

SYLLABUS

Course Title: **Language Preservation**

Course Number: CSP 638

Semester: Fall 2018

Course Modality: Online, regular synchronous meetings required

Instructor: Michael Shepard

michael.shepard@goucher.edu

Telephone: 360.594.1784

Office hours: by telephone or live online meeting – schedule an appointment

Welcome to Language Preservation

Language is one of the most salient and identifiable aspects of human culture. Human languages provide rich material for anthropological study and are often important aspects of a culture's identity and sovereignty. Throughout the world language communities are facing unprecedented language endangerment and half of the world's languages may become extinct in the next 100 years. This course provides an introduction to the practical and theoretical causes of language shift and the implications for impacted communities. Methodological strategies for language documentation, education and revitalization will also be covered. Selected case studies provide a global perspective on the discourse and show the diversity of community initiatives. The role of language in constructing and maintaining cultural identity and historical continuity is a common theme. Students may tailor assignments to their on-going research interests.

Main Course Topics:

1. Cultural sovereignty, human rights, and linguistics rationale for language diversity
2. Status of language endangerment worldwide
3. Colonization, globalization and other factors influencing language endangerment
4. Linguistic Anthropology engagement with language documentation and research
5. Strategies toward language revitalization
6. Technology and tools for documentation and dissemination
7. Discourse critique and decolonizing methodologies

Key Learning Outcomes:

Assuming faithful participation in and successful completion of the course, at the conclusion you will be able to do the following:

1. Provide cultural sovereignty, human rights, and linguistics based rationale for preservation of native languages
2. Explain current status and trends in native language shift
3. Describe at least three major factors creating language shift
4. Identify at least three methods of language documentation and four strategies for language revitalization
5. Draw from personal cultural background to contextualize language diversity
6. Identify at least three ways language is relevant to anthropological study of culture

7. Demonstrate research on the in-depth history of language shift, documentation/and or revitalization of one language community

Departmental Learning Outcomes

This course is aligned with two departmental learning outcomes, listed below. Students will meet departmental learning outcomes through successful completion of assignments and activities in core and elective courses. A list of all departmental learning outcomes can be found at:

<http://www.goucher.edu/graduate-programs/ma-in-cultural-sustainability/curriculum>

Outcome 1: Research, demonstrate and apply knowledge of cultural practices and contemporary issues pertaining to cultural sustainability which contribute to human and ecological well-being. (Final Paper used for assessment)

Outcome 2: Exhibit professional and ethical responsibility in managing partnerships that foster community self-determination and empower community efforts in cultural documentation, preservation, revitalization and social equity. (Documentation Paper used for assessment)

Course Format:

- Fully online course with synchronous and asynchronous elements
- Recorded lecture content in addition to textbook/article and web resources
- Regular live Zoom meetings and ongoing opportunity for live office hours
- Weekly discussion of course topics and readings via the Discussion Forum
- Wiki assignment
- Individual or group research projects

Required Readings:

Required Technology: Regular access to the Internet is required. A computer with speakers and mic, or a mic headset is required to participate and present in synchronous online meetings.

Texts: Linked in Canvas

Articles and Book Chapters:

See Reading List document for reading citations. Every article and chapter is available as a web link or attached PDF document in Canvas. Readings are linked in the week they will be read

Assignments:

See Schedule for Due Dates

Participatory elements:

Attendance at and participation in scheduled live Zoom is required.

Discussion Forums: Every other week will include a discussion forum prompt that pertains to the week's reading, lecture or other resources. Thoughtful posts that reference the post, provide some analysis on the resource and contextualize the content in your own experience will receive full

credit. Some prompts will be summary/analysis of a reading, others reflection based. Posts should be around 300-500 words. *This is graduate work* so I am not counting words. I do expect you to learn from your classmate's posts by reading them and making regular, *meaningful* replies throughout the term.

Review the grading rubric for standards and expectations.

Student Article Facilitation: One or two students will be assigned a reading to facilitate conversation in selected weeks. I will assign the readings at the start of the term. You are to read your article and develop one question for discussion. Try to develop a thoughtful question that will promote conversation, discussion and debate. The best questions encourage your peers to engage with a concept in the reading critically, while considering their own experience, beliefs or knowledge. Avoid asking peers to simply report information from a reading. The student facilitator must post their question in the forum by **Wednesday** night. By **Thursday** everyone should reply to at least one of the questions. Facilitators should respond to **every** post with a follow up, clarification, additional question or comment. Everyone is encouraged to have conversation and discussion. The forum finishes on **Sunday**.

