

## **ENG 420: Seminar in Language**

Spring 2002

**MWF 1:50-2:40**

**LA 217**

**Instructor: Bonny Sands, Ph.D. (Bonny.Sands@nau.edu)**

Office hours: MW 12:50-1:50; or by appointment.

Office location: LA 331

Phone: 523-8703

### **Course description:**

This class looks at issues surrounding endangered languages. Endangered languages comprise 90% of the world's languages today. We will look at why languages disappear, and what can be done to what can be done to save the indigenous languages of the U.S., Australia, Africa and elsewhere. Topics include: the role of English, language rights & linguistic discrimination, the ecology of languages, bilingualism, language standardization & literacy, and the links between language, cultural knowledge, and ethnic identity.

### **Course objectives:**

- 1) To introduce students to the issues surrounding language shift, loss, maintenance and revival.
- 2) To enable students to analyze and describe the role of language attitudes, language planning and language policy in affecting a language different from their own.
- 3) To enhance the student's awareness of the ways in which people use language(s) to establish national, ethnic and personal identities.
- 4) To familiarize students with some of the ~ 6,000 unique languages and language varieties in the world.
- 5) To enhance the potential for enjoyment of cross-linguistic contacts throughout the student's life.

### **Required textbook:**

(VV)

Nettle, Daniel & Suzanne Romaine (2000). *Vanishing Voices: The Extinction of the World's Languages*. New York: Oxford University Press.

### **Required readings:**

Wurm, Stephen (ed.). (1996). *Atlas of the World's Languages in Danger of Disappearing*. Paris: UNESCO.

This can be downloaded at:

**<http://upo.unesco.org/freepdfregister.asp?id=92-3-103798-6&title=Atlas+of+the+World%27s+Languages+in+Danger+of+Disappearing>**

Other readings will be on Cline's web reserve pages. (Go to Cline's Catalog page, click on Course Reserves, search for ENG 420, then for our course's Electronic Reserves).

### **Grading System:**

Short Assignments	30%
Research Paper	40%
Participation/Discussion/Readings	30%

#### **1) Short Assignments**

You should complete 2 of the 3 following assignments. Due dates are noted on the schedule.

- a) Write a 1 1/2 to 2 page life-history of an endangered or extinct language, noting the primary forces that have led it to its current state. Be prepared to discuss your results with the class.
- b) Write a 1 to 2 page account describing the patterns of language use in the life of a person who speaks a threatened language or dialect, or who speaks several languages. You may use web resources, personal interviews, or published sources. Be prepared to discuss your results with the class.
- c) Write a 1 to 2 page review of an endangered language website. How does the website aid in language instruction and language maintenance? How well does the site address the needs of its target audience(s)? [many websites are given in Buszard-Welcher (2001)]

Buszard-Welcher, Laura. (2001). Can the web help save my language? *The Green Book of Language Revitalization in Practice*. ed. Leanne Hinton & Ken Hale. San Diego: Academic Press. pp. 331-345. (esp. pp. 344-345)

#### **2) Research Paper:**

You will be required to write an original paper on a topic related to language endangerment. Your paper should be about 10 pages in length (double-spaced, 12 point font, with 1" margins). All paper topics should be cleared with me by the date indicated on the schedule. You should have a draft of your paper done by Apr. 26 to be read by either me or by a writing tutor before the final paper due date of May 3.

A typical paper should include an introduction describing your sources of evidence, a section presenting your data, a discussion of the models or theories others have used to understand the data, a section presenting your own stance and new insights confirming or challenging others' models that have resulted from your investigation, a conclusion and a list of references cited (in a standardized format). One place to begin to look for source material is <http://www.terralingua.org/MITBib.html>, or through links on <http://www.linguistlist.org/>.

You may choose to write a paper in the form of a research proposal, e.g. "A Proposal for Navajo Instruction in Flagstaff Preschools". Your proposal should have a clear plan of action, with justification for each component. For instance, you might expand on a model used to teach Hawai'ian and argue for a specific way to teach Navajo.

Sample paper topics:

"Why is Navajo an endangered language?"

"English and the Politics of Language in Pakistan".

"Can a language be brought back from extinction?"

