

Fall Semester 2015
Cle D134 M W 4:30-5:50 pm

Syllabus Part 1+2
16 September 2015

Ling 431 Community-based Initiatives in Language Revitalization
Ling 531 Researching Community-Based Initiatives in Language Revitalization



Josie Bishop's class and visitors
Chief Jimmy Bruneau School
Behchoko, NW1

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Office Clearihue D355
Office Hours Tuesdays 11:00 am - 12:00 pm and by appointment

UVic is situated on territory of the Coast and Straits Salish people, the site of a Lekwungen village. We are fortunate to be living and studying in these beautiful and historic surroundings which we owe a lot of respect.

Exhibition visit "Our Living Languages"

We will be visiting the exhibition "Our Living Languages", a collaboration between the Royal British Columbia Museum and First Peoples' Cultural Council. This is a required part of the course and we will discuss a date when we can go as a group. I would like you to take photographs and/or notes and/or brief recordings while you are visiting the museum to highlight your impressions of the exhibition. I will ask you to share these following our visit.

"Language in the Present" Workshop

Our department is hosting a workshop on the weekend of 25-27 September, focussed on "Language in the Present" for Indigenous language activists, linguists, and language revitalization specialists. Please see the website here:

<https://sites.google.com/site/languageinthepresent/home>

You are welcome to attend, to participate, to volunteer, and I hope to see some or all of you there.

Course materials

The items below are ones that we will read together as we start our course. Please see the schedule of topics and readings [to follow] which sets out the full set of required readings. You will also be asked to do more reading on your own, report to the class about what you have found out, and apply your reading in written and project work for this course. The extended bibliography touches on many topics relevant to our course.

Primary class reference

Franks, Scott and Suzanne Gessner. 2013. *A Guide to Language Policy and Planning for B.C. First Nations Communities*. First Peoples' Cultural Council, Brentwood Bay, BC.

http://www.fpcc.ca/files/PDF/Language_Policy_Guide/FPCC_Policy_Guide_2013.pdf

Truth and Reconciliation Commission of Canada (TRC) reports

Truth and Reconciliation Commission. 2015. *Calls to Action: A Report of the Truth and Reconciliation Commission of Canada*. Winnipeg, Manitoba : Truth and Reconciliation Commission of Canada, 2015.

http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

See also:

Truth and Reconciliation Commission. 2015. *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*. Winnipeg, Manitoba : Truth and Reconciliation Commission of Canada, 2015.

http://www.trc.ca/websites/trcinstitution/File/2015/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf

Truth and Reconciliation Commission. 2015. *What We Have Learned: Principles of Truth and Reconciliation*. Winnipeg, Manitoba : Truth and Reconciliation Commission of Canada, 2015.

<http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Principles%20of%20Truth%20and%20Reconciliation.pdf>

Truth and Reconciliation Commission. 2015. *The Survivors Speak: A Report of the Truth and Reconciliation Commission of Canada*. Winnipeg, Manitoba : Truth and Reconciliation Commission of Canada, 2015.

http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Survivors_Speak_2015_05_30_web_o.pdf

Canadian policy on ethical research with people

Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada. 2010. *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*. Second edition. [also known as **TCPS 2**] Retrieved from: www.pre.ethics.gc.ca

→ there is a webinar on 'Research involving First Nations, Inuit and Métis peoples of Canada', available here: <https://www.youtube.com/watch?v=zR61Gf1XH2A&feature=youtu.be&noredirect=1>

→ for more webinars on the Tri-Council Policy, see here: http://www.pre.ethics.gc.ca/eng/education/view_webinar-voir_webinaire/

Important dates

Wednesday 9 September	First day of classes, first term
Friday 25 September	Last day for adding courses that begin in the first term
Saturday 31 October	Last day for withdrawing from first term courses without academic penalty
Mon-Wed 9-11 November	Reading Break and Remembrance Day, no classes
Friday 4 December	Last day of classes, first term

Assignments, Ling 431 (subject to discussion and revision)

• weekly journal, leading to two-page final reflection piece	(due Wed 2 December)	10%
• HREB assignment and reflection	(details to follow)	10%
• resource presentation and reflection (two sources)	(details to follow)	2x10%=20%
• paper on community-based language revitalization research	(due Thur 12 November)	30% (required)
• (plan for) community-based research: process and product	(due Wed 9 December)	30% (required)

Assignments, Ling 531 (subject to discussion and revision)

• weekly journal, leading to two-page final reflection piece	(due Wed 2 December)	10%
• HREB assignment and reflection	(details to follow)	10%
• resource presentation and reflection (two sources)	(details to follow)	2x10%=20%
• paper on community-based language revitalization research	(due Thur 12 November)	30% (required)
• (plan for) community-based research: process and product	(due Wed 9 December)	30% (required)

You will notice that the assignments appear to be the same for undergraduate students and graduate students. The differences come in the specifications of what is required.

