Course Outline

“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@mso.umt.edu>
 243-2387
Office: Social Science 210
Office hours: Wednesdays 10:00am-12:00pm, or by appointment

Course meeting times and venue

Tuesdays and Thursdays
9:40am-11:00am
Gallagher Business Building 202

Course objectives

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 differ in interesting ways from more well-known languages of the world, and among themselves. In this course we will look at a variety of grammatical features (e.g., phonology, morphology, syntax and semantics) of Indigenous languages of North America and the ways in which some of them are described and analyzed by linguists. We will also touch on the issue of language endangerment and language revitalization. This course co-convenes with LING 584.

Prerequisites

LING 470 is a prerequisite for this course.

Moodle

This course has an online Moodle site (http://umonline.umt.edu/). Lecture slides, worksheets, assignments, articles, links, etc. will be posted there for downloading. Instructions on using Moodle are available at the login page. Please inform me if you have any problems accessing the site.
Course Structure
Class meetings will include powerpoint presentations, article discussions, data sets, guest lectures, student presentations, and other linguistic training. Lecture slides and other materials will be posted on the course Blackboard site for downloading.

Throughout the course we will be reading and discussing chapters from the course textbook (Mithun 1999) as well as additional articles that focus on an aspect of the textbook readings. Articles are available for downloading from the course Blackboard site (see schedule below for a reading timetable).

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

During the term we will be reading and discussing a number of 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 will be able to choose from six of the assigned articles (see details below).

We will have three guest lectures during the semester who will be speaking to us on different topics relating to Indigenous languages of Montana.

Your final project in this course is a research paper. For this you will (i) submit an outline of your paper and attend a brief consultation with me about your paper, (ii) give an in-class presentation of your paper, (iii) write a five-page draft of your paper and take it to the Writing Centre for feedback, (iv) revise and submit your research paper (see details and due dates below).

Learning Outcomes
Upon successful completion of this course, you will be able to:
(a) identify a variety of linguistic properties that are characteristic of Indigenous languages of North America
(b) analyze and compare data from a variety of different languages
(c) critically read, summarize, and discuss claims and arguments from primarily linguistic literature
(d) communicate your linguistic research findings in the form of oral presentations, research papers, etc.
(e) respond to feedback on your research
(f) write a linguistic research paper, making an original contribution to the field

Assessment
| Participation                               | 10% |
| Assignments (2 x 5% each)                  | 10% |
| Article summaries (2 x 10% each)           | 20% |
| Research paper outline and consultation    | 10% |
| Research paper draft (5 pgs; Writing Centre)| 10% |
| Research paper presentation                | 10% |
| Research paper (10-12 pgs)                 | 30% |

Grading criteria

A 90-100%
B 80-89%
C 70-79%
D 60-69%
F Below 60%

- Participation includes attendance, introductory questionnaire, readings, in-class worksheets/discussions, answering/asking questions in-class, etc.
- Assignments will be posted on our course Blackboard site approximately one week before the submission deadlines. They are due at the beginning of class on the date specified in the schedule below.
- Article summaries are due at the beginning of class on the day that the article is scheduled to be discussed (see schedule below).
- Your research paper outline is due at the beginning of class on Thursday March 25. Research paper consultations will be held in Week 11 (after Spring Break). A sign-up will be circulated later in the term.
- A 5-page research paper draft must be completed and taken to the Writing Centre for review/feedback prior to submission of your paper to me.
- Research paper presentations will take place in the final two weeks of classes. A presentation schedule will be circulated later in the term.
• Research papers are due in my office by 11:00am on **Monday May 10**.

• **REMINDERS**: Plagiarism is an offence and is not tolerated. You are welcome (and encouraged) to discuss assignments, articles, etc. together with classmates, but you **must** write up your work **on your own**. Always keep a copy of your submitted work.

#### Required text

#### Additional required readings
- Required article readings listed on the schedule can be found on our course Blackboard site (follow the **Articles** link from the main menu).
- Additional readings may be circulated throughout the term. They will either be available for downloading on Blackboard, or on reserve in the library.
- Make sure you have the assigned readings done BEFORE the relevant classes. Even if you do not understand all the material, it will be to your advantage to at least be familiar with the topic before we cover it in class.

