North American Indigenous Languages and Linguistics
LING 484/584
The University of Montana

Autumn 2017
Instructor: Leora Bar-el

SYLLABUS

"The loss of Native American languages is a cultural tragedy of almost unimaginable dimensions, but it also puts at grave risk our ability to ever understand fundamental aspects of how we as humans are organized and function. In a very real sense, we will not be able to understand how English works until we understand how Meskwaki, and Mohawk and Navajo work…"
(Goddard 2004: 8)

Instructor information

🖰 <leora.bar-el@umontana.edu>
🎓 Social Science Building, Room 210
☎ To reach me by phone, you can leave a message in the Anthropology main office 406-243-2693
Office hours: Mondays 1pm-2:30pm and Wednesdays 10:30am-12pm, or by appointment

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Course meeting times and venue

Tuesdays and Thursdays
11:00am-12:20pm
Social Science 258

Course description

This course is an overview of the languages of Native North America from a linguistic perspective. It has been suggested that "[n]early 300 distinct mutually unintelligible languages are known to have been spoken north of the Rio Grande" (Mithun 1999: 1). These languages constitute more than 50 language families and exhibit features that are different from more well-known languages of the world, and show variation among themselves. In this course we will look at a variety of grammatical features of Indigenous languages of North America and the ways in which some of them are described and analyzed by linguists.

Prerequisites

LING 470 is a prerequisite for this course.

Moodle

This course has an online supplement Moodle site: http://umonline.umt.edu/ (click on Moodle NetID Login). Slides, handouts, readings, assignments, links and other materials will be posted there. You will also upload your assessed work to Moodle. Links to Tech Support are available at the login page and below. Please inform me if you have any problems accessing the site.

Technical Support

UMOnline: 406-243-4999 or toll-free 866-225-1641
               UMOnline student support website: http://umonline.umt.edu/studentsupport
               UMOnline technical support e-mail address: umonline-help@umontana.edu
IT Central: 406-243-4357
               IT Central support website: http://umt.edu/it/support/
               IT Central support e-mail address: italk@umontana.edu

Course Structure

Class meetings will include discussions based on the readings, data sets, and other activities that explore the weekly topics, student presentations, and other linguistic training. Slides and other materials presented in class will be available for downloading from our course Moodle site.

Throughout the course we will be **reading** and **discussing** book chapters and articles that explore aspects of the grammars of Indigenous languages of North America. The readings will be available for downloading from our course Moodle site (see schedule below for the reading schedule).

Over the course of the semester, you will complete **two assignments** that will involve examining data from different Indigenous languages of North America (see schedule below for due dates).

Throughout the semester we will be reading and discussing articles that provide an in-depth examination of grammatical properties in specific languages. You are required to submit **three article summaries** over the course of the semester. You can choose from a subset of the assigned readings (see details below).

Throughout the course you will complete several **small assignments based on the readings**, which may include preparing discussion questions, answering questions, drafting research questions, compiling data sets, etc.

Over the course of the semester you will develop and write a **research paper**. You will (i) submit a first draft of your **proposal**, (ii) receive feedback on that draft and submit a **revised second draft** of your proposal, (iii) give an in-class **presentation** of your research, (iv) optionally submit a **draft** of your paper for feedback, (v) **submit** your final research paper (see details and due dates below).

Learning Outcomes

Upon successful completion of this course, you will:
- (a) Be familiar with some of the classifications and orthographic representations of Indigenous languages of North America
- (b) Be able to identify and analyze a variety of linguistic properties characteristic of Indigenous languages of North America
- (c) Understand the endangerment status of Indigenous languages of North America and some of the ways in which communities are working to document and revitalize these languages.
- (d) Be able to critically read, summarize and discuss claims and arguments from primarily linguistic literature
- (e) Be able to give a presentation of your own linguistic research
- (f) Be able to develop and write a linguistic research paper

Assessment (undergraduate)

Participation	10%
Assignments (2 x 5% each)	10%
Small reading assignments	10%
Article summaries (3 x 10% each)	30%
Research paper proposal (1st draft)	5%
Research paper proposal (2nd draft)	5%
Research paper presentation	10%
Research paper	20%

- <u>Participation</u> includes attendance, contributions to in-class discussions and activities, introductory questionnaire, answering/asking questions in-class, etc. Being absent or late to class will result in deductions to your participation grade.

