

COURSE OUTLINE

ANTHROPOLOGY 3343A / FIRST NATIONS STUDIES 3306A

Language Revitalization in Practice

Summer 2019

July 8 - August 16, 2019

Instructor: Tania Granadillo

Office: SSC 3408

Office hours: To be announced on the course OWL site.

Email: tgranadi@uwo.ca

Credit value: 0.5 credit

Calendar Description: This course offers students the opportunity to study current issues in language revitalization through participation in collaborative research projects on site with a community partner. Projects will vary depending on the needs of the community and the skillset brought by the students.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Prerequisites: Registration in year 3 or 4 of any module and permission of the instructor.

Antirequisites: Anthropology 3323A/B from Summer 2016.

Course Syllabus:

At a time when linguistic diversity is confronting one of the greatest challenges in modern times, with over 50% of languages worldwide threatened or endangered, many communities are embarking on language revitalization activities. Language revitalization has the goal of creating more fluent speakers among those community members whose language is endangered or asleep. In this course students will be engaged in language revitalization activities alongside community members and interested parties. We will be working with the Oneida Language Summer camp for children and Twatati Adult immersion class. Each student will

participate in a project proposed by the language community that can be completed in two weeks. In order to do so, collaborations and possible projects have been identified by community members; in some cases, students will work alongside community members so that there is an exchange of knowledge and skills. Projects can span many different activities from recording elders to digitizing documents for archives to creating lesson materials or materials to be used at camp, recognizing that there are many skills and activities inherent in language revitalization endeavors.

Note the course dates below: students must be available for at least three weeks to participate in this course. A full course schedule including a week-by-week breakdown of topics and assigned readings will be available on the course's OWL site before the first day of class.

Some activities will be held on-site at the Oneida Nation of the Thames community.

Information regarding the community collaborations:

There will be the opportunity to work with 2 community partners. The Oneida language summer camp for children has requested support in prepping all the materials to be used at camp and also assistance in running the camp for 2 weeks. There will be no more than 6 students at a time involved in running the actual camp so if there are more than 6 students interested in this, they will participate in different weeks. In order to be part of the camp it is necessary to have a valid vulnerable sector police check. The Twatati adult language immersion program has requested support in developing materials to support the language class and the students' language learning. There will be an opportunity to propose various kinds of resources related to these goals.

Learning Outcomes:

After successfully completing this course students will be able to:

- Identify the basics of language revitalization.
- Identify an endangered language.
- Gain experience in analyzing and reporting on language revitalization activities.
- Recognize the important role communities play in language revitalization.

- Understand the distinctiveness of the Canadian indigenous community context.
- Be aware of the benefits of language revitalization.

Course Materials:

Grenoble, Lenore and Lindsay Whaley. 2006. *Saving Languages: an introduction to language revitalization*. Cambridge University Press.

Readings in *The Oxford Handbook of Language Revitalization* (available as an online source through the library website)

Registered students will be able to access information about additional course readings through the course's on-line OWL site before the first day of class.

Evaluation:

Quizzes (5 x 3%) 15%

Quizzes will be taken daily during the first week of class. Quizzes must be completed through OWL before the beginning of class to make sure students are keeping up with the readings. There will be a quiz the first day of class.

Language revitalization activity presentation 15%

Every student will present a language revitalization activity chosen from the list provided or approved by the instructor. This will be a 5 min presentation focused on particular guidelines provided through the instructions on OWL. The goal is to learn about the diverse kinds of activities being done throughout the world.

Journal (3 x 10%) 30%

There will be one entry journal of 250-350 words due at the end of every week for the first three weeks. These are meant to be reflective and self-critical. They will aid in processing the course and its effects.

Project report 40%

This is a report on what activities were carried out with the community partners. It should contain a description of the projects, the activities worked on, the contributions of the student, and the potential impact these activities have for the community partners. Attention will be paid to how the activities are contextualized

with the course readings. Length may vary but should be no more than 1500 words (around 6 pages).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Course Specific Statements and Policies:

Statement on Seeking Special Accommodations:

No accommodations will be granted retroactively more than 10 days after an assignment's due date or a missed quiz or test. Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

Statement on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence.

