

KLAN 701
Semantics and Pragmatics of Indigenous Languages

CREDITS: 1

Course description: Seminar study of meaning and connotations as conveyed by the morphemes and vocabulary of a language, by its idioms and set metaphors and by other features. Focus on the indigenous languages being studied by the enrolled students.

The general purpose of the class is to search for meaning in language, including meaning that may be manifested in the structure of the language itself as well as meaning that lies in the connection of the language to the greater socio-historical context of the language.

Class hours: TBA

Entrance requirements: doctoral student status

Instructor: Scott Saft

Office: PB 17-5 (Hale Kuamo‘o)

Office Hours: Office Hours MW 2:00-2:50, TTH 9:00-9:50, or contact instructor

Contact Information: saft@hawaii.edu 808-932-7221 (office number) 808-987-5398 (cell)

Texts: There are no required texts for this class. The readings and other materials will be distributed by the instructor.

Course requirements:

1. Weekly reading assignments
2. Class discussion: Students will be expected to relate the readings to their indigenous languages
3. Short responses (in writing) to the readings
4. Three short papers relating the topics studied in class to the students' indigenous languages

Student learning outcomes:

1. Demonstrate an understanding of the main schools of thought in the areas of semantics and pragmatics, especially as they pertain to indigenous languages
2. Demonstrate an ability to relate the ideas of semantics and pragmatics to the students' indigenous language of focus
3. Demonstrate an ability express ideas in a coherent and concise manner concerning their indigenous language of focus
4. Demonstrate an ability to synthesize ideas in writing through short papers that relate main schools of thought in semantics and pragmatics to the students' indigenous languages of focus

Grades:

Class attendance and participation in general discussion	10%
Eight article responses	50%
Three short papers	40%

UH Hilo Student Conduct Code

Students are expected to follow the UH Hilo Student Conduct Code found at:

http://hilo.hawaii.edu/studentaffairs/conduct/student_conduct.php.

Disability Services

As soon as possible after enrolling, students with disabilities wishing to receive appropriate services for educational support are to contact the University Disability Services Office at <http://hilo.hawaii.edu/studentaffairs/uds/>.

Advising

Advising support for UH Hilo students is provided by the Advising Center which can be accessed through information at: <http://hilo.hawaii.edu/~advising/home>. In addition, Ka Haka 'Ula O Ke'elikōlani College provides advising support to graduate students through Ku'ulei Kepa'a lindakep@hawaii.edu, telephone 932-7730 in room 132 Hale'ōlelo.

COURSE SCHEDULE

August 11: 3½ hours of classes

- A) Check syllabus
- B) Students and instructor introductions- each student introduces their language, culture, and possible topics of interest for Ph.D. study
- C) Introducing semantics and pragmatics
- D) Meaning in language and culture- with reference to the ideas of Boas, Sapir, and Whorf
- E) What does a Pragmatics of an indigenous language look like?
- F) Articles to read for first response paper. Topic: "The search for meaning"

Articles to be assigned for August 24th: Topic is "The search for meaning"

Basso, Keith. 1972. To give up on words: Silence in Western Apache Culture. In Giglioli, P.P. (ed.), *Language and Social Context* (pp. 67-86). New York: Penguin Books.

Monroe, Barbara. 2014. Plateau Indian ways with words: The rhetorical tradition of the tribes of the Inland Pacific Northwest (Ch.3: 43-74). University of Pittsburgh Press.

Mithun, Marianne. 1999. Words (Ch.2). From Mithun, M., *The Languages of Native North America* (pp. 37-67). Cambridge: Cambridge University Press.

Rosch Heider, Eleanor. 1972. Probabilities, sampling, and ethnographic method: The case of Dani colour terms. *Man* 7(3): 448-466.

August 24: 5th hour of class (probably via On-line Format)

- A) Submission of first reading response
- B) Distribution of first short writing assignment to be due on September 5th

September 7th: 6th hour of class (On-line)

- A) Submission of first short writing assignment
- B) PPT presentation: Language and worldview (if not already presented)
- C) Distribution of next set of articles. Topic: Language and worldview

Articles to be assigned for September 14th

Harrison, K. David. 2008. An Atlas of the Mind (Ch.4). From Harrison, K.D., *When Languages Die: The Extinction of the World's Languages and the Erosion of Human*

- Knowledge (pp. 101-135). Oxford: Oxford University Press.
- Rosborough, Trish, Rorick, chuutsqa Layla, and Suzanne Urbanczyk. 2017. Beautiful Words: Enriching and Indigenizing Kwak'wala Revitalization through Understandings of Linguistic Structure. *The Canadian Modern Language Review* 73(4): 425-437.
- Whorf, Benjamin. 1956. The relation of habitual thought and behavior to language. In J.B. Carroll (ed.), *Language Thought, and Reality: Selected Writings of Benjamin Lee Whorf* (pp. 134-159). Cambridge, MA: MIT Press.

