



Department of Linguistics

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Kathleen Hallihan
Director, Curriculum and Assessment
Colleges of the Arts and Sciences
4132 Smith Laboratory
174 W. 18th Avenue

September 26, 2008

Dear Kate,

Please find enclosed a Course Request Form and a Group Studies Request form for Linguistics 307. Both are for a new course we plan on offering this Spring, 2009, "Introduction to Indigenous Languages". This course has been developed by and will be taught by Dr. Judith Tonhauser. In order to make sure that we will be able to teach the course this year, we are also submitting a Group Studies Request form.

Please let me know if you require additional information or if you have any questions.

Best regards,

Dr. Julia McGory
Undergraduate Program Coordinator, Linguistics

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

Linguistics

Academic Unit

Linguistics

Book 3 Listing (e.g., Portuguese)

307 Introduction to American Indigenous Languages

Number Title

American Indig. Lg.

U

5

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn

Winter

Spring X

Year 2009

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): An introduction to indigenous languages of the Americas and their speakers: e.g. history of settlement, language families, linguistic properties, bilingual education, language policies and attitudes.

Quarter offered: Spring

Distribution of class time/contact hours: 2 2-hour classes

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no): yes

Prerequisite(s): Eng110

Exclusion or limiting clause:

Repeatable to a maximum of _____ credit hours.

Cross-listed with: none

Grade Option (Please check): Letter S/U Progress What course is last in the series? _____

Honors Statement: Yes No

GEC: Yes No (pending)

Admission Conditions Course: Yes No

Off-Campus: Yes No

EM: Yes No

Honors Embedded Statement: Yes No

Service Learning Course: Yes No

Other General Course Information: GECs: Social Science, Individuals and Groups; Diversity, Western Non-United States (e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code _____ Subsidy Level (V, G, T, B, M, D, or P) _____

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

There is no course at OSU that introduces students to the linguistic properties of indigenous languages of the Americas, or compares the history of such languages and the socio-economic situation of their speakers across the Americas. Both the Center for Latin American Studies and the American Indian Studies group have expressed interest in such a course.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one):

- Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

There is faculty in the Department of Linguistics available to teach this course.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: _____

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____

6. Expected Section Size: 35 _____ Proposed number of sections per year: 1 _____

7. Do you want prerequisites enforced electronically? (see OAA manual for what can be enforced) Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms): Not Applicable
The Center for Latin American Studies, the American Indian Studies group

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to ascurofc@osu.edu.

CONTACT PERSON: Judith Tonhauser E-MAIL: judith@ling.osu.edu PHONE: (614) 292 7849

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair Printed Name Date

2. Academic Unit Graduate Studies Committee Chair Printed Name Date

3. **ACADEMIC UNIT CHAIR/DIRECTOR**  Printed Name Elizabeth Hume Date 9/25/08

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 4132 Smith Lab, 174 West 18th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to ascurofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5. COLLEGE CURRICULUM COMMITTEE Printed Name Date

6. ARTS AND SCIENCES EXECUTIVE DEAN Printed Name Date

7. Graduate School (if appropriate) Printed Name Date

8. University Honors Center (if appropriate) Printed Name Date

9. Office of International Education (if appropriate) Printed Name Date

10. ACADEMIC AFFAIRS Printed Name Date

**The Ohio State University
General Education Curriculum (GEC)
Request for Course Approval Summary Sheet**

1. Academic Unit(s) Submitting Request

Linguistics

2. Book 3/Registrar's Listing and Number (e.g., Arabic 367, English 110, Natural Resources 222)

Linguistics 307

3. GEC areas(s) for which course is to be considered (e.g., Category 4. Social Science, Section A. Individuals and Groups; and Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course)

Category 2. Social Science, Section (1) Individuals and Groups; Category 4. Diversity, Section (2) International Issues "Western (non-United States)"

4. Attach:

- A statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed;
- An assessment plan for the course; and
- The syllabus, which should include the category(ies) that it satisfies and objectives which state how this course meets the goals/objectives of the specific GEC category(ies).

5. Proposed Effective Date Spring 2009

6. If your unit has faculty members on any of the regional campuses, have they been consulted? n.A.

7. Select the appropriate descriptor for this GEC request:

Existing course with no changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet and the course syllabus.