Policy on Laptops and Cellphones in Class:

Laptops are permitted for note-taking in class but if it is observed that students are on social networking sites, they will be asked to close the laptop and will not be permitted to use it for the remainder of the class. Be sure that all cellphones are turned off at the beginning of class.

Institutional Statements and Policies

All students should familiarize themselves with Western's current academic policies regarding accessibility, plagiarism and scholastic offences, and medical accommodation. . [These policies are outlined with links to the full policies on the Anthropology website.](#)

COURSE SCHEDULE

Week 1 M-F (July 8-12)

Day 1. Introductions, endangered languages.

Day 2. Language revitalization, the Canadian context.

Day 3. Assessing language vitality, methodologies for collaboration

Day 4. Ethics (TCPS-2 module)

Day 5. Language revitalization activity presentations

Week 2. M-F (July 15-19)

Day 1. Oneida nation introduction to community partners

Day 2-5. Work on projects.

Week 3 and/or Week 4 M-F

(one week only required, either July 22-26 or July 29-August 2, unless student opts for both weeks)

Day 1-5. Work on projects and/or participate in summer camp

OTHER REFERENCES

Czaykowska-Higgins, Ewa. 2009. Research models, community engagement, and linguistic fieldwork: Reflections on working within Canadian indigenous communities. *Language Documentation & Conservation* 3 (1): pp. 15-50.

Dobrin, Lise Peter Austin and David Nathan. 2009. Dying to be counted: the commodification of endangered languages in documentary linguistics. In Peter K Austin (ed.) *Language Documentation and Description*, vol 6. Pp 37-52. London: SOAS.

Fishman, Joshua (1996). "What Do You Lose When You Lose Our Language". In G.Cantoni (Ed.) *Stabilizing Indigenous Languages*. Flagstaff, AZ: Northern Arizona University Center for Excellence in Education.

Granadillo, Tania and María Eugenia Villalón. 2007. From Nostalgia to Hope: the impacts of a language documentation/revitalization project among the Mapoyo of Venezuela. In David, Maya Khemlani Nicholas Ostler and Caesar Dealwis (eds.) *Proceedings of FEL XI Working together for endangered languages: research challenges and social impacts*. 11-18.

Grenoble, Lenore and Lindsay Whaley (2006). *Saving Languages*. New York, NY: Cambridge University Press.

Hinton, Leanne. 1997. Survival of Endangered Languages: The California Master-Apprentice program. *International Journal of the Sociology of Language*. 123: 177-

191.

Hinton, Leanne. 2002. How to keep your language alive. Berkeley: Heyday Books.

Hinton, Leanne and Ken Hale (2001). *The Green Book of Language Revitalization*. San Diego, CA: Academic Press.

Hornberger, Nancy. 1994. Literacy and language planning. *Language and Education* 8: pp. 75-86.

Kipp, Darrell R. (2000). *Encouragement, Guidance, Insights, and Lessons Learned for Native Language Activists Developing Their Own Tribal Language Program*. St. Paul, MN: Grotto Foundation.

Leonard, Wesley Y., & Erin Haynes. 2010. Making "Collaboration" collaborative: An examination of perspectives that frame linguistic field research. *Language Documentation & Conservation* 4: 269-94.

Miller Cleary, Linda, and Thomas Peacock (1998). "Issues of Native Language". *Collected Wisdom*. Needham Heights, MA: Allyn and Bacon. pp 123-150.

Reyhner, Jon (2011). "Healing Families and Strengthening Community through Language Revitalization". In Mary Eunice Romero-Little, Simon J. Ortiz, and Teresa L. McCarty (Eds.) *Indigenous Languages Across the Generations – Strengthening Families and Communities*. Tempe, AZ: Arizona State University Center for Indian Education. pp 281-300.