

# Social history of languages and Basque



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**S**ince 1957 he has been working in the sphere of Basque culture running journals, participating in publications and publishing historical research. He studied History at the University of Barcelona from 1964-1969, during which time he lectured at the university for a while. He specialised in Modern and Contemporary History. He has been mostly involved in two areas of history: the Religious History of the Basque Country and the Social History of Languages (SHL). He was the founder and director of the centre for terminological research UZEI (1977-1982). He has promoted wide-ranging, extensive collective publications: *Euskal Herria* (under the auspices of the Caja Laboral savings bank, 1984-1985), *Arantzazu* (supported by the Shrine of Arantzazu, 2001), etc. He has directed courses and conferences (University of the Basque Country, Arantzazu). He wrote the introduction on the political history of languages (pages 79-142) in the *Libro Blanco del Euskera* [the consultation document on the Basque language] (Academia Vasca, 1976). Furthermore we may highlight the following pieces of work more closely related to the current topic: *Euskara, euskaldunon hizkuntza* [Basque, the language of Basque Speakers] (Basque Government, 1990; translated into Spanish and French); he has participated as director in *Hizkuntzen aldeko mugimendu sozialak* [Social movements in favour of languages] (University of the Basque Country, 1993) and *Euskararen aldeko motibazioak* [Motivation in favour of the Basque Language] (University of the Basque Country, 1994).

*Translation: Sarah J. Turtle*



# 1

## 1.- IMPORTANCE OF THE SUBJECT

### **On the importance of the Social History of Languages**

The “Social History of Languages” (SHL) is not generally studied as such in university curricula, despite the fact that in one form or another topics connected with social history are scattered throughout other fields: in Universal History, in Anthropology, in the History of National Cultures, in the description of Languages and National Literature of the past, etc.

Despite this, there is a clear need to study the subject, particularly since Social Linguistics has been discovering and developing new hermeneutic instruments to understand the social life of languages. In the future it will be difficult to understand the cultural past of peoples without taking the history of their languages into consideration from this new perspective.

This need, according to the long list of publications that deal with the past of languages, has been highlighted at least since the beginning of the 20<sup>th</sup> century until the present day and even more so in the case of French, English and Spanish and other official state languages since the second half of the 20<sup>th</sup> century.

However, this historical-social knowledge of languages becomes more important in the history of the vernacular languages which, owing to their difficult past, have undergone a reduction in their sphere and use in their “original” territory, culture and social function.

To understand this you only have to take a look at the new cultural geographies that linguistic colonialism has created; the changes that took place in the past 200-500 years have taken on global proportions, as can be

seen in the historical establishment of the hispanophone, anglophone and francophone areas, for example.

The language maps of 1500, 1800 and of the present day show us a world full of contrasts and changes. All this has changed the relationships, the affinities and the nature of linguistic rivalry among peoples: the success of Italian or Spanish in the 16<sup>th</sup> century and of French in the 17<sup>th</sup> and 18<sup>th</sup> centuries have given way to that of English in the 20<sup>th</sup> and 21<sup>st</sup> centuries.

For this reason the knowledge of the social past of languages is of tremendous relevance today, in other words, it is an immensely valuable instrument to understand the most frequent mechanisms of change in the past and the transformation that is taking place nowadays.

### **On the importance SHL (The Social History of Languages) may have in the Basque Country**

If what has been said above is of importance in Europe and in the world, something similar occurs in both the bigger and smaller countries of the First World, whose own languages are part of their heritage but which have to coexist in a State with another, single, official language.

And the fact is that this linguistic colonialism —with its peculiar differences and characteristics in each case— has not only taken place in the Third World thanks to European or American colonialism. This linguistic colonialism dates much further back and can be illustrated by means of numerous well-known cases.

The linguistic past of Europe cannot be understood without comparing, for instance, the great expansion

of the Celtic languages in the past and their current reduced spheres and without seeking the reasons behind these changes. For the Iberian Peninsula and the French Hexagon, A. Tovar made stimulating remarks in his book "La lucha de lenguas en la Península Ibérica" (1970), and the denunciation of "glottophagy" made by De Certeau, Julia and Revel on the linguistic policy of the French Revolution must be taken into consideration (1974).

The Basque language and speakers are also to be found alongside this specific past of the peoples of Europe. Basque has its own unequivocal characteristics and a long survival record in the past, which is difficult to understand yet which has a great capacity with respect to modernity.

The citizens of the Basque Country should have a knowledge of the social history of the languages of Europe to enable them to have a clear conscience and to act responsibly with respect to the present and possible future.

### **What is "the Social History of Languages"?**

We have said that this field of knowledge has yet to achieve full official recognition in the academic organisation of the University. For this reason when we speak of the Social History of Languages it is advisable to state exactly what we are talking about and, at the same time, to distinguish it from other scientific fields near to it.