#### Additional optional readings
- Optional readings listed on the schedule are available for downloading from the course Moodle site
- Additional optional readings may be posted/cited throughout the term.

#### Other useful sources

Campbell, Lyle. 1997. *American Indian Languages: the historical linguistics of Native America*. New York: Oxford University Press. [This book in on reserve in the library but is restricted to library use only. Note that this resource is also available as an Electronic Book]

- There are numerous other sources cited in these books, as well as plenty of books, book series, journals, etc. which focus on the languages of Native North America (e.g., the *International Journal of American Linguistics* – electronic copies available via the UM library website [http://www.lib.umt.edu](http://www.lib.umt.edu), *University of British Columbia Working Papers in Linguistics* – a list of volume contents is available from their website [http://www.linguistics.ubc.ca/UBCWPL/](http://www.linguistics.ubc.ca/UBCWPL/) and I have many of these volumes). I will point you to any other relevant materials during the course but I also urge to you do some research of these sources as well.

#### Library Reserves
- This course has a Library Course Reserves webpage [http://www.lib.umt.edu/students#eres](http://www.lib.umt.edu/students#eres). Follow the link to LING 484 for a list of books on reserve for this course (password: linguistics). Books on reserve are available from the Information Centre on the main floor of the library (Level 3).
- There is one copy of Mithun’s *The Languages of Native North America* available on 24 hr checkout.
- A copy of Campbell’s *American Indian Languages: the historical linguistics of Native America* is available for library use only; the library also has an electronic copy that you can connect to from the library website [www.lib.umt.edu](http://www.lib.umt.edu).
Course Policies and Procedures

- **Attendance**: 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.

- **Respect**: Arrive to class on time! We will begin class promptly at 9:40am. 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), contact me as soon as possible.

- **Student Conduct Code**: You are expected to be familiar with the University of Montana Student Conduct Code. “Being a student at UM presupposes a commitment to the principles and policies embodied in this Code.” The Conduct code is downloadable from the following website: http://life.umt.edu/vpsa/student_conduct.php. You are also expected to be familiar with the University of Montana Academic Policies and Procedures: http://www.umt.edu/catalog/acad/acadpolicy/default.html.

- **E-mail**: Throughout the semester, course information will be circulated by e-mail to your UM 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 speak to me.

- **Course Accommodations Statement (DDS)**: If you are a student with a disability who will require reasonable program modification in this course, please meet with Disability Services for Students in Lommasson 154 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 modifications that may be necessary. For more information, visit the Disability Services website at http://life.umt.edu/dss.

- **Technical Requirements**: Using the Moodle learning environment requires your computer to be set up to view and download documents, webpages, etc. Contact UMOnline: 406-243-4999; http://umonline.umt.edu/techsupport/helpdesk.aspx for assistance.

- **Submitting work**: Hard copies of article summaries, assignments, final papers, etc. must be submitted at the beginning of class on the day they are due (see assessment above and schedule below). Formatting requirements: 12 point font, Times, Times New Roman or Arial, 1 inch margins, double-spaced. Use DoulosSIL for a phonetic font (see below). Double-sided copies are strongly preferred!

Fonts

- North American Indigenous Languages use a variety of different orthographies, thus special fonts are needed to create and view some documents in this course. I will post .pdf files of lecture slides, etc., which should avoid font problems. Whenever possible, I will use DoulosSIL 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 following site:
  
  http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&item_id=DoulosSIL_download#1fd0063a

  Instructions on how to download and install the fonts will vary depending on your computer and operating system. Some advice is available from the link below:


  For your reference, further information on phonetic fonts and the web can be found at the following sites:

  http://www.alanwood.net/unicode/  
  http://www.phon.ucl.ac.uk/home/wells/ipa-unicode.htm

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

- You are required to submit three article summaries over the course of the term. You may choose from the six highlighted articles in the Readings column of the schedule below (Axelrod 1990, Bliss 2005, Jacobs 2007, Bar-el et al. 2004, Witherspoon 1980, Matthewson 2006).
- In your article summary you should identify the central research question/issue being addressed in the paper, the author’s proposal(s), the arguments that the author presents in support of the proposal, and where appropriate, the implications of the proposal.
- Your summaries must be submitted as a typed hard copy at the beginning of class on the day they are scheduled to be discussed (see schedule below). Hand-written copies are not permitted. Your summaries can be a maximum of two pages, and must be double-spaced, 12-point font (Times, Times New Roman or Arial), with 1-inch margins. Double-sided copies are strongly preferred.

