

# Linguistics R1B Spring 2015

## Endangered Languages: What we lose when a language dies

T/Th 9:30-11:00, 233 Dwinelle

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### Course Description and Learning Objectives

It is estimated that half of the world's languages will disappear by the end of this century, and that eventually we will lose our linguistic diversity. In this course we will ask the questions: what do we lose when a language dies? what is the value of linguistic diversity? We will talk about the links between language and thought, language and culture, and language and identity. We will also address some of the causes of language endangerment, and the issues involved in revitalizing languages, including policy and documentation.

In addition to the content, this course will help you develop the necessary reading and writing skills crucial for success at Berkeley and beyond. Strong reading and writing skills are key to developing critical thinking skills. We will work to develop these skills through (i) discussion of readings in class, (ii) written responses to the readings, (iii) original written work, and (iv) peer review of each other's writing. By the end of this course, you will have mastered the writing process, from formulating a topic and finding sources, to outlining, drafting, and revising a paper.

### Course Policies:

*Written Assignments:* All written assignments are due in hard copy at the beginning of class. Assignments should be double-spaced in 12 point Times New Roman (or similar) font with 1-inch margins. Multiple pages must be stapled. Written assignments are meant to get you started thinking about the readings, to facilitate class discussion, as well as to give you opportunities to practice writing. Written assignments will be graded on a check/minus system, and you will get feedback from me to help you improve.

*Participation:* You should come to class having done the readings *and* having completed the written assignment. If you are not prepared to participate you will not receive participation credit. Participation may include asking questions, volunteering answers, actively working in small groups, engaging effectively in peer review, respectfully listening to both me and your fellow students, and meeting with me outside of class. Note that you cannot fully participate if you are absent!

*Readings and bCourses:* All assignments, resources, and announcements will be posted to the bCourses website. Be sure to check the site and your email regularly. Most readings will be made available on the course site; exceptions are readings available on eBrary and *Outwitting history*, which is inexpensive and easily found online.

*Office Hours and Email:* Office hours are useful for asking questions regarding course material, assignments, or simply chatting about your interests (linguistics or writing-related or not). I am also more than happy to correspond via email. Please allow 24 hours for a response, and note that I may not respond to emails sent on Friday afternoon until Monday.

*Grade Disputes, and Academic Integrity:* If you wish to dispute a grade you have received, please submit your dispute *in writing* within 2 weeks of the original due date. Indicate clearly each issue you wish to dispute. I will then carefully go over it. Please note that your grade may go up or down after your assignment is reviewed.

All work you turn in must be your own; plagiarism in any form will be penalized accordingly. If you discuss your work with others, you must acknowledge them appropriately (either by citations, footnotes, or written at the top of your work). See more here:

<http://sa.berkeley.edu/code-of-conduct>

<http://gsi.berkeley.edu/gsi-guide-contents/academic-misconduct-intro/>

*Accommodations:* If you have a disability or are in need of other special accommodations, please inform me as early as possible. Disability-related accommodations cannot be made without a letter from the Disabled Students Program detailing the specifics of your accommodation needs.

### Assignments and Grade Distribution

Class Participation	10%	<i>throughout</i>
Written Assignments	10%	<i>throughout</i>
Diagnostic Essay (700-900 words)	5%	1/29
Paper I (5-7 pages)	30%	
Thesis Statement		2/12
Outline		2/24
First Draft & Peer Review		3/3
Final Draft		3/19
Paper II (10-11 pages)	45%	
Thesis Statement		3/31
Annotated bibliography		4/14
Outline		4/16
Presentation		4/23
First Draft & Peer Review		4/28
Final Draft		5/11

## Course Calendar

Note: Any changes will be announced in class and on the bCourses site; readings and assignments are due on the day listed!

### UNIT 1: Linguistics, Language Myths, and Introduction to Language Endangerment

#### Week 1 *Basic linguistic concepts & introduction to linguistics; language myths*

*Skills: reading critically and taking notes; summaries*

T January 20

Th January 22

Reading: Harlow (1998), Bauer (1998), Evans (1998)

Assignment: one-paragraph summaries of two of the readings

#### Week 2 *Introduction to language endangerment*

*Skills: Reading technical papers; understanding arguments*

T January 27

Reading: Gibbs (2002), Crystal (2002: ch. 1 & 2)

Assignment: one-paragraph summaries of Crystal chapters

Th January 29

Reading: Evans (2009) Part I introduction and ch. 1 & 2

Assignment: **Diagnostic Essay (700-900 words)**

#### Week 3 *Linguists' perspectives on endangerment*

*Skills: Formulating a thesis statement*

T February 3

Reading: Mithun (1998), Fishman (1991)