Existing course with changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet, the course change request, and the course syllabus.

New course. Required documentation is this summary sheet, the new course request, and the course syllabus.

For ASC units, after approval by the academic unit, the documentation should be forwarded to the ASC Curriculum Office for consideration by the appropriate college curriculum committee and the Arts and Sciences Committee on Curriculum and Instruction (CCI). For other units, the course should be approved by the unit, college curriculum committee, and college office, if applicable, before forwarding to the ASC Curriculum Office. E-mail the syllabi and supporting documentation to ascurofc@osu.edu.

9. Approval Signatures

Academic Unit



9/2/08
Date

College Office/College Curriculum Committee

Date

Colleges of the Arts and Sciences Committee on Curriculum and Instruction

Date

Office of Academic Affairs

Date

September 1, 2008

Contact person:
Prof. Judith Tonhauser
Department of Linguistics
judith@ling.osu.edu, 292-7849

**Proposal for the Inclusion of Linguistics 307 in GEC Category 4, Diversity:
International Issues (western (non-United States))**

The Department of Linguistics proposes Linguistics 307, *Introduction to American Indigenous Languages*, for inclusion in the GEC Diversity Component, International Issues (western (non-United States)). This document addresses how the course addresses the expected learning outcomes for this GEC category, i.e. "Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture".

How do the course objectives address the GEC category expected learning outcomes?

As stated in the course syllabus, the **expected learning outcomes** for this course are the following:

By the end of the course:

1. Students have developed an understanding of linguistic properties of indigenous languages spoken in the Americas, as well as the history and socio-political status of their speakers.
2. Students are able to think in an informed way about human language and assess its relevance to current intellectual and social issues.
3. Students are able to critically evaluate and compare information across cultures and countries.

The course exposes students to topics surrounding indigenous languages in the Americas (including North, Central and South America), of the people who currently speak these languages, and of the countries in which these languages are spoken. Since indigenous languages are intricately tied to a person's social identity, to economic status, and to questions of education and (language) policies, the course will contribute to students' understanding of political, economic and social differences among speakers of such languages living in the countries where the languages are spoken.

By examining such questions across languages, peoples and cultures in the Americas, students will gain an understanding of indigenous (western) cultures, peoples and their issues. Specific emphasis in the course is on comparing these questions across peoples, languages and cultures.

How do the course readings address the GEC category expected learning outcomes?

The readings for the course cover specific topics in the linguistic, social and political study of (speakers of) indigenous languages of the Americas. These readings focus on specific languages within language families, which were chosen to introduce students to a wide variety of indigenous languages and cultures in the Americas; the language families discussed cover almost all countries in the Americas. The readings allow students to learn in-depth about the linguistic properties of some of these languages, and the culture and socio-political situation of speakers of these languages. At the same time, the readings were chosen so as to facilitate a comparison of these languages and cultures with each other, but also with European ones. This helps students understand how linguistic and cultural differences contribute to socio-political matters of current relevance, including bilingual education, linguistic diversity and language death, and language policy.

How do the course topics address the GEC category expected learning outcomes?

Topics covered in the class include linguistic properties of indigenous languages of the Americas, the history of settlement of speakers of such languages, and the socio-political situation of the speakers. Language is intimately tied to human cognition and social identity. By examining linguistic properties such as word order, tense, and focus in indigenous and European languages, students learn about the diversity of language as well as the fundamental properties common to all human languages, and how linguistic similarities and differences relate to human cognition. Another topic explored in the course is writing systems and unwritten languages, which again allow students to learn about cultural differences and similarities between peoples of the Americas (and Europe).

The discussion of the history of human settlement in the Americas, and the movements of particular indigenous peoples over time, will provide insight into current political and social questions in the Americas, as well as the social situation of speakers of indigenous languages. The course approaches the question of the socio-political situation of speakers of such languages by examining attitudes of particular communities towards the indigenous languages, and government policies on bilingual education and linguistic rights. Students learn about these topics for each of the languages discussed in detail in the course, thereby leading to a better understanding of how language policies differ from one country to the next, and how they contribute to an individual's attitude about their (indigenous) language.

How do the written assignments address the GEC category expected learning outcomes?

