

Linguistics R1B Spring 2018

Endangered Languages: What we lose when a language dies

T/Th 8:00-9:30, 263 Dwinelle

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Office hours: Tuesday 9:30-11:30 and by appointment

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 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, culture, and identity. We will also address some 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:

Short Writing Assignments: These assignments are meant to get you started thinking about the readings, to facilitate class discussion, and give you opportunities to practice writing and prepare for papers. Written assignments will be graded on a check/minus system, and you will get feedback from me to help you improve. Thoughtful completion of the daily written assignments will help you prepare for the midterm and final papers. — These assignments should be single space or 1.5 spaced, Times New Roman (or similar), 1-inch margins. Write word count at the end of each paragraph/assignment. Short written/daily assignments must be uploaded as pdfs on Bcourses>Assignments (by unit). Due before class by 8:00 am.

Papers: The Diagnostic Essay, Papers 1 and 2 drafts and final drafts must be turned in in class in paper hard copy and stapled (there are staplers in all libraries). Detailed instructions will be provided for each.

Attendance: Attendance is mandatory. Participation in class activities and the timely submission of assignments is very important for this course and for your progress throughout. Absences will affect your performance and participation in the class, and consequently, your grade.

If you are absent, it is your responsibility to communicate with me regarding it. You may inform me by email or in person. I may request documentation depending on the circumstances of the absence. Absence due to extra-curricular activities shall be addressed within the first 2 weeks of the course with written documentation that states the nature of the activities and specific dates of absence.

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.

Office Hours and Email: Office hours are useful for asking questions regarding course material, assignments, or simply chatting about your interests. I am also more than happy to correspond via email. **Please include R1B in the subject line.** Please allow 48 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	15%	<i>throughout</i>
Diagnostic Essay (700-900 words)	5%	1/31
Paper I (5-7 pages)	30%	
Thesis Statement		2/7
Outline		2/12
First Draft		2/19
Peer Review		2/26
Final Draft		3/5
Paper II (9-10 pages)	40%	
Thesis Statement		3/21
Annotated bibliography		4/2
Outline		4/4
First Draft		4/16
Peer review		4/18
Second Draft		4/23
Presentation		4/30, 5/2
Final Draft		5/3

Course Calendar

Note: This schedule is tentative. 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*

Skills: reading critically and taking notes; summaries

T January 22 *no class*

Reading: Syllabus

Assignment: Prepare questions concerning syllabus, submit *about me* discussion, Writing Response

Th January 24

No reading

Week 2 *Introduction to language endangerment*

Skills: Reading technical papers; understanding arguments

T January 29

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

Assignment: one-paragraph summaries of Crystal chapters

Th January 31

Reading: Hinton (2001a), Hinton (1994) ch. 17

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

Week 3 *Assessing endangerment*

Skills: evaluating sources, thesis statements, brainstorming, compare/contrast

T February 5

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

Assignment: one-paragraph summary of two of the readings

Th February 7

Reading: Fishman (1991), Grenoble and Whaley (1998)

Assignment: Short essay (topic: report on any endangered language); **Thesis statement for Paper 1**

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

Skills: thesis statements, paraphrasing and plagiarism, citations, organizing a paper

T February 12

Reading: Dobrin (2005), Crystal (2002) ch. 3

Assignment: **Outline for Paper 1**

UNIT 2: Language and Culture, Language and Thought

Unit 2A: Language, Culture, and Identity

Th February 14

Reading: Fishman (2007), Evans (2010) prologue, ch. 4

Assignment: No Homework! Work on paper drafts for next week

Week 5 *Language and culture continued*

Skills: peer review, editing

T February 19

Reading: Kramsch (1998) ch. 1 & 6, Michael (2011), McLaughlin (1995)

Assignment: Situate Kramsch's perspectives on language and culture in the context of language endangerment (discuss 5 points); **First draft for Paper 1**

Th February 21

Reading: Hinton (1994) ch. 1-5

Assignment: Write 3 discussion questions in response to the reading

Week 6 *Language identity and ideology*

Skills: structuring paragraphs, the revision process

T February 26

Reading: Esling (1998), Sonntag (2003), wa Thiong'o (2004)

Assignment: **Peer revisions for Paper 1**

Th February 28

Reading: Pullum (1999), Rickford (1999), Applebome (1996)

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

Week 7 *Language identity, culture, and power*

Skills: Clear and concise writing, editing

T March 5

Reading: No Reading

Assignment: **Final draft for Paper 1 (5-7 pages); submitted by 8am in class and on bcourses**

Th March 7

Reading: Davies and Dubinsky (2018) ch. 5 & 6 & 7

Assignment: 500-700 Language and Identity essay

Week 8 *Linguistics and language typology*

Skills: reading and evaluating technical papers

T March 12

Reading: Whalen (2004) ch. 12 Davies and Dubinsky (2018)

Assignment: Paper 2 Topic Exploration and Preference Submission

Th March 14

Reading: Bickel (2007), Baker (2003) ch. 1, and (Gordon, 2016) ch. 2)

Assignment: Report on a linguistic feature using WALS

Unit 2B: Language and Thought

Week 9 *Language and thought vs. language and culture*

Skills: reading critically, finding sources, writing an annotated bibliography

T March 19

Reading: Whorf (1940), Pullum (1991), Gaby (2012)

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

Th March 21

Reading: Everett (2005)

Assignment: **Proposal and thesis statement for Paper 2**

Spring Break

T March 26

– *Spring Break No Class!*

Th March 28

– *Spring Break No Class!*

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

Week 10 *Introduction to language policy and revitalization*

Skills: research strategies, evaluating articles

T April 2

Reading: Data Sharing (based on annotated bibliography findings)

Assignment: **Annotated bibliography for Paper 2**

Th April 4

Reading: Davies and Dubinsky ch 7, 9-14

Assignment: **Outline for Paper 2**, Discussion post on an article you found you think would be useful to your peers

Week 11 *Impacts of revitalization*

Skills: reading critically, self-revision

T April 9

Reading: Davies and Dubinsky ch 15-16

Assignment: 300-500 word **critical** response to any reading from the semester (from past or future weeks).

Th April 11

Reading: (in this order) Ladefoged (1992), Dorian (1993)

Assignment: 1/2 page on your first impressions of the role of linguistics in revitalization (be sure to cite the readings)

Week 12 *Role of linguistics in revitalization*

Skills: dealing with conflicting data, footnotes

T April 16: Hinton Visit;

Reading: Hinton (2001a,b,c), Hornberger (2014), Battiste (1998)

Assignment: Review Hinton Papers and prepare 5 questions **Paper 2 First Draft**

Th April 18

Reading: Harper et al. (2012), Hermes and King (2012)

Assignment: **Peer revisions for Paper 2** post debriefing to bcourses after class

Week 13: *Language Policy, Globalization, and Economics* *Skills: structure of essays and presentation of information*

T April 23

Reading: Fishman (2000) ch 6, 12, 19

Assignment: **Paper 2 Second Draft**

Th April 25

Reading: Grin (2003), Phaahla (2015), Ricento, (2010) (Coupland ch. 6))

Assignment: None, focus on readings

Week 14: *Course wrap-up*

T April 30

Assignment: In class presentations

Th May 2

Assignment: In class presentations, **Final papers portfolios due, final submission due Friday**

Final Paper 2 (10-11 pages) Portfolio due Thursday, May 2 in class, Final Paper due on bcourses by 5:00pm Friday May 3

References

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