

ORIGINATOR'S SECTION:

1. College: CHABSS CoBA
 CoEHHS CSM

Desired Term and Year of Implementation (e.g., Fall 2008):
 Fall 2016

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:* LING 255

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
 Language Endangerment and Revitalization

6. Abbreviated Title for PeopleSoft:
 (no more than 25 characters, including spaces)
 Lang Endangerment Revital

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

Focuses on language endangerment as a worldwide phenomenon, affecting a majority of the world's languages. Explores contemporary language endangerment and revitalization through an interdisciplinary lens by considering: How do languages become endangered (e.g., genocide, national language policies, diaspora)? What is at stake (e.g., culture, science, identity, sovereignty, environment)? How and why do various communities respond (e.g., pedagogy, technologies, rhetorics)? Considers case studies of language endangerment and revitalization around the world.

9. Why is this course being proposed?

Language endangerment is a worldwide phenomenon with many causes and effects, and it is being addressed by communities in a wide variety of ways. At this point, while the faculty in the linguistics program are actively engaged with communities who are striving to maintain and revitalize their languages of heritage, we do not yet offer a course which addresses this phenomenon. Furthermore, many of our students themselves are either speakers or inheritors of endangered languages. This course thus offers them a lens on their own experience and on the way that experience fits into broader sociocultural and historical processes. Finally, because of the nature of language endangerment and revitalization, the content of this course must be addressed from the perspective of various social scientific lenses (historical, linguistic, anthropological, economic, etc); this course thus offers our students an opportunity to see how an interdisciplinary approach leads to a deeper understanding of the processes and effects of language endangerment and revitalization.

10. Mode of Instruction*

For definitions of the Course Classification Numbers:
http://www.csusm.edu/academic_programs/curriculum/schedule/catalog/curricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2
Activity		
Lab		

11. Grading Method:*
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? Yes No

Faculty Credential Analyst Dean Program/Department - Director/Chair

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No
 If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s): Yes No

17. Corequisite(s): Yes No

18. Documentation attached:
 Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*

20. How often will this course be offered once established?* Once per year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
 (Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No
 If yes, please specify:

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

MLAN, HIST, ANTH, ECON (please see email messages forwarded with packet)

Discipline	_____	_____	_____ Support	_____ Oppose
	Signature	Date		
Discipline	_____	_____	_____ Support	_____ Oppose
	Signature	Date		

SIGNATURES : (COLLEGE LEVEL) :

Jocelyn C. Ahlers Digitally signed by Jocelyn C. Ahlers
DN: cn=Jocelyn C. Ahlers, o=California State University, San Marcos,
ou=College of Education, email=jcahlers@csusm.edu, c=US
Date: 2016.01.27 15:34:44 -0800

1. Originator (please print or type name) _____ Date _____
 Jocelyn C. Ahlers

2. Program Director/Chair _____ Date _____
 Rebecca Juss 1/27/16

3. College Curriculum Committee _____ Date _____
 Mark Stodder/HMY 1/27/16

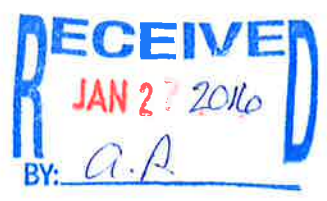
4. College Dean (or Designee) _____ Date _____

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date _____

6. Vice President for Academic Affairs (or Designee) _____ Date _____

7. President (or Designee) _____ Date _____



* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Angela Baggett

MLAN

From: Rebecca Lush
Sent: Tuesday, January 19, 2016 3:34 PM
To: Angela Baggett
Subject: Fw: MLAN approval for LING 255

Follow Up Flag: Follow up
Flag Status: Flagged

Please keep for your records. We'll soon have a new C-Form for LING 255.

