

**APPLIED ARTS DIVISION**

**School of Liberal Arts**

**Winter, 2018**



**COURSE OUTLINE**

**LANG 240**

**LANGUAGE ACTIVISM**

**3 CREDITS**

PREPARED BY: Robyn Giffen

DATE: November 16, 2017

APPROVED BY:

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)



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APPLIED ARTS DIVISION  
Lang 240  
3 Credit Course  
Winter Semester, 2018

## LANGUAGE ACTIVISM

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**INSTRUCTOR:** Robyn Giffen

**OFFICE HOURS:** By appointment

**OFFICE LOCATION:** Off Campus

**ONLINE Delivery:** Moodle

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

**TIME:** Online

**TELEPHONE:** (867) 668-8770 (Admin  
Asst.)

**DATES:** Jan 3 - April 25, 2018

**WEBSITE:** Yukon College Learning Management System ([yukoncollege.me](http://yukoncollege.me))

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### COURSE DESCRIPTION

Throughout this course, students will explore endangered languages in Northern Canada including the Yukon, Northwest Territories, and Nunavut. They will learn why languages in these regions are endangered and what is being done about it. Students will learn what it means to be a language advocate through examining language policy, funding sources for endangered languages, and community engagement.

### PREREQUISITES

None.  
LANG 140 is strongly recommended.

### RELATED COURSE REQUIREMENTS

Students are required to have access to a desktop computer, laptop or tablet that can run and operate the online Moodle platform. It is recommended that students have access to wired high-speed internet to efficiently use Moodle. No web cam is needed for this online course.

## EQUIVALENCY/TRANSFERABILITY

In process.

## LEARNING OUTCOMES

After completing this course, students will be able to:

- Identify and explain what an endangered language is and why languages in Northern Canada (Yukon, Northwest Territories, Nunavut) are endangered;
- Describe how the loss of language affects Indigenous/minority communities;
- Explain Indigenous perspectives on connections between language, culture, and self-determination;
- Identify and explain the contributions of a language advocate to endangered language communities;
- Illustrate several digital strategies for language revitalization, and;
- Describe what language policy is and how to work within the framework of these policies.

## DELIVERY METHODS/FORMAT

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

## COURSE REQUIREMENTS/EVALUATION

<b>Evaluation</b>		<b>Weight</b>
Participation	Online discussions	20%
Readings	Assigned reading questions	15%
Assignment 1	Annotated Bibliography	20%
Assignment 2	LingWiki Edit	15%
Assignment 3	Term Paper/Media Project	30%
<b>Total</b>		<b>100%</b>

### Weekly Assignments:

#### *Participation: Online Discussion Forums*

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. Students will be randomly assigned to a discussion group and each unit will include a discussion link with some suggested questions for consideration with the student's classmates. Each week students will be expected to participate in their group's discussion forum. Students must complete their own discussion post as well as respond to one other classmate's post. The grade here will be assessed as a

participation grade - the student's completion of the tasks, on time (by Friday night), and in a thoughtful way, throughout the semester, as well as the student's respectful engagement with others on the discussion board.

### ***Readings: Analysis Questions***

Students are expected to complete all assigned readings. Each unit includes a set of *reading questions*. Students will receive full marks for answering these questions if they are completed on time (by Friday night) and clearly demonstrate that the student has 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 2, to get instructor feedback and learn the formatting. Students will then choose four (4) other units to submit reading questions from of the remaining ten units, for a total of six (6) 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: Annotated Bibliography***

Students will select one endangered language from the Circumpolar North on which to focus all of their projects over the course of the semester. In this first assignment, students will do a survey of the literature to find out as much information about the language as possible: number of speakers, geographic region, level of endangerment, education programs, revitalization programs, etc. Students will select six (6) of the best articles they have read and summarize them in an annotated bibliography.

#### ***Assignment 2: LingWiki Edit***

Using the information gathered in the annotated bibliography, students will attempt to make three (3), updates/suggestions to the Wikipedia page for that language. If a page does not exist for the language, students may make a suggestion to update or modify information about the language on a different page such as a language family page, where it is already referenced.

