

# Linguistics R1B Fall 2019

## Endangered languages: Why does linguistic diversity matter?

T/Th 3:30-5:00, 262 Dwinelle

*Instructor:* Karee Garvin  
*Office:* 1305 Dwinelle Hall  
*Mailbox:* 1203 Dwinelle Hall

*Email:* karee\_garvin@berkeley.edu  
*Office hours:* Tues & Thurs 2:00-3:00 and by appointment

### Course Description and Learning Objectives

It is estimated that half of the world's languages will disappear by the end of this century, and that eventually we will lose linguistic diversity. In this course we will ask the questions: what do we lose when a language dies? what is the value of linguistic diversity? We will talk about the links between language and thought, culture, and identity. We will also address some causes of language endangerment, and the issues involved in revitalizing languages, including policy and documentation.

In addition to the content, this course will help you develop the necessary reading and writing skills crucial for success at Berkeley and beyond. Strong reading and writing skills are key to developing critical thinking skills. We will work to develop these skills through (i) discussion of readings in class, (ii) written responses to the readings, (iii) original written work, and (iv) peer review of each other's writing. By the end of this course, you will have mastered the writing process, from formulating a topic and finding sources, to outlining, drafting, and revising a paper.

### Course Policies:

#### ***Written Assignments:***

- *Short Writing Assignments:* These assignments are meant to get you started thinking about the readings, facilitate class discussion, and give you opportunities to practice writing and prepare for papers. You will get feedback from me on each submission to help you improve. Thoughtful completion of the daily written assignments will help you prepare for the midterm and final papers.

Short written assignments will be graded on a 2 point system: full credit (2 pts) will be given for timely, complete, and conscientious submissions and partial credit (1pt) for submissions which are late and/or lacking.

These assignments should be 1.5 spaced, Times New Roman (or similar), 1-inch margins, with the word count at the bottom of the assignment. Short written/daily assignments must be uploaded as pdfs on Bcourses>Assignments by 9:00am the day of class unless otherwise specified.

- *Papers:* The Diagnostic Essay, Papers 1 and 2 drafts and final drafts must be turned in via bCourses by the specified date and time. Additionally, please bring 2 stapled hard copies (there are staplers in all libraries) to class on the specified date for peer reviews. A detailed prompt along with instructions will be provided for each paper.

In addition to the final draft of the paper, you will be asked to turn in drafts of your thesis, outline, drafts, and portfolio for Paper 1 and Paper 2 with the addition of the annotated bibliography for Paper 2. These preliminary assignments will be graded like the short written assignments (2 point system based on completion, timeliness, conscientiousness) and will count for 5% of each paper grade and are designed to help construct your final paper and provide you with feedback along the way. Specifications about dates and expectations will be discussed in class.

*Attendance:* Attendance is mandatory. Participation in class activities and the timely submission of assignments is very important for this course and for your progress throughout the semester. Absences will affect your performance and participation in the class, and consequently, your grade. If you are absent, it is your responsibility to communicate with me regarding it. You may inform me by email or in person. I may request documentation depending on the circumstances of the absence. Absence due to extra-curricular activities must be addressed within the first 2 weeks of the course with written documentation that states the nature of the activities and specific dates of absence.

*Participation:* You should come to class having done the readings *and* having completed the written assignment. If you are not prepared to participate you will not receive participation credit. Participation may include asking questions, volunteering answers, actively working in small groups, engaging effectively in peer review, respectfully listening to both me and your fellow students, bringing appropriate materials to class, and meeting with me outside of class. Participation will be recorded each day. Additionally, as some activities mandate more participation than others, there will be both a daily participation score and occasionally an additional activity participation score—you will be notified in advance about the activity and expectations. Note that you cannot fully participate if you are absent and absences will be reflected in your participation grade!

*Readings and bCourses:* All assignments, resources, and announcements will be posted to the bCourses website. Be sure to check the site and your email regularly. Most readings will be made available on the course site; exceptions are readings available on eBrary.