- <u>Assignments</u> will be posted on our course Moodle site approximately one week before the submission deadlines. They are due by 11am MST (before class) on the date specified in the schedule below. We will review the answers in class, so bring a copy of your assignment (hard copy or electronic) to class to refer to during our review.

- <u>Small reading assignments</u>: Throughout the course you will complete several small assignments based on the readings, which may include preparing discussion questions, answering questions based on readings, drafting research questions, compiling data sets, etc. Some of these small assignments will be due in class and others may be required to be uploaded to Moodle.

- Article summaries: You are required to submit **three** article summaries over the course of the term. You can choose from the following articles (marked with an asterisk in the scheduled below): *Koch & Matthewson 2009, Gillon 2009, Bar-el et al. 2004, Laturnus 2011, Wolvengrey 2006, Macaulay 2005, Bliss 2012, Matthewson 2006* (note that if you choose Laturnus 2001 and Wolvengrey 2006, your summary must include BOTH papers). In your article summary you should identify (i) the central research question/issue being addressed in the paper, (ii) the proposal, (iii) the arguments that the author(s) presents in support of the proposal, and where appropriate, (iv) the implications of the proposal. Summaries must be uploaded to Moodle by 11am MST (before class) on the day that the article is scheduled to be discussed in class (see schedule below). You may want to bring a copy of your summary to class to refer to during our in-class discussion of the article. Summary length: a maximum of 1 page single-spaced (or 2 pages double-spaced), 10-12 point (standard) font, with 1-inch margins. We will have an in-class workshop on **Tuesday September 19** focused on reading critically and writing article summaries. In preparation for this workshop, you are required to write a draft summary of the Bird (2012) article and bring a copy of your summary to class. You will not submit this draft summary, but your draft will be reviewed by fellow classmates and will form the basis of discussion.

- Research proposal: The proposal is in three phases – you will bring in 3 possible research **topics** to class on **Tuesday October 3**. You will upload a **first draft** of your research proposal to Moodle by **11am MST (before class) on Tuesday October 17**. I will provide you with feedback on your proposal and then you will revise and expand your proposal and upload a second draft of your proposal to Moodle by **11am MST (before class) on Tuesday October 31.** Further information about proposals will be made available in our in-class workshop on developing a research proposal.

- Research presentations will take place in the **last two weeks of classes**. A presentation schedule will be made available later in the term. We will also have an in-class workshop on giving a research presentation on **Tuesday November 21**.

- Optional paper draft: you have the option of uploading a draft of your paper to Moodle by **11am MST (before class) on Tuesday November 21**. Students who choose to do so will receive feedback from me on their draft.

- Research papers must be uploaded to Moodle **by 9am on Friday December 15**. An **in-class workshop** on writing research papers is scheduled for **Thursday November 9** where further information about your research papers will be made available.

- Plagiarism is an offence and is not tolerated. You are welcome (and encouraged) to discuss readings, assignments, research papers, etc. together with classmates, but you **must** write up your work **on your own**.

Assessment (graduate)

Participation	10%
Assignments (2 x 5% each)	10%
Small reading assignments	5%
Leading discussion	5%
Article summaries (3 x 10% each)	30%
Research paper proposal (1st draft)	5%
Research paper proposal (2nd draft)	5%
Research paper presentation	10%
Research paper and abstract	20%

In addition to the undergraduate assessment items listed above, graduate students taking this course are also required to (i) lead discussion of one of the assigned articles, and (ii) write a conference-style abstract of your research paper which must be submitted along with your research paper. Furthermore, graduate student research papers have longer page requirements and are expected to be of a more advanced nature. Further information will be made available to graduate students later in the term.

