

Term Information

Effective Term Spring 2023
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

A number change from Ling4597.01 to 3902.

The course was originally 597, and converted to 4597.01 with the former GE shift. Attached in this proposal is the 597 syllabus.

What is the rationale for the proposed change(s)?

The course content and requirements reflect those of a 3000 level course.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We will replace the original number with the new number in our curricular map.

We have submitted this to the Open Themes MMI, and if approved, will propose it to be a GE course.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Linguistics
Fiscal Unit/Academic Org Linguistics - D0566
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3902
Previous Value 4597.01
Course Title Language Endangerment and Language Death
Transcript Abbreviation Lang Endangr&Death
Course Description Examines language endangerment and language death to reach an understanding of the forces threatening the survival of over half of today's 6,000 languages.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Previous Value

Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

None

Previous Value

Prereq: Jr or Sr standing.

Exclusions

Previous Value

Not open to students with credit for Linguist 597.01.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

16.0102

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

General Education course:

Cross-Disciplinary Seminar (597 successors and new)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will reflect upon the reasons for expansionist colonialism and how these factors affect the use and vitality of languages used by colonized/indigenous populations.
- Students will react meaningfully to accounts of the immigrant and/or minority experience to come to an understanding of the interconnectedness of individuals, social groups, and geopolitics in shaping such experience.
- Students will recognize the ideologies underlying and informing indigenous and immigrant minority speakers' own use of their language and their attempts at language maintenance and revitalization.
- Students will react meaningfully to scholarly, literary, and cinematic renditions of themes pertaining to the immigrant and/or minority experience by way of exploring the complexities of such experience.

Previous Value

Content Topic List

- Globalization of language
- Language minorities
- Language extinction
- Language endangerment
- Language change

Sought Concurrence

No

COURSE CHANGE REQUEST
3902 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/26/2022

Attachments

- Linguistics3902--Syllabus 041422.docx: 3902 Syllabus
(Syllabus. Owner: McGory, Julia Tevis)
- Ling597Syllabus2011.pdf: 597 Syllabus
(Syllabus. Owner: McGory, Julia Tevis)
- Curricular Map 04-14-22.docx: Curriculum Map
(Other Supporting Documentation. Owner: McGory, Julia Tevis)

Comments

- The course was last taught as Ling597, even though it had been transitioned to 4597.01.

Please send any comments to Julia McGory.1@osu.edu. *(by McGory, Julia Tevis on 04/14/2022 02:47 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	McGory, Julia Tevis	04/14/2022 02:48 PM	Submitted for Approval
Approved	McGory, Julia Tevis	04/14/2022 02:49 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/22/2022 01:29 PM	College Approval
Submitted	McGory, Julia Tevis	04/26/2022 12:53 PM	Submitted for Approval
Approved	McGory, Julia Tevis	04/26/2022 12:53 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/26/2022 01:21 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/26/2022 01:21 PM	ASCCAO Approval

Linguistics 3902: Language Endangerment & Language Death

Dr. Brian D. Joseph

Class meetings: Twice a week, 80 minutes per class meeting

Office hours: Tuesday 11:00 – 12:00 / Wednesday 2:00 – 3:00

(but **preferably by appointment**; meetings can be in-person or via Zoom, and note that I am available for consultation via e-mail on a regular basis)

Contact: joseph.1@osu.edu / 614-292-9446

Course Website: Carmen offers an electronic presence for the course; I expect you to check the Carmen site for the course regularly for announcements, assignments, and the like. Various course materials will be posted in the “Content” area of the Carmen site for the course.

Class description:

Of the c.7,000 languages in the world today, more than half are seriously in danger of losing all their speakers and thus dying out altogether as living languages. The chief focus of this course is to study this phenomenon of *language endangerment* (and *language death*, a.k.a. *language dormancy*)—and by the same token, *dialect endangerment* (and *death/dormancy*)—from a number of perspectives, considering the following questions as guiding foci for the course content:

- what are the social, economic, and political factors causing language/dialect endangerment?
- how does minority status for a language/dialect affect its speakers?
- what is the relationship between immigration, colonization, and forced migration on the one hand and the emergence of potentially fragile linguistic minorities on the other?
- what effects can endangerment have on the structure of a language/dialect?
- are there meaningful parallels between language/dialect endangerment and the endangerment of biological species? Between linguistic diversity and bio-diversity?
- is language/dialect endangerment a new phenomenon or a millennia-old one?
- can language/dialect endangerment and death be reversed? Are revitalization efforts possible? Are they successful?
- do new language forms that arise as immigrant varieties of the dominant majority language or as a result of colonization (i.e., “creoles”) serve to stem the tide of language endangerment?
- what can be done to document languages/dialects that are threatened with extinction?

The course does not presuppose any knowledge of linguistics. Throughout the semester, critical principles and methods of linguistics are introduced as needed that are relevant to the study of language endangerment (e.g., the embedding of language in society, the interaction between language and culture, the relation of speakers to their language, how languages are structured, how languages change, etc.).

