SPRING 2025
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} (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} (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.

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 Hawaiʻi 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. [1]

This course is only offered through the Unit Mastery program.

Ling 150B/150C—Language in Hawaiʻi 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 Hawaiʻi and the Pacific, acquainting them with the wealth of resources available on the Mānoa campus, on Oʻahu, 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 420—Morphology (Staff)

In this course we discuss various morphological phenomena and the traditional approaches to morphological problems, 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 provide students with the tools to correctly identify and describe morphology in the field.

Text: Haspelmath, Martin and Andrea D. Sims. 2010. Understanding morphology, 2nd ed. Routeledge

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—Computational Modeling: Language & Artificial Intelligence
(William O'Grady)

The spectacular capacity of ChatGPT and other language models to produce coherent grammatical speech has taken many by surprise, with good reason. Indeed, the only other mechanism in the entire universe that can match the grammatical accuracy of contemporary language models is the human brain. We have reached a point where linguistics and computer science have converged, opening the door to a new and rapidly developing sub-field of cognitive science which scholars in both disciplines cannot afford to ignore.

This course will consider a series of issues that this new state of affairs has triggered, including:

- the place of language-related AI in the larger field of cognitive science

- what linguistics might contribute to advances in the study of artificial intelligence

- what AI might contribute to our understanding of the human language faculty

There is no pre-requisite for this class other than a prior course in either Linguistics or Information and Computer Science.

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, first language acquisition and second language acquisition, among other topics. 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, 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 630—Field Methods
(Brad McDonnell)

This course is primarily designed to equip graduate students to carry out linguistic fieldwork on un(der)documented languages. It is the first part of a two semester course in which students acquire training in the skills and tools of linguistic fieldwork and language documentation by working with a speaker of a language previously unknown to them to produce a documentation and description of aspects of the language. We will take (or maybe more accurately simulate) a holistic and ethnographic approach and simultaneously create and annotate a corpus of language in use, build a lexical database, and produce a grammatical sketch. Students will learn techniques of data collection, elicitation, management, and analysis by doing language documentation.

Ling 640F(1)—Ultrasound-based Articulatory Phonetics
(Andrew Cheng)

The goal of this course is to provide graduate students with advanced practical training in experimental methods within spoken language phonetics, specifically the use of ultrasound technology as a non-invasive way to analyze and measure lingual articulations in the vocal tract. This seminar will involve reading and mastering the current scientific literature in articulatory phonetics, hands-on skills development in using an ultrasound machine, and a collaborative class project.

LING 640S—Sociolinguistics
(Andrew Cheng)

Sociolinguistics is the science of language analyzed through the lens of social concepts. In this seminar, we will cover the history and foundations of modern sociolinguistics and do close readings of foundational texts that have shaped today's approaches to the field. 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. Students will apply what they learn to a novel research idea by writing a short squib or research proposal.

Prerequisite: Graduate student standing or instructor consent.

Ling 640X—Introduction to Experimental Syntax
(Shin Fukuda)

This is an introductory course in experimental syntax. The course will (i) introduce students to existing literature on experimental approaches to syntactic phenomena and conceptual discussions of what formal experimental evidence can tell us about syntactic theory, (ii) encourage students to approach syntactic data as experimentalists, and (iii) provide hands-on experience in designing, deploying, and analyzing formal acceptability judgment experiments. Students will develop, share, and write up a proposal for their own experimental syntactic study and set up an online acceptability judgment experiment using PCIbex farm (https://farm.pcibex.net/). Students are expected to have background knowledge in formal syntax that is equivalent of having successfully completed an introductory level graduate course in formal syntax (e.g., LING 622 – however, concurrent enrollment with LING 622 is acceptable). Students will be using the open course (free) statistical software R (https://www.r-project.org/) and R-studio (https://posit.co/download/) for data processing and statistical modeling, but no prior experience with any of them is required.

If you have any question about the course, please contact me at fukudash@hawaii.edu.

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 641—ICLDC Conference Prep, 2nd Semester
(Gary Holton & Brad McDonnell, 2 sections)
> *No description provided at this time.*

Ling 710—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 community. In this course, students will gain the necessary skills to produce such documentation, with special attention given to digital data collection, data sustainability, and the documentation of language-in-use. Students will be able to apply the skills they develop in this class 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 recording, transcribing, and analyzing natural speech data; (3) become familiar with software and hardware used in the field; and (4) develop an understanding of archival processes and data management for these purposes. By the end of the course, students will be able to independently conduct best-practice language documentation, including equipment purchase, recording language-in-use, data annotation, archiving, and dissemination.

Ling 750F—Sound Patterns in the Pacific
(Shelece Easterday)

This is a seminar on phonetic and phonological patterns in languages of the greater Pacific region. The primary focus will be on regions of Oceania, particularly Micronesia and Polynesia, but will extend occasionally to Southeast Asia, New Guinea, and even Coastal Northern Asia. Sound patterns to be discussed include consonant and vowel contrasts, syllable structure and phonotactics, word prosodic systems (stress and tone), phonology beyond the word, phonetic variation, and phonological processes. Prevailing tendencies and rarities will be discussed in the context of family profiles, areal patterns, and crosslinguistic trends, and explored from variationist, laboratory, diachronic, and other perspectives. The readings will comprise largely of recent research published within the last decade. As a final project, students will propose and design an achievable research study which can be conducted in the field, remotely, or within diaspora communities.

> Prerequisite: LING 421 or consent of instructor

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

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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.