Linguistics 100: Language in Hawai‘i and the Pacific (Unit Mastery)
University of Hawai‘i at Mānoa
Fall 2012

Time: 9:00 am – 3:20 pm
Instructor: Jake Terrell
Office: 574 Moore Hall
Phone: 956-3236

Testing Center: Moore 103
E-mail: jterrell@hawaii.edu
Office hours: M – F, 9:00 am – 3:20 pm, in Moore 103

Graduate Assistants
TBA

Required Textbook: Language in Hawaiʻi and the Pacific, (Lassettre, Paul, ed.). The course textbook is available at the Campus Bookstore.

1. Course Description. 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 use within culture, ecology, history, migration, and politics in the Pacific. This course is particularly concerned with how language can be used to highlight the connections between local and native Hawaiian culture and other cultures of the Pacific.

2. Format. In Unit Mastery, there are no classes or lectures per se. Instead, students are expected to study on their own, and then pass a series of quizzes as well as fulfill other course requirements independently. Time management skills are necessary in order to succeed in a Unit Mastery course. Although this format does not require class meetings, one should still expect to devote as much time to a Unit Mastery course as they would a traditional course. Aside from the expected time needed for reading and studying, you should set aside at least two hours per week to visit the testing center.

3. Testing Center. The testing center is located in Moore Hall, 103, and is open between 9:00 am – 3:20 pm. Please note that the test center must close at 3:20 to allow for other classes to be held in the same room; therefore, we cannot give any exams after 3:15.

House Rules: Turn off cell phones,
No cell phones on desk or in view,
No headphones or music,
No talking,
No eating or drinking,
Your friends may not accompany you into the testing center.

If you fail to follow these rules, you will be asked to leave the testing center. Repeated offenses may result in dismissal from the testing center for the rest of the semester.

The house rules may seem overbearing, but they exist for a reason. I would be upset if another student interfered with your test-taking by violating these rules, and I expect you would feel the same. Likewise, I would not want you to inadvertently distract others who are testing by doing any of the above.

3.1 In the testing center.

Always bring your student ID – you cannot receive an exam without your student ID.
The testing center is divided into three sections. To the right you will find rows of desks turned towards the windows. This section is the study area. You may study or review your notes here (but do so alone, if you need to study in a group, you should go elsewhere). *Note: during gates, this area may not be available for studying.*

When you are ready to take an exam, approach the Graduate Assistants (GAs) and request the appropriate exam (labeled Foundation A, History B etc.). You will be required to leave your student ID at the desk while you take the exam.

In the center of the room there are rows of desks facing the front. This area is reserved for testing. Here you may have nothing on your desk other than a pencil/pen and the exam. When you have finished the exam, return it to the GAs. A GA will grade your exam while you wait. The GAs will mark each question, but do not reveal the correct answers.

After your exam has been graded, a GA will call your name and return your exam. If you wish to review your exam, you may do so in the area next to the windows. However, *note the following:*

**Reviewing area policies:**
1. You may review your exam in this area, and compare it with your notes or textbook,
2. You may *not* write or record any of the exam questions,
3. No pens or pencils are allowed in this area,
4. You may not take exams out of testing center.

4. **Course Requirements.**

   **Gates and Quizzes**

   The semester is divided into three sections which we refer to as “gates”. Each gate is roughly five weeks apart. You must master at least fourteen units throughout the semester. For the first gate, you can receive credit for up to five units. For the second and third gates, you can receive credit for up to six units each (the extra unit for each gate is for make-up, in case you missed a unit for a previous gate). It is possible to master more than five/six units during one gate; however, you can only carry extra units forward, not backward. This means that you may work ahead, but it will be difficult to catch up if you fall behind. For example, if you master twelve units before the first gate, you will receive credit for five units for the first gate, six for the second, and one for the third. On the other hand, if you master zero units during the first gate, and then ten in the second, you can only receive credit for six units for the second gate and four for the third, a total of ten units, with only two possible units left for the third gate. If you master zero units in the first and second gates, and then ten units in the third gate, you can only receive credit for six units for the third gate and none for the previous gates.

