

Course syllabus: Language Shift and Revitalization (ANTH/LIN 4330/5330), Spring 2005

Instructor: Aurolyn Luykx

Schedule: M-W-F 11:30-12:20

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Office hours: M/W/F 1:30-3:00 or by arrangement.

Course overview

The world's languages are dying out at an alarming rate; more than half will probably disappear during our lifetime. Meanwhile, speakers of endangered languages are striving to preserve their languages, as a crucial element of their cultural identity. This course will explore the causes of language death, its implications for speakers of minority languages and for humanity in general, and concrete strategies for preserving and fortifying minority languages in a time of increasing cultural and linguistic homogenization. Endangered languages from various regions of the world will be addressed, but particular attention will be given to those of native North America.

Grades

Written assignments must be handed in on time to receive full credit. Assignments may **not** be handed in via e-mail. Your grade will be determined through a combination of:

- completion of the assigned readings
- participation in class discussions
- a midterm exam
- a class presentation on the current state of a particular endangered language (of student's choosing). Students are encouraged to work in pairs.*
- a final term paper on a topic of the students' choosing, OR a final (take-home) exam.

*Students taking the course for graduate credit will be required to hand in a written version of their presentation, accompanied by a strategic plan for revitalization and/or maintenance of their chosen language. Additionally, exams will include some questions that are directed only to graduate students.

The OU statement of academic integrity will be included on exams and written assignments. Cheating on exams or plagiarism on written assignments are serious infractions and will result in a failing grade in the class and university disciplinary charges (see the student code). Plagiarism includes copying work from other students, passing off previous work as new, or copying the text or structure of works available in print or on the Internet. It is recommended that students take the plagiarism tutorial/quiz at <http://casweb.ou.edu/olr/instructors/shared/plagiarismquiz.htm>. The related page <http://casweb.ou.edu/olr/reswriting/writing/plagiarism.htm> may also be useful.

Attendance

Since your participation in class discussions is vital both to your own understanding of the material and to the overall success of the course, attendance is mandatory. Each student will be allowed two "free" absences for emergencies. Subsequent absences will be reflected in the final course grade, unless supported by a doctor's note. I advise you to utilize your "free" absences wisely, i.e., save them for emergencies. Unexcused absences will be reflected in the final course grade, unless supported by a doctor's note. If religious observances or a family emergency prevent you from attending a class or completing an assignment on the scheduled date, please speak to me ahead of time so that we can make other arrangements.

Accommodations for Students with Disabilities

OU is committed to providing reasonable accommodation for all students with disabilities. Students who require accommodations are requested to speak with the professor as early in the semester as possible. Students must be registered with the Office of Disability Services prior to receiving accommodations. The ODS is located in Goddard Health Center, Suite 166, phone 405/325-3852 or TDD 405/325-4173. Please let me know if you have a disability that will interfere with your participation in class or taking of exams in the usual manner, and I will work with the Office of Disability Services to accommodate your needs.

Required texts for all students in the course:

- Crystal, David. 2000. Language Death. Cambridge: Cambridge University Press.
- Fishman, Joshua A. 1991. Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages. Clevedon (UK): Multilingual Matters.
- Francis, Norbert, & Reyhner, Jon. 2002. Language and Literacy Teaching for Indigenous Education. Clevedon (UK): Multilingual Matters.
- Nettle, Daniel & Romaine, Suzanne. 2000. Vanishing Voices: The Extinction of the World's Languages. New York: Oxford University Press.

Recommended texts (we will use selected readings from some of these):