*Office Hours and Email:* Office hours are useful for asking questions regarding course material, assignments, or simply chatting about your interests. Email is also an option for questions, particularly with regard to class logistics. **Please include R1B in the subject line of all emails** However, content questions which require more discussion may be best addressed in office hours. Please allow 48 hours for e-mail response, and note that I may not respond to emails sent on Friday afternoon until Monday.

*Grade Disputes, and Academic Integrity:* If you wish to dispute a grade you have received, please submit your dispute *in writing* within 2 weeks of the original due date. Indicate clearly each issue you wish to dispute. I will then carefully go over it. Please note that your grade may go up or down after your assignment is reviewed.

All work you turn in must be your own; plagiarism in any form will be penalized accordingly. If you discuss your work with others, you must acknowledge them appropriately (either by citations,

footnotes, or written at the top of your work). See more here:  
<http://sa.berkeley.edu/code-of-conduct>  
<http://gsi.berkeley.edu/gsi-guide-contents/academic-misconduct-intro/>

*Accommodations:* If you have a disability or are in need of other special accommodations, please inform me as early as possible. Disability-related accommodations cannot be made without a letter from the Disabled Students Program detailing the specifics of your accommodation needs.

**Assignments and Grade Distribution** (note: dates are tentative)

Class Participation	10%	<i>throughout</i>
Written Assignments	15%	<i>throughout</i>
Diagnostic Essay (700-900 words)	5%	9/10
Paper I (5-7 pages)	25%	
Paper I Participation:	5%	
Thesis Statement		9/12
Outline		9/17
First Draft		9/24
Peer Review		9/24
Second Draft		9/26
Final Draft		10/10
Paper II (9-10 pages)	35%	
Paper II Participation:	5%	
Topic Choice		10/17
Thesis Statement		10/22
Annotated bibliography		10/29
Outline		10/31
First Draft		11/7
Peer review		11/7
Second Draft		11/14
Presentation		12/3, 12/5
Final Draft		12/6

**Grading Schema**

97% and above	A+
93% - <97%	A
90% - <93%	A-
87% - <90%	B+
83% - <87%	B
80% - <83%	B-
77% - <80%	C+
73% - <77%	C
70% - <73%	C-
67% - <70%	D+
63% - <67%	D
60% - <63%	D-
below 60%	F

**Course Calendar** Note: This schedule is tentative. Any changes will be announced in class and on the bCourses site; readings and assignments are due on the day listed!

## **UNIT 1: Introduction to Linguistics and Language Endangerment**

### Week 1 *Basic linguistic concepts & introduction to language endangerment*

TH August 29

Reading: Gibbs (2002), Fishman (2007) Kramsch (1998: ch. 1 & 6)

Assignment: Submit *About Me* Google Form

### Week 2 *Introduction to language endangerment*

*Skills: Reading technical papers, note taking, summaries, and using rubrics*

T September 3

Reading: Crystal (2002: ch. 1 & 2)

Assignment: Short reflection on why language is important to you and one-paragraph summaries of Crystal chapters

Th September 5

Reading: Crystal (2002: ch. 3) and Grenoble and Whaley (1998)

Assignment: Short essay on endangered language

### Week 3 *Language Myths and Intro to Linguistics*

*Skills: technical readings and thesis statements*

T September 10

Reading: Evans (1998), Harlow (1998), Bauer (1998), Esling (1998)

Assignment: **Diagnostic Essay Due by 3:30 before the start of class**

Th September 12

Reading: Davies and Dubinsky (2018: ch 1-4)

Assignment: Chapter Summaries and **Thesis Statement due before the start of class**

## **UNIT 2: Language and Culture, Language and Thought**

### ***Unit 2A: Language, Culture, and Identity***

### Week 4 *Connecting Language, Culture, and Identity*

*Skills: evaluating sources, building arguments, organizing a paper*

T September 17

Reading: Evans (2010) and Michael (2011), optional:McLaughlin and Sall (2001)

