

Syllabus: Linguistics 421/521

Language revitalization and maintenance/preservation, Fall 2012

Time: 8:00-9:15 Tu/Th.

Place: Social Sciences 206

Professor: Natasha Warner

Office hours: Wed. 10-12

Phone: 626-5591

Email: nwarner@email.arizona.edu

Course materials besides books: d2l.arizona.edu

It is estimated that within the next 100 years (beginning in 1992!), between 50% and 90% of the world's approximately 6000 languages will die. In this course, we will move beyond studying endangerment and extinction to studying what we, or anyone, can do about this dire situation. A variety of approaches and methods are considered, including linguistic documentation, teaching language courses, immersion (pre)schools, and the master-apprentice program. We will try particularly to figure out which methods work in which situations. The course also covers ethical issues, goals of communities, and the balance between linguists and communities.

This course will be very useful to anyone who does fieldwork with an endangered or minority language, and to anyone who wishes to apply knowledge of linguistics in a practical way in an endangered or dormant language community. It will also be relevant to those interested more generally in issues of Native American communities or in language learning.

Prerequisites

Linguistics 201 or graduate standing.

Readings

Hinton, Leanne, Vera, Matt, and Steele, Nancy. 2002. *How to Keep your Language Alive: A Commonsense Approach to One-on-One Language Learning*.

Nettle, Daniel, and Romaine, Suzanne. 2000. *Vanishing Voices: The Extinction of the World's Languages*.

Chapters from: Fishman, Joshua A. (1991) *Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages*. Philadelphia: Multilingual Matters. [E Book through library.]

Chapters from: Fishman, Joshua A. (ed.) (2001) *Can threatened languages be saved?* Toronto: Multilingual Matters. [E Book through library.]

Chapters from: Hinton, Leanne, and Hale, Ken. 2001. *The Green Book of Language Revitalization in Practice*. (Buy a used copy if you can somewhere!)

Other chapters from various books, speeches, manuscripts, etc., supplied through d2l.

Course requirements

required discussion questions	9 x 1 = 9%
required additional sources	9 x 2 = 18%
class participation	10%
Participation in class debate	8%
Microfilm/library activity worksheet	10%
paper topic proposal with sources	5%
paper presentation	10%
final paper	30%

For each of the pairs of "reading days" of the semester (e.g. 1a/1b below), students will turn in a question for the class to discuss on one day of the pair and a citation and one paragraph written about the source on the other day of the pair. (The class will be divided into two groups, so that half the students bring questions on "a" days and sources on "b" days, and the other half does the reverse.) There are 10 pairs of reading days (up through 10a/10b), so each student gets one free pass on a discussion question and one free pass on an additional source. If you get to the days for 10a/10b, and you've done all 9 sets so far, you can just not turn in your question or source for 10a/10b.

Discussion questions: please think of and write down (typed) a question you would like the class to discuss about the reading for that day's class. These should be questions that will lead to reasonably deep discussion (e.g. "What does Hinton want linguists to do about X situation?" or "Why do the authors think Y is happening here and now?"), not simple content questions (e.g. "What does the word Z mean?"). Bring a hard copy of your question to class to turn in.

Additional sources and brief writing: please locate an additional source outside the class reading that has something to contribute on the topic of discussion for that day/week. For example, if the topic of the week is immersion teaching methods, you could locate any source other than the required class readings that talks about immersion teaching for endangered languages. It could be an article by a linguist or educator (community member or not) testing how well immersion teaching works in some situation, an article by a community member discussing his/her experiences with immersion teaching, a web site by a tribe about their immersion language program, or an article in the mainstream press (newspaper or popular magazine) by a journalist about an immersion language program for some endangered language. You should list the citation for the source (in MLA, APA, or any other convenient citation format, see library website), and you should write one paragraph about how the source relates to the topic of the current class, or what additional knowledge the source gives you about the topic. If the source is a mainstream press article, you should also evaluate critically what the journalist had to say. As with the discussion questions, you should bring a hard copy of the reference and paragraph you wrote to class to turn in.

