

FALL 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 101—Elementary American Sign Language I {HSL} **(Jonathan Reynolds & Gisella Tomita)**

Development of basic 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.

ASL 201—Intermediate American Sign Language I {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.

ASL 301—Advanced American Sign Language I {HSL} **(Jonathan Reynolds)**

Development of advanced receptive and expressive conversational skills in American Sign Language (ASL). Pre: 202.

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 offered in both a traditional lecture format and 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)**

An examination of the link between language and society through the use and perception of taboo words.

Ling 320—General Linguistics **(Staff)**

An introduction to linguistics that will focus on how language works and on the challenges that it presents for research on artificial intelligence, including speech synthesis, speech recognition, natural language processing, machine translation, chatbots, text generation, and the like. The course assumes no background in either linguistics or AI.

LING 410—Articulatory Phonetics **(Andrew Cheng)**

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, recognize, transcribe, and analyze these speech sounds in settings of linguistic fieldwork, clinical practice, and/or language pedagogy.

Goals: Students who take the course will:

- 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 417/617—Language Revitalization & Language Acquisition
(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 422—Intro to Grammatical Analysis
(William O’Grady)

The purpose of this course is to provide an introduction to the practice of syntactic description and to survey a representative sample of syntactic phenomena in the world’s languages, with a special focus on various languages of Asia, Europe and the Pacific, along with some attention to the indigenous languages of Australia, Africa and the Americas. No prior course in syntax is presupposed, but it is assumed that students have had a good introductory course in linguistics.

LING 441—Meaning:
(Shin Fukuda)

No description provided at this time.

Ling 621—Phonology
(Shelece Easterday)

This is a graduate-level course in phonological theory and analysis. Its goals are to provide you with the tools you need to do advanced phonological work and description; to introduce you to major theories and approaches, emphasizing diverse cross-linguistic data and topics of interest; and to help you further develop your critical thinking and analytical skills. By the end of this course, you should be able to: describe how major theoretical strands account for common and uncommon phonological patterns; posit multiple analyses for a data set and discuss the (dis)advantages of these with respect to different theoretical frameworks, assumptions, and values; read a phonological study and critically examine the approach, methodology, and interpretation of results; follow a phonology presentation at a conference and ask informed questions afterwards; and construct a pedagogically effective phonological analysis problem yourself.

Pre: 421 or consent. (Offered Fall Semesters only)

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 632—Laboratory Research & Quantitative 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 that can be employed in the lab, in the field, or in online data collection. We’ll cover topics such as data visualization in R, conducting common statistical analyses in R, implementing experiments, planning how many participants/speakers you need for your study, counterbalancing and other aspects of experimental design, choosing an appropriate task, dealing with outlier values, co-authorship practices, research ethics, and other aspects of planning, analyzing, and presenting your study. Students will be expected to do weekly reading, present demonstrations, and complete hands-on activities. There are no prerequisites for graduate students.

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 645—Introduction to Historical Linguistics
(Gary Holton)

This is a survey course which briefly addresses most of the key areas of historical linguistics. This is a very broad subfield of linguistics, and many of the topics introduced here—e.g. the Comparative Method, subgrouping, language contact, grammaticization, variation, and phylogenetic methods—could easily merit an entire course of their own. Nevertheless, this introductory course provides a solid foundation for further exploration of a range of topics in historical linguistics.

Ling 680—Introduction to Language Documentation
(Leah Pappas)

The task of language documentation is to provide a “comprehensive record of the linguistic practices characteristic of a speech community” (Himmelman 1998:166). With its focus on

the linguistic record, language documentation is central to all approaches to linguistics, irrespective of theoretical framework. More recently, with increasing awareness of the global language endangerment crisis, language documentation has come to be recognized as a distinct subfield within the discipline, with its own methodologies, tools, and theoretical underpinnings.

This course provides an introduction to this emerging field. The course covers the history, method, and theory behind language documentation, and the role that language endangerment plays in shaping the field of language documentation. It serves as an introduction to the Language Documentation and Conservation track in the Department of Linguistics and to graduate study more broadly.