### **What SHL (the Social History of Languages) is not**

In the field of human and social sciences there have been many disciplines that have taken the study of language as the focus; each one has endeavoured to examine it from a particular point of view. Among these sciences are to be found Linguistics, Philology, Psychology, Anthropology, Sociology, Law, Political Science, etc.

Moreover some of these have dealt exclusively with language; this is the case of Linguistics which studies the general theory of languages, and Philology, which above all, studies the texts of languages.

Psychology, Law, Anthropology and Sociology have also concerned themselves with language research, each one from its own particular point of view; for example analysing the linguistic developments of the human psyche, examining policy and legislation on the official use of languages, demonstrating the implanting of linguistic codes within a culture or describing the place occupied by the language in society at a given moment.

Despite the fact that all this is of tremendous value (and at times very closely related to SHL) it is not exactly what SHL aims to do.

### **So, what is SHL?**

To start with it is History, in other words, an explanation of the changes that have taken place through time by showing us the sequences and interruptions and by looking for the reasons behind the variations of the focus of our study in the synchrony of each epoch.

When languages are mentioned, the term has to be taken in its broadest sense: SHL not only covers the languages known as such, but also the dialects, pidgins, *linguae francae*, argots and specialised languages. In general SHL looks at the community of speakers that uses a specific linguistic code and its linguistic-social way of life.

At the same time SHL studies, always through time, the knowledge that the community has of the language it speaks, the use and practical habits of it, the social development and/or restrictions it enjoys or suffers, etc.: in other words the external life of the language in its temporary vicissitudes, and lets Linguistics and Philology get on with the internal analysis of its linguistic code and its changes (lexis, grammar, etc.). SHL therefore concentrates on the social manifestations of the language, on the social application which is made of it throughout the generations that speak it.

This way the Social History of Languages shows us how it has been the external social code of the speakers of a specific language: how and when the language has



been used, what social and cultural expressions it has had, what position it has held in a specific social sphere, or in the society as a whole, how the territory of the language has been taking shape, what linguistic policy has governed it, etc. All of this always through the course of time and through the changes which have taken place.

SHL aims to put forward a reasoned description of the changes and sequences of all the external expressions the language may have had. The mutability of all this through time and in society is the sphere that belongs to SHL: the community history of language.

The community of speakers itself and the other communities that compete with it are what truly define the society and territory of the language and the social circumstances in which the general code (corpus + status) will take shape. Therefore the coexistence or rivalry between languages is also the focus of research of SHL. It will also take into account interlinguistic history (concerning contact between languages), which inevitably accompanies any language.

The Geography, demography, law, anthropology, culture, politics, literature, publications ... of languages (anything connected with the social aspect of a language) may be dealt with by SHL.

### **SHL viewed from the Basque Country**

As far as the Basque Country is concerned, SHL can show us the history that Euskara, or the Basque language, has been destined to live, and the circumstances (both positive and negative) that have surrounded the language throughout the centuries in our society. I shall go on to highlight this as follows.

#### ***What does SHL have to say about Basque?***

The history of Basque and of its inhabitants is of particular interest to SHL owing to the secular continuity that can be observed in our case. However, we have to

properly assess its past, so that the educational system and the Teaching of it may turn out to be a valid social tool to transmit what we know, to encourage research and for all of us to come up with a joint reflection with respect to it.

Without restricting ourselves to our small geographic area, it is a good idea to put the case of the Basque language in the context of many other languages in History, although we may give priority to the history of Basque.

Basque is already being taught in Basque schools (developing the linguistic code) and also Basque Literature (with its oral and written contributions). This way, teachers have the opportunity to teach different social aspects of the history of Basque (for example how the Literature emerged in the context of the Renaissance and the Reformation, or the political prohibitions the language suffered, the development of publishing, etc.). Now when focussing our interest from an educational point of view, aside from the study of grammar or literature, we will be able to bring information, which today is highly dispersed but which is of considerable value in our Basque cultural context, together in a single body of knowledge in SHL.

When SHL is dealt with in a more systematic way, the following aims should not be overlooked:

1. To show that the case of Basque is one more among the many other languages of the world and of Europe, and does not lack its peculiar characteristics in its history.
2. To show how different the cases have been in the world context.
3. To highlight the interest that Basque has among minority western languages.
4. To demonstrate the interest the subject has for researchers.



5. More specifically, to shed light on the case of Basque in its global specificity.
6. To unite the history of the language with general Basque history.
7. To create a deeper awareness of the past and present of Basque among Basque speakers.
8. To show the Spanish speakers of the Basque Country the periods of social development of Basque, and of the collapse brought about by adverse circumstances.
9. To provide the history of the language itself and Basque Literature with a broader socio-historical context, which is more deeply-rooted in society.

These would be, among other things, some of the principal aims that SHL would have in our education, and they would offer new foundations for the cultural pluralism and multilingualism that exist in Europe.

At this point, in the same way as Jesus Altuna did his own field, I am also going to include two brief experiences, in the hope that they may serve to clarify everything that has been said. Let me adopt the same method as the aforementioned master.