Objectives and learning outcomes:

This course fulfills the specific requirements and expected learning outcomes for the GE Theme: Migration, Mobility, and Immobility (hereafter, MMI), as outlined below.

Themes: Migration, Mobility, and Immobility		
Goals	Expected Learning Outcomes	Related course content (+ specific assignments of relevance)
<p>GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.</p>	<p>Successful students are able to...</p> <p>1.1. Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility (thereafter, MMI).</p> <p><i>Course ELO 1.1. Students will reflect upon the reasons for expansionist colonialism and how these factors affect the use and vitality of languages used by colonized/indigenous populations.</i></p>	<p>In this course, students...</p> <p>1.1. ...study the reasons for migration patterns, including expansionist colonization, from Europe into the Americas, Africa, and parts of Asia and the effects these movement have had on indigenous populations from a linguistic standpoint while at the same time creating pockets of new immigrant linguistic minorities subject to threats to language vitality and likely ultimate language loss. They examine also similar shifts of population in Europe itself and the causes behind these movements (largely economic but also involving displacements due to wars) and subsequent linguistic developments (e.g. the creation of new varieties of languages, like Guestworker German, with concomitant threats to home languages).</p>
	<p>1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</p> <p><i>Course ELO 1.2. Students will react meaningfully to accounts of the immigrant and/or minority experience to come to an understanding of the interconnectedness of individuals, social groups, and geopolitics in shaping such experience.</i></p>	<p>1.2. ... study diverse experiences of MMI with linguistic consequences, with particular attention to:</p> <ul style="list-style-type: none"> • The experience of refugees adapting to new surroundings; • The differences between voluntary relocation and forced relocation and differential linguistic outcomes; • Indigenous minority experiences, e.g. the deaf community, and how they parallel – or not – minorities caused by forced or voluntary migrations; and • The examination of linguistic minorities and language endangerment throughout history.
<p>GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility</p>	<p>2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p>	<p>2.1. ... discuss and analyze diverse attitudes and beliefs related to language loss, as well as a host of relevant issues: for instance, the ideology of speakers of majority languages with regard to the use of minority languages and dialects (e.g. is assimilation a positive goal or a destructive force?); language use as a human right? Ways in which more sedentary populations, e.g. the Saami of the</p>

<p>and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.</p>	<p>Course ELO 2.1. <i>Students will recognize the ideologies underlying and informing indigenous and immigrant minority speakers' own use of their language and their attempts at language maintenance and revitalization.</i></p>	<p>Nordic countries or the Basque of France (as opposed to Spain) have fared with regard to language preservation?</p>
	<p>2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.</p> <p>Course ELO 2.2. <i>Students will react meaningfully to scholarly, literary, and cinematic renditions of themes pertaining to the immigrant and/or minority experience by way of exploring the complexities of such experience.</i></p>	<p>2.2. ... see the issues as viewed through the eyes of different affected parties and filtered through the sensibilities of different scholars, by reading, watching, and analyzing multiple scholarly and artistic interpretations by linguists, anthropologists, economists, film makers, and others on the linguistic aspects of MMI.</p>

In sum, this class examines migration, mobility, and immobility as central factors in various historical developments pertaining to language endangerment, language loss, and threats to language viability, viewing these linguistic issues primarily through the lens of what it means to be a member of a minority and how minority status within a larger polity has an impact on language use by individuals and groups.

Students read, analyze, and evaluate multiple perspectives on these developments and learn to express themselves through multiple assignments engaging with these ideas and simulating the experiences of minorities as well as fieldworkers and community activists battling the linguistic effects of minority life. Through this course, students will gain a solid understanding of the impact on language, as a basic human means of expression and as a basic human right, of migration, mobility, and immobility in the Americas and elsewhere around the world.

Required readings:

- Language Death*, by David Crystal (Cambridge Univ. Press, 2002) [required]
- When Languages Die. The Extinction of the World's Languages and the Erosion of Human Knowledge*, by K. David Harrison (Oxford Univ. Press, 2007) [required]
- Revivalistics*, by Ghilad Zuckerman (Oxford Univ. Press, 2022) [required]

Plus: various articles as well as book chapters, mostly from linguistics journals or e-books *that are* available in downloadable form through Main Library; the nondownloadable readings will be placed on the Carmen website for the course.

Bird, Steven & Gary Simons. 2003. Seven dimensions of portability for language documentation and description. *Language* 79.557-582. [26 pp.]

Dobrin, Lise. 2008. From linguistic elicitation to eliciting the linguist: Lessons in community empowerment from Melanesia. *Language* 84.2.300-324. [25 pp.]

Dorian, Nancy. 1993. A response to Ladefoged's other view of endangered languages. *Language* 69.575-579. [5 pp.]