   *Again, it is easy to work ahead, but please be cautious of falling behind.*

   In order to “master” a unit, you must pass an exam with a grade of 7/10 or higher. If you score below 7 for a particular unit, you may try again twice more, but not on the same day. (Note: it is possible to test for more than one unit per day after you have finished the Foundation units.) Each time you retake an exam you will receive a different version for the same unit. If you are not able to master a unit within three attempts, you must move on to the next unit. Each mastered unit will count for 5.5% points toward the final grade of a total of 100% points. In order to receive an ‘A+’ in the class, you must master at least 14 units (77% of your grade) in addition to the other criteria outlined below (see Journal Entries, LBC, and Linguistics in the Community below).
Readings and Units

There are two types of units in the course. The first are the Foundation units. These units are obligatory, and must be taken in the order outlined in the reading list below. After mastering the Foundation units in order (or attempting each at least three times), you may choose from any of the remainder units in the texts. All units are found in the textbook. Do note that the order in which the chapters of the textbook are to be read may not be sequential. Please check the reading list before beginning to study for a particular unit.

*It is important that you keep up with your own progress throughout the semester. Otherwise you may accidently skip a unit or even retake a unit twice!

Obligatory Foundation units:

FOUNDATION A: Languages of the Pacific

This opening unit is an overview of languages of the Pacific, including geographical information and the historical dispersal of the populations and languages of the Pacific.

Readings:
“Speedboat to Polynesia”, by Jared Diamond.

FOUNDATION B: The ecology of language.

This unit lays the framework for the course by addressing how to assess the health of a language in its environment, and then moves on to illustrate these concepts through particular case studies.

Readings:
“The ecology of language”, by Einar Haugen.
“What do you lose when you lose your language”, by Joshua Fishman.

FOUNDATION C: Historical background I, Hawaiian and English.

This unit covers the linguistic history of Hawai‘i, focusing on Hawaiian and then the introduction of English from the end of the eighteenth century to around the middle of the 1930s.

Reading:
“Historical background”, by John E. Reinecke, pp. 73-88.

*Note the page numbers for Foundation C. The remainder of the article is Policy D.

FOUNDATION D: Why is it so hard to save a threatened language?

This unit outlines the difficulties in endangered language revitalization—a topic which is closely related to the linguistic environment of Hawai‘i.

Reading:
“Why is it so hard to save a threatened language?”, by Joshua A. Fishman.

FOUNDATION E: Language revitalization.

Building on the previous unit, these readings look at two parallel attempts to revive a threatened language, drawing on both similarities and differences in their approaches.

You may choose from the following units and test in any order. However, these units have been grouped according to their themes, and you may find it easier to test one group as a whole before moving on to another.

**Theme – Linguistic Ecology**

Unit: ECOLOGY A: Linguistic Inequality in Hawaii.
This unit looks at the social and educational factors and policies that have had an impact on Hawaiian Creole English.

Unit: ECOLOGY B: Language and education on Guam.
This unit explores how and why Chamorro on Guam was reduced from a healthy language to a nearly extinct one in as little as a generation.
Reading: “English and Chamorro on Guam”, by Robert A. Underwood.

Unit: ECOLOGY C: Languages in Yakan culture.
This unit is a detailed description of the linguistic environment of the Yakan people of the southern Philippines.
Reading: “Languages in Yakan culture”, by Charles O. Frake.

**Theme – Language Planning and Policy.** The units listed in under this theme are concerned with government policies towards languages in language development efforts, especially those aimed at the government and education domains of language use.

Unit: POLICY A: Hawaiian language policy.

Unit: POLICY B: The Maori language in New Zealand

Unit: POLICY C: Hawaiian language revitalization.
Unit: POLICY D: Historical background II - continued, School and plantations.

This unit looks at the impact immigration has had on creating a unique linguistic environment in Hawaii, focusing on multilingualism, the formation of Hawaiian Creole English and language policies.


**Theme – Language and Human History.**

Unit: HISTORY A: Comparative linguistics

This is an introduction to the methods of historical linguistics, exemplifying what can be learned about unwritten and prehistory though the study of language.

Reading: “Comparative linguistics: A bridge that connects us to languages and people of the past”, by Ritsuko Kikusawa.

Unit: HISTORY B: History of the Austronesian Languages.

This is a description of the Austronesian language family, which includes Hawaiian and the other Polynesian languages.


Unit: HISTORY C: Prehistory of the Austronesian-speaking peoples.

This unit shows what can be learned about the ancient Austronesian peoples of prehistory by comparing modern, spoken Austronesian languages with one another.


**Theme – Language in its social context.** The units under this theme illustrate how language and culture both shape and are shaped by social activities.