### ***SHL in my own experience***

I should like to refer to two moments and different sets of circumstances that have led me to SHL, in the conviction that they are similar experiences to those of many other people in the Basque Country: that first dates back to my childhood and adolescence, and the second took place during my research; both experiences were in some way related to Education.

#### **The School years (1940-1960)**

I was born during the Spanish Civil War a week after the Carlist Militia [on Franco's side] had entered our village; nevertheless my Christian names on the official certificates was "Joseba Miren" [the Basque forms]. I was

born into a Basque speaking family of the Goierri area and my first schools were Spanish (with the Order of the Daughters of Charity, with the Order of San Viator, and especially in the "National School"). In this last school I had a very pleasant experience: I soon came to realise that school, too, could be Basque-speaking despite the fact that I viewed it as completely Spanish. Among the other monolingual Spanish-speaking masters, one who spoke Basque and who loved the Basque Country arrived in Segura one day: his name was Gotzon Egaña. Thanks to him we children of Segura discovered that school did not have to be exclusively in Spanish. Together with this experience my mother also encouraged me to write my notes not only in Spanish, but also in Basque (all this took place between 1940 and 1948).

After that I entered the Aranzazu Seminary School where I underwent my second experience of the difficult situation of the Basque language. At that school Spanish was the truly dominant school and social language and during my first two school years (1948-1950) I had no curricular contact whatsoever with Basque. This restricted the use of my mother tongue alarmingly and the weekly hour of Basque we were given from the third year onwards (1950-1951) could do little to remedy that shortcoming in a decisive way. Nevertheless, the next three years (1951-1954) turned out to be decisive: Father Imanol Berriatua became my teacher at the Forua Seminary and Kepa Enbeita and his family became my friends and I was able to return to my Basque-speaking roots. The years studying Philosophy (1955-1958) and the responsibilities that I undertook (teaching my friends, and as editor of Gure Izarra) completed the process. Nearly 20 years after that school experience (1940-1958), with happy moments alternating with more or less difficult ones, I ended up qualified in the literate and cultural use of Basque. Since then I have always been aware of the importance the social experience of a language has in the individual and in society, an awareness that was put

into practice in the running of Jakin (1958-1962) and as a teacher at Forua. All this was to be my personal foundation in later years.

#### **Encounters as a researcher (1974-1976)**

None of this succeeded in arousing a special interest in any discipline connected with language, as far as I was concerned; at that time in the Basque Country we were not familiar with Sociolinguistics and even less aware of the appropriate application it could have in history. Our work consisted mainly in writing about any subject in Basque and compiling a renewed or innovated corpus to achieve a standard language. Without doubt we had plans and intentions to open up new social spheres for the Basque language; but it was the praxis which was of prime importance.

In 1964 I had the chance to go away and move on to higher studies: to start with I decided to devote myself to classical languages. After the first two years studying Arts one went on to specialise and I decided that in the context of the University of Barcelona History was the best thing to study. This choice led me at that time to the study of the history of religious dissent.

On my return to the Basque Country in 1971 I was entrusted with the running of Jakin and at the same time I was the editor of Anaitasuna for a brief period (1972-1973). While I was involved in this work the "Euskaltzaindia", the Royal Academy of the Basque Language, and the sociological research body "Siadeco" asked the Editorial board of Jakin to contribute to the Libro Blanco del Euskera -consultation document of the Basque language. There were three pieces of work to be written: the language as linguistic code was examined by Manolo Pagola; the language in its anthropological-cultural

context was described by Paulo Agirrebaltzategi, and I was responsible for the exposé on the political management of languages.

Unfortunately I was neither a political scientist, nor a legal expert. I was a historian and, what was worse, I knew nothing about the history of languages nor had anything to say about it. As an initial approach I thought that the best thing would be to tackle the subject from the point of view of history (that was back in 1975). I began to search for information on the Renaissance, which was the period I knew best. As I delved into the subject I came across much data, well-known today but less accessible for me at that time: Konetzke to start off with followed by Michel Certeau, et al. In particular the Documents for the social history of Hispanic America by the German, Konetzke, was what opened up a whole new world for me at that time and which in the end, unfortunately, I was unable to develop as much as I wished.

Afterwards, for example, in the exposé *Euskal Hitz* (1987) and in the book *Euskara, euskaldunon hizkuntza* I was able to write my own essay in the context of the Basque language.

**There is a moral to this tale:** We historians have nearly always had to work on the Social History of Languages outside academic Institutions (for instance clear proof of this lies in the fact that the University of the Basque Country has only developed this subject in its Summer Courses or in some specific Diploma course). This situation therefore needs to be changed, and the Basque Curriculum with its corresponding strategic plan may have a fundamental role to play in this respect.



