

LIN 458H1F 2004

Language revitalization

Instructor: Keren Rice

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Course hours: Tuesday 12-2. Bissell 112

Office hours: Monday, Wednesday 4-5 or by appointment

Website: <http://ccnet.utoronto.ca/20059/lin458h1f/>

Course description

A study of language endangerment and linguistic revitalization efforts, focusing on Aboriginal languages of Canada. Topics include language classification and a survey of major features of the languages, what it means for a language to be endangered, the factors that contribute to language shift, and efforts to reverse language shift.

Requirements

language sketch	due	week 4	10%
critique		week 6	10%
interview, part 1		week 7	10%
interview, part 2		week 9	10%
group presentation		week 10, 11, or 12	15%
final paper		week 13	30%
questions for discussion (three required)		weeks 4, 5, 6, 7, 9	15%

All written work is due at the beginning of class. Late assignments will be penalized.

Assignments count as late if they are turned in after the beginning of the class in which they are due. There will be a further penalty for each day late.

Textbook

There is a textbook for this course; it is available at the bookstore. There will also be readings distributed.

David Crystal. *Language Death*. Cambridge: Cambridge University Press. 2000.

The book should cost \$19.95 at the bookstore.

Course fee

There will be a course fee of \$20 to cover the cost of the readings to be distributed. This fee will be collected when you pick up your readings from me.

Goals of the course

1. Learn about Aboriginal languages of Canada.
2. Learn about language endangerment and language revitalization, and the controversies involved.
3. Read primary source literature.
4. Gain experience at critical reading, use of different types of resources, interviewing, writing.

Weekly schedule

week 1	Introduction
week 2	Aboriginal languages of Canada: a survey
week 3	TBA
week 4	Arguments for language revitalization 1: intellectual wealth
week 5	Arguments for language revitalization 2: language rights
week 6	Arguments for language revitalization 3: identity
week 7	Typology of language endangerment
week 8	group work
week 9	linguists and language revitalization; Case study: Aboriginal languages of Canada
week 10	Presentations
week 11	Presentations
week 12	Presentations
week 13	Wrap-up

Please try to attend the following lecture:

Thursday September 15, 2005, 6 p.m., Robert Madden Hall, 100 St. Joseph Street

Jim McCloskey (University of California, Santa Cruz)

Irish as a World Language

LIN 458H1F. Language Revitalization: Syllabus

week 1: Introduction

Major issues in language endangerment, language death, and language revitalization, and where the field began

Crystal, David. 2000. *Language death*. Cambridge: Cambridge University Press. chapter 1.

Hale, Kenneth, Michael Krauss, Lucille Watahomigie, Akira Yamamoto, Colette Craig, Laverne Masayesva Jeanne, Nora England. 1992. Endangered languages. *Language* 68.1. 1-42.

week 2: Languages of Canada

Canada: the languages and language families

Mithun, Marianne. 1999. *The languages of Native North America*. Cambridge: Cambridge University Press. Introduction.

Kinkade, Dale. 1991. The decline of Native languages in Canada. In Robert H. Robins and Eugenius M. Uhlenbeck (eds.) *Endangered languages*. Oxford/New York: Berg. chapter 6. 157-176.

Report of the Royal Commission on Aboriginal Peoples. 1996. Volume 3, chapter 6. 2. Language.

Steckley, John L. and Bryan D. Cummins. 2001. *Full Circle. Canada's First Nations*. Toronto: Prentice Hall. chapter 4, Native languages.

week 3: TBA

week 4: Intellectual wealth

Crystal, David. 2000. *Language death*. Cambridge: Cambridge University Press. Chapter 2. 27-67 (a survey of the arguments)

Hale, Ken. 1998. On endangered languages and the importance of linguistic diversity. In Lenore Grenoble and Lindsay Whaley (eds.), *Endangered languages. Current issues and future prospects*. Cambridge: Cambridge University Press. chapter 8, 192-216.

Hinton, Leanne. 1994. *Flutes of Fire. Essays on California Indian languages*. Berkeley, California: Heyday Press. chapter 5 (Language and the structure of thought), chapter 11 (Specialized vocabulary in the languages of California), chapter 12 ("Slapping with the mouth" and other interesting words: instrumental prefixes in Kashaya).

Mithun, Marianne. 1998. The significance of diversity in language endangerment and preservation. In Lenore Grenoble and Lindsay Whaley (eds.), *Endangered languages. Current issues and future prospects*. Cambridge: Cambridge University Press. 163-191.

Woodbury, Anthony C. 1998. Documenting rhetorical, aesthetic, and expressive loss in language shift. In Lenore Grenoble and Lindsay Whaley (eds.), *Endangered languages. Current issues and future prospects*. Cambridge: Cambridge University Press. 234-258.

week 5: *Why do languages die, and can they be revived?; political issues*

Crystal, David. 2000. *Language death*. Cambridge: Cambridge University Press. chapter 3.

Mufwene, Salikoko. 2004. Language birth and death. *Annual Review of Anthropology* 33. 201-222.

Skutnabb-Kangas, Tove. 2001. Linguistic human rights in education for language maintenance. In Luisa Maffi (ed.) *On biocultural diversity. Linking language, knowledge, and the environment*. Washington: Smithsonian Institution. 397-411.

Dorian, Nancy. 1998. Western language ideologies and small-language prospects. In Lenore Grenoble and Lindsay Whaley (editors). *Endangered languages. Current issues and future prospects*. Cambridge: Cambridge University Press. 3-21.

Nichols, Robert Lee. 2004. 'Struggling with Language': Indigenous Languages and the Politics of Local Community. ms, Department of Political Science, University of Toronto.

