

*in*Field

## Language activism

University of California at Santa Barbara, June 24-27, 2008

**Margaret Florey**

*Monash University*

&

**Susan Penfield**

*University of Arizona*

## Day 4

- Activism, documentation and revitalization
  - *We assert that the best efforts in documentation and revitalization are not going to be effective without increased attention towards activism at both the local level and the international level.*
  - *In this final class we will work towards a more holistic conception of a documentation/revitalization project, one which is fundamentally based on activism and which fosters participatory practice.*

## Day 4— exercise 1

### 1. Class discussion (~20 minutes)

- "The best efforts in documentation and revitalization are not going to be effective without increased attention towards activism at both the local level and the international level"
  - Is this statement valid?
  - Do you agree with it? Why or why not?
  - What are the arguments for or against the statement?
  - How are documentation projects enhanced by increasing activism? How can activism make documentation activities more effective?
  - How are revitalization projects enhanced by increasing activism? How can activism make revitalization activities more effective?

## Day 4— exercise 2

- Class discussion (~30 minutes)
- In two years InField 2 will be held. Since you have taken this class on activism, you have been asked to co-teach this class at the next InField.
  - Reflect on the content that we've presented here.
    - Is it sufficient?
    - What else needs to be part of the curriculum?
  - If you are an internal language activist, consider the possibility of training activists (internal and external) on-site in your community.
    - How does that change it?
    - What would you like to be able to teach?
    - What is your curriculum going to be?
  - How do we broaden the pool of people who are learning about language activism?
  - How do we get students, linguists, non-Indigenous people into a class such as this?

## Day 4— exercise 3

- Class discussion (~30 minutes)
  - **Definition:** a language activist is "a person who focuses 'energetic action' (OED) toward language."
  - Throughout the week we've shared our framework with you, and have worked towards an understanding that language activism is a critical part of activities related to language endangerment. You've spent a week thinking about language activism, and have identified yourself as an activist.
  - Now take a few minutes and identify how you are going to use yourself as an activist and raise awareness about language endangerment. Think about this from the perspective of how you identify yourself as an activist.
    - What are you going to do when you leave this class?
    - Who are going to try to reach?
    - What are 10 activities that you're going to try to do?
  - Write it down so you can take it with you.
  - Share it with the group.