#### ***Assignment 3: Term Paper/Media Project***

For the final assignment students will do a digital language activism project. Students will continue working with the endangered language they have chosen. Some suggestions for final term project include:

- Make a website to raise awareness about Endangered Languages in general and/or the specific endangered language the student chooses
- Create artwork that illustrates concepts related to Endangered Languages

- and/or the specific endangered language chosen and share it with others
- Write a song, a poem, a play, or a story and then share with others
- Try to learn, by mastering a few basic words and phrases, the endangered language chosen, where appropriate, and try to teach words of it to others by posting them on Facebook, a website, or blog. Then share about what your experience of both learning and “teaching” the language was like, etc.

Even though this is a project, it still needs to be based on academic knowledge and relevant references. Students will also write a 4-6 page paper to accompany their projects, which should outline the type of language revitalization strategies this activism utilizes and include a reflection on how it felt to be a public language activist.

### **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 size 12 font, on 8.5 x 11 size paper, with 1” (2.54cm) margins on all sides. Spelling, grammar and content organization are reflected in the grade.
- Assignments should all use APA citation style

### **REQUIRED TEXTBOOKS/MATERIALS**

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

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

**Austin, P. & Sallabank, J. (2011).** Introduction. In P. Austin & J. Sallabank (Eds.) *The Cambridge Handbook of Endangered Languages* (pp. 1-24). Cambridge, UK: Cambridge University Press.

**Aylward, M.L. (2010).** The Role of Inuit Languages in Nunavut Schooling: Nunavut Teachers Talk about Bilingual Education. *Canadian Journal of Education* 33(2), 295-328.

**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).
- Culture, Northwest Territories Dept. of Education.** (2010). Executive Summary. In *Northwest Territories Aboriginal languages plan a shared responsibility* (pp. 5-10).
- Daveluy, M.** (2004). Language policies and responsibilities in the Canadian North. *International Journal of Canadian Studies*, 30, 83-100.
- Fabbi, N.C.** 2008. Inuktit Uqausiit (Inuit Languages in Canada - History and Contemporary Developments). Retrieved from <http://staff.washington.edu/nfabbi/Inuktit%20Uqausiit.pdf>
- Hill, J.** 2002. 'Expert Rhetorics' in advocacy for endangered languages: Who is listening and what do they hear? *Journal of Linguistic Anthropology* 12(2), 119-33.
- Hinton, L.** (2011). Revitalization of endangered languages. In P. Austin & J. Sallabank (Eds.) *The Cambridge Handbook of Endangered Languages* (pp. 291-311). Cambridge, UK: Cambridge University Press.
- Holton, G.** (2011). The role of information technology in supporting minority and endangered languages. In P. Austin & J. Sallabank (Eds.) *The Cambridge Handbook of Endangered Languages* (pp. 371-399). Cambridge, UK: Cambridge University Press.
- Johnson, M. K. (S7imla7xw).** (2013). nlaq<sup>w</sup> cin (clear speech): 1,000 hours to mid-intermediate N'syilxcn proficiency. Ph.D. dissertation, College of Graduate Studies (Interdisciplinary), University of British Columbia.
- Kipp, D.** 2009. Encouragement, Guidance, and Lessons Learned: 21 Years in the Trenches of Indigenous Language Revitalization. In J. Reyhner & L. Lockart (Eds.) *Indigenous Language Revitalization: Encouragement, Guidance, and Lessons Learned*. Flagstaff, AZ: Northern Arizona University.
- Krauss, M.** 1992. The World's Languages in Crisis. *Language* 68(1), 4-10.
- Lacho, D., & Leon, A.** (2017). 'Please mom? Can you download it at home?': Video Games as a Symbol of Linguistic Survivance. *Transmotion* 3(1), 70-89.
- Nettle, D. & Suzanne, R.** 2000. Chapter 7 - Why Something Should Be Done. In *Vanishing Voices: The extinction of the World's Languages* (pp. 150-175). Oxford, UK: Oxford University Press.
- Norris, M.** (2007). Aboriginal Languages in Canada: Emerging Trends and Perspectives on Second Language Acquisition. *Canadian Social Trends* 83, 20-8.

