

Language Revitalization

Spring 2019
SLST S304 & S604
(32931 & 30730)
ANTH L400 & L600
(13385 & 29288)

INSTRUCTOR

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CLASS MEETINGS

TR 1:00-2:15
Lindley Hall 316

OFFICE HOURS: M 12:30–3:30

DESCRIPTION

It is now generally agreed that half of the world's 6,000 languages will go out of use by the end of the present century. This course investigates the social and cultural conditions that lead to language shift and explores what can be done to maintain and revitalize threatened minority and indigenous languages. We will work with case studies that show how practical problems are being handled in diverse linguistic communities. Students will select a particular endangered language to focus on in their own work and report to the class on language revitalization efforts in the community they have selected.

REQUIRED TEXTS

Crystal, David. 2014. *Language death*. Second edition. Cambridge: Cambridge University Press.

Grenoble, Lenore A., and Lindsay J. Whaley. *Saving languages: An introduction to language revitalization*. 2009. Cambridge: Cambridge University Press.

Other readings are available through Canvas.

COURSE REQUIREMENTS

1. **Class participation.** The focus of the course will be on discussion of material introduced in the readings. Thus, regular participation by all students in the class will be essential.
2. **Regular reading assignments.** These will include selections from the required textbooks, plus additional articles on a wide range of topics in language revitalization.
3. **Op-ed piece (maximum 2 pages, due Thurs., Jan. 31).** For this assignment students will write the equivalent of an opinion column that might appear in a newspaper or on a blog, briefly explaining in their own words why they believe that efforts to maintain and revitalize endangered languages are (or are not) important and worthy of support. (See unit 3 for details.)
4. **Response paper (4-5 pages, due Thurs., March 7).** Students will choose one of the "success stories" discussed in units 7–8 (Catalan and Welsh) and present an analysis of what has made for success in this case of a language revitalization effort.
5. **Research paper (undergrads 8–10 pages, grads 15–20).** In consultation with your instructor, each student will "adopt" an endangered language and a corresponding

revitalization program to investigate in detail. The language may be spoken anywhere in the world, but there must be sufficient literature available on revitalization efforts to make the project workable. *A detailed statement of a topic for the paper (together with a preliminary list of references) is due on **Tues., Feb 26**. A first draft is due on **Thurs., March 28**. The final draft is due on the last day of class, **Thurs., April 25**.*

6. **Class presentations of research.** Students will make presentations of the results of their research. These should include information on the language in question, on the social situation of its speakers, and on factors bearing on language shift, as well as information about language maintenance and revitalization efforts. Undergraduates should expect to make 15-minute presentations. Graduate students should expect to deliver a 20-minute talk comparable to a conference presentation.

GRADING

Work for the course will count toward your final grade as follows:

<i>Undergrads</i>		<i>Grads</i>	
Op-ed piece	10 %	Op-ed piece	10 %
Response paper	20 %	Response paper	10 %
Research draft	20 %	Research draft	20 %
Research paper	40 %	Research paper	50 %
Presentation	<u>10 %</u>	Presentation	<u>10 %</u>
	100 %		100 %

POLICY REGARDING LATE PAPERS

Homework should be submitted electronically on Canvas in .docx format. **The grade for any paper turned in late will be lowered by 5 points per day late below the grade the paper would have earned if it had been turned in on time.** This includes weekends and holidays. Any exceptions must be explicitly approved by your instructor.

COURSE PLAN AND READINGS — some dates may change

1. **Language death: the nature and scope of the phenomenon (Jan. 8–10)**
Crystal 2014, ch. 1.
Grenoble and Whaley 2006, ch. 1.
2. **Why try to reverse language shift? (Jan. 15–22)**
Crystal 2014, ch. 2.
Fishman, Joshua A. 1991. Why try to reverse language shift and is it really possible to do so? *Reversing language shift: Theoretical and empirical foundations of assistance to threatened languages*, 10–38. Clevedon: Multilingual Matters.
Hale, Ken, Michael Krauss, Lucille J. Watahomigie, Akira Y. Yamamoto, Colette Craig, Laverne Masayeva Jeanne, and Nora C. England. 1992. Endangered languages. *Language* 68: 1–42.

3. **Alternative views of language endangerment (Jan. 24–31)**

Ladefoged, Peter. 1992. Another view of endangered languages. *Language* 68:809–11.

Dorian, Nancy C. 1993. A response to Ladefoged's other view of endangered languages. *Language* 69: 575–79.

Woodbury, Anthony C. 1993. A defense of the proposition, 'When a language dies, a culture dies'. *SALSA 1: Proceedings of the First Annual Symposium about Language and Society-Austin*, 101–129. Austin, TX: Department of Linguistics, University of Texas.

Op-ed piece due: Thurs., Jan. 31.

The assignment:

Suppose that you have been given an opportunity to write an opinion piece for a newspaper or a blog on the subject of programs for the maintenance and revitalization of endangered languages. Write such a column **in no more than 2 pages**, explaining what such programs are and why you think they are (or are not) important and worthy of support. You will need to give concrete reasons why it matters to preserve an endangered language, supposing that you think it does. Try to make your article convincing for readers who do not necessarily share your assumptions. (**Maximum length: 2 pages, double-spaced.**)

4. **Causes of language shift (Feb. 5–7)**

Crystal 2014, ch. 3.

Grenoble and Whaley 2006, ch. 2.

Fishman, Joshua A. 1991. 'Where' and 'why' does language shift occur and how can it be reversed? *Reversing language shift: Theoretical and empirical foundations of assistance to threatened languages*, 39–80. Clevedon: Multilingual Matters.

