

Linguistics 105: Language Endangerment, Globalization, and Indigenous Peoples

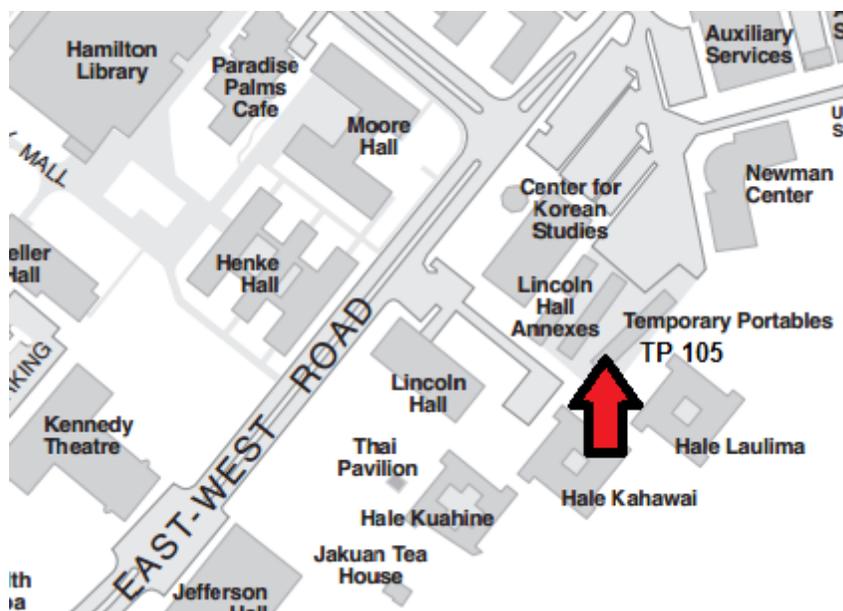
University of Hawai'i at Mānoa

Time:	M-F 9am–2 pm (not T 12-1:30)	UM Center:	TP 105
Instructor:	Kamil Ud Deen	Questions:	lingum@hawaii.edu
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The Unit Mastery Center is the room in which all UM activities will be conducted, including purchasing readers, taking quizzes, asking questions, etc. You should feel free to come in for any and all questions, and we encourage you to make use of this facility. Because this is a Unit Mastery course, you need to take the initiative to reach out to us and allow us to help you to learn the material. Our goal is to facilitate that learning in whatever way we can, but we can't do that unless you get in touch with us.

Location: The UM center is located in TP 105 (Temporary Portables). This is just behind the Korean Studies building and, next to Hale Laulima and Lincoln Hall. Please check the UHM website's map for directions if you need.



1. 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 then 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. This course has been designated Foundation Global B (FGB),

1.1 EXPECTED STUDENT LEARNING OUTCOMES. By the end of the semester students will:

- 1) have an understanding of how cultural, international, political, and social factors play a role in language endangerment,
- 2) be aware of the amount of linguistic diversity the world has to offer,
- 3) learn how linguistic diversity contributes to the overall sum of human knowledge,
- 4) learn to use existing databases to research endangered languages, as well as what local and international organizations in academia and the private and public sectors are doing to address the issue (through language reports), and
- 5) develop critical reading skills, since this is an independent study course offered in the Unit Mastery format.

2. REQUIRED TEXTBOOKS (available at the campus bookstore or online):

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

Crystal's *Language Death* is the most comprehensive and 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. It is available at the bookstore or online through the university library website.

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. New York.

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 6, READINGS AND UNITS. These external readings are available through Hamilton Library's Electronic Journals and Books (<http://library.manoa.hawaii.edu/>) through various journals in PDF format. 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. FORMAT. In Unit Mastery, there are no classes or lectures per se. Instead, students are expected to study on their own, and then pass a series of quizzes as well as fulfill other course requirements independently.

Time management skills are necessary in order to succeed in a Unit Mastery course. Although this format does not require class meetings, one should still expect to devote as much time to a Unit Mastery course as they would a traditional course. **Aside from the expected time needed for reading and studying, you should set aside at least two to three hours per week to visit the UM center.**

4. UM CENTER. The UM center is located in TP (Temporary Portables) #105, and is open M – F, 9:00 am – 2pm, **except Tuesdays from 12noon – 1:30pm.** Please note that the UM center must close at 2pm, and so the last possible time to receive 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.

4.1 IN THE UM CENTER.

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 Graduate Assistants (GAs) and request the appropriate exam (labeled Foundation 1, Language Endangerment 1, etc.). 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 will 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 the UM center.**

5. COURSE REQUIREMENTS.

5.1 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 fourteen units throughout the semester. During each gate you can receive credit for up to six units. 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 twelve units in the first gate, you will receive credit for six units for the first gate, six for the second, and none (yet) for the third. On the other hand, if you master zero units during the first gate, and then ten in the second, you can only receive credit for six units for the second gate and four for the third, a total of ten units, with only two possible units left for the third gate. If you master zero units in the first and second gates, and then ten units in the third gate, you can only receive credit for six units for the third gate and none for the previous gates.

