Linguistics 105: Language Endangerment, Globalization, and Indigenous Peoples  
(Unit Mastery)  
University of Hawai'i at Mānoa  
Fall 2012

Ling. 105, 3 credit hours

Time: 9:00 am – 3:20 pm  
Instructor: Jake Terrell  
Office: 574 Moore Hall  
Phone: 956-3236  
Testing Center: Moore 103  
E-mail: jterrell@hawaii.edu  
Office hours: M – F, 9:00 am – 3:20 pm, in Moore 103  
Graduate Assistants  
TBA

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. To take just one example, the National Science Foundation’s Tree of Life project estimates that there are between 5 and 100 million species on this planet; however, only 2 million have been identified. It is not that the remaining species are unknown; they are known, but just not to the Western world. On the other hand, indigenous groups are often well versed in local flora and fauna. Should their languages disappear, so will the knowledge that is encoded within them—including important cultural, historical, and scientific knowledge not yet known to outsiders.

Therefore, the purpose of this course is to expose students to this gravity of this phenomenon on a global scale. Students will be introduced to case studies on language endangerment from around the world and throughout history—from the viewpoints of both indigenous speakers and outsiders.

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)


Crystal 2004 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 interpret.


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.


This book focuses on the spread of the world’s major languages throughout history from Sumerian, Phonecian, Arabic, Sanskrit, Spanish and others up to modern English as a world language.

**2.1 EXTERNAL READINGS AND USING VOYAGER.** Additional readings are listed below under section 6, READINGS AND UNITS. These external readings are available through Hamilton Library’s Voyager system 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. As such, students are required to complete the Voyager portion of Hamilton’s Lilo tutorial (www.hawaii.edu/lilo), which counts toward 7% of the final grade. Further directions concerning this exercise will be posted under the resources folder in Laulima.

**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 hours per week to visit the testing center.

**4. TESTING CENTER.** The testing center is located in Moore Hall, 103, and is open between 9:00 am – 3:20 pm. Please note that the testing center must close at 3:20 to allow for other classes to be held in the same room.

**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 testing center.

If you fail to follow these rules, you will be asked to leave the testing center. Repeated offenses may result in dismissal from the testing center for the rest of the semester.

The house rules may seem overbearing, but they exist for a reason. I would be upset if another student interfered with your test-taking by violating these rules, and I expect you would feel the same. Likewise, I would not want you to inadvertently distract others who are testing by doing any of the above.
4.1 In the testing center.

Always bring your student ID – you cannot receive an exam without your student ID.

The testing center is divided into three sections. To the right you will find rows of 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, History B etc.). You will be required to leave your student ID at the desk while you take the exam.

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 testing center.

5. Course requirements.

- Gates and Quizzes
  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. For the first gate, you can receive credit for up to five units. For the second and third gates, you can receive credit for up to six units each (the extra unit for each gate is for make-up, in case you missed a unit for a previous gate). It is possible to master more than five/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 before the first gate, you will receive credit for five units for the first gate, six for the second, and one 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.

  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 twice more, 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.) Each time you retake an exam you will receive a different version for the same unit. If you are not able to master a unit within three 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 External readings above, and Language Reports, LBC, and Linguistics in the Community below).

- **Language Reports**
  A total of three language reports are due throughout the semester—one per gate—constituting 18% of the final grade. The language reports must be at least two pages in length, double-spaced with 12 pt. Times New Roman font. 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 you must successfully answer six of eight applicable questions pertaining to the language’s status and future, earning one point per satisfactory answer. These questions will 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 on Laulima, including their respective URLs.

- **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 social outings 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 reading materials. 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 up 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 Laulima announcements.

- **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 experiments conducted by faculty and graduate students at UH. Participation in this program will count towards 5% of your final grade. Each experiment takes from 40 minutes to an hour. The LBC website can be found here: www.ling.hawaii.edu/LBC/projects.html, and a link to a list of open experiments and contact information will be posted under the resources folder in the 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, and must be tested in this order. These units serve as the foundation for the remainder of the course.

Foundation 1: An introduction to language endangerment
Reading Crystal, chapter 1; What is language death pp. 1-26.

Foundation 2: Causes of language death and endangerment
Reading Crystal, chapter 3; Why do languages die?, pp. 68-90.

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?, pp. 91-126.

Foundation 6: Case studies
Readings: Abley, chapter 1; Patrick’s language, pp. 1-11.

This unit provides two contrasting case studies for language endangerment. *Patrick's language* is the story of an Australian aboriginal language, Mati Ke, which has only two speakers and no hope for revitalization. On the other hand, *Te reo Māori: the past 20 years and looking forward* is an account of the progress made to protect and revitalize Māori.¹

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 A
Reading: Cyrstal, chapter 2; Why should we care?; pp. 27-40.