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week 6: *identity*

Crystal, David. 2000. *Language death*. Cambridge: Cambridge University Press. chapter 4.

Fishman, Joshua A. 1991. Reversing language shift. Clevedon: Multilingual Matters. chapters 1, 2.

Fishman, Joshua A. 2001. Can threatened languages be saved? Clevedon: Multilingual Matters. chapter 1. Why is it so hard to save a threatened language? 1-22. From theory to practice (and vice versa). 451-483.

Hinton, Leanne. 2001. Language revitalization: an overview. In Leanne Hinton and Ken Hale (eds.), *The green book of language revitalization in practice*. San Diego: Academic Press. 3-18.

Abley, Mark. 2004. *Spoken here. Travels among threatened languages*. Toronto: Vintage Canada. selected chapters

Greymorning, Stephen. 2004. *A will to survive. Indigenous essays on the politics of culture, language, and identity*. Boston: McGraw Hill. Part V. Culture and language survival. various newspaper and magazine articles

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week 7: *types of language endangerment*

Grenoble, Lenore A. and Lindsay J. Whaley. 1998. Toward a typology of language endangerment. In Lenore Grenoble and Lindsay Whaley (editors), *Endangered languages. Current issues and future prospects*. Cambridge: Cambridge University Press. 22-54.

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week 8: *group work*

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week 9: *Case studies and ethical issues*

Crystal, David. 2000. *Language death*. Cambridge: Cambridge University Press. chapter 5.

sleeping languages

- Hinton, Leanne. 2001. Sleeping languages: Can they be awakened? In Leanne Hinton and Ken Hale (editors), *The green book of language revitalization in practice*. San Diego: Academic Press. 413-418.
- Amery, Rob. 2000. *Warrabarna Kurna! Reclaiming and Australian language*. Lisse: Swets and Zeitlinger. chapter 2. 17-35.

responsibilities of linguists

- Dorian, Nancy C. 1992. A response to Ladefoged's other view of endangered languages. *Language* 69. 575-579.
- Gerdts, Donna. 1998. The linguist in language revitalization programs. In Nicholas Ostler (ed.), *Endangered languages: what role for the specialist*. Foundation for Endangered Languages. 13-22.
- Newman, Paul. 2003. The endangered language issue as a hopeless cause. In Mark Janse and Sijmen Tol (eds). *Language death and language maintenance. Theoretical, practical and descriptive approaches*. Amsterdam/Philadelphia: John Benjamins Publishing Company. 1-13.

ethical issues

- Craig, Colette. 1993. Fieldwork on endangered languages: a forward look at ethical issues. *Proceedings of the XVth International Congress of Linguists/Actes Du XV^e Congrès International des Linguistes*. Sainte-Foy, Quebec: Les Presses de l'Université Laval.
- Rice, Keren. forthcoming. Ethical issues in linguistic fieldwork: an overview. Will C. van den Hoonaard (ed.), *The ethics trapeze*.
- Wilkins, David. 1992. Linguistic research under aboriginal control: a personal account of fieldwork in Central Australia. *Australian Journal of Linguistics* 12. 171-200.
- http://www.mun.ca/cayuga/pubs/workshops/w4_ethics_report.pdf
(report from a workshop on ethical principles in fieldwork; see also the following website for information about this research project more generally:
<http://www.mun.ca/cayuga/pubs/sshrc/sshrc.php>

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week 10: group presentations

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week 11: group presentations

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week 12: group presentations

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week 13: wrap up

Assignments

Discussion questions. (three required)

Design three questions for discussion, based on the readings. The questions should show that you have read and synthesized the readings, and introduce issues suitable for discussion or debate.

Assignment 1. Language sketch.

Choose an Aboriginal language of Canada. Using a range of resources (a minimum of one book, one journal article, one web site), identify the name (or names if applicable) of the language, the family that it belong to, where it is spoken, the number of speakers reported in the most recent (2001) census, a comparison of this number with the numbers given in the Kinkade article and the 1996 census, and a brief overview of the major structures of the language. In your reading packet there is a language description from Mithun's book on Native languages of North America that you can use as a model for this last part.

This paper should be no more than five double-spaced pages.

Note that Ethnologue (<http://www.ethnologue.com/web.asp>) is a good source of information about language names.

Linguistic work on Aboriginal languages of North America has call numbers beginning with PM.

Assignment 2. Critique.

This assignment is a critical review of the article by Salikoko Mufwene, examining his claims about language revitalization in light of material covered previously. More details will follow.

Assignment 3. Interview, part 1.

For this assignment, you will have to choose someone who is a native speaker of another language to interview about their attitudes towards their languages. You must plan out your interview in advance (I will be happy to look at questions for the interview if you wish), and write up the interview in an interesting and engaging way, telling the reader about the person, their background, their attitudes towards their languages, their work on their languages (if any), their day-to-day language use, and so on.

Before you do an interview, you will have to discuss with the person whether they are willing to have their interview read by other members of the class. We will discuss this in class.

Assignment 4. Interview, part 2.

There are likely to be themes that come up on the interviews. I will group the interview by theme, and form student teams. Each student team will read the interviews of their group, focusing on a designated theme, and write an introduction to that theme. We will then put the interviews together into a booklet, with an introduction that brings out these different themes.

Group presentations: case studies of language endangerment and revitalization.

Groups will be determined in week 5.

Final papers.

This is on a topic of your choice, to be cleared with me. We will discuss paper topics in more detail later in the course. I will meet with each of you in the week of November 8 to discuss paper topics.