RESEARCH IN LANGUAGE CONFLICT AND LANGUAGE RIGHTS   2018

Instructor: Stanley Dubinsky

Examination of linguistic conflict and rights, as well as the centrality of language rights to human rights and personal/cultural identity. Basic facts about language related to identity, culture, attitudes, dialects, and bilingualism. Examination of case studies (local, national, and international) with particular attention to nationalism, language revitalization, and language planning.

COURSE OVERVIEW:

All languages are equal in theory; they all have systematic rules of sound and grammar and can be used to convey complex, precise, and novel meanings. However, in practice, languages are necessarily intertwined with the politics of power and social difference. The importance of language rights to basic human rights cannot be overstated. Whether through conquest, colonization, immigration, enslavement, or the simple fact of ignoring ethnic distinctions, linguistic minorities have always existed, as have language conflicts and the infringement of minorities' rights to use their languages without prejudice. This course will explore language rights and relate them to human rights in general, surveying language conflicts worldwide between those trying to secure and those trying to deny language rights.

An understanding of linguistic conflict and competition requires a basic understanding of linguistics, the study of phonology (sound systems), morphology (word building systems), lexica (inventories of words and word parts), sentence grammars, and sociocultural conventions and ideologies of use. By using linguistics to understand the systematicity and value of language, we can identify how popular ideas about language, such as characterizations of particular languages as 'broken', 'illogical', 'ugly, or 'inauthentic', are often not merely misinformed but also misleading; they are a reflection of ideological interests rather than scientifically based claims. Accordingly, the course will present a non-technical introduction to analytical tools of linguistics, so as to provide a deeper understanding of language structure and the mechanics of linguistic conflict. By also examining specific cases of language conflict, it will illustrate a range of policy decisions in the areas of education, government, and media.

LEARNING OUTCOMES:

Upon successful completion of the course, students will be able to:

- Explain how language is a key symbol of identity and resource for cultural maintenance;
- Discuss how linguistic differences can result in political and personal conflict;
- Identify different cultural and moral values that underlie debates about language conflicts and rights;
- Discover sources of information about these ideological conflicts, and evaluate them for credibility, reliability, bias, and currency;
- Discuss language rights struggles in the larger context of human rights issues across the world; and
- Apply linguistic concepts to analyses of language rights cases.

<u>**UNDERGRADUATE COURSE REQUIREMENTS:**</u>
Your grade for the course will be based on the following:

Posting of questions and comments (each class)	20%
Journal assignments (2x)	20%
Data mining assignments (2x)	20%
Final project: Case study (including conference style abstract 10%, in class presentation 15%, and final paper 15%)	40%
Extra credit: Personal names research/report	5%

<u>**GRADUATE COURSE REQUIREMENTS:**</u>
Your grade for the course will be based on the following:

Posting of questions and comments (each class)	20%
Journal assignments (2x)	20%
Data mining assignments (2x)	20%
Final project: Case study (including conference style abstract 10%, in class presentation 10%, and final paper 10%)	30%
Teaching presentations (2x)	10%
Extra credit: Personal names research/report	5%

*Posting of questions and comments (20% cumulative)***:**
Students are required to submit at least one discussion question or comment prior to each lecture, based on the readings for that lecture. These must be received by **9:00 pm on the day before the lecture**. Discussion questions and comments less than 200 words will receive ½ credit. Questions and comments received within 24 hours after the deadline will receive ½ credit. Submission more than 24 hours late will receive no credit.
Some general guidelines:
- Your contribution should be, each time, at least **200 words**.
- Your entry should make **insightful points or critiques** or raise **thought-provoking questions**.
- Your comments will be accessible to the whole class.

*Journaling assignments (10% each)***:**
Two times during the semester you will be asked to record two-page (at least 500 words) observations on some aspect of language related to the subject matter of the class. Your **FIRST** journal assignment should be introspective. You should reflect upon your own experiences, recent or past, and report what you remember and what you learned from them. Your **SECOND** journal assignment will be outwardly focused. You will observe linguistic interactions between yourself and others, between those around you, or from your observations of radio, television, and newspapers, and you will report what you observe.

In writing your observations, you will reflect on the cultural and moral values that underlie the situations and issues that you are reporting and reflecting on. You will articulate why and in what ways community values, ethics, and notions of social responsibility matter to the issue at hand. And you will consider how values shape personal and community ethics and decision-making.

