

INTL 101 — Languages in Competition

Course description:

All languages are in a constant state of change, but decline and spread of different languages is greatly affected by societal dominance and deliberate language planning efforts. Today, half of the world's ~6000 languages are in danger of disappearing, while English and other majority languages are gaining in speakers. What led to this imbalance? How do societies manage multilingual situations? This course will explore the historical and contemporary impact of language contact and competition in different societies, as well as the role of language policies, using case studies from around the world.

Time: MWF 9:00–9:50am

Place: Price Center Theater

<u>Instructors:</u>	Prof. Eric Baković	Prof. Sharon Rose
e-mail:	bakovic@ling.ucsd.edu	rose@ling.ucsd.edu
Office:	AP&M 4202	AP&M 4157
Hours:	Weds. 2:00-3:00pm	Thurs. 1:00-2:00pm

Teaching Assistants:

- Cynthia Kilpatrick (kilpatrick@ling.ucsd.edu) – Head TA
 - Sections: M 12:00-12:50pm, Center 203 (Section ID: 628859)
M 1:00-1:50pm, Center 203 (Section ID: 628860)
 - Office hours: W 10:00-10:50am, AP&M 3331A
- David Hall (dhall@ling.ucsd.edu)
 - Sections: W 11:00-11:50am, Asante 123B (Section ID: 628862)
W 1:00-1:50pm, Center 203 (Section ID: 628864)
 - Office hours: M 1:00-1:50pm, AP&M 3331D
- Lisa Rosenfelt (lrosenfelt@ling.ucsd.edu)
 - Sections: W 10:00-10:50am, Center 207 (Section ID: 628861)
W 12:00-12:50pm, Center 203 (Section ID: 628863)
 - Office hours: W 11:00-11:50am, Art of Espresso (Mandeville)
- Mohammad Salihie (salihie@ling.ucsd.edu)
 - Sections: M 10:00-10:50am, Center 207 (Section ID: 628857)
M 11:00-11:50am, York 4080A (Section ID: 628858)
 - Office hours: M 12:00-12:50pm, Art of Espresso (Mandeville)
- Eduardo Santana (edsantan@dss.ucsd.edu)
 - Sections: F 12:00-12:50pm, Asante 123C (Section ID: 628867)
F 1:00-1:50pm, Asante 123C (Section ID: 628868)
 - Office hours: F 10:00-11:00am, Sequoia 215
- Esther Yoon (esyoon@ucsd.edu)
 - Sections: F 10-10:50am, Asante 123C (Section ID: 628865)
F 11-11:50am, Asante 123C (Section ID: 628866)
 - Office hours: F 8:00-8:50am, ERC 122A

Communicating with us:

- All inquiries regarding the course should *first* be addressed to **your section TA**. Please do not e-mail the instructors unless you have a specific issue with your TA that requires resolution or your TA recommends that you contact one of us.
- **All communications with us must be courteous and respectful if you expect a response!**

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Course requirements:

- Regular lecture attendance and participation
 - The readings, lecture notes and slides, and other material are **not** substitutes for attending lecture. Most of it is unlikely to make much sense unless you also attend lectures regularly.
 - Speak up, ask questions, confirm your understanding — and remember to give others a chance to do the same. In principle, each one of you deserves no more and no less than an equal share of time and attention in the course. Take advantage of this, but don't abuse it.
- Readings and lecture notes
 - **Links to most readings (weblinks and PDF documents) are available online via Course Reserves (<http://reserves.ucsd.edu/eres/coursepass.aspx?cid=12870>).**
 - **Additional readings, lecture notes, assignments and other course info will be posted on WebCT (<http://webct.ucsd.edu/>). Log in to WebCT using your campus network ID.**
 - Do the assigned reading **prior to** attending the lecture for which the reading was assigned. Lectures will generally build on the material in the readings, not simply recapitulate it, and will definitely go beyond that material in certain respects. **You will be lost if you don't read!**
 - You will not be reading for all the details and all the facts. You are reading for the **arguments, main points, issues, and reasoning**. That doesn't mean that you skim, but it does mean that you should learn to read without getting bogged down trying to remember details.
- Section attendance and participation (worth 15% of course grade)
 - You are **required to attend section**. There will be assignments and activities administered in sections that will count toward your grade. Get to know your TA, and ask them questions!
 - If you need to miss section for observance of a major religious holiday, please inform your TA **in advance**. In the event of an emergency, please inform your TA **as soon as possible**.
- In-class midterm exam (worth 25% of course grade)
 - **Monday, October 27, 9:00-9:50am, Price Center Theater.**
- Short research paper (worth 25% of course grade)
 - Profile of the language situation in a particular region, country, or other defined area.
 - Approximately 4000 words of main text (i.e., not including the bibliography).
 - Detailed instructions to be provided by **Monday, October 6** (Week 2).
 - Paper to be submitted electronically via WebCT before class on **Monday, Nov. 17** (Week 8).
- Cumulative final exam during finals week (worth 35% of course grade)
 - **Wednesday, December 10, 8:00-11:00am, Price Center Theater.**

