ANG 5621 Cultural & Linguistic Anthropology Proseminar
Spring 2025
Sec Sec 213a, Course #10276

Mondays per 7-9 (1:55 -4:55pm), Turlington Hall rm 2333

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Course Description and Objectives:
This course provides an overview of major ideas, current trends, debates and research areas within the subfields of cultural and linguistic anthropology. The objective of the course is to provide a foundation for a graduate four-field Anthropology degree by orienting students to key themes, theories, and influential thinkers along with foundational and emergent questions. Through course readings, assignments and class activities, students will learn to identify, compare and critically analyze core concepts and arguments as well as methods and schools of thought in cultural and linguistic anthropology. Students will develop the capacity to utilize them to articulate and refine their own research and professional concerns and participate in wider disciplinary conversations informed by both prevailing precedents and hidden histories with the larger aim of contributing to the discipline's future.

Attendance and Participation:
This is a collaborative, discussion-based course and a required foundational course for the Anthropology PhD degree. Students are expected to complete all weekly course readings and assignments prior to class and play a central role in class discussions. Because we meet only once per week, in-person attendance is mandatory. Unless there is a compelling reason such as an official medical excuse or personal emergency, and you cannot attend class in person, you are expected to be here. Students are expected to actively engage in class discussions, both sharing comments and questions related to the course material, responding with respect and curiosity to ideas raised by faculty and students, taking notes, cross-referencing works and ideas across weeks, topics and readings, and identifying points of engagement with one's research interests. If you struggle with public speaking, please come to talk with the instructors to work on strategies to improve your participation in class. You will not be evaluated on how many times you speak up in class, but on effort, progress and engagement with course material and classmates. Participation/attendance grade is worth 10% if your total grade. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found here.

Course Materials:
The majority of the readings come from the primary literature and will be available on the course CANVAS site. No textbooks are required. Bibliographic information for course readings are indicated on the weekly schedule below. You are expected to read the material and submit related assignments prior to the class in which the material is covered.

Assignments and Grading:
This course is divided into two sections. The first 6 weeks of class is devoted to Cultural Anthropology. The remaining 6 weeks are devoted to Linguistic Anthropology. Both sections of the class involve reading and writing assignments, group activities, discussion leadership and a final essay exam. Attendance and participation in group and class activities are both required.

Weekly Assignments & Discussion Posts 10 x 5pts each (5xCult + 5xLing) = 50pts
Group Discussion and Activity 2 x 10 pts each (1 Cult Group + 1 Ling Group) =20pts
Participation and Attendance (5 pts Cult + 5 pts Ling) = 10 points
Final Essay Exam (Due 4/30) (10pts Cult + 10 pts Ling) = 20 points
Total (50 pts Cult + 50 pts Ling) = 100 pts

Cultural Anthropology Weekly Assignments: consist of a quote and comment or question for each reading and a more in-depth discussion of 200 words comparing/contrasting and/or critically evaluating 2 readings or connecting them to your own research concerns. Each submission is worth 5 points (total 25) and required for the class periods other than your designated Group Activity. You should not summarize the works other than briefly and instead drill down to core findings, perspectives, arguments, and implications. What claims do you find most compelling or problematic? What ideas inspire you and suggest lines for further inquiry or incorporation into your own research? Late submissions during any week will be deducted by 1 point for each day past the due date. Assignments are due by noon on day of class. Assignments submitted after the designated class meeting will be considered late. Submit your assignment on the indicated CANVAS Assignment Portal.

Cultural Anthropology Group Discussion and Activities: Students will be divided into teams to guide class discussion each week. On their assigned week, group members will highlight core themes, prepare a list of questions and points for discussion as well as 2-3 quotes from each reading. They will also prepare and guide an in-class prompt or campus-based activity that addresses the week's core themes. This will take place during the final hour of the class and include a debriefing to share findings.

