



SLAV470A/SLAV570A/ENGL478A/LING480A

WHAT'S IN A LANGUAGE NAME?

THE CASE OF BOSNIAN, CROATIAN, MONTENEGRIN, AND SERBIAN

SUMMER QUARTER 2008

COURSE WEBSITE: <http://faculty.washington.edu/bojan/WILN/WILN.shtml>

TIME AND PLACE:..... Tuesday..... 10:50-1:00..... DEN 206
Thursday..... 10:50-1:00..... DEN 206

INSTRUCTOR:..... Bojan Belić E-MAIL ADDRESS:bojan@u.washington.edu
OFFICE: 24 Smith Hall TELEPHONE: (206) 221-4281
OFFICE HOURS:BY APPOINTMENT

REQUIRED MATERIAL:

SLAV 470A/SLAV 570A/ENGL 478A/LING 480A *WHAT'S IN A LANGUAGE NAME? THE CASE OF BOSNIAN, CROATIAN, MONTENEGRIN, AND SERBIAN*. Course Packet.

RECOMMENDED MATERIAL:

SLAV 470A/SLAV 570A/ENGL 478A/LING 480A *Reading List*.

ALEXANDER, RONELLE. 2006. *Bosnian, Croatian, Serbian, a Grammar*. Madison: The University of Wisconsin Press.

BROWNE, WAYLES. 1993. *Serbo-Croat. The Slavonic Languages* ed. by Bernard Comrie and Greville G. Corbett, 306-387. London and New York: Routledge.

BROWNE, WAYLES and THERESA ALT. 2004. *A handbook of Bosnian, Serbian, and Croatian*. SEELRC.
<http://www.seelrc.org:8080/grammar/mainframe.jsp?nLanguageID=1>

OBJECTIVE: During this course we will examine various phenomena related to the language known as Serbo-Croatian, on the one hand, and, on the other, to the languages known as Bosnian, Croatian, Montenegrin, and Serbian. In connection with this, concepts such as **language death** and **language birth** are explored. A brief **history of Serbo-Croatian** will be provided and compared to an even more brief history of the peoples who spoke the language. The relation between **dialect** and **language** is analyzed and then specifically applied to the region in question. Notions of **language politics**, **language standardization**, and **language codification** in the Balkans are necessarily analyzed. Also, certain **elements of the structures** of Bosnian, Croatian, Montenegrin, and Serbian are briefly addressed for purposes of making **linguistic comparisons**.

Last, but – by no means – least, your own ideas are always more than welcome – only through open and creative interaction can we hope that we will be successful in our learning endeavor.

Please feel free to ask for clarification on any part of the syllabus or any of the instructor's explanations.

GRADING:

1. READINGS AND CLASS DISCUSSIONS:

It is expected that students will come to class having READ THE ASSIGNED READING SELECTIONS (see Tentative Classroom Syllabus for specific details). This will ensure students' full participation in class discussion. In order to check up on students' reading, it is expected that each student will bring to class or email no later than 10:00 A.M. on the day of the class AT LEAST ONE MEANINGFUL QUESTION based on reading of an assigned selection; the questions must be turned in at the beginning of class and will be raised in class discussion as appropriate.

2. TAKE-HOME PROJECTS:

There will be three different take-home projects during the course, namely, ARTICLE DISCUSSION, LINGUISTIC AND STATISTICAL ANALYSIS, and CLASS PRESENTATION. The take-home projects are due on the following days:

☐ Tuesday, July 15, 2008: ARTICLE DISCUSSION

This project is designed for students to state their own opinion – to the best of their abilities – about what is known as the Serbo-Croatian language and Serbo-Croatian language question based on any two of the following three articles of students' choosing:

BROZOVIĆ, DALIBOR. 1992a. Serbo-Croatian as a Pluricentric Language. *Pluricentric Languages* ed. by Michael Clyne, 347-380. Berlin, New York: Mouton de Gruyter.

GREENEBRG, ROBERT. 2004a. *Language and Identity in the Balkans*. Oxford: Oxford University Press. Chapter 2: Serbo-Croatian: United or Not We Fall, 16-57.

NAYLOR, KENNETH E. 1980a. Serbo-Croatian. *The Slavic Literary Languages: Formation and Development* ed. by Alexander M. Schenker and Edward Stankiewicz, 65-83. New Haven: Yale Concilium on International and Area Studies.

