SPRING 2027
COURSE DESCRIPTIONS

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}
(Zoh Qureshi; Jonathan Reynolds & Gisella Tomita)

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}
(Zoh Qureshi; Jonathan Reynolds & Gisella Tomita)

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.

ASL 302—Intermediate American Sign Language II {HSL}
(Jonathan Reynolds)

Development of advanced receptive and expressive conversational skills in American Sign Language (ASL). Pre: 301.

Linguistics (LING) Courses

Ling 102—Introduction to the Study of Language
(Various Instructors)

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 (Various Instructors)

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 - 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 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 415—Language & Gender
(Andrew Cheng)

This course covers current ideas and debates in linguistics and linguistic anthropology that concern gender, sex, and sexuality. Topics include: the construction of gender, language myths and stereotypes, gendered speech in American English and other languages, taboos in language about sex, variationist research on gender and sexuality, and transgender and non-binary language. Fulfills DS requirement.

Ling 420—Morphology
(Gary Holton)

Introduction to morphological phenomena and traditional approaches to morphological analysis, particularly those concerning the interfaces between morphology and syntax and phonology. Examples come from a wide variety of languages. This course is meant as an introduction to essential concepts in morphology, and also provides students with the tools to correctly identify and

describe morphology in the field.

Ling 421—Introduction to Phonological Analysis: Phonological analysis and theory
(Shelece 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, identifying types of sound change processes, and syllable and word structure.

Prerequisites: Ling 410

Ling 431/750G—Language & Artificial Intelligence
(William O'Grady)

This interdisciplinary course, now being offered for the fourth time, will examine the rapidly developing field of language-related AI. This year's course will focus on similarities and differences between language models (the domain of computer science) and the human language faculty (the domain of linguistics). There is now a realistic hope that the study of one may contribute to our understanding of the other. Work in this area has already advanced to a point where it can no longer be ignored and is likely to be an important part of both computer science and language science well into the future.

There are no particular prerequisites for this course, and no prior training in any particular field (including linguistics) is assumed. However, it might be useful to have had prior exposure to a relevant field of study: cognitive science, information and computer science, linguistics, philosophy, psychology, second language studies, or a related discipline. There are no exams, but course members will be expected to participate actively in class discussions and to outline a language-related project of relevance to the course's interdisciplinary theme.

Ling 470—Children's Speech
(Kamil Deen)

No description provided at this time.

Ling 622—Grammar
(William O'Grady)

For the last several decades, the field of syntax has been dominated by a prominent and highly influential theory known as 'generative grammar.' Although controversial, this framework is central not only to syntax, but also to the study of psycholinguistics, semantics, first language acquisition and second language acquisition, among other fields of study. For that reason, it has become an essential part of a student's training in almost every linguistics program in the world.

Ling 622 provides an introductory overview of generative grammar by examining the facts and reasoning that have guided its development over the years up to the present, thereby preparing students to understand and contribute to research on formal syntax. The course assumes a prior grounding in basic linguistics (e.g., Ling 320 or its equivalent), but does not presuppose prior advanced training in syntax.

Ling 641—ICLDC Conference Prep, 2nd Semester
(Gary Holton & Leah Pappas)

This course provides hands-on experience organizing an international linguistics conference. Students will become part of the official Student Steering Committee for the 2027 International Conference on Language Documentation and Conservation (CV item). Tasks will include helping to evaluate abstract submissions and assign reviewers; discussing issues of language documentation in the context of abstracts and scholarships and choosing scholarship recipients; and communicating professionally with linguists across the world.

Ling 640S—Sociolinguistics
(Andrew Cheng)

Sociolinguistics is the science of language analyzed through the lens of social concepts. This is a graduate-level introduction that covers the history and foundations of modern sociolinguistics through close readings of foundational texts that have shaped today's approaches to the field and independent research and data collection. Topics include language variation and change, dialectology, first/second/third-wave approaches, language and social identity (race/class/gender/etc.), interactional sociolinguistics, linguistic landscapes, language ideologies, language globalization, multilingualism, and language planning and policy.