"How the 'English Only' debate impacts linguistic minorities"

"Breton: an Endangered European Language"

"Ocracoke Brogue: an endangered dialect of English"

"Indigenous languages and personal narrative in the works of Leslie Marmon Silko"

"Ainu linguistic and ethnic revival"

"The effect of Spanish on the indigenous languages of California"

### **3) Participation/Discussion/Readings**

For a high participation grade, attend regularly, be on time, and be a responsible participant in discussion. For the shy, coming in with questions during my office hours counts toward participation! Questions also count as participation -- so don't be afraid to ask them! If you find you must always be late or leave early, you should drop the class.

You should complete each reading assignment (and any study questions) before the class during which the reading will be discussed.

**Specific Course policies:**

1) Students should make an appointment with The Writing Workshop in the Liberal Arts building to go over a rough draft of their final papers and submit the first draft with the tutor's signature stapled to the final draft.

2) Plagiarism has no place in a university. It is not hard for an instructor to detect which words are a student's and which have been copied, even if the source is not our textbook. Points will be taken off for copying material written by others without citing the source properly. If you mention "natural selection in favor of high intelligence" in a paper, you must cite the author, the date of publication, and the page number of the quotation (Hickerson 1980: 17). Even if you paraphrase, you should give credit in precisely the same way if your idea comes directly from a given page of writing, and simply leave off the page number if your statement is indebted to another's writing in a more general way. In the case of WWW materials, cite only the author if unpublished, and the name of the newspaper as well as the author if the piece is a published article or editorial.

**The instructor reserves the right to make and announce changes to the syllabus and schedule.**

<b>Week #</b>	<b>Day</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Films/Other</b>
<b>1</b>	Mon.	Jan. 14	Overview: What is happening to the world's languages?		
	Weds.	Jan. 16	what lgs. are at risk?	VV ch 1	
	Fri.	Jan. 18	describing lg. diversity	VV ch 2	
<b>2</b>	Mon.	Jan. 21	NO CLASS		
	Weds.	Jan. 23	lg. diversity, cont.	Wurm (1996)	
	Fri.	Jan. 25	lg. diversity, cont.		
<b>3</b>	Mon.	Jan. 28	Why should we care about lg. loss?		Film: <i>More than Words...</i> VT 7635 (60 min.)
	Weds.	Jan. 30	what is lost?	VV ch. 3, Vuolab (2000)	
	Fri.	Feb. 1	what is lost?		
<b>4</b>	Mon.	Feb. 4	what is lost?	VV ch. 7	
	Weds.	Feb. 6	what is lost?		Film: <i>The Language You Cry In</i> VT 6911 (53 min.)
	Fri.	Feb. 8	what is lost?		
<b>5</b>	Mon.	Feb. 11	Causes of lg. loss	Mesthrie (2000)	
	Weds.	Feb. 13	Causes of lg. loss		
	Fri.	Feb. 15	Discussion of Assignment #1		ASSIGN. #1 DUE
<b>6</b>	Mon.	Feb. 18	multilingualism in nations	Thomason (2001)	

7	Weds.	Feb. 20	...in individuals	Romaine (2000)	ASSIGN. #2 DUE
	Fri.	Feb. 22	contact/conflict		
	Mon.	Feb. 25	Globalization & English	Fennell (2001)	
8	Weds.	Feb. 27	Global Englishes	Smalley (1994)	Film: <i>Transitions: Destruction of a Mother Tongue</i> VT 6154 (30 min.)
	Fri.	Mar. 1	Discussion of Assignment #2		
	Mon.	Mar. 4	what does lg. death look like?		
9	Weds.	Mar. 6	Ecology of lg.	VV ch. 4	PAPER TOPIC DUE
	Fri.	Mar. 8	Ecology of lg.	Mühlhäusler (2001)	
	March	11-15	SPRING BREAK		
10	Mon.	Mar. 18	changes in lgs.	Hill (2001)	REVISED PAPER TOPIC DUE
	Weds.	Mar. 20	changes in lgs.		
	Fri.	Mar. 22	changes in lgs.		
11	Mon.	Mar. 25	loss of rhetorical structures	Jocks (1998)	PAPER TOPIC DUE
	Weds.	Mar. 27	language ideologies		
	Fri.	Mar. 29	rights to language?		
12	Mon.	Apr. 1	lg. discrimination	Jokinen (2000)	REVISED PAPER TOPIC DUE
	Weds.	Apr. 3	lg. & ethnicity	Kuter (1989)	
	Fri.	Apr. 5	lg. & ethnicity		
13	Mon.	Apr. 8	U.S. lg. attitudes	Shuy (1992), McCarty & Zepeda (1999)	Film: <i>E Ola Ka 'Olelo Hawai'i</i>
	Weds.	Apr. 10	U.S. lg. policy		
	Fri.	Apr. 12	English Only		
14	Mon.	Apr. 15	Literacy & Bilingual Ed	Watahomigie & McCarty (1997)	PAPER DRAFTS DUE
	Weds.	Apr. 17	Literacy & Bilingual Ed		
	Fri.	Apr. 19	lg. revitalization		
15	Mon.	Apr. 22	lg. revitalization	(Baker 1993)	PAPER DRAFTS DUE
	Weds.	Apr. 24	lg. revitalization		
	Fri.	Apr. 26	lg. revitalization		
15	Mon.	Apr. 29	lg. revitalization	Greymorning (2001)	Film: <i>Project Traditions and Technology</i> <b>PAPERS DUE</b>
	Weds.	May 1	lg. revitalization		
	Fri.	May 3	lg. birth		

