Sociolinguistics of endangered languages
University of Chicago, Spring Quarter 2005
MWF 11:30-12:20, Wieboldt 230

Rusty Barrett
Classics 311
rustyb@uchicago.edu
Office hours: Mon 2-4 and by appointment

Course requirements and grading:

Essays: 35%
Discussion/participation: 15%
Final paper/presentation: 50%

Discussion – Enrolled students must present an overview and lead the discussion for any one of the assigned readings. Let me know as soon as possible which reading you would like to discuss.

Essays – There are five short (2-3 page) essays on specific topics. (We will discuss the issues in class, so please do them on time.)

1. Dictionary/grammar review: Write a review of any grammar or dictionary (preferably a recent one). Questions to consider – What are the goals of the dictionary/grammar? How does the grammar/dictionary represent speakers? Does the dictionary/grammar stand with regard to the goals of linguistics as a field and local community goals? **Due April 8.**

2. Status report: Outline the status of a particular language or language family. Questions to consider: How does the language fit into typologies of endangerment? What are the domains of usage? Have there been efforts at revitalization? **Due April 20.**

3. Orthography/Standardization: Discuss the writing system or prescriptive grammar of a language. Questions to consider: How were orthographic/prescriptive decisions made? In what contexts is the written language used? What are the political and ideological issues surrounding the standard variety or the writing system? **Due May 4.**

4. Strategies/educational methods: Discuss a program for language revitalization. Questions to consider: How were the methods of the program chosen? Who is involved in the program? Has the program been successful? **Due May 16.**

5. Technology/multimedia review: Briefly review a multimedia resource or web-page designed for revitalization purposes. Questions to consider: What are the goals of the resource and who is it designed for? How does the resource deal with issues of

standardization, orthography and contexts of usage? How is the resource used by the community? **Due May 27.**

Final research paper and presentation: You have to write a paper and present your research to the class. The paper may be on any topic related to the course (and you may use the essays as background for the final paper). Presentations will occur during the scheduled final exam period.

DEADLINES: NOTHING WILL BE ACCEPTED LATE except by prior agreement or with a documented medical excuse. If you feel you will have trouble getting an assignment in on time contact me as soon as possible BEFORE the assignment is due.

STUDENTS WITH SPECIAL NEEDS such as any disabilities (including learning disabilities) should let me know as soon as possible so that proper accommodations may be made. In addition, if there are any RELIGIOUS HOLIDAYS for which you need to miss class please let me know the dates within the first two weeks of the semester so that we can arrange for make-up work.

I. Endangered Language Discourse

Wed March 30 – Linguists' views

Hale, Kenneth, Colette Craig, Nora England, LaVerne Jeanne, Michael Krauss, Lucille
        Watahomigie and Akira Yamamoto. 1992. Endangered Languages, *Language*
        68:1-42
Ladefoged, Peter. 1992. Discussion note: Another view of endangered languages.
        Language 68: 809-811.
Dorian, Nancy C. 1993. Discussion note: A response to Ladefoged's other view of
        endangered languages. *Language* 69: 575-579.

Fri April 1 – Addressing the general public

Nettle, Daniel and Suzanne Romaine, 2000 "Where have all the languages gone?" from
        Vanishing Voices. 1-25
Miller, John. 2002. Taste- How do you say "extinct?" *Wall Street Journal* (March 8)

Mon April 4 - Indigenous viewpoints

King, Jeanette. 2003. Whaia Te Reo: How metaphors describe our relationships with
        indigenous languages. In Reyhner et al. *Nurturing native languages*. Flagstaff:
        Northern Arizona University
Wub-e-ke-niew. 1995. Language. Chapter 15 of *We have a right to exist: A translation of
        aboriginal indigenous thought*. New York: Black Thistle Press.

Wed April 6: - Critiques of endangered language discourse

Errington, Joseph. 2003. Getting language rights: The rhetorics of language endangerment and loss. *American Anthropologist* 105:4):723-732.

Hill, Jane H. 2002. "Expert rhetorics" in advocacy for endangered languages: Who is listening, and what do they hear? *Journal of Linguistic Anthropology* 12(2)119-133

Dorian, Nancy C. 2002. Commentary: Broadening the rhetorical and descriptive horizons in endangered-language linguistics. *Journal of Linguistic Anthropology* 12(2) 134-140.

Fri April 8 – The biological metaphor

UNESCO/Terralingua. *Sharing a world of difference*

England, Nora C. 2002. Commentary: Further rhetorical concerns. *Journal of Linguistic Anthropology* 12(2)141-143.

First essay due

II. Typologies of endangerment

Mon April 11 – The GIDS model

Fishman, Joshua. 1991. How threatened is "threatened"? A typology of disadvantaged languages and ameliorative priorities. from *Reversing language shift: Theoretical and empirical foundations of assistance to threatened languages.* Clevedon: Multilingual Matters.39-81.