The written assignments address the expected learning outcomes for the GEC category in two ways. First, students prepare short written responses to all of the readings discussed in the course. Students are thereby forced to engage deeply with the readings that cover a

wide variety of topics about indigenous languages in the Americas. Second, the paper students write as their final project for the course is a comparative study of a particular topic pertaining to indigenous languages of the Americas. One of the languages, indigenous groups or countries included in the paper must be one that is not covered in class.

Students gain writing experience in this course in two ways. The (short) written responses to the readings allow them to practice formulating specific and precise questions and commentaries. The final paper project emphasizes a slightly different set of writing skills as it requires students to pool information from a variety of sources on a very particular topic and engage in a cross-linguistic or cross-cultural comparison. Students work on their project in stages during the course, and the instructor will provide feedback both on content and on presentation at these various stages.

How will students sharpen communication skills in this course?

Students sharpen both their oral and their verbal communication skills in the course: First, the reactions to the readings students send to the instructor on the day before the readings are discussed force students on a regular basis throughout the course to formulate questions and comments in written form that they can then contribute to the class discussion orally. Second, participation is highly valued in this course (worth 10% of the final grade) and there will be ample time in each class meeting for discussion. The instructor also makes explicit (cf. also the syllabus) that clarification questions are highly valued. Third, since cross-linguistic and cross-cultural comparison are major components of the course, students will be encouraged to draw parallels and point out differences about the topics discussed in the course: this can take place in the reading reactions, in the in-class discussion as well as in the final paper for the course.

September 1, 2008

Contact person:
Prof. Judith Tonhauser
Department of Linguistics
judith@ling.osu.edu, 292-7849

Proposal for the Inclusion of Linguistics 307 in GEC Category 4. Social Sciences, Individuals and Groups

The Department of Linguistics proposes Linguistics 307, *Introduction to American Indigenous Languages*, for inclusion in the GEC Social Science Component, Individuals and Groups. This course is concerned with indigenous languages of the Americas and the culture and history of the (millions of) people who speak such languages. The general principles of this GEC that are addressed in this course are the structure of human societies and cultures, the processes by which individuals and groups interact, and how the social scientific method is used to study the behavior and cognition of humans.

The remainder of this document addresses each of the specific issues raised in the GEC Guidelines and the GEC Model Curriculum concerning the GEC Category 4, Social Sciences, Individuals and Groups.

How do the course goals address the expected learning outcomes of this GEC?

As stated in the course syllabus, the **expected learning outcomes** for this course are the following:

By the end of the course:

1. Students have developed an understanding of linguistic properties of indigenous languages spoken in the Americas, as well as the history and socio-political status of their speakers.
2. Students are able to think in an informed way about human language and assess its relevance to current intellectual and social issues.
3. Students are able to critically evaluate and compare information across cultures and countries.

Through an exploration of topics concerning indigenous languages of the Americas and the cultures of people who speak such languages, students learn about the importance of language in culture, communication and socio-political topics of current relevance.

The expected learning outcomes for this GEC are addressed in the course as follows. The subject matter of Linguistics 307 concerns indigenous languages of the Americas, and language is a fundamentally human phenomenon that shapes an the behavior and cognition of individuals but also contributes to how groups of individuals and societies

interact among themselves, how they distinguish themselves from speakers of other languages or dialects, and how they interact with such other groups. Linguistics 307 provides opportunity for students to learn both of these aspects of language. For example, a comparison of how different languages mark temporal information provides insight into how languages differ in expressing an individual's experience of the actual world, and how different languages force their speakers to verbally encode different things about their environment. The course also covers topics that deal with how language affects society and how society affects language. One topic, for example, that will be investigated across different cultures and languages is bilingual education: what is the attitude of different groups of people to bilingual education, and how is this affected by the policies of the country these people live in? The scientific methods employed to explore these topics range from quantitative studies and questionnaires to the study of government texts and data from the languages studied during the course.

One of the course objectives is for students to be able to compare the way in which language affects the individual as well as groups across different languages, cultures and countries. As such, the course will allow students to develop their skills in understanding how and why individuals and groups behave in the way they do, and how groups function. For example, why do certain indigenous communities resist raising their children in the indigenous language, despite efforts by the government to encourage bilingual education? Students learn to consider different perspectives on a topic, in order to better understand how the values of individuals as well as those of groups can affect policy making and personal decisions.

How do the assigned readings address the learning outcomes of the GEC?

