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—I n t r o d u c t i o n t o t h e S t u d y o f L a n g u a g e
(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—L a n g u a g e E n d a n g e r m e n t
(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 150B/150C—L a n g u a g e i n H a w a ì ‘ i a n d t h e P a c i f i c
(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—G e n e r a l L i n g u i s t i c s
(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—A r t i c u l a t o r y P h o n e t i c s
(Katie Drager)
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 412—P s y c h o l i n g u i s t i c s
(Amy Schafer)
This course explores how language is 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: 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 heardmight change what you say. In examining these and other
topics, you will learn something about the nature oflanguage, how it is used, how our language skills develop,and how they can be impaired. The focus will be onspoken language, and the content of the course should helpimprove your understanding of and skill in oralcommunication. Students will conduct a smallpsycholinguistic 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 SocialSciences Diversification Requirement (DS) and the OralCommunication Focus Requirement (O).

**Ling 414—Introduction to Linguistic Anthropology(Emmanual Drechsel)**

*CROSS-LISTED WITH ANTH 414 & IS 414*

This class examines the relationships of language toculture and society from a broadly defined anthropologicalperspective, and focuses on the following major themes:

- Nature of language and culture as contrasted withother forms of communication and behaviors
- Language and thought (with special attention tothe question of linguistic and cultural constraintson “the human mind” or linguistic relativity)
- Language as a means of social identity (includingrelations between language on the one hand andage, gender, “race” or ethnicity, prestige, power,and additional social factors on the other)
- Various topics of a specifically sociolinguisticnature (such as the role of language insocialization and education, first-languageacquisition versus second-language language, bi-and multilingualism, literacy, etc.)
- Language change and its sociocultural dimensions(including sociocultural implications ofhistorical-linguistic reconstructions, language contact,and language death)

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

Objectives: Overview of the fourth branch ofanthropology, inviting students of language and languages tothe study of extralinguistics domain as well asintroducing anthropology and other social-science students toa broadly conceived linguistics; improved writing skillsalong with an enhanced proficiency in developing andorganizing research projects. NOTE: This class willfulfill 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 ofmorphological phenomena and some traditionalapproaches to morphology. The topics discussed includethe definition of word, allomorphy, inflection, derivation,productivity, morphophonology, and diachronic change.
The objectives of this course are a) to provide the studentswith basic skills for morphological analysis; b) to discusslanguage data that challenge a simplistic definition ofmorpheme as the “smallest meaning-bearing unit”; and c)to equip the students with the relevant theoreticalbackground to improve their analytical skills. Examplesare cited from various languages. As this is a hands-oncourse 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 terminologyasumed. The prerequisite for this course is LING320, but the students are strongly recommended to takeLING422 and LING421 before taking this course.


**Ling 421—Introduction to Phonological Analysis(Kenneth Rehg)**

This course is designed to provide the studentwith a basic understanding of phonological theorythrough readings, lectures, and extensive hands-on experience analyzing data. Major topics include theconcept of the phoneme, distinctive features, phonologicalrules and rule ordering, syllables and syllabification,lexical and post-lexical rule applications, tone, stress, andrhythm. Your grade will be based on two mid-termexams and a final. Text: *Introducing Phonology* by DavidOdden (Note: 2005 edition).
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 617—Language Acquisition & Language Revitalization
(Kamil Deen & William O’Grady)

This course offers training in the techniques relevant to the study and revitalization of heritage languages and endangered languages. It includes coverage of the fundamentals of language acquisition by native speakers, of the methods used to assess linguistic proficiency, and of the remedial strategies and programs that may contribute to the conservation and revitalization of partially acquired heritage languages and endangered languages. 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 bring together work in these fields with a view to advancing their respective objectives.

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
(Robert Blust)

Nature of the course: Field Methods is fundamentally different from other linguistics courses. First, it is meaningless to probe 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 be 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 640G—Statistics for Linguistics (Katie Drager)
This course will introduce students to statistical methods that are commonly used in quantitative linguistic research. Students will get hands-on experience conducting statistical analysis using their own and their classmates’ language-related data. For the class, we will be using R, and no prior knowledge of R is assumed. There are no prerequisites for the course but, prior to the first week of class, all students are required to have completed data collection for a quantitative study in any area of linguistics.

Ling 710—Methods of Language Documentation (Andrea Berez)
Contemporary language documentation is dedicated to producing a long-lasting, multipurpose record of a language. Students will gain practical, hands-on training in the skills needed to produce such a record of a language, including special attention to digital data collection, data sustainability, and the documentation of language-in-use. The skills students develop in this class can be extended to future fieldwork or toward bringing an existing language documentation corpus in line with current best practices. While individual pieces of software for documentary linguists may come and go, students will gain a firm understanding of the principles of data structure and data management in order to be productive in the future.

By the end of the course, students will:
- Be able to successfully complete the UHM internal Review Board process
for Human Subjects Research, including documenting informed consent
- Know how to make top-quality digital audio and video recordings of endangered languages
- Know how to transcribe spoken discourse in a principled manner
- Gain skills for managing, preserving, and disseminating data from endangered language documentation projects
- Be familiar with best practices for use of the endangered language software and hardware

**Ling 750F—Intonation Typology**
*(Victoria Anderson)*

No description provided.

**Ling 750G—American Indian Languages**
*(Lyle Campbell)*

No description provided.

**Ling 750G(2)—Lexicography**
*(Kenneth Rehg)*

This seminar will focus on the essentials of preparing standard language resources for underdocumented languages. We will consequently examine the theories, practices, and procedures of both orthography design and dictionary-making. Grades will be based on a term project designed in consultation with the instructor. Text: *A Handbook of Lexicography* by Bo Svensén, plus materials to be distributed in class.

**Ling 750G(3)—Professional Development: AFLA**
*(Yuko Otsuka)*

In this course students will participate in the planning of the 21st annual meeting of the Austronesian Formal Linguistics Association (AFLA), including reviewing abstracts, establishing sub-committees covering liaison with participants, program design, social events, coordination of volunteers, and other aspects of the conference. The course is designed to provide the student with theoretical know-how as well as practical training in conference organization as an important professional skill in linguistics.

**Ling 750Y—Psycholinguistics: Eyetracking**
*(Amy Schafer)*

[crosslisted with SLS 750.1 Seminar in Second Language Acquisition: Eyetracking methods in language research]

This seminar will examine the use of freehead eyetracking in language research and provide an introduction to eyetracking research methods. It will count as a “methods” course for Ph.D. students in Linguistics, and will be co-taught with Theres Grüter (SLS). Our focus

will be on the visual world paradigm, with briefer coverage of "do-it-yourself (DIY)" eyetracking and reading. Most readings and discussions will be oriented to psycholinguistic research (including native and non-native, child and adult processing at the sentence and discourse level), but students may also explore applications of eyetracking to other areas of linguistic and second language research. Some background in psycholinguistics will be assumed. The seminar will include hands-on work with an SMI 250 eyetracking system as well as discussion of eyetracking research presented in articles that we will read. **Prerequisites:** Ling 640Y, SLS 673, or consent of the instructor. **Readings:** A collection of journal articles and chapters.