

Alaska Native Languages & Studies

ANS 393 • Jo1

CRN 36094

T Th 3:00 – 4:30 pm

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Indigenous Language Revitalization

3 Credits, Letter Grade +/-

Introduction and Course Outline

Welcome! This course will examine the terminology, current practices, and the histories that contribute to language loss and revitalization. This course is nested in between two fields: social linguistics and indigenous studies. Students are expected to bring their world experiences into the readings and activities and develop strategies on indigenous language assessment, planning, policy, and revitalization methods. Throughout this course, you are expected to be respectful of one another and the emotions that are involved in the journeys of indigenous languages. Our focus will be on languages in Alaska and around the world, with particular attention paid to best practices that have resulted in increasing the total number of speakers and taking a language from a place of obscurity and endangerment to normal and thriving.

It is **your responsibility** to review and understand the content of this course syllabus, especially in regards to the course schedule. Please note that everything you are asked to turn in throughout the semester will be considered a graded homework assignment.

Required Texts (please have by the second class)

Grenoble, Lenore A. and Lindsay J. Whaley. *Saving Languages: An Introduction to Language Revitalization*. Cambridge University Press, 2006.

Hinton, Leanne and Ken Hale. *The Green Book of Language Revitalization in Practice*. Brill, 2013.

Perley, Bernard C. *Defying Maliseet Language Death: Emergent Vitalities of Language, Culture, and Identity in Eastern Canada*. University of Nebraska Press, 2012.

Meek, Barbra A. *We Are Our Language: An Ethnography of Language Revitalization in a Northern Athabaskan Community*. University of Arizona Press, 2012.

Student Outcomes

Through a detailed examination of texts, delivery of presentations, and the creation of upper level research assignments on the history and variables associated with indigenous language loss and revitalization, students of this class will be able to:

- work for or in partnership with organizations dedicated to language revitalization, including Alaska Native Tribes, Corporations, Heritage Organizations, and also in educational institutions.
- build a foundation for social linguistics and the strategies involved in documenting language vitality, working with language planning & policy, and engaging in social movements.



- detail the numerous factors that contribute to language death worldwide and build a network of allies who are dedicated to language diversity and stabilization.
- follow current events more closely that impact the future of indigenous languages locally, regionally, statewide, nationally, and globally.
- think critically about the history of inter-cultural contact and conflict in Alaska, especially in regards to Alaska Native identity and various forms of discrimination and oppression

Required Assignments

Attendance & ParticipationAll students are expected to attend class and participate in discussions and activities.

Reading ResponsesBefore coming to class, students are required to post one question and one observation based on the readings for the day to Blackboard. These will be used to make sure everyone is reading and to help keep discussions moving.

Alaska Native Language ReportThe twenty Alaska Native Languages will be divided between the class and a language profile will be developed for each of the languages that will introduce the class to the following: language family, ethnic population, number of speakers, location, related languages, current assets, current threats, and proposed strategies.

World Language ReportStudents will select a language they have not previously studied and develop a profile that introduces the class to the following: language family, ethnic population, number of speakers, location, related languages, current assets, current threats, and proposed strategies.

Mid-term ProjectCompose an eight page essay on a subject within Alaska Native Revitalization. Your essay must utilize at least five total sources, and only two of those can be from assigned readings. A well-executed process of research, preparation, writing, editing, and revising is expected. Papers will be graded for the ability to create an academic argument, and a grading rubric will be given to students.

Lang. Revitalization PlanCreate a Revitalization Plan for an Alaska Native Language. This must include all relevant information about the language, current and historical activities, and proposed changes. The plan must use a total of ten sources, and only four of those can come from assigned readings. The plan must be ten pages and will include an annotated bibliography and a short presentation given on the final class.

Course Guidelines

Late Work:

- ◆ Deadlines are extremely important. Assignments will lose 10% for each weekday they are late.

Attendance and Participation

- ◆ You are expected to be well prepared and actively involved during every class period, and to contribute to workshops, join in discussions, and participate in class activities.
 - Four or more unexcused absences may result in instructor withdrawal from class, and will make it impossible to grade higher than a B.

Course Material

- ◆ Bring all of the course materials to class.

Cell Phones and Computers:

- ◆ **Cell Phones:** Please turn your cell phones off or put them on silent before entering class.
- ◆ **Texting:** Do not text in class.
- ◆ **Computers:** If you choose to bring your computer to class, please use it only for class work while in class.