The readings for the course cover specific topics in the linguistic, social and political study of (speakers of) indigenous languages of the Americas. The readings introduce students topics of importance to the scientific study of language, including for instance the way in which writing systems differ across languages (and how a previously unwritten language can become a written language), how the structure of languages differs and how that affects human cognition, what attitudes speakers of indigenous languages have about their languages, what the goal of bilingual education is and how different institutions contribute to bilingual education. The readings were chosen such that the same topics are examined for the three language families covered in the course, which facilitates cross-cultural and cross-linguistic comparison and also serves to reinforce the topics to the students. At the same time, these topics can be used to help students gain a better understanding of the importance of taking into consideration both particular circumstances of each culture or country in assessing a situation, but also helps students see which issues are recurring themes for American indigenous languages and cultures.

How do the course topics address the GEC category expected learning outcomes?

The topics covered in the course represent several sub-disciplines within the scientific study of human language, and therefore also introduces students to a variety of scientific methods used in these different sub-disciplines. For example, when studying the history of settlement of speakers of indigenous languages of the Americas, students learn about the different kinds of evidence that researchers have available to formulate hypotheses about settlement. Students also examine a range of linguistic properties of indigenous languages of the Americas, including word order, tense and focus, and compare them to those of European languages. Here, students learn about how linguists work with data in formulating hypotheses about differences and similarities between human languages, as well as the fundamental properties common to all human languages. Students also read studies about attitudes about indigenous languages in the course; these studies use questionnaires and quantitative methods.

Language is intimately tied to human cognition and social identity; studying linguistic properties of indigenous languages students learn about how language affects cognition, how languages differ and how they are similar. The course also examines the socio-political situation of speakers of such languages by examining attitudes of particular communities towards the indigenous languages, and government policies on bilingual education and linguistic rights. Again, students learn about these topics for each of these languages discussed in detail in the course, but the course also helps students identify how these topics can be compared across different groups of individuals.

How do the written assignments address the GEC category expected learning outcomes?

The written assignments address the expected learning outcomes for the GEC category in two ways. First, the reading responses students write for each of the readings covered in the class force students to engage deeply with the material, which covers a variety of topics about how language shapes the behavior and cognition of the individual, as well as about how different groups of individual form identities through language. Second, the final paper for the course is a comparative paper on a topic pertaining to at least two indigenous languages of the Americas, one of which must be a language not covered in class. This allows students to reflect in detail on a particular topic covered in class, as well as to apply their newly learned skills in the scientific analysis of human language and how language shapes the human experience.

Students gain writing experience in this course in two ways. The (short) written responses to the readings allow them to practice formulating specific and precise questions and commentaries. The final paper project emphasizes a slightly different set of writing skills as it requires students to pool information from a variety of sources on a very particular topic and engage in a cross-linguistic or cross-cultural comparison. Students work on their project in stages during the course, and the instructor will provide feedback both on content and on presentation at these various stages.

How will students sharpen communication skills in this course?

Students sharpen both their oral and their verbal communication skills in the course: First, the reactions to the readings students send to the instructor on the day before the readings are discussed force students on a regular basis throughout the course to formulate questions and comments in written form that they can then contribute to the class discussion orally. Second, participation is highly valued in this course (worth 10% of the final grade) and there will be ample time in each class meeting for discussion. The instructor also makes explicit (cf. also the syllabus) that clarification questions are highly valued. Third, since cross-linguistic and cross-cultural comparison are major components of the course, students will be encouraged to draw parallels and point out differences about the topics discussed in the course: this can take place in the reading reactions, in the in-class discussion as well as in the final paper for the course.

August 24, 2008

Contact person:
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Department of Linguistics
judith@ling.osu.edu, 292-7849

Course Assessment Plan for Linguistics 307

This document explains how the effectiveness of Linguistics 307 *Introduction to American Indigenous Languages* in achieving the expected learning outcomes will be assessed over time.

As stated in the course syllabus, the **expected learning outcomes** for this course are the following:

By the end of the course:

1. Students have developed an understanding of linguistic properties of indigenous languages spoken in the Americas, as well as the history and socio-political status of their speakers.
2. Students are able to think in an informed way about human language and assess its relevance to current intellectual and social issues.
3. Students are able to critically evaluate and compare information across cultures and countries.