Linguistic Anthropology Weekly Discussion Board: Students will be required to create a discussion post 5 times during the second half of the course. Each student will submit three original posts and two replies to your classmates' original posts. Each post is worth 5 points (total 25). Only one post or reply per week will count toward this portion of your grade. In addition, your discussion posts must be for readings on days on which you are not serving as a discussion leader. Each post or reply must be one paragraph. Keep your writing concise as we will prioritize quality over quantity. In your original posts, you may ask questions to clarify and confirm your understanding of the texts, and/or to develop critiques on the theoretical framing and methodological approaches of each scholarly writing. Original posts are due at 5p on Saturday before class, and replies are due at 5 pm on Sunday before class. Submit your assignment on the indicated CANVAS Discussion Portal.

Linguistic Anthropology Group Discussion and Activities: Each week, a group of students will lead class discussion on particular readings. Group members are responsible for the following tasks.

First, you will collaboratively *prepare a presentation*, which lasts about 12-15 minutes. You will identify one or two interesting points in each assigned reading. You may also select a key quote and discuss why you think it is important to the overall argument. I do **not** expect discussion leaders to summarize the whole readings or to cover all key arguments. **Second,** you will *pose critical questions to class* and/or incorporate questions and comments submitted by your classmates as part of your discussion. **Third,** discussion should draw connections across text and/or bring in contemporary issues, audiovisuals, or outside materials relevant to the readings to stimulate class discussions. Handouts or PowerPoint presentations are encouraged but not required.

Final Exam: There will be one take-home essay-based exam due during finals week. The exam is worth 20 points total (10% Cultural, 10% Linguistic). The exam is due by 5p Wednesday, April 30.

Total 100 points. As for letter grades, the numbers are as follows:

Grade	Scale	Grade	Scale
A	94-100%	C	73-76%
A-	90-93%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	E	<60%

Please note that this is a required course for Anthropology graduate students. A grade of B or better is necessary to satisfy this requirement.

Use of AI:
- Any use of AI requires adherence to academic honesty and integrity. You may not submit work generated by an AI program as your own. You must ensure your use of AI-based tools does not violate any copyright or intellectual property laws. You may not use AI-based tools to cheat on assessments or use AI-based tools to plagiarize without citation.
- Any work that utilizes AI-based tools must be clearly marked as such, including the specific tool(s) used. (For example, if you use ChatGPT-3, you must cite "ChatGPT-3. (YYYY, Month DD of query) "Text of your query."), If you use AI programs e.g. Chat GPT to help generate ideas and brainstorm or with editing and translating, this needs to be indicated as above.
- Be aware that material generated by AI programs can be inaccurate, incomplete, or otherwise problematic. Al models also have built-in biases and may stifle your own independent thinking and creativity.
- Authors using ChatGPT or similar AI tools for research should verify any listed sources a standard process as many sources are actually AI "hallucinations." If the sources are real, accurate, and relevant, it may be better to read those original sources to learn from that research and paraphrase or quote from those articles, as applicable, than to use the model's interpretation of them.

Accommodation for Students with Disabilities: Students with disabilities who experience learning barriers and would like to request academic accommodations should register with the disability Resource Center (https://disability.ufl.edu/) by providing appropriate documentation. Accommodations should be communicated before our first full class session on January 27.

Course Evaluations – GatorEvals: Students in this class are participating in the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/.

Student Conduct and Academic Honesty and Integrity: Cheating, copying other's work, plagiarism, and other acts of academic misconduct are unethical. UF and the instructor consider these to be serious offenses. The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the Instructor(s). Students should behave in accordance to the University of Florida's student conduct code.
We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Harassment and Discrimination: Harassment is defined as conduct that (1) is of any type (written, oral, graphic, or physical), (2) is directed towards or against a person because of their personal status (i.e., race, religion, sex, sexual orientation, political affiliation, national origin, age, disability, marital status, pregnancy or others), and that (3) unreasonably interferes with the individual's work, education, or participation in activities or programs at UF or creates a working or learning environment that a reasonable person would find threatening. "Discrimination" is defined as a conduct that (1) adversely affects any aspect of an individual's employment, education, or participation in activities or programs at UF, and (2) is based on one or more personal characteristics listed above. Any student who feels that his/her rights have been violated may speak to the instructor who will direct the complaint through the proper university channels, or the student may directly file a complaint with UF Department of Human Resources.

