

# AIS2240/6240//LING2248/6248: Native American Languages

Spring 2019

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<b>Days and Time:</b>	T, TH 11:40a-12:55p
<b>Place:</b>	Morrill Hall 106
<b>Website:</b>	<a href="http://blackboard.cornell.edu/">http://blackboard.cornell.edu/</a>
<b>Instructors:</b>	Sarah Murray ( <a href="mailto:sarah.murray@cornell.edu">sarah.murray@cornell.edu</a> )
<b>Office:</b>	Linguistics Department, Morrill Hall, Room 212
<b>Office Hours:</b>	Thursdays 1:00p - 2:00p, also by appointment
<b>Teaching Assistant:</b>	Eszter Ótrott-Kovács ( <a href="mailto:eo264@cornell.edu">eo264@cornell.edu</a> )
<b>Office:</b>	Linguistics Department, Morrill Hall, Room 226F
<b>Office Hours:</b>	TBA, also by appointment
<b>Email policy:</b>	Email both of us with class matters

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## Course Description:

This course explores the wide variety of languages indigenous to the Americas. There were thousands of languages spoken in the Americas before the arrival of Europeans and hundreds of these languages are still spoken today. This includes the Cayuga language, spoken by the Gayogohó:nq' (Cayuga Nation), one of the six Haudenosaunee nations (Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora). Cornell University is located in the traditional homelands of the Cayuga Nation. In this course, we will look at several languages indigenous to the Americas in terms of their linguistic structure as well as from social, historical, and political perspectives.

This course has no prerequisites and welcomes students from all disciplines. **No prior linguistic background is required and no previous knowledge of any Native American language is presumed.** This course fulfills the Geographical Breadth requirement, the distribution requirement category CA-AS, and can be an elective for the Linguistics major or minor.

## Requirements:

Each student will choose a language to work with from various perspectives throughout the semester. No previous knowledge of the language is required. The library has many grammars of indigenous languages and some such materials exist online. Choosing a language will be discussed the first week of class.

There will be regular written assignments, taking the form of either short written essays or problem sets. There will also be regular reading assignments. Readings are from the required text or will be made available on Blackboard or distributed by email.

**6240/8: Graduate students will have the additional requirement of tracking down further resources on their language.**

Lastly, there will be a final project (2240/8: 5–8 pages, 6240/8: 8–15 pages), discussed below. Class attendance is required; please notify me in advance of any absences.

All students are required to complete the following coursework. No late assignments will be accepted.

- **Reading Responses (25%)** Approximately 20–60 pages of reading will be assigned per week. A short ( $50 \leq 100$  word) but contentful response to the assigned reading is required for each class. This response should detail questions or challenges from the reading or engage with others posts. Responses will be submitted as comments on a Blackboard Discussion Board post created for each required reading. They are due the day before class by 11:59p. [That paragraph was ~70 words]

**6240/8: Graduate students will be responsible for adding external resources to their reading list, focusing on their selected language and research area.**

- **Bi-weekly assignments (40%)** (AKA “fortnightly”) Every other week, a written assignment will be due (2–4 pages). Assignments will be problem sets based on the material covered in class and/or questions about your adopted language.

**6240/8: An additional written assignment related to your additional readings will be due (1–2 pages). Assignments will range from additional reading responses to questions about and applications to your adopted language.**

- **Final Project (30%)** A final project on at least one indigenous language of the Americas, typically the one chosen for previous work throughout the semester. The project will examine the linguistic structure of the language and can additionally describe or discuss the social history or current situation of the language or relation to more general history and policies.

**6240/8: For graduate students, this would be an excellent opportunity to draw on your expertise in your area of study and your additional self-selected readings. An alternate final paper topic will be permitted if approved via a meeting with me by week 10.**

- **Due in Week 12:** Project proposal (one paragraph)
- **Due during finals period:** Final project (5–8/8-15 pages, single spaced)
- ~~Final project presentations (6240/8):~~ TBA

- **Participation/Attendance/Meeting with TA (5%)** There is no section for this class. Each undergraduate student is required to meet with the TA at least

once over the course of the semester. This could be early to help choose a language, later in the semester to help define a final project topic, or throughout for help on an assignment. 30 minute meeting blocks for these meetings will be scheduled throughout the semester.

#### **Website:**

There is a Blackboard site for this course, which you should check regularly. The syllabus, readings, and other announcements will be posted on the website and some assignments will be submitted online.