Assignment: **Outline due Thursday 6:00pm**

Th September 19

Reading: Hinton (1994: ch. 1-5, & 17) and wa Thiong'o (2004)

Assignment: Reflection on Readings

Week 5 *Language Revitalization and Role of Revitalization in Linguistics*

*Skills: peer review, editing*

T September 24

Reading: Hinton (2001c: ch. 31) and Fishman (2000: ch. 1 & 19)

Assignment: **First draft for Paper 1 due before class.** Submit draft on bcourses and bring a hard copy to class for **peer reviews.**

Th September 26

Reading: Whalen (2004), Hinton (2001c: ch. 32), Battiste (1998)

Assignment: Peer Review Reflections and **Second draft for Paper 2 due**

Week 6 *Role of Linguistics in Endangered Languages*

*Skills: argumentation and organization*

T October 1

Reading: Ladefoged (1992) Dorian (1993) (read in this order)

Assignment: Critical response about the role of linguistics in endangered languages

Th October 3

Reading: Davies and Dubinsky (2018: ch. 5-7), Applebome (1996)

Assignment: Reflection on the role of language in shaping your identity

Week 7 *Language identity, culture, and power*

*Skills: Clear and concise writing, editing*

T October 8

Reading: Whorf (1940), Gaby (2012), Pullum (1991)

Assignment: 10/8 In Class Writing Exercise Submitted by the end of the day.

Th October 10

*No Class*

Reading: No Reading

Assignment: **Final draft for Paper 1 (5-7 pages); submitted by 8am in class and on bcourses**

***Unit 2B: Language Policy***

Week 8 *Language Rights and Language Policy*

*Skills: developing writing skills through reading*

T October 15

Reading: Davies and Dubinsky (2018: ch. 9 and part III intro)

Assignment:

Th October 17

Reading: Davies and Dubinsky (2018: 10-14)

Assignment: **Paper 2 Topic Preference Submission**

Week 9 *Language Policy and Education*

*Skills: reading critically, finding sources, writing an annotated bibliography*

T October 22

Reading: Hinton (2001c: ch. 3) and Hornberger (2014)

Assignment: **Paper 2 Thesis Statement Due**

Th October 24

Reading: Pullum (1999), Rickford (1999), Applebome (1996)

Assignment: Critical Response of Pullum (1999), Rickford (1999), Applebome (1996) and 5 discussion questions to prepare for in class discussion.

Week 10 *Introduction to language policy and revitalization*

*Skills: developing argumentation and structure*

T October 29

Reading: Data Sharing based on your own research for annotated bibliography

Assignment: **Annotated bibliography due**

Th October 31

Reading: Hermes and King (2012) and review ? : ch. 17

Assignment: **Paper 2 Outline due on bcourses by the end of the day on Thursday**

Week 11 *Impacts of policy and revitalization*

*Skills: critical reading and evaluating evidence*

T November 5

Reading: Fishman (2000: ch. 6 10)

Assignment: TBA

Th November 7

Reading: Fishman (2000: ch. 12 15)