Topics of readings [to follow]

- Indigenous methodologies
- Language revitalization and reversing language shift
- Knowing about Indigenous communities in Canada and their languages
- Community and family strategies: some case studies
- Collaborations: Research reports on revitalization projects
- Linguists and others discuss community-based initiatives in research and language revitalization

→ Reading assignment on Indigenous methodologies (Monday 14 September)

Smith, Linda T. 2012. *Decolonizing methodologies: Research and indigenous peoples*. Second edition. New York: Zed Books. Electronic distribution: Palgrave Macmillan. Link:

http://ezproxy.library.uvic.ca/login?url=http://www.UVIC.ebib.com/EBLWeb/patron/?target=patron&extendedid=P_1426837_0

Sanford, Kathy, Lorna Williams, Tim Hopper, and Catherine McGregor. 2012. Indigenous principles decolonizing teacher education: What we have learned. *in education* 18(2). Retrieved from:

<http://ineducation.ca/ineducation/article/view/61/547>

Wilson, Shawn. 2007. Guest editorial: What is an Indigenist research paradigm? *Canadian Journal of Native Education* 30(2): 193-195.

<http://search.proquest.com/docview/230305972/D2DB7771A7934197PQ/4?accountid=14846>

Ling 431/531 Schedule of Topics (subject to discussion and change; visitors to be added)

Week	Monday	Wednesday	Assignments, potential readings, due dates for the week
7-11 Sept		Introductions	
14-18 Sept	Indigenous research	Status of BC Indigenous languages	Wilson 2007; Sanford et al 2012 and others Gessner et al 2014
21-25 Sept	HREB Community-based research	Community-based research planning	TCPS 2, esp. Ch 1-5, Ch 9 TRC 2015 <i>Calls to Action</i> Franks and Gessner 2012
28 Sept – 2 Oct	Visit to “Our Living Languages”	Reflections on “Our Living Languages”	30 Sept Visit by Dr Trish Rosborough
5-9 Oct	Community-based research planning	Community-based research and approaches to research	7 Oct Visit by Dr Peter Jacobs 7 Oct First draft “issues” proposal due Franks and Gessner 2012; Crippen and Robinson 2013; Cruz and Woodbury 2014; Iseke and Ndimande 2014
12-16 Oct	no class: Thanksgiving Day	Community views of language revitalization	14 Oct or earlier: HREB application due 14 Oct First draft research proposal due Dauenhauer and Dauenhauer 1998; Hermes and King 2011; Kipp 2009; McCarty et al 2006; Romero-Little et al 2009 [and many theses as below]
19-23 Oct	Community activists and scholars	Community activists and scholars	19 Oct Second draft “issues” proposal due [theses] Austin 2013; Baker-Williams 2006; Billy 2009; Blaney 2015; Hill 2015; Hishinlai’ 2008; Jacobs 2011; Johnson 2013; Kuper 2014; McCreery 2013; McIvor 2012; Michel 2012; Napoleon 2014; Nicolson 2009, 2013; Rosborough 2012; Sampson 2014; Tatti 2015; Thompson 2012
26-30 Oct	Presentation of “issues” papers and discussions	Presentation of “issues” papers and discussions	xx Oct Visit by Dr Lorna Williams 26, 28 Oct “Issues” presentations
2-6 Nov	Linguists	Linguists	2 Nov Second draft research proposal due 4 Nov Visit by Dr Czaykowska-Higgins Dobrin 2008; Czaykowska-Higgins 2009; Gerdts 2010; Grenoble 2009; Hill 2002; Hinton 2010; Rice 2009, 2010; Rice 2011; Shulist 2013; Speas 2009; Yamada 2007; others
9-13 Nov	Reading break	Reading break	12 Nov “Issues” paper due
16-20 Nov	Projects in preparation: discussion/ work session	Language and the land Language and healing	Baloy 2011; Battiste and Henderson 2000; Billy 2009; Blair, Tine, and Okemaw 2011; Hill 2012; Johns 2010; Liebenburg et al 2015; Parker 2012
23-27 Nov	Language and the land Language and healing	TBA	
30 Nov – 4 Dec	Class presentations	Class presentations and wrap-up	30 Nov, 2 Dec Research presentations 2 Dec Journal reflections due
7-11 Dec			9 Dec Research paper/report due

These assignment details are subject to further discussion.

Ling 431 Assignment details

Journal and reflection piece

10%

due Wed 2 December

Part of the purpose of this course is to expand the ways you think about research. Your internal processing of your experience in the course is significant in learning and growth. I will suggest some topics for weekly journal entries, and you will ultimately hand in a two-page summative reflection at the end of the course.