Written Assignments:

There are three main papers for this course. These papers are designed for you to investigate each of the major themes of the course, Language Shift, Language Documentation and Language Revitalization, in greater detail. You can take this opportunity to deep dive into one language or not. You may also decide that a focus on a regional language or language group may provide the amount of information needed. Additional instructions for each assignment will be available in the appropriate weekly folder.

Paper #1: Language Shift Exploration Paper

Select a minority or endangered language or language group that has experienced language shift. What factors have/are contributing to this language shift and what shift have they caused? Factors of language shift can be quite diverse, you do not have to cover them all! If you are writing about a language community that you are a part of, then you may draw from your own knowledge. However, I expect sources to be referenced to support your claims. Sources should include published academic and peer reviewed resources. However, they also may include oral tradition, interviews and other sources of information. This paper should be 6-8 double spaced pages long. Review the grading rubric for expectations and standards.

Paper #2: Language Documentation Paper

Select a minority or endangered language or language group. Research existing sources of language documentation done on this language. Consider both legacy sources of documentation and ongoing efforts, if applicable. What sources of documentation exist, what are their formats and quality. How were these materials collected, where are these materials stored and how accessible are they? Has raw language elicitation documentation been published into books, articles or multimedia? You are welcome to provide links to content if it is available. If you are writing about a language community that you are a part of, then you may draw from your own knowledge. However, I expect sources to be referenced to support your claims. Sources should include published academic and peer reviewed resources. However, they also may include oral tradition, interviews and other sources of information. This paper should be 8-10 double spaced pages long.

Review the grading rubric for standards and expectations.

Paper #3: Language Revitalization and Cultural Sustainability

Select a minority or endangered language or language group that has experienced language shift and that is also attempting revitalization. Describe revitalization efforts of your selected language. How are sources of language documentation used to aid this revitalization process? How successful are these efforts? Do you have recommendations for changes or improvements? I encourage you to consider school and community-based efforts, however you do not have to describe all efforts. If you are writing about a language community that you are a part of, then you may draw from your own knowledge. However, I expect sources to be referenced to support your claims. Sources should include published academic and peer reviewed resources. However, they also may include oral tradition, interviews and other sources of information. ALSO, describe the connection you see between language sustainability and cultural sustainability. What are the connection between these concepts? What are the impacts for cultural groups? Are there contradictions? Are there critiques? This paper should be 10-15 double spaced pages long. You are expected to apply concepts, theory, terminology and methodologies from the readings. You will also present your findings for our final course Zoom meeting. A PowerPoint or other visual aid is expected.

Review the grading rubric for standards and expectations.

Live Zoom Meetings

Throughout the term we will have live meetings to discuss class concepts and for student presentations. Participation is expected. My Zoom Meeting link is here

<https://goucher.zoom.us/my/michaelshepard>

Grading

COURSE ELEMENTS	POINTS
Discussion Forums (10 x 20 points)	200
Language Shift Paper	60
Language Documentation Paper	80
Language Revitalization Paper	100
Participation	10
Total	450

Grade Scale

A	93 or more %
A-	90 - 92 %
B+	87 - 89 %
B	83 - 86 %
B-	80 - 82 %
C+	77 - 79 %

C	73 - 76 %
C-	70 - 72 %
D	60 - 69 %
F	59 % and below

Course Policies

Academic Integrity:

All final work products are to be the independent work of each student original to this course and stored in the electronic portfolio. Suspected violations of the Honor Code will be referred to the Academic Honor Board. For a description of the code and what constitutes a violation of the code, refer to Goucher College's [Academic Honor Code](#).

Accessibility Services:

Please inform me of any accommodations you need to participate fully in the course. Goucher College makes reasonable academic accommodations for students with documented disabilities. Students requesting accommodations must make their request and provide appropriate documentation to the Office of Accessibility Services (OAS). Because classes change every semester, eligible students must obtain a new accommodation letter from the Disabilities Specialist every semester and review this letter with their professors so the accommodations can be implemented. The Director of OAS is available by appointment to answer questions and discuss any implementation issues you may have. For more information, please visit Goucher College's [Academic Accommodations](#) site.

Communication:

- Faculty will be available at their Goucher email address and will respond to queries within 24-48 hours.
- Course participants are responsible for maintaining continuous involvement with faculty, fellow students and student groups. In particular, participation in all online discussions is required. Ongoing communication allows you to gain deeper insights into the content, activities and assignments in the course. Please give notice of any obstacle that prevents this.
- You are encouraged to ask questions whenever information needs clarifying.
- For questions pertaining to your assignments: send an email directly to the instructor (please do not post personal questions on the discussion board).
- For questions about assignments that may be interesting and helpful to other class members: please use the discussion board.
- For problems with technical aspects of the course website: chat with [Canvas Support](#).