**Northways Consulting.** (2008). Section 1: Overview. In *Regional Aboriginal Languages Plans Summary Report*.

**Office of the Commissioner of Official Languages.** (2013, April 5). The Languages of Nunavut: A delicate balance. Beyond Words-Canada's Official Languages Newsletter. Retrieved from <http://www.ocolclo.gc.ca/en/newsletter/2013/04/05/the-languages-of-nunavut-a-delicate-balance>

**Pettigrew, C.J.** (1990). Yukon Native language instructors: The struggle for recognition. *Women's EDUCATION des Femmes*, 8(1), 25-29.

**Prince of Wales Northern Heritage Centre.** (2017). Official Languages of the Northwest Territories. Retrived from <http://www.pwnhc.ca/official-languages-of-the-northwest-territories/>

**Rice, K.** (2009). Must There Be Two Solitudes? Language Activists and Linguists Working Together. In J. Reyhner & L. Lockard (Eds). *Indigenous Language Revitalization: Encouragement, Guidance, and Lessons Learned*. Flagstaff, AZ: Northern Arizona University.

**Schreyer, C.** (2011). Media, information technology, and language planning: what can endangered language communities learn from created language communities. *Current Issues in Language Planning* 12(3), 403-425.

**Schreyer, C., Corbett, J., Gordon, N., & Larson, C.** (2014). Learning to Talk to the Land: Online Stewardship in Taku River Tlingit Territory. *Decolonization: Indigeneity, Education, and Society*, 3(3),106-133.

**Speas, M.** 2009. Someone Else's Language: On the Role of Linguists in Language Revitalization. In *Indigenous Language Revitalization: Encouragement, Guidance, and Lessons Learned*, edited by J. Reyhner and L. Lockhard, editors, Pp. 23-36. Flagstaff: Northern Arizona University Press.

**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 from <http://www.aboriginallanguagetestaskforce.ca>

**Timpson, A.M.** (2013). Reconciling Indigenous and Settler Language Interests: Language Policy Initiatives in Nunavut. *Journal of Canadian Studies/Revue d'études canadiennes*, 43(2), 159-180.

**Truth and Reconciliation Commission of Canada.** 2015. Truth and Reconciliation Commission of Canada: Calls to Action (English version). Winnipeg, Manitoba. Retrieved from <http://www.trc.ca>



**Warner, S. L. No'eau.** 1999. 'Kuleana': The Right, Responsibility, and Authority of Indigenous Peoples to Speak and Make Decisions for Themselves in Language and Cultural Revitalization. *Anthropology and Education Quarterly* 30(1), 68-93.

**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, students 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.

### WEEKLY BREAKDOWN

LANG 240 Weekly Outline				
Week	Dates	Unit	Topic	Readings
1	Monday-Friday	0	Introductions	Course Outline; Assignment Guidelines
2	Monday-Friday	1	Language Loss	Austin & Sallabank 2011; Krauss 1992;
3	Monday-Friday	2	Yukon Languages and Programs	Yukon Executive Council Office 2004; Pettigrew 1990; Council of Yukon First Nations and Government of the Yukon 1997
4	Monday-Friday	3	Northwest Territories and Programs	PWNHC 2017; CNTDE 2010; Northways 2008;
5	Monday-Friday	4	Nunavut Territories and Programs	Fabbi 2008; Aylward 2010; OCOL 2013
6	Monday-Friday <b>*Assignment 1 Due Friday</b>	5	Government Approaches in Canada	Task Force on Aboriginal Languages and Cultures 2005; Norris 2007; Truth and Reconciliation Commission 2015
8	Monday-Friday	6	Language Policy	Timpson 2013; Daveluy 2004
9	Monday-Friday <b>Reading Week-No Classes</b>		---	---
10	Monday-Friday	7	Language Revitalization	Nettle & Romaine Ch 7; Hinton 2011
11	Monday-Friday <b>*Assignment 2 Due Friday</b>	8	Role of the Expert	Hill 2002; Speas 2009; Kipp 2009
12	Monday-Friday	9	Collaboration in Revitalization	Rice 2009; Warner 1999
13	Monday-Friday	10	Media Strategies	Holton 2011; Schreyer 2011
14	Monday-Friday	11	Examples of Media	Schreyer et al. 2014; Lacho & Leon 2017

15	Monday-Friday	12	Reflecting on Language Activism	Johnson 2013
16	Monday-Friday <b>*Assignment 3 Due Friday</b>	13	Wrapping Up and Looking Forward	