Youth Culture, Language Endangerment and Linguistic Survivance

Leisy Thornton Wyman
# Contents

Acknowledgments xi

Introduction 1

- Overview of the Study 3
- A Context of Dramatic Change 4
- Placing the Piniq Study in Time and Place 6
- Bringing Youth and Bilingualism into the Picture 7
- Language Ideologies 9
- Language Socialization Trajectories 11
- Linguistic Survivance 13
- Organization of the Book 15

1 Researching Indigenous Youth Language 17

- Getting to Know the 'Real Speakers' 17
- The Uneven Puzzle of Early Language Shift 19
- Identifying Cornerstone Peer Groups 20
- Building the Comparative Study 22
- Getting to Know the 'Get By' Group 23
- Documenting Family Language Socialization Trajectories 25
- Linguistic Survivance and 'Getting By' 27
- Studying Indigenous Youth and Communities 28
- Language Use in the Study of Language Shift 30
- Vetting the Work Locally and Regionally 33
- Notes on Presentation of Data 35

2 Elders and Qanruyutait in Village Life 37

- Local Language Ideology 37
- Elders as Socializing Agents 39
Learning from Unusual Trajectories 110
Migration, Mobility and Linguistic Survivance in a Regional Linguistic Ecology 112
Older Youth Migration and Linguistic Negotiation in Local Peer Culture 116
Yup'ik as an In-Group Code Away from Home 117
Yup'ik in the Local Contact Zone of School 118
The Young Nukalpiat 121
Moving Beyond ‘Two Worlds’ Views of Yup’ik Youth 124
Media Consumption and Local Alignment 126
English Styleshifting and Schooling 129
Creating Spaces for Bilingualism and Biliteracy with the Real Speakers: The Elders Project 129
Making Sense of Language Endangerment 132
The RS Group’s Post-Secondary Trajectories 133
Gender and Work after School 135
Subsistence after School 136
Maintaining and Activating Yup’ik Use in Local Life 139
Linguistic Survivance and Local Work 140
Ideological Crosscurrents and Linguistic ‘Resistance’ after High School 142
Summary 145

5 Family Language Socialization in a Shifting Context 148
Section I: Diminishing Resources, Emerging Contingencies and Ongoing Choices 149
Strong Yup’ik-speaking families: Sibling and peer language socialization as an ‘acid test’ for heritage language maintenance 151
Transitional RS and GB families 152
Sibling and peer language socialization within nuclear and extended families 155
Increasing migration 157
Considering unusual language socialization trajectories in light of multiple contingencies 158
Section II: A Closer Look into Family Language Socialization 159
Family 1 160
Family 2 186
Summary 195
## 6 The 'Get By' Group

### Section I: 'Kassauguci-qaat' ('Are You Guys Whites?')
- Making sense of language loss and endangerment
- 'Getting by' and linguistic survivance in the community
- 'Getting by' with adults in school
- Yup'ik literacy and linguistic insecurity
- Yup'ik literacy and contradictory expressions

### Section II: Negotiating a Bilingual Peer Culture
- The seniors: Trajectories of Yup'ik language learning and use
- The seventh grade: Negotiating divergent language trajectories
- Yup'ik use in local youth culture during language shift
- Local style and bilingual resources
- Connecting with one another through global media
- Connecting to the world wide web
- The 'when' and 'how' of Yup'ik language allegiance

### Summary

## 7 Subsistence, Gender and Storytelling in a Changing Linguistic Ecology

### Section I: Gender Roles and Local Responsibilities in Piniq
- Learning subsistence
- Gender and going out on the land

### Section II: Learning Place, Language and Gender in Everyday Subsistence Stories
- Girls and storytelling about gathering
- Boys learning to seal hunt
- Bird-hunting and land-related adventure stories
- Enforcing gender roles through teasing
- Gender and local knowledge in collaborative storytelling
- 'Getting by' in hunting stories
- Learning through risk
- Subsistence regulation and local alignment
<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negotiating in- and out-of-school learning trajectories</td>
</tr>
<tr>
<td>Discourses of survivance and visions of the local future</td>
</tr>
<tr>
<td>Summary</td>
</tr>
<tr>
<td>Conclusion</td>
</tr>
<tr>
<td>Indigenous Youth Practice and Linguistic Survivance</td>
</tr>
<tr>
<td>Placing Schools in Linguistic Ecologies</td>
</tr>
<tr>
<td>Learning from Youth Survivance and Looking toward the Future</td>
</tr>
<tr>
<td>Epilogue: Educational Policies and Yup’ik Linguistic Ecologies a Decade Later</td>
</tr>
<tr>
<td>References</td>
</tr>
<tr>
<td>Author Index</td>
</tr>
<tr>
<td>Subject Index</td>
</tr>
</tbody>
</table>