For the additional sources, no more than 3 should be web sites and no more than 3 should be mainstream press articles. The rest must appear in scholarly publications, but they can

be either more personal-oriented or more research-oriented. (Academic sources in research journals that happen to be available online, usually through the library, count as academic sources, not as web sites. The limit here is on non-research, non-peer-reviewed web sites.)

Categories of sources defined:

Mainstream press: newspapers, popular magazines (e.g. AZ Daily Star, NY Times, Time, Newsweek). Articles usually written by journalists (neither an academic nor a member of the community).

Web sites: web sites that are not published in a scholarly publication or a mainstream press publication (e.g. official websites put up by a tribe, unofficial websites put up by anybody, websites for other universities' courses, individuals' personal websites (even professors'), etc.)

Scholarly publication: an academic journal (e.g. *International Journal of the Sociology of Language*, *Journal of Language Problems and Language Planning*, *International Journal of Lexicography*, *Language Documentation and Conservation*), an academic book (e.g. *Reversing Language Shift*), or proceedings of an academic conference (e.g. the SILC proceedings books).

Research-oriented: reports primarily research findings, cites lots of other research sources.

Personal-oriented: reports primarily the author's own experience in a less formal way.

Note: both the research-oriented and the personal-oriented articles may appear in scholarly publications, and both are valid ways to expand the world's knowledge.

Academia requires one to write at least some of the research-oriented kind of writing, so students in 521 should make the effort to find relevant sources of that type. For both 421 and 521, using a wide variety of types of knowledge among the sources will lead to more learning than using entirely research-oriented or entirely personal-oriented sources.

Course reading: All students should keep up with all of the readings assigned for the course, doing them before the class they are assigned for. The course will consist mostly of discussion, so you'll need to be keeping up on the readings. The purpose of the discussion questions and additional sources above is to lead to lots of whole-class discussion. When you bring an additional source, you know that you have something to contribute that no one else has thought of!

Term papers: for the term paper, each student should choose either a language or a revitalization method and write a paper describing the endangerment and revitalization situation of the language or the languages for which the method has been tried. We will discuss this further later. Students will turn in a brief topic proposal with at least 4 sources cited (at least 3 in scholarly publications) to make sure they are headed a good direction on the paper. Final term papers should be approximately 8-13 pages for Ling. 421 and approximately 13-18 pages for Ling. 521, and should cite an adequate number of scholarly sources (minimum 5 for 421, 7 for 521), hopefully drawing from both research-oriented and personal-oriented scholarly sources. Term papers may also cite as many

non-scholarly sources (websites, mainstream press articles) as are helpful, but these should be cited as primary data, not as research sources.

Attendance and late policy: All students should attend class every day except in cases of dire emergency, illness, work-related travel, etc. All questions and additional sources/short writings must be turned in by class time (at class or in hard copy at the Ling. department before the beginning of class) in order to be eligible for full credit. The term paper must be turned in by 4 PM on the day due to be eligible for full credit. Late assignments or papers will be penalized 10% of the possible grade (1 letter grade) per day late, except in documented emergency situations (e.g. a doctor's letter stating you were in the hospital, etc.).

Turning things in by email or at unusual times or places: If you turn your work in class, I'll definitely have it. Do not turn work in by email unless you ask for permission first. The only time that I'd like to get work by email is if you're too sick to leave your house, but not too sick to work there. If you know you're going to miss class, you can turn work in ahead of time in hard copy at the Linguistics Department, to Marian or anyone else at the reception desk (109 Communications). Have that person write the date and time and their name on the work when it's turned in. Do not leave work in my mailbox or under my door.