Students are encouraged to rely on all class discussions as well as any other relevant source, which will all have enabled them to discuss, in no more than 3 single spaced (or 6 double-spaced) pages for undergraduate students and 4 single-spaced (or 8 double-spaced) pages for graduate students, the similarities and differences in the approaches taken by the chosen articles. Possible issues, which may be relevant in developing one's discussion, are author's overall point of view, author's argumentation, author's justification of his claims. Ultimately, the discussion should present a sense of students' own take on the Serbo-Croatian language and Serbo-Croatian language question.

☐ Thursday, July 31, 2008: LINGUISTIC AND STATISTICAL ANALYSIS

This project is designed for students to perform a linguistic and statistical – albeit very primitive – analysis of the Bosnian, Croatian, and Serbian lexicon using (preferably) the following three dictionaries, respectively:

BABIĆ, MILICA. 2002. *Bosansko-engleski i englesko-bosanski rječnik = Bosnian-English and English-Bosnian dictionary*. Sarajevo: Bosna leksika. (PG1377.5 .B32 2002)

BUJAS, ŽELJKO. 1999. *Veliki englesko-hrvatski rječnik = English-Croatian dictionary*. Zagreb: Nakladni zavod Globus. (PG1377 .B852 1999)

BRKIĆ, SVETOZAR, BRANKO MOMČILOVIĆ, and ŽIVOJIN SIMIĆ. [urednik Ljiljana Lapčević]. 1993. *Englesko-srpski i srpsko-engleski rečnik = English-Serbian and Serbian-English dictionary*. Beograd: Beogradski izdavačko-grafički zavod. (PG1377 .B754 1993)

Students will use a lexico-statistic list of 200 basic vocabulary items in order to find their Bosnian, Croatian, and Serbian equivalents (due to the lack of a Montenegrin-English/English-Montenegrin dictionary, the Montenegrin lexicon will not be analyzed). Students will then analyze lexical similarities and differences among the three lexicons and formulate their conclusions in no more than 3 single-spaced (or 6 double-spaced) pages – for undergraduate students, and no more than 4 single-spaced (or 8 double-spaced) pages – for graduate students. Students are strongly encouraged to work in groups for the initial part of the project, namely collecting/finding all the lexical items from the list. However, the analysis and the conclusions must be done individually.

☐ Tuesday, August 19 (and, if necessary, Thursday, August 21), 2008: CLASS PRESENTATION
This project is designed for students to exercise their oral skills when speaking on a scientific topic. Each student will give a 15-minute class presentation of their term paper. The presentation must be well-organized, must demonstrate that some real work has been put into it (which is to be expected since students will have been working on their term papers since the beginning of the quarter), should provide necessary background data so that others can follow, and should clearly state significant points of the paper.

Students' progress in preparation of their presentation and, consequently, in writing of their paper, will be measured by two progress reports: first, by the beginning of the 4th week of the quarter (Tuesday, July 15, 2008), a statement of what the topic of the presentation is, as well as any other relevant information at that point, and second, by the end of the 6th week of the quarter (Thursday, July 31, 2008), a paragraph on the current state of the project, as well as any other relevant information at that point.

3. TERM PAPER:

Each student will WRITE A TERM PAPER on a topic of their own choosing (on the order of up to 15 double-spaced pages for graduate students and up to 10 double-spaced pages for undergraduate students). The topic may, but need not be, related to the Serbo-Croatian, Bosnian, Croatian, Montenegrin, Serbian language question, but should have at its core an ISSUE UNDERTAKEN DURING CLASS DISCUSSIONS OR PHENOMENA RELATED TO CLASS DISCUSSIONS. The paper may present either students' ORIGINAL RESEARCH or else a REVIEW OF ARTICLES on a chosen topic. The term paper is to be turned in no later than by the end of the class on Tuesday, August 19, 2008.

