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.

American Sign Language (ASL) Courses

ASL 102—Elementary American Sign Language II (HSL) (Staff)
Continued development of basic receptive and expressive conversational skills in American Sign Language; linguistic structure introduced inductively through mix of lectures and discussion; discussion of history and culture of Deaf community in the U.S. Pre: 101 (or equivalent).

ASL 202—Intermediate American Sign Language II (HSL) (Staff)
Continued development of receptive and expressive conversational skills in American Sign Language; linguistic structure introduced inductively through mix of lectures and discussion; includes discussion of history and culture of Deaf community in the U.S. Pre: 201.

Linguistics (LING) Courses

LING 102—Introduction to the Study of Language (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 (Staff)
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 this 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.

LING 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—Language in Hawai‘i and the Pacific
(150B, Unit Mastery format; 150C, sections 1 & 3, 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 – 3 are offered in the traditional lecture format and satisfy both WI and HAPs General Education requirements.

LING 215—Bad Words
(Katie Drager)
This course provides foundational training in the Social Sciences through focusing on taboo words. In the course, students will think critically about the language they use and are exposed to, and we will discuss why certain linguistic forms have “social baggage”. The course gives students hands-on experience with conducting research, including the collection and analysis of research data. A major goal of the course is to foster continuous learning and personal growth, which are intended to inspire intellectual curiosity and a life-long commitment to self-reflection regarding language use.

LING 215 fulfills the Social Sciences (DS) general education requirement. There are no prerequisites for this course.

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 412—Psycholinguistics (O Focus)
(Amy Schafer)
This course explores the cognitive processes involved in producing and comprehending language. Specific topics include: Understanding spoken, written, and signed language; how you go from generating a thought to producing it as a sentence; ways in which what you’ve just seen or heard might change what you say; why some sentences are hard to understand, even when you know all of the words in them; literal, figurative, and implied meaning; how we perceive variation in spoken language; the role of gesture in processing language; and our mental representations of words and other linguistic forms. In examining these and other topics, you will learn something about the nature of language, how it is used, how our language skills change over the lifespan, and how they can be impaired. Students will conduct a small psycholinguistic experiment and can satisfy the Oral Communication focus requirement with
successful completion of the course.

Prerequisites: Consent, or one of the following: Ling 102, Ling 320, Psy 100, or SPA 300. Textbook (free through the UH library): Warren, P. (2012). Introducing Psycholinguistics. Cambridge University Press.

Ling 417/617—Language Revitalization
(William O’Grady)
This is the department's basic introduction to language revitalization, a key component of our overall mission. The course focuses on the following topics:

(i) the plight of the world’s languages
(ii) revitalization programs, and their prospects for success
(iii) how the findings of language acquisition research are relevant to language revitalization
(iv) the responsibilities of linguists in the design and assessment of language revitalization programs.
(v) case studies of particular programs
Other topics include: bilingualism, heritage languages, language policy

Ling 420—Morphology
(Andrea Berez-Kroeker)
In this course we discuss various morphological phenomena and the traditional approaches to the morphological problems, particularly those concerning the interface between morphology and syntax/phonology. Other topics include lexeme formation, the mental lexicon, productivity, inflection and morphological typology. Examples are cited from various languages. Grades are based on class participation, homework assignments, and mid-term and final exams.

The prerequisite for this course is LING 320, but LING 421 and LING 422 are strongly recommended, and familiarity with basic syntactic and phonological terminology is required.

Ling 421—Introduction to Phonological Analysis: Phonological analysis and theory
(Shellece Easterday)
This course is an introduction to the principles and methods of phonological analysis. The purpose of this course is to give you the skills to interpret and analyze the sound patterns of languages. Common and less common phonological phenomena will be introduced through hands-on experience in working with linguistic data drawn from a wide range of languages. The main theoretical framework presented will be generative phonology, but the course will emphasize problem-solving more than theory. Major topics covered include phonological and phonetic representations, phonological features, syllable and word structure, and stress and tone.

Prerequisites: LING 410

Ling 430/640G—Animal Communication
(Victoria Anderson)
In this course, after we broadly define and exemplify communication, we examine the hallmarks of human communication, especially language. We 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 focus on aspects of acoustic communication (e.g., that of frogs, bats, songbirds, crows, parrots, cetaceans, elephants); visual communication (e.g., that of cephalopods); olfactory communication, (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).