#### **Books: All books are on reserve at Uris Library**

#### **Required Books:**

**[Silver & Miller]** *American Indian Languages: Cultural and Social Contexts* by Shirley Silver and Wick R. Miller. University of Arizona Press, 1997.

#### **Optional Books:**

**[Dunbar-Ortiz]** *An Indigenous Peoples' History of the United States* by Roxanne Dunbar-Ortiz. Beacon Press, 2014.

**[Bright]** *American Indian linguistics and literature*, edited by William Bright. Berlin: Mouton de Gruyter, 1984.

**[Campbell]** *American Indian Languages* by Lyle Campbell. Oxford: Oxford University Press, 1997.

**[Hinton and Hale]** *The green book of language revitalization in practice: Toward a sustainable world* by Leanne Hinton and Kenneth Hale. Brill Academic Pub, 2001.

**[Hinton]** *Flutes of fire: Essays on California Indian languages* by Leanne Hinton. Heyday, 1994.

**[Mithun]** *The Languages of Native North America* by Marianne Mithun. Cambridge University Press, 1999.

**[Reyhner et al]** *Revitalizing Indigenous Languages* edited by Jon Reyhner, Gina Cantoni, Robert N. St. Clair, and Evangeline Parsons Yazzie (pp.1-5). Flagstaff, AZ: Northern Arizona University, 1999. [http://jan.ucc.nau.edu/~jar/RIL\\_Contents.html](http://jan.ucc.nau.edu/~jar/RIL_Contents.html)

**[Riley]** *Indigenous intellectual property rights* edited by Mary Riley. Altamira Press, 2004.

**[Goddard 1997]** *Handbook of North American Indians, 17: Languages.* edited by Ives Goddard. Washington, DC: Smithsonian Institution Press, 1997.

**[Wyman et al]** *Indigenous youth and multilingualism* edited by Leisy T Wyman, Teresa L McCarty, and Sheilah E Nicholas. New York: Routledge, 2014.

**Other Resources:**

<http://theways.org>: an ongoing series of stories from Native communities around the central Great Lakes.

<https://www-ethnologue-com.proxy.library.cornell.edu/>: a comprehensive reference work cataloging all of the world's known living languages.

<http://www.makepeaceproductions.com/wampfilm.html>: a film about cultural revival by the Wampanoag of Southeastern Massachusetts.

<http://wals.info> The World Atlas of Language Structures Online.

**Academic Integrity:**

All students are expected to adhere to the Cornell University Code of Academic Integrity (<http://cuinfo.cornell.edu/Academic/AIC.html>). This code includes the following statements: "A Cornell student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times..." A useful practical guide to the code is available at:

<http://www.theuniversityfaculty.cornell.edu/AcadInteg/>.

**Commercial Internet Sites for Course Materials:**

Course materials posted on Blackboard are intellectual property belonging to the author. Students are not permitted to buy or sell any course materials. Such unauthorized behavior constitutes academic misconduct.

**Electronics in the Classroom:**

Usage of electronics during class will be permitted, but only for purposes related to class. Other uses can be distracting and may have an impact on your final grade. Several studies have found that laptops in the classroom impair learning, not only for the student on a laptop, but also for students around them. However, there are genuine reasons for laptops to be used for class. If you do use a laptop or other device during class, please be respectful of the learning environment for your fellow students.

**Tentative Schedule as of 29 August 2019:**

Date	Assignments	Reading <sup>1</sup>	Topics
<i>Week 1</i> 01.22 01.24	HW: 1 out	— “Do You Prefer ‘Native American’ or ‘American Indian’?” <sup>2</sup>	<i>Introduction &amp; Choosing a language</i>
<i>Week 2</i> 01.29 01.31	HW: 1 due, 2 out	Chapter 1 (Settler-Colonialism <sup>3</sup> ) Chapter 14 (Appx2, Bright: Ch1)	<i>Languages families &amp; Language status</i>
<i>Week 3</i> 02.05 02.07		FRH: p189-208 (Pinker 1994: Ch6) Appendix 1 [no RR]	<i>Sound systems</i>
<i>Week 4</i> 02.12 02.14	HW: 2 due, 3 out	Chapter 7 Taylor 1997	<i>Non-verbal communication</i>
<i>Week 5</i> 02.19 02.21		Chapter 2 to §2.5 (FRH p378-81) Chapter 2 rest (Mithun 1997)	<i>Word structure</i>
<i>Week 6</i> <b>02.26</b>		<b>February Break - No Class</b>	
02.28	HW: 3 due, 4 out	Abrams 2006 Ch. 1, Mithun 1992 “About Cayuga” <a href="#">Online Cayuga Grammar</a> (Cayuga language presentation <sup>4</sup> , LRC interview with Dr. Rickard <sup>5</sup> )	<i>Haudenosaunee languages</i>

<sup>1</sup>All readings are from Silver & Miller unless otherwise noted. Other readings are posted on Blackboard under ‘Readings’. (Optional readings are in parentheses.)