## 2.- SELECTION OF CONTENT

Facts and concepts which one should know	Procedures which one should be able to carry out and skills which one should acquire	Values and attitudes which should be adopted
<p>♦ <b>The “primitive” peoples and languages of Europe</b></p> <ul style="list-style-type: none"> <li>• The peoples. • The languages. • The Paleochronology of languages.</li> </ul>	<ul style="list-style-type: none"> <li>• To initiate a search for information: the <i>E. Britannica</i> and the <i>E. Universalis</i> are very useful for information on this chapter and the next. • Internet should not be forgotten.</li> </ul>	<ul style="list-style-type: none"> <li>• Making the values of the continuity provided by a long past felt. • Offering the first data to observe the sequences and interruptions in the linguistic legacy that Europe has known.</li> </ul>
<p>♦ <b>Basque in the Prehistory of Europe</b></p> <ul style="list-style-type: none"> <li>• Prehistoric Basque vocabulary. • The extensive “Basque-like” territory. • The Basque speakers: possible territories and peoples. • The amazing “Basque” Aquitaine.</li> </ul>	<ul style="list-style-type: none"> <li>• The study of the map of the peoples from the Ebro to the Garonne. • Aquitainian inscriptions. • The inscriptions of Oiartzun and Lerga</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating the relative antiquity of Basque. • Making students aware of the real presence of silenced Basque. • The Romans who came later bore witness to this. • Demonstrating the dichotomy between the spoken and the written language.</li> </ul>
<p>♦ <b>The Indo-Europeans towards the West</b></p> <ul style="list-style-type: none"> <li>• The concept “Indo-European”. • The different waves: pre-Celt and Celt. • Expansion in the west. • The language(s) that they brought.</li> </ul>	<ul style="list-style-type: none"> <li>• To look for and examine pre-Indo-European maps. • To work on the Indo-European map from before the time of Christ. • To bear in mind Greece and Rome in particular.</li> </ul>	<ul style="list-style-type: none"> <li>• Peoples may live in political autarky. • A West without a unifying empire has also existed.</li> </ul>
<p>♦ <b>The Indo-Europeans of the Basque-speaking area and the neighbouring lands</b></p> <ul style="list-style-type: none"> <li>• The first Indo-Europeans (pre-Celts). • The Celts. • Cultural coexistence? • The languages at that time, in the Basque Country and in the neighbouring lands.</li> </ul>	<ul style="list-style-type: none"> <li>• To produce a map of Celtic sites in the Basque Country and in neighbouring areas. • To draw up a brief list of words that Basque has borrowed from Celtic languages. • To produce a map of the Celtic languages in Europe today.</li> </ul>	<ul style="list-style-type: none"> <li>• The possible variability of the great cultures until their demise. • To make known the past of minority peoples that can date back a long time. • To highlight the ecological-linguistic value of persistence.</li> </ul>
<p>♦ <b>The Latin of the Romans in the West</b></p> <ul style="list-style-type: none"> <li>• The languages of the Empire: Greek and Latin. • The local languages. • The languages of the peoples of Gaul and Hispania. • The Roman Empire as the defender of Latin. • The 5<sup>th</sup> century: the peoples that had recently been Latinised.</li> </ul>	<ul style="list-style-type: none"> <li>• The map of the peoples prior to the map of Rome and Italy. • The Empire divided into two languages: Greek/Latin. • To look at a general map of the Roman Empire and highlight the presence of the minority peoples. • To look for the peoples that appear in the classical texts, in Gaul and Hispania.</li> </ul>	<ul style="list-style-type: none"> <li>• Showing the importance of culture and prestige in the life of languages. • Being aware of the strength of political power and culture in the expansion of languages. • Displaying the interest of ethnography in Antiquity.</li> </ul>



### ◆ The Romans in the Basque Country

- The presence of the Romans: different chronologies and geography.
- Types of presence.
- Their remains and their cultural activity.
- Latin and Basque: toponymy and borrowings.

- The general map of the Romanization of the Basque Country.
- To compare the Romanization of the Basque Country with that of other peoples (value of the remains, indigenous linguistic testimonies in Latin inscriptions...).
- Samples of old "Latin" vocabulary of Basque (list of words...).

- Demonstrating the extent of the successes and the limits of the Romanization of the Basque Country.
- Making known the success of Romanization in other places and the relative Romanization in our case.
- Investigating the reasons for the relative Basque resistance.
- Also teaching the positive contributions by the Latin of the Empire to Basque.

### ◆ The Dark Ages (late Roman era and the early Middle Ages)

- In the new political environment.
- The barbarians in control of the West.
- The "crisis" in the previous "official" culture.
- The weakness of the recently arrived languages.
- The Christianization processes in the West.
- The Latin of the Roman church of the West.

- General commentary of the "barbarian" map of Europe.
- The development of the Barbarian states in the [Iberian] Peninsula and Gaul.
- The analysis of the most significant contemporary texts.
- What we know about the language of the Visigoths (search for information).

- The need for culture developed to a high level to maintain the personality of peoples.
- Christianization and the second Latinizing wave in Europe.
- The high culture of the church and the future of the languages.

