

**APPLIED ARTS DIVISION**

**School of Liberal Arts**

**Fall, 2017**



**COURSE OUTLINE**

**LANG 140**

**LANGUAGE AND CULTURE PRESERVATION**

**45 HOURS**

**3 CREDITS**

PREPARED BY: Robyn Giffen

DATE: August 30, 2017

APPROVED BY: Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)

APPLIED ARTS  
Lang 140  
3 Credit Course  
Fall Semester, 2017

## LANGUAGE AND CULTURE PRESERVATION

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**INSTRUCTOR:** Robyn Giffen

**OFFICE HOURS:** By appointment

**OFFICE LOCATION:** Off Campus

**ONLINE Delivery:** Yukon College LMS  
and web conferencing system

**E-MAIL:** [rgiffen@yukoncollege.yk.ca](mailto:rgiffen@yukoncollege.yk.ca)

**TIME:** Online

**TELEPHONE:** (867)668-8770 (Admin  
Ast)

**DATES:** Sept 6 - Dec 19, 2017

**WEBSITE:** Yukon College Learning Management System

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### COURSE DESCRIPTION

Throughout this course, students will explore reasons why some languages are no longer spoken. Students will learn practical techniques of language documentation in order to more fully understand the complexity of languages. They will learn how language and culture are connected, and how the teaching of one leads to the teaching of the other. Students will learn how to use archives in order to create new language curriculum that incorporates traditional stories, traditional ecological knowledge, and/or family histories. Finally, students will learn about the techniques that are being used to help revitalize and maintain indigenous languages and cultures around the world. This course will also look at language revitalization and maintenance in the Yukon.

### COURSE CALENDAR DESCRIPTION

In this course students will learn about practical techniques of language documentation the connection between language and culture the use of archives in creating new language curriculum incorporating traditional stories, ecological knowledge, and/or family histories and the techniques being used to revitalize and maintain indigenous languages and cultures around the world and in Yukon specifically. LANG 140 is a core course in the certificate of Heritage and Culture.

## PREREQUISITES

None

## EQUIVALENCY/TRANSFERABILITY

UVIC LING 180A (1.5)  
AU INST 1xx (3)  
SFU LING 1xx (3)  
UFV ANTH 209 (3)  
UNBC FNST 1xx (3)  
VIU LING 1<sup>st</sup> (3)  
ASM HUMN 1<sup>st</sup> (3)

UBC LING 1<sup>st</sup> (3)  
UR ANTH 100 (3)  
UBCO ARTS 1<sup>st</sup> (3)  
OC ANTH 1XX (3)  
SSDC HUMN 1<sup>st</sup> (3)  
TRU-OL FNST 1xx1 (3)  
KPU ARTS 1XXX (3)

## LEARNING OUTCOMES

After completing this course, students will:

- Understand the concepts of “endangered languages”, “safe languages”, “extinct languages”, “language revitalization”, “language shift”, and “language maintenance”
- Understand the processes through which languages become endangered and why
- Understand basic concepts of linguistics and how they can be used for language learning
- Understand how language and culture are connected and how language curriculum can include culture and vice versa
- Be familiar with how archives or recordings can be used to find language and cultural knowledge and how to process this information
- Understand a wide range of language-learning techniques used globally and how to apply these locally as well as define “language planning” and know how to apply this locally in Yukon First Nations communities

## DELIVERY METHODS/FORMAT

This course will be delivered online. Web conferencing may be used at the discretion of the instructor.

## COURSE REQUIREMENTS/EVALUATION

### Participation

All students will be expected to participate regularly in online discussion forums and online learning activities. While the course is delivered online, the development of relationships with other students and the ability to exchange ideas are a crucial part

of the learning experience. Contributions to discussion boards will account for 15% of the student's final grade.

### Assignments

- All students are encouraged to contact the instructor with questions or concerns about the assignments
- Requests for extensions must be made no less than three days before the due date. Extensions are granted only for extraordinary circumstances.
- 2% per calendar day will be deducted if the assignment is handed in after the due date unless an extension has been granted.
- All written assignments must be double-spaced and typed using Times New Roman font on 8.5 x 11 size paper. Spelling, grammar and content organization are reflected in the grade.