Research paper outline

- You are required to submit a one-page outline of your proposed research paper topic at the beginning of class on Thursday March 25. A list of references (other than those articles we have discussed in class) which you have consulted or plan to consult for your essay should be included.
- The following week (Week 11) I will meet with each of you individually to discuss your proposals and give you some feedback. Scheduled meeting times will be arranged later in the term.

Research paper

- Your research paper is expected to identify a central research question and to make an original contribution. In other words, your paper cannot be limited to a summary of the literature, but must make a proposal/claim with appropriate argumentation. You should consult materials other than just those we cover in class. Mithun has an extensive reference list, and you can also look at the references from other articles covered in class, do your own search through the literature, ask a fellow classmate, ask me, etc.
- A mini in-class workshop on writing research papers and giving presentations is scheduled for Thursday April 8 where further information about your research papers will be distributed.

Research paper draft

- You are required to write a 5-page draft of your research paper and take it to the Writing Centre for feedback [http://www.umt.edu/writingcenter/](http://www.umt.edu/writingcenter/). This will involve booking an appointment at the Writing Centre, which should be done in advance. This draft and review is a requirement of the course and will count towards 5% of your final grade. You will submit a form signed by a Writing Centre tutor confirming your review appointment when you submit the revised version of your research paper to me.
- The director of the Writing Centre will give a presentation in our class during the term to discuss this further.
- Please note that you are encouraged to visit the Writing Centre for feedback on any of your work for this class or other classes!