For instance, you might recount how a non-native speaker of English was (or was not) accommodated in your classes, or in a school you once attended. You might try to understand why the school or the teachers involved made decisions that they did about language use in the classroom. You might then reflect on how concepts learned in this class could have better informed those involved, and how their decisions might have been impacted if they had been so informed.

*Data mining assignments (10% each)***:**
In preparing for your presentation, you will complete two data mining assignments. These assignments will teach you to find sources of information appropriate to an issue, to evaluate information and information sources on the basis of credibility, reliability, bias, and currency, and to effectively report on information collected and evaluated in this manner.

For each of these two assignments, you will need to find two articles relevant to your topic. One article should be "objective" (e.g. news articles, academic journal articles, etc.) and one should be polemical (e.g. advocacy websites, opinion columns, official government websites, etc.).

You will find articles pertaining to the topic of your group's case study presentation. For instance, if your topic is the language conflict between Slovakia and that country's Hungarian minority, you might find a news story about the imposition of Slovak as an official language upon the Hungarian minority in Slovakia, and also find an official Hungarian government reaction to this situation.

You will need to work with other members of your group to insure that two (or more) people don't report on the same articles (if two students submit a report on an identical article, each student will receive 50% credit for that part of the assignment).

You will submit a 2-3 page report on what you have found. The report should include, for each of the two articles:
- A proper citation: title, author, source, and date.
- A summary of the content (250-500 words each).
- An evaluation of the source (250 words giving information about the author; e.g. what is their background and expertise, what is their agenda, how current is the information presented, what sources do they cite, how much of the piece is presented as fact and how much is presented as opinion, who is the intended audience, etc.).
- A working URL (must be a URL that will allow anyone to click through to the article itself)

Case-study (40% ugrad / 30% grad):
Students will research and report on a particular language conflict. Each project will an abstract of 250-500 words, a presentation in class, and a final report. The presentation on a given topic will involve:
- A 15 minute Powerpoint presentation.
- 5-10 minutes of Q&A following the presentation.

Students are required to attend all presentations, and to provide their own short evaluation and grade of the presentations they hear on a given day (failure to be present for other students' presentations will reduce a student's own presentation grade by 5% for each presentation missed).

Graduate student teaching presentations (5% each):
Graduate student will have the opportunity to present part of a lecture, two times during the semester.

Extra credit: Personal names research/report (5%):
Students who choose to complete this assignment will research and report upon the origins and meanings of their own given and family names, and on the origins and meanings of their parents' given and family names. The report should be at least two pages, and not more than three.

GRADING SCALE:

A	= 92.0-100.0	= excellent, extraordinary, exceptional, exemplary
B+	= 88.0-91.9	= very good, admirable, praiseworthy
B	= 82.0-87.9	= good, acceptable, commendable
C+	= 78.0-81.9	= adequate, passable
C	= 72.0-77.9	= marginal
D+	= 68.0-71.9	= unsatisfactory
D	= 62.0-67.9	= more unsatisfactory
F	< 62	= über unsatisfactory

POLICIES:

Attendance and punctuality — Attendance is a requirement in this course. Although there is no specific penalty for missing a class, you will be held responsible for the content of every lecture and for knowing about assignments. If you should need to miss a class, be certain to check with me (the instructor) to ascertain what you will be missing. If you should miss a class or arrive late, be sure to find out what you missed. It is very important that you come to class **on time**. Failure to do so is disruptive and impacts negatively on the rest of class.

Electronic devices — This class is a device-free class. Laptops and cellphones are not to be used during the class time. They are a distraction to the instructor and to others attending the class. You will be provided with access to a power point presentation for each lecture, and this should be sufficient for your purposes. Anyone using laptops, electronic notebooks, notepads, or cell phones will be asked to refrain from using them. Cell phones should be put into "Airplane Mode" at the start of each lecture, and remain so until the end of the lecture. Failure to do so will result in a grade penalty. After a first warning, a 1% grade penalty will be leveed each time an electronic device is used in class (for example, 5 occurrences will lower your final course grade by one-half a letter grade).

Grading of homework assignments — Grading criteria vary according to the assignment, though you should always aim for originality, relevance (use proper citation methods), style, grammar, and well-crafted presentation of arguments and counter-arguments. It is your responsibility, whether you are present or not, to be aware of due dates and times for assignments ("It's in the syllabus"). Late assignments (when accepted) will be lowered one letter grade (10%) for each day late (including weekend days).

