

Fall 2023**Course:** Language Endangerment**Course Prefixes:** LIN 4930 (Section 27H9)/LIN 6932 (Section 5650)**Peiod:** Mondays Wednesdays & Fridays (10:40 – 11:30)**Location:** MAT 0051**Instructor:** Dr. James Essegbey**Office Hours:** Mondays and Wednesdays 2-3 and by appointment**Office:** 342 Pugh Hall**Phone:** 352-8462431**Email:** essegbey@ufl.edu**Description**

The United Nations declared 2019 to be the Year of Indigenous Languages (IY2019) in order to draw attention to the important role these languages play in the lives of people. According to UNESCO, of the world's 6000-7000 languages, 97% of the world's population speak 4% of the languages while only 3% of the people speak 96% of the languages. Although it is said that great number of these languages are disappearing at an alarming rate, and it has been estimated that up to 50% of the languages will become extinct by the end of the century, linguists have begun to sound optimistic about the situation lately. The course explores the phenomenon of language endangerment across the world. In addition to surveying the current situation of languages in the world, students will explore theoretical approaches to language endangerment and studies of language maintenance and revitalization.

Course objectives

At the conclusion of the course the participants should be able to:

- describe the endangerment situation in all parts of the world.
- discuss theoretical approaches to language endangerment.
- review some empirical studies of measures to reverse language loss.

Course Material: *Endangered languages in the 21st century*. Edited by Eda Derhemi and Christopher Moseley (2023): London & New York: Routledge.

Additional material is: 'Introduction: endangered languages' by Kenneth L. Rehl and Lyle Campbell in *The Oxford Handbook of Endangered Languages*, edited by Kenneth L. Rehl and Lyle Campbell (2018). Cambridge: Cambridge University Press. 19pp

Requirements

Final grading is based on THREE quizzes and a final presentation on an endangered language that has not been discussed in class. Students in groups (for 4000-level) and individually (for (6000-level) will research into a less familiar language that is disappearing, prepare a 30-minute presentation on the current situation and whether there are efforts to document and revitalize it. If such efforts exist, how

successful they are. Students will then ask questions and provide a paragraph feedback on each presentation. The breakdown is as follows:

Quizzes (20 pts for each quiz)	60 %
Final Presentation	25
Student feedback on presentation	15

Week	Date	Theme, Topic & Readings
1.	Introduction	
	Wed Aug 23	Introduction to an endangered language community: the Animere people in Kecheibi in the Oti Region of Ghana
	Fri Aug 25	Introduction: endangered languages. By Lyle Campbell and Kenneth L. Rehg The Oxford Handbook of endangered languages (19 pages)
2	Section 1. The rise and rise of endangered languages	
	Mon Aug 28	The rise and rise of Australian Languages <i>Michael Walsh</i>
	Wed Aug 30	The rise and rise of Australian Languages <i>Michael Walsh</i>
	Fri Sep 1	Endangered languages in Brazil in 2021 <i>Sebastian Drude, Joshua Birchall, Ana Vilacy Galúcio, Denny Moore and Hein van der Voort</i>
2	Section 1. The rise and rise of endangered languages (Continued)	
	Mon Sep 4	Labor Day holiday
	Wed Sep 6	Endangered languages in Brazil in 2021 <i>Sebastian Drude, Joshua Birchall, Ana Vilacy Galúcio, Denny Moore and Hein van der Voort</i> (Continued)
	Fri Sep 8	Endangered languages of Central Asia. Prospects for development in the new millennium <i>Hakim Elnazarov</i>
3	Section 1. The rise and rise of endangered languages (Continued)	
	Mon Sep 11	Endangered languages of Central Asia. Prospects for development in the new millennium <i>Hakim Elnazarov</i> (Continued)
	Wed Sep 13	'They kill languages, don't they? A short chronicle of the planned death of Berber in North Africa <i>Salem Mezhoud</i>

	Fri Sep 15	'They kill languages, don't they? A short chronicle of the planned death of Berber in North Africa <i>Salem Mezhoud</i> (continued)
4	Section 1. The rise and rise of endangered languages (Conclusion)	
	Mon Sep 18	First- and second-language speakers in the home: perspectives on the state and revitalization of Indigenous languages in Canada
	Wed Sep 20	First- and second-language speakers in the home: perspectives on the state and revitalization of Indigenous languages in Canada (Continued)
	Fri Sep 22	Review of section 1
5	Quiz on Section 1 and begin of Section 2 Theoretical approaches – supporting language maintenance	
	Mon Sep 25	Quiz on Section 1
	Wed Sep 27	Sustaining language use: bridging the gap between language communities and linguists <i>M. Paul Lewis</i>
	Fri Sep 29	Sustaining language use: bridging the gap between language communities and linguists <i>M. Paul Lewis (Continued)</i>
6	Section 2. Theoretical approaches – supporting language maintenance (continued)	
	Mon Oct 2	Language endangerment: what it is, how to measure it and how to act 119 <i>David Bradley</i>
	Wed Oct 4	Language endangerment: what it is, how to measure it and how to act 119 <i>David Bradley (Continued)</i>
	Fri Oct 6	Use of historical material for the safeguarding of endangered languages <i>Tjeerd de Graaf</i>
7	Theoretical approaches – supporting language maintenance (continued)	
	Mon Oct 9	Use of historical material for the safeguarding of endangered languages <i>Tjeerd de Graaf (Continued)</i>
	Wed Oct 11	The role of new media in minority- and endangered-language communities <i>Riitta-Liisa Valijärvi and Lily Kahn</i>