*Gramley, Chuck & Christine Wilson. 2005. ASL in Central Ohio. In *Language diversity in Michigan and Ohio. Towards two state linguistic profiles* (Ed. by B. Joseph, C. Preston, & D. Preston. Caravan Books). [6 pp.]

Grenoble, Lenore & Lindsay Whaley. 2005. Review article on *Language Endangerment and Language Maintenance and Language Death and Language Maintenance*. *Language* 81.4.965-974. [10 pp.]

Hale, Kenneth; Michael Krauss; Lucille Watahomigie & Akira Yamamoto; Colette Craig; La Verne Jeanne; Nora England. 1992. Endangered languages. *Language* 68.1-42. [42 pages]

Hinton, Leanne. 1994. *Flutes of Fire: Essays on California Indian Languages*. Berkeley: Heyday Books.

Kahane, Henry & Renee Kahane. 1979. Decline and survival of Western prestige languages. *Language* 55.183-98. [16 pp.]

*Keiser, Steven H. 2005. Pennsylvania German in Ohio. In *Language diversity in Michigan and Ohio. Towards two state linguistic profiles* (Ed. by B. Joseph, C. Preston, & D. Preston. Ann Arbor: Caravan Books). [21 pages]

Kurz, Claudia. 1998. *Prepositions, Noun Phrases, and Simplification in Contact Varieties of German*. Ph.D. dissertation, The Ohio State University.

Ladefoged, Peter. 1992. Another view of endangered languages. *Language* 68.809-811. [3 pages]

Mufwene, Salikoko. 2004. "Language birth and death". *Annual Review of Anthropology* 33.201-222. [22 pp.]

*Pappas, Panayiotis. 2005. "Greek in Columbus, Ohio". In *Language diversity in Michigan and Ohio. Towards two state linguistic profiles* (Ed. by B. Joseph, C. Preston, & D. Preston. Ann Arbor: Caravan Books) [7 pages]

*Ramos-Pellicia, Michelle. 2005. The pronunciation of Spanish in Lorain, Ohio. In *Language diversity in Michigan and Ohio. Towards two state linguistic profiles* (Ed. by B. Joseph, C. Preston, & D. Preston. Ann Arbor: Caravan Books). [15 pages]

Vigoureux, Cécile B. & Salikoko S. Mufwene, eds. 2020. *Bridging Linguistics and Economics*. Cambridge University Press

Wolfram, Walt & Natalie Schilling-Estes. 1995. Moribund dialects and the language endangerment canon: The case of the Ocracoke Brogue. *Language* 71.696-721. [26 pages]

Zuckerman, Ghilead. 2022. *Revivalistics*. Oxford University Press.

Course Requirements (with percentage toward final grade):

1. Keeping up with assigned readings: 0% (but crucial to the successful completion of other requirements)
2. Regular class attendance: 5% (to be taken at each class; attendance is crucial to the successful completion of other requirements, as material covered in class is not necessarily covered in the readings yet is critical to understanding concepts)
3. Adopt-a-language project (in-class presentation and write-up; work in small groups (up to three students) is permitted with approval).. 30% (see below on collaboration)
4. Field Experience Exercises (details forthcoming)
 - a. Virtual fieldwork (via internet) 10%
 - b. Live linguistic or genealogical fieldwork report: . . . 10%
5. Mini Written Assignments:
 - a. 1st assignment (on newspaper item): 5%
 - b. Questions re 1st Movie: 5%
 - c. Questions re 2nd Movie: 5%
6. Preparation for and participation in Class Debate (details forthcoming; NB: the debate serves as the final exam and is held during the final exam period): 30%

I reserve the right to alter the number of assignments – and thus the value of particular assignments – as the course progresses; however, I will **not** add assignments, but will only at most delete some (if at all).

Grading Policies

1. WRITTEN ASSIGNMENTS: these must all be written in English that is *clear enough to allow me to be sure you know what you are talking about*. Thus, you should write in *complete sentences* and *coherent paragraphs* and make sure your writing is free from mechanical errors. Papers are graded primarily on content, but matters of style, diction, organization, and grammar count towards the grade, especially where errors and/or lapses interfere with the clear presentation of your ideas. Papers unacceptable due solely to poor writing *may be rewritten* (the two versions being averaged to yield the ultimate grade). Where possible, you should feel free to turn in preliminary drafts (well before the due date) so that I can make suggestions on your writing.

2. POINTS ASSIGNED: All assignments are given a number of points out of a total of 1000 that they are worth, commensurate with their percentage towards the final grade (thus a 5% assignment is worth 50 points, a 30% assignment is worth 300, and so on). The larger assignments have points assigned to subparts (e.g. the class presentation for the adopt-a-language assignment is worth 150 points and the written report on the assignment is worth 150). For the most part, each assignment is given with very specific guidelines spelled out regarding what needs to be done and how the accomplishment and execution of the requirements contributes to the grade for the assignment; points are assigned in each category of requirement and added up to give the total grade. The final grade is based on the total points earned, with point totals corresponding to letter grades as follows:

930 - 1000 = A	730 - 769 = C
900 - 929 = A-	700 - 729 = C-
870 - 899 = B+	670 - 699 = D+
830 - 869 = B	630 - 669 = D
800 - 829 = B-	600 - 629 = D-
770 - 799 = C+	0 - 599 = E.