- Kaplan, R. B., & Bauldauf R. B. 1997. Language Planning: From Practice to Theory. Clevedon (UK): Multilingual Matters.
- Crawford, James. 2000. At War With Diversity: U.S. Language Policy in an Age of Anxiety. Clevedon (UK): Multilingual Matters.
- Dixon, R.M.W. 1997. The Rise and Fall of Languages. Cambridge: Cambridge University Press.
- Fase, W., Jaspaert, K., & Kroon, S. 1992. Maintenance and Loss of Minority Languages. Philadelphia: John Benjamins.
- Fishman, Joshua A. (ed.). 2001. Can Threatened Languages Be Saved? Clevedon (UK): Multilingual Matters.
- Grenoble, L.A., & Whaley, L.J. 1998. Endangered Languages: Current Issues and Future Prospects. Cambridge: Cambridge University Press.
- *Cantoni, Gina (ed.). 1996. Stabilizing Indigenous Languages. Flagstaff: Northern Arizona University/Center for Excellence in Education.
- *Reyhner, Jon (ed.). 1997. Teaching Indigenous Languages. Flagstaff: Northern Arizona University/Center for Excellence in Education.
- *Reyhner, J., Cantoni, G., St. Clair, R., & Yazzie, E. P. (eds.). 1999. Revitalizing Indigenous Languages. Flagstaff: Northern Arizona University/Center for Excellence in Education.

* These 3 texts are available in their entirety on-line. See <http://jan.ucc.nau.edu/~jar/books.html>

Reading and assignment schedule. Readings will be discussed on the date they are listed; i.e., students should come to class with that date's reading completed.

Monday	Wednesday	Friday
	Jan. 19 – Introduction	21 – Crystal Ch. 1
24 – <i>Dr. Luykx out of town; no class</i>	26 – Crystal Ch. 2, Nettle & Romaine Ch. 1	28 – Nettle & Romaine Ch. 2
31 – Crystal Ch. 3	Feb. 2 – Nettle & Romaine Ch. 3	4 – Nettle & Romaine Ch. 4
7 – Nettle & Romaine Ch. 5	9 – Nettle & Romaine Ch. 6	11 – Fishman, “What do you lose when you lose your language” (SIL); Woodbury, “A defense of the proposition, ‘When a language dies, a culture dies’”
14 – Nettle & Romaine Ch. 7	16 – Crystal Ch. 4	18 – Ruiz, R. (1984). Orientations in language planning. <i>NABE Journal</i> , 8 (2), 15-34.
21 – Crystal Ch. 5	23 – Nettle & Romaine Ch. 8	25 – Fishman (2001), “Why is it so hard to save a threatened language?”
28 – Kaplan & Bauldauf, Ch. 1	March 2 – Kaplan & Bauldauf, Ch. 2	4 – Kaplan & Bauldauf, Ch. 3
7 – Midterm exam	9 – Fishman Ch. 1-2	11 – Fishman Ch. 3
21 – Fishman Ch. 4	23 – Francis & Reyhner, Ch. 1-2	25 – Fishman Ch. 7
28 – Lee & McLaughlin, “Reversing Navajo Language Shift, Revisited” (in Fishman 2001)	30 – Francis & Reyhner, Ch. 3	April 1– Hornberger & King, “Reversing Quechua language shift in South America” (in Fishman 2001).
4 – Luykx, “The future of Quechua and the Quechua of the future: Language ideologies and language planning in Bolivia” Bielenberg, “Indigenous Language Codification: Cultural Effects” (RIL)	6 – Fishman Ch. 13	8 – Fishman Ch. 11
11 – Francis & Reyhner, Ch. 4 Term paper topic due	13 – Francis & Reyhner, Ch. 5	15 – Francis & Reyhner, Ch. 6

18 – Francis & Reyhner, Ch. 7-8	20 – Reyhner, “Some Basics of Indigenous Lg. Revitalization” (RIL) Bennet et al., “The Place of Writing in Preserving an Oral Language” (RIL)	22 – Greymorning, “Going beyond words: The Arapaho Immersion Project” (TIL) Stiles, “Four successful indigenous lg. programs” (TIL)
25 – McCarty et al., “School-Community-University collaborations: The Amer. Indian Lg. Development Institute” Silverthorne, “Language preservation and human resources development” Burnaby, “Personal thoughts on indigenous language stabilization” (all 3 in TIL)	27 – Fishman Ch. 14 Fishman, “Maintaining languages: What works and what doesn’t?” (SIL)	29 – student presentations term papers may be turned in from now till May 13th
May 2 – student presentations	4 – student presentations	6 – wrap-up/review for final