Wed April 13 – Applying the GIDS model

Lo Bianco, Joseph and Mari Rhydwen. 2001. Is the extinction of Australia's indigenous languages inevitable? *Can threatened languages be saved? Reversing language shift, revisited: A 21st century perspective*. ed by Joshua Fishman. Clevedon: Multilingual Matters. 391-422.

Adegbija, Efurosibina. 2001. Saving threatened languages in Africa: A case study of Oko. *Can threatened languages be saved? Reversing language shift, revisited: A 21st century perspective*. ed by Joshua Fishman. Clevedon: Multilingual Matters.284-308.

Fri April 15 – Other typologies

Grenoble, Lenore A. and Lindsay J. Whaley. 1998. Toward a typology of language endangerment. *Endangered Languages: Current issues and future prospects*, ed. by Lenore A. Grenoble and Lindsay J. Whaley. 22-54.

UNESCO Ad Hoc Committee on Endangered Languages, Language vitality and endangerment: By way of introduction. UNESCO document..

Mon April 18 – Is there an endangerment canon?

Wolfram, Walt and Natalie Schilling-Estes. 1995. Moribund dialects and the endangerment canon: The case of the Ocracoke brogue. *Language* 71(4):696-721.
Nonaka, Angela M. 2004. The forgotten endangered languages: Lessons on the importance of remembering from Thailand's Ban Khor Sign Language. *Language in Society* 33:737-767.

III. Sociolinguistic variation and endangerment/revitalization

Wed April 20 – Language change and endangered languages

Aikhenvald, Alexandra Y. 2002. Language obsolescence: Progress of decay? The emergence of new grammatical categories in "language death" *Language endangerment and language maintenance*, ed. by David Bradley and Maya Bradley. London: RoutledgeCurzon.144-155.
Connell, Bruce. 2002. Phonetic/phonological variation in language contraction. *International Journal of the Sociology of Language* 157:167-185.

Second Essay Due

Fri April 22 – The sociolinguistics of revitalization

Rindstedt, Camilla and Karin Aronsson. 2002. Growing up monolingual in a bilingual community: The Quichua revitalization paradox. *Language in Society*. 31:721-742.

Mon April 25 – Reconciling the goals of linguists and communities I

Warner, Sam L. No'eau. 1999. Kuleana: The right, responsibility and authority of indigenous peoples to speak and make decisions for themselves in language and cultural revitalization. *Anthropology & Education Quarterly* 30(1):68-93.
Hill, Kenneth C. 2002. On publishing the Hopi dictionary. *Making dictionaries: Preserving indigenous languages of the Americas.* Berkeley: University of California Press. 285-298.

Wed April 27 - Reconciling the goals of linguists and communities II

Okuda, Osami. 1998. On the objectives of linguistic research on the Ainu. *Studies in endangered languages* ed by Kazuto Matsumura. Tokyo: Hituzi Syobo.143-148.
Hinton, Leanne and William F. Weigel. A dictionary for whom? Tensions between academic and nonacademic functions of bilingual dictionaries. *Making dictionaries* 155-170

IV. Standardization and orthography

Fri April 29 – Politics of standardization

England, Nora. 2003. Mayan language revival and revitalization politics: Linguists and linguistic ideologies. *American Anthropologist* 105(4):733-742.
Rice, Keren and Leslie Saxon. Issues of Standardization and community in aboriginal language lexicography. *Making dictionaries*. 125-154.

Mon May 2 - Authenticity

Romaine, Suzanne. 2002. Signs of Identity, Signs of Discord: Glottal Goofs and the Green Grocer's Glottal in Debates on Hawaiian Orthography. *Journal of Linguistic Anthropology*.
Hinton, Leanne. 1999. The issue of "authenticity" in California language restoration. *Anthropology & Education Quarterly* 30(1):56-67.

Wed May 4 - Orthography

Bender, Margaret. 2002. From "easy phonetics" to the syllabary: An orthographic division of labor in Cherokee Language Education. *Anthropology & Education Quarterly* 33(1)90-117.
Derhemi, Eda. 2002. The endangered Arbesh language and the importance of standardised writing for its survival: The case Piana degli Albanesi, Sicily. *International Journal of multicultural societies* 4(2)

Third Essay due

V. Revitalization programs

Fri May 6 – Overview of revitalization

Hinton, Leanne, 2003. Language revitalization. *Annual review of applied linguistics.*
Dementi-Leonard, Beth and Perry Gilmore. 1999. Language revitalization and identity in social context: A community-based Athabascan language preservation project in western interior Alaska. *Anthropology & Education Quarterly.* 30(1) 37-55.

