

Linguistics 105:
Language Endangerment, Globalization, and Indigenous Peoples
 University of Hawai'i at Mānoa

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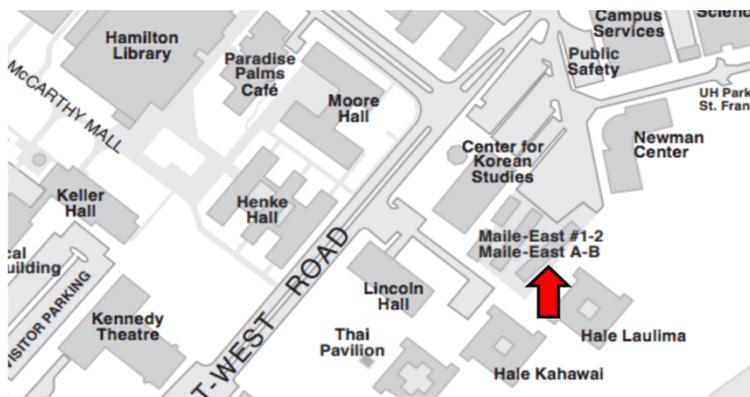
1 Unit mastery format

This is a Unit Mastery course, which means that the structure of the course is **very different** from other undergraduate courses. There are no classes or lectures. Instead, students are in charge of their own learning – students must master the material through reading and regular studying habits. We provide the material in readings which are divided into "units". You must master these units (hence the name Unit Mastery) by passing quizzes in the UM Center, in addition to fulfilling other course requirements outlined below. Students are expected to study independently, track their own progress, and determine their own schedule for completion of course components within the given deadlines.

Time management skills are crucial in a Unit Mastery course. Although this format involves no scheduled class meetings, students should still devote as much time as they would a traditional course. Aside from the regular time needed for reading and studying, **students should set aside at least *two to three hours per week* to visit the UM Center.**

1.1 UM Center location

The UM center is located in Maile-East Building B (previously named Temporary Portables), #105. This is just behind the Center for Korean Studies, next to Hale Laulima and Lincoln Hall.



Course description

This is an introductory course that focuses on language endangerment, globalization, and indigenous peoples. Many of us in Hawai'i are familiar with the endangerment and the subsequent revitalization efforts for Hawaiian. Still, few understand that this is a global issue, not only a local one. In fact, there are around 7,000 languages in the world, and some linguists estimate that as many as half of these will become extinct by the end of this century. This would be a devastating loss to humanity in terms of not only diversity, but also scientific knowledge. Should a language disappear, so will the knowledge that is encoded within it—including important cultural, historical, and scientific knowledge not yet known to outsiders.

Therefore, the purpose of this course is to expose students to the gravity of this phenomenon on a global scale. Students will be introduced to case studies on language endangerment from every continent around the world and throughout history—from the viewpoints of both indigenous speakers and outsiders.

1.2 FGB requirement

This course has been designated Foundation Global B (FGB). Students can read about the hallmarks for this requirement here: https://www.hawaii.edu/gened/foundations_FG.htm. Upon successful completion of this course, students will have satisfied this General Education requirement.

1.3 Student Learning Outcomes

Upon successful completion of this course, students will:

- 1) identify factors (cultural, international, political and social) that play a role in language endangerment,
- 2) illustrate the impact of linguistic diversity on modern human history,
- 3) evaluate the impact of global forces of the loss of linguistic diversity in at least three different regions of the world,
- 4) report on the activities of language diversity databases (e.g., *Catalogue of Endangered Languages*, *Ethnologue*, etc.) as well as local and international organizations that are working towards addressing the issue of the loss of linguistic diversity,
- 5) categorize different languages from different parts of the world into different levels of endangerment based upon reported statistics in the field,
- 6) assess and analyze indigenous versus global perspectives on language diversity and the threat to language endangerment, and
- 7) demonstrate habits for self-study and time management that will serve as the bedrock for success in academia and beyond.