Mon. May 6 --  
Weds. May 8 (NO FINAL)

### **Week 1**

**required readings: VV ch. 1-2**

### **Week 2:**

**required readings: Wurm (1996)**

Wurm, Stephen (ed.). (1996). Atlas of the World's Languages in Danger of Disappearing. Paris: UNESCO.

This can be downloaded at:

<http://upo.unesco.org/freepdfregister.asp?id=92-3-103798-6&title=Atlas+of+the+World%27s+Languages+in+Danger+of+Disappearing>

### **Week 3:**

**required readings: VV ch. 3, Vuolab (2000)**

Vuolab, Kerttu. (2000). Such a treasure of knowledge for human survival. Rights to Language: Equity, Power and Education. ed. Robert Phillipson. Mahwah, NJ: Lawrence Erlbaum. pp. 13-16.

Optional reading: Crystal (2000) ch. 2

Crystal, David. (2000). "Why should we care?" Language Death. Cambridge: Cambridge University Press. pp. 27-67.

### **Week 4:**

**required readings: VV ch. 7**

### **Week 5:**

**required readings: Mesthrie et al. (2000)**

Mesthrie, Rajend, Joan Swann, Andrea Deumert & William L. Leap. (2000). Ch. 8, Language contact 1: Maintenance, shift and death. Introducing Sociolinguistics. Philadelphia: John Benjamins. pp. 248-278

Flutes of Fire ch. 17 "Languages under Attack",

Optional reading: Holloway (1997), Kulick (1993)

Holloway, Charles E. (1997). Social factors contributing to the death of Brule Spanish. *Dialect Death: The Case of Brule Spanish*. Amsterdam: J. Benjamins. pp. 175-191

Kulick, Don. (1993). Growing up monolingual in a multilingual community: how language socialization patterns are leading to language shift in Gapun (Papua New Guinea). *Progression and Regression in Language: Sociocultural, neuropsychological and linguistic perspectives*. eds. K. Hytlenstam & A. Viberg. Cambridge: Cambridge University Press. pp. 94-121.

Week 6:

**required readings:** Thomason (2001), Romaine (2000)

Thomason, Sarah G. (2001). Ch.3: Multilingualism in nations and individuals. *Language Contact: An Introduction*. Washington, D.C.: Georgetown University Press. pp. 27-58.

Romaine, Suzanne. (2000). Multilingualism. *The Handbook of Linguistics*. eds. Mark Aronoff & Janie Rees-Miller. Oxford: Blackwell. pp. 512-532.

Optional reading: Baker (1993)

Baker, Colin. (1993). Ch. 3: Languages in society. *Foundations of Bilingual Education and Bilingualism*. Clevedon: Multilingual Matters. pp. 35-49.

Week 7:

**required readings:** Fennell (2001), Smalley (1994)

Fennell, Barbara A. (2001). Chapter 8: World-wide English. *A History of English: A Sociolinguistic Approach*. Oxford: Blackwell. pp. 241-269.

Smalley, William A. (1994). Ch. 1: The languages of Thailand at home and abroad. *Linguistic Diversity and National Unity: Language Ecology in Thailand*. Chicago: University of Chicago Press. pp. 13-25.