Your final grade will be calculated according to the following scale:

1. Readings and Class Discussions.....20%
2. Take-Home Projects (3 THPs each @ 20%)...60%
3. Term Paper.....20%

Your final percentage will determine your final grade, as follows:

100,99,98,97,96.....	4.0	77,76,75,74,73.....	2.2,2.1,2.0,1.9,1.8
95,94.....	3.9	72,71,70.....	1.7,1.6,1.5
93,92,91,90.....	3.8,3.7,3.6,3.5	69,68.....	1.4,1.3
89,88.....	3.4,3.3	67,66,65.....	1.2,1.1,1.0
87,86,85,84,83.....	3.2,3.1,3.0,2.9,2.8	64.....	0.9
82,81,80.....	2.7,2.6,2.5	63,62.....	0.8
79,78.....	2.4,2.3	61,60.....	0.7
		59 & below.....	0.0

TENTATIVE CLASSROOM SYLLABUS

DAY DATE	TOPIC
	REQUIRED READINGS
T June 24	INTRO TO THE COURSE

Th June 26	<p>LANGUAGE, DIALECT, SOCIOLECT, IDIOLECT</p> <p>CHAMBERS, JACK. K. and PETER TRUDGILL. 1998. <i>Dialectology</i>. Cambridge: Cambridge University Press. Chapter 1: Dialect and Language, 3-12.</p> <p>EDWARDS, JOHN. 1985. <i>Language, Society and Identity</i>. Oxford: Basil Blackwell Inc. Chapter 1: Some Basic Concepts, 1-22.</p> <p>FISHMAN, JOSHUA A. 1968a. Sociolinguistics and the Language Problems of the Developing Countries. <i>Language Problems of Developing Nations</i> ed. by Joshua A. Fishman, Charles A. Ferguson, and Jyotirindra Das Gupta, 3-16. New York: John Wiley & Sons, Inc.</p>
T July 1	<p>BASIC CONCEPTS ON LANGUAGE DEVELOPMENT, LANGUAGE POLICY, LANGUAGE AND NATION</p> <p>FISHMAN, JOSHUA A. 1993a. Introduction: Exploring an Overlooked Sociolinguistic Phenomenon (The First Congress for Language X). <i>The Earliest Stage of Language Planning</i> ed. by Joshua A. Fishman, 1-9. Berlin, New York: Mouton de Gruyter.</p> <p>FISHMAN, JOSHUA A. 1993b. The "First Congress" Phenomenon: Arriving at Some General Conclusions. <i>The Earliest Stage of Language Planning</i> ed. by Joshua A. Fishman, 333-348. Berlin, New York: Mouton de Gruyter.</p> <p>FERGUSON, CHARLES A. 1968. Language Development. <i>Language Problems of Developing Nations</i> ed. by Joshua A. Fishman, Charles A. Ferguson, and Jyotirindra Das Gupta, 27-35. New York: John Wiley & Sons, Inc.</p>
Th July 3	<p>SLAVS, SLAVIC, BALKANS, (CENTRAL) SOUTH SLAVIC, SERBO-CROATIAN, BOSNIAN, CROATIAN, MONTENEGRIN, SERBIAN</p> <p>CUBBERLEY, PAUL. 1993. Alphabets and Transliteration. <i>The Slavonic Languages</i> ed. by Bernard Comrie and Greville G. Corbett, 20-59. London and New York: Routledge. PARTICULARLY: 20-49.</p> <p>GOŁĄB, ZBIGNIEW. 1992. <i>The Origins of the Slavs A Linguist's View</i>. Columbus: Slavica Publishers, Inc. Chapter 1: Introduction, 7-34.</p>
T July 8	<p>DIALECT GEOGRAPHY IN CENTRAL SOUTH SLAVIC</p> <p>ALEXANDER, RONELLE. 2000. <i>In Honor of Diversity: The Linguistic Resources of the Balkans</i>. The Kenneth E. Naylor Memorial Lecture Series in South Slavic Linguistics, No. 2. Columbus: Department of Slavic and East European Languages and Literatures, The Ohio State University. 1-23.</p> <p>NAYLOR, KENNETH E. 1966. The Classification of Serbo-Croatian Dialects. <i>Slavic and East European Journal</i> 10:453-7.</p>
Th July 10	<p>DIALECTS AND POLITICAL BORDERS IN CENTRAL SOUTH SLAVIC</p> <p>FRIEDMAN, VICTOR A. 1986. Linguistics, Nationalism, and Literary Languages: A Balkan Perspective. <i>The Real World Linguist: Linguistic Applications in the 1980's</i> ed. by Victor Raskin and Peter Bjorkman, 287-305. Norwood, NJ: Ablex.</p> <p>FRIEDMAN, VICTOR A. 1999a. <i>Linguistic Emblems and Emblematic Languages: On Language as Flag in the Balkans</i>. The Kenneth E. Naylor Memorial Lecture Series in South Slavic Linguistics, No. 1. Columbus: Department of Slavic and East European Languages and Literatures, The Ohio State University. PARTICULARLY 1-15 (up to "The situation with Macedonian and Bulgarian...") and 26-34 (from "We can conclude...").</p> <p>NAYLOR, KENNETH E. 1980b. Some Problems for the Study of Balkan Sociolinguistics. <i>Zbornik Matice srpske za filologiju i lingvistiku</i> 23/2:7-14.</p>

