Course Description: Some of the more notable features of Hawaiian (Polynesian) include VSO word order, rich valence-changing morphology, widespread (and multi-purposed) reduplication, and little (or none, depending on how one defines it) inflectional morphology. We will examine these and other grammatical properties of Hawaiian, a language with a rich history and relatively plenty textual resources. The structure of Hawaiian will also be compared to other, related Polynesian languages, for example with respect to the divide in Polynesian between nom/acc languages (like Hawaiian) and erg/abs languages (such as Niuean). Topics that I am particularly interested in include verb-initiality and the VSO/VOS word order alternation, TAM marking, derivational and voice-related morphology, reduplication, and the phonology of stress. Students are welcome to introduce topics in class and, of course, in their work.

Another goal of the class is the use of corpora for the analysis (qualitative or quantitative) of Hawaiian. My hope is that this aspect of the course will be useful for students for their own research programs in the future.

We will also discuss the socio-linguisitic status of Hawaiian, including its position as an endangered language of the United States while at the same time not being a language of the Americas. The role of Hawaiian in Hawai`i and the various movements in Polynesia to revitalize indigenous languages is of particular interest.

Course Objectives:

At the completion of this course, students will be able to:

1. Explain the salient grammatical properties of Hawaiian
2. Connect some grammatical to student areas of interest
3. Collect and organize data based on textual sources
4. Search for data to answer questions about grammatical structure

Readings:

All readings will be made available on the canvas course site.
Course Policies:

Attendance: The success of this course depends upon your active participation. Be a good citizen and win personal glory by contributing to class discussion, asking questions of me and your peers in class, and being generally ‘alive, awake, alert, and enthusiastic’ in class. Just remember, if you get lost in the woods, a PMA (= positive mental attitude) is one of the most crucial factors in getting out alive.¹

Extraordinary Circumstances: If a personal crises arises, please talk with me as soon as possible, so that we can develop a plan and set expectations. Being absent without prior notice is not an acceptable excuse for incomplete work.

Course Components:

There are four components to course evaluation:

1. Participation and attendance. Try to come to all class meetings, but enrolled students should miss no more than two class meetings.

2. Short write-up: Each enrolled student will write up their response to an analysis question once throughout the course. This write up will be short and data-centric; consulting outside sources (beyond the sources of the data) is not necessary. More details will be forthcoming.

3. General Presentations: Each enrolled student will present answers to a grammatically relevant question twice throughout the course. Non-enrolled students are more than welcome to present as well; keep me from doing all the talking!

4. Discussion questions: Each enrolled student will post responses or questions with regards to readings and/or analysis questions three times throughout the course. Post responses/questions on canvas. Non-enrolled students are also welcome to participate.

Grade Distribution:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
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<td>Presentations</td>
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<td>Discussion questions</td>
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<td>Write up</td>
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References


Otsuka, Y. (2005), History of Polynesian languages. Manuscript: University of Hawai‘i.


<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Problems and Associated References (do after class)</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>July 7</td>
<td>Introduction to Hawaiian</td>
<td>read: Wilson 2001 &amp; PRI Broadcast</td>
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<td>Class 2</td>
<td>July 11</td>
<td>Speakers and Revitalization</td>
<td>Problem 1: Secondary Stress</td>
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<td>Sounds and Stress</td>
<td>HD Front Matter (pdf pages 13-15); HG pp. 16-17</td>
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<td>Class 3</td>
<td>July 14</td>
<td>Stress: Problem 1 Review</td>
<td>Problem 2: Full vs. Partial Reduplication</td>
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<td>Phonology of Reduplication</td>
<td>HG pp. 64-66; Alderete &amp; MacMillian (xlsx) data</td>
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<td>Meaning of Reduplication</td>
<td>HG pp. 66-67; Alderete &amp; MacMillian (xlsx) data</td>
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<td>Class 5</td>
<td>July 21</td>
<td>Redup. Semantics: Problem 3 Review</td>
<td>Problem 4: ho’o and ha’a</td>
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<td>Valency Changing Morphology</td>
<td>HG pp. 68-70 &amp; 76-78; Medeiros data</td>
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<td>Class 6</td>
<td>July 25</td>
<td>ho’o &amp; ha’a: Problem 4 Review</td>
<td>Problem 5: a vs. o possession</td>
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<td>Possession</td>
<td>HG pp. 136-142; Wilson (1976)</td>
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<td>Class 7</td>
<td>July 28</td>
<td>Possession: Problem 5 Review</td>
<td>Problem 5: Syntax of Clausal Complements</td>
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<td>Class 8</td>
<td>Aug 1</td>
<td>Clausal Complements: Problem 6 Review</td>
<td>Distribution of ai</td>
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<td>HG pp.96-99</td>
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- *HG* = Elbert & Pukui’s (1979) *Hawaiian Grammar*
- *HD* = Elbert & Pukui’s (1986) *Hawaiian Dictionary*

**Problem Sets**

Problem Sets and Related Readings: For each problem set, relevant readings are listed below (refer to the bibliography for citations). However, please do not consult these references prior to doing your problem set; the goal of the problem sets are to perform analysis on the basis of primary source material (unless otherwise specified in the relevant assignment sheet).

- Problem 1: Secondary Stress. The goal here to is determine what factors condition the assignment of secondary stress. The classic reference (which we are reacting to) is (Schütz 1981). An incomplete (but much improved) sketch can be found in (Alderete & MacMillan 2015). A full analysis of Samoan stress can be found in (Zuraw et al. 2014), while the phonetics of stress in Tongan is discussed by Garellek & White (2015).

• Problem 3: Semantics of reduplication. Nothing extensive exists for Hawaiian, but (Haji-Abdolhosseini et al. 2002) deal with reduplication semantics in Niuean, where they focus primarily on verbs.

• Problem 4: Distribution of the prefixes *ho‘o* and *ha‘a*. I discussed this in (Medeiros 2016), which is based on a corpus culled from the *Hawaiian Dictionary*.

• Problem 5: Possession. This is likely the most discussed topic in Hawaiian (and possibly) Eastern Polynesian linguistics. There are many more current citations, but I will only mention (Wilson 1976) here, which gives a very nice overview of the problem and some possible solutions.

• Problem 6: Clausal complements. Here we deal with main clause word order. The basis for all current formal work in this domain is (Massam 2001). I deal with this topic for Hawaiian in (Medeiros 2013), while Collins (2016) builds on this strand of research with respect to Samoan.

• Problem 7: Distribution of *ai*. Chapin (1974) gives a classic and historical description of this word. More recent treatments can be found in (Massam & Roberge 1997), which focuses on Niuean, and (Hunter 2007), where the focus is Maori.