Rebecca M. Lush, Ph.D.
Associate Professor
Literature and Writing Studies, Chair
California State University, San Marcos
126L Markstein
333 S. Twin Oaks Valley Road
San Marcos, CA 92096
760-750-8004

From: Jocelyn Ahlers
Sent: Tuesday, January 19, 2016 3:26 PM
To: Rebecca Lush
Subject: MLAN approval for LING 255

From: Michael Hughes <mhughes@csusm.edu>
Date: Tuesday, January 19, 2016 3:07 PM
To: Jocelyn Ahlers <jahlers@csusm.edu>
Subject: RE: Signature on C form

Dear Jocelyn,
Modern Language Studies enthusiastically supports this course, both as part of the general curriculum and as meeting UDGE D/D7.

Warm regards,

Michael Hughes
Associate Professor of German and Spanish
Chair, Department of Modern Language Studies
California State University San Marcos
760.750.8076

From: Jocelyn Ahlers
Sent: Wednesday, December 09, 2015 3:18 PM

Angela Baggett

HIST

From: Rebecca Lush
Sent: Tuesday, January 19, 2016 3:34 PM
To: Angela Baggett
Subject: Fw: HIST approval for LING 255

Follow Up Flag: Follow up
Flag Status: Flagged

Please keep for your records. We'll soon have a new C-Form for LING 255.

Rebecca M. Lush, Ph.D.
Associate Professor
Literature and Writing Studies, Chair
California State University, San Marcos
126L Markstein
333 S. Twin Oaks Valley Road
San Marcos, CA 92096
760-750-8004

From: Jocelyn Ahlers
Sent: Tuesday, January 19, 2016 3:26 PM
To: Rebecca Lush
Subject: HIST approval for LING 255

From: Carmen Nava <cnav@csusm.edu>
Date: Friday, December 18, 2015 2:16 PM
To: Jocelyn Ahlers <jahlers@csusm.edu>
Subject: Re: Course proposal

Hi Jocelyn,
On behalf of the department, I support the course LING 255.

Sincerely,
Carmen Nava
Professor & chair
Department of History

From: Jocelyn Ahlers <jahlers@csusm.edu>
Date: Wednesday, December 9, 2015 at 3:19 PM
To: cnava <cnav@csusm.edu>
Subject: Course proposal

Dear Carmen,

Angela Baggett

ANTH

From: Rebecca Lush
Sent: Tuesday, January 19, 2016 3:34 PM
To: Angela Baggett
Subject: Fw: ANTH approval for LING 255

Follow Up Flag: Follow up
Flag Status: Flagged

Please keep for your records. We'll soon have a new C-Form for LING 255.

Rebecca M. Lush, Ph.D.
Associate Professor
Literature and Writing Studies, Chair
California State University, San Marcos
126L Markstein
333 S. Twin Oaks Valley Road
San Marcos, CA 92096
760-750-8004

From: Jocelyn Ahlers
Sent: Tuesday, January 19, 2016 3:26 PM
To: Rebecca Lush
Subject: ANTH approval for LING 255

From: Bonnie Bade <bbade@csusm.edu>
Date: Wednesday, December 9, 2015 3:55 PM
To: Jocelyn Ahlers <jahlers@csusm.edu>
Subject: Re: Course proposal

Anthropology supports LING 255: Language Endangerment and Revitalization. The Anth Department welcomes this important course and congratulates Linguistics on its creation. Its relevance greatly enhances current course offerings.

Respectfully,
Bonnie Bade, Ph.D.
Professor of Medical Anthropology
Chair, Anthropology Dept.
Faculty Director, National Latino Research Center
Cal State University San Marcos, San Marcos, CA 92096
www.csusm.edu/anthropology; www.csusm.edu/nlrc

If you smile at me I will understand 'cause that is something every body every where does in the same language—CSN

Angela Baggett

ECON

From: Rebecca Lush
Sent: Tuesday, January 19, 2016 3:35 PM
To: Angela Baggett
Subject: Fw: ECON approval for LING 255

Follow Up Flag: Follow up
Flag Status: Flagged

Please keep for your records. We'll soon have a new C-Form for LING 255.