2 Required textbooks

The following required textbooks are available for purchase at the campus bookstore or online.

Language Death, by David Crystal. 2014. Cambridge University Press.

Crystal's *Language Death* is the most comprehensive yet concise introduction to language death and endangerment. Though Crystal is a well-known linguist, this text was written for the non-specialist and is easy to understand.

Spoken Here: Travels Among Threatened Languages, by Mark Abley. 2003. Houghton Mifflin. New York.

This book is a travel log by the journalist Mark Abley. He visits the last speakers of dying languages in an array of countries such as Australia, France, the Middle East, South America, and North America exploring how and why these languages are endangered and what communities are doing to preserve their languages.

Empires of the Word: A Language History of the World, by Nicholas Ostler. 2005. Harper Collins.

This book focuses on the spread of the world's major languages throughout history from Sumerian, to Phoenician, Arabic, Sanskrit, Spanish and others up to modern English as a world language.

2.1 External readings

Additional readings are listed below under section 3.3, Readings and Units. These external readings are available through Hamilton Library's Electronic Journals and Books (<http://library.manoa.hawaii.edu/>) through various journals as a PDF. If you have not done so already, it is important that you learn how to use Hamilton's Voyager system. This will better enable you to conduct research on your own and for other courses at UH. This will also provide you with an opportunity to learn how to look up academic references and sources.

3 Course requirements

3.1 Gates

The semester is divided into three sections which we refer to as "gates". Each gate is roughly five weeks apart. You must master at least 15 units throughout the semester. You can receive credit for up to six units during each gate (18 in total). The extra opportunities are in case you missed a unit in a previous gate. It is possible to master more than six units during one gate; however, you can only carry extra units forward, not backward.

This means that you may work ahead, **but it will be difficult to catch up if you fall behind.** For example, if you master 12 units before the first gate, you will receive credit for six units

for the first gate, and six will *carry forward* to the second gate. This means you will get credit for six units in the second, and none (yet) for the third. On the other hand, if you master zero units during the first gate, and then 10 in the second, you can only receive credit for six units for the second gate and four will carry forward to the third, a total of 10 units. If you master zero units in the first and second gates, and then 10 units in the third gate, you can only receive credit for six units for the third gate and none for the previous gates. This last scenario would leave you well short of the required 15 units.

Again, it is easy to work ahead, but please be cautious of falling behind.

3.2 Quiz format

Quizzes assess your mastery of the readings listed in section 3.3 Each quiz consists of ten multiple choice questions. In order to “master” a unit, you must pass a quiz with a grade of 7/10 or higher. If you score below 7 for a particular unit, you may try once more, though not on the same day.

Note 1: It is possible to test for more than one unit per day after you reach the optional units section.

Note 2: Each time you come to the UM classroom to take a quiz, you will pick up a stamp card. Each time you take a quiz, a GA will stamp your card with the date, and whether you passed the quiz. This will allow you to keep track of your progress.

When you retake a quiz (on another day), you will receive a different version for the same unit. If you are not able to master a unit within two attempts, you must move on to the next unit.

3.3 Readings and Units

There are two types of units in the course. The first are the Foundation units. These units are obligatory, and must be taken in the order outlined in the list below. After mastering the Foundation units in order (or attempting each at least two times), you must pass one quiz from each of the six themes. The remaining four quizzes may come from any theme or combination of themes.

Note that the order in which the chapters of the textbooks are to be read may not be sequential. Please check the reading list before beginning to study for a particular unit.

Obligatory units (Foundations)

Students must work through these units first.

Unit	Readings
<u>Foundation 1</u> An introduction to language endangerment	Crystal, Chapter 1: What is language death?
<u>Foundation 2</u> Causes of language death and endangerment	Crystal, Chapter 3: Why do languages die?

<u>Foundation 3</u> Language history	Ostler, Chapter 1: Themistocles' carpet, pp. 5-17. Ostler, Chapter 2: What it takes to be a world language; or, you can never tell, pp. 18-26.
<u>Foundation 4</u> Globalization and language endangerment	Abley, Chapter 2: Dreamers: Languages in Northern Australia, pp. 13-42.
<u>Foundation 5</u> Revitalization	Crystal, chapter 4: Where do we begin?