LING 750G—Gesture Seminar (Leah Pappas)

In this course, we consider utterances to be multimodal acts in which gestures may enhance, change, or even replace linguistic structures. We will examine the relationship between gestures and language through both theoretical discussion and practical analytical strategies. In addition to learning the fundamentals of gesture categorization and analysis, we will also explore how gestures relate to language from various perspectives including ethnography, psycholinguistics, and language acquisition. Over the course of the semester students will (1) gain an understanding of the role that gestures play in communication and how language and gestures coexist as parts of a single, multimodal system; (2) learn to employ the tools and methods needed to document and elicit gestures, (3) develop skills in analyzing and coding gestures by their temporal alignment to speech, their form, and their function; and (4) apply course concepts to novel data. By the end of the course, students will be able to express the interrelationship between language and gesture and will have produced novel gesture research.

LING 750G(2)—Usage-based Linguistics: Theory (Shelece Easterday)

This graduate seminar explores the foundational principles of usage-based linguistics, which views language as a dynamic network of interrelated constructions shaped by domain-general cognitive processes. Students will examine how linguistic structure emerges from patterns of language use. The course covers key theoretical frameworks including construction grammar and exemplar theory, and investigates the roles of language user experience, communicative needs, and cognitive processes in language development and change.

Special emphasis will be placed on applying usage-based approaches to empirical language data, with a particular focus on non-dominant and under-resourced languages. Students will learn to analyze authentic language data through usage-based methodologies, addressing how these approaches can reveal insights into linguistic patterns that might be overlooked in more traditional frameworks. By the end of the course, students will understand the theoretical underpinnings of usage-based linguistics and gain practical experience in applying these theories with the aim of developing original research projects with existing language data including corpora, both published and collected in the field.

Prereqs: Ling 320 or SLS 301, or permission of instructor

LING 750G(3)—Usage-based Linguistics: Practice (Brad McDonnell)

This graduate seminar explores the foundational principles of usage-based linguistics, which views language as a dynamic network of interrelated constructions shaped by domain-general cognitive processes. Students will examine how linguistic structure emerges from patterns of language use. The course covers key theoretical frameworks including construction grammar and exemplar theory, and investigates the roles of language user experience, communicative needs, and cognitive processes in language development and change.

Special emphasis will be placed on applying usage-based approaches to empirical language data, with a particular focus on non-dominant and under-resourced languages. Students will learn to analyze authentic language data through usage-based methodologies, addressing how these approaches can reveal insights into linguistic patterns that might be overlooked in more traditional frameworks. By the end of the course, students will understand the theoretical underpinnings of usage-based linguistics and gain practical experience in applying these theories with the aim of developing original research projects with existing language data including corpora, both published and collected in the field.

Prereqs: Ling 320 or SLS 301, or permission of instructor

LING 750Q—Language Acquisition Seminar (Kamil Deen)

No description provided at this time.

LING 750X—Syntactic Diagnosis (Shin Fukuda)

Syntactic diagnostics are syntacticians' main analytical tools. A specialist of a language is expected to know what diagnostics can be used to identify various syntactic properties of the language, and a specialist of a syntactic phenomenon should know what kinds of phenomena are likely to be informative in detecting its presence in a language. This seminar surveys existing literature on known syntactic diagnostics and critically evaluates what they can do (and, in some cases, why they can do what they do). We will start with syntactic diagnostics that have been used to diagnose basic syntactic properties, such as constituency, hierarchical relations, grammatical functions, the argument/adjunct distinction, and the presence/absence of syntactic displacement, and move on to investigate syntactic diagnostics for selected phenomena, which may include clause types, verb types, binding relations, scope relations, clausal structures (e.g., mono- vs. bi-clausal structures), ellipsis, finiteness, and syntactic and non-syntactic dependencies. Students are expected to (i) actively engage in class discussions by contributing discussion questions and leading discussions of selected studies, (ii) investigate what diagnostics are available to investigate syntactic phenomena in their target languages and share their findings, and (iii) develop an original research project that describes and analyzes a syntactic phenomenon and its diagnosis.

IS 750/SUST 750—Topics in Biocultural Diversity (Gary Holton)

This seminar course introduces students to the field of biocultural diversity and conservation, emphasizing

transdisciplinary approaches to understanding the interrelationships between culture, ecology, and language. This course features lectures and discussions by key UH Mānoa faculty in anthropology, biology, botany, Hawaiian studies, natural resources, linguistics, literature, law, and more.