No incompletes for the course will be given.

Topic 1: Language and the speaker: What is language?

- *What is the structure of language?*
- *What are its "moving parts"?*

Readings:

Davies and Dubinsky. *LCLR*. Chapter 2. The sounds and sound systems of language.

Davies and Dubinsky. *LCLR*. Chapter 3. Words and word structure.

Davies and Dubinsky. *LCLR*. Chapter 4. Grammar and the organization of words into expressions.

Lippi-Green, Rosina. 1997. Chapter 1. Linguistic 'facts of life'. *English with an accent: Language, ideology, and discrimination in the United States*, pp. 7-40. London: Routledge.

Topic 2: Language and the speaker: Language and dialect

- *How do varieties of a language differ across time and space?*
- *How does one measure the difference between dialects and languages?*

Readings:

Chambers, Jack K. & Peter Trudgill. 1998. Chapter 1: Dialect and language. *Dialectology*, 3-12. Cambridge: Cambridge University Press.

Davies and Dubinsky. *LCLR*. Chapter 5. Language change and variation – Languages vs. dialects.

Topic 3: Language and the speaker: Standard vs. non-standard varieties

- *What are accents?*
- *Why do we have stereotypes of accents?*
- *What is a standard language?*

Readings:

Dubinsky, Stanley & Chris Holcomb. 2011. Chapter 11: The language police: Prescripitivism and standardization. *Understanding Language through Humor*, 166-83.

Lippi-Green, Rosina. 2012. Chapter 3: The myth of non-accent. *English with an Accent: Language, Ideology and Discrimination in the United States*, 44-54. New York: Routledge.

Lippi-Green, Rosina. 2012. Chapter 4: The standard language myth. *English with an Accent: Language, Ideology and Discrimination in the United States*, 55-64. New York: Routledge.

Language and the speaker: Attitudes towards other varieties

Readings:

Preston, Dennis R. 2004. Language with an attitude. In Jack K. Chambers, Peter Trudgill, and Natalie Schilling-Estes (eds.), *The handbook of language variation and change*, 39-66. Oxford: Blackwell.

Preston, Dennis, & Gregory Robinson. 2005. Dialect Perception and Attitudes to Variation. In Martin Ball (ed.), *Clinical Sociolinguistics*, 133-149. Oxford: Blackwell.

Topic 4: Language and the speaker: Cross-cultural communication conflicts

- *Why does miscommunication occur?*
- *Are there culturally acceptable forms of conflict in language?*

Readings:

Dubinsky, Stanley & Chris Holcomb. 2011. Chapter 10: Cross-cultural gaffes: Language and culture. *Understanding Language through Humor*, 153-164. Cambridge, UK: Cambridge University Press.

Tannen, Deborah. 1984. The Pragmatics of Cross-Cultural Communication. *Applied Linguistics* 5:189-95.

Language and the speaker: Cross-cultural communication cases

- *Korean-Americans and African-Americans*
- *Women and men*

Readings:

Bailey, Benjamin. 2000. Communicative behavior and conflict between African-American customers and Korean immigrant retailers in Los Angeles. *Discourse & Society* 11.86-108.

Tannen, Deborah. 1989. Interpreting interruption in conversation. *CLS 25: Papers from the 25th Annual Regional Meeting of the Chicago Linguistic Society. Part Two: Parasession on Language in Context*, 266-287. Chicago, IL: Chicago linguistic Society

Topic 5: Language in the world: Personal and ethnic identity

- *What is the relationship between a person's language and their identity?*
- *Can language be separated from identity or ethnicity?*

Readings:

Cunha, Edite. 1998. Talking in the new land. In Virginia Clark, Paul Eschholz, and Alfred Rosa (eds.), *Language: Readings in language and culture*, 3-12. New York: St. Martin's Press.

Davies and Dubinsky. *LCLR*. Chapter 6. Language and personal identity – Personal names in the world.

Liebkind, Karmela. 1999. Social psychology. In Joshua Fishman (ed.), *Handbook of language & ethnic identity*, 140-151 (chapter 10). Oxford: Oxford University Press.