Extra credit:

- Linguistics experiment participation (for details, visit: <https://experimentix2.com/ucsd/>)
 - You may earn extra credit by participating in a language-related experiment for this class. One credit is equal to approximately one hour of experiment participation, and you may earn up to 2 credits. Each credit translates into an additional 2.5% of your final grade (5% total).

Non-negotiable policy for make-up or late work:

- In all cases, you must provide documented proof of an emergency to your TA. **Please do not make us ask for this documentation — be prepared to submit it with your request.**
 - A 1% **course grade** penalty will be assessed for a research paper or other assignment handed in within 24 hours after the due date/time, and an additional 1% penalty for every 24-hour period thereafter. **No late papers/assignments will be accepted after five 24-hour periods.**
 - If you are unable to be present at an exam due to an emergency, please inform the instructors and your TA as soon as possible. **Failure to do so will result in a zero grade for the exam.**
 - A substitute exam will consist of a one-on-one question-and-answer session with one of the instructors, at a time to be negotiated upon receipt of the documented proof of emergency.

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Ground rules, expectations, etc.:

- This is a very big class, so we must all do our part to make it manageable.
- We should all abide by UCSD's *Principles of Community*: <http://www.ucsd.edu/principles/>.
- If you have something else to do during classtime, we'd all rather you just didn't come to class. It's not doing you any good to waste your time in the classroom if you're not paying attention, and it's distracting to everyone else. It's OK if you occasionally have to arrive late, or to leave early — but when you do, please be sure to do it as discretely as possible, without disruption.
- If you have to miss a class/section for **any reason**, don't expect a run-down of the class/section you missed from us. Find out what happened that day from WebCT or from a classmate, look the material over carefully, and **only then** come to us with any remaining questions you may have.
- As a courtesy to others, no cell phones, pagers, or disruptions of any kind during the class hour! **Turn off and put away your noisemakers before coming to class.**
- As a general rule, we will not answer questions about a particular item of course material (a reading, a lecture, an assignment, an exam...) if more than one week has passed since the material was due or took place. The time to ask about an item (or to contest a grade) is **immediately**.
- Please be courteous when communicating with us, in person or otherwise. We're happy to take time to try to help you with anything related to the course, but only if you are polite with your requests for that time. Likewise, please be courteous when communicating with each other, whether it be during lecture, in section, over e-mail, or otherwise. Each of us deserves basic respect.
- Many issues that we will address in this course may seem controversial to you, or difficult for you to reconcile with experiences and ideas of your own. You are more than welcome to question any of the claims made in the readings, lectures, and other materials we provide, but if you choose to do so, please be prepared to explain the source of your question and to support your opinion.
- Any cheating or plagiarism will result in no credit for the assignment or exam in question, and you will be referred to the Office of the Academic Integrity Coordinator for disciplinary action. This is UCSD policy (<http://www-senate.ucsd.edu/manual/Appendices/app2.htm>) and there will be **no exceptions**. In cases where academic dishonesty is confirmed, you will at the very least fail the class. Cheating and plagiarism are serious issues; you should learn and follow the rules. We feel very strongly about this issue and will handle all cases of academic dishonesty accordingly.
- **Maintaining Academic Integrity:** Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

Grading summary:

Section attendance/participation.....	15%
In-class midterm exam	25%
Research paper	25%
Cumulative final exam	35%
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Total (course grade)	100%

Percentage-to-letter-grade system:

100% – 97%	A+	79.9% – 77%	C+
96.9% – 93.5%	A	76.9% – 73.5%	C
93.4% – 90%	A–	73.4% – 70%	C–
89.9% – 87%	B+	69.9% – 67%	D+
86.9% – 83.5%	B	66.9% – 63.5%	D
83.4% – 80%	B–	63.4% – 60%	D–
		59.9% – 0%	F

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Tentative schedule (subject to change):