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

5.2 QUIZZES. The quizzes are multiple-choice, with ten questions per quiz. In order to “master” a unit, you must pass an exam with a grade of 7/10 or higher. If you score below 7 for a particular unit, you may try again, but not the same exam on the same day. (Note: it is possible to test for more than one unit per day after you have finished the Foundation units.) When you retake an exam 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. Each mastered unit will count for 5% points toward the final grade of a total of 100% points. In order to receive an A+ in the class, you must master at least 14 units (70% of your grade) in addition to the other criteria outlined below (see Language Reports, LBC, and the optional Linguistics in the Community opportunities).

5.3 LANGUAGE REPORTS. A total of three language reports are due throughout the semester—one per gate—constituting 24% of the final grade (3 x 8% 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 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 Lulima, including the respective URLs.

5.4 LINGUISTICS IN THE COMMUNITY (LIC). There will be at least two opportunities throughout the semester to earn supplementary credit towards your final grade. These opportunities come in the form of field trips called Linguistics in the Community (LiC). These opportunities involve attending a preapproved event such as an exhibition, festival, seminar, or workshop that is related to the course. To receive credit for an outing, you must submit a two-page response to or summary of the event. You may use these outings to supplement or make for up to two quizzes, one quiz per LiC report. A list of approved events and instructions will be announced throughout the semester via email.

5.5 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 projects conducted by faculty and graduate students at UH. Participation in this

program will count towards 5% of your final grade. Each experiment takes from 20 to 40 minutes. The LBC website can be found here: <http://www.ling.hawaii.edu/lbc/>, and a link to a list of open experiments and contact information will be posted under the resources folder in Laulima.

It is not mandatory that you participate in an experiment, but we feel that this will help you better understand how research on language is carried out. If you choose not to participate in the LBC, you may master an extra unit (15 in total) to make up for this portion of the course requirements. (Note that in Unit Mastery the LBC media option is not allowed.)

6. 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 three times), you must pass one quiz from each of the five themes. The remaining three 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.

The following units are obligatory. These units serve as the foundation for the remainder of the course. I advise that you take these first.

Foundation 1: An introduction to language endangerment
Reading Crystal, chapter 1; What is language death?

Foundation 2: Causes of language death and endangerment
Reading Crystal, chapter 3; Why do languages die?

Foundation 3: Language history
Readings 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.

Foundation 4: Globalization and language endangerment
Reading: Abley, chapter 2; Dreamers: Languages in Northern Australia, pp. 13-42.

Foundation 5: Revitalization
Reading: Crystal, chapter 4; Where do we begin?

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 five themes below**. The remaining three units may come from any theme or combination of themes.

Theme – Language Endangerment

Unit - Language Endangerment 1

Reading: Crystal, chapter 2; Why should we care?

Unit - Language Endangerment 2

Readings 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.

The readings in this unit illustrate just how diverse language structure is, focusing on the idea that if minority languages become extinct, we may not fully understand what is possible and what is impossible

in language and its structure.

Theme – History of World Languages

Unit - History 1

Reading: Ostler, chapter 4; Triumphs of fertility: Egyptian and Chinese, pp. 113-147.

Unit - History 2

Reading: Ostler, chapter 5; The cultured career of Sanskrit, pp. 180-213.

Unit - History 3

Reading: Ostler, chapter 6; Three thousand years of solipsism: the adventures of Greek, pp. 227-253.

Unit - History 4

Readings: 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

Unit - Globalization 1

Readings: Abley, chapter 5; Don't Vori, Bi Khepi, pp. 83-94.
Abley, chapter 9; Melting at the edges, pp. 156-162.

The readings in this unit illustrate how globalization is having an impact on language and language use, with chapter 5 examining Russian vocabulary, and chapter 9 looking at spoken Inuit in Alaska.

Unit - Globalization 2

Reading: Faraclas, Nicholas. 2005. Globalization and the future of creole languages. *Journal of Language and Politics*, 4.2:331-365. (Available through Hamilton's Electronic Journals and Books)

Though globalization was a driving force behind the creation of the world's creole languages, this reading looks at how it is now contributing to their disappearance.

Theme – Revitalization

Unit - Revitalization 1

Reading: Crystal, chapter 5; What can be done?

Unit - Revitalization 2

Readings: Bell, Allan, Karen Davis, Donna Starts and Melenaita Taumoefolau. 2002. Linguists and language maintenance: Pasifika languages in Manukau, New Zealand. *Oceanic Linguistics*, 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. *Journal of Multilingual and Multicultural Development*, 23.6:490-511. (Available through Hamilton's Electronic Journal and Books)

Unit - Revitalization 3

Readings: Abley, chapter 6; Leaving the grave: Manx, pp. 95-120.
Abley, chapter 13; Revival, pp. 229-239.

Abley, chapter 6 is a case study of Manx, a language spoken in the Isle of Mann, a small island between Britain and Ireland. The last fluent speaker died in the 1970s, yet the language is now more visible in

public than it was thirty years ago. Abley, chapter 13 introduces language revival in general.