3. FURTHER ON ASSIGNMENTS, MISCELLANEOUS:

- ALL ASSIGNMENTS MUST BE DONE AND TURNED IN, ON TIME, via Carmen as an upload of an electronic document or as entered into a textbox; the due date and time are indicated on the assignment as given in Carmen.
- Late assignments automatically lose credit, though turning in a paper late is preferable to not turning it in at all, as a missing paper receives a zero. Papers more than two weeks late will **not** be accepted, however.
- Collaboration with classmates on individual assignments is perfectly acceptable, as far as discussing strategies and concepts is concerned -- often two (or more) can learn far more about an assignment by discussing it together. However, any work you turn in must ultimately be defensible as your own effort and yours alone. Any work suspected of not adhering to this ethical standard will be referred to appropriate University disciplinary committees. Those assignments that are designed for small groups (the debate especially but some groups are permissible for the adopt-a-language assignment) of course permit sharing of ideas and to the extent that the final product is a group effort, the grade will reflect the overall group success but also individual contributions to the product (e.g. the individual presentations during the debate).

Academic misconduct and plagiarism:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). See the Code of Student Conduct: <https://trustees.osu.edu/rules/code-of-student-conduct/3335-23-04.html>

Disability:

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

CLASS SCHEDULE

This course is organized around 11 topics, roughly one per week for a semester but some are intended to be covered in just one class session while others require more time. These topics focus on different aspects of the various linguistic dimensions of migration, mobility, and immobility. The final week of the semester is devoted to student presentations on an endangered language that they have “adopted” and that they research as an on-going assignment throughout the semester with regard to the topics we cover week by week.

TOPIC 1: basic linguistic concepts: language and social groups, language and individual identity; what counts as a language, language vs. dialect, counting languages

Census assignment: Language inventory of the US

TOPIC 2: Identifying endangered languages: numbers of speakers, who counts as a speaker, geographic distribution of speakers; endangerment criteria (UNESCO, Fishman's GIDS scale)

Criteria assignment: critically assess differences in UNESCO criteria for endangerment compared with other sets of criteria, e.g. Fishman's GIDS scale

TOPIC 3: Causes of contact between speakers of different languages: migration, colonization, conquest

Consequences of contact between speakers of different languages: bilingualism, borrowing, code-switching, language collision, language coexistence, language endangerment/language dormancy;

Borrowing assignment: Tolkien and writing with native Germanic words versus writing with Latinate (etc.) vocabulary (showing motivation for and results of borrowing in language contact)

TOPIC 4: More consequences of language contact: Linguistic minority status; relation between minority status and migration -- minority immigrant communities, post-colonization indigenous minorities; immobility and minority status

TOPIC 5: Minorities in our midst: language diversity in Columbus: causes and effects.

Local Follow-up to Census assignment: Language inventory in Columbus

American Sign Language and the Deaf community

Deaf film assignment ("Sound and Fury: The Communication Wars of the Deaf")

TOPIC 6: More minorities in our midst: Indian languages in the USA (including languages of historical Ohio)

Global parallels – Aboriginal languages in Australia

Aboriginal experience film ("Rabbit-proof fence") assignment

TOPIC 7: Historical perspectives: Language endangerment and language death through the ages

TOPIC 8: What is to be done: documentation/fieldwork and language revitalization/reclamation; showing of "Vanishing Voices" film (on devising literacy programs as part of revitalization efforts).

Fieldwork simulation assignments

TOPIC 9: Politics and ideology of language endangerment and linguistic minorities; economics of multilingualism – the EU experience

TOPIC 10: Another consequence of migration: Birth of new languages: pidgins and creoles; dialects and dialect split

TOPIC 11: What we learn from endangered languages about language in general, about the relation of speech communities to their environment, about ourselves

Adopt-a-language presentations

Final exam: Debates on controversial issues pertaining to the politics, attitudes, and ideology of language endangerment (e.g. the pros and cons of assimilation, of cultural and linguistic maintenance, of ties to the homeland (if appropriate), and the like.

LINGUISTICS 597: Language Endangerment & Language Death

Winter 2011

Instructor: Brian D. Joseph

Office: 206 Oxley Hall // (NOTE: I also have an office in 406 Hagerty but will not be there much this quarter)

Phone: 292-4981 (for both offices (theoretically!))

e-mail: joseph.1@osu.edu

Class Meetings: *PLEASE READ THIS CAREFULLY* – The normal schedule for the quarter is meeting Monday-Wednesday-Friday 9:30-11:00. There is **NO** class on **Monday January 17** (Martin Luther King Day, a national holiday)

NOTE: I will not be here on **Friday January 7** but we will have class nonetheless; a movie will be shown that you are required to see as a basis for answering some questions (Assignment #5b)

Similarly, I will not be here on **Friday March 4**, but again we will have class nonetheless; either another movie will be shown or else a guest lecturer will visit the class or there will be some other productive use of the time.