September 14: 7th hour of class

- A) Submission of second reading response
- B) More articles distributed related to language and worldview for Sept. 21

Articles to be assigned for September 21st: More on language and worldview

- King, Jeanette. 2009. Language is life: The worldview of second language speakers of Māori. In J. Reyhner and L. Lockard, eds. *Indigenous Language Revitalization: Encouragement, Guidance and Lessons Learned*, pp. 97-108. Flagstaff, AZ: Northern Arizona University.
- McGloin, Colleen, and Bowyn Carlson. 2013. Indigenous studies and the politics of language. *Journal of University Teaching and Learning Practice* 10(1): 1-10.
- Rusho, Dimo. 2018. Cultural conceptualisations of language and country in Australian Indigenous languages. *International Journal of Language and Culture* 5(1): 93-110.

September 21: 8th hour of class

- A) Submission of third response paper
- B) PPT on metaphor
- C) Articles distributed on metaphor

Articles to be assigned for September 28th: Introducing metaphors

- Henze, Rosemary and Vanett, Lauren. 1993. To walk in two worlds- or more? Challenging a common metaphor of native education. *Anthropology and Education Quarterly* 24(2): 116-134.
- Lakoff, George and Johnson, Mark. 1980. Conceptual metaphor in everyday language. *The Journal of Philosophy* 77(8): 453-486.

September 28: 9th hour of class

- A) Submission of fourth response paper
- B) More articles on metaphor for October 5th

Articles for October 5th: More on metaphor

- Junker, Marie-Odile. 2003. A Native American view of the "mind" as seen in the lexicon of cognition in East Cree. *Cognitive Linguistics* 14 (2/3): 167-194.
- King, Jeanette. 2003. Whaia te reo: Pursuing the language. How metaphors describe our relationships with indigenous languages. In Reyhner, J., Trujillo, O., Carrasco, L., & Lockard, L. (eds.), *Nurturing Native Languages* (pp. 105-124). Flagstaff, AZ: Northern Arizona University.
- Santa-Ana, Otto. 1999. Like an animal I was treated: Anti-immigrant metaphor in US public discourse. *Discourse & Society* 10(2): 191-224.

October 5th: 10th hour of class

- A) Submission of fifth response paper
- B) Distribution of second short paper assignment to be due Oct. 19th

October 12th: 11th hour of class

- A) PPT on language and diversity
- B) Keep working on short paper

October 19th: 12th hour of class

- A) Submission of short paper
- B) Distribution of articles on language purism for October 26th

Articles for October 26th: Beginning language authenticity and purism

Dorian, Nancy. 1994. Purism vs. compromise in language revitalization and language revival. *Language in Society* 23(4): 479-494.

Hinton, Leanne, and Ahlers, Jocelyn. 1999. The issue of "authenticity" in California language restoration. *Anthropology and Education Quarterly* 30(1): 56-67.

Warner, Sam L. No'eu. 1999. Kuleana: The right, responsibility, and authority of indigenous peoples to speak and make decisions for themselves in language and cultural revitalization. *Anthropology and Education Quarterly* 30(1): 68-93.

October 26th: 13th hour of class

- A) Submission of sixth response paper
- B) Distribution of next articles on language purism

Articles for November 2nd: language purism and the creation of words

Ahlers, Jocelyn. 1996. Metonymy and the creation of new words in Hupa. *Proceedings of the Twenty-Second Annual Meeting of the Berkeley Linguistics Society: Special Session on Historical Issues in Native American Languages*. 2-10.

Kimura, Larry and Counciller, Islik April. 2009. Indigenous new words creation: Perspectives from Hawai'i and Alaska. In Reyhner, J., and Lockard, L. *Indigenous Language Revitalization: Encouragement, Guidance, and Lessons Learned* (pp. 121-139). Flagstaff: Northern Arizona University.

Sammons, Olivia N. 2009. Updating the Sauk lexicon: Strategies and implications for language revitalization. In Daisy Rosenblum and Carrie Meeker (eds.), *Proceedings of the 12th Annual Workshop on American Indigenous Languages* 20: 46-69. UC, Santa Barbara.

November 2nd: 14th hour of class

- A) Submission of seventh response paper
- B) PPT on language ideology and meaning
- C) Distribution of articles on language ideology

Articles for November 9th: Language ideologies and making meaning in indigenous societies/languages

Field, Margaret. 2009. Changing Navajo Language Ideologies and Changing Language Use. In

- P. Kroskrity and M. Field (eds.), *Native American Language Ideologies: Beliefs, Practices, and Struggles in Indian Country*. Tucson: University of Arizona Press.
- Makihara, Miki. 2007. Linguistic purism in Rapa Nui political discourse. In Makihara, M., and Schieffelin, B. (eds.), *Consequences of Contact: Language Ideologies and Sociocultural Transformations in Pacific Societies* (pp. 49-69). Oxford: Oxford University Press.
- Messing, Jacqueline. 2007. Multiple ideologies and competing discourses: Language shift in Tlaxcala, Mexico. *Language in Society* 36(4): 555-577.

November 9th: 15th hour of class

- A) Submission of eight response paper
- B) Distribution of final short paper

November 23rd: 16th (and final) hour of class

- A) Discussion of final paper assignment
- B) Course wrap-up

Final (short) paper due by: December 7th

