

Endangered Languages: What we Lose when a Language Dies

LING R1B – 002

Instructor: Eric Wilbanks — wilbanks.eric@berkeley.edu
Dwinelle 1305 (A Level)
Office Hours: T 1-2, W 4-5; Meetings by appt.

Lecture: TTh 3:30-5:00pm
Dwinelle 106

Prerequisite: R1A - Reading and Composition Requirement A
Required Textbook: None. Readings provided via bCourses.

Course Description and Objectives:

It is estimated that half of the world's languages will disappear by the end of this century. When a language dies, the world loses a chunk of human creativity and knowledge; it loses the cultural subtleties that the language encodes; and it loses the unique worldview embodied by that language. Languages are also windows onto speakers' history and their unique and accumulated knowledge about the world and different areas of the world; all of this vanishes when a language disappears.

In this course we will investigate such questions as: What are causes of language endangerment and language death? 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, language and culture, and language and identity. We will also look at some of 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. Students will be expected to complete daily writing assignments in order to practice and improve their skills.

Grade Breakdown:

Attendance/Participation	10
Written Assignments/Homework	25
Diagnostic Essay	5
Paper 1	25
Thesis	2
Outline	5
Draft	5
Revisions	3
Final Draft	10
Paper 2	35
Proposal	5
Annotated Bibliography	5
Peer Revisions	5
Second Draft	10
Final Draft	10

Course Policies:

Written Assignments: This course is intended to improve your writing skills, which means we will be doing a lot of writing! You will complete in-class writing, short homework assignments, and longer essays. Written assignments are meant to get you thinking about the readings, to facilitate class discussion, as well as to give you opportunities to practice writing. Practice assignments will be graded on a check/minus system (✓+ = 100%, ✓ = 90%, ✓- = 75%), and you will get feedback to help you improve.

All take home assignments: (unless otherwise specified)

- Due at beginning of class
- Double-spaced 12pt Times New Roman with 1 inch margins.
- Stapled if multiple pages
- No late submissions accepted. Under extenuating circumstances (illness, etc.) you may contact me and we can discuss other arrangements.

Absences and Late Submissions:

Unless you have an excused absence (<https://teaching.berkeley.edu/academic-calendar-and-student-accommodations-campus-policies-and-guidelines>), late submissions are not accepted for any assignments. However, if you contact me **in advance** of an expected absence there is a possibility that we can arrange an alternative. All students are allowed one unexcused absence.

Regrade Requests:

If you would like to dispute a grade, you must contact me via email within 1 week of receiving feedback and explain your reasoning.

Office Hours:

Office hours are a great resource for you to discuss questions about the readings, assignments, and chatting about your interests (linguistics/writing related or not). Please let me know if you can't make my normal office hours and we can find another time to meet. There are only two required office hours visits: once in the first three weeks of the semester (by Feb. 14) and once later in the semester to discuss the final paper.

Getting in Contact with Me:

The easiest way to contact me outside of class is through office hours or by email. If you have short logistical questions, email is the best approach. I will respond to your emails within 24 weekday hours, though I'll try my best to respond quicker when possible. Lengthy questions about content are better addressed in person during office hours. If you can't attend my office hours, please email me and we can find a time to meet.

Academic Integrity:

I expect each of you to behave with honesty and respect, as following the UC Berkeley Honor Code. Instances of academic dishonesty will be reported to the University Office of Student Conduct.

While I support and recommend studying and collaborating with your classmates, all assignments and write-ups should be your own original work (unless otherwise specified). Copying text or ideas from an external source without proper reference is plagiarism and will result in a failing grade on that assignment.

Accommodations and Support

Accommodations are provided for students with official documentation through the Disabled Students' Program (<http://dsp.berkeley.edu>).

Other groups on campus also provide support for students who are struggling academically or personally. For example, the Counseling and Psychological Services group is an excellent resource on campus for those who might be struggling with personal issues (<https://uhs.berkeley.edu/counseling>). I am also your ally and you are welcome to come to me for support. As your instructor, I am required to report any disclosures of abuse, harassment, or assault. If you need confidential help, contact the support professionals at the PATH to Care Center (<http://sa.berkeley.edu/dean/confidential-care-advocate>). For discussions we have that I am not required to report, I will always respect your confidentiality.

Course Schedule

The readings and assignments listed below are preliminary and subject to change, based on the needs and interests of you all. I'll be sure to communicate such changes to you as soon as they are made.

Unit 1: Language Change, Endangerment, and Loss

Tues., Jan 22 (Introduction)

- Reading Due: None.
- Assignments Due: None.

Thurs., Jan 24 (Identifying/creating Thesis Statements)

- Reading Due: Crystal (2002), ch. 1
- Assignments Due: 2 paragraph summary of Crystal chapter.