Theme units

You may test on the following units in any order. However, throughout the semester you must pass **at least one quiz from each of the six themes** below. The remaining four units may come from any theme or combination of themes. The themes are:

- Language Endangerment
- History of World Languages
- Globalization
- Revitalization
- Perspectives
- Case studies

Theme – Language Endangerment (minimum one unit)

Unit	Readings
Language endangerment 1	Crystal, Chapter 2: Why should we care?
Language endangerment 2	Abley, Chapter 3: Constructing the world, pp. 43-52. Abley, Chapter 7: Verbs of Boro, pp. 121-127. Abley, Chapter 11: Humbolt's parrot, pp. 190-200.

Theme – History of World Languages (minimum one unit)

Unit	Readings
History 1	Ostler, Chapter 4: Triumphs of fertility: Egyptian and Chinese, pp. 113-147.
History 2	Ostler, Chapter 5: The cultured career of Sanskrit, pp. 180-213.
History 3	Ostler, Chapter 6: Three thousand years of solipsism: the adventures of Greek, pp. 227-253.
History 4	Ostler, Chapter 7: Contesting Europe: Celt, Roman, German and Slav, pp. 272-280. Ostler, Chapter 10: Spanish in the New World, pp. 331-347.

Theme – Globalization (minimum one unit)

Unit	Readings
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Globalization 1	Abley, Chapter 5: Don't Vori, Bi Khepi, pp. 83-94. Abley, Chapter 9: Melting at the edges, pp. 156-162.
Globalization 2	Faraclas, Nicholas. 2005. Globalization and the future of creole languages. <i>Journal of Language and Politics</i> , 4.2:331-365. (Available through Hamilton's Electronic Journals and Books)

Theme – Revitalization (minimum one unit)

Unit	Readings
Revitalization 1	Crystal, chapter 5; What can be done?
Revitalization 2	Bell, Allan, Karen Davis, Donna Starts and Melenaite Taumoefolau. 2002. Linguists and language maintenance: Pasifika languages in Manukau, New Zealand. <i>Oceanic Linguistics</i> , 41.0:15-27. (Available through Hamilton's Electronic Journals and Books) Mangubhai, Francis. 2002. Language-in-Education policies in the South Pacific: some possibilities for consideration. <i>Journal of Multilingual and Multicultural Development</i> , 23.6:490-511. (Available through Hamilton's Electronic Journal and Books)
Revitalization 3	Abley, Chapter 6: Leaving the grave: Manx, pp. 95-120. Abley, Chapter 13: Revival, pp. 229-239.

Theme – Perspectives (minimum one unit)

Unit	Readings
Perspectives 1	NeSmith, R. Keao. 2005. Tūtū's Hawaiian and the Emergence of a Neo Hawaiian Language. 'Ōiwi Journal3—A Native Hawaiian Journal. Kuleana 'Ōiwi Press, Honolulu. (Available in Laulima folder)
Perspectives 2	Kuper, Kenneth Gofigan. 2014. <i>Na'la'la' i hila'-ta, na'matatnga i taotao-ta</i> : Chamorro language as liberation from colonization. MA thesis. pp. 1-21 (double-spaced pages). (Available in Laulima folder)

Theme – Case Studies (minimum one unit)

Unit	Readings
Case Study 1	Rehg, Kenneth L. 1998. Taking the pulse of Pohnpeian. <i>Oceanic Linguistics</i> , 37.323-345. (Available through Hamilton's Electronic Journal and Books)
Case Study 2	Abley, Chapter 4: Unseen unheard: Yuchi, pp. 53-82.
Case Study 3	Abley, Chapter 8: The lion's tongue: Provençal, pp. 128-155.
Case Study 4	Abley, Chapter 10: The words that come before all else: Mohawk, pp. 163-189.
Case Study 5	Abley, Chapter 12: Ways of escape: Yiddish, pp. 201-228.
Case Study 6	Abley, Chapter 14: The iron of language: Welsh, pp. 240-272.