Campus Resources:

- Students experiencing personal problems that are interfering with their academic performance are encouraged to contact the Counseling and Wellness Center:
- Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: https://counseling.ufl.edu/, 392-1575. Students experiencing personal problems that are interfering with their academic performance are encouraged to contact the Counseling and Wellness Center.

Academic Resources:
- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. https://elearning.ufl.edu/
- Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-studio/

Schedule of Topics:

Week 1 (Jan 13): Course Overview for Cultural and Linguistic Anthropology

Introductions and Overview of Syllabus and Semester.

Session at Library West with Anthropology Librarian, Dr. Ginessa Mahar, gjmahar@ufl.edu

MLK DAY Holiday Jan 20, 2024 _NO CLASS

CULTURAL ANTHROPOLOGY:

Week 2 (Jan 27): Problems of Culture and the Canon

Yarimar Bonilla, Y. 2017. Unsettling the classics: On symptomatic readings and disciplinary Agnosticism. *Hau: Journal of Ethnographic Theory* 7 (3): 23–28

Boas, F., 1920. The Methods of Ethnology. *American Anthropologist.* 22(4): 311-321.

Stocking, G. 1968. Franz Boas and the Culture Concept, in *Race, Culture and Evolution*, Chicago, Pp. 203-214.

Harrison, F. 1992, The DuBoisian Legacy in Anthropology. *Critique of Anthropology*. 12 (3): 239-260.

Gupta, A. & J. Stoolman. 2022. Decolonizing US Anthropology. *American Anthropologist.* 124 (4): 778-799

Simpson, A. 2018. "Why White People Love Franz Boas, or The Grammar of Indigenous Dispossession." In *Indigenous Visions: Rediscovering the world of Franz Boas*. Ed. N.Blackhawk. Yale. Pp. 166-180.

Optional: "Gods of the Upper Air" book review, J. Klein.

In class: Debate Definitions of Culture: refer to Kroeber, A.L. and C. Kluckhohn. 1952. *Culture: A critical review of concepts and definitions*. Peabody Museum Press. Pp.43-71.

Week 3 (Feb 3): Knowledge, Writing, and Representation

Malinowski, B. 1922. "Subject, Method and Scope," in *Argonauts of the Western Pacific,* 1922, Dutton (1984, Waveland), Pp. 1-20

Hurston, Z.N. 1990. *Tell my horse: Voodoo and life in Haiti and Jamaica*. Ch.1 The Roosters Nest.

Geertz, C. 1973. Excerpts from Ch. 1 "Thick Description:Toward an Interpretive Theory of Culture" & "Deep Play Notes on the Balinese Cockfight." *The Interpretation of Cultures*. Basic.

Crapanzano, V., 1986. "Hermes Dilemma" in *Writing Culture*, Ed. J. Clifford & G. Marcus. California. Pp. 51-54, 69-75

Abu-Lughod, L. 1991 "Writing Against Culture," in *Recapturing Anthropology: Working in the Present* R. Fox (ed.) School of American Research. 137-162

Taussig, M. 2011. Preface and Chapter 1, *I swear I saw this: Drawings in fieldwork notebooks, namely my own.* Chicago. Pp. xi-xii. 1-9

Hamdy, S and C. Nye. 2022. Graphic Ethnography on the Rise. "Lissa's Multimodal Ethnography and Revolutionary Citation." *Cultural Anthropology*. Fieldsights: Theorizing the Contemporary. https://culanth.org/fieldsights/series/graphic-ethnography-on-the-rise

Week 4 (Feb 10): Wealth, Power and Political Economy

Mauss, M. 1967 *The Gift: Forms & Functions of Exchange in Archaic Societies*, pp. 1-12.

Mintz, S. "Introduction," in *Sweetness & Power,* 1986, Penguin, p. xv-xxx.

Foucault, M. 1984. "The means of Correct Training," in *The Foucault Reader*. P.Rabinow (ed.) Pantheon. Pp. 7-12, 14-20, skim 188-205.

De Genova, N. and Roy, A., 2020. "Practices of illegalisation." *Antipode*, 52(2), pp.352-364.