Mon May 9 – Nest programs

Matsubara, Koji. 2000. From Kōhanga Reo (Māori language nests) to Kura Kaupapa Māori (Māori-medium primary schools) From *Indigenous language revitalized?* Tokyo: Shumpūsha.115-142.

Wed May 11 – The Master-Apprentice program

Hinton, Leanne 2001. The Master-Apprentice language learning program. *The green book of language revitalization in practice*. ed by Leanne Hinton and Kenneth Hale. San Diego, CA: Academic Press. 217-226.

Hinton, Leanne. 2003. How to teach when the teacher isn't fluent. In J. Reyhner et al. *Nurturing native languages*. Flagstaff: Northern Arizona University. 79-92

Fri May 13 – Immersion programs

Going beyond words: The Arapaho immersion program. *Teaching Indigenous Languages* edited by Jon Reyhner. Flagstaff, AZ: Northern Arizona University. 22-30.

Peter, Lizette et al. 2003. Assessing the impact of total immersion on Cherokee language revitalization: A culturally responsive, participatory approach. In J. Reyhner et al. *Nurturing native languages*. Flagstaff: Northern Arizona University. 7-23.

Mon May 16 – Indigenous educators

Suina, Joseph H. 2004. Native language teachers in a struggle for language and cultural survival. *Anthropology & Education Quarterly* 35(3):281-302

McCarty, Teresa L et al. 2001. Indigenous educators as change agents: Case studies of two language institutes. *The green book of language revitalization in practice*. ed by Leanne Hinton and Kenneth Hale. San Diego, CA: Academic Press. 371-384.

Fourth Essay Due

Wed May 18 – The role of schools

Fishman, Joshua. 1991. Limitations on school effectiveness in connection with mother tongue transmission. from *Reversing language shift: Theoretical and empirical foundations of assistance to threatened languages*. Clevedon: Multilingual Matters. 368-381.

Cantoni, Gina P. 1997. Keeping minority languages alive: The school's responsibility. *Teaching Indigenous Languages*, edited by Jon Reyhner. Flagstaff, AZ: Northern Arizona University. 1-9

Fri May 20 – Comparing revitalization programs

Linn, Mary et al. 2002. Awakening the languages. Challenges of enduring language programs: Field reports from 15 programs from Arizona, New Mexico and Oklahoma. In J. Reyhner et al. *Indigenous language across the community*. Flagstaff: Northern Arizona University.

Stiles, Dawn. 1997. Four successful indigenous language programs. *Teaching Indigenous Languages* edited by Jon Reyhner. Flagstaff, AZ: Northern Arizona University. 148-262.

VI. Technology and revitalization

Mon May 23 – New technologies

Eisenlohr, Patrick. 2004. Language revitalization and new technologies: Cultures of electronic mediation and the refiguring of communities. *Annual Review of Anthropology* 21-45.
Kroskrity, Paul V. and Jennifer F. Reynolds. On using multimedia in language renewal: Observations from making the CD-ROM *Taitaduhaan. The green book of language revitalization in practice*. ed by Leanne Hinton and Kenneth Hale. San Diego, CA: Academic Press. 317-330.

Wed May 25 – Technology and dictionary-making

Amith, Jonathan. 2004. The Guerrero Nahuatl Language Documentation and Lexicon Enrichment Project. NSF grant proposal.

Fri May 27 – The internet and multimedia

McHenry, Tracey. 2002. Words as big as the screen: Native American languages on the internet. *Language learning and technology* 6(2):102-115.
Buszard-Welcher, Laura. 2001. Can the Web save my language? in Leanne Hinton and Ken Hale, eds. (2001) The Green Book of Language Revitalization in Practice. Pp. 331-48. San Diego: Academic Press. Web version with links: http://www.potawatomilang.org/Reference/endlgsweb4.htm

Fifth Essay Due

Mon May 30 – Memorial Day, no class

VII. Institutional responses

Wed June 1 – The E-MELD project

Aristar-Dry, Helen. 2002. E-MELD: Overview and update. MS Eastern Michigan University/Linguist List

Fri June 3 – University responses

Parks, Douglas et al. 1999. Documenting and Maintaining Native American Languages for the 21st Century: The Indiana University Model *Revitalizing Indigenous Languages*, edited by Jon Reyhner et al. Flagstaff, AZ: Northern Arizona University. 59-83
Woodbury, Anthony C. and Nora England. 2004. Training speakers of indigenous languages of Latin America at a US university. to appear in *Training and capacity building for endangered language communities.*

McCarthy, Teresa. 1997. School-Community-University Collaborations: The American Indian Language Development Institute. *Teaching Indigenous Languages* edited by Jon Reyhner. Flagstaff, AZ: Northern Arizona University. 85-104.