Office Hours: Tuesday 11:00 – 12:00 & Wednesday 2:00 – 3:00
but **preferably by appointment** (and note that I am available for consultation via e-mail on a regular basis; my default office for office hours is the Oxley one, though I can meet in Hagerty if needed)

Course Website: I will be using Carmen to give an electronic presence for the course; I will expect you to check the Carmen site for the course regularly for announcements, assignments, and the like. Various course materials will be posted in the “Content” area of the Carmen site for the course.

Course Description and Goals: Of the 6,000 or so languages in the world today, more than half are seriously in danger of losing all their speakers and dying out altogether. The chief goal of this course is to study the phenomenon of *language endangerment* (and *language death*)—and by the same token, *dialect endangerment* (and *death*)—from a number of perspectives, considering such questions as:

- what are the social, economic, and political factors causing language/dialect endangerment?
- how does minority status for a language/dialect affect its speakers?
- what effects can endangerment have on the structure of a language/dialect?
- are there meaningful parallels to be drawn between language/dialect endangerment and the endangerment of biological species? Between linguistic diversity and bio-diversity?
- is language/dialect endangerment a new phenomenon or has it been going on for millennia?
- can language/dialect endangerment and death be reversed? Are revitalization efforts possible? Are they successful?
- what can be done to document languages/dialects that are threatened with extinction?

A secondary course goal is to expose students to the principles and methods of linguistics relevant to the study of language endangerment (e.g., the embedding of language in society, the interaction between language and culture, the relation of speakers to their language, how languages are structured, how languages change, etc.)

A tertiary course goal is to develop students' critical thinking and argumentation skills.

A Word or Two on the Course Clientele: This is an upper-division 500-level linguistics course, and so can count towards the linguistics major for those students majoring in linguistics but it is also a "capstone" course under the "Issues of the Contemporary World" rubric and as such is intended for students majoring in something other than linguistics. Thus you represent a mixed clientele overall for the course, but the course has something for everyone so my expectations for both groups are the same.

And, Speaking of Expectations: Here is what I expect out of you, as members of this class — I expect that you will attend class regularly, stay for the whole class each time, listen attentively while you are here, show through your behavior that you respect the fact that others in the class are here to learn, put effort into your work for the class, and be honorable and truthful in your presentation of your work; please see the statement in the next section of the syllabus for more on this matter and see me if you have any questions. For my part, as instructor, I promise to listen to and respond to your questions and comments, address issues that come up with regard to class assignments, provide you with interesting material to work on, return papers promptly to you, and generally do what is necessary so that you can achieve the objectives set out above for the class.

Academic Misconduct: To state the obvious, academic dishonesty is not allowed. Cheating on tests or on other assignments will be reported to the University Committee on Academic Misconduct. The most common form of misconduct is plagiarism (the representation of someone else's ideas or words as your own, without attribution). It is critical to recognize that any time you use the ideas or the materials of another person or persons, you must acknowledge that you have done so in a citation. This includes material that you have found on the Web. The University provides guidelines for research on the Web at <http://gateway.lib.ohio-state.edu/tutor/>.

Readings: *Language Death*, by David Crystal (Cambridge Univ. Press, 2002) [required]
When Languages Die. The Extinction of the World's Languages and the Erosion of Human Knowledge, by K. David Harrison (Oxford Univ. Press, 2007) [required]

Plus: various articles, mostly from linguistics journals *that are* available in downloadable form via journals on-line through Main Library; the nondownloadable readings will be placed on the Carmen website for the course.

Course Requirements (and percentage towards final grade):

1. Keeping up with assigned readings: 0% (but crucial to the successful completion of other requirements)
2. Regular class attendance: 5% (to be taken at each class; I consider attendance crucial to the successful completion of other requirements, as material covered in class is not necessarily covered in the readings yet is critical to understanding concepts)
3. Adopt-a-language project (in-class presentation and write-up; details forthcoming; work in small groups (up to three students) will be permitted with approval).. 30% (see below re collaboration policy)
4. Field Experience Exercises (details forthcoming)
 - a. Virtual fieldwork (via internet) 5%
 - b. Live linguistic or genealogical fieldwork report: . . . 10%

5. Mini Written Assignments (details forthcoming):
 - a. 1st assignment (on newspaper item): 5%
 - b. Questions re 1st Movie: 5%
 - c. Questions re 2nd Movie: 5%
6. Report on relevant outside-of-class experiences
(details to be provided on a separate sheet): . . . 10%
7. Preparation for and Participation in Class Debate
(details to be given later; note that the debate is
in lieu of a final exam): 25%

I reserve the right to alter the number of assignments – and thus the value of particular assignments – as the course progresses; however, I will **not** add assignments, but will only delete some (if at all).