<p>T July 15</p>	<p>HISTORY OF SERBO-CROATIAN</p> <p>GREENBERG, ROBERT. 2004a. <i>Language and Identity in the Balkans</i>. Oxford: Oxford University Press. Chapter 2: Serbo-Croatian: United or Not We Fall, 16-57.</p> <p>KATIČIĆ, RADOSLAV. 1984. The Making of Standard Serbo-Croat. <i>Aspects of the Slavic Language Question</i> 1 ed. by Riccardo Picchio and Harvey Goldblatt, 261-95. New Haven: Yale Concilium On International Studies.</p> <p>NAYLOR, KENNETH E. 1984-85. On the Creation of a Common Literary Language for the Serbs and Croats. <i>Zbornik Matice srpske za filologiju i lingvistiku</i> 27-28:527-31.</p>
<p>Th July 17</p>	<p>STRUCTURE OF SERBO-CROATIAN</p> <p>BROZOVIĆ, DALIBOR. 1992a. Serbo-Croatian as a Pluricentric Language. <i>Pluricentric Languages</i> ed. by Michael Clyne, 347-380. Berlin, New York: Mouton de Gruyter.</p> <p>NAYLOR, KENNETH E. 1980a. Serbo-Croatian. <i>The Slavic Literary Languages: Formation and Development</i> ed. by Alexander M. Schenker and Edward Stankiewicz, 65-83. New Haven: Yale Concilium on International and Area Studies.</p>
<p>T July 22</p>	<p>LANGUAGE PLANNING, STANDARDIZATION, AND CODIFICATION IN CENTRAL SOUTH SLAVIC</p> <p>BROZOVIĆ, DALIBOR. 1992b. The Yugoslav Model of Language Planning: A Confrontation with Other Multilingual Models. <i>Language Planning in Yugoslavia</i> ed. by Ranko Bugarski and Celia Hawkesworth, 72-79. Columbus: Slavica Publishers, Inc.</p> <p>BUGARSKI, RANKO. 1992. Language in Yugoslavia: Situation, Policy, Planning. <i>Language Planning in Yugoslavia</i> ed. by Ranko Bugarski and Celia Hawkesworth, 9-26. Columbus: Slavica Publishers, Inc.</p> <p>RADOVANOVIĆ, MILORAD. 1988. Yugoslavia. <i>Sociolinguistics/Soziolinguistik</i> ed. by Ulrich Ammon, Norbert Dittmar and Klaus J. Mattheier, Second Volume, 1303-1307. Berlin, New York: Walter de Gruyter.</p> <p>RADOVANOVIĆ, MILORAD. 1992. Standard Serbo-Croatian and the Theory of Language Planning. <i>Language Planning in Yugoslavia</i> ed. by Ranko Bugarski and Celia Hawkesworth, 93-100. Columbus: Slavica Publishers, Inc.</p>
<p>Th July 24</p>	<p>FROM SERBO-CROATIAN TO BOSNIAN, CROATIAN, MONTENEGRIN, AND SERBIAN</p> <p>LEPSCHY, GIULIO. 1994. How Many Languages Does Europe Need? <i>The Changing Voices of Europe</i> ed. by M. M. Parry, W. V. Davies and R. A. M. Temple, 5-21. Cardiff: University of Wales Press in conjunction with the Modern Humanities Research Association.</p> <p>MØNNESLAND, SVEIN. 1997. Emerging Literary Standards and Nationalism. The Disintegration of Serbo-Croatian. <i>Actas do I Simposio Internacional sobre o Bilingüismo</i>: 1103-1113.</p> <p>TOLLEFSON, JAMES W. 2002. The Language Debates: Preparing for the War in Yugoslavia, 1980-1991. <i>International Journal of the Sociology of Language</i> 154:65-82.</p>
<p>T July 29</p>	<p>LANGUAGE AND NATION IN CENTRAL SOUTH SLAVIC</p> <p>BUGARSKI, RANKO. 2001. Language, Nationalism and War in Yugoslavia. <i>International Journal of the Sociology of Language</i> 151:69-87.</p> <p>CRYSTAL, DAVID. 2000. <i>Language Death</i>. Cambridge: Cambridge University Press. Preface: vii-x. Chapter 1: What is Language Death? 1-26.</p> <p>GREENBERG, ROBERT. 1999. In the Aftermath of Yugoslavia's collapse: The Politics of Language Death and Language Birth. <i>International Politics</i> 36:141-58.</p>