The course is designed to assess throughout the quarter whether these three learning outcomes are achieved. The reading responses form a frequent but low-key assessment throughout the quarter: The evening before the class meeting during which the reading is discussed, students email a reading response to the instructor (these reading responses count make up 25% of the final grade). Students can use these responses to ask questions about the readings that they would like to be answered and discussed in class, to comment on how the reading relates to languages or cultures previously discussed in the course, or they can address a question raised by the instructor about the readings. These responses allow the instructor to identify questions about the reading that need to be addressed during the class and problems students might be having with the readings. Since course participation is highly valued in the course (10% of the grade), students' questions and contributions during the class discussion, as well as their success on in-class exercises, will also allow the instructor to assess for every class period and topic the level of student understanding of the material (learning outcome no.1).

The majority of class meetings will reserve time for in-class discussions of the topics covered in the course. Students are expected to have critically engaged with the readings before the class meeting so that they can actively participate in the discussion, by asking

questions about the readings or drawing connections between readings (cf. reading responses above). The readings cover a range of topics in the study of indigenous languages in the Americas and their relevance to intellectual and social issues. The students' participation in the in-class discussion will allow the instructor to assess the progress students are making in applying their newly acquired knowledge to thinking about language (learning outcome no.2).

The course explores three language families in detail, and is designed such that recurring topics are addressed for each of the three language families so as to facilitate cross-cultural and cross-linguistic comparison. To assess whether students are learning to critically compare (learning outcome no.3), students are encouraged in their written responses for each reading to compare, for the particular topic under discussion, the various languages, peoples and cultures discussed in class. The written statements, as well as students' contributions to the class discussion, provide the instructor with feedback about students' ability to evaluate and compare information across cultures. Second, the final paper for the course (35% of the grade) is a comparative study of a topic related to indigenous languages of the Americas. As outlined in the syllabus, students work on this paper from early on in the course, receiving feedback from the instructor about their project at various stages (paper thesis, paper draft, final paper). Special emphasis is placed during lectures and in-class discussion on examining cross-cultural and cross-linguistic comparison to provide a model for the students' papers.

Ling 307 (Introduction to American Indigenous Languages)

time, place tbd

Instructor:

Judith Tonhauser, 212 Oxley
Office hours: *tbd* and by appointment

Office phone: (614) 292-7849
Email: judith@ling.osu.edu
Mailbox: Oxley 225

Prerequisites: Eng110

GECs: Social sciences: individuals and groups; Diversity: international issues (western (non-United States))

Course objectives:

Millions of people in the Americas (the part of the world that encompasses North, Central and South America) speak languages other than the well-known European ones (e.g. English, Spanish, Portuguese). The goal of this course is to introduce you to several of the many thousand indigenous languages spoken in the Americas, and for you to come to an understanding of the history of particular language families of the Americas, to explore the socio-political situation of the people who speak such languages, and to study some of the linguistic features that distinguish these languages from the better-known European languages. The course is organized around three language families: the Tupí-Guaraní language family (Bolivia, Paraguay, Brazil, Peru, Argentina, French Guiana), the Mayan language family (Mexico, Guatemala, Belize) and the Athapaskan language family (USA, Canada). For each of these language families, we'll explore the history of settlement of speakers of languages in the family, and then focus on particular languages within the language family to study questions such as: How do these languages differ from e.g. English?, How are these languages written? What are the speakers' attitudes about indigenous languages compared to the European languages? What is the legal situation in a particular country for speakers of indigenous languages? Are these languages taught in schools, and if not, why? By examining indigenous languages of the Americas, the course also serves as an introduction to the scientific study of language (including phonetics, writing systems, morphology, syntax, sociolinguistics, language acquisition), with the goal of helping you think about human language in a more informed way, giving you a taste of its relevance to current intellectual and social issues, and developing your ability to critically evaluate and compare information across cultures and countries.

Student learning outcomes:

By the end of this course:

1. Students have developed an understanding of linguistic properties of indigenous languages spoken in the Americas, as well as the history and socio-political status of their speakers.
2. Students are able to think in an informed way about human language and assess its relevance to current intellectual and social issues.
3. Students are able to critically evaluate and compare information across cultures and countries.

Readings: A course package will be compiled that includes the readings for the course (see topical outline of class meetings).