Grading Policies

1. WRITTEN ASSIGNMENTS: these must all be written in English that is *clear enough to allow me to be sure you know what you are talking about*. Thus, you should write in *complete sentences* and *coherent paragraphs* and make sure your writing is free from mechanical errors. Papers are graded primarily on content, but matters of style, diction, organization, and grammar count towards the grade, especially where errors and/or lapses interfere with the clear presentation of your ideas. Papers unacceptable due solely to poor writing *may be rewritten* (the two versions being averaged to yield the ultimate grade). Where possible, you should feel free to turn in preliminary drafts (well before the due date) so that I can make suggestions on your writing.

2. POINTS ASSIGNED: All assignments are given a number of points out of a total of 1000 that they are worth, commensurate with their percentage towards the final grade (thus a 5% assignment is worth 50 points, a 30% assignment is worth 300, and so on). The larger assignments have points assigned to subparts (e.g. the class presentation for the adopt-a-language assignment is worth 150 points and the written report on the assignment is worth 150). For the most part, each assignment is given with very specific guidelines spelled out regarding what needs to be done and how the accomplishment and execution of the requirements contributes to the grade for the assignment; points are assigned in each category of requirement and added up to give the total grade. The final grade is based on the total points earned, with point totals corresponding to letter grades as follows:

930 - 1000 = A	730 - 769 = C
900 - 929 = A-	700 - 729 = C-
870 - 899 = B+	670 - 699 = D+
830 - 869 = B	630 - 669 = D
800 - 829 = B-	600 - 629 = D-
770 - 799 = C+	0 - 599 = E.

3. FURTHER ON ASSIGNMENTS, MISCELLANEOUS:

- Late assignments automatically lose credit, though turning in a paper late is preferable to not turning it in at all, as a missing paper receives a zero. Papers more than two weeks late will **not** be accepted, however.
- ALL ASSIGNMENTS MUST BE DONE AND TURNED IN ON TIME, **in class, in hard copy** (i.e., **on paper**); if you must be absent when an assignment is due, you can put it in my **mailbox** in **225 Oxley Hall**; in unusual circumstances, I will allow you to e-mail it to me).
- Collaboration with classmates on individual assignments is perfectly acceptable, as far as

discussing strategies and concepts is concerned -- often two (or more) can learn far more about an assignment by discussing it together. However, any work you turn in must ultimately be defensible as your own effort and yours alone. Any work suspected of not adhering to this ethical standard will be referred to appropriate University disciplinary committees. Those assignments that are designed for small groups (the debate especially but some groups are permissible for the adopt-a-language assignment) of course permit sharing of ideas and to the extent that the final product is a group effort, the grade will reflect the overall group success but also individual contributions to the product (e.g. the individual presentations during the debate).

Students with Disabilities: Students who need an accommodation based on the impact of a disability should contact the instructor to arrange an appointment as soon as possible to discuss the course format, to anticipate needs, and to explore potential accommodations. The Office of Disability Services will be called in for assistance in verifying the need for accommodations and developing accommodation strategies. Students who have not previously contacted the Office for Disability Services are encouraged to do so (614-292-3307; www.ods.ohio-state.edu).

Topic Outline, Readings, & Assignments (see list of articles at end, referred to here by author):

WK 1: **Jan 3:** Introduction and organization; Discussion of course goals, expectations, assignments, etc.; Some basic concepts on language endangerment

- Reading: Crystal, Preface; Ch. 1; Harrison, Preface; Ch. 1
- Homework: Mini Writing Assignment 5a (**due Wednesday Jan 5**)

Jan 5: Introduction of basic linguistic concepts: language and social identity; counting languages; language vs. dialect; the geography and demographics of language endangerment and language minorities; linguistic minority status – by what criteria?

- Mini Writing Assignment 5a **DUE TODAY** •

Jan 7: In-class showing of "Voices of North Carolina" video (basis for Mini Writing Assignment #5b)

- Homework: Mini Writing Assignment 5b (**due Monday Jan 10**) •

WK 2: **Jan 10:** Further on basic linguistic concepts; discussion of ‘Voices of North Carolina’ video

- Mini Writing Assignment 5b **DUE TODAY** •

Jan 12: The scope of the situation with endangered languages; introduction and discussion of project assignments

- Reading: Hale et al. article (section by Krauss)
- Project assignments (debate, adopt-a-language, fieldwork simulation, outside event reporting) to be handed out and discussed •

Jan 14: Minorities in our midst.