Assignment: one-paragraph summary of Fishman

Th February 5

Reading: (in this order!) Krauss's section of Hale et al. (1992), Ladefoged (1992), Dorian (1993)

Assignment: 1-pg reaction to the debate in the readings (refer to/cite each author)

#### Week 4 *The linguistic impact of language endangerment; typologies of language endangerment*

*Skills: paraphrasing*

T February 10

Reading: Whalen (2004), Dobrin (2005)

Assignment: one-paragraph reaction to Dobrin

## UNIT 2: Language and Culture, Language and Thought

### *Unit 2A: Language, Culture, and Identity*

Th February 12

Reading: Fishman (2007), Michael (2011), McLaughlin (1995)

Assignment: **Thesis Statement for Paper I**

### Week 5 *Language and culture continued*

*Skills: organizing a paper; outlining*

T February 17

Reading: Kramsch (1998) ch. 1 & 6, Evans (2009) ch. 4

Assignment: Situate Kramsch's perspectives on language and culture in the context of language endangerment (discuss 5 points)

Th February 19

Reading: Hinton (1994) ch. 1-5 & 17

Assignment: Write 3 discussion questions in response to the reading

### Week 6 *Language identity and ideology*

*Skills: structuring paragraphs*

T February 24

Reading: Esling (1998), Sonntag (2003)

Assignment: **Outline for Paper I**

Th February 26

Reading: Pullum (1999), Rickford (1999), ?

Assignment: Critical response to Appleborne in the context of Rickford (1 page)

### Week 7 *Language and identity, continued*

T March 3

Reading: Lansky (2004) part 1

Assignment: **Paper I draft due in class; email to peer reviewers by 5pm**

Th March 5

Reading: Lansky (2004) part 2

Assignment: **Paper I peer review due**

### Week 8 *Language identity, culture, and power*

*Skills: the revision process*

T March 10: Movie: *Indian Country Diaries: A Seat at the Drum* (Indian Boarding Schools)

Reading: wa Thiong'o (1998), Giles and Niedzielski (1998)

Assignment: none

***Unit 2B: Language and Thought***

Th March 12

Reading: Whorf (1940), Pullum (1991), Tan (2004)

Assignment: Compare Whorf, Pullum, and Tan's perspectives (1 page)

Week 9 *Evaluating linguistic relativity; language and thought vs. language and culture*

T March 17

Reading: Lucy (1996), Boroditsky (2001)

Assignment: **Paper I final draft (5-7 pages)**

Th March 19:

Reading: January and Kako (2007), Everett (2005)

Assignment: Reactions to and evaluation of the claims of linguistic relativism (1 page)

*Spring Break*

**UNIT 3: Factors in Language Death, Language Revitalization and Maintenance**

Week 10 *Introduction to language revitalization*

*Skills: finding sources; writing an annotated bibliography*

T March 31: Library Trip

Reading: none

Assignment: **Thesis Statement for Paper II**

Th April 2

Reading: Crystal (2002) ch. 3, England's section of Hale et al. (1992)

Assignment: summary of library trip (1 paragraph)

Week 11 *Methods and theories of revitalization*

*Skills: citations, avoiding plagiarism*

T April 7: Movie: *The Linguists*

Reading: Grenoble and Whaley (2006) ch. 3, Crystal (2002) ch.5

Assignment: none

Th April 9

Reading: Fishman (2000) ch. 1 & 19, Dorian (1987)

Assignment: Response to Dorian; refer to points or case studies in Fishman (1/2 page)

Week 12 *Issues and case studies in revitalization and documentation*

T April 14

Reading: Fishman (2000) chs. 10, 12 & 15

Assignment: **Annotated Bibliography for Paper II**

Th April 16: Movie: *Indian Country Diaries* (Tongva language revitalization)

Reading: Grenoble and Whaley (2006) ch. 4

Assignment: **Outline for Paper II**

**UNIT 4: Scottish Gaelic Case study**

Week 13

T April 21

Reading: Watson and Macleod (2010) ch. 2, McEwan-Fujita (2011), Dorian (1981: 102-110)

Assignment: none

Th April 23

Reading: none

Assignment: 5-minute presentation on Paper 2

Week 14

T April 28

Reading: Gillies (2000), Oliver (2006), Macdonald (1997) ch. 8

Assignment: **Draft for Paper II due in class; email to peer reviewers by 5pm**

Th April 30

Reading: McIntyre (2009: 213-218), Glaser (2007: 140-148, 151-159)

Assignment: **Paper II peer review due**

**Final Paper II (10-11 pages) due Monday May 11 by 5:00 pm**

## References

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