### ◆ The "Vasconian" centuries (6<sup>th</sup>-10<sup>th</sup> centuries)

- New opportunities for the Basques, demography... • The strengthening of Basque geography? • Expansion of the language? • The culmination of Christianization: Latin the official language of the Church.
- Position of the popular languages in the church of the Basque Country.
- Basque: spoken but not written.

- To analyse the Frankish and Visigothic texts on the Basques.
- To produce chronological maps of the attacks from outside.
- Christianization and the use of Basque (analysis of texts).

- The capacity for decision demonstrated by the Basque Country.
- The historical value of demographic strength.
- The consequences of insufficient cultural development.

### ◆ The opportunities of the Middle Ages in the West (9<sup>th</sup>-15<sup>th</sup> centuries)

- The birth, formation and development of the Empire and the Christian Kingdoms.
- The end of the Christianization of the West.
- The development of Christian culture in Latin: politics and cultural centres.
- Opportunities and risks.
- Birth of the Romance languages in the Basque Country and in the neighbouring lands: rivalry (successes and failures).
- "Official" and literary development of the Romance languages.

- To compare various political maps of different centuries.
- The formation of the Holy Roman Empire (Charlemagne...): maps.
- A commentary of selected political texts.
- The geography of the culture centres of the Middle Ages.
- The chronology of the Iberian Peninsula and of the new Kingdoms of the Hexagon.
- The European Route of St. James of Compostela.
- Chronology of the first texts in Romance languages.

- The importance of the moment in the change in the relations between the people and the Empire.
- The importance of the circumstances in the substitution/succession of languages.
- The cooperation between the focus of culture creation and that of political power.
- The cultural, economic and social task of religiosity.
- The paths for making popular languages official.
- The importance of the so-called "lingua franca".

### ◆ The development of the Kingdom of the Basque Country and the provinces (9<sup>th</sup>-15<sup>th</sup> centuries)

- Political organisation of the Basque Country: Navarre and the other provinces.
- The culture centres of the Basque Country: the monasteries.
- The relations of the Basque language with its Romance neighbours: testimonies.
- List of Basque names

- Map of the political developments of Aquitaine.
- Maps of the political developments of the Kingdom of Navarre.
- Location of "other" peoples of the Basque Country: Arabs, Franks, Jews.
- Territorial map of the Romance languages neighbouring the

- Communicating the historical strength of the expansion of the Basque-speaking world.
- The difficulties of the balance between languages.
- The importance of the choices that political power many make among languages.
- Demonstrating the



of the Middle Ages: of people and places. • The testimonies of Basque: ancient texts. • Romanesque Navarre. • The official world: great risk of Basque being lost.

Basque Country. • Geographical location of the languages of the Basque Country (map). • Map of languages of the Basque Country. • To comment on photographs of Basque monasteries. • The Basque Rioja area: map. • List of Basque names of the Middle Ages: search.

consequences of the limited "Basquization" of the Basque Church.

#### ◆ The Renaissance and the Reformation in Europe (16th century)

• The "national" developments of the monarchies (France, Spain; England). • Cultural developments of national languages: official uses, literature... • The Renaissance between Latin and the vernacular languages (Humanists). • The Reformation, choice and praxis in favour of the vernacular languages (Protestants). • Thought of that period, and cultural and political attitudes regarding languages. • The success of "national" languages: linguistic and political ideologies. • The languages of marginalised peoples, nations and cultures in Europe. • Castilian (Spanish) in Latin America

• To define the Renaissance: concept and chronology. • The European map of the cultural Renaissance. • A brief table of the main artists of Europe (to discuss the choice) • Who were the Humanists?: a brief list (id.). • Ideological texts on languages. • Nebrija's text on Castilian (Spanish): comment. • The decree on French of Francis I (1539). • The analysis of texts on vernacular languages by the Humanists. • To display the places and dates of the Biblical translations of Europe in the form of a table.

• Suggesting and explaining the reasons behind the advance and decline of the other languages in the new situation. • To clarify the historical significance of the linguistic apologies of the period of other European peoples.

#### ◆ The Renaissance and the Protestant Reformation in the Basque Country

• The Renaissance and the emergence of Basque literature (1530-1560: Etxepare). • The Queen's Reformation attempts: The New Testament (1571: Leizarraga). • Thoughts of Bascophiles in the Basque Country on the Basque language. • Limited literary successes.

• To analyse Etxepare's "Sautrela" and "Kontrapasa". • To compare Etxepare's texts with those of other countries. • Reformation success in Lower Navarre: the translation team and the New Testament. • To analyse Leizarraga's prologues: the linguistic ideas he had. • The books of the apologist Bascophiles of the time. • The lack of continuity of the first literary endeavour in Basque (chronological description).

• The value of acting in conjunction with the new living trends of each era. • How productive the work carried out in Basque is. • The limited success in wanting to help the Basque language by working (exclusively) in another language.