- Reading: Gramley & Wilson article; Keiser article; Pappas article; Ramos-Pellicia article
- Questions for Mini Written Assignment #5c on 1/19 movie handed out -- **due Jan 21** ••

WK 3: Jan 17: NO CLASS (MLK DAY)

Jan 19: In-class showing and discussion of video “Sound and Fury: The Communication Wars of the Deaf”

Jan 21: Causes of language endangerment; bilingualism, language contact, language collision, language coexistence

- Reading: Crystal, Ch. 3
- Questions for Mini Written Assignment #5c **DUE TODAY** ••

WK 4: Jan 24: More on causation; case studies of language endangerment/revitalization: Arvanitika

- Reading: Grenoble & Whaley article

Jan 26: More case studies of language endangerment and revitalization: Ladino; Ocracoke

- Reading: Wolfram & Schilling-Estes article

Jan 28: More case studies of revitalization and maintenance: Miami, Navajo

WK 5: Jan 31: Are all models of language maintenance and revitalization equally applicable?

- Reading: Dobrin article

Feb 2: Language endangerment and language death through the ages

- Reading: Kahane & Kahane article

Feb 4: Perspectives on linguistic diversity (what different languages can tell us)

- Reading: Crystal, Ch. 2; Harrison, Ch. 2, 3, 6; Hale et al. article (Hale)

WK 6: Feb 7: Structural consequences of language death

Feb 9: Catching up (as needed) on leftover content from previous weeks

Feb 11: More catching up, as needed

WK 7: Feb 14: “Adopt-a-language” presentations to begin

Feb 16: More "Adopt-a-Language" presentations

Feb 18: More "Adopt-a-Language" presentations

WK 8: Feb 21: More “Adopt-a-Language” presentations, as needed; presentation wrap-up and summary (what have we learned?); award judging and award ceremony.

What is to be done – language revitalization efforts revisited

- Reading: Crystal, Ch. 5; Hale et al. article (Watahomigie & Yamamoto; Jeanne)

Feb 23: What is to be done: documentation/field work; showing of "Vanishing Voices"

- Reading: Bird & Simons article; Crystal, Ch. 4, Ch. 5

- Field work simulation or genealogy mini-assignment #4 to be given out ••

Feb 25: Class visit by Dr. Lenore Grenoble (University of Chicago)

NOTE: Dr. Grenoble will be giving a public lecture at 3:30 today (lasting till 5:00) on *language revitalization and the university curriculum*; you are all invited to attend. This is not required but it *DOES* count as one of the outside events you do need to attend (see Course Requirement 6)

WK 9: **Feb 28:** More on fieldwork and documentation; in-class fieldwork simulation

Mar 2: Politics of language endangerment and linguistic minorities

- Reading: Crystal, Ch. 2 (again); Hale et al. article (Craig; England); Ladefoged article; Dorian article
- Adopt-a-Language assignment write-up **DUE TODAY** ••

Mar 4: Guest lecture (details forthcoming) or in-class preparation for debates

WK 10: **Mar 7:** Field work experiences reviewed

Birth of new languages: dialects and dialect split; pidgins and creoles

- Reading: Mufwene article
- Field Experience Assignments #4ab **DUE TODAY** ••

Mar 9: In-class preparation for debates

Mar 11: Summation – what have we learned?

EXAM WEEK: Scheduled time for Final Exam (**WEDS MAR 16**): In-class debates

- Outside event report (mini-written assignment #6) **DUE TODAY** ••

Required Articles (author, title, length -- * indicates an article NOT available via journals on-line through Main Library and thus to be provided in the Content area of the Carmen course site):

- Bird, Steven & Gary Simons. 2003. Seven dimensions of portability for language documentation and description. *Language* 79.557-582. [26 pp.]
- Dobrin, Lise. 2008. From linguistic elicitation to eliciting the linguist: Lessons in community empowerment from Melanesia. *Language* 84.2.300-324. [25 pp.]
- Dorian, Nancy. 1993. A response to Ladefoged's other view of endangered languages. *Language* 69.575-579. [5 pp.]
- *Gramley, Chuck & Christine Wilson. 2005. ASL in Central Ohio. In *Language diversity in Michigan and Ohio. Towards two state linguistic profiles* (Ed. by B. Joseph, C. Preston, & D. Preston. Ann Arbor: Caravan Books). [6 pp.]
- Grenoble, Lenore & Lindsay Whaley. 2005. Review article on *Language Endangerment and Language Maintenance and Language Death and Language Maintenance*. *Language* 81.4.965-974. [10 pp.]
- Hale, Kenneth; Michael Krauss; Lucille Watahomigie & Akira Yamamoto; Colette Craig; La Verne Jeanne; Nora England. 1992. Endangered languages. *Language* 68.1-42. [42 pages]
- Kahane, Henry & Renee Kahane. 1979. Decline and survival of Western prestige languages. *Language* 55.183-98. [16 pp.]
- *Keiser, Steven H. 2005. Pennsylvania German in Ohio. In *Language diversity in Michigan and Ohio. Towards two state linguistic profiles* (Ed. by B. Joseph, C. Preston, & D. Preston. Ann Arbor: Caravan Books). [21 pages]
- Ladefoged, Peter. 1992. Another view of endangered languages. *Language* 68.809-811. [3 pages]
- Mufwene, Salikoko. 2004. "Language birth and death". *Annual Review of Anthropology* 33.201-222. [22 pp.]
- *Pappas, Panayiotis. 2005. "Greek in Columbus, Ohio". In *Language diversity in Michigan and Ohio. Towards two state linguistic profiles* (Ed. by B. Joseph, C. Preston, & D. Preston. Ann Arbor: Caravan Books) [7 pages]
- *Ramos-Pellicia, Michelle. 2005. The pronunciation of Spanish in Lorain, Ohio. In *Language diversity in Michigan and Ohio. Towards two state linguistic profiles* (Ed. by B. Joseph, C. Preston, & D. Preston. Ann Arbor: Caravan Books). [15 pages]
- Wolfram, Walt & Natalie Schilling-Estes. 1995. Moribund dialects and the language endangerment canon: The case of the Ocracoke Brogue. *Language* 71.696-721. [26 pages]