Week 8:

**required readings: VV ch. 4, Mühlhäusler (2001)**

Mühlhäusler, Peter. (2001). Ecolinguistics, linguistic diversity, ecological diversity. *On Biocultural Diversity: Linking Language, Knowledge, and the Environment*. ed. Luisa Maffi. Washington, DC: Smithsonian Institution Press. pp. 133-144.

Week 9:

**required readings:** Hill (2001)

Hill, Jane H. (2001). Dimensions of attrition in language death. On Biocultural Diversity: Linking Language, Knowledge, and the Environment. ed. Luisa Maffi. Washington, DC: Smithsonian Institution Press. pp. 175-189.

Week 10:

**required readings:** Jocks (1998)

Jocks, Christopher. (1998). Living words and cartoon translations: Longhouse "texts" and the limitations of English. Grenoble, Lenore A. & Lindsay J. Whaley. Endangered Languages. Cambridge: Cambridge University Press. 217-233.

Optional reading:

Johnson, Fern L. (2000). Discourse consequences: Where language and culture matter. Speaking Culturally: Language Diversity in the United States. London: Sage Publications. pp. 245-296.

Week 11:

**required readings:** Jokinen (2000), Kuter (1989)

Jokinen, Markku. (2000). The linguistic human rights of sign language users. Rights to Language: Equity, Power and Education. ed. Robert Phillipson. Mahwah, NJ: Lawrence Erlbaum. pp. 203-213.

Kuter, Lois. (1989). Breton vs. French: Language and the opposition of political, economic, social, and cultural values. Investigating Obsolescence: Studies in Language Contraction and Death. ed. Nancy Dorian. Cambridge: Cambridge University Press. 75-89.

Optional reading:

Crawhall, Nigel. (2001). Too good to leave behind: The N|u language and the =Khomani people of Gordonia District. manuscript, University of Cape Town.

Kroskrity, Paul V. (2000). Language ideologies in the expression and representation of Arizona Tewa ethnic identity. Regimes of Language: Ideologies, Politics, and Identities. ed. Paul Kroskrity. Oxford: James Currey. pp. 329-359.

Hill, Jane H. (1993). Structure and practice in language shift. Progression and Regression in Language: Sociocultural, neuropsychological and linguistic perspectives. eds. K. Hyltenstam & A. Viberg. Cambridge: Cambridge University Press. pp. 68-93.

Lanoue, Guy. (1991). Language loss, language gain: Cultural camouflage and social change among the Sekani of Northern British Columbia. Language in Society, 20: 87-115.

Week 12:



**required readings:** Shuy (1992), McCarty & Zepeda (1999)

Shuy, Roger. (1992). "Ohio English": A modest but more specific and patriotic proposal than the one offered recently by U.S. English. *Language Loyalties: A Source Book on the Official English Controversy*. ed. James Crawford. Chicago: University of Chicago Press. pp. 129-131. [originally published in: *EPIC Events*, 1(4):3. 1988]

McCarty, Teresa L. & Ofelia Zepeda. (1999). Amerindians. *Handbook of language and ethnic identity*. ed. J. Fishman. New York: Oxford University Press. pp. 197-210.

Optional reading:

*International Journal of the Sociology of Language*, 132, (1998)

*Cultural Survival Quarterly*, Summer (2001).

Week 13:

**required readings:** Watahomigie & McCarty (1997)

Watahomigie, Lucille J. & Teresa L. McCarty. (1997). Literacy for what? Hualapai literacy and language maintenance. *Indigenous Literacies in the Americas: Language Planning from the Bottom up*. ed. Nancy H. Hornberger. (Contributions to the Sociology of Language, 75). Berlin: Mouton de Gruyter. pp. 95-113.

Optional reading:

Zepeda, Ofelia. (2000). Keynote Address: On Native Language Literacy: a Personal Perspective. *Endangered Languages and Literacy: Proceedings of the Fourth FEL Conference*, Charlotte, North Carolina, 21-24 September 2000. eds. Nicholas Ostler & Blair Rudes. Bath: Foundation for Endangered Languages. 13-16.

Week 14:

**required readings:** Baker (1993)

Baker, Colin. (1993). Ch. 4: Language revival and reversal. *Foundations of Bilingual Education and Bilingualism*. Clevedon: Multilingual Matters. pp. 51-65.