Burridge, Kate. 2002. Steel tyres or rubber tyres—maintenance or loss: Pennsylvania German in the “horse and buggy communities” of Ontario. In *Language endangerment and language maintenance*, ed. by David Bradley and Maya Bradley, 203–29. London: Routledge Curzon.

5. **Models for revitalization (Feb. 12–19)**

Fishman, Joshua A. 1991. How threatened is threatened? *Reversing language shift: Theoretical and empirical foundations of assistance to threatened languages*, 81–121. Clevedon: Multilingual Matters.

Crystal 2014, ch. 3–4.

Grenoble and Whaley 2006, ch. 3–4.

Video:

“We still live here: As nutayunean.” The Wampanoag language revival.

6. A success story: Catalan (Feb. 21–26)

- Fishman, Joshua A. 1991. Three success stories (more or less): Modern Hebrew, French in Quebec and Catalan in Spain [sections on Catalan only]. *Reversing language shift: Theoretical and empirical foundations of assistance to threatened languages*, 287–336. Clevedon: Multilingual Matters.
- Rendon, Sílvio. 2007. The Catalan premium: language and employment in Catalonia. *Journal of Population Economics* 20: 669–686.
- Casesnoves-Ferrer, R.C. and Castells, J.À.M. 2017. Ideology and language choice: Catalan-speaking university students. *Sociolinguistic Studies* 11(1): 107–129.

Preliminary report on research topic due (with bibliography): Tues., Feb 26.

This report should include a concise but detailed *statement of the focus* of your project, together with a *description of the sources* that you plan to use in carrying out your work (i.e., an annotated bibliography).

7. Another success story: Welsh (February 28–March 7)

- Morgan, Gerald. 2001. Welsh: A European case of language maintenance. In *The green book of language revitalization in practice*, ed. by Leanne Hinton and Ken Hale, 106–113. San Diego: Academic Press.
- Edwards, Viv, and Lynda Pritchard Newcombe. 2005. Language transmission in the family in Wales: An example of innovative language planning. *Language Problems and Language Planning* 29: 135–50.
- Coupland, Nikolas, Hywel Bishop, Angie Williams, Betsy Evans, and Peter Garrett. 2005. Affiliation, engagement, language use and vitality: Secondary school students' subjective orientations to Welsh and Welshness. *The International Journal of Bilingual Education and Bilingualism* 8: 1–24.

Response paper (4–5 pages): Evaluating language maintenance for Catalan or Welsh (your choice). Due: Thurs., March 7.

SPRING BREAK — Mar 10–17 — NO CLASS

8. Case study: Māori (March 19)

- King, Jeanette. 2001. Te Kōhanga Reo: Māori Language Revitalization. In *The green book of language revitalization in practice*, ed. by Leanne Hinton and Ken Hale, 118–128. San Diego: Academic Press.
- Benton, R., and N. Benton. 2001. RLS in Aotearoa/New Zealand 1989–1999. In *Can threatened languages be saved? Reversing language shift, revisited: A 21st century perspective*, ed. by Joshua A. Fishman, 423–50. Clevedon: Multilingual Matters.

9. Case study: Hawaiian (March 21)

- Warner, Sam L. No‘eau. 2001. The movement to revitalize Hawaiian language and culture. In *The green book of language revitalization in practice*, ed. by Leanne Hinton and Ken Hale, 133–44. San Diego: Academic Press.

Wilson, William H., and Kauanoē Kamanā. 2001. "Mai loko mai o ka 'i'ini: Proceeding from a dream": The 'Aha Pūnana Leo connection in Hawaiian language revitalization. In *The green book of language revitalization in practice*, ed. by Leanne Hinton and Ken Hale, 146–76. San Diego: Academic Press.

10. Case study: Chickasaw (March 26–28)

Fitzgerald, C.M. and Hinson, J.D. 2013. 'Ilittibaatoksali' 'We are working together': Perspectives on our Chickasaw tribal-academic collaboration. *FEL XVII: Endangered languages beyond boundaries: Community connections, collaborative approaches, and cross-disciplinary research*, 17: 53–60.

Chew, K.A. 2015. Family at the heart of Chickasaw language reclamation. *American Indian Quarterly* 39(2): 154–179.

Video:

"Technology, Internet Access, and Language Revitalization in Chickasaw Nation." <https://www.youtube.com/watch?v=VkdLDOZWmA4>

First draft of research paper due: Thurs., March 28.

11. Community and consultant (April 2–9)

Coronel-Molina, Serafin M., and Teresa L. McCarty. 2015 Language curriculum design and evaluation for endangered languages. In *The Cambridge handbook of endangered languages*, ed. by Peter K. Austin and Julia Sallabank, 354–370. Cambridge: Cambridge University Press.

Gerds, Donna B. 1998. Beyond expertise: The role of the linguist in language revitalization programs. In *What role for the specialist? Proceedings of the Second FEL Conference, Edinburgh, Scotland, 25–27 September 1998*, ed. by Nicholas Ostler, 13–22. Bath, England: Foundation for Endangered Languages.

Nevins, M. Eleanor. 2004. Learning to listen: Confronting two meanings of language loss in the contemporary White Mountain Apache speech community. *Journal of Linguistic Anthropology* 14: 269–288.

12. Student presentations (April 11–25)

Undergraduate students will give 15-minute presentations of their research findings. Graduate students will speak for 20 minutes about their work.

PowerPoints are encouraged!

Final draft of research paper due: Thurs., April 25.