3.4 Language Reports

A total of three language reports are due throughout the semester—one per gate—constituting 18% of the final grade (3 x 6% per report). The purpose of this exercise is to allow students an opportunity to discover on their own the widespread problem of language loss. For each language report, you must select an endangered language from a different area of the world, e.g. North, Central, South America, Asia, South Asia, Southeast Asia, etc. The reports must successfully answer seven out of eight questions pertaining to the language's status and future, earning one point per satisfactory answer (approximately one paragraph per question). These questions address the demography of the language, the historical context in which the language became endangered (including what events led to the physical and cultural dangers), the domains of use of the language, revitalization programs, and so on. To provide direction and assist with these assignments, the language report guidelines and a list of databases and international organizations that focus on this issue will be posted in the Resources folder in Laulima, including the respective URLs.

One language report is due at the end of each gate, although you may submit the reports early. We encourage you to plan ahead, so that during the week of the gate, you are not overwhelmed with trying to master the necessary units on top of submitting your language report. You can do one—or both—of these requirements *early*!

3.5 Linguistics Beyond the Classroom (LBC)

The Department of Linguistics has a special program called Linguistics beyond the Classroom. Here, students enrolled in linguistics courses have the opportunity to participate in linguistic experiments conducted by faculty and graduate students at UH. Participation in this program will count for 5% of your final grade. The experiments typically run around 40 minutes. The LBC website can be found here:

<http://www.ling.hawaii.edu/lbc/>, where information on available experiments and contact information can be found. It is not mandatory that you participate, but this will help you better understand how research occurs in the field of linguistics. If you choose not to participate in the LBC, you may master an extra unit (16 in total) to make up for this portion of the course requirements. (Note that in Unit Mastery the LBC media option is not allowed.) **LBC reports are due to us by May 07, 2018.**

Students often overlook the LBC component to the grade. Please pay attention to this, and try to get it done early in the semester (if possible). It could make the difference between an A and a B+ grade! To help motivate you to get the LBC done early, you will get a bonus 2% of the grade if you complete the LBC before **April 20th, 2018**.

3.6 Progress & Grading

You should keep track of your progress by checking the Gradebook feature on Laulima. The Graduate Assistants will update this as you take grades. **Note:** Please allow a few days for updates to be reflected on Laulima, or a full week during gate week.

Remember: Quizzes are pass/fail, meaning that your score in the Laulima gradebook for a quiz will be either 100% (for a score of 7/10 or higher) or 0% (for a score of 6/10 or lower). Up to two attempts at each quiz is recorded in the gradebook, but only the higher of the two scores is kept. That is, your score for any given unit will be either 100% or 0%.

The Unit Mastery system is integrating the Laulima Gradebook for the first time in Spring 2018. This will be a huge boon for students, as you will be able to track your progress much more effectively. However, we ask that you be patient, as learning the new system may involve some growing pains for us. If you notice a discrepancy, please alert the Graduate Assistants promptly.

Grading Rubric

Units mastered (quizzes)	75%
<ul style="list-style-type: none"> • Each quiz: 5% • Possible units: 15 • Graded pass/fail. (7+ = pass) 	
LBC (or additional unit)	5%
Language Reports	18%
<ul style="list-style-type: none"> • 6% each 	
Complete LBC (or extra unit) by April 20, 2018	2%

Grading scale	
93+	A
90 – 92.9	A-
88 – 89.9	B+
83 – 87.9	B
80 – 82.9	B-
78 – 79.9	C+
73 – 77.9	C
70 – 72.9	C-
68 – 69.9	D+
63 – 67.9	D
60 – 62.9	D-
59.9 & below	F