#### ◆ The Baroque century in the West (17th century)

• The results of the Counter-Reformation: religious literature. • Spain and France in the struggle for dominance in Europe. • Two consecutive literary golden ages in Spain and France. • Successes of the Golden Age in Spain that began in the previous century. • Successes of the Golden Age of France in the Hexagon and also in Europe. • Situation of the marginalized languages in Europe.

• Maps of Europe (1600-1700): analysis. • To look for information on the great literary success of the century (France, Spain). • Purpose of an Academy of the French Language in France (1635). • The conquests of Louis XIV and his decrees for the new territories: text commentary.

• Making ourselves aware of the importance of a properly drawn-up and even conscious linguistic policy. • Providing the keys for a better understanding of the linguistic policy of the future Spanish Bourbons. • The importance of the normalisation of the official languages (Academies).

#### ◆ Achievements and limitations of Basque (17th century)

• Disassociated from the civil institutions. • The official recognition by the Church: Calahorra, Pamplona, Bayonne. • The resur-

• The Assemblies of Guernica and Basque (1613-1633). • Historical analysis of the synodal texts of Calahorra. • Clavería's poem on

• Demonstrating the difficulties for Basque to be made official (political dependence and language). • The importance of using



gence of Basque literature: Sara-San Juan de Luz. • The context of a chef d'oeuvre: Gero (1643). • The difficulties of the Basque Country of the [Iberian] Peninsula.

Garibay: commented text. • Reasons for Axular's praise of Bishop Etxauz. • Axular's ideas about Basque (1643). • Texts by Spanish authors of the time about the Basque language.

Basque in cultural life. • The importance of the protection of power in the social development of Basque (the Church).

♦ **The opportunities of the Age of Enlightenment (18<sup>th</sup> century)**

• Linguistic policies of the Bourbons in France and Spain after Louis XIV. • The case of Catalan before and after 1714. • Spanish politico-linguistic project in Latin America. • Two attitudes of the Revolution: the vernacular for propaganda purposes or French alone to conduct the Revolution?

• Analysis of the texts of the decrees on Catalan. • The linguistic policy of the Enlightenment in Latin America (1772). • Rousseau's linguistic ideas: texts. • The success of French in the world (map?). • The new achievements of German: reasoned table of writers. • Comparison of texts of the Revolution.

• Making ourselves aware of the social and political influence of reflections on the language. • Showing the (definitive) continuity of the linguistic policies of the Ancien Régime and the Revolution. • Showing the clear relationship existing between language and political power.

♦ **The 18<sup>th</sup> century in the North and the South of the Basque Country**

• Literary development of the continental Basque Country and the echoes of the Revolution. • The Crown and the Basque Public Institutions: difficult relations. • In the South, the work of the Jesuits of Loyola: Larramendi as a guide (1729...). • The Real Sociedad Vascongada de Amigos del País [Royal Basque Society of Friends of the Country] and the Basque language. • The birth of the literature of Guipuzcoa and Vizcaya. • The volume of written texts, their diffusion and objectives. • Linguistic policy of the Crown: Aranda and others.

• The presentation of certain linguistic ideas by Etxeberri of Sara. • Larramendi's grammatical texts. • Larramendi's grammar and dictionary in the context of the academic works of the time. • One of the texts of the *Caballeritos de Azkoitia* (analysis). • The Basque language in schools? • Aranda's banning of Cardaberaz (text analysis). • Basque texts of the Revolution.

• The value of presenting cultural subjects in Basque (Etxeberri). • The importance of discussions arising out of the policy on Basque. • The importance of works laying down rules on the use and prestige of the Basque language. • Productivity of team work (Loyola). • Warning about the significance of the efforts to silence Basque culture (Aranda).

♦ **Within the new Liberal States (19<sup>th</sup> century)**

• Development of new state frameworks. • Ideology and contrasted socio-cultural projects. • The independence of [Latin] America. • The industrial Revolutions. • Migrations: emigrations and immigrations. • The Civil Wars. • The new official cultural instruments: schools...

• Contrasting two texts: of the Revolution and of a German thinker/writer, e.g. Herder. • European testimonies of the new linguistic nationalism (map). • Texts on the languages of the Austro-Hungarian Empire. • Vernacular languages not even mentioned in laws and regulations. • An example of a small country that achieved literary success: Finland? • Language is "the fatherland".

• Showing two kinds of political aggression against languages (silence, punishment or prohibition). • The value of creativity and the resistance of peoples. • Exposing the risks of the more institutionalised, modern State.

♦ **The Basque Country faced with the liberal revolution (1789-1876)**

• The Basques between the civil wars and the way of emigration. • Abolition of the Basque Institutions (1839, 1876). • The literary achievements of Basque during the first half of the century and difficulties (Gerriko).