Rebecca M. Lush, Ph.D.
Associate Professor
Literature and Writing Studies, Chair
California State University, San Marcos
126L Markstein
333 S. Twin Oaks Valley Road
San Marcos, CA 92096
760-750-8004

From: Jocelyn Ahlers
Sent: Tuesday, January 19, 2016 3:26 PM
To: Rebecca Lush
Subject: ECON approval for LING 255

From: Robert Rider <rrider@csusm.edu>
Date: Thursday, December 10, 2015 2:27 PM
To: Jocelyn Ahlers <jahlers@csusm.edu>
Subject: RE: Course proposal

Hi Jocelyn,

This sounds like a great course. I fully support the course. Good luck.

Bob Rider
ECON

From: Jocelyn Ahlers
Sent: Wednesday, December 09, 2015 3:21 PM
To: Robert Rider <rrider@csusm.edu>
Subject: Course proposal

Dear Bob,
I am finalizing a proposal for a new Linguistics class, LING 255: Language Endangerment and Revitalization, and I am writing to you in the hope that Economics will be able to support the course. I've attached the C form, syllabus, and UJGE D/D7 form

Linguistics 255: Language Endangerment and Revitalization

Course syllabus

Professor: Dr. Jocelyn Ahlers **Phone:** 760-750-8014 **Email:** jahlers@csusm.edu
Office hours: XX and by appointment **Office:** SBSB 4228

Course description: *Language endangerment and revitalization do not occur in a social, political, or historical vacuum, so they thus must be investigated, evaluated, and theorized accordingly.* Of the 6,000+ languages spoken throughout the world today, some 50% are endangered; within the next 100 years, that will rise to 90%. This course takes the statement above as a working guide in its exploration of contemporary language endangerment and revitalization through an interdisciplinary lens. Over the course of the semester, we will explore the following questions: How do languages become endangered (e.g., genocide, national language policies, diaspora)? What is at stake (e.g., culture, science, identity, sovereignty, environment)? How and why do various communities respond (e.g., pedagogy, technologies, rhetorics)? We will look at case studies of language endangerment and revitalization around the world to address these questions. *There are no prerequisites for this class.*

By the end of the class, you will be able to:

- Identify events leading to the need for language revitalization worldwide;
- Articulate the major tenets of endangered language theory, as put forth both by academic and indigenous communities;
- Recognize and describe major scientific, cultural, and political issues in language endangerment and revitalization;
- Describe and assess major methods of language revitalization, and link their success to features of community structure, history, and language endangerment status.

Required reading:

- Romaine, Suzanne and Daniel Nettle. 2000. *Vanishing voices: The extinction of the world's languages*. Oxford: Oxford University Press.
- Hinton, Leanne and Ken Hale. 2001. *The Green Book of Language Revitalization in Practice*. Academic Press.
- Harrison, K. David. 2007. *When languages die: The extinction of the world's languages and the erosion of human knowledge*. New York: Oxford University Press.
- Additional articles will be distributed on Moodle.

Grades:

Attendance and participation	10%
Reading tasks (graded as group assignments)	10%
Midterm	15%
Endangered language report (group assignment)	25%
Community-oriented presentation or paper	15%
Final	25%

TOTAL: 100%

Final grade breakdown:

94-100 A
90-93 A-
87-89 B+
84-86 B
80-83 B-
77-79 C+
74-76 C
70-73 C-
67-69 D+
64-66 D
60-63 D-
59 and below F

Participation:

Class participation is evaluated based on attendance, on the asking and answering of questions during the class period, and on the quality of work done for the reading tasks (below). At the end of the semester, group members (more on that below) will anonymously grade themselves and one another; the average of those grades will be part of my calculation of the final attendance/participation grade. Due to the importance of participation, **cell phones are banned** from class. Furthermore, if you are not in class by the time I have finished taking roll, I will not add you to the roll sheet later (although your participation will still be noted). The reading for each day should **always** be completed by the beginning of the class period in which that article is to be discussed.

Group reading tasks: During the first week of class, I will be breaking students up into working groups. You will be working with the same group of students throughout the semester, to complete tasks associated with each reading. For every article that we read in class, some groups will be responsible for reading tasks, on a rotating basis (these tasks are to be complete PRIOR to coming to class on the day the article is to be discussed – see the schedule at the end of the syllabus); the other groups must be prepared to participate in the general discussion of the day’s article, and all groups will be expected to use the information from the article to complete additional in-class group tasks. More information about these tasks will be distributed during the first week of class.