Research paper presentation

- The last four classes of this course (April 27, 29, May 4, 6) are set aside for research paper presentations. You will be required to give a short presentation of your research (approx. 15 minutes). Your paper need not be in its final state for the presentation. The purpose of the presentation is not only to gain experience giving a presentation, but also to get feedback from your peers and me that you can incorporate into your paper.
- You are required to prepare a short handout and/or powerpoint slides and bring copies for the class.
- Respect your fellow students: you are expected to attend each presentation and to arrive to class on time; you will be asked to complete a peer evaluation/feedback form for each of your classmates.
- A presentation schedule will be circulated later in the term (see also note above re: workshop)
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings*</th>
<th>Notes**</th>
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<tbody>
<tr>
<td>1</td>
<td>Tues</td>
<td>Jan. 26</td>
<td>Introduction</td>
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<td></td>
<td>Thurs</td>
<td>Jan. 28</td>
<td>Introduction (cont’d); Language endangerment</td>
<td>Mithun’s Introduction; Ch. 6; Krauss 2007; van Eijk 2004</td>
<td>Questionnaire due</td>
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<td>(see also Goddard 2004)</td>
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<td>2</td>
<td>Tues</td>
<td>Feb. 2</td>
<td>Phonetics and phonology</td>
<td>Ch. 1</td>
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<td></td>
<td>Thurs</td>
<td>Feb. 4</td>
<td>Orthographies</td>
<td>Hinton 2001a</td>
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<td>(see also Walker 1996; Seifart 2006)</td>
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<td>3</td>
<td>Tues</td>
<td>Feb. 9</td>
<td>Morphology: roots, affixes, etc.</td>
<td>Ch. 2 ($2.1-2.2)</td>
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<td>Thurs</td>
<td>Feb. 11</td>
<td>Incorporation; Reading interlinearized texts</td>
<td>Axelrod 1990</td>
<td>Axelrod (1990) summaries due</td>
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<td>(see also Mattina 2009; Lehmann 1982; Leipzig Glossing Rules)</td>
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<td>4</td>
<td>Tues</td>
<td>Feb. 16</td>
<td>Morphology: lexical categories</td>
<td>Ch. 2 (§2.3)</td>
<td>Assignment 1 due</td>
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<td>Thurs</td>
<td>Feb. 18</td>
<td>Lexical categories (cont’d)</td>
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<td>(see also Kinkade 1983; Demirdache and Matthewson 1995; Wojdak</td>
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<td>5</td>
<td>Tues</td>
<td>Feb. 23</td>
<td>Categories: person, number, gender</td>
<td>Ch. 3 (§3.1-3.3)</td>
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<td>6</td>
<td>Tues</td>
<td>Mar. 2</td>
<td>Categories: classifiers, manner, control</td>
<td>Ch. 3 (§3.4-3.6)</td>
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<td>Thurs</td>
<td>Mar. 4</td>
<td>Control in Salish</td>
<td>Jacobs 2007</td>
<td>Jacobs (2007) summaries due</td>
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<td>(see also Thompson 1976, Saunders and Davis 1982)</td>
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<td>7</td>
<td>Tues</td>
<td>Mar. 9</td>
<td>Categories: time, space, modality</td>
<td>Ch. 3 (§3.7-3.9)</td>
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<td>Thurs</td>
<td>Mar. 11</td>
<td>Tense in Salish</td>
<td>Bar-el et al. 2004</td>
<td>Bar-el et al. (2004) summaries due</td>
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<td>8</td>
<td>Tues</td>
<td>Mar. 16</td>
<td>Syntax: predicates/arguments, word order</td>
<td>Ch. 4 (§4.1-4.2)</td>
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<td></td>
<td>Thurs</td>
<td>Mar. 18</td>
<td>Navajo word order</td>
<td>Witherspoon 1980</td>
<td>Witherspoon (1980) summaries due</td>
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<td>9</td>
<td>Tues</td>
<td>Mar. 23</td>
<td>Syntax: grammatical relations, case</td>
<td>Ch. 4 (§4.3)</td>
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<td>Thurs</td>
<td>Mar. 25</td>
<td>Guest lecture: Irene Appelbaum – Grammatical relations in Kootenai</td>
<td>(see also Dryer 1996)</td>
<td>Research paper outlines due</td>
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<td>10</td>
<td>Tues</td>
<td>Mar. 30</td>
<td>NO CLASS – Spring Break</td>
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<td>Thurs</td>
<td>Apr. 1</td>
<td>NO CLASS – Spring Break</td>
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<td>11</td>
<td>Tues</td>
<td>Apr. 6</td>
<td>Syntax: obliques, applicatives, possession, clause combining</td>
<td>Ch. 4 (§4.5-4.7)</td>
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<td>Thurs</td>
<td>Apr. 8</td>
<td>Mini-workshop: Giving presentations and writing research papers</td>
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<td>Assignment 2 due</td>
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<td>Date</td>
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<td>Activity</td>
<td>Reading(s)</td>
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<td>12</td>
<td>Tues</td>
<td>Semantics</td>
<td>Matthewson 2006</td>
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<td>Thrus</td>
<td>NO CLASS – NCUR**</td>
<td>Summaries due</td>
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<td>13</td>
<td>Tues</td>
<td>Sociolinguistics; Language Revitalization</td>
<td>Ch. 5; Hinton 2001b</td>
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<td>Thrus</td>
<td>Guest lecture: Native American Language Teacher Training Institute</td>
<td>Assignment 3 due</td>
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<td>Tues</td>
<td>Presentations</td>
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<td>Thrus</td>
<td>Presentations; Wrap-up</td>
<td>Schedule TBA</td>
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* “Ch.” refers to chapters/sections from *The Languages of Native North America* (Mithun); other listed readings are articles available for downloading from the course Blackboard site. Article references that appear in brackets after “see also” are optional readings on the topic.

** You are only required to submit three article summaries over the course of the semester. You can choose from the six highlighted articles in the Readings column.

** The 24th National Conferences on Undergraduate Research (NCUR) is being hosted by the University of Montana April 15-17, 2010. Although classes across campus are cancelled for those days, you are strongly encouraged to attend student presentations, poster sessions, plenary speaker presentations, etc. (which is free for audience members). Go to [http://www.umt.edu/ncur2010/](http://www.umt.edu/ncur2010/) for more information.

### Additional required article readings


