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)

Required readings:

This can be downloaded at:


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)


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.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Films/Other</th>
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<tbody>
<tr>
<td>1</td>
<td>Mon.</td>
<td>Jan. 14</td>
<td>Overview: What is happening to the world's languages?</td>
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<td></td>
<td>Weds.</td>
<td>Jan. 16</td>
<td>what lgs. are at risk?</td>
<td>VV ch 1</td>
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<td></td>
<td>Fri.</td>
<td>Jan. 18</td>
<td>describing lg. diversity</td>
<td>VV ch 2</td>
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<td>2</td>
<td>Mon.</td>
<td>Jan. 21</td>
<td>NO CLASS</td>
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<td>Wurm (1996)</td>
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<td>Weds.</td>
<td>Jan. 23</td>
<td>lg. diversity, cont.</td>
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<td>3</td>
<td>Mon.</td>
<td>Jan. 28</td>
<td>Why should we care about lg. loss?</td>
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<td>Film: More than Words... VT 7635 (60 min.)</td>
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<td>Weds.</td>
<td>Jan. 30</td>
<td>what is lost?</td>
<td>VV ch. 3,</td>
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<td>Mon.</td>
<td>Feb. 4</td>
<td>what is lost?</td>
<td>VV ch. 7</td>
<td>Film: The Language You Cry In VT 6911 (53 min.)</td>
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<td>Weds.</td>
<td>Feb. 6</td>
<td>what is lost?</td>
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<td>Fri.</td>
<td>Feb. 8</td>
<td>what is lost?</td>
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<td>5</td>
<td>Mon.</td>
<td>Feb. 11</td>
<td>Causes of lg. loss</td>
<td>Mesthrie (2000)</td>
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<td>Causes of lg. loss</td>
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<td>Fri.</td>
<td>Feb. 15</td>
<td>Discussion of Assignment #1</td>
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<td>Mon.</td>
<td>Feb. 18</td>
<td>multilingualism in nations</td>
<td>Thomason (2001)</td>
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<td>...in individuals contact/conflict</td>
<td>Romaine (2000)</td>
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<td>7 Mon. Feb. 25</td>
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<td>Globalization &amp; English</td>
<td>Fennell (2001)</td>
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<td>Global English</td>
<td>Smalley (1994)</td>
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<td>Fri. Mar. 1</td>
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<td>Discussion of Assignment #2</td>
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<td>8 Mon. Mar. 4</td>
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<td>what does lg. death look like?</td>
<td>Film: <em>Transitions: Destruction of a Mother Tongue</em> VT 6154 (30 min.)</td>
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<td>Ecology of lg.</td>
<td>VV ch. 4</td>
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<td>9 March 11-15</td>
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<td>SPRING BREAK</td>
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<td>rights to language?</td>
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<td>Weds. Apr. 3</td>
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<td>lg. &amp; ethnicity</td>
<td>Kuter (1989)</td>
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<td>U.S. lg. policy</td>
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<td>Fri. Apr. 12</td>
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<td>English Only</td>
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<td>13 Mon. Apr. 15</td>
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<td>Literacy &amp; Bilingual Ed</td>
<td>Watahomigie &amp; McCarty (1997)</td>
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<td>lg. revitalization</td>
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<td>14 Mon. Apr. 22</td>
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<td>lg. revitalization</td>
<td>(Baker 1993)</td>
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<td>15 Mon. Apr. 29</td>
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<td>lg. revitalization</td>
<td>Greymorning (2001)</td>
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<td>16 Mon. May 6</td>
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<td>Weds. May 15</td>
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<td>Fri. May 17</td>
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</table>
Mon. May 6 --
Weds. May 8 (NO FINAL)

Week 1

required readings: VV ch. 1-2

Week 2:
required readings: Wurm (1996)


This can be downloaded at:


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


Optional reading: Crystal (2000) ch. 2


Week 4:
required readings: VV ch. 7

Week 5:
required readings: Mesthrie et al. (2000)


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


Week 6:


Optional reading: Baker (1993)


Week 7:
required readings: Fennell (2001), Smalley (1994)


Week 8:
required readings: VV ch. 4, Mühlhäusler (2001)


Week 9:
required readings: Hill (2001)

Week 10:  
**required readings:** Jocks (1998)  

Optional reading:  

Week 11:  
**required readings:** Jokinen (2000), Kuter (1989)  


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.


Week 12:
**required readings:** Shuy (1992), McCarty & Zepeda (1999)


Optional reading:


Week 13:
**required readings:** Watahomigie & McCarty (1997)


Optional reading:


Week 14:
**required readings:** Baker (1993)


Week 15:
**required readings:** Greymorning (2001)

Suggested articles for Assignment (b) are:
[these are in the MULTILINGUALISM folder]


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.)