be a lot of problem solving assignments, in-class as well as homework. Active participation in class discussion is expected. Familiarity with syntactic and phonological terminology is assumed. The prerequisite for this course is LING320, but the students are strongly recommended to take LING422 and LING421 before taking this course.


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.
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 cephalopods); olfactory communications (e.g., that of dogs, ants, mice); and communication involving other sensory modalities (e.g., tactile/vibrational communication in bees, electromagnetic field communication in fish, and echolocation as a form of self-communication.).  

Linguistics 430 has a Contemporary Ethical Issues (E) Focus designation. Ethical issues will constitute at least 30% of the content of the course. At least 8 hours of class time will be spent discussing ethical issues. 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 similarities, would that entail a shift in our behavior with respect to these animals? For instance, if we found that some primates’ 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?

**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 systems

Ling 470—Children’s Speech  
(Kamil Deen)  
This course begins with a discussion of 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 the development of language from birth to ~age 8, and later turn to areas of language that are relevant for clinical purposes. We consider language acquisition from biological, social/communicative and cognitive perspectives, including language acquisition in special populations (e.g., SLI, aphasics, etc.). This class should be of interest to undergraduates and first year graduate students in Linguistics, Speech Pathology, Psychology, Anthropology, Education, etc.

Ling 622—Grammar  
(Yuko Otsuka)  
This course introduces the basic concepts of explanatory grammar as opposed to descriptive grammar, taking as an example a version of generative grammar, Principles and Parameters approach. As a linguist, one needs to be able to accurately describe various syntactic phenomena of a language or across languages. Generative grammarians consider it equally important to explain why these (and only these) phenomena exist. With an assumption that sentences are generated by a subconscious set of procedures, researchers in generative grammar aims at (a) modeling these procedures through a set of rules and (b) accounting for how children acquire such rules. The main objective of this course is to introduce the basic tenets of the Principles and Parameters approach, but the course also aims at encouraging the students to exercise critical thinking and helping them improve their analytical skills. Active participation in class discussion is expected. Examples are cited from various languages. Students are encouraged to bring in data from languages they are familiar with for class discussion.

Prerequisite: LING 422 or consent  

Ling 630—Field Methods  
(Lyle Campbell)  
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 640F—Child Phonology (Patricia Donegan)

This course will focus on theories of phonological acquisition and the kinds of evidence that are used to support such theories. We will focus on children’s perception and production of speech (target-language segments, phonotactic configurations, and rhythm) rather than on their acquisition of lexical relationships (morphophonology), though we will look briefly at the latter.

The relation of the child’s phonology to that of the adult will be examined, tracking the developmental path from the child’s earliest abilities to adult-like language-specific perception and articulatory control. That is, we will work on understanding how a first-language learner comes to perceive, produce, and remember sounds and sound combinations in the way that an adult speaker of his or her target language does.

We will analyze children’s ‘errors’ and consider the reasons for both the systematicity and the variability of these errors. We will evaluate conclusions about the child’s mental representations of words. While it is clear that there is no single path to adult speech that is common to all children, we will consider the relationship between children’s early productions and phonological ‘universals’ (or ‘universal constraints’).

We will concentrate on normal development, but we will give some attention to developmental difficulties. A variety of theoretical approaches – both to phonological representation and to the process of acquisition – will be considered.

Readings: A selection of articles will be assigned.

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

Ling 750G—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. They will assist in the running of the conference.

Ling 750G(2)—Methods of Language Documentation (Andrea Berez)

Contemporary language documentation is dedicated to producing a long-lasting, multipurpose record of a language. This course will give you the skills you need to produce such a documentation, with special attention given to digital data collection, data sustainability, and the documentation of language-in-use. The skills you develop in this class can be extended to your future field work or toward bringing an existing documentation in line with current practice.

Students will:

(1) gain an understanding of the current best practices in digital language documentation;
(2) develop skills in a prosody-based transcription system that can be applied to any language;
(3) become familiar with key software used in our field;
(4) develop skills to troubleshoot data management problems in a variety of fieldwork situations.

By the end of the course, students will be able to plan for conducting best-practice language documentation of their own, from equipment purchasing to data collection to data annotation to archiving and presentation formats.