Unit: SOCIAL CONTEXT A: Language and rituals


Unit: SOCIAL CONTEXT B: The diagnosis of disease among the Subanun.


● **Journal Entries**

A total of six journal entries are required, constituting 18% of the final grade. You should submit two journal entries per gate (via Laulima dropbox) on any unit that you cover during that period. Like the quizzes, additional journal entries can be carried forward to the next gate, but not backward.

The journal entries are an informal writing exercise designed to encourage students to ground what is covered in the reading within the linguistic environment of Hawai‘i. The entries are on a credit/non-credit basis, and should be at least 250 words in length. Each journal entry should reflect how the topic of the unit is related to local and native Hawaiian culture through
community events such as plays, art and other exhibitions at museums and libraries, etc. To assist you with these journal entries, the instructor will provide prompts in the form of questions or statements related to each unit. Further guidelines on the criteria for the journal entries can be found on the Laulima course website.

- **Linguistics in the Community (LiC)**

There will be at least three opportunities throughout the semester to earn supplementary credit towards your final grade. These opportunities come in the form of social outings called “Linguistics in the Community” (LiC), where you can choose to attend a preapproved play, concert, seminar or festival which is related to the reading materials. To receive credit for an outing, you must submit a one-page response or summary of the event. You may use these outings to supplement or make for up to three quizzes, journal entries, or a combination of both.

Additional information on LiC social outings, including updates of approved events, will be available on the Laulima website under the resources folder.

- **Linguistics Beyond the Classroom (LBC)**

The Department of Linguistics has a special program called Linguistics Beyond the Classroom. Here, students enrolled in linguistics courses have the opportunity to participate in linguistic experiments conducted by faculty and graduate students at UH. Participation in this program will count towards 5% of your final grade. Each experiment takes from 40 minutes to an hour. The LBC website can be found here: www.ling.hawaii.edu/LBC/projects.html and a link to a list of open experiments and researcher’s contact information will be posted under the resources folder in the Laulima.

It is not mandatory that you participate in an experiment, but we feel that this will help you better understand how research on language is carried out. If you choose not to participate in the LBC, you may master an extra unit (15 in total) to make up for this portion of the course requirements.

### 5. Grading rubric.

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<tr>
<th>Each unit mastered:</th>
<th>Scale</th>
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<tr>
<td>5.5% each, possible 14 units</td>
<td>77% points</td>
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<tr>
<td>LBC (or an additional unit)</td>
<td>5% points</td>
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<td>Journal Entries</td>
<td>18%</td>
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<td>3% each, possible 6 entries</td>
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<td>90 – 92 : A-</td>
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*Three social outings for LiC may be used to replace up to three quizzes, three journal entries, or a combination of the two.*

**Note:** an Incomplete (I) is not an option for Unit Mastery courses.

**IMPORTANT DATES:**

- August 20th, first day of classes, testing begins,
- August 27th, last day to drop without a “W”,
- August 29th, last day to add a course, last day to change grading option,
- October 19th, last day to drop with a “W”,
December 6th, last day of testing.

**GATES:**

**Sept. 21st, first gate.** It is recommended that you pass at least five units by the end of this date; any additional units will be carried forward. Submit the first first two journal by midnight.

**October 26th, second gate.** You may earn credit for up to six units during this period; any additional units will be carried forward. Submit the third and fourth journals by midnight.

**December 6th, third gate, last day of testing.** You may earn credit for up to six units during this period. Any additional units cannot be carried forward or backward. Submit fifth and sixth journals by midnight. This is the last day to submit the LBC credit form.

**Academic dishonesty** includes plagiarism and cheating. Students who violate the University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. *Policies on scholastic dishonesty will be strictly enforced.*

Note: If you have disability-related needs or concerns, please contact to the **Kokua** program (phone: 956-7511).

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**Calendar**

Please use this calendar to keep track of which units you have mastered and on which date.

NOTE: the asterisk ' * ' indicates the recommended number of units that you should pass by this date.

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<th>August</th>
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<td>Classes begin, First day of testing.</td>
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<td><strong>26 Gate 2</strong>&lt;br&gt;Pass an additional 5</td>
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units by this date. Submit the 3rd and 4th journal entries by midnight via Laulima.

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6 Gate 3
Last day of testing. Pass an additional 5 units by this date. Submit
the final two journals via Laulima by midnight.