Tues., Jan 29 (Identifying/creating Thesis Statements)

- Reading Due: Crystal (2002), ch. 2
- Assignments Due: 2 paragraph summary of Crystal chapter.

Thurs., Jan 31 (Evaluating support)

- Reading Due: (in this order) Krauss (1992), Ladefoged (1992), Dorian (1993)
- Assignments Due: response to debate and summary of each author's argument and support.

Tues., Feb 5 (Evaluating support)

- Reading Due: Crystal (2002), ch. 3
- Assignments Due: work on Diagnostic Essay (no written assignment)

Unit 2: Language, Culture, and Identity

Thurs., Feb 7 (Effective Outlining)

- Reading Due: none
- Assignments Due: Diagnostic Essay due at start of class.

Tues., Feb 12 (Effective Outlining)

- Reading Due: Esling (1998); Fishman (1996)
- Assignments Due: outline of either Esling or Fishman reading

Thurs., Feb 14 (Effective Outlining)

- Reading Due: Sonntag (2003); Kramsch (1998), section TBA
- Assignments Due: outline of either Sonntag or Kramsch reading; visit office hours by this week.

Tues., Feb 19 (Effective Outlining)

- Reading Due: Hinton (1994)
- Assignments Due: Paper 1 Thesis Statement due at start of class.

Unit 3: Language and Knowledge

Thurs., Feb 21 (Paper 1 Outline Workshopping)

- Reading Due: Harrison (2007), ch. 1
- Assignments Due: Paper 1 Draft Outline due at start of class.

Tues., Feb 26 (Rereading and Revision)

- Reading Due: Maffi (2005)
- Assignments Due: response to Maffi reading

Thurs., Feb 28 (Rereading and Revision)

- Reading Due: Evans (2010), ch. 6
- Assignments Due: Paper 1 Outline due at start of class.

Tues., Mar 5 (Rereading and Revision)

- Reading Due: Harrison (2007), ch. 2
- Assignments Due: revised response to Maffi (2005)

Unit 4: Language Diversity and Typology

Thurs., Mar 7 (Rereading and Revision)

- Reading Due: Haig et al. (2011)
- Assignments Due: Paper 1 Draft due at start of class.

Tues., Mar 12 (Rereading and Revision)

- Reading Due: Whalen (2004)
- Assignments Due: response to Whalen reading

Thurs., Mar 14 (Research and sources)

- Reading Due: Evans (2010), ch. 18
- Assignments Due: Paper 1 Revisions due at start of class.

Tues., Mar 19 (Research and sources)

- Reading Due: <http://www.lib.berkeley.edu/libproxy.berkeley.edu/level-up/resources/research> and <https://guides-lib-berkeley-edu.libproxy.berkeley.edu/evaluating-resources>
- Assignments Due: none

Unit 5: Language and Cognition

Thurs., Mar 21 (Research and sources)

- Reading Due: Kay & Kempton (1984)
- Assignments Due: Paper 1 Final Draft due at start of class.

Tues., Mar 26

No Class – Spring Break.

Thurs., Mar 28

No Class – Spring Break.

Tues., Apr 2 (Research and sources)

- Reading Due: (in order) Boas (1911); Pullum (1991)
- Assignments Due: none

Thurs., Apr 4 (Research and sources)

- Reading Due: Regier et al. (2016)
- Assignments Due: Paper 2 Proposal due at start of class.

Tues., Apr 9 (Research and sources)

- Reading Due: Everett (2005) [just paper, not comments]
- Assignments Due: response to Everett reading

Unit 6: Language Revitalization

Thurs., Apr 11 (Research and sources)

- Reading Due: Evans (2010), ch. 10
- Assignments Due: Paper 2 Annotated Bibliography due at start of class.

Tues., Apr 16 (Peer revisions)

- Reading Due: Fishman (1991), section TBA
- Assignments Due: response to Fishman reading

Thurs., Apr 18 (Peer revisions)

- Reading Due: Grenoble & Whaley (1998)
- Assignments Due: Grenoble & Whaley “Peer Review”

Tues., Apr 23 (Peer revisions)

- Reading Due: Leonard (2008); Baldwin et al. (2013)
- Assignments Due: Paper 2 Rough Draft due at start of class.

Thurs., Apr 25 (Peer revisions)

- Reading Due: Florey (2009); Hallett (2009)
- Assignments Due: Paper 2 Peer Revisions due at start of class

Tues., Apr 30 (Flex/Catch-Up)

- Reading Due: Hornberger (2014)
- Assignments Due: response to Hornberger reading

Thurs., May 2 (Flex/Catch-Up)

- Reading Due: TBA
- Assignments Due: Paper 2 Second Draft due at start of class.

May 6 - May 9

Reading week: no class meetings. 1-on-1 meeting with Professor to discuss final paper.
Paper 2 Final Draft due on bCourses by 5pm on May 10.