

LINGUISTIC FIELD METHODS

Linguistics 413/513, Anthropology 413/513
Fall 2005, TuTh 4:00 – 5:15 p.m.
Dane Smith 229

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Hum. Hum. 556
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TEXTS:

At the Bookstore:

Newman, Paul and Martha Ratliff (Eds.). 2001. *Linguistic Fieldwork*. Cambridge.

On Reserve at Zimmerman Library:

Cameron, D., E. Frazer, P. Harvey, G.H. Rampton, and K. Richardson. 1992. *Researching Language: Issues of Power and Method*. London: Routledge.

Nora England. 1992. "Doing Mayan Linguistics in Guatemala." *Language* 68:1.29-35

Everett, Daniel, L. 2004. "Coherent Fieldwork." In Piet van Sterkenberg (Ed.). *Linguistics Today - Facing a Greater Challenge*. Benjamins. Pp. 141-62.

Jackson, B. and E.D. Ives (Eds). 1996. *The World Observed: Reflections on the Fieldwork Process*. Urbana: Univ. of Illinois Press.

Craig, Collette. 1979. "Jacalteco." In Shopen, T. (Ed.). *Languages and their Speakers*. Cambridge, MA: Winthrop Publ. Pp. 3-57.

Vaux, B. & J. Cooper. 1999. *Introduction to Linguistic Field Methods*. Lincom.

COURSE DESCRIPTION:

The course will introduce students to linguistic field methods, the study of a language or dialect by means of direct interaction with native speakers. Samarin (1967:vii) describes field work as follows:

"Field work is characterized in one word -- at least for me; it is *fun*. It is fun to be intimately involved with people of different linguistic (and therefore cultural) backgrounds; it is fun to respond to challenges never confronted at home; it is fun -- simple and exhilarating fun -- to try to work out the puzzle of some aspect of linguistic structure. There is pleasure indeed in solving an analytical problem in the privacy of one's study, but to me there is more pleasure, because it is more exciting, in working at something step by step with an informant."

We will discuss issues involved in the collection of linguistic data, including finding language consultants, the nature of elicitation, collation and processing of language data, and the ethics of field research. We will also undertake analysis of data, including problems of phonology, morphology, syntax, semantics, pragmatics, and discourse. A language consultant will be available for 12 hours of in-class elicitation and discussion, as well as an additional 4-5 hours per week for individual appointments.

COURSE REQUIREMENTS:

There will be four short (4-6 pages) papers and a final project (10-20 pages). The short papers will