CURRICULAR MAP for the UNDERGRADUATE MAJOR IN LINGUISTICS, BA PROGRAM (Updated 4-1-22)

<p>Goal 1: <i>Comprehend the fundamental analytical components needed for linguistic analysis for multiple linguistics sub disciplines.</i></p>	<p>Goal 2: <i>Apply the relevant analytical method(s) to uncover the characteristics of a particular linguistic situation or form.</i></p>	<p>Goal 3: <i>Formulate a well-organized, well-supported argument.</i></p>	<p>Goal 4: <i>Use multiple methods of linguistics inquiry to evaluate the relationship between Lang and society.</i></p>	<p>Goal 5: <i>Engage in original research.</i></p>	<p>Goal 6: <i>Recognize how various uses and applications of linguistics apply to real world phenomena and events.</i></p>
<p>Beginning 1100 Basics of Language Learning 2000 Intro to Lang in the Humanities</p>	<p>Beginning 1100 Basics of Language Learning 2000 Intro to Lang in the Humanities</p>	<p>Beginning 1100 Basics of Language Learning 2000 Intro to Lang in the Humanities</p>	<p>Beginning 1100 Basics of Language Learning 2000 Intro to Lang in the Humanities</p>	<p>Beginning 2000 Intro to Lang in the Humanities 2051 Analyzing the Sounds of Lang 3701 Lang & the Mind</p>	<p>Beginning 1100 Basics of Language Learning 2000 Intro to Lang in the Humanities</p>
<p>Intermediate 3401 Words & Meanings 3502 ConLangs 3901 Lang Evolution & Lang Change 3701 Lang & the Mind 3802 Lang & Computers</p>	<p>Intermediate Ling2001 Lang & Formal Reasoning Ling2051 Analyzing Sounds of Lang 3191 Internship in Linguistics 3502 ConLangs 3601 Lang, Race, & Ethnicity in the US 3801 Codes & Code-Breaking 3901 Lang Evolution & Lang Change</p>	<p>Intermediate Lang, Sex, & Gender 2367.02 Lang & Advertising 3701 Lang & the Mind 3601 Lang, Race, & Ethnicity in the US 3602 Lang & Social Identity 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang & Social Justice</p>	<p>Intermediate 2367.01 Lang, Sex, & Gender 3501 American Indigenous Languages 3601 Lang, Race, & Ethnicity in the US 3602 Lang & Social Identity 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang & Social Justice 3901 Lang Evolution & Lang Change 3902 Lang Endangerment & Death</p>	<p>Intermediate 3191 Internship in Linguistics 3601 Lang, Race, & Ethnicity in the US 3602 Lang & Social Identity 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang & Social Justice 3701 Lang & the Mind</p>	<p>Intermediate 2367.02 Lang & Advertising 3601 Lang, Race, & Ethnicity in the US 3605 Lang & Social Justice Ling3801 Codes & Code-Breaking 3802 Lang & Computers 3191 Internship in Linguistics 3902 Lang Endangerment & Death</p>

Advanced 4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning	Advanced 4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning 4550 Field Methods 4780 Research Seminar 4998 Research 4999 Thesis Research	Advanced 4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning 4780 Undergrad Research Seminar 4998 Research 4999 Thesis Research	Advanced 4597.02 Lang & the Law 4601 Lang & the Black Experience 5601 Introduction to Sociolinguistics 5901 Introduction to Historical Linguistics	Advanced 4780 Undergrad Research Seminar 4998 Undergraduate Research 4999 Undergraduate Thesis Research 4550 Field Methods	Advanced 4052 Linguistics and the Scientific Method 4780 Undergrad Research Seminar 4597.02 Lang & the Law
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