Evaluation: Letter grades (A-E) are used for students' evaluation:

points	letter grade	points	letter grade	points	letter grade
93 - 100	A	80 - 82.9	B-	67 - 69.9	D+
90 - 92.9	A-	77 - 79.9	C+	60 - 66.9	D
87 - 89.9	B+	73 - 76.9	C	below 60	E
83 - 86.9	B	70-72.9	C-		

Evaluation breaks down into four parts:

Reactions to readings	25%
Take-home midterm	30%
Participation	10%
Final project	35%
	<hr/>
	100%

Reactions to readings: Reading assignments are due the day for which they are assigned, and we will discuss the readings during that class meeting. On the evening before a class meeting for which a reading is assigned, you will send me (via email) a reaction to the readings (before 7pm). This reaction can be

- a comment about the reading material you would like to raise during our discussion of it,
- a question about the reading that you would like to see clarified during the class meeting (cf. my comment on participation below), or
- an answer to a question I pose about the readings.

Additional details concerning the format of these reactions will be provided in class.

Midterm: The objective of the take-home midterm is to assess your understanding of the topics and techniques covered so far. The midterm will consist of 3-5 essay questions that will require you to draw on what we have discussed in the course to answer questions about linguistic properties of American indigenous languages or the socio-political status and history of their speakers. The midterm questions are handed out at the end of class 10 and are due in class 11.

Participation: Sophisticated participants in scholarly discourse display a critical stance and the willingness to struggle with hard concepts, as evidenced by clear, carefully aimed questions and comments. The art of formulating well-developed questions is also one of the keys to successful research. This is the opportunity to begin to practice. To earn full participation credit,

- you are consistently attentive in class and complete your classwork thoroughly and thoughtfully,
- you participate actively in class discussions, making thoughtful and relevant comments without monopolizing class time, and
- you listen respectfully to peers' contributions and respond appropriately.

Final project: Your final project for this course is a **comparative** study of a topic pertaining to indigenous languages of the Americas. You could, for instance, compare

- the word order properties of two (or more) indigenous languages,
- bilingual education policies in two (or more) countries,
- the writing systems of two (or more) indigenous languages,
- the history of settlement of two (or more) indigenous peoples, etc.

You are welcome to propose a topic but I am also happy to help you identify a suitable one. At least one of the languages, indigenous groups or countries you discuss must be one that is not covered in class. I will help you identify suitable resources for your project. To help you develop your project

in a timely manner, you will be required to (i) identify a potential topic by class 13 (one paragraph topic description) and (ii) hand in a draft of your paper by class 18. The final project (about 14-16 pages) is due during exam week on the day determined by the Master schedule.

Approximate class schedule: (20 class meetings)

Class 1 What is a language family? Language families in the Americas, history of indigenous settlement in the Americas; Reading: Campbell (1997:chapter 1), Bright (1984)

Class 2 Introduction to linguistic sub-disciplines, linguistic competence, language variation
Reading: Hinton (2001b), Ash et al. (2001:25-28)

End of week 1: Reactions completed for class 2 readings

The Mayan Language Family

Class 3 Introduction to the Mayan language family, history of settlement, currently spoken languages and speakers, literacy; Reading: Richards and Richards (1996)

Class 4 Phonetics and the writing system of Jacaltec
Reading: Bergmann et al. (2007:2.0-2.3), Craig (1979:3-19)

End of week 2: Reactions completed for class 3 and 4 readings

Class 5 Phonetics and writing system continued

Class 6 Mayan syntax I: word order, argument marking; Reading: Craig (1979:19-34)

End of week 3: Reactions completed for class 6 readings

Class 7 Mayan syntax continued'

Class 8 Mayan syntax II: directionals, classifiers; Reading: Craig (1979:34-51)

End of week 4: Reactions completed for class 8 readings

Class 9 Language policy and language rights in Guatemala; Reading: Maxwell (2004)

The Tupí-Guaraní Language Family

Class 10 Introduction to the Tupi-Guarani language family, history of settlement, currently spoken languages and speakers; Reading: López (1996), Jensen (1999)

End of week 5: Reactions completed for class 8 and 9 readings, midterm handed out (class 10)

Class 11 Linguistic features of Paraguayan Guaraní (word order, argument marking)