Assignment: TBA

## References

- Applebome, P. (1996, December 20). School district elevates status of black english. *The New York Times*.
- Battiste, M. (1998). Enabling the autumn seed: Toward a decolonized approach to aboriginal knowledge, language, and education. *Canadian Journal of Native Education* 22.1, 16–27.
- Bauer, W. (1998). Some languages have no grammar. In L. Bauer and P. Trudgill (Eds.), *Language Myths*, pp. 77–84. London: Penguin Books.
- Crystal, D. (2002). *Language Death*. Cambridge: Cambridge University Press.
- Davies, W. D. and S. Dubinsky (2018). *Language Conflict and Language Rights: Ethnolinguistic Perspectives on Human Conflict*. Cambridge University Press.
- Dorian, N. (1993). A response to ladefoged’s other view of endangered languages. *Language* 69(3), 575–579.
- Esling, J. (1998). Everyone has an accent except me. In L. Bauer and P. Trudgill (Eds.), *Language myths*, pp. 159–168. London: Penguin Books.
- Evans, N. (1998). Aborigines speak a primitive language. In L. Bauer and P. Trudgill (Eds.), *Language Myths*, pp. 159–168. London: Penguin Books.
- Evans, N. (2010). *Dying words : endangered languages and what they have to tell us*. Wiley-Blackwell: Wiley-Blackwell.
- Fishman, J. (2000). *Can Threatened Languages Be Saved?: Reversing Language Shift, Revisited: A 21st Century Perspective*. Multilingual Matters.
- Fishman, J. (2007). What do you lose when you lose your language? In G. Cantoni (Ed.), *Stabilizing indigenous languages*, pp. 71–81. Northern Arizona University.
- Gaby, A. (2012). The thaayorre think of time like they talk of space. *Frontiers in Psychology* 3, 300.
- Gibbs, W. W. (2002). Saving dying languages. *Scientific American* 287(2), 78–85.
- Grenoble, L. and L. J. Whaley (1998). Toward a typology of language endangerment. In *Endangered Languages: Current Issues and Future Prospects*.
- Harlow, R. (1998). Some languages are just not good enough. In L. Bauer and P. Trudgill (Eds.), *Language Myths*, pp. 9–14. London: Penguin Books.
- Hermes, M. and K. King (2012).
- Hinton, L. (1994). *Flutes of Fire: Essays on California Indian Languages*. Heyday Books.
- Hinton, L. (2001a). Federal language policy and indigenous languages in the united states. In L. Hinton and K. Hale (Eds.), *The Green Book of Language Revitalization*, pp. 39–44. Boston: Brill.
- Hinton, L. (2001b). The master apprentice program. In L. Hinton and K. Hale (Eds.), *The Green Book of Language Revitalization*, pp. 217–226. Boston: Brill.

- Hinton, L. (2001c). The use of linguistic archives in language revitalization. In L. Hinton and K. Hale (Eds.), *The Green Book of Language Revitalization*, pp. 419–423. Boston: Brill.
- Hornberger, N. H. (2014). Portraits of language activists in indigenous language revitalization. In B. Spolsky, O. Inbar-Lourie, and M. Tannenbaum (Eds.), *Challenges for Language Education and Policy: Making Space for People*, pp. 123–134. New York: Routledge.
- Kramsch, C. (1998). *Language and culture*. Oxford: Oxford University Press.
- Ladefoged, P. (1992). Another view of endangered languages. *Language* 68(4), 809–811.
- McLaughlin, F. and T. S. Sall (2001). The give and take of fieldwork: Noun classes and other concerns in Fatick, Senegal. *Linguistic fieldwork*, 189–210.
- Michael, L. (2011). Language and culture. In P. Austin and J. Sallabank (Eds.), *Handbook of endangered languages*, pp. 120–140. Cambridge: Cambridge University Press.
- Pullum, G. K. (1991). The great eskimo vocabulary hoax. In G. K. Pullum (Ed.), *The great Eskimo vocabulary hoax and other irreverent essays on the study of language*. Chicago: University of Chicago Press.
- Pullum, G. K. (1999). African american vernacular english is not standard english with mistakes. In R. S. Wheeler (Ed.), *The Workings of Language*, pp. 39–58. Westport CT: Praeger.
- Rickford, J. R. (1999). The Ebonics controversy in my backyard: A sociolinguist’s experiences and reflections. *Journal of Sociolinguistics* 3(2), 267–75.
- wa Thiong’o, N. (2004). Recovering the original. In W. Lesser (Ed.), *The Genius of Language: Fifteen Writers Reflect on their Mother Tongues*, pp. 102–110. New York: Pantheon Books.
- Whalen, D. H. (2004). How the study of endangered languages will revolutionize linguistics. In P. van Sterkenberg (Ed.), *Linguistics today facing a greater challenge*, pp. 321–344. Amsterdam: John Benjamins.
- Whorf, B. L. (1940). Science and linguistics. *Technology Review* 42(6), 229–231, 247–248.