• What the Revolution said about the so-called "patois" languages. • Humboldt's views on the Basque language. • Basque in the Assemblies of Vizcaya (text). • Basque in schools? • The new political and cultural

• Finding out about the political programme on languages of the liberal revolutions. • Demonstrating the resistance that this attitude gave rise to. • Showing the first endeavours of a renewed love for Basque.



- Becoming aware of the cultural and/or national value of the language but in the absence of official protection.
- Cultural advances from 1850 onwards: the Basque Fiestas.

awareness regarding Basque.

- The continental Basque Country's boost to culture: Abadia and the Basque Fiestas.
- To learn the songs in favour of the Basque language of Iparragirre, etc.

#### ◆ European conflicts between the two centuries (1870-1939)

- The "national", colonialist States of Europe (1884...).
- The industrial Revolutions and migrations.
- 3<sup>rd</sup> French Republic (1871-1914).
- The nationalism of small states: the Ottomans, Great Britain, Austro-Hungarian Empire, etc.
- The literary-cultural development of the "minority" languages of Europe.
- The 1<sup>st</sup> World War (1914).
- New States in Europe.
- The Spanish Civil War (1936).
- Nazism and the 2<sup>nd</sup> World War.

- Linguistic conflicts of the European continent: a Czech text?
- Linguistic nationalism of Catalonia: texts (Manresa, etc.).
- "Linguistic" emigration: German schools in the USA, Welsh ones in Argentina.
- The acting out of a parliamentary debate.
- Linguistic achievements of the Catalan Renaissance (to produce a table: work, author, year).
- Map of the languages of the Iberian Peninsula.
- Texts about languages of the 2<sup>nd</sup> Spanish Republic.

- Demonstrating the sociolinguistic success of a number of European peoples.
- Describing political debates on languages.
- Bringing to light the "linguistic discourse" of politicians.

#### ◆ Eusko Pizkundea [Basque Revival] (1876-1936)

- Peninsular Basque Country, within the Canovas plan for Spain.
- Industrial Revolution of the Basque Country and demographic changes.
- The cultural plans of the Spanish State.
- The demography of Basque speakers. How many Basque speakers?
- Cultural groups and language of the Basque capitals.
- The emergence of linguistic nationalism.
- The work of social, cultural and official groups in favour of the language.
- Position of the different political parties with respect to Basque.
- Magazines, publications.
- The development of cultural expression in Basque.
- The promoters: J. Manterola, G. Mujika, Aitzol...
- Efforts to bring Bascophiles together (Hendaye, 1901; Hondarribia, 1902).
- Euskaltzaindia [The Academy of the Basque Language].

- To write the biographies of a number of figures: Abadia, Manterola, Arturo Campion, etc.
- On a map to plot the birthplaces of the great writers of the "Basque Revival".
- Texts of Church synods (Vitoria 1885).
- To collect together Arturo Campion's reasons in favour of Basque, (Basque Grammar Book, 1884).
- Linguistic prohibition for the teaching of the catechism (1902).
- The request for Basque-medium schools.
- The groups in favour of Basque "Euskal Esnalea" (1907).
- King Alphonse XIII's speech in Oñati.
- The foundation charter of the "Euskaltzaindia", [The Royal Academy of the Basque Language].
- The decrees of the Dictatorship (1924, 1925).

- The difficulties of modern States to adopt a flexible linguistic policy.
- Demonstrating the praxis and theoretical thought that the "Basque Revival" contributed to the Basque language.
- Pointing out the value and limitations on what had been achieved.
- Languages have already been incorporated into the programmes of political parties.

#### ◆ In the long post Spanish Civil War dictatorship (1936-1975)

- The Northern (French) Basque Country in its development and chronology (the 2<sup>nd</sup> World War, resistance).
- The Cold War.
- Moments, problems, and the fundamental lines of France's policy.
- The Franco era in the world political context.
- The first two decades of the Franco era: the Falangist Movement and the autarky.
- The Cold War and international approval of the Franco regime.
- The Franco regime in its efforts to bring about economic development.
- The final difficult years of Franco (1968-1975).

- The map of Europe after the 2<sup>nd</sup> World War.
- To draw up a chronology of the Franco regime according to periods.
- To produce a chronological map of France and its colonies.
- To produce a map with the dates of decolonization.
- De Gaulle in Quebec: press cuttings.
- Prohibition of Catalan in the Franco regime.
- Decolonization and languages (the example of Algeria?).
- Maps of the original languages of the ex colonies.

- Bringing to light colonialist policy on languages.
- Providing evidence of the general policy in favour of official state languages.
- Demonstrating the reality of linguistic persecution.
- Demonstrating the possibility of changes in linguistic policy.



### ◆ Basque language and culture under the Franco regime

- The undemocratic political situation. • The persecution of speakers and prohibition on official levels. • Exile of Basque writers to Europe, the United States and South America. • Language institutions paralysed. • The first practical prohibitions and impending difficulties (1936-1956). • Relations between Basque exiles and those that remained in the country. • Linguistic policy in schools, the mass media and the administration. • The watershed of 1956. • Main social initiatives in favour of the language in the 1960's: the "Ikastolas" or Basque-medium schools, press, radio, publications, the normalisation of Basque, Basque literacy programmes, etc.