Grading criteria

A	93-100%	B+	87-89%	C+	77-79%	D+	67-69%	F	Below 60%
A-	90-92%	B	83-86%	C	73-76%	D	63-66%		
		B-	80-82%	C-	70-72%	D-	60-62%		

Required readings

• Throughout the course we will be reading book chapters and articles on a number of topics. Required readings will be posted in the weekly sections of our course Moodle site. See below for the list of readings and the schedule.

• Several readings are from the following book:

  o Mithun, Marianne. 1999. *The Languages of Native North America*. Cambridge University Press.

  You are not required to purchase the book, though you may find it a useful resource and might want your own copy. The Mansfield Library has a copy of the book available for short term loan (see course reserves below).

• Additional readings may be assigned throughout the semester. They will be available from the Mansfield Library or from our course Moodle site.

Other resources

• The following books may be useful additional resources

  o Goddard, Ives (ed.). 1996. *Handbook of North American Indians, Volume 17: Languages*. William C. Sturtevant (series editor). Washington: Smithsonian Institution. [on reserve at Mansfield Library]

  o Campbell, Lyle. 1997. *American Indian Languages: the historical linguistics of Native America*. New York: Oxford University Press. [available as an ebook at Mansfield Library; permalink (requires Ebook Central login): https://ebookcentral.proquest.com/lib/umontana/detail.action?docID=279663]

• There are numerous other sources cited in these books as well as Mithun's book. You can also find numerous books, book series, journals, etc. that focus on Indigenous languages of North America, such as:

  o *International Journal of American Linguistics* [online subscription available through Mansfield Library; permalink (requires NetID login): https://um-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01TRAILS_ALMA51122111750003366&context=L&vid=01TRAILS_UM&search_scope=TRAILS&isFrbr=true&tab=everything&lang=en_US]

  o *University of British Columbia Working Papers in Linguistics* (OPL, ICSNL, WSCLA, etc.) https://lingpapers.sites.olt.ubc.ca

  o Proceedings of conferences focused on Indigenous language families, such as the *Papers of the Algonquian conference* (papers since 2007: http://algonquianconference.atlas-ling.ca/eng/publications/; papers prior to 2007: https://ojs.library.carleton.ca/index.php/algqp)

• Note that linguistic research on Indigenous languages of North America is not restricted to journals or books focused on languages of this part of the world, so do not limit your searches either.

• Where relevant I will point you to further readings on the topics we discuss. Feel free to ask me about other literature, and if you come across any articles, links or other material that you think the class would benefit from, please let me know and I will post them on Moodle where appropriate.

• If the library does not own a resource that you are looking for, you can request it through Interlibrary Loan (ILL): http://www.lib.umt.edu/about/departments/ill; see also http://www.lib.umt.edu/research-find for further information.

Library Reserves

• This course has a Library Course Reserves webpage. From the Mansfield Library website http://www.lib.umt.edu click on the Course Reserves tab in the search window. Books on reserve are available from the Information Centre on the main floor of the library (Level 3).

• There is a copy of *The Languages of Native North America* (Mithun 1999) and a copy of *Handbook of North American Indians, Volume 17* (Goddard 1996), both available on 24 hr checkout.

• If there are other books that you would like me to put on reserve, please let me know.

UM Writing Center

The University of Montana Writing Center offers students in all disciplines free support as they write for any course. Welcoming all students, The Writing Center provides a comfortable environment where students can engage in supportive conversations about their writing and receive feedback at any point during a writing process. To make an appointment and learn more about The Writing Center's by-appointment and drop-in hours, visit www.umt.edu/writingcenter or call 243-2266. I encourage you all to take advantage of this excellent resource!