Topic 6: Language in the world: Language and thought

- *What is the relationship between language and culture?*
- *To what extent does one influence or determine the other?*

Readings:

Davies and Dubinsky. *LCLR*. Chapter 7. Language and cultural identity – Language and thought.

Pullum, Geoffrey. 1991. The great Eskimo vocabulary hoax. *The great Eskimo vocabulary hoax and other irreverent essays on the study of language*. Chicago: University of Chicago Press.

Woolfson, Peter. 1981. Language, thought, and culture. In Clark, Virginia, Paul Eschholz, & Alfred Rosa (eds.), *Language: Readings in language and culture*, 45-53 (chapter 4). New York: St. Martin's Press.

Topic 7: Language in the world: Language and nationalism

- *What is a nation?*
- *What function is served by having a national language?*
- *How are national languages developed and decided upon?*

Readings:

Coulmas, Florian. 1988. What's a national language good for? In Florian Coulmas (ed.), *With forked tongues: What are national languages good for?* 1-24. Karomas Publishers.

Davies and Dubinsky. *LCLR*. Chapter 8. Language and national identity.

Dieckhoff, Alain. 2004. Hebrew: The language of national daily life. In Tony Judt & Denis Lacorne (eds.), *Language, nation, and state: Identity politics in a multilingual age*, 187-199. Palgrave, MacMillan.

Language in the world: National language cases

- *India*
- *Indonesia*
- *South Africa*

Readings:

Docrat, Zakeera, and Russell H. Kaschula. 2015. 'Meaningful engagement': Towards a language rights paradigm for effective language policy implementation. *South African Journal of African Languages* 35(1): 1-9.

Faingold, Eduardo D. 2004. Language rights and language justice in the constitutions of the world. *Language Problems & Language Planning* 28.1: 11–24.

Topic 8: Language in the world: The evolution and politics of orthography

- _How old is writing and why did it arise?_
- _What kinds of writing systems are there?_
- _What is the origin of Western writing?_
- _What role does writing play in language conflict?_

Reading:

Davies and Dubinsky. _LCLR_. Chapter 9. Writing systems.

Topic 9: Language in the world: What are language rights?

- _How do language rights relate to human rights?_
- _How do policies protect rights? How do they restrict them?_

Readings:

Davies and Dubinsky. _LCLR_. Chapter 10. Language rights in the context of human rights.

Document with links to human rights conventions and declarations.

Hornberger, Nancy H. 1998. Language policy, language education, language rights: Indigenous, immigrant, and international perspectives. _Language in Society_ 27: 439–458.

May, Stephen. 2005. Language rights: Moving the debate forward. _Journal of Sociolinguistics_ 9.3:319–347.

Wee, Lionel. 2005. Intra-language discrimination and linguistic human rights: The case of Singlish. _Applied Linguistics_ 26.1:48–69.

Language in the US: English and language rights in the US

- _Should the United States have a national language?_
- _What language(s) should be used in schools, media, and government?_
- _What is the history of language rights in the US?_

Readings:

Crawford, James. 1996. Anatomy of the English Only Movement: Social and Ideological Sources of Language Restrictionism in the United States. Paper presented at Conference on Language Legislation and Linguistic Rights, University of Illinois at Urbana-Champaign.

Davies and Dubinsky. _LCLR_. Chapter 10. Language rights in the context of human rights.

Frese, Stephen. 2005. Divided by a common language: The Babel Proclamation and its influence in Iowa history. _The History Teacher_ 39.1: 59-86.

U.S. English.

TESOL. Position paper on English-only legislation in the United States.

Topic 10: A Typology of Language Conflicts: Indigenous minorities

- _Sámi in Norway_
- _Ainu in Japan_
- _American Indians in the US_

Readings:

Bull, Tove. 2002. The Sámi language(s), maintenance and intellectualization. Current Issues in Language Planning, 3.1: 28-39.

Davies and Dubinsky. _LCLR_. Chapter 11. Indigenous minorities.

Dubinsky, Stanley, and William D. Davies. 2013. Language conflict and language rights: The Ainu, Ryūkyūans, and Koreans in Japan. _Japan Studies Review_ 17: 3-27.

Magga, Ole Henrik. 1994. The Sami Language Act. In Tove Skutnabb-Kangas & Robert Phillipson (eds.), _Linguistic human rights: Overcoming linguistic discrimination_, 219-233. Berlin: Mouton de Gruyter.