Theme – Case Studies

Unit - Case Study 1

Reading: Rehg, Kenneth L. 1998. Taking the pulse of Pohnpeian. *Oceanic Linguistics*, 37.323-345. (Pohnpeian is spoken on the island of Pohnpei, the capital of the Federated States of Micronesia.) (Available through Hamilton’s Electronic Journal and Books)

Unit - Case Study 2

Reading: Abley, chapter 4; Unseen unheard: Yuchi, pp. 53-82. (Yuchi is a language of North America, spoken in Oklahoma. It was once thought to be extinct.)

Unit - Case Study 3

Reading: Abley, chapter 8; The lion’s tongue: Provençal, pp. 128-155. (Provençal is an endangered Indo-European language spoken in Southern France.)

Unit - Case Study 4

Reading: Abley, chapter 10; The words that come before all else: Mohawk, pp. 163-189. (Mohawk is a North American language spoken in Canada and in places across the border in the US.)

Unit - Case Study 5

Reading: Abley, chapter 12; Ways of escape: Yiddish, pp. 201-228. (Though Yiddish is spoken in a number of countries, this chapter focuses on its use in Israel.)

Unit - Case Study 6

Reading: Abley, chapter 14; The iron of language: Welsh, pp. 240-272. (Welsh is spoken in Wales, a country-member of the United Kingdom.)

5. PROGRESS AND GRADING RUBRIC. We will keep track of your progress through the semester, but it is important for you to keep track of your own progress too. Please keep track using the Quiz Tracker below. If you lose the tracker, or wish to check the accuracy of your own tracker, you can come in to the test center during open times and ask any instructor. We will access the master copy and share that with you at any time in the semester. Keep in mind, though, that there are usually more than 250 students in Unit Mastery, thus when we are busy, we may not have time to process all quizzes that night and we may not be able to check your progress promptly. So, it would be best if you keep track of your own progress throughout the semester.

GRADING RUBRIC

Each unit mastered:

		<u>Scale</u>	
5% each, possible 14 units	=	70% points	98 – 100 : A+ 73 – 77 : C
LBC (or an additional unit)	=	6% points	93 – 97 : A 70 – 72 : C-
Language Reports			90 – 92 : A- 68 – 69 : D+
8% each x 3	=	<u>24% points</u>	88 – 89 : B+ 63 – 67 : D
	Total	100%	83 – 87 : B 60 – 62 : D-
			80 – 82 : B- 59 – below : F
			78 – 79 : C+

Two LiC activities may be used to replace up to two quizzes or one language report.

Note: an Incomplete (I) is not an option for Unit Mastery courses.

IMPORTANT DATES: August 21, first day of classes
August 28, testing begins, last day to drop without a “W”
October 20, last day to drop with a “W”
December 7, Last day of instruction

GATES: We sort you into groups based upon your last name. This helps manage the traffic in the UM Center during gate periods. You are assigned to the following groups as follows:

If your last name begins with: A – C, then you are in Group A
D – J, then you are in Group B
K – M, then you are in group C
N – S, then you are in Group D
T – Z, then you are in Group E

1st Gate:

Group A – Ends on September 25
Group B – Ends on September 26
Group C – Ends on September 27
Group D – Ends on September 28
Group E – Ends on September 29

You need credit for at least five units by the end of this date (at least one per week); any additional units will be carried forward.

2nd Gate:

Group A – Ends on October 30
Group B – Ends on October 31
Group C – Ends on November 1
Group D – Ends on November 2
Group E – Ends on November 3

You need credit for an additional six units during this period (at least one per week); any additional units will be carried forward.

3rd Gate:

Group A – Ends on December 4
Group B – Ends on December 5
Group C – Ends on December 6
Group D – Ends on December 7
Group E – Ends on December 7

You can get credit for up to six units during this period. Any

additional units cannot be carried forward or backward.

For any questions please visit the instructor or the Graduate Assistants during office hours or by appointment. After hours, feel free to contact us by email.

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.***

*Note: If you have disability-related needs or concerns, please contact the **Kokua** program (phone: 956-7511).*

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, gender-based 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/>

The following chart is to help you keep track of your progress. Please do not lose this. We have your records, but this will help you progress.

LING105: Quiz Tracker

Scores

Dates Taken:

Foundations (Foundations count as quizzes)

- Foundation 1: An introduction to language endangerment*
- Foundation 2: Causes of language death and endangerment*
- Foundation 3: Language history*
- Foundation 4: Globalization and language endangerment*
- Foundation 5: Revitalization*

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 five themes below. The remaining three units may come from any theme or combination of themes.

Scores

Dates Taken:

Theme - Language Endangerment

- Unit - Language Endangerment 1*
- Unit - Language Endangerment 2*

Theme - History of World Languages

- Unit - History 1*
- Unit - History 2*
- Unit - History 3*
- Unit - History 4*

Theme - Globalization

- Unit - Globalization 1*
- Unit - Globalization 2*

Passed Chapter Stamp

Theme - Revitalization

Unit - Revitalization 1

Unit - Revitalization 2

Unit - Revitalization 3

Theme - Case Studies

Unit - Case Study 1

Unit - Case Study 2

Unit - Case Study 3

Unit - Case Study 4

Unit - Case Study 5

Unit - Case Study 6