Course Policies and Procedures

- <u>Attendance</u>: You are expected to attend every class and be an active participant. If you miss a class, inform me by e-mail as early as possible. I also urge you to contact a classmate to catch up on what you missed. An attendance sign-in sheet will be circulated in each class. It is **your** responsibility to make sure that you sign the sheet so that you are registered as being in class.

- <u>Respect your classmates</u>: Arrive to class on time. You are responsible for all material covered, including announcements, questions/answers, etc., that may occur at the beginning of class. If you are late, please be courteous to your fellow classmates and me – avoid being disruptive. You can catch up on what you may have missed **after class**. If you anticipate being late to class regularly (e.g., due to a work schedule, a class on the other side of campus, etc.), inform me as soon as possible.

- <u>Student Conduct Code</u>: You are expected to be familiar with the *University of Montana Student Conduct Code*, which is downloadable from the <u>Dean of Students webpage</u>: <u>http://www.umt.edu/vpesa/Dean%20of%20Students/</u>. You are also expected to be familiar with the University of Montana Academic Policies and Procedures: <u>Academic Policies and Procedures webpage</u>: <u>http://catalog.umt.edu/academics/policies-procedures/</u>.

- <u>E-mail</u>**:** Course information will be circulated by e-mail to your UM e-mail address (usually via Moodle, but in some cases, directly to your individual e-mail address). Make sure that you check that e-mail account often. **You are responsible for ensuring that you are able to receive any course information circulated by e-mail**. If you have any concerns about this, please contact me immediately.

- <u>Course Accommodations Statement (DSS)</u>: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or by calling 406-243-2243 for assistance in developing a plan to address program modifications. If you are already working with Disability Services your responsibilities are to contact me to discuss reasonable and appropriate modifications that may be necessary. I will work with you and Disability Services to provide a reasonable and appropriate modification. For more information, visit the <u>Disability Services for Students</u> website at <u>http://www.umt.edu/dss/</u>.

- <u>Technical Requirements</u>: Using the Moodle learning environment requires your computer to be set up to view and download documents (.ppsx, .docx. .pdf), webpages, etc. More information can be found on the <u>UMOnline student support website</u>: <u>http://umonline.umt.edu/studentsupport</u>. Contact UMOnline for assistance: 406-243-4999 or toll-free 866-225-1641; <u>UMOnline technical support e-mail address</u>: <u>umonline-help@umontana.edu</u>. If you are new to the Moodle Learning Environment, please visit <u>UMOnline</u> <u>http://umonline.umt.edu/</u>, follow the **Moodle NedID Login** link, and once you have logged in, click on the **Moodle 101 for Students** (under Useful Links).

- <u>Naming and Submitting Assessed Work</u>: Assessed work should be uploaded to the relevant section on Moodle as either .pdf or .docx files. Files should be named with your last name and an appropriate assessment category (e.g., "Smith A1" or "Jones Prop2"). If your operating system does not allow blank spaces in file names, you may use an underscore (e.g., Smith_A1 or Jones_Prop2). Please do not use any other symbols in your file name as I may not be able to open it.

Fonts

- North American Indigenous Languages use several different orthographies and there are also a variety of transcription conventions used in the field, thus special fonts are often needed to create and view some documents in this course. Whenever possible, I use **Doulos SIL** in this course, a free font available for both Mac and PC operating systems. You may want to use this font in your own work. The font can be downloaded from the <u>Doulos SIL Download webpage</u>: <u>http://software.sil.org/doulos/download/</u>

- Instructions on how to download and install the fonts will vary depending on your computer and operating system. Some advice and links are available from the <u>Doulos SIL Installing and Using Fonts webpage</u>: <u>http://software.sil.org/lcgfonts/resources/installing-and-using-fonts/</u>

- You may find websites such as the <u>IPA Chart Unicode Keyboard webpage</u>: <u>http://westonruter.github.io/ipa-chart/keyboard/</u> very useful – this site allows you to copy and paste/insert symbols from the International Phonetic Alphabet (IPA) into your documents. There are similar sites as well as other websites that provide further information about phonetic fonts. Feel free to check them out!

