

Spring 2-1-2019

# LING 570.01: Issues in Language Documentation

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# Issues in Language Documentation

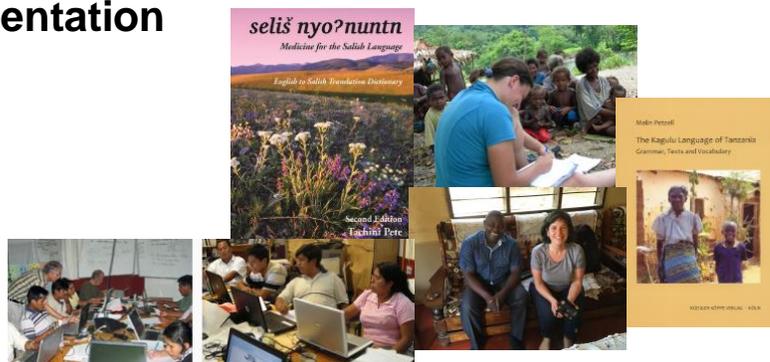
## LING 570

### Graduate Seminar in Linguistics

University of Montana

Spring 2019  
Instructor: Leora Bar-el

## SYLLABUS



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### 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 1:30pm-3pm and Wednesdays 10:30am-12pm, or by appointment

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### Course meeting times and venue

Tuesdays and Thursdays

12:30pm-1:50pm

SS262

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### Course description

“Language documentation, also known as documentary linguistics, is the subfield of linguistics that deals with creating multipurpose records of languages through audio and video recording of speakers and signers and with annotation, translation, preservation, and distribution of the resulting materials” (Austin 2016). In this course we explore some of the issues, challenges, and controversies relating to the field of language documentation. Our goals are to discuss both commonly examined issues as well issues that are often overlooked but are in need of attention. We ask what it means to engage in language documentation and address the relationship of language documentation to other fields, such as language conservation and revitalization. Topics (to be decided on as a group) may include: collaboration, interdisciplinarity, resources, training, outcomes, typology, discourses, archiving, etc. We explore our roles as linguists and our responsibilities to the field, to communities, to the public.

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### Moodle

This course has an [online supplement Moodle site](#) (click on Moodle NetID Login). Readings, links, and other materials will be posted there. We may also want a shared [UM Box](#) folder for this course.

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### Technical Support

UMOnline: 406-243-4999 or toll-free 866-225-1641; [email](#); [website](#)

IT Central: 406-243-4357; [e-mail](#); [website](#)

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### Requirements (subject to change)

- Participation: This is essential. You will be expected to attend every class and be an active participant.
  - Assignments: TBD (e.g., annotated bibliography, database, responses, presentations, etc.)
  - Academic training: We will dedicate some time in our course to career training activities (e.g., writing conference abstracts, developing/updating your CV, writing research proposals, giving conference presentations).
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### Readings and library resources

- There is no main textbook for this course. We will read from a variety of books, journals, online materials, etc.
- We will develop our reading list together. Readings will be available on Moodle, linked from Moodle, or in the Mansfield Library collection.
- I have ordered several books through [Interlibrary Loan](#) (ILL) which I will make available to the class when I have received and reviewed them.
- Looking for more help at the library? Explore the resources on the [Mansfield Library website](#), use their chat or e-mail feature, or visit the Reference Desk in person.

### A selection of resources to consider for our reading list

(\*available as ebook in Mansfield Library collection; \*\*on order through ILL)