Robbins, J. (2013). Beyond the suffering subject: toward an anthropology of the good. *The Journal of the Royal Anthropological Institute*, *19*(3), 447–462

Ortner, S. https://sites.lsa.umich.edu/cssh/2017/06/12/more-thoughts-on-resistance-and-refusal-a-conversation-with-sherry-ortner/

Ho, K., 2012. "Wall Street: Reflections on theory and methodology." *Researching amongst elites: challenges and opportunities in studying up*, L. Aguiar and C. Schneider (eds.) Routledge. pp.29-48.

Week 5 (Feb 17): Environments, Nature-Culture, and Non-Human Others

Steward, J. (1955). "The Concept and Method of Cultural Ecology,"in *Theory of Culture Change: The Methodology of Multilinear Evolution*. (Excerpt in *The Environment in Anthropology*, N. Haenn ed. 2016. NYU Press. Pp. 12-17).

Barnes, J., Dove, M., Lahsen, M., Mathews, A., McElwee, P., McIntosh, R., Moore, F., O'Reilly, J., Orlove, B., Puri, R. and Weiss, H., 2013. Contribution of anthropology to the study of climate change. *Nature Climate Change* 3(6): 541-544.

Swanson, H., A. Tsing, N. Bubandt, E. Gan. 2017. Monsters "Introduction: Bodies Tumbled into Bodies," in *Arts of Living on a Damaged Planet.* Minnesota. Pp. M1-10.

Haraway, D. "Ch. 4 Making Kin," in *Staying with the Trouble*, 2016, Duke, Pp. 99-103.

Kirksey, E. et al. 2014. "Introduction" in *The Multispecies Salon*, Duke. Pp.1-5

Kohn, E. 2016. "Ecopolitics" From the Fieldsights Series Lexicon for the Anthropocene Yet Unseen. *Cultural Anthropology* https://culanth.org/fieldsights/ecopolitics

Bhan, M., & Govindrajan, R. (2024). More-than-human supremacy: Himalayan lessons on cosmopolitics. *American Anthropologist*, *126*(2), 182-193.

Stoezer, B. (2018) "Ruderal Ecologies: Rethinking Nature, Migration and Urban Landscape in Berlin,"*Cultural Anthropology* 33(2): 295-323.

Week 6 (Feb 24): Science and Technology Studies

Latour, B. 2005. "Objects too have agency," in *Reassembling the Social,* Oxford. Pp. 1-11, 70-75.

Latour, B. 1987. Ch.2 "Laboratories," *Science in Action: How to follow scientists and engineers through society,* Harvard. Pp. 62-74

"Ethnographies of Science: Interview with the Authors." 2012.
https://journal.culanth.org/index.php/ca/ethnographies-of-science-interview

Fortun, K. (2014). From Latour to late industrialism. *HAU: Journal of Ethnographic Theory*, *4*(1), 309-329.

P. Destree. 2021. The struggle for capacity: a historical ethnography of toxicology in Senegal. *Anthropology Book Forum*. Review of N. Tousignant. 2018. *Edges of Exposure: Toxicology and the problem of capacity in postcolonial Senegal*. Duke

M. Lane. 2018. Review of Messeri, Lisa. 2016. Placing Outer Space: An Earthly Ethnography of Other Worlds. Duke University Press. In *Journal of Anthropological Research*.

Week 7 (March 3): Ethics and Futures

https://americananthro.org/about/past-statements-on-ethics/

Price, D.H., 2017. A Short History of American Anthropological Ethics, Codes, Principles, and Responsibilities—Professional and Otherwise. In *Anthropological Ethics in Context*. Routledge. Pp. 23-38.

Cassell, J.1980. Ethical principles for conducting fieldwork. *American Anthropologist* 82: 28-41.

Plattner, S. 2003. Human subjects protection and cultural anthropology. *Anthropological Quarterly* 76: 287-297.

Benton, A. and Y. Bonilla. 2017. Rethinking Public Anthropologies in the Digital Age. *American Anthropologist*. 119 (1): 154-156

Davis, D. and S. Mulla. 2023. "The Unbearable Whiteness of Citational Practices in US Medical Anthropology." *Medical Anthropology Quarterly* 37(3): 182-189.

