American Indian Studies/Anthropology M162
Language Endangerment and Linguistic Revitalization

Fall 2015 TR 11-12:15 Fowler A139

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Course: This course examines the causes and consequences of the current worldwide loss of linguistic diversity and reveals the kinds of efforts that members of threatened heritage language communities have produced in their attempt to revitalize these languages. The projected loss of as many as 90% of the world’s languages by the end of the 21st C. can only be explained as the outcome of such factors as nationalism, global economic forces, language ideological change, and language shift away from smaller indigenous and tribal languages. Since the loss of such languages means both a reduction of cultural as well as linguistic diversity, many affected communities have engaged in various language renewal practices. We will examine some of the diverse strategies that have been attempted including immersion, “language and culture” classes, master-apprentice, interactive multimedia, mass media approaches, and language policy-reform approaches. Class participants will evaluate the effectiveness of these measures and of the very imagery used to discuss language death and linguistic endangerment and develop projects dedicated to learning more about specific cases of language renewal in one or more of the world’s threatened languages.

This course counts as a General Education course that can be used to satisfy the diversity requirement. In addition for Anthropology Majors it is also a course in Linguistic Anthropology.

COURSE WEBSITE: https://moodle2.sscnet.ucla.edu/course/view/15F-ANTHROM162-1

REQUIRED TEXTS:


Nettle, Daniel and Suzanne Romaine. 2000. *Vanishing Voices, the extinction of the world's Languages*. Oxford University Press. (VV)
NOTE: All readings that are required but not in one of the required texts mentioned above will be placed on the course website.

# Week (date)

#0 (9-24) Introduction and Overview.
Why and How do Languages Die?

READ: David Crystal. 2000. What is language Death? (Chapter1 from) 
Language Death, pp 1-26, Cambridge University Press.

VV (Ch.1 “Where have all the languages gone?”) 1-25.
(Ch. 5 The Biological Wave) 99-125.
(Ch. 6 The Economic Wave) 126-149.


#1 (9-28) The Nature and Meanings of Linguistic Diversity

READ: VV (Ch.2 A World of Diversity) 26-49.
(Ch.3 Lost Words/Lost Worlds) 50-77.

Nicholas Evans. 2010. Dying Words: Endangered Languages and What They Have To Tell Us. Malden, MA: Wiley Blackwell. (Ch. 3 A Galapagos of Tongues, 49-68) and (Ch. 2 Four Millennia to Tune In) 24-44).

#2 (10-6) Language Endangerment: What will be lost?
Linguistic Answers.


(10-8) Language endangerment: What will be lost?
Cultural Answers.
VV (Ch.4 The Ecology of Language) 78-98.

Nicholas Evans. 2010. **Dying Words: Endangered Languages and What They Have To Tell Us.** Malden, MA: Wiley Blackwell. (Ch. 6 Travels in the Logosphere) 105-128 and (Ch. 8 Trellises of the Mind: How Language Trains Thought, 158-181).


#3 and 4 (10-13) **Language Endangerment: Typology and Imagery: Details and Debates.**


#5  In-Class Midterm Exam  10-27

#5-6  OCTOBER 29 From Endangerment to Revitalization*

NOVEMBER 3 Take-Home Midterm Essays Due

VV (Ch. 7 Why Something Should Be Done) 150-175.


#7  November 10  Varieties of Language Revitalization


Loether, Christopher. 2009. Language Revitalization and the Manipulation of Language Ideologies: A Shoshoni Case Study. NALI 238-254


#8-9 November 17 Language Documentation/Resource Creation*


#10 December 1 Multimedia, Mass Media, New Media: Digital Technologies in the Service of Language Renewal*.


Presentation of *Taitaduhaan*: Western Mono Ways of Speaking by Paul V. Kroskrity, Rosalie Bethel (Western Mono), and Jennifer F, Reynolds. (CD-ROM). *U Oklahoma Press*. 2002.


Webster, Anthony K. 2012. To Give an Imagination to the Listener: Replicating Proper Ways of Speaking in and through Navajo Poetry. TSFD 205-227.

#10 December 3 (Not so) Final Thoughts

Concluding Remarks and Student Presentations
VV (Ch.8) Sustainable Futures

FINAL EXAM: MONDAY, December 7, 12:30-2:30P.

TAKE-HOME FINAL PROJECT is DUE during exam period though I encourage students to make a brief and preliminary presentation of their final project to the class in our last meeting.

Course Requirements:

Midterm and Final Multiple Choice Exams with take home essays. Students will be given approximately one week to complete essays of approximately 8 pages each. The Midterm take home essay will cover topics on language endangerment from the first half of the course. For this essay students may use ONLY course materials. There are no-make ups for the midterm exam unless a written medical excuse is provided.

The final essay will be a research paper that explores the revitalization efforts of a specific community based on published and/or internet sources. Details TBA regarding the Project. Late midterm essays will be accepted for one additional week with a progressive penalty imposed of 5 points for each day late. For the final project no lateness is permitted. Late projects will earn an Incomplete grade and will be read at the convenience of the instructor.

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CALCULATION OF COURSE GRADE:

EXAMS: 30% AND ESSAY/PROJECTS 65%, PARTICIPATION 5%
Note ALSO: that course meetings will include several long videos and occasional shorter segments. If you miss these, it is your responsibility to make arrangements to see them in another venue (e.g. Instructional Media Library, if available). The content of these videos will be part of both in-class exams.

POLICY REGARDING USE OF ELECTRONIC DEVICES by students in the classroom. We are okay with laptops, tablets, and other devices that you may want to use to take notes. This is fine other than during in-class exams. However class time is NOT an appropriate time to interact with anything but the course website. Students who prefer to use electronic devices for some other purpose should do so out of class because connecting with those sites is disruptive for more than the immediate user. We reserve the right to monitor this activity and you will be asked to leave the class if you violate this classroom rule. Students are welcome to call violations that they find distracting to my attention since it is my responsibility to make the classroom a place to learn,

In addition, all cellphones need to turned off or put into silent mode for the duration of the class. Students who disrupt class more than once with their phones will be penalized and asked to leave the classroom.

Students with Disabilities: If you qualify for classroom accommodation because of a disability, please submit your Accommodation Authorization to me as soon as possible, preferably within the first two weeks of the quarter.