- If you are having any trouble downloading fonts/viewing files, please ask!

Proposed Schedule (subject to change)

Week	Day	Date	Topic	Readings**	Deadlines***
Part I: overview, classification, representation					
1	Thurs	Aug. 31	Course overview		
2	Tues	Sept. 5	Introduction: Why study North American Indigenous languages?	Goddard 2004	**Questionnaire due**
	Thurs	Sept. 7	Language classification and language contact	Campbell 2013, Ch 6 [focus on §6.1-6.3], Ch.12 [focus on §12.1-12.2, 12.4-12.5]	
3	Tues	Sept. 12	Orthographies & transcription conventions	Hinton 2001; Hinton 2014	**Bring descriptive grammar to class**
Part II: Aspects of grammar					
3	Thurs	Sept. 14	Phonetics & phonology	Ch.1 [focus on §1.1, 1.3, 1.4, 1.5]	
4	Tues	Sept. 19	Phonetics & phonology (cont'd) *Workshop*: Writing article summaries	Bird (2012)	**Draft Bird summaries due**
	Thurs	Sept. 21	Polysynthesis Interlinearization	Baker 2001	
5	Tues	Sept. 26	Lexical categories	Ch.2 [focus on §2.3] Koch & Matthewson 2009*	**Koch & Matthewson summaries due**
	Thurs	Sept. 28	Incorporation & lexical suffixes	Ch.2 [focus on §2.2.2, 2.2.3, 2.2.4]	
6	Tues	Oct. 3	*Workshop*: Developing a research proposal		**Bring three possible research topics to class**
	Thurs	Oct. 5	Person, number, gender	Ch.3 [focus on §3.1, 3.2, 3.3]	
7	Tues	Oct. 10	Review Assignment 1		**Assignment 1 due**
	Thurs	Oct. 12	Spatial relations Deixis in Skwx̱wú7mesh	Ch.3 [focus on §3.7.1] Gillon 2009*	**Gillon summaries due**
8	Tues	Oct. 17	Control	Ch.3 [focus on §3.6]	**Research proposals draft 1 due**
	Thurs	Oct. 19	Tense, aspect, mood	Ch.3 [focus on §3.8, 3.9.2]	
9	Tues	Oct. 24	Tense, aspect, mood in Skwx̱wú7mesh and Halq'eméylem	Bar-el et al. 2004*	**Bar-el et al. summaries due**
	Thurs	Oct. 26	Tense in Ktunaxa Tense/Aspect in Cree	Laturnus 2011*; Wolvengrey 2006*	**Laturnus/Wolvengrey summaries due**
10	Tues	Oct. 31	Predicates & arguments	Ch.4 [focus on §4.1]	**Research proposals draft 2 due**
	Thurs	Nov. 2	Grammatical relations & case	Ch.4 [focus on §4.3]	

11	Tues	Nov. 7	Prominence hierarchies in Algonquian languages	Macaulay 2005*	**Macaulay summaries due**
	Thurs	Nov. 9	Review Assignment 2 *Workshop*: Writing a research paper		**Assignment 2 due**
12	Tues	Nov. 14	Discourse in Blackfoot	Bliss 2012*	**Bliss summaries due**
	Thurs	Nov. 16	Presupposition in Salish	Matthewson 2006*	**Matthewson summaries due**
Part III: Language endangerment and revitalization					
13	Tues	Nov. 21	Language endangerment *Workshop*: Giving a research presentation	TBA	<u>Optional</u>: **research paper draft due**
	Thurs	Nov. 23	**Thanksgiving – No Class**		
14	Tues	Nov. 28	Language revitalization	TBA	
	Thurs	Nov. 30	<u>Film</u>: *We still live here Âs nutayuneân*		
15	Tues	Dec. 5	Student presentations		**Schedule TBA**
	Thurs	Dec. 7	Student presentations		**Schedule TBA**
16	Tues	Dec. 12	Student presentations; Course wrap-up		**Schedule TBA**

* Articles for summaries must be chosen from those in the Readings column that appear with an asterisk (*). For Laturnus 2011 and Wolvengrey 2006, your summary must cover BOTH papers.
** "Ch." refers to sections from *The Languages of Native North America* (Mithun 1999). All readings listed are available for downloading from our course Moodle site.
*** <u>Reminder</u>: You are required to submit **three** article summaries over the course of the semester. Unless otherwise noted, assessed work must be uploaded to Moodle by 11am MST (before class) on the day it is due.