<i>Grading (1,000 Total Points)</i>	<i>% of Total</i>	<i>Points</i>	<i>Letter Grade Breakdown</i>	
Attendance & Participation	10%	100	990 – 1,000	A+
Reading Responses	10%	200	926 – 989	A
Alaska Native Language Report.....	20%	200	900 – 925	A-
World Language Report.....	20%	100	876 – 899	B+
Mid-term Project.....	20%	200	826 – 875	B
Language Revitalization Plan	20%	200	800 – 825	B-
Total Possible Points		1000.....	776 – 799	C+
			726 – 750	C
			700 – 725	C-
			650 – 699	D
			0 – 649	F

Plagiarism Warning

Plagiarism is copying the language, phrasing, structure, or specific ideas of others and presenting any of these as one's own original work. It includes purchasing papers, having someone else write your papers, and improper citation and use of sources. When you present the words or ideas of another (either published or unpublished) in your writing, you must properly acknowledge your sources. Any student found guilty of plagiarism will not pass this class. All of your work this semester must be your original work written exclusively for this class.

Student Assessment of the Course

Towards the end of our semester, you will have an opportunity to assess the course. Please give this assessment an open and honest effort so I can review and adjust the way the class is put together and the way I teach materials and manage classes in the future. All feedback is anonymous and does not affect your performance or grade in any way.

Students with Disabilities or Special Circumstances

Disabilities Support Services coordinates accommodations and services for UAS courses. If you have a disability for which you may request accommodation in UAS classes and have not contacted them, please do as soon as possible (Mourant Bldg • 796-6000 • dss@uas.alaska.edu). Please also see me privately in regard to this course so that we can discuss accommodations necessary to ensure full participation and to facilitate the educational experience. More generally, if you have any problems or concerns regarding this course, please contact me as soon as possible. Your feedback (both positive and negative) is integral to how well this course works! We should strive to respect and value the diversity that exists in UAS classrooms (e.g., age, gender, ethnicity, national origin, disability, geographic backgrounds, political orientation, sexual orientation). While we may sometimes disagree with each other on topics discussed in class, it's important that we remember that appreciating diversity in perspectives is an important part of the learning process. If you ever feel that you are not being given the respect you deserve in class, please let me know.

UAS Title IX / Gender and Sex-based Misconduct

The University of Alaska Board of Regents is committed to a safe and healthy educational and work environment in which educational programs and activities are free of discrimination, harassment, and violence. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you disclose discrimination based on sex, sexual harassment, dating or domestic violence, stalking, or sexual violence to a faculty or staff member, they must notify the UAS Title IX Coordinator about the basic facts of the incident.

Should you choose to disclose, your choices include:

- **Confidential resources.** Counselors and advocates are not required to share information with any other person or department.
 - UAS Counselors: 907-796-6000 • baiverson@alaska.edu • mwthomson@alaska.edu
 - AWARE (Aiding Women in Abuse & Rape Emergencies) in Juneau: 907-586-1090
 - WISH (Women in Safe Homes) in Ketchikan: 907-225-9474
 - SAFV (Sitkans Against Family Violence) in Sitka: 907-747-6511
- **Access support and file a report.**
 - Contact the UAS Title IX Coordinator at 907-796-6036 or laklein@alaska.edu.
- **File a criminal complaint with your local police department.**
 - Juneau Police Department: 907-586-0600

Ketchikan Police Department: 907-225-6631

Sitka Police Department: 907-747-3245

More information available on at www.uas.alaska.edu/policies/titleix.html

Academic Schedule (subject to change)

	T	Th
1	1/17 Class Introduction & Syllabus	1/19 Language Revitalization: An Overview Grenoble (1–20)
2	1/24 Language Revitalization: An Overview Grenoble (21–49)	1/26 Language Revitalization: An Overview Green Book
3	1/31 Ruptured: Kaska in Context Meek (1–40)	2/2 Endangered Languages & Revitalization Meek (41–55)
4	2/7 The Specter of Language Death Perley (1–30)	2/9 Language Planning Green Book
5	2/14 Language Policy Green Book	2/16 Models for Revitalization Grenoble (50–68)
6	2/21 “Tipping” Towards Maliseet Language Death Perley (31–62)	2/23 Immersion Green Book
7	2/28 Literacy Green Book	3/2 Growing Up Endangered Meek (56–107)
8	3/7 Programming Language Maintenance Perley (63–84)	3/9 <i>MIDTERM DUE!</i> Media and Technology Green Book
10	3/14 SPRING BREAK	3/16
9	3/21 Case Studies Grenoble (69–101)	3/23 Manufacturing Legitimate Languages Meek (108–135)
11	3/28 From Spoken to Text & Elementary Curriculum Perley (85–120)	3/30 <i>Alaska Native Language!</i> Training Green Book
12	4/4 Literacy & Orthography Grenoble (102–159)	4/6 Sleeping Languages Green Book
13	4/11 Sleeping Languages Green Book	4/13 We Are Our Language Meek (136–154)
14	4/18 Death by Suicide Perley (121–148)	4/20 Language and Being in Maliseet Worlds Perley (149–183)
15	4/25 Creating a Language Program Grenoble (160–204)	4/27 <i>Indigenous Language Report!</i> Emergent Vitalities of Language, Culture, Identity Perley (184–200)
16	5/2 Final Presentations	