<sup>2</sup><https://newsmaven.io/indiancountrytoday/archive/blackhorse-do-you-prefer-native-american-or-american>

<sup>3</sup><https://www.tolerance.org/magazine/what-is-settlercolonialism>

<sup>4</sup><https://www.youtube.com/watch?v=Dw8xer8b1lg>, especially 4:30 to 15:30. Gayogohó:nq’ (Cayuga) Language presentation by Steven Henhawk, a Cayuga faithkeeper who teaches language classes in Seneca Falls, at the History Center in Tompkins County.

<sup>5</sup><http://lrc.cornell.edu/podcast/SpeakingOfLanguage>

Date	Assignments	Reading	Topics
<i>Week 7</i> 03.05 03.07		Chapter 8 Walker 1997 (Hinton: Chapter 20)	<i>Writing systems</i>
<i>Week 8</i> 03.12 03.14	HW: 4 due, 5 out	Hinton: Chapter 5 (Hinton Ch. 4) <a href="#">Pullum 1991</a> : Chapter 19, (NYT <sup>6</sup> )	<i>Linguistic relativity</i>
<i>Week 9</i> 03.19 03.21		<a href="#">Nicholas et al 2017</a> Masayesva Jeanne 1978	<i>Guest speaker</i> <i>Guest speaker</i>
<i>Week 10</i> 03.26 03.28	HW: 5 due, 6 out	Chapter 9 Chapter 11 (10)	<i>Multilingualism</i>
<i>Week 11</i> <b>04.02</b> <b>04.04</b>	<b>Spring Break - No Class</b>		
<i>Week 12</i> 04.09 04.11	<b>Project proposal</b>	WALS 81, 82, & 83 WALS 87	<i>Word order and</i> <i>Sentence structure</i>
<i>Week 13</i> 04.16 04.18	HW: 6 due, 7 out	Chapter 5 (Kinkade and Mattina 1997) Dawnland Voices Excerpts (Hinton Ch. 3, Bright Ch. 8)	<i>Literature and</i> <i>translation</i>
<i>Week 14</i> 04.23 04.25		<a href="#">Littlebear 1999</a> ( <a href="#">Thomason 2007</a> ) McCarty et al 2014 (Hinton 2001b)	<i>Language</i> <i>endangerment</i> <i>and preservation</i>
<i>Week 15</i> 04.30 05.02	HW: 7 due	Hinton: Chapter 17-18 <a href="#">Curley 2014</a> (Hinton 2001a)	<i>Language policies</i>
<i>Week 16</i> 05.07		TBA	TBA

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<sup>6</sup><http://www.nytimes.com/2010/08/29/magazine/29language-t.html?pagewanted=all&r=0>

## Final Project Due:

Due: 15 May 2019 <sup>7</sup>

Time: by 11:59p

Submit: pdf via Blackboard

## Additional Readings:

Revitalization: [Littlebear 1995](#)

## References

Littlebear, Richard. 1995. Language loss and what we must do about it. Journal of Navajo Education 13(1). 16–20.

Littlebear, Richard. 1999. Some rare and radical ideas for keeping indigenous languages alive. In Jon Reyhner, Gina Cantoni, Robert N. St. Clair & Evangeline Parsons Yazzie (eds.), Revitalizing indigenous languages, 1–5. Flagstaff, AZ: Northern Arizona University.

Pinker, Steven. 1994. The language instinct. New York: William Morrow and Company.

Pullum, Geoffrey K. 1991. The great Eskimo vocabulary hoax, and other irreverent essays on the study of language. Chicago: University of Chicago Press.

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<sup>7</sup>“Due dates for final projects, papers and take home exams are based on class meeting time.” According to the official schedule, <https://registrar.cornell.edu/exams/spring-final-exam-schedule>, the final project for our class is due 15 May 2019 by 11:30a. However, a later due date is permitted. (Faculty handbook: “A course that requires a culminating end-of-semester exercise and does not offer a final examination must allow students at least until the date appearing on the official examination schedule promulgated by the Registrar’s Office to complete submission of materials associated with the culminating exercise.”)