Sandvik, Gudmund. 1993. Non-existent Sámi language rights in Norway 1850-1940. In Sergij Vilfan (ed.), _Comparative studies on governments and nondominant ethnic groups in Europe, 1850-1940. Volume 3: Ethnic groups and language rights_, 129-150. New York: NYU Press.

Topic 11: A Typology of Language Conflicts: Geopolitical minorities
- *Hungarians in Slovakia*
- *Hispanics in Southwest US (California)*
- *Kurds in Turkey*

Readings:

Casier, Marlies. 2010. Turkey's Kurds and the quest for recognition : Transnational politics and the EU – Turkey accession negotiations. *Ethnicities* 10.1: 3–25

Daftary, Farimah, & Kinga Gál. 2000. The new Slovak language law: Internal or external politics. *ECMI Working Paper # 8*. European Centre for Minority Issues (ECMI).

Davies and Dubinsky. *LCLR*. Chapter 12. Geopolitical minorities.

Kontra, Miklos. 1997. On the right to use the language of one's choice in Slovakia. *Canadian Centre for Linguistic Rights* 4.1: 5-8.

Skutnabb-Kangas, Tove, & Sertar Bucak. 1994. Killing a mother tongue: How the Kurds are deprived of linguistic human rights. In Tove Skutnabb-Kangas & Robert Phillipson (eds.), *Linguistic human rights: Overcoming linguistic discrimination*, 347-370. Berlin: Mouton de Gruyter.

Spyer, Jonathan. 2010. The forgotten minority. Herzliya, Israel: The Global Research in International Affairs (GLORIA) Center. http://www.gloria-center.org/gloria/2010/07/the-forgotten-minority

Tavernise, Sabrina. 2009. Kurd's speech defies Turkish taboo. *NY Times*.

Today's Zaman. 2010. Kurdish to be taught in Turkish university for first time.

Torchia, Christopher. 2009. Turkish politician defies law with Kurdish speech. *ABC News*.

van Wilgenburg, Wladimir. 2008. AKP's language policy towards Kurds in Turkey. University of Utrecht.

Topic 12: A Typology of Language Conflicts: Minorities of migration
- *Roma in Europe*
- *Koreans in Japan*
- *Puerto Ricans in the US*

Readings:

Davies and Dubinsky. *LCLR*. Chapter 13. Minorities of migration.

Dubinsky, Stanley, and William D. Davies. 2013. Language conflict and language rights: The Ainu, Ryūkyūans, and Koreans in Japan. *Japan Studies Review* 17: 3-27.

Topic 13: A Typology of Language Conflicts: Intra-linguistic (dialectal) minorities
- *Okinawans in Japan*
- *African-American English*

Readings:

Davies and Dubinsky. *LCLR*. Chapter 14. Intra-linguistic (dialectal) minorities.

Dubinsky, Stanley, and William D. Davies. 2013. Language conflict and language rights: The Ainu, Ryūkyūans, and Koreans in Japan. *Japan Studies Review* 17: 3-27.

Morgan, Marcyliena. 2002. Chapter 1: The African American speech community: Culture, language ideology, and social face. In *Language, discourse, and power in African-American culture*, 10-29. Cambridge: Cambridge University Press.

Rickford, John. 1997. Suite for Ebony and Phonics. *Discover*.

Weldon, Tracey. 2000. Reflections on the Ebonics Controversy. *American Speech* 75: 275-77.

Pullum, Geoffrey. 1997. Language that dare not speak its name. *Nature* 386: 321-322.

Topic 14: A Typology of Language Conflicts: Competition for linguistic dominance

- *Flemish vs. Walloons in Belgium*
- *Tamil vs. Sinhalese in Sri Lanka*
- *French vs. English in Canada*

Readings:

Casert, Raf. 2010. King accepts resignation of Belgian government. *Associated Press*.

Daley, Suzanne. 2010. The language divide writ small in Belgian town. *NY Times*.

Davies and Dubinsky. *LCLR*. Chapter 15. Competition for linguistic dominance.

Iqbal, M.C M. The background to the ethnic violence in Sri Lanka.

Iqbal, M.C M. Rights of minorities in Sri Lanka: Legislation and their implementation. Presentation at0 a seminar held in Kandy organised by the UN Human Rights Commission.

O'Neill, Michael. 2000. Belgium: Language, ethnicity and nationality. *Parliamentary Affairs* 53.1: 114-134.