Required readings (additional readings may be assigned during the semester)

Baker, Mark C. 2001. Baking a Polysynthetic Language (Chapter 4). In *The Atoms of Language: The Mind's Hidden Rules of Grammar*. New York: Basic Books. 85-121.

Bar-el, Leora, Carrie Gillon, Peter Jacobs, Linda Watt and Martina Wiltschko. 2004. Subject clitics and their Effect on Temporal Interpretation: A Case Study of Skwxwú7mesh and Stó:lo Halq'eméylem. *University of Montana Occasional Papers in Linguistics No. 17: Studies in Salish Linguistics In Honor of M. Dale Kinkade*. Donna Gerdts and Lisa Matthewson (eds.). University of Montana.

Bird, Sonya. 2012. Cool thing about ultrasound #17: now I can pronounce /hiqət/! *Papers of the 47th International Conference on Salish and Neighbouring Languages, University of British Columbia Working Papers in Linguistics Volume 32*, Joel Dunham, John Lyon and Natalie Weber (eds.). 1-12.

Bliss, Heather. 2012. Marking the boundaries: Blackfoot preverbs in narratives and elicitation. *Papers from the Workshop on Structure and Constituency in Languages of the Americas (WSCLA) 17, University of British Columbia Working Papers in Linguistics (UBCWPL) Vol. 36*. 1-14.

Campbell, Lyle. 2013. Linguistic Classification (Chapter 6). In *Historical linguistics: an Introduction (3rd edition)*. Cambridge, Mass: MIT Press. 159-186.

Campbell, Lyle. 2013. Language Contact (Chapter 12). In *Historical linguistics: an Introduction (3rd edition)*. Cambridge, Mass: MIT Press. 298-321

Gillon, Carrie. 2009. Deictic Features: Evidence from Skwxwú7mesh. *International Journal of American Linguistics* 75: 1-27.

Goddard, Ives. 2004. Endangered Knowledge: What we can learn from Native American Languages. *AnthroNotes* 25(2): 1-8.

Hinton, Leanne. 2014. Orthography wars. In *Developing Orthographies for Unwritten Languages*, Michael Cahill and Keren Rice (eds.). Dallas, Texas: SIL International. 139-168.

Hinton, Leanne. 2001. New Writing Systems. In Leanne Hinton and Kenneth Hale (eds.), *The Green Book of Language Revitalization in Practice* Chapter 19. San Diego: Academic Press. 239-250.

Koch, Karsten and Lisa Matthewson. 2009. The lexical category debate in Salish and its relevance for Tagalog. *Theoretical Linguistics* 35: 125-137

Laturnus, Rebecca. 2011. Future Expressions in Ktunaxa. *Papers of the 46th International Conference on Salish and Neighbouring Languages, University of British Columbia Working Papers in Linguistics Volume 30*, John Lyon and Joel Dunham (eds.). 157-163.

Matthewson, Lisa. 2006. Presuppositions and Cross-Linguistic Variation. *Proceedings of the North East Linguistics Society* 36. GLSA: University of Massachusetts.

Macaulay, M. 2005. On the 2> 1 prominence hierarchy of Algonquian. *LSO working papers in linguistics* 5:1-24.

Wolvengrey, Arok. 2006. Prospective Aspect in the Western Dialects of Cree. *International Journal of American Linguistics* 72(3): 397-407.

This syllabus is subject to change