Note: A+ grades will be given for exceptional performance

4 Important Dates (see Schedule at a Glance for full set of dates)

January 8	First day of instruction
January 15	Martin Luther King, Jr. Day: UM Center closed
January 16	Last day to drop without a 'W'
February 19	President's Day: UM Center closed
March 9	Last day to drop with a 'W'
March 26 – 30	Spring Recess: UM Center closed
May 2	Last day of instruction, but Test Center Open May 3 and May 4

5.1 Gates

You must complete a certain number of units by each gate within the semester. Here are the dates for each gate:

1st Gate: February 14th

2nd Gate: March 21st

3rd Gate: May 2nd

5 Policies

5.1 In the UM Center

The UM center is located in Maile-East Building B (previously named Temporary Portables), #105, and is open **Monday-Friday 9am-2pm, except Tuesdays when it is closed from noon-1:30pm (but open 9-noon and 1:30-2pm)**. Please note that the test center must close by 2pm, and so the latest you may start an exam is 1:50pm.

House Rules:

Turn off cell phones.

No cell phones on desk or in view.

No headphones or music.

No talking.

No eating or drinking.

Your friends may not accompany you into the UM center. (Unless, of course, they too are enrolled in the class.)

If you fail to follow these rules, you will be asked to leave the UM center. Repeated offenses may result in dismissal from the UM center for the rest of the semester.

Always bring your student ID – you cannot receive an exam without your student ID. (Please, no credit cards or driver's licenses.)

The UM center is divided into three sections. To the right you will find desks turned towards the windows. This section is the study area. You may study or review your notes here (but do so alone, if you need to study in a group, you should go elsewhere). *Note: during gates, this area may not be available for studying.*

When you are ready to take an exam, approach the instructor or the Graduate Assistants (GAs) and request the appropriate exam. You will be required to leave your student ID at the desk while you take the exam. **IMPORTANT: Please write your name in full block letters, not cursive, nor autographs. If we cannot read your name, you cannot get credit!**

In the center of the room there are rows of desks facing the front. This area is reserved for testing. Here you may have nothing on your desk other than a pencil/pen and the exam. When you have finished the exam, return it to the GAs. A GA will grade your exam while you wait. The GAs will mark each question, but not reveal the correct answers.

After your exam has been graded, a GA will call your name and return your exam. If you wish to review your exam, you may do so in the area next to the windows. However, note the following:

Reviewing Area Policies:

1. You may review your exam in this area, and compare it with your notes or textbook.
2. You may ***not*** write or record any of the exam questions.
3. No pens or pencils are allowed in this area.
4. You may not take exams out of UM center.

5.2 Academic honesty

Academic dishonesty includes plagiarism and cheating. Students who violate the University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. ***Policies on scholastic dishonesty will be strictly enforced.***

5.3 Additional accommodations (Kokua)

If you have disability-related needs or concerns, please contact the **Kokua** program (phone: 956-7511, website: <https://www.hawaii.edu/kokua/services.htm>).

5.4 Title IX – Sexual Discrimination in Education

I am personally committed to providing students with an educational environment free of any discrimination or hostility of any kind, and as part of that, I would like to draw your attention to the Title IX office here on campus.

The University of Hawaii is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, genderbased harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, the University has staff and resources on your campus to support and assist you. Staff can also direct you to resources that are in the community.

If you wish to remain ANONYMOUS, speak with someone CONFIDENTIALLY, or would like to receive information and support in a CONFIDENTIAL setting, contact the confidential resources available here:

<http://www.manoa.hawaii.edu/titleix/resources.html#confidential>

If you wish to REPORT an incident of sex discrimination or gender-based violence including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence or stalking as well as receive information and support, contact:

Dee Uwono (Director and Title IX Coordinator)
Hawai'i Hall 124
2500 Campus Road
Honolulu, HI 96822.

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need. For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to:

<http://www.manoa.hawaii.edu/titleix/>.

6 Questions

For any questions please visit the instructor or the Graduate Assistants during office hours in the UM Center, or by appointment. After hours, feel free to contact us by email at lingum@hawaii.edu.