Th July 31	PRESENT-DAY CENTRAL SOUTH SLAVIC
	<p>ALEXANDER, RONELLE. 2002-03. Bosnian, Croatian, Serbian: One Language or Three? <i>International Journal of Slavic Linguistics and Poetics</i> 44-45:1-35.</p> <p>BUGARSKI, RANKO. 2004. Overview of the Linguistic Aspects of the Disintegration of Former Yugoslavia. <i>Language in the Former Yugoslav Lands</i> ed. by Ranko Bugarski and Celia Hawkesworth, 3-11. Bloomington: Slavica Publishers.</p> <p>LANGSTON, KEITH. 1999. Linguistic Cleansing: Language Purism in Croatia after the Yugoslav Break-up. <i>International Politics</i> 36:179-201.</p>
T August 5	BOSNIAN LANGUAGE SITUATION
	<p>BAOTIĆ, JOSIP. 2004. The Language Situation in Bosnia and Herzegovina. <i>Language in the Former Yugoslav Lands</i> ed. by Ranko Bugarski and Celia Hawkesworth, 117-25. Bloomington: Slavica Publishers.</p> <p>MØNNESLAND, SVEIN. 2004. Is There a Bosnian Language? <i>Language in the Former Yugoslav Lands</i> ed. by Ranko Bugarski and Celia Hawkesworth, 127-61. Bloomington: Slavica Publishers.</p>
Th August 7	CROATIAN LANGUAGE SITUATION
	<p>KALOGJERA, DAMIR. 2004. Serbo-Croatian into Croatian: Fragment of a Chronicle. <i>Language in the Former Yugoslav Lands</i> ed. by Ranko Bugarski and Celia Hawkesworth, 85-103. Bloomington: Slavica Publishers.</p> <p>ŠKILJAN, DUBRAVKO. 2004. From Croato-Serbian to Croatian: Croatian Linguistic Identity. <i>Language in the Former Yugoslav Lands</i> ed. by Ranko Bugarski and Celia Hawkesworth, 67-83. Bloomington: Slavica Publishers.</p>
T August 12	MONTENEGRIN LANGUAGE SITUATION
	<p>GREENBERG, ROBERT. 2004a. <i>Language and Identity in the Balkans</i>. Oxford: Oxford University Press. Chapter 4: Montenegrin: A Mountain out of a Mole Hill?, 88-108.</p> <p>GREENBERG, ROBERT. 2004b. From Serbo-Croatian to Montenegrin? Politics of Language in Montenegro. <i>Language in the Former Yugoslav Lands</i> ed. by Ranko Bugarski and Celia Hawkesworth, 53-64. Bloomington: Slavica Publishers.</p>
Th August 14	SERBIAN LANGUAGE SITUATION
	<p>IVIĆ, PAVLE. 2001. Language Planning in Serbia Today. <i>International Journal of the Sociology of Language</i> 151:7-17.</p> <p>POPOVIĆ, LJUBOMIR. 2004. From Standard Serbian through Standard Serbo-Croatian to Standard Serbian. <i>Language in the Former Yugoslav Lands</i> ed. by Ranko Bugarski and Celia Hawkesworth, 25-40. Bloomington: Slavica Publishers.</p>
T August 19	STUDENTS' PRESENTATIONS
Th August 21	OUTRO