Prerequisites: graduate level standing or instructor consent

Ling 640Y—Psycholinguistics
(Amy Schafer)

LING 604Y 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 685—Techniques in Language Documentation
(Leah Pappas)

Contemporary language documentation is dedicated to collecting, annotating, curating, and disseminating long-lasting, multipurpose records of the linguistic practices of a language communities. This course will give you the skills you need to produce such documentation, with special attention given to digital data collection, data sustainability, and the documentation of language-in-use. The skills you develop in this class can be extended to future fieldwork, community-based language work, and/or toward bringing an existing documentation project in line with current practice. Students will (1) gain an understanding of the current practices in digital language documentation; (2) develop skills in

language transcription ; (3) become familiar with key software and hardware used in the field; (4) develop skills to troubleshoot data management problems in a variety of fieldwork situations. By the end of the course, students will be able to plan for conducting best-practice language documentation project of their own, from equipment purchase to recording language-in-use to data annotation to archiving and dissemination.

Ling 691—Field Methods
(Brad McDonnell)

This course is designed to equip graduate students to carry out advanced linguistic fieldwork and develop focused research projects on non-dominant languages. It is the second part of a two semester sequence in which students build upon foundational fieldwork skills by working with an expert user of a language previously unknown to them to produce multipurpose documentation that addresses gaps in the research or resources on the language. Students develop research projects that integrate existing literature with newly collected documentation. Working in close collaboration with a language expert, students design and implement strategic fieldwork with defined goals and timelines, while continuing to contribute to the shared corpus, lexical database, and grammatical resources developed in the first semester.

Ling 750F—Laboratory Phonology
(Shelece Easterday)

This course will introduce and familiarize students with laboratory approaches to phonology. In these approaches, phonological questions are investigated using empirical methods with the explicit aim of strengthening the scientific foundations of phonological theories. First, the course will cover the historical context and founding literature of Laboratory Phonology. The second part of the course will focus on developing hands-on experience with study design and methods in Laboratory Phonology, as the entire class conducts a group project studying a phonological topic. The final part of the course will survey recent and current literature presenting studies using these approaches. As a final project, students will discuss a question that could be investigated within the framework of Laboratory Phonology and propose a study for doing so.

Prerequisites: LING 410 & 421; Recommended LING 621

Ling 750G—Language-Related and Artificial Intelligence
(William O'Grady)

This interdisciplinary course, now being offered for the fourth time, will examine the rapidly developing field of language-related AI. This year's course will focus on similarities and differences between language models (the domain of computer science) and the human language faculty (the domain of linguistics). There is now a realistic hope that the study of one may contribute to our understanding of the other. Work in this area has already advanced to a point where it can no longer be ignored and is likely to be an important part of both computer science and language science well into the future.

There are no particular prerequisites for this course, and no prior training in any particular field (including linguistics) is assumed. However, it might be useful to have had prior exposure to a relevant field of study: cognitive science, information and computer science, linguistics, philosophy, psychology, second language studies, or a related discipline. There are no exams, but course members will be expected to participate actively in class discussions and to outline a language-related project of relevance to the course's interdisciplinary theme.

Ling 750G(2)—Grammar Writing
(Leah Pappas)

The descriptive grammar is a pillar of documentary linguistics, an essential part of the Boasian trilogy (grammar, dictionary, texts). 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 consider these questions in relation to highly-regarded descriptive grammars, while also examining newer 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 and students' own work. The course will also help students' to make more effective use of grammars as reference materials through understanding their contexts and limitations.

Ling 750Q—Language Acquisition Seminar
(Kamil Deen)

This course provides in-depth instruction on the various methodologies employed in the study of child language, including naturalistic data, elicited imitation, elicited production, the act-out task, the truth value judgment task, grammaticality judgment task, felicity judgment task, etc. Hands-on training will be provided for the construction of stimuli (both digital and otherwise), as well as detailed discussion of how child subjects impose various constraints on experimental design. Prerequisite: Linguistics 670 or equivalent. Students can expect to get a combination of theoretical discussion and practical experimental design discussion, focusing mostly (though not exclusively) on morphosyntax. Students can also expect to do a lot of practical, hands-on stimuli construction.