<b>Evaluation</b>		<b>Weight</b>
Participation	Online discussions	10%
Readings	Assigned reading questions	15%
Assignment 1	Assessment of an Endangered Language	15%
Assignment 2	Language Planning Proposal	15%
Assignment 3	Language and Culture Project	15%
Final Exam	Take-Home Exam	30%
<b>Total</b>		<b>100%</b>

### Assignment Descriptions

#### Weekly Assignments:

##### *Participation - online discussion boards*

Each unit will include a discussion link with some suggested questions for consideration with your classmates. The grade here will be assessed as a participation grade - your completion of the tasks, on time (by Friday night), and in a thoughtful way, throughout the semester, as well as your respectful engagement with others on the discussion board. Students must complete their own discussion post as well as respond to one other classmate's post.

##### *Assigned Readings*

You are expected to complete all assigned readings. Each unit includes a set of *reading questions*. You will receive full marks for answering these questions if they are completed on time (by Friday night) and clearly demonstrate that you have completed the readings in a thorough manner and critically reflected on the material presented. Students are required to submit the reading questions for Units 1 and 2a, to get instructor feedback and learn the formatting. Students will then choose *four* other units to submit reading questions from of the remaining ten units, for a total of

six units worth of reading questions submitted throughout the semester.

Evaluation information for the weekly assignments is provided on the course website.

### **Major Assignments:**

#### ***Assignment 1: Assessment of an Endangered Language***

Identify an endangered language (this language will be used in the other assignments in this course). Complete a “language assessment” using the tools provided in Unit 1. Submit a 2-3 page paper with the results of your assessment. Evaluation information is provided in the actual assignment description on the website.

#### ***Assignment 2: Language Planning Proposal***

Using your work from Assignment 1, develop a draft proposal for a language plan. Use the steps discussed in Unit 3. Submit your 3-4 page proposal.

#### ***Assignment 3: Language and Culture Project***

Using your Assignment 2 proposal, develop a project proposal for a specific idea to implement for the language you selected. Select one of the programs described in Units 4-9 of the course. Submit your 3-4 page proposal.

#### ***Final Exam: Take Home Exam***

The exam will cover topics covered throughout the entire course and ask you to think critically and apply what you have learned. The exam is open-book and you are expected to refer to (and cite) materials we read in the class. All of the details about format and length will be posted with the exam questions.

### **REQUIRED TEXTBOOKS/MATERIALS**

Hinton, L. and Hale, K. (Eds.). (2008). *The Green Book of Language Revitalization in Practice*. San Diego: Emerald Press

Digital readings are available on the course website, other readings may be added.

### **REQUIRED ARTICLES and WEBSITES:**

Council of Yukon First Nations and Government of the Yukon. (1997). Heritage (Ch. 13). In *Understanding the Yukon Umbrella Final Agreement: A Land Claim Settlement Information Package* (pp.34-37).

Council of Yukon First Nations and Government of the Yukon. (1997). Yukon Indian Self-Government (Ch. 24). In *Understanding the Yukon Umbrella Final Agreement: A Land Claim Settlement Information Package* (pp. 68-71).