E2Campus Emergency Notification System:

In an ongoing effort to better disseminate information during emergencies and campus closings, Goucher has implemented the e2Campus Notification System. The notification system will only send information regarding emergencies and campus closings as text messages* to your mobile phone. To receive these messages, you must be registered in the system. Click the following link for information about how to create your [E2Campus account](#).

Late Policy:

For proper graduate student learning to occur, pacing of content mastery is critical. Therefore, assignments are to be completed on time. If extreme circumstances prevent an assignment to be completed in a timely fashion, please notify me before the assignment is due so a new date can be

negotiated. Only follow-ups completed by the due date can be redone. Late assignments without such notification will be docked.

Inclement Weather:

Online courses will not be cancelled for inclement weather when the college campus is closed. Students and faculty are expected to access their courses just as they would if the campus were open. Each faculty member and student is expected to have a contingency plan for attending online courses in case their primary computer is unavailable or out of service. Additionally, the online component of a residency or hybrid course is not affected when the college campus is closed for inclement weather, although if the residency or hybrid course has a face-to-face meeting scheduled on the closed campus, the meeting will be rescheduled for another day. The course instructor will notify students of the makeup day and time. Only in extreme situations, such as wide spread power outages, may exceptions to this policy be made by the Office of the Provost/Vice President of Academic Affairs. In such severe cases, an official statement concerning online activities will be issued via normal emergency channels.

Missed Work:

You are responsible for material covered in the course. It is your sole responsibility to obtain any materials missed.

Nondiscrimination Policy:

Goucher College does not discriminate on the basis of race, color, national origin, ethnicity, sexual orientation, gender identity, religion, sex, age, disability, marital status or genetic information in its programs and activities. The college has adopted a [Nondiscrimination Policy](#). Further details and contact information for the college's Title IX coordinator can be found on [Goucher's Nondiscrimination Notice and Policy page](#).

SCHEDULE – CSP 638 Language Preservation Fall 2018

Description	Due Dates
8/27/18 Week 1: Language Diversity	
Zoom meeting #1 course orientation	
Read syllabus and watch course tour	
Weekly readings listed in Canvas	
Language Diversity Wiki	
9/3/18 Week 2: Cultural Work and Language Shift	
Forum 1	Posts by Thursday, replies by Sunday
Weekly readings listed in Canvas	
9/10/18 Week 3: Language Shift Causes and History	
Forum 2	Posts by Thursday, replies by Sunday
Weekly readings listed in Canvas	Sunday of each week
Zoom Meeting #2	
9/17/18 Week 4: Language Shift Implications	
Discussion 3	Posts by Thursday, replies by Sunday
Weekly readings listed in Canvas	
9/24/18 Week 5: Language Shift and Human Rights	
Weekly readings listed in Canvas	
Language Shift Paper Due	Sunday
10/1/18 Week 6: Language Documentation	
Discussion 4	Posts by Thursday, replies by Sunday
Weekly readings listed in Canvas	
Zoom Meeting #3	
10/8/18 Week 7: Language Documentation Field Work	
Discussion Forum 5	Posts by Thursday, replies by Sunday
Weekly readings in Canvas	
10/15/18 Week 8: Language Documentation Archiving	
Discussion Forum 6	Posts by Thursday, replies by Sunday

Weekly readings listed in Canvas	
10/22/18 Week 9: Language Documentation Dissemination	
Weekly readings in Canvas	
Language Documentation Paper Due	Sunday
10/29/18 Week 10: Language Revitalization	
Weekly readings in Canvas	
Discussion Forum 7 Zoom Meeting #4	Posts by Thursday, replies by Sunday
11/5/18 Week 11: School Based Revitalization	
Weekly readings in Canvas	
Discussion Forum 8	Posts by Thursday, replies by Sunday
11/12/18 Week 12: Community Based Revitalization	
Weekly readings in Canvas	
Zoom meeting	
Discussion Forum 9	Posts by Thursday, replies by Sunday
11/19/18 Week 13: Thanksgiving Week Break	
11/26/18 Week 14: Language Revitalization	
Discussion Forum 10	Posts by Thursday, replies by Sunday
Weekly readings in Canvas Zoom Meeting	
12/3/18 Week 15: Conclusions	
Weekly readings in Canvas	
Final Paper Due	Friday
Complete course evaluation	