

FALL 2026

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} **(Zoh Qureshi; 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} **(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 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 **(Staff)**

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 170—The Language of Children (WI) **(Kamil Deen)**

Survey of findings about the child’s acquisition of language.

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 & Staff)**

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)

Ling 417/617 offers an overview of the field of language revitalization, with an emphasis on language endangerment, language planning and language maintenance.

Topics include:

- the plight of the world’s languages
- the causes of language endangerment
- how language endangerment is assessed
- how much exposure to a language children need in order to learn it
- what it takes to become bilingual and stay that way
- the relevance of age and aptitude to language learning
- the role of second language pedagogy in language revitalization
- immersion programs – advantages and challenges
- language change as part of language revitalization
- the success of Hawaiian language revitalization and the challenges that it continues to face

LING 422—Intro to Grammatical Analysis
(William O’Grady)

How are languages different? How are they the same? Ling 422 asks (and answers) these questions by examining in detail the mechanisms that languages use to form sentences—the structures that all humans rely on for communication.

We begin by considering the basic tools of syntactic analysis (syntactic categories, thematic roles, and grammatical relations). We will then use these tools to analyze a variety of syntactic phenomena, including case, agreement, voice (passivization, antipassivization, etc.), causativization, raising, relativization and question formation, among others. Data will be drawn from a variety of languages, including languages of Asia and the Pacific, Australia, Africa and the Americas, in addition to English.

No prior course in syntax is presupposed, but it is assumed that students have had an introductory course in linguistics that includes training in linguistic analysis (e.g., Ling 320 or its equivalent).

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 641 (Sections 1 & 2)—ICLDC Conference Prep, 1st 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 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 670—Developmental Linguistics
(Kamil Deen)

Survey of the literature in language acquisition; emphasis on relation to linguistic theory. Pre: 421 and 422, or consent.

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 690—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 linguistic fieldwork.

LING 750S—Sociophonetics
(Andrew Cheng)

Sociophonetics is the study of the sounds of spoken language (or signs of sign language) and how social factors such as age, race, gender, sexuality, identity, and geographic background influence phonetic variation. In short, sociophonetics can be thought of as the study of "accents". This course focuses on project-based learning, where students with advanced skills in phonetics and sociolinguistics will plan and execute data collection and analysis for original research in sociophonetics. In seminar discussions, we will cover modern approaches to sound change and variationist sociolinguistics and evaluate trends and directions in the field. The rest of in-class time will be dedicated to a student-directed research and advocacy project with both theoretical and practical applications.

Prerequisites: LING 640F, LING 640S, or permission of the instructor

LING 770—Austronesian Languages
(Brad McDonnell)

The Austronesian languages comprise over 1,200 languages that stretch from Madagascar in the west to Rapa Nui in the east, making it the most expansive language family in the world. This seminar surveys the history, structure, and diversity of Austronesian languages from both phylogenetic and typological perspectives. We will cover topics such as Austronesian (pre-)history, including the Austronesian homeland and the Austronesian expansion, language contact with both Austronesian and non-Austronesian languages, among others. We will also survey key structural properties of Austronesian languages, such as phonotactics, prosody, lexical categories, grammatical relations and symmetrical voice systems. Students will gain a broader understanding of Austronesian languages with opportunities to investigate current topics in the field of Austronesian linguistics.