Ling 750Q—Acquisition Seminar (Kamil Deen & William O’Grady)

This course is designed to promote the department’s commitment to experimental linguistics by significantly extending the student base to which our graduate seminars typically appeal. This course will have a strongly interdisciplinary orientation, with a focus on topics and readings that will be of interest not only to students in Linguistics, but also to students in Second Language Studies and in Psychology. An important feature of the course will be the examination of a series of issues in the study of language acquisition and human development from parallel perspectives—one rooted in
linguistics (represented by Deen) and the other rooted in the broader tradition of cognitive science (represented by O’Grady).

For administrative reasons, the course is set up as two independent sections (one taught by Kamil Deen 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 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 nature of how sounds and social information are stored 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 LING 640S, this course will focus on experimental techniques and probabilistic models of linguistic variation.

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 phonetic, phonological, and/or sociolinguistic theory.

Prerequisites: LING 410 Articulatory Phonetics or equivalent; LING 640S Intro to Sociolinguistics or consent of instructor.

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

This seminar will examine advanced questions in sentence/discourse processing, including both language production and language comprehension. This term, we will focus on questions related to the intersections of sentence/discourse prosody, discourse processing (e.g., reference, anaphora) and first and second language acquisition. Readings will include a variety of experimental methods, including free-hand eyetracking. Students are encouraged to use the seminar to continue projects developed in Ling 640Y.

Readings: A collection of journal articles.

Prerequisites: Ling 640Y. With instructor consent, open to auditors who have not taken Ling 640Y.

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

‘The languages of Borneo’ is designed as a hands-on course in which students draw on previously collected field data to construct language sketches. During the first two weeks and periodically thereafter the instructor will provide general background knowledge on the area, and an overview of the typology and historical relationships of the languages, and the socio-cultural settings in which they are found. Students will be asked to ‘adopt’ two languages for the semester, and to assemble basic descriptions of each. The materials for descriptions will be drawn from photocopies of my own fieldnotes on the number of languages, including at least the following: 1. Bintulu, 2. Miri, 3. Narum, 4. Long Terawan (Berawan), 5. Batu Belah (Berawan), 6. Long Jegan (Berawan), 7. Long Anap (Kenyah), 8. Long Atun (Kenyah), 9. Long Wat (Kenyah), 10. Long Jeeth (Kenyah), 11. Long Sela’an (Kenyah), 12. Sebop, 13. Long Labind (Penan), 14. Se ‘ban, 15. Long Lellang (Kelabit), 16. Pa’ Dalih (Kelabit), 17. Long Semadoh (Lun Dayeh), and 18. Dalat (Melanau).

Grades will be based on three written reports (3-4 typed pages) with oral presentations in class, and a description of your two languages at the end of the semester. The written/oral reports can be progress reports on the longer final paper. They may be on any topic of your choice. Each will count for 15% of course grade (hence 45% in all). The term paper (55% of course grade) will consist of at least 20 typed pages for each language and should include (but not limited to) the following types of information: 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 and differences between the two languages you have ‘adopted’. Alternatively, you may choose some general theoretical
issue and enter into greater detail in a single subject area for one language.

Ling 770(2)—Areal Linguistics: Intro. to Austronesian (Robert Blust)

In this course I will try to cover the following topics, although limitation of time may make it necessary to skip or seriously abbreviate some of these, and they will not be necessarily be covered in this order: 1) a brief survey of the Austronesian world (geography, physical environment, social and cultural background, external contacts, prehistory), 2) a survey of major Austronesian languages (national and official languages, important lingua francas), and of the most endangered languages, 3) language in society (speech levels, respect language, gender-based speech differences, secret languages, borring, speech strata), 4) sound systems (phoneme inventories, morpheme structure, phonological processes), 5) the lexicon (numerals and numeration, numeral classifiers, demonstratives, pronouns, metaphor, semantic change), 6) morphology (morphological typology, submorphemes, affix important for word-formation, ablaut, reduplication), 7) syntax (voice systems, word order, negation, possessive constructions, directional imperatives), 8) reconstruction (PAN phonology, phonological reconstruction below the level of PAN), 9) sound change (lenition and fortition, assimilation and dissimilation, erosion from the right, left and center, epenthesis, metathesis, germination, innovations affecting nasals, bizarre sound change, the Regularity Hypothesis, drift), 10) classification (problems in the demarcation of the Austronesian language family, the external relationships of Austronesian, subgrouping, migration theory), 11) the world of Austronesian scholarship.