- \*\*Austin, Peter K. and Julia Sallabank (eds.). 2014. *Endangered Languages: Beliefs and Ideologies in Language Documentation and Revitalisation*. Oxford University Press.
- Austin, Peter K. and Julia Sallabank (eds.). 2011. *The Cambridge Handbook of Endangered Languages*. CUP.
- \*Bischoff, Shannon T. and Carmen Jany (eds.). 2018. *Insights from Practices in Community-Based Research: From Theory to Practice Around the Globe*. Mouton.
- Campbell, Lyle and Anna Belew. 2018 (eds.). *Cataloguing the World's Endangered Languages*. Routledge.
- Fishman, Joshua A (ed.). 2001. *Can Threatened Languages be Saved?: Reversing language shift, Revisited: a 21<sup>st</sup> Century Perspective*. Clevedon: Multilingual Matters.
- Fishman, Joshua A. 1991. *Reversing Language Shift: theoretical and empirical foundations of assistance to threatened languages*. Multilingual Matters.
- \*Gippert, J., N. Himmelmann and U. Mosel (eds.). 2006. *Essentials of Language Documentation*. Mouton.
- \*Grenoble, L. A. and N. L. Furbee (eds.). 2010. *Language Documentation: Practice and Values*. John Benjamins.
- Grenoble, L. and L. Whaley (eds.). 2006. *Saving languages: an introduction to language revitalization*. CUP.
- Grenoble, L. and L. Whaley (eds.). 1998. *Endangered Languages: language loss and community response*. CUP.
- Hinton, L. and K. Hale (eds.). 2001. *The Green Book of Language Revitalization in Practice*. Academic Press.
- \*\*Jones, Mari C. and Sarah Ogilvie (eds.). 2013. *Keeping Languages Alive: Documentation, Pedagogy and Revitalization*. Cambridge University Press.
- Nettle, Daniel and Suzanne Romaine. 2000. *Vanishing voices: the extinction of the world's languages*. OUP.
- \*\*Rehg, Kenneth L. and Lyle Campbell. 2018. *The Oxford Handbook of Endangered Languages*. OUP.
- \*\*Thomason, Sarah. 2018. *Endangered Languages: An Introduction*. Cambridge University Press.
- \*Tsunoda, Tasaku. 2006. *Language Endangerment and Language Revitalization: An Introduction*. Berlin: Mouton.

### Additional resources to consider

- *Language Documentation and Conservation* [journal volumes](#) and [special publications](#).
- *Language Documentation and Description* [journal \(ELPub\)](#), formerly published through the Hans Rausing Endangered Languages Project). The Mansfield Library has hard copies of the first 5 volumes.
- Jon Reyhner's Teaching Indigenous Languages [book list](#), [articles list](#), and list of [Selected Resources on Native American Language Renewal](#).
- The literature on issues in language documentation and related fields is extensive and growing!

### Some campus resources

#### UM Writing and Public Speaking Center

The University of Montana Writing and Public Speaking Center offers students in all disciplines free support as they write or prepare presentations for any course. Welcoming all students, The Writing Center provides a learning environment where students can engage in supportive conversations about their work and receive feedback at any point during their process. To make an appointment or learn more about the center, visit [The Writing and Public Speaking Center website](#) or call 243-2266.

#### UM Food Pantry

Any student who is struggling to access food or housing and believes this may affect their academic performance is encouraged to contact the [UM Food Pantry](#) or [ASUM Renter Center](#) at 243-2017 for support. In addition to the UM Food Pantry in the UC West Atrium, Grizzly Cupboards can currently be found on the Missoula College Campus in room 430, Trio Student Support Services in Lommasson Center room 180, the VETS Office at 1000 E. Beckwith, and at AISS in suite 113 of the Payne Family Native American Center.

### Course Policies and Procedures

- **Attendance:** You are expected to attend every class and be an active participant. Unexcused lateness or absences will result in deductions to your grade. You are responsible for any missed material.
  - **Respect your classmates:** 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, be courteous and avoid being disruptive. 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.
  - **Student Conduct Code:** You are expected to be familiar with the UM *Student Conduct Code*, which is downloadable from the [Dean of Students webpage](#). You are also expected to be familiar with UM Academic Policies and Procedures, which can be found on the [Academic Policies and Procedures webpage](#).
  - **E-mail:** 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.
  - **Course Accommodations Statement (DSS):** 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 [Disability Services for Students](#) website.
  - **Technical Requirements:** Using the Moodle learning environment requires your computer to be set up to view and download documents, webpages, etc. More information can be found on the [UMOnline student support website](#). Contact UMOline for assistance: 406-243-4999 or toll-free 866-225-1641; [e-mail](#).
  - **Naming and Submitting Assessed Work:** Unless otherwise noted, assessed work must be uploaded to the relevant section on Moodle as either .doc or .pdf files and named appropriately.
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### Topics for consideration (subject to change)

- What is language documentation?
  - Collaboration across disciplines
  - Collaboration with communities
  - Resources (compilation, development, dissemination, assessment, etc.)
  - Training for language documentation
  - From documentation to revitalization
  - Discourses surrounding language documentation (and revitalization)
  - Language documentation outcomes (dictionaries, grammars, intangibles, etc.)
  - The role of language variation and change in language documentation
  - Promoting linguistics/languages/linguistic diversity
  - The roles/responsibilities of linguists (to other linguists, to communities, to the public, etc.)
  - Orthography development
  - Issues in archiving
  - Language documentation and typology
  - Focus on: language documentation in a particular country/region
  - Focus on: documentation of specific grammatical features
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**This syllabus is subject to change**