- Daniels-Fiss, Belinda. (2008). Learning to Be a Nêhiyaw (Cree) Through Language. *Diaspora, Indigenous, and Minority Education: Studies of Migration, Integration, Equity, and Cultural Survival*, 2(3): 233-245.
- Kimura, L and Councillor, I. (2009). Indigenous new words creation: Perspectives from Alaska and Hawai'i. In J. Reyhner and L. Lockhard (Eds.), *Indigenous language revitalization: Encouragement, guidance, and lessons learned* (pp.121-139). Flagstaff: Northern Arizona University Press.
- Kroskrity, Paul V. (2009). Language Renewal as Sites of Language Ideological Struggle: The Need for "Ideological Clarification". In J. Reyhner and L. Lockhard (Eds.), *Indigenous language revitalization: Encouragement, Guidance, and Lessons Learned* (pp. 71-83). Flagstaff: Northern Arizona University Press.
- Nettle, D. and Romaine, S. (2004). Where have all the languages gone? (Ch. 1). In *Vanishing voices: The extinction of the world's languages* (pp. 1-25). Oxford: Oxford University Press.
- Noori, M. (2011). Waasechibiiwaabikoonsing Nd'anami'aami, "Praying through a Wired Window": Using Technology to Teach Anishinaabemowin. *Studies in American Indian Literatures* 23(2): 3-24.
- Perley, Bernard C. (2011). From Spoken Maliseet to Text. (Chap. 4) In *Defying Maliseet Language Death: Emergent Vitalities of Language, Culture, & Identity in Eastern Canada*. Lincoln: University of Nebraska Press
- Pettigrew, C. J. (1990). Yukon Native language instructors: The struggle for recognition. *Women's EDUCATION des Femmes*, 8(1), 25-29.
- Schreyer, C. and Gordon, L. (2007). Traveling our ancestors' paths: Fun and games in language revitalization. Originally Published as: Parcourir les sentiers de nos ancêtres: Un projet de revitalisation linguistique par le jeu. (Traveling our ancestors' paths: Fun and games in language revitalization.) *Anthropologie et Sociétés*, 31(1), 143-162.
- Task Force on Aboriginal Languages and Cultures. (2005). Towards a new beginning: A foundational report for a strategy to revitalize First Nation, Inuit and Métis languages and cultures. Retrieved August, 2010, from <http://www.aboriginallanguagestaskforce.ca>
- Trinick, Tony and May, Stephen. (2013). Developing a Māori language mathematics lexicon: challenges for corpus planning in indigenous language contexts. *Current Issues in Language Planning*, 13(3-4), 457-473.
- Yukon Executive Council (2004). We are our language - Sharing the gift of language: Profile of Yukon First Nations languages. Whitehorse: Government of Yukon

Executive Council Office: Aboriginal Language Services.

\* other readings may be added.

## **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr).

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca).

## WEEKLY BREAKDOWN

LANG 140 Weekly Outline				
Week	Dates	Unit	Topic	Readings
1	Wed Sept. 6-Fri Sept. 8		Introductions	Course Outline
2	Mon Sept. 11-Fri Sept. 15	1	Language Loss	Nettle and Romaine Ch. 1
3	Mon Sept. 18-Fri Sept. 22	2a	Language Revitalization	Hinton and Hale Ch. 1, 2,
4	Mon Sept. 25-Fri Sept. 29	2b	Yukon Languages and Programs	Yukon Executive Council Office 2004, Pettigrew 1990, Council of Yukon First Nations and Government of the Yukon 1997
5	Mon Oct. 2-Fri Oct. 6 <b>*Assignment 1 Due Oct. 6</b>	3	Language Planning	Hinton and Hale Ch. 5, 6, 7
6	Tues Oct. 10-Fri Oct. 15	4a	Methods for Revitalization	Hinton and Hale Ch. 11, 14, 15,
7	Mon Oct. 16-Fri Oct. 20	4b	Methods for Revitalization Continued	Hinton and Hale Ch. 17
8	Mon Oct. 23-Fri Oct. 27 <b>*Assignment 2 Due Oct. 27</b>	5	Sleeping Languages	Hinton and Hale Ch. 31, 32, 33
9	Mon Oct. 30-Fri Nov. 3	6	Creating New Words	Kimura and Councillor 2009, Trinick and May 2013
10	Mon Nov. 6-Fri Nov. 10	7	Writing Systems	Hinton and Hale Ch. 19, Perley 2001 Ch. 4
11	Tues Nov. 14-Fri Nov. 17	8	Language Culture and Ideology	Hinton and Hale Ch. 25, Daniels-Fiss 2008, Kroskirty 2009,
12	Mon Nov. 20-Fri Nov. 24 <b>*Assignment 3 Due Nov. 24</b>	9	Media and Technology	Hinton and Hale Ch. 24, 26, Noori 2011
13	Mon Nov. 27-Fri Dec. 1	10	Where do we go from here?	Task Force on Aboriginal Languages and Cultures 2005
	Fri Dec. 15		Take Home Final Exam Due	