

Linguistics R1B Summer 2020

Endangered languages: Why does linguistic diversity matter?

M-Th 10:00-12:00, Synchronous Remote Instruction

Instructor: Karee Garvin
Office: Held Remotely

Email: karee_garvin@berkeley.edu
Office hours: Friday 9:00-11:00am 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:

Remote Instruction This class will be taught remotely and you will be required to use zoom for this course. The class is designed to be synchronous, and as such, you will be expected to actively participate in our zoom class sessions during our scheduled time. Active participation on zoom includes turning your cameras on and participating in discussions both through speaking and listening. More details on participation are given below. If you are unable to regularly attend class synchronously or if you are unable to use your camera or are uncomfortable using your camera, please let me know ASAP so we can discuss how to proceed.

S/U Grading You have the option to take this course S/U or for a letter grade. The course content and design will be the same regardless of which grading option you chose; however, S/U grading will provide you with greater flexibility with regard to both attendance and assignments. See below for the S/U grading schema.

Attendance & Participation To receive full credit (2pts/day) for attendance and participation, you must sign in to class on time prepared to participate. Absences and tardiness will affect your performance and participation in the class, and consequently, your grade. If you are absent or know in advance you will be late, it is your responsibility to communicate this with me via e-mail **before the start of class**. 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.

You should come to class having done the readings *and* having completed the written assignment. 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.

Daily Reading Submissions Understanding the themes of the readings and paying attention to how specific examples are used in the readings will greatly improve your understanding of the material and the quality of your writing. Thus, you will be expected to submit a short response each day stating a theme or argument of one of the readings and a specific example the author used that helped you to understand their argument. This task is designed to be quick so responses should be complete, but may be short. i.e. 2-3 sentences.

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 be provided with feedback on these submissions 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 scale: full credit will be given for timely, complete, and conscientious submissions and partial credit 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 will be due either before class, at 10:00am or if it is an assignment we are working on in class, it will be due by the end of class at 12:00pm.

- *In Class Activities:* Throughout the semester we will do a number of in class activities designed to help you better understand the material and develop your analysis for your papers. Examples of in class activities include in-class discussions, debates, writing prompts, and presentations of the readings.
- *Papers:* You will write three research papers for this class: the diagnostic essay, and 2 larger papers. These papers will provide an opportunity to apply the course material hone you writing abilities. For the larger papers, in addition to the final draft, there will be a number of drafts and smaller supporting assignments that will help provide you with feedback as you develop your final draft of each essay. These supporting assignments include drafts of your thesis, outline, drafts for Paper 1 and Paper 2 with the addition of the annotated bibliography for Paper 2. Papers will be due at 12:00pm (noon) on Fridays.

Drafts and supporting assignments will be graded like the short written assignments (based on completion, timeliness, conscientiousness) and will count for 5% of each paper grad. All papers and supporting assignments must be turned in via bcourses by the specified date and time. A detailed prompt along with instructions will be provided for each paper.

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 will be held remotely using the provided zoom link. You are welcome to sign on to the zoom link at any time during office hours without an appointment. As office hours are open to everyone, multiple students may be at office hours at once. If you are unable to

attend office hours or if you would like to discuss something one-on-one, you are also welcome to email me to set up an appointment. Office hours are useful for asking questions regarding course material, assignments, or simply chatting about your interests.

You are also welcome to email me any questions you may have. Email is best for questions regarding to class logistics and I may suggest that we set up a time to meet if I cannot effectively answer your question via email. For all email correspondence, **please include R1B in the subject line**. Additionally, 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)

Attendance & Participation	5%	<i>throughout</i>
Daily Reading Submission	5%	<i>throughout</i>
Written Assignments and In class activities	10%	<i>throughout</i>
Diagnostic Essay (700-900 words)	5%	5/29
Paper I (5-7 pages)	30%	
Thesis Statement & Outline		6/1
Argument 1		6/2
Argument 2		6/3
First Draft & Peer Review		6/4
Second Draft		6/5
Final Draft		6/12
Paper I Supplement:	5%	
Paper II (9-10 pages)	35%	
Topic Preference		6/16
Annotated Bibliography		6/17
Thesis Statement & Outline		6/17
Proposal		6/22
Background		6/23
Discussion		6/24
First Draft & Peer Review		6/25
Second Draft		6/26
Presentations		7/1,7/2
Final Draft		7/3
Paper II Supplemental:	5%	

Grading Schema

Letter Grade

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

Satisfactory/Unsatisfactory

60% and above	S
below 60%	U

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*

Skills: note taking, summaries, and using rubrics

T May 26th

Reading: Gibbs (2002) and Crystal (2002: ch.1)