Peterson, K and V. Olsen. 2024. The Ethnographers Way: A handbook for Multi-dimensional Research Design. Duke. Pp. xvii-xxvi

Hanes, A. and H. Walters. 2021 "A Long Journey Home: Supporting Students in the Field." Metooanthro.org.

Westmoreland, M. 2022. Multimodality: Reshaping Anthropology. *Annual Review of Anthropology*. 51(1): 173-194.

LINGUISTIC ANTHROPOLOGY:

Week 8 (March 10): Language, Thought, and Culture

Whorf, Benjamin. 1964 [1941]. "The Relation of Habitual Thought and Behavior to Language." In *Language, Thought, and Reality*, edited by Benjamin Lee Whorf and John B. Carroll, 134-159. The MIT Press.

Hill, Jane and Bruce Mannheim. 1992. "Language and world view." *Annual Review of Anthropology* 21: 381-406.

Pederson et al. 1998. "Semantic typology and spatial conceptualization." *Language* 74(3):557-589.

Everett, D. 2005. "Cultural Constraints on Grammar and Cognition in Piraha." *Current Anthropology* 46(4): 621-646. (only pp.621-634 required)

Lakoff, George, and Mark Johnson. 1980. "Concepts We live By" and "the Systematicity of Metaphorical Concepts." in *Metaphors We Live By*, pp. 3-9 Chicago: University of Chicago Press.

Kovecses, Zoltan. 2010. *Metaphor: A Practical Introduction.* New York: Oxford University Press. (chapter 1 pp.3-14 and chapter 3 pp.29-42)

Spring Break 3/15-3/22 NO CLASS.

Week 9 (March 24): Indexicality and Social Life of Language

Hanks, William F. 1999. "Indexicality." *Journal of Linguistic Anthropology* 9(1-2): 124-126.

Duranti, Alessandro. 2023. "The Force of Indexicality." In *A New Companion to Linguistic Anthropology*, edited by Alessandro Duranti, Rachel George, and Robin Conley Riner, pp. 596-613. First Edition. John Wiley & Sons Ltd.

Morford, Janet. 1997. "Social indexicality in French pronominal address." *Journal of Linguistic Anthropology* 7(1): 3-37.

Inoue, Miyako. 2004. "Gender, language and modernity: Toward an Effective History of 'Japanese Women's Language.'" In *Japanese Language, Gender, and Ideology: Cultural Models and Real People*, edited by Shigeko Okamoto and Janet S. Shibamoto Smith, pp. 57-75. Oxford University Press.

Johnstone, Barbara et al. 2006. "Mobility, indexicality and the enregisterment of 'Pittsburghese.'" *Journal of English Linguistics* 34(2): 77-104.

Gal, Susan. 2013. "The tastes of talk: Qualia and the Moral Flavor of Signs." *Anthropological Theory* 31(1-2): 31-48.

Week 10 (March 31): Language Ideology

Woolard, Kathryn A. 1998. "Introduction: Language Ideology as a Field of Inquiry." In *Language Ideologies: Practice and Theory*, edited by Bambi B. Schieffelin, Kathryn A. Woolard, and Paul V. Kroskrity, pp.3-47. New York: Oxford University Press. (Focus on pp.4-11 and 16-23 and skim the rest if you have time)

Gal, Susan and Judith Irvine. 2000. "Language Ideology and Linguistic Differentiation." In *Regimes of Language: Ideologies, Polities, and Identities*, edited by Paul Kroskrity. Santa Fe: Press, pp. 35-83. Santa Fe: School of American Research Press. (Focus on pp. 35-39, 47-59, 72-79 but you are highly encouraged to read the whole chapter)

Kulick, Don. 1998. "Anger, gender, language shift, and the politics of revelation in a Papua New Guinean village." In In *Language Ideologies: Practice and Theory*, edited by Bambi B. Schieffelin, Kathryn A. Woolard, and Paul V. Kroskrity, pp. 87-102. New York: Oxford University Press.