- The prohibition of Basque: texts. • The denunciations of the journal "Euzko-Gogoa". • The denunciations of the politicians: J. A. Agirre. • To produce a chronological map of the places where Basque was published between 1939 and 1950. • To record, by means of a table, the chronology of the publications of the "Euskaltzaindia" [The Academy of the Basque Language] during the post Spanish Civil War era. • To compile news about the meetings of the "Euskaltzaindia", Academy of the Basque Language, in the Franco regime era: years, locations, different agendas. • To write a short history of the Ikastola in one's home town. • To present the first edition of the "Zeruko Argia" magazine (1963) in class. • When did the literacy programme of the people begin? • To analyse the oldest Basque book one has at home. • To establish the most significant years of "Euskara Batua" or standard Basque.

- Describing the persecution of Basque. • Highlighting the linguistic will of citizens in favour of Basque. • Drawing attention to the initiatives and difficulties in the preservation and recovery of Basque. • Drawing attention to the successes and failures.

### ◆ From the Cold War and Dictatorship to Autonomy

- In the economic crisis (1973...). • The disappearance of the Soviet Union. • The new political forms of Islamism. • Regional imbalances in the world. • The relative opening up of China. • The birth of the new technologies. • Globalised economy and politics. • World environmental problems. • The watershed of 2001. • The achievements and difficulties of Spanish democracy

- Debate in the Spanish Congress or Lower House on the articles of the Constitution affecting languages. • Comparative analysis of the texts of the Statutes relating to the languages of the Spanish State. • To search newspapers and periodicals libraries and comment on what has been found in class.

- New steps forward together with those of previous centuries. • Limitations of the situation in the Spanish State and in the French Republic.

### ◆ The decades of autonomy in the Basque Country of the Peninsula (1975-2002)

- The Statute (1979) and the Improvement (1982): the official status of Basque and the joint official status of Basque and Spanish. • Consequences of the above, the Laws governing Basque. • Official Language Institutions. • Popular initiatives of all kinds in favour of Basque. • The presence of Basque in magazines, publications, mass media, administration, education, etc. (what has been achieved and what has yet to be achieved).

- The linguistic map of Navarre (the three areas). • The presentation of the sociolinguistic map of the three provinces (Araba, Bizkaia and Gipuzkoa). • Basque in the state schools: interviews with leading figures in the town. • The presence of Basque in the administration, industry, commerce: practical tests and interviews. • The development of the book business (statistics and graphs). • The Internet: analysis of the information that exists on Basque and in Basque.

- Drawing attention to what has been achieved through autonomy. • To demonstrate what has been achieved as a result of popular initiatives. • Showing the institutional and sociolinguistic differences between the provinces. • The exceptional case of the Northern (French) Basque Country. • The dynamics of Navarre.



### 3.- BIBLIOGRAPHY

#### 3.1.- General Bibliography

In order to study the Social History of Languages it is essential first of all to know the history of the society in which each language is used: in other words the history of the different peoples: in our case, the history of the Basque Country and in the other cases each country's own history.

We are assuming here that a knowledge of general social history has been covered, so we have not included a bibliography for this area.

#### 3.2.- Bibliography on Languages

As far as I know there is no single work on the market that deals with the social history of languages in general. It is possible to refer to general histories of Languages and/or Literature to search for the social aspects in their past histories. In fact, the most difficult thing, in general, is to find this social aspect sufficiently developed.

However, teachers and students should be able to glean some information on the social history of languages from general encyclopaedias; in particular from the French Enc. Universalis and the American Encyclopaedia Britannica. Nevertheless, we have included some histories of languages connected with the subject, because we believe they may be of some use:

##### ***The Languages of Europe, the French "Hexagon" and the Iberian Peninsula***

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TOVAR, A. (1968): *La lucha de lenguas en la Península Ibérica*. Gregorio del Toro, Madrid.

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NACCRUM, R.; CRAN, W.; MACNEIL, R. (1992): *The Story of English*. Faber and Faber, London/Boston.

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SILVA NETO, S. da (1979): *História da língua portuguesa*. Presença, Rio de Janeiro.



### 3.3.- Bibliography on the Basque Language

As far as the Basque language is concerned you have one of two things: either a) material dispersed among numerous publications, or b) you can find what you need in just a few syntheses.

One should not forget that the social side is frequently highlighted in the Histories of Basque Literature (Villasante, Mitxelena, Sarasola, Urkizu): what is available needs to be collected and organised by providing the student who is to work on the subject with a relevant list of questions in advance, which will be of help. Here follow the suggestions we have come up with so far.

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gue des Basques*. Eusko Jaurlaritza / Donostia: Elkarlanean, Vitoria-Gasteiz.

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