
	Adam Mickiewicz University in Poznań	
	Doctoral School of Languages and Literatures 	
	Humanists, Language Market, and Language Rights - Situation and Study of Minority, Indigenous, Endangered, Minoritized, and Discriminated Languages	
	Prof. UAM dr hab. Tomasz Wicherkiewicz	
Type of classes	seminar	
Language of instruction	English	
The number of hours + form of passing classes	20 hours / credit of a grade <u>Grading Criteria</u> 1. Participation and attendance: 40% 2. Final project (case study research proposal with literature review + advocacy plan): 60%	
Purposes of classes	<p>This seminar explores the global situation of minority, indigenous, endangered, and minoritized languages, with a focus on the intersection of language, human rights, and the sociolinguistic marketplace.</p> <p>Through interdisciplinary readings, case studies, and discussion, students will examine the role of language ideologies, state policy, education, and digital technologies in shaping the fates of these languages.</p> <p>The course also engages with ethical and activist dimensions of research and language justice.</p>	
Learning contents	<ul style="list-style-type: none"> • Introduction – Language, Power, and Inequality • The Global Landscape of Linguistic Diversity and Endangerment • Linguistic Human Rights and Legal Frameworks • The Language Market – Language as Capital • Language Ideologies and the Construction of 'Deficiency' • Indigenous and Minoritized Language Revitalization • Humanists and Participatory Research Ethics • Language Planning, Education, and State Policy • Digital Media, Technology, and the Future of Small Languages • Engaged Humanities, Engaged Linguists, Activism and Language Justice 	

Entry requirements	academic English skills – B1/B2 +	
Learning outcomes		
		Verification methods:
In terms of knowledge: A person who has completed classes knows and understands: the achievements of world science in the discipline in which the education takes place, as well as the paradigms and directions of development of this discipline, in a way that enables their creative and innovative development and their verification within the framework of research projects undertaken [E_W01]; at an advanced level research methodology appropriate for the discipline of science in which education takes place, which allows for proper selection of research theories and tools and their effective application and modification within the framework of own research [E_W02]		<ul style="list-style-type: none">• Critically evaluate key theoretical frameworks for understanding language rights and linguistic inequality• Analyze a case-study status of a minoritized language in the job market and/or education system• Debate whether revitalization can work without intergenerational transmission
In terms of skills: A person who has completed classes is able to: use knowledge from various disciplines of science to creatively identify, formulate and innovatively solve complex research problems or perform advanced research tasks. In particular, he/she is able to: — define the objectives and the subject of scientific research, — formulate research hypotheses, — develop research methods, techniques and tools and apply them creatively and effectively, draw conclusions on the basis of scientific evidence [E_U01]; effectively retrieve information related to scientific activity from various sources, including from sources in foreign languages, and to properly select, critically analyse and interpret this information; furthermore, he/she is able to assess its relevance for scientific development [E_U02]; establish and implement scientific cooperation in research teams, including international ones [E_U07]; transfer the results of scientific activity to the socio-economic sphere in cooperation with institutions from the social and economic environment [E_U08]		<ul style="list-style-type: none">• Analyze real-world case studies involving endangered or minoritized languages• Compare two state policies on minority languages• Propose an ethically sound, participatory research project
In terms of social competences: A person who has completed classes is prepared to: critical evaluation of the work in the field of the scientific discipline within which the education is provided and its own contribution to the development of this discipline [E_K01];		<ul style="list-style-type: none">• Reflect on the role as scholars in relation to language communities• Discuss legal instruments to ensure language

<p>fulfilling social obligations as a researcher; initiating actions in favour of the public interest, <i>inter alia</i>, through appropriate dissemination of scientific achievements in society. Furthermore, he/she is ready to take actions leading to the development of civil society based on knowledge [E_K03];</p> <p>thinking and acting in an entrepreneurial way, creating new ideas and searching - in cooperation with people from other disciplines - for innovative solutions, as well as taking up challenges and intellectual risk in the scientific and public spheres and taking responsibility for the consequences of their decisions [E_K04];</p> <p>continuous improvement of professional competence and personal development, in particular by tracking and analyzing the latest developments in the represented scientific discipline [E_K05]</p>	<p>vitality + how language ideologies affect language revitalization efforts</p> <ul style="list-style-type: none"> • Reflect as group on ethical dilemmas from own research or hypothetical scenarios
<p>Literature</p> <p>(required and suggested)</p>	<ul style="list-style-type: none"> • Bourdieu, Pierre. <i>Language and Symbolic Power</i>. Harvard University Press. • Costa, James. <i>New Speakers, New Language: On Being a Legitimate Speaker of a Revitalized Language</i>. • Cunliffe, Daniel & al. <i>New Media and Minority Languages</i>. • Czaykowska-Higgins, Ewa. <i>Research Models, Community Engagement, and Linguistic Fieldwork</i>. • Duchêne, Alexandre & Heller, Monica. <i>Language in Late Capitalism</i>. Routledge. • <i>European Charter for Regional or Minority Languages</i> (Council of Europe). • Fishman, Joshua. <i>Reversing Language Shift</i>. Multilingual Matters. Grenoble, • Lenore A. & Whaley, Lindsay J. <i>Saving Languages</i>. Cambridge University Press. • Hale, Kenneth. <i>Endangered Languages and the Human Spirit</i>." • Hinton, Leanne & al. <i>Bringing Our Languages Home</i>. Heyday. • Hornberger, Nancy. <i>Language Planning from the Bottom Up</i>. • Irvine, Judith & Gal, Susan. <i>Language Ideology and Linguistic Differentiation</i>. • <i>Languages in Danger</i> - http://languagesindanger.eu • May, Stephen. <i>Language and Minority Rights</i>. Routledge. • Nettle, Daniel & Romaine, Suzanne. <i>Vanishing Voices: The Extinction of the World's Languages</i>. Oxford University Press. • Olko, Justyna & Julia Sallabank. <i>Revitalizing Endangered Languages. A Practical Guide</i>. Cambridge University Press • Olko, Justyna, Wicherkiewicz, Tomasz & Borges, Robert (eds.) <i>Integral strategies for language revitalization</i>. Uniwersytet Warszawski • Rice, Keren. <i>Ethical Issues in Linguistic Fieldwork</i>. • Skutnabb-Kangas, Tove. "Linguistic Human Rights." In <i>Encyclopedia of Language and Education</i>, vol. 6. • Smith, Linda Tuhiwai. <i>Decolonizing Methodologies</i>. Zed Books. • <i>UNESCO Atlas of the World's Languages in Danger</i> - https://www.unesco.org/languages-atlas • <i>UN Declaration on the Rights of Indigenous Peoples</i>.

Seminar Dates

Wednesdays; 15:00-18:30:

5. November 2025, 10. December 2025, 17. December 2025, 7. January 2026, 14. January 2026

backup date: **21. January**