Irvine, Judith. 2001. "The family romance of colonial linguistics: Gender and family in Nineteenth Century Representations of African Languages." *Pragmatics* 5(2): 139-153.

Milroy, Lesley. 2001. "Britain and the United States: Two Nations Divided by the Same Language (and Different Language Ideologies." *Journal of Linguistic Anthropology* 10(1): 56-89.

Zhang, Qing. 2008 "Rhotacization and the Beijing smooth operator." *Journal of Sociolinguistics*. 12(2): 201-222.

Week 11 (April 7): Identity, Social Differentiation, and Stance-making

Eckert, Penelope. 2012. "Three waves of variation study." *Annual Review of Anthropology* 41: 87-100.

Bucholtz, Mary. 2009. "From Stance to Style: Gender, Interaction, and Indexicality in Mexican Immigrant Youth Slang." In *Stance: Sociolinguistic Perspectives*, edited by Alexandra Jaffe, pp. 146-170. New York: Oxford University Press.

Cameron, Deborah. 1997. "Performing Gender Identity: Young Men's Talk and the Construction of Heterosexual Masculinity." In *Language and Masculinity*, edited by Sally A. Johnson and Ulrike Hanna, pp. 47-64. Oxford: Blackwell.

Shankar, Shalini. 2008. "Speaking like a model minority: "FOB" Styles, Gender, and Racial Meanings among Desi Teens in Silicon Valley." *Journal of Linguistic Anthropology* 18(2): 268-289.

Reyes, Angela. 2004. "Asian American Stereotypes as Circulating Resources." *Pragmatics* 14(2/3): 173-192.

Carr, Summerson. 2009. "Anticipating and inhabiting institutional identities." *American Ethnologist* 36(2): 317-336.

Week 12 (April 14): Linguistic Nationalism, Globalization, and Mobility

Blommaert, Jan. 2010. *The Sociolinguistics of Globalization*. Cambridge: Cambridge University Press. (Read chapter 1 and 2, pp. 1-62)

Blommaert, Jan. 2009. "Language, Asylum, and the National Order." *Current Anthropology* 50(4): 415-441.

Gal, Susan. 2006. "Contradictions of standard language in Europe: Implications for the study of practices and publics." *Social Anthropology* 14: 163–181.

Zentz, Lauren. 2014. "Love" the Local, "Use" the National, "Study" the Foreign: Shifting Javanese Language Ecologies in (Post-)Modernity, Postcoloniality, and Globalization." *Journal of Linguistic Anthropology* 24(3): 339-359.

Faudree, Paja. 2016. "Between Aspiration and Apathy: Shifting Scale and the "Worlding" of Indigenous Day of the Dead Music." *Popular Music and Society* 39(3): 1-16.

Week 13 (April 21): Language, Power, and Endangerment

Himmelmann, Nikolaus. P. 2008. "Reproduction and preservation of linguistic knowledge: Linguistics' response to language endangerment." *Annual review of anthropology*, *37*: 337-350.

Errington, Joseph. 2003. "Getting Language Rights: The Rhetoric of Language Endangerment and Loss." *American Anthropologist* 105(4): 723-732.

Hill, Jane H. 2002. "Expert rhetorics" in advocacy for endangered languages." *Journal of Linguistic Anthropology* 12(2): 119-133.

Schwartz, Saul. 2018. "The Predicament of Language and Culture: Advocacy, Anthropology, and Dormant Language Communities." *Journal of Linguistic Anthropology* 28(3):332-355.

Woodbury, Anthony C. 1998 "Documenting rhetorical, aesthetic and expressive loss in language shift." In *Endangered Languages: Language Loss and Community Response*, edited by Lenore A. Grenoble and Lindsay J. Whaley, pp. 234-258. Cambridge University Press.

Costa, James. 2015. "Is Language Revitalization Really about Saving Languages? Some Insights from 150 Years of Language Revival in Occitania." *Proceedings from the Annual Meeting of the Chicago Linguistic Society 51*.

Walker, Casey. 2000. "Vanishing Voices: The Extinction of the World's Languages – An Interview with Suzanne Romaine." *Wild Duck Review* 6(1): pp.1-7.