Pahi, Suchismita. 2009. Sinhala or Tamil? A brief intro of the history of the Sri Lankan conflict. *Nazar - A South Asian Perspective*. http://nazaronline.net/politics/2009/01/sinhala-or-tamil-a-brief-intro-of-the-history-of-the-sri-lankan-conflict/

Pereltsvaig, Asya. 2010. Language laws: necessary or ridiculous? *Languages of the World Blog*. http://languages-of-the-world.blogspot.com/2010/07/language-laws-necessary-or-ridiculous.html

Rupesinghe, Kumar. 2006. Linguistic discrimination against the Tamils. *Tamil Week*. http://tamilweek.com/news-features/archives/536

Saunders, Barton. 2007. (Post)Colonial language: English, Sinhala, and Tamil in Sri Lanka http://homes.chass.utoronto.ca/~cpercy/courses/eng6365-saunders.htm

Topic 15: Language vitality, revival, planning, and policy

- *Why should languages be preserved?*
- *Can a language be preserved without speakers?*
- *Who has the right to determine which language forms are "authentic"?*

Readings:

Davies and Dubinsky. *LCLR*. Chapter 16. Linguistic taxonomy, ecology, and ownership.

Davies and Dubinsky. *LCLR*. Chapter 17. Language revitalization and revival.

Errington, Joseph. 2003. "Getting Language Rights: The Rhetorics of Language Endangerment and Loss." American Anthropologist 105(4):723–732. Retrieved August 8, 2012.

Hill, Jane. 2002. Expert rhetorics in advocacy for endangered languages: Who is listening, and what do they hear? Journal of Linguistic Anthropology

McWhorter, John. 2009. The cosmopolitan tongue: The universality of English. In *World Affairs Journal*. Fall 2009. http://www.worldaffairsjournal.org/article/cosmopolitan-tongue-universality-english

Wallace, Lane. 2009. What's lost when a language dies? In *The Atlantic*. November 10, 2009. http://www.theatlantic.com/national/archive/2009/11/whats-lost-when-a-language-dies/29886/

Wee, Lionel. 2011. *Language without rights*. New York: Oxford University Press.

WEEK	TOPICS/ASSIGNMENTS	READINGS
1	Course overview	
	UNIT 1: LANGUAGE AND THE SPEAKER What is language? The sounds and sounds systems of language	Davies & Dubinsky. Chapter 2 Lippi-Green. 1997. Chapter 1
2	Words and word structure Grammar and the organization of words	Davies & Dubinsky. Chapter 3 Davies & Dubinsky. Chapter 4
	Language change and variation **Journal assignment #1 due.**	Chambers & Trudgill. 1998. Davies & Dubinsky. Chapter 5
3	Standard vs. non-standard varieties	Dubinsky & Holcomb. 2011. Chapter 11. Lippi-Green. 1997. Chapter 3. Lippi-Green. 1997. Chapter 4.
	Attitudes towards other varieties **Journal assignment #2 due.**	Preston. 2004. Preston & Robinson. 2005.
4	Cross-cultural communication conflicts	Dubinsky & Holcomb. 2011. Chapter 10. Tannen. 1984.
	Cross-cultural communication cases *Korean-Americans and African-Americans* *Women and men* **Extra credit names assignment due.**	Bailey. 2000. Tannen. 1989.
5	**UNIT 2: LANGUAGE IN THE WORLD** Language and personal identity	Cunha. 1998. Davies & Dubinsky. Chapter 6 Liebkind. 1999. Chapter 10.
	Language and cultural identity **Data mining topic due.**	Davies & Dubinsky. Chapter 7 Pullum. 1991. Woolfson. 1981.
6	Language and national identity	Coulmas. 1988. Davies & Dubinsky. Chapter 8 Dieckhoff. 2004.
	Language and national identity *Indonesia, India, and South Africa* **Data mining assignment #1 due.**	Davies & Dubinsky. Chapter 8 Docrat & Kaschula. 2015. Faingold. 2004.

