This course examines the effects Globalization has in the projected extinction of 90% of the world’s languages within the next century. Globalization is a world system of economics and development through which progress and development will raise the standard of living in developed as well as developing countries. We will examine how the global flow of peoples, cultures, economies, and technologies has resulted in the disruption of local languages and cultures. The coercive force of State policies and international treaties exacerbate language and cultural disruption and contribute to the disregard for the cultural and linguistic rights of marginalized peoples. This course will examine both local and global examples of projected language extinction due to processes of globalization. Such local issues of globalization and language extinction include Wisconsin’s American Indian communities as well as the sizable Latino, Tibetan, and Hmong populations. Wisconsin’s immigrant communities are grappling with the challenges of language and cultural loss as a result of the global flow of peoples. Ironically, Wisconsin’s American Indian communities are grappling with being a diasporic community in their own land.

Prerequisites: Jr st; knowledge in social sciences and linguistic anthropology or the consent of the professor.

Course learning objectives:
• All students will become conversant with key ideas and terms on the topic of globalization.
• All students will become conversant with ideologies in language politics and key factors contributing to language extinction.
• All students will learn how globalization has affected minority language speaking communities around the globe as well as in Wisconsin.
• All students will learn to apply their knowledge by writing critical essays.
• Graduate students will learn how to develop a semester long ethnographic project.
• Graduate students will learn how to present a paper in professional settings.

Course requirements: Undergraduates and Graduate Students
In Part One, all students will be expected to keep up with the readings and participate in class discussions. Grades will be based on weekly exercises on reading materials and a five-page essay.
In Part Two, all students will learn about and discuss local Wisconsin case studies. In addition, all students will be required to integrate the theory and practice of globalization and language extinction for Wisconsin case studies in a five-page essay. Grades will be based on exercises on reading materials and a five-page essay. Graduates students will meet with the professor to discuss their semester-long research projects.

In Part Three, all students will explore the practical implications of globalization and language extinction through the case studies explored in Part II of the class and the role of “global English” in language extinction in the form of a five page essay. Grades will be based on exercises on reading materials and a five-page essay. Graduate students will meet with the professor to discuss the progress of their research projects.

In Part Four, all students will critically evaluate whether or not globalization as a system for raising the global standard of living is suffering from a wide variety of local language and cultural failures. Or, does globalization offer opportunities unimaginable before current global awareness of language extinction became popularized? Grades will be based on exercises on reading materials and a five-page essay. Graduate students will submit their research paper abstracts at the beginning of week fourteen in preparation for their presentations.

**Course requirements: Graduate Students**
Graduate students will be expected to consult with the professor at the beginning of the term regarding a semester-long research project that will look a particular case of language endangerment and prepare a fifteen page paper and a conference panel presentation to be delivered to the rest of the class at the end of the term.

**Grading percentages:**

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<tr>
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<th>Undergraduates</th>
<th>Graduates</th>
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<tr>
<td>Weekly Exercises</td>
<td>20%</td>
<td>10%</td>
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<tr>
<td>Five Page Essay</td>
<td>20% each (4 @ 80%)</td>
<td>15% (4 @ 60%)</td>
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<tr>
<td>Research paper</td>
<td>NA</td>
<td>20%</td>
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<tr>
<td>Presentation</td>
<td>NA</td>
<td>10%</td>
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**Grading scale:**

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<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>93-96</td>
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<tr>
<td>A-</td>
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**Required Texts:** available at People’s Bookstore
• Additional readings will be on e-reserve.

Please notify the professor regarding requests for academic accommodation at the beginning of the semester.
Please notify the professor regarding religious observances and military service commitments prior to said observances and commitments are to take place.
For more information on University policies and procedures as well as students’ rights and responsibilities please visit- www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

System Failure: Globalization and Language Extinction
PART ONE- System Analysis
We will read about and discuss modernity and globalization; state and international ideology; and language politics and language endangerment to develop a working vocabulary and fundamental knowledge of these key issues.

Jan. 24
Introduction: Coming to terms with globalization and language extinction.

Jan. 31
Globalization, Globality, or something else?
Reading- Steger; chapters one through eight.

Feb. 7
Configuring language extinction in Global systems.
Reading- Grenoble and Whaley; Toward a Typology of Language Endangerment.
Dorian; Western Language Ideologies and Small-Language Prospects.

PART TWO- System Sampling
We will initiate research projects to explore the themes mentioned in part I. We will also examine Wisconsin case studies and hear from guest speakers (if I can arrange their visit) who have worked on those case studies.

Feb. 14
Language as human knowledge.
Reading- Harrison; chapter one
Levinson; Language and Mind: Let’s Get the Issues Straight!
Essay I assigned.
Feb. 21
Language, extinction, and taxonomies.
Reading- Harrison; chapter two
   Mithun; The Value of Diversity: Viewing Other Worlds through North American Indian Languages.

Feb. 28
Language, perception, and temporalities.
Reading- Harrison; chapter three
   Basso; Quoting the Ancestors.
   **Essay I due.**

March 6
Cognition and topographies of experience.
Reading- Harrison; Chapter four
   Thornton; What’s in a name? Place and Cognition.

March 13
Echoes of “time immemorial”.
Reading- Harrison; chapter five
   Perley; The Silence Before the Void; Language Extinction, Maliseet Storytelling, and the Semiotics of Survival.
   **Essay II assigned.**
   Graduate students must meet with the professor to discuss their research projects.

March 19-23 Spring Break

March 27
From Global to Local.
Reading- Harrison; chapter six
   Patrick; Indigenous language endangerment and the unfinished business of nation states.
   **Essay II due.**

April 3
From Local to Global.
Reading- Harrison; chapter seven
   Muehlmann; Defending diversity: Staking out a common global interest?

PART THREE- System Integration
We will discuss how the Wisconsin case studies reflect the global aspects of the themes discussed in part one. We will also examine the implications of the globalization of English and the dangers such globalization poses for Standard American English. We will conclude this section of the course with class presentations of student projects.
April 10
English only in America?
Reading- Crystal; chapter one
Napoli: *Should United States adopt English as the official language and overhaul the education system accordingly?*

April 17
English variation and globalization.
Reading- Crystal; chapters two, three, and four
*Essay III assigned.*

April 24
Global English?
Reading- Crystal; chapter five

PART FOUR: System Failure?
In this final section of the course we will assess the relative failure or success of globalization as integrated world economic, political, cultural, social, and linguistic systems vis-à-vis the world’s languages. Graduate students will present their research projects and we will conclude with a discussion of the professor’s work in globalization and language endangerment.

May 1
System Failure?
Reading- Graduate student abstracts for panel presentation
*Paper abstracts and Graduate student panel presentation*
*Essay III due.*
*Essay IV assigned.*

May 8
System Success?
Reading- Perley; *Last Words, Final Thoughts: Collateral Extinctions in Maliseet Language Death and Zombie Linguistics: Experts, Language Endangerment, and the Curse of Undead Voices.*

May 15
Finals Week
*Essay IV due.*
*Graduate ethnographic research papers due.*