Linguistics 430 has a Contemporary Ethical Issues (E) Focus designation; as such, ethical issues constitute at least 30% of the course content. 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 yields similarities, does that require a shift in our behavior with respect to those animals? 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:
- 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 research on an animal communication system

Prerequisites: Completion of LING 102, or instructor’s consent. If you have not taken LING 102, contact the instructor.

Ling 622—Grammar
(Shin Fukuda)
This course has three related goals: (i) introduce syntactic analysis and argumentation, (ii) introduce important generalizations and analytical notions developed in the variety of transformational syntax known as Principles and Parameters, and (iii) practice clear and effective expository writing. The course is conducted in a bottom-up, problem set driven manner. Syntactic phenomena are introduced through problem sets and class discussions, and the analysis of these phenomena is done largely by students by proposing and defending their solutions in short write-ups. Thus, data analysis and argumentation are fundamental components of the course.

Ling 630—Field Methods, 2nd Semester
(Brad McDonnell)
No course description provided.

Ling 640F—Usage-based Phonology
(Shellece Easterday)
In this class we take the view that phonological structure is determined by language usage. This means looking in detail at the structure, variation, and changes that occur in speech sounds. We will read about “usage-based” theories (in the sense this term is used by Bybee) and more broadly, about other approaches that take seriously the idea that the organizational structure of sound patterns is emergent from physical and cognitive processes occurring during the act of speaking. The course will be based around daily readings, including several chapters from Bybee
LING 640Y—Psycholinguistics (Amy Schafer)

LING 640Y is a broad introduction to psycholinguistics. It is designed for MA and PhD students in Linguistics, SLS, EALL, Psychology, and related disciplines, including students in experimental, analysis, and documentation streams in Linguistics. No previous experience with psycholinguistics is needed. Areas covered include speech perception, word recognition and production, lexical ambiguity, sentence comprehension, reanalysis, discourse processing, sentence production, and the role of memory in language processing. Although most of our readings will examine adult, native-language processing, student assignments and our discussion can address any type of experimental work on language. Students will be expected to complete weekly reading from a collection of articles and book chapters, lead the discussion of a reading, and prepare either a literature review or a proposal for an experiment-based research project.

Prerequisites: Completion of or concurrent enrollment in LING 421 and LING 422 or the equivalent, or consent of the instructor.

LING 646—Issues in Historical Linguistics (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 Neogrammarians 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 710—Techniques in Language Documentation (Brad McDonnell)

No course description provided.

LING 750G—Research in Sociolinguistics (Katie Drager)

This course will be for students with an on-going research project. Please contact Dr. Drager (kdrager@hawaii.edu) if you’re interested in this course.

LING 750X—Things that you probably should know (William O’Grady)

The purpose of this course is to fill possible gaps in your background and training relating primarily (but not exclusively) to the following two issues:

1. The role and place of linguistics in cognitive science: From the early days of cognitive science in the 1950s, linguistics has been seen as a key component of this interdisciplinary field. But what exactly has linguistics contributed to the field of cognitive science and how are its contributions perceived by today’s cognitive scientists? Trigger warning: they hate us.
2. Syntax beyond generative grammar: The field of formal syntax is largely dominated by generative grammar; indeed, many students receive all of their training within that framework. However, there are a lot of other ideas out there – Construction Grammar, Lexical-Functional Grammar, Simpler Syntax, Head-Driven Phrase Structure Grammar, Emergentism, and so on. It’s probably a good idea to find out at least a little bit about how these theories work and what they are proposing.

LING 770—The Oceanic Languages (Robert Blust)

This course will attempt to place the Oceanic languages within the broader context of the Austronesian language family. It will survey the overall history and typology of these languages, and the exciting attempts over the past several decades to correlate the results of archaeological and genetic investigations with those of linguistics. Readings will therefore be interdisciplinary. Topics covered will include, but not necessarily be limited to the following, and will not necessarily be covered in this order:

1. The pre-Austronesian Pacific
2. The evidence for an Oceanic subgroup
3. Aberrant vs. exemplary languages
4. The ‘Melanesian’ problem (Sidney Ray and Arthur Capell)
5. The ‘La‘pita’ people and Proto-Oceanic
6. Sailing technology and the stone-age conquest of the Pacific
7. ‘Express trains’ and long passes

Students will be expected to ‘adopt’ one region of the Pacific as their primary focus, and to write three research reports on it during the course of the semester, each of which will involve a written report and a 15-20 minute classroom presentation, each worth 20% of the course grade. The major project during the semester will be a term paper, counting for 40% of the total grade.