Week 15:

**required readings:** Greymorning (2001)

Greymorning, Stephen. (2001). Reflections on the Arapaho language project, or when Bambi spoke Arapaho and other tales of Arapaho language revitalization efforts. *The Green Book of Language Revitalization in Practice*. ed. Leanne Hinton & Ken Hale. San Diego: Academic Press. pp. 287-300.

**Suggested articles for Assignment (b) are:**

[these are in the MULTILINGUALISM folder]

Ajpub', Wuqu' (Arnulfo Simón) (trans. by Michael Dordick). (1998). Language contact experiences of a Mayan speaker. *The Life of our Language: Kaqchikel Maya Maintenance, Shift, and Revitalization*. ed. Susan Garzon, R. McKenna Brown, Julia Becker Richards & Wuqu' Ajpub'. Austin: University of Texas Press. pp. 171-187.

Endresen, Rolf Theil. (1999). Multilingualism in a Cameroonian village. *Language Encounters Across Time and Space: Studies in Language Contact*. ed. Bernt Brendemoen, Elizabeth Lanza & Else Ryen. Oslo: Novus Press. pp. 195-203.

Grinevald, Colette. (1997). Living in three languages. *Essays on language function and language type, dedicated to T. Givón*. eds. Joan Bybee, John Haiman & Sandra A. Thompson. Amsterdam & Philadelphia: John Benjamins. pp 163-179.

Huss, Leena. (2000). Creating a bilingual family in a 'monolingual' country. *Rights to Language: Equity, Power and Education*. ed. Robert Phillipson. Mahwah, NJ: Lawrence Erlbaum. pp. 187-192.

Thomson, Greg. (2000). Language and ethnicity among a group of pentalingual Albuquerqueans. *Work Papers of the Summer Institute of Linguistics, University of North Dakota Session*, 44. [22pp].

Belcher, Diane & Ulla Connor (eds.) (2001). *Reflections on multiliterate lives*. Clevedon: Multilingual Matters. ISBN: 1853595217

The fortunate traveler: shuttling between communities and literacies by economy class / Suresh Canagarajah -- Initiating into academic community: some autobiographical reflections / Vijay K. Bhatia -- Reminiscences of a multilingual life: a personal case history / Nils Erik Enkvist -- Developing literacy can and should be fun: but only sometimes is / Håkan Ringbom -- Straddling three worlds / Ann Söter -- How a speaker of two second languages becomes a writer in a foreign language / Adina Levine -- From L1 to L12 : the confessions of a sometimes frustrated multiliterate / Andrew D. Cohen -- My experience of learning to read and write in Japanese as L1 and English as L2 / Ryubo Kubota -- An introspective account of L2 writing acquisition / Miyuki Sasaki -- Writing from Chinese to English: my cultural transformation / Jun Liu -- Learning is a lifelong process / Ming-Daw Tsai -- Linguistic experiences of a mathematical career / Louis de Branges -- Taking the best from a number of worlds : an interview with Hooshang Hemami / Hooshang Hemami and Diane Belcher -- Growing up trilingual: memories of an Armenian/Arabic/English speaker / Anahid Dervartanian Kulwicki -- How can I help make a difference? An interview with Robert Agunga / Robert Agunga and Diane Belcher -- A professional academic life in two languages : an interview with María Juliá / María Juliá and Diane Belcher -- On being a citizen of the world : an interview with Luis Proenza / Luis Proenza and Ulla Connor -- The advantages of starting out multilingual : an interview with Steven Beering / Steven Beering and Ulla Connor

Movies:

*The Language You Cry In* (story of a Mende/Gullah song)

VT 6911 (53 min.)

*E Ola Ka 'Olelo Hawai'i* (tells the story of Hawai'ian language and its revival over the past 2 decades, how they learned about "language nest" immersion preschools & got state English-only laws changed)

VT 6850 (28 min.)

*Transitions: Destruction of a Mother Tongue* (Blackfeet language loss from 1890-1990)

VT 6154 (30 min.)

*Project Traditions and Technology* (Hualapai K-8 bilingual program at Peach Springs, AZ, using both Hualapai traditions and modern computer technology) -- LOUISE LOCKARD

*More than Words...* (Marie Smith, 77 year old Eyak speaker)

VT 7635 (60 min.)