Class 12 Linguistic features of Paraguayan Guaraní continued (tense and aspect)

End of week 6: midterm due (class 11)

Class 13 Language acquisition and attitudes about Guaraní; Reading: Choi (2003)

Class 14 Paraguay: A bilingual country?; Reading: Choi (2005)

End of week 7: Reactions completed for class 13 and 14 readings, one paragraph paper topic due

Class 15 Language policy in Paraguay, Ecuador and Mexico; Reading: Baldauf and Kaplan (2007)

The Athapaskan Language Family

Class 16 Introduction to the Athapaskan language family, history of settlement, currently spoken languages and speakers; Reading: Bach (2003)

End of week 8: Reactions completed for class 15 and 16 readings

Class 17 Linguistic features of Athapaskan languages (argument marking, word order)
Reading: Jung (2000); Thompson (2000)

Class 18 Language policy in the USA, The Native American Languages Act
Reading: Hinton (2001a); Arnold (2001)

End of week 9: Reactions completed for class 17 and 18 readings, draft of final paper due

Class 19 Bilingual Navajo education; Reading: Arviso and Holm (2001)

Wrap-up: Indigenous languages across the globe: Past, present and future

Class 20 Reading: Harrison (2007:chapter 1)

End of week 10: Reactions completed for class 19 and 20 readings

Final paper due by the date determined by the Master schedule

Course policies:

1. I encourage you to come my office hours (or make an appointment) to discuss questions about the course material. I hope we'll get to know each other as the course proceeds!
2. Come to class prepared. Reading assignments are due the day for which they are assigned.
3. If you have a cell phone, please make sure it never rings during class. If I see you reading or writing text messages during class, this will affect your participation grade negatively.
4. If you have to come late to a class meeting or leave early, please let me know ahead of time, and sit near the door.
5. We will at times have discussions that venture onto controversial ground. Listen and respond respectfully to others that might have opinions and experiences that differ from yours.
6. I will often not teach directly from the assigned readings. If you miss a class, it is your responsibility to find out **from one of your class mates** about the material we covered. Handouts will not be sent out via email but can be retrieved from the course mail box in Oxley, room 225. Exceptions are made only for documented (e.g. medical) emergencies.

Academic misconduct:

I expect all the work you do in this course to be your own, unless collaboration is explicitly requested for a particular task. Academic dishonesty will not be allowed under any circumstances. Any case of cheating or plagiarism will be reported to the university committee on academic misconduct, and will be handled according to academic policy.

Special needs:

Any student who feels they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs and to discuss potential accommodations. I rely on the Office of Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. I encourage you to contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations.

References

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May 18, 2008

To Whom It May Concern:

As coordinator of American Indian Studies at this institution, this course was presented to our committee and we are in full support of Judith Tonhauser's course Introduction to American Indian Languages. This course greatly enhances the American Indian Studies Minor as part of the National component. Having this course now provides an assessable language course that introduces a general population to the complexities of indigenous languages. This introduction course is crucial for a viable, relevant American Indian Studies.

The impact on this course should advance both the diversity and outreach and engagement goals of our great institution.

Sincerely,

A handwritten signature in black ink that reads "Christine Ballengee Morris".

Christine Ballengee Morris
Coordinator of American Indian Studies
Chair, Graduate Studies, Art Education
Associate Professor



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May 27, 2008

Associate Dean Julia Watson
College of Humanities
Ohio State University
186 University Hall
230 North Oval Mall
Columbus, OH 43210-1319

Dear Julia:

I strongly support the approval of the new course proposed by Prof. Judith Tonhauser, Linguistics 203, Introduction to American Indigenous Languages. This course, which fills an important lacuna in Latin American indigenous languages, will be an important step toward the introduction of instruction on the area's least commonly taught languages.

Actually, Prof. Tonhauser was awarded a course development grant of \$2,500 in order to design this course. Our T-VI faculty course development grants are intended to enrich and enhance the undergraduate exposure to Latin American studies, in as many different departments as possible. This would be a prime example. This course is particularly valuable because it will be very attractive to students from many different departments, including Linguistics, Spanish and Portuguese, and International Studies majors and minors who could be influenced to continue the study of indigenous languages and cultures.

Cordially,

A handwritten signature in blue ink, appearing to read "Abril Trigo".

Abril Trigo
Director