	Fri Oct 13	The role of new media in minority- and endangered-language communities <i>Riitta-Liisa Valijärvi and Lily Kahn (Continued)</i>
8	Theoretical approaches – supporting language maintenance (continued)	
	Mon Oct 16	Examining the role of change in endangered languages with some reference to Arbëresh and Arvanitika <i>Eda Derhemi</i>
	Wed Oct 18	Examining the role of change in endangered languages with some reference to Arbëresh and Arvanitika <i>Eda Derhemi (Continued)</i>
	Fri Oct 20	Transnational languages in the atlas of endangered languages <i>Christopher Moseley</i>
9	Theoretical approaches – supporting language maintenance (continued)	
	Mon Oct 23	Transnational languages in the atlas of endangered languages <i>Christopher Moseley (Continued)</i>
	Wed Oct 25	Hypothetically speaking: ethics in linguistic fieldwork, a provocation <i>Simon Musgrave and Nick Thieberger</i>
	Fri Oct 27	Hypothetically speaking: ethics in linguistic fieldwork, a provocation <i>Simon Musgrave and Nick Thieberger</i>
10	Quiz on Section 2. Begin Section 3 Empirical studies: towards sustainable language maintenance and use	
	Mon Oct 30	Review
	Wed Nov 1	Quiz on Section 2
	Fri Nov 3	Sustainable pathways for a fledgling language movement: the case of Kurna of the Adelaide Plains, South Australia <i>Rob Amery</i>
11	Section 3: Empirical studies: towards sustainable language maintenance and use	
	Mon Nov 6	Sindhi Hindus, a diasporic community: reasons for shift and revitalisation strategies <i>Maya Khemlani David</i>
	Wed Nov 8	Linguistic diversity endangered: the Waotodedo language and the effects of intense contact <i>Marleen Haboud and Fernando Ortega</i>
	Fri Nov 10	Review of Section 3

12	Quiz on Section 3 and preparation for presentations	
	Mon Nov 13	Quiz on Section 3
	Wed Nov 15	Students prepare their presentations.
	Fri Nov 17	Veteran's Day--No classes
13	Preparations for and group presentations	
	Mon Nov 20	Students prepare their presentations.
	Wed Nov 22	Level-4000 Group Presentation
	Fri Nov 24	Level-4000 Group Presentation
14	Presentations	
	Mon Nov 20	Level-4000 Group Presentation
	Wed Nov 22	Thanksgiving-No classes
	Fri Nov 24	Level 6000- Presentation
15	Mon Nov 27	Level 6000- Presentation
	Wed Nov 29	Level 6000- Presentation
	Fri Dec 1	Level 6000- Presentation
16	Mon Dec 4	Level 6000- Presentation
	Wed Dec 6	Level 6000- Presentation Submit presentations

Quizzes (20 x 3 = 60)

The quizzes will be taken in class and cover each of the three sections of the course book. These are:

SECTION I: General state of endangered languages today in some large regions of the world: some good news.

SECTION II: Theoretical approaches – supporting language maintenance.

SECTION III: Empirical studies: towards sustainable language maintenance and use.

Class presentation on chapter (25 pts)

4000-level students will be paired while 6000-level students will work independently to identify a non-familiar endangered language that has been discussed in the literature. They will give a presentation on the situation of the language, and include such information as demographics, language family, causes of endangerment, whether there are revitalization projects on the language and, if so, how successful it is, what the knowledge of the language would contribute to linguistic theorizing (something on the structure of the language). The presentation should be at least 30 minutes long and include at least 5 published references (this includes electronic publications).

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Student feedback on presentation (15)

Students will provide a 150-word feedback on each of the presentations.

Grading Scale

93-100 (A); 90-92 (A-); 87-89 (B+); 83-86 (B); 80-82 (B-); 77-79 (C+); 73-76 (C); 70-72 (C-); 67-69 (D+); 63-66 (D); 60-62 (D-); 59 or below (E)

A grade of Incomplete (I) will not be issued under any circumstance.

Grading Policy

Information on current UF grading policy can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>[Links to an external site.](#)

Students with disabilities

The University of Florida provides high-quality services to students with disabilities, and you are encouraged to take advantage of them. Students with disabilities needing academic accommodations should 1) Register with and provide documentation to Disability Resources (352-392-8565), and 2) Bring a letter to the instructor from Disability Resources indicating that you need academic accommodations. Please do this as soon as possible, preferably within the first week of class.

Class Attendance and Make-Up Policy

Class attendance is expected. I will not deduct points for absences. However, I will also not give out my classroom presentations. This means that students who fail to attend classes will miss out on my slides.

Students need to be in class to take the three quizzes that constitute a substantial part of the final grade. Only excused absences that are consistent with university policies in the undergraduate catalog and appropriately documented will be accepted for those who miss a quiz.

Requirements for class attendance and make-up exams are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Covid-19 statements recommended by UF: If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.uf for screening/testing and vaccination opportunities.

If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.

Honor/Conduct Code

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will be sanctioned.

Online Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Materials and Supplies Fees

There are no materials and supplies fees

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

U Matter, We Care:

If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website (<https://umatter.ufl.edu/>) to refer or report a concern and a team member will reach out to the student in distress.

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.

Regulation around In-Class Recording:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.