Community-oriented paper or presentation: At one point during the semester, each student will be expected to produce a presentation or paper on their research findings which is aimed towards a community audience. Further details will be distributed early in the semester, but projects may include: participation in the Student Poster Showcase; an article for the student newspaper; reports on interviews with tribal and non-tribal language revitalization practitioners; a “report to the tribe” piece in their final project; etc. These projects will be assessed not only for the clarity of writing and presentation of

research information, but also for cultural sensitivity and contextualization and the inclusion of multiple perspectives.

Endangered language report: Throughout the semester, the working groups will also complete a report on an endangered language. Specific assignments associated with this report will be distributed throughout the semester. These assignments will lead students through an exploration of the causes of the endangerment of their chosen language; the current status of that language; elements of the language and culture that are at risk; and the efforts made by community members to revitalize the use of that language. Students will work with library faculty to find, evaluate and use information about language and community for this paper. Groups will present their completed research to the class as a whole during the last two weeks of class. The report will be due on the day of the presentation, and both the report and the presentation will be graded as group projects.

Midterm and final exam: The midterm and final will each focus on the information covered in half of the course, with the final covering information from the first half of the class only insofar as it is necessary for the understanding of the second half. **Exams may be made up only in case of documented medical excuse.**

All-University Writing Requirement: The University's required minimum of 2500 words of writing for a 3-unit course will be met through the student responses to course readings and the final paper project.

University Academic Honesty Policies:

- Students who are required to do a paper in a course should assume that submitting the same or similar paper to different courses (regardless of whether it is in the same semester or in different semesters) is not permitted without the explicit permission of the instructors of both courses.
- The maintenance of academic integrity and quality education is the responsibility of each student within CSUSM and the CSU system; students are responsible for adhering to ALL of the CSUSM academic honesty policy, whether or not specific elements of that policy are restated here. Cheating and plagiarism in connection with an academic program at a campus is listed as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction. You may assume that any paper which includes an instance of cheating or plagiarism will automatically be given a zero; further disciplinary action will be decided upon at that time, and may include removal of the cheating student or students from the class with a failing grade, as well as reporting the incident to the Dean of Students.

Students with disabilities are encouraged to discuss with me as soon as possible any special testing, homework, seating, or other arrangements that might be necessary.

Schedule of readings and assignments

Week 1: Course introduction. Read: *When languages die* (Intro through p21); Hinton 2001, Introduction

Week 2: How do languages become endangered? Read: Nettle and Romaine, Chapter 1.

Week 3: What does our linguistic world look like? Read: Nettle and Romaine, Chapter 2.

Week 4: What is lost when a language dies? Community concerns. Read: Goddard, 2004, Endangered knowledge; Tatsch, 2004, Language revitalization in Native North America – issues of intellectual property rights and intellectual sovereignty; Fagan, 2007, Only living Elem Pomo speaker teaches so she won't be the last.

Week 5: What is lost when a language dies? Community concerns continued; environmental and global concerns. Read: Leonard, 2008, When is an “extinct language” not extinct?; Nettle and Romaine, Chapter 3.

Week 6: Understanding language endangerment: categories of language endangerment, and what they measure. Read:

Week 7: Understanding language endangerment continued. Read:

Week 8: Review and **midterm**

Week 9: Language revitalization: the big issues. Read: Nettle and Romaine, Chapters 7 and 8

Week 10: Language revitalization: practical issues. Read: Hinton and Hale

Week 11: Language revitalization: practical issues, continued. Read: Speas, 2009 – Someone else's language: On the role of linguists in language revitalization

Kimberley Language Resource Centre, 2010 – Whose language centre is it anyway?

Week 12: Issues of authenticity (modernization, linguists, etc): Class lecture and discussion

Week 13: Endangered language report presentations

Week 14: Endangered language report presentations

Week 15: Wrap-up and review for final