Assignment: 1) *About Me* Google Form due on bcourses by 10:00am

2) Short reflection on why language is important to you due on bcourses by 10:00am

W May 27th

Reading: Andersson (1998), Bauer (1998), Esling (1998), Evans (1998), Giles and Niedzielski (1998), and Harlow (1998)

Assignment: Two 1 paragraph summaries on Crystal (2002) chapter 1 and the language myths readings due on bcourses by 10:00am

Th May 28th

Reading: Crystal (2002: ch. 2-3)

Assignment: Short essay on an endangered language due on bcourses by 10:00am

F May 29th

Assignment: **Diagnostic Essay due on bcourses by 12:00pm**

Week 2 *Language and Culture*

Skills: Argumentation and Organization

M June 1st

Reading: Hallett et al. (2007) and McCarty (2011)

Assignment: 1) In class debate and debate summaries due on bcourses by 10:00am

2) **Thesis Statement and Outline due 12:00pm**

T June 2nd

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

Assignment: 1) Chapter summaries due on bcourses by 10:00am

2) **Argument 1 draft 1 10:00am**

3) **Argument 1 draft 2 12:00pm**

W June 3rd

Reading: Evans (2010) and Michael (2011)

Assignment: **Argument 2 due on bcourses by 10:00am**

Th June 4th

Reading: McLaughlin (1995)

Assignment: 1) **Paper 1 draft 1 due on bcourses by 10:00am**
2) **Peer Reviews**

Week 3 *Language and Identity and the Ethics of Linguistic Research*
Skills: Critical Analysis and Editing and Revising

M June 8th

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

T June 9th

Reading: Whorf (1940) and Pullum (1991) *optional: Gaby (2012)*

Assignment: 1) Synthesis paragraph and discussion Qs due on bcourses by 10:00am

2) In class writing exercise due on bcourses by 12:00pm

W June 10th

Reading: Davies and Dubinsky (2018: ch 5-7)

Assignment: Reflection on language and your identity due on bcourses by 10:00am

Th June 11th

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

Assignment: Critical response about the role of linguistics in endangered languages due on bcourses
by 10:00am

F June 12th

Assignment: **Paper 1 Final Draft due on bcourses by 12:00pm**

UNIT 2: Language Policy

Week 4 *Introduction to Language Policy*
Skills: evaluating sources, building arguments, organizing a paper

M June 15th

Reading: Davies and Dubinsky (2018: ch. 9, pt. III Intro), Hinton (2001: ch. 3), and Hornberger
(2014)

T June 16th

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

Assignment: **Topic preference due on bcourses by 10:00am**

W June 17th

Assignment: 1) **Annotated Bibliography before class due on bcourses by 10:00am**

2) **Thesis and Outline due at the end of class on bcourses by 12:00pm**

Th June 18th

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

Assignment: Critical response of Pullum (1999), Rickford (1999), and Applebome (1996) and 5
discussion questions to prepare for in class discussion due on bcourses by 10:00am

Week 5 *Exploring Linguistic Topics*

Skills: Proposal Building and Argumentation

M June 22nd

Reading: Fishman (2000: ch. 6 & 10)

Assignment: **Proposal Draft due on bcourses by 10:00am**

T June 23rd

Reading: Fishman (2000: ch. 12 & 15)

Assignment: **Background Draft due on bcourses by 10:00am**

W June 24th

Reading: Piatote (2018)

Assignment: **Discussion Draft due on bcourses by 10:00am**

Th June 25th

Assignment: **Paper 2 Draft 1 due on bcourses by 10:00am; Peer Reviews**

F June 26th

Assignment: **Paper 2 Draft 2 due on bcourses by 12:00pm**

Week 6 *Course Wrap Up*

M June 29th

Reading: Regier (2006) and Harrison (2007)

T June 30th

– In class activity

W July 1st

Assignment: In Class Presentations

Th July 2nd

Assignment: In Class Presentations

F July 3rd

Assignment: **Paper 2 Final Draft due on bcourses by 12:00pm**

References

- Andersson, L.-G. (1998). Some languages are harder than others. In L. Bauer and P. Trudgill (Eds.), *Language Myths*, pp. 85–93. London: Penguin Books.
- Applebome, P. (1996, December 20). School district elevates status of black english. *The New York Times*.
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- Fishman, J. (2000). *Can Threatened Languages Be Saved?: Reversing Language Shift, Revisited: A 21st Century Perspective*. Multilingual Matters.
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