HREB assignment and reflection

10%

due Wed 14 October or earlier

We have ethical approval for doing interviews with people as part of this course. The HREB assignment involves preparing an ethical application for your research to complement the approval we have for the course. (5%)

We will be reviewing the Canadian government's major policy statement on human research ethics, with particular attention to the chapter on research involving First Nations, Inuit, and Métis peoples of Canada. You will write a one-page reflection on research ethics and ethics policies based on your experience looking at the UVic HREB form, readings, and class discussion (5%).

Resource presentation and reflection

10% x 2 = 20%

various times through the term

During the semester each person will select two items from the bibliography or from other sources to present to the class. The purpose of the presentations is for you to tell the class about a resource that you find significant, and give your perspectives on it, for example, how it affects your thinking, your actions, your understanding, your relationships, ...

Requirements

- *for one of the presentations, choose a thesis or dissertation (or part of a thesis or dissertation) by an Indigenous scholar*
 - *for the other presentation, choose any other work*
 - *each oral presentation will be 10-20 minutes long and should encourage discussion by the group. The presentation could include discussion of the author, the context for the work, an overview/summary of the work, your perspectives on the work. (5% -- details to come soon)*
 - *each presentation will be supplemented by a written report (approximately 2-3 pages single-spaced): overview/ summary, context, your perspectives. It should include full bibliographic information on all items that you discuss or mention. (5% -- details to come soon)*
-

Paper: An issue in community-based language revitalization research 30% ***due Thurs 12 November***

Each person will develop a paper looking at one question or issue in community-based language revitalization. Your thinking/ experience/ reading will lead you to identify a topic worth further thinking about. Read and skim several references and use them to answer a question you have about community-based language revitalization research.

Sub-parts of the assignment

- 1-page paper proposal, including statement of your question and background on it, and references
 - first draft: Wednesday 7 October
 - second draft: Monday 19 October 7.5%
- leading a discussion of the question (26, 28 October) 7.5%
- 5-8-page paper (due Thurs 12 November) 15%

(Plan for) Community-based research: process and product**30% due Wed 9 December**

Each person will either (a) develop a plan/proposal for community-based research or (b) engage in community-based research.

The requirements for this aspect of the course will depend on whether you are doing (a) or (b).

(a) Requirements for developing a plan/proposal for community-based research

If you choose this option you will be preparing a research plan and detailing it on paper. The full proposal will include sections on goals and context, resources, community collaboration, ethics, outcomes/products, plan for evaluation.

- 1-page proposal, including the statement of goals and background/ context, and references
 - first draft: Wednesday 14 October
 - second draft: Monday 2 November 7.5%
- presenting the plan and receiving feedback (30 Nov, 2 Dec) 7.5%
- full proposal (5-8 pages), incorporating feedback (due Wed 9 December) 15%

(b) Requirements for community-based research

- 1-page proposal, including the statement of goals and background/ context, and references
 - first draft: Wednesday 14 October
 - second draft: Monday 2 November 5%
- presenting the research process/outcomes and receiving feedback (30 Nov, 2 Dec) 5%
- 1-2-page reflection on the research process (due Wed 9 December) 5%
- research outcomes/ products 15%

Learning goals

Each of you has certain goals in taking this course, and I guess everyone has quite different goals. We might talk about this in class.

Guest Speakers

There will be a few guest speakers for our class.

Work-time in Class

There will be occasions when I will ask you to work on projects during class time.

General Advice

- attendance and active participation will greatly contribute to your learning in the course
- your and your classmates' contributions are important and I really appreciate your comments and ideas
- we will be working collaboratively and I'm counting on people to help each other
- please talk to me if you have concerns about how the course is going
- if you are going to miss an important date or deadline it is important to let me know the context as soon as possible; illness or hardships are acceptable reasons for missing deadlines. Talk to me about it.
- our work is done according to the University of Victoria's policies on academic integrity:
<http://web.uvic.ca/calendar2014-09/FACS/UnIn/UARe/PoAcl.html>

University of Victoria Undergraduate and Graduate Grading Scale

- scores will be rounded to the nearest whole number and the final grade arrived at from there. See links below for more information.

<http://web.uvic.ca/calendar2015-09/FACS/UnIn/UARe/Grad.html>

<http://web.uvic.ca/calendar2015-09/GRAD/FARe/Grad.html>

Ling 531 Assignment details

Journal and reflection piece

10%

due Wed 2 December

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Resource presentation and reflection

10% x 2 = 20%

throughout the term

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 - second draft: Monday 19 October 7.5%
- leading a discussion of the question (26, 28 October) 7.5%
- 10-15-page paper (due Thurs 12 November) 15%

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30% due Wed 9 December

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 - second draft: Monday 2 November 5%
- presenting the research process/outcomes and receiving feedback (30 Nov, 2 Dec) 5%
- 1-2-page reflection on the research process (due Wed 9 December) 5%
- research outcomes/ products 15%