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>To be done by this date</i>
0	F 9/26	Introduction and overview of the course	
1	M 9/29	Languages of the world Languages of the world – Language vs. dialect	Consult http://nvtc.gov/lotw/ Nettle & Romaine 2000, Ch. 2
	W 10/1	Official languages and diversity within the state	
	F 10/3	Distribution of languages → factors in spread	Wardhaugh 1987, Ch. 1
2	M 10/6	Languages in contact What is language contact?	Thomason 2001, Chs. 1 & 2
	W 10/8	Multilingualism and language planning	Thomason 2001, Ch. 3 (27-42)
	F 10/10	Language birth – emergence of creoles	Wardhaugh 1998, Ch. 3 (54-67 and 75-83)
3	M 10/13	Language death How do languages die and why should we care?	Crystal 2000, Harrison 2007
	W 10/15	Endangered languages and linguistic human rights	Skutnabb-Kangas 2000
	F 10/17	The other view	Ladefoged 1992
4	M 10/20	Indigenous languages Native American languages: history and current status	Crawford 1995
	W 10/22	Indigenous rights and language revitalization	Littlebear 1999
	F 10/24	Language as a cultural symbol	Newry & Palmer 2003
5	M 10/27	— Midterm exam —	
	W 10/29	Linguistic nationalism Canada	Bourhis & Lepicq 1993 Aubin 2007
	F 10/31	Language in Europe – Belgium, Celtic languages	Kimmelman 2008
6	M 11/3	Arabization in North Africa	Sirles 1999
	W 11/5	Asia China and one national identity	
	F 11/7	India and the linguistic state solution	Agnihotri 2006
7	M 11/10	Phillipines – which national language?	Gonzalez 1998
	W 11/12	Africa Language policy and the legacy of colonialism	Adegbija 1994
	F 11/14	Multilingualism and education	Brock-Utne 2005
8	M 11/17	Latin America Indigenous languages of Bolivia	Reel 2007
	W 11/19	Immigration and minority languages	Hornberger 1998
	F 11/21	Mother tongue and second language education	Dutcher 2003
9	M 11/24	Globalization – is English winning?	Crystal 2003, Ch. 5 (123-146)
	W 11/26	The future of language diversity	Mufwene 2002
	F 11/28	— Thanksgiving Holiday – no class —	
10	M 12/1	Technology Writing systems	Hosken 2003
	W 12/3	Technology and language use	Priest 2007
	F 12/5	Wrap-up and final review	
11	W 12/10	— Final exam: 8:00–11:00pm, Price Center Theater —	

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Bibliography:

Week 1	Nettle, Daniel & Suzanne Romaine. 2000. <i>Vanishing Voices: the extinction of the world's languages</i> . Oxford UP. (Ch. 2, 'A World of Diversity', pp. 26-39.) Wardhaugh, Ronald. 1987. <i>Languages in Competition</i> . Basil Blackwell. (Ch. 1, 'Language Dominance', pp. 1-21.)
Week 2	Thomason, Sarah. 2001. <i>Language Contact: An Introduction</i> . Georgetown UP. (Ch. 1, 'Introduction', pp. 1-14; Ch. 2, 'Contact Onsets and Stability', pp. 15-26; Ch. 3, 'Multilingualism in Nations and Individuals', pp. 27-42.) Wardhaugh, Ronald. 1998. <i>An Introduction to Sociolinguistics</i> . Blackwell Publishing. (Ch. 3, 'Pidgins and Creoles', pp. 54-67 and pp. 75-83.)
Week 3	Crystal, David. 2000. <i>Language Death</i> . Cambridge UP. (Ch. 1, 'What is language death?', pp. 1-26). Harrison, K. David. 2007. <i>When Languages Die</i> . Chapter 1 A World of (Many) Fewer Voices' (pp. 3-21). Oxford University Press. Skutnabb-Kangas, Tove. 2000. <i>Linguistic Genocide in Education, Or Worldwide Diversity and Human Rights?</i> Lawrence Erlbaum Associates. (Ch. 5, 'State policies towards languages – Linguistic Genocide, Language Death, or Support for Languages?', pp. 296-320.) Ladefoged, Peter. 1992. 'Another view of endangered languages.' <i>Language</i> 68, pp. 809-811.
Week 4	Crawford, James. 1995. 'Endangered Native American Languages: What is to be done and why?' <i>The Bilingual Research Journal</i> 19, pp. 17-38. (http://www.ncela.gwu.edu/pubs/nabe/brj/v19/19_1_crawford.pdf) Littlebear, Richard. 1999. 'Some Rare and Radical Ideas for Keeping Indigenous Languages Alive'. In Jon Reyhner, Gina Cantoni, Robert N. St. Clair, and Evangeline Parsons Yazzie (eds.), <i>Revitalizing Indigenous Languages</i> . Flagstaff, AZ: Northern Arizona University, pp. 1-5. (http://jan.ucc.nau.edu/~jar/RIL_1.html) Newry, David & Keeley Palmer. 2003. "'Whose Language is it Anyway?'" Rights to Restrict Access to Endangered Languages: a North-East Kimberley example.' In <i>Maintaining the Links: Language, Identity and the Land. Proceedings of the Seventh Foundation for Endangered Languages Conference</i> , pp. 101-106.
Week 5	Bourhis, Richard & Dominique Lepage. 1993. 'Québécois French and language issues in Quebec.' <i>Trends in Romance Linguistics and Philology. Volume 5: Bilingualism and Linguistic Conflict in Romance</i> in R. Posner & John Green (eds.) (pp. 345-357 – not the whole chapter). Walter de Gruyter. Aubin, Benoit. 2007. 'Bill 101: A gift we never expected.' <i>Macleans</i> . (http://www.macleans.ca/article.jsp?content=20070813_108158_108158&source=srch) Kimmelman, Michael. 2008. 'With Flemish Nationalism on the Rise, Belgium Teeters on the Edge.' <i>The New York Times</i> , Aug. 4. (http://www.nytimes.com/2008/08/04/arts/04abro.html)
Week 6	Sirles, Craig. 1999. 'Politics and Arabization: the evolution of post-independence North Africa.' <i>International Journal of the Sociology of Language</i> 137, pp. 115-130. Agnihotri, R.K. 2006. 'Identity and Multilinguality: the case of India.' In Amy Tsui & James W. Tollefson (eds.), <i>Language Policy, Culture, and Identity in Asian Contexts</i> . Lawrence Erlbaum Associates, pp. 185-204.
Week 7	Gonzalez, Andrew. 1998. 'The Language Planning Situation in the Phillipines.' <i>Journal of Multicultural and Multilingual Development</i> 19, pp. 487-525. (http://www.multilingual-matters.net/jmmd/019/0487/jmmd0190487.pdf) Adegbija, Efurosibina. 1994. <i>Language Attitudes in Sub-Saharan Africa: a Sociolinguistic Overview</i> . Multilingual Matters. (Ch. 1, 'The Language Scenario in Sub-Saharan African Countries', pp. 14-28.) Brock-Utne, Birgit. 2005. 'Language-in-Education Policies and Practices in Africa with a Special Focus on Tanzania and South Africa – Insights from Research in Progress.' In Angel Lin & Peter Martin (eds.), <i>Decolonisation, Globalisation: Language-in-Education Policy and Practice</i> . Multilingual Matters, pp. 173-193.
Week 8	Reel, Monte. 2007. 'In Bolivia, speaking up for native languages.' <i>The Washington Post</i> , Jan. 30. (http://www.washingtonpost.com/wp-dyn/content/article/2007/01/29/AR2007012901665_pf.html) Hornberger, Nancy. 1998. 'Language policy, language education, language rights: Indigenous, immigrant, and international perspectives.' <i>Language in Society</i> 27, pp. 439-458. (http://www.gse.upenn.edu/~hornberg/papers/LanguageinSociety27(4)1998.pdf) Dutcher, Nadine. 2003. 'Promise and perils of mother tongue education.' Plenary paper presented at the <i>Conference on Language Development, Language Revitalization and Multilingual Education in Minority Communities in Asia</i> , Bangkok, Thailand. (http://www.sil.org/asia/ldc/plenary_papers/nadine_dutcher.pdf)
Week 9	Crystal, David. 2003. <i>English as a Global Language</i> . Cambridge UP. (Ch. 5, 'The future of Global English', pp. 123-146.) Mufwene, Salikoko. 2002. 'Colonisation, Globalisation, and the Future of Languages in the Twenty-first Century.' <i>International Journal on Multicultural Studies</i> 4, pp.162-193
Week 10	Hosken, Martin. 2003. 'Creating an Orthographic Description.' (http://scripts.sil.org/cms/scripts/render_download.php?site_id=nrsi&format=file&media_id=OrthographyDescPaper&filename=OrthographyDescPaper.pdf) Priest, Lorna A. 2007. 'Unicode on the Front Lines: Endangered Languages and Unicode.' Paper presented at the 31st Internationalization & Unicode Conference, San Jose, CA. (http://scripts.sil.org/cms/scripts/render_download.php?site_id=nrsi&format=file&media_id=IUC31LP&filename=IUC31LP.pdf)