7	The role of writing systems	Davies & Dubinsky. Chapter 9
	Framing language rights and human rights **Data mining assignment #2 due.**	Davies & Dubinsky. Chapter 10 Document with links to human rights conventions and declarations. Hornberger 1998. May. 2005. Wee. 2005.
8	Framing language rights and human rights: *English and language rights in the US*	Crawford. 1996. Davies & Dubinsky. Chapter 10 Frese. 2005. *U.S. English.* *TESOL.*
	Midsemester review	
9	Spring Break (no class)	
	Spring Break (no class)	
10	**UNIT 3: TYPOLOGY OF LANGUAGE CONFLICT** Indigenous minorities *Sámi in Norway*	Bull. 2002. Davies & Dubinsky. Chapter 11 Magga. 1994. Sandvik. 1993.
	Indigenous minorities *Ainu in Japan* *American Indians in the US*	Davies & Dubinsky. Chapter 11 Dubinsky & Davies. 2013.
11	Geopolitical minorities *Hungarians in Slovakia* **Student presentation #1:**	Davies & Dubinsky. Chapter 12 Daftary & Gal. 2000. Kontra. 1997.
	Geopolitical minorities *Hispanics in Southwest US (California)* *Kurds in Turkey* **Student presentation #2:**	Casier, Marlies. 2010. Davies & Dubinsky. Chapter 12 Skutnabb-Kangas & Bucak. 1994. Spyer, Jonathan. 2010. Tavernise, Sabrina. 2009. *Today's Zaman.* 2010. Torchia, Christopher. 2009. van Wilgenburg, Wladimir. 2008.

12	Minorities of migration *Roma in Europe* **Student presentation #3:**	Davies & Dubinsky. Chapter 13
	Minorities of migration *Koreans in Japan* *Puerto Ricans in the US* **Student presentation #4:**	Davies & Dubinsky. Chapter 13 Dubinsky & Davies. 2013.
13	Intra-linguistic (dialectal) minorities *Okinawans in Japan* **Student presentation #5:**	Davies & Dubinsky. Chapter 14
	Intra-linguistic (dialectal) minorities *African-American English* **Student presentation #6:**	Davies & Dubinsky. Chapter 14 Morgan, 2002. Pullum. 1997. Rickford. 1997. Weldon. 2000.
14	Competition for linguistic dominance *Flemish and Walloons in Belgium* **Student presentation #7:**	Casert. 2010. Daley. 2010. Davies & Dubinsky. Chapter 15 O'Neill. 2000. Pereltsvaig. 2010.
	Competition for linguistic dominance *Tamil v. Sinhalese in Sri Lanka* *French and English in Canada* **Student presentation #8**	Davies & Dubinsky. Chapter 15 Iqbal, M.C M. (2 readings). Pahi, Suchismita. 2009. Rupesinghe, Kumar. 2006. Saunders, Barton. 2007.
15	<u>**UNIT 4: ENDANGERMENT, EXTINCTION, REVIVAL**</u> Linguistic taxonomy, ecology, and ownership **Student presentation #9**	Davies & Dubinsky. Chapter 16 Errington. 2003. Hill. 2002. McWhorter. 2009. Wallace. 2009. Wee. 2011.
	Language revitalization and revival *Welsh and Hebrew* **Student presentation #10**	Davies & Dubinsky. Chapter 17

BIBLIOGRAPHY:

Bailey, Benjamin. 2000. Communicative behavior and conflict between African-American customers and Korean immigrant retailers in Los Angeles. *Discourse & Society* 11:86-108.

Bull, Tove. 2002. The Sámi language(s), maintenance and intellectualization. *Current Issues in Language Planning*, 3.1: 28-39.

Casert, Raf. 2010. King accepts resignation of Belgian government. *Associated Press*.

Casier, Marlies. 2010. Turkey's Kurds and the quest for recognition: Transnational politics and the EU – Turkey accession negotiations. *Ethnicities* 10.1: 3–25.

Chambers, J. K. & Peter Trudgill. 1998. Chapter 1: Dialect and language. *Dialectology*, 3-12: Cambridge University Press.

Clayworth, Jason. 2009. Push to repeal Iowa's English-only law strengthens. *Des Moines Register*.

Coulmas, Florian. 1988. What's a national language good for? In Florian Coulmas (ed.), *With forked tongues: What are national languages good for?*, 1-24. Karomas Publishers.

Crawford, James. 1996. Anatomy of the English Only Movement: Social and Ideological Sources of Language Restrictionism in the United States. Paper presented at Conference on Language Legislation and Linguistic Rights, University of Illinois at Urbana-Champaign.

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