Unit - Language Endangerment B
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.

¹ I have included a short description for the readings of units where the titles alone do not reflect the topic.
Unit - Language Endangerment C

**Theme – History of world languages**
Unit - History A
Reading: Ostler, chapter 3; Language innovation in the Middle East, pp. 29-55.

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

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

Unit - History D
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 A

Unit - Globalization B
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 C

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 A
Reading: Crystal, chapter 5; What can be done?, pp. 127-166.

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

Chapter 13 introduces language revival in general, and 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.

**Theme – Case Studies**

Unit - Case Study A
(Pohnpeian is spoken on the island of Pohnpei, the capital of the Federated States of Micronesia.)

Unit - Case Study B
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 C
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 D
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 E
Reading: Abley, chapter 11; 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 F
Reading: Abley, chapter 12; The iron of language: Welsh, pp. 240-272.
(Welsh is spoken in Wales, a country-member of the United Kingdom.)

**5. Grading Rubric.**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% points</td>
<td>5% each, possible 14 units</td>
</tr>
<tr>
<td>5% points</td>
<td>LBC (or an additional unit)</td>
</tr>
<tr>
<td>7% points</td>
<td>Lilo tutorial</td>
</tr>
<tr>
<td>18%</td>
<td>Language Reports 6% each x 3</td>
</tr>
<tr>
<td>100%</td>
<td>Total</td>
</tr>
</tbody>
</table>

*Two social outings for LiC may be used to replace up to two quizzes.*

**Note:** an Incomplete (I) is not an option for Unit Mastery courses.
IMPORTANT DATES: August 22\textsuperscript{nd}, first day of classes, testing begins, August 29\textsuperscript{th}, last day to drop without a “W”, August 31\textsuperscript{st}, last day to add a course, last day to change grading option, October 21\textsuperscript{st}, last day to drop with a “W”, December 8\textsuperscript{th}, last day of testing.

GATES:

\textbf{Sept. 23\textsuperscript{rd}, first gate.} It is recommended that you pass at least five units by the end of this date; any additional units will be carried forward. Submit the first language report by midnight.

\textbf{October 28\textsuperscript{th}, second gate.} You may earn credit for up to six units during this period; any additional units will be carried forward. Submit the second language report by midnight.

\textbf{December 8\textsuperscript{th}, third gate, last day of testing.} You may earn credit for up to six units during this period. Any additional units cannot be carried forward or backward. Submit the language report by midnight. This is the last day to submit the LBC credit form.

\textbf{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. \textit{Policies on scholastic dishonesty will be strictly enforced.}

\textit{Note: If you have disability-related needs or concerns, please contact to the Kokua program (phone: 956-7511).}

\textbf{Calendar}

Please use this calendar to keep track of which units you have mastered and on which date.

* Recommended number of units that you should pass by this date.

\textbf{Calendar}

Please use this calendar to keep track of which units you have mastered and on which date.

\textbf{Fall, 2012}

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
</tbody>
</table>

Classes begin, First day of testing.

\textit{NOTE: the asterisk ‘*’ indicates the recommended number of units that you should pass by this date.}
<table>
<thead>
<tr>
<th>27</th>
<th>28</th>
<th>29</th>
<th>30</th>
<th>31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to drop without a “w”.</td>
<td></td>
<td>Last day to add or change grading option</td>
<td></td>
<td>* 2 units</td>
</tr>
</tbody>
</table>

**September**

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Labor Day, no classes</td>
<td></td>
<td></td>
<td></td>
<td>* 3 units</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>* 4 units</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Gate 1 Pass at least 5 units by this date, first language report midnight via Laulima.</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>* 6 units</td>
</tr>
</tbody>
</table>

**October**

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>* 7 units</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>* 8 units</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>* 9 units Last day to withdraw with a “W”</td>
</tr>
<tr>
<td>Mon</td>
<td>Tue</td>
<td>Wed</td>
<td>Thu</td>
<td>Fri</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
</tbody>
</table>

**November**

- **5** Election Day, no classes
- **12** Veterans’ Day, No classes
- **19**
- **22 & 23** Thanksgiving, no classes

---

**December**

- **26** Pass an additional 5 units by this date. Submit 2nd language report by midnight via Laulima.

---

* * 11 units
* 12 units
* 13 units
* 14 units
<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td><strong>6 Gate 3</strong>&lt;br&gt;Last day of testing. Pass an additional 5 units by this date. Submit the final language report via Laulima by midnight.</td>
<td></td>
</tr>
</tbody>
</table>