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—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 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.

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—Language in Hawai'i and the Pacific
(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—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
(Victoria Anderson)
Objectives: 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 produce, transcribe, and analyze these speech sounds in settings of linguistic fieldwork, clinical practice, and/or language learning.

Specifically, students:
- Learn about human vocal tract anatomy and how it functions in making speech sounds.
- Receive training in describing, transcribing, recognizing and producing speech 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 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, lexicon, morphological processes, allomorphy, inflection vs. derivation, and productivity. 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.

Pre-requisites: LING320 (or consent); LING422 and LING421 (recommended)


Ling 421—Introduction to Phonological Analysis
(Patricia Donegan)
The basic principles of phonological analysis will be presented through readings, lectures, and, especially, hands-on experience with data. Major topics to be covered include phonological and
phonetic representation, phonological features, syllable and word structure, and accent and rhythm. We will consider a wide variety of phonological rules or processes – their forms, kinds and interactions. We will briefly consider their role in creating dialect differences, sound change, and children’s substitutions. We will also look at constraints as an alternative to processes as determiners of phonological forms.

Requirements: Grades will be based on a series of written exercises, a midterm exam, a final exam, and a short project.


Ling 430—Animal Communication
(Victoria Anderson)

Much recent research has focused on animal behavior, cognition, and communication. After we broadly define and exemplify communication, we’ll examine hallmarks of human communication, especially language. We will 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 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. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. A key thread running through our explorations will concern how to use the knowledge we gain in this 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 a nuanced approach to comparing human and animal communication systems were to blur those distinctions, would that require a shift in our behavior with respect to those animals? For example, if we found out that primates’ communicative abilities showed certain levels of social organization and cognition, should such findings affect human decisions regarding using primates for medical research, or deforesting their environments? To extend the question, exactly what level of similarity to human language (or other sophisticated system) would an animal communication system need to show, for that to become a factor in human decisions about other species and how we use them?

Goals: Students who take the course will:
- Gain a broad understanding of the hallmarks of human language and human non-linguistic communication
- 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 to examine research on an animal communication system
- Collaborate to collect and analyze original data on an animal communication system

Ling 622—Grammar
(William O’Grady)

This course offers an introduction to syntactic theory by tracing the history of Principles and Parameters theory from its inception to the present day, with a focus on the argumentation and reasoning that underlies progress in contemporary work on syntax.

Ling 630—Field Methods
(Lyle Campbell)

This course is a continuation of linguistic field methods, carrying on from Fall semester. The two-semester sequence focuses on developing skills necessary for linguistic analysis and documentation of previously little described languages. It develops students’ skills in linguistic fieldwork, gathering data in an organized, careful and appropriate manner, databasing; working with texts; and linguistic analysis. As before, students work with a language consultant, both during class sessions and outside of class.

Ling 632—Laboratory & Quantitative Research Methods
(Amy Schafer)

This course covers commonly used techniques for quantitative research on language, including small-scale studies that might be part of field research and common experimental techniques used in the lab or the field. It includes topics such as using Praat, using spreadsheets, making graphs, conducting basic statistical analyses, using experimental software (e.g., E-Prime or PsychoPy), planning how many participants/speakers you need for your study, learning ways in which your data can be affected by what you present to/ask of your participants, dealing with outlier values, co-authorship practices, research ethics, and other aspects of planning, analyzing, and presenting your study. Participants will be expected to do weekly reading, present demonstrations of hardware/software, complete methods assignments, implement a pilot-sized project, and present and write up its method. Note that the project grade is based on its implementation and method description (not the quality of the research question). Ideally, students will use this class to implement a project proposed for another class. There are no prerequisites for graduate students.

Ling 640F—Intonation
(Victoria Anderson)

Using English, Japanese, and Korean as the main languages under discussion, class participants will:
- investigate the phonetics of intonation;
• examine the phonological modeling of intonation under the autosegmental-metrical approach developed by Bruce, Gussenhoven, Pierrehumbert, Beckman, Hirschberg, Ladd, Jun, and others;
• learn about the *Tones and Break Indices (ToBI)* transcription framework, a set of transcription conventions that have been developed for a growing number of languages;
• explore the meanings of intonational tunes, and the relation of intonation to focus;
• develop skills in transcribing intonation and phrasing in one or more varieties of English;
• begin pilot projects that may be continued in Ling 730 (Advanced Lab Research) or Ling 750F (Intonational Typology).

**Ling 640X—Emergentist Approaches to Language**  
(William O’Grady)

The terms ‘emergentist’ is used within linguistics to describe the view that the properties of language are best explained by reference to the interaction of forces and propensities that have their roots in processing, perception, cognition, memory, pragmatics, and other non-linguistic factors. Drawing on the extensive literature on emergentism, the course will focus on how interactions of this type can contribute to an understanding of phenomena and puzzles in the fields of syntax, typology, psycholinguistics, first language acquisition, and second language acquisition.

**Ling 640Y—Psycholinguistics**  
(Amy Schafer)

This course is a broad introduction to psycholinguistics, with emphasis on sentence processing by adults. It is designed for MA and PhD students in Linguistics, Psychology, SLS, EALL, and related disciplines, including those 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. Participants will be expected to do weekly reading from a collection of articles and book chapters, present an article from the required reading list, and write either a proposal for an experiment-based research project or an experimentally oriented literature review.

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

**Ling 710—Techniques of Language Documentation**  
(Andrea Berez-Kroeker)

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:
• 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 the use of endangered language software and hardware
• Be able to successfully complete the UHM Internal Review Board process for Human Subjects Research, including documenting informed consent

**Ling 720—Typology**  
(Andrea Berez-Kroeker)

Typology is the subfield of linguistics concerned with the elucidation of linguistic universals by examining cross-linguistic patterns in linguistic structure. Its approach is empirical (involving observation of structural features across large language samples) and inductive (working from the particular to the general). We will learn how to evaluate what is expected from what is unexpected in language, which can only be determined against a background of a wide familiarity with languages. Of central importance will be the study of the dependencies that hold between pairs (and across sets) of linguistic structures.

The goal of the course is to learn the assumptions, methods, and theory behind this approach to language universals. At the end of the semester you should have some familiarity with the range of variation in language features used to express certain concepts, the descriptive terms used to characterize them, and the theoretical tools used to generalize across them. You will also gain some exposure to functional explanations in linguistics.

**Ling 750G (1)—Language Contact**  
(Lyle Campbell)

Language contact (Contact Linguistics) is one of the most active areas of contemporary linguistics, with implications for many other subfields of linguistics. The goals of this graduate-level course are: (1) to examine the principal areas of language contact dealt with in contact linguistics; (2) to provide students with a solid foundation in and understanding of the field of Languages in Contact; (3) to provide students with the ability to read current linguistic publications on language contact and to comprehend the issues they address; and (4) to enable students to engage in research that relates their interests to contact linguistics and to apply what they learn to other areas of linguistics. The course takes students through various key topics in and approaches to the study of language contact, including current controversies and the methods employed.
Ling 750G (2)—Grammar Writing
(Gary Holton)

The descriptive grammar is a pillar of documentary linguistics, an essential part of the Boasian trilogy. But what does it mean to write a descriptive grammar? Who is the audience, and what aspects of language structure must be recorded? Should grammars follow a set structure? Can we ever hope to capture speakers’ knowledge of their language within a single volume?

In this course we review some classic descriptive grammars with a critical eye, while also examining new approaches to grammar writing which incorporate links to text corpora and media files. The goal is to deconstruct the conventions of grammar writing in order to improve documentary practice.

This course will be useful to anyone planning to write or in the process of writing a descriptive grammar. The course will also help you to make more effective use of grammars as reference materials through understanding their context and limitations. Students are encouraged to bring examples from their own field work to discuss how they can best be represented in a descriptive grammar. A foundational reading for this course will be *The Art and Practice of Grammar Writing*, edited by Toshi Nakayama and Keren Rice.

LING 750Q—TBA
(Kamil Deen)

*No course description provided.*

LING 750X—Ergativity
(Yuko Otsuka)

Ergativity refers to a certain pattern some languages show in treating core arguments of a verb. In an ergative pattern, the sole argument of a monadic verb (S) and the patient-like argument of a dyadic verb (O) are treated as equivalent, while the agent-like argument of a dyadic verb (A) receives a special treatment. The purpose of this seminar is two-fold. First is to examine crosslinguistic data to gain a descriptive overview of the morpho-syntactic phenomenon known as ergativity. Though typologically less common, this pattern is found across different language families: Tongan (Polynesian), Hindi (Indo-Aryan), Chukchi (Chukotko-Kamchatkan), and Basque (language isolate). It is also known that ergativity manifests itself in various different ways in terms of morphology as well as syntax. Second is to discuss various challenges posed by the phenomenon of ergativity to formal syntactic theory. We will do this using the theoretical framework of the minimalist program (Chomsky 1995, 2001, 2004, 2008). The topics to be covered include morphological ergativity, split ergativity, syntactic ergativity, and antipassive. Familiarity with the minimalist program would be an advantage, but not required. The necessary basics will be reviewed in class.

Pre-requisite: LING622 (or consent)