Approximate course schedule (subject to change)

Dates	Topic	Requirements
Week 1	Introduction Language endangerment: what is it, how bad is it, why does it happen?	Reading day 1a (8/23): Nettle & Romaine Ch. 1-3
Week 2	Why should we care? Types of Endangerment, intro.	Reading day 1b (8/28): Nettle & Romaine Ch. 4-7 Reading day 2a (8/30): Hill (2001)
Week 3	Language attrition. Types of endangered language communities. Degrees of endangerment, what can be done at various stages. Methods I: Language documentation (dictionaries, grammars, text collections, audiovisual documentation)	Reading day 2b (9/4): Fishman 1991, Ch. 4, and H&H Ch. 9 (pp. 101-104). Reading day 3a (9/6): Munro (2002, ch. 4)
Week 4	Methods I, continued Methods II: Classroom teaching (for adults, for children, for semi-speakers, development of teaching materials)	Reading day 3b (9/11): H&H ch. 21, Boerger (2011) Reading day 4a (9/13): Teaching Indigenous Lang's pp. 1-9, 22-30, and 46-55

Week 5	Methods II continued. Guest lecture (9/20): Ofelia Zepeda, AILDI (community leader training programs)	Reading day 4b (9/18): Fishman (1991, Ch. 13), Yamada (2011)
Week 6	Methods III: immersion (within family, preschool, K-12 or college, master-apprentice).	Reading day 5a (9/25): H&H Ch. 11, 13, 14, 15 Reading day 5b (9/27): H&H Ch. 16, 18; Hinton, Vera, & Steele Ch. 1-5
Week 7	Oct. 2 (Tu.) library activity for Harrington Methods III: immersion, continued.	Library worksheet (do mostly in class 10/2, turn in 10/4) Reading day 6a (10/4): Hinton, Vera, & Steele Ch. 6-12
Week 8	Methods IV: community organizing and training. Special cases: revitalization of dormant languages	Reading day 6b (10/9): H&H Ch. 5-7, 12, 29. Topic proposal due 10/11 Reading day 7a (10/11): H&H Ch. 31-33
Week 9	Dormant languages, continued. Analysis vs. fluency: goals and methods of linguists and of communities	Reading day 7b (10/16): Leonard (in press), Baldwin (2003) Reading day 8a (10/18): Tsunoda Ch. 4, 12
Week 10	Guest Lecture (10/23): Cecile McKee, grant funding for revitalization	
	Community and linguist continued, possible roles of the linguist	Reading day 8b (10/25): Nettle & Romaine Ch. 8, Rice (2011)
Week 11	Class Cancelled 10/30	
	Community and linguist continued	Reading day 9a (11/1): Warner et al. (2007)
Week 12	The role of writing Class debate 11/8 (Th.): can language revitalization/maintenance be successful? Is it legitimate? Should we even try?	Reading day 9b (11/6): H&H Ch. 19, 20 Participation in class debate (11/8)

Week 13	The role of literature and the media Guest Speaker (11/15): Stacey Oberley, schools and materials development for Southern Ute	Reading day 10a (11/13): H&H Ch. 22-26
Week 14	Ethical issues revisited Thanksgiving Wrap-up (catch-up), 11/27	Reading day 10b (11/20): <i>Fishman 1991 Ch. 2 or McCarty et al. 2006</i> No classes for Thanksgiving
Week 15	Student presentations	Term paper presentations (11/29, 12/4)
Finals week		Paper due Mon. 12/10, noon

Various statements:Students with Disabilities:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Academic misconduct:

The university's policies about plagiarism, academic honesty, and academic conduct are at <http://dos.web.arizona.edu/uapolicies/>. The library's website also provides extensive help with learning what constitutes plagiarism and how to avoid it. It is particularly important on the brief paragraph describing the additional source to avoid using the exact words of the source.

Potentially offensive/objectionable content:

The material in this course deals with endangered languages, most of which are spoken by minority communities around the world. Much of the material deals with Native American communities and languages. Some material will address issues of indigenous people's rights relative to the other groups present in a country. Some material may be deemed political.

Conduct in class:

Please turn off cell phones and pagers when in class. Students are required to treat others in class with respect. Disruptive behavior is prohibited.

Confidentiality of Student Records:

<http://www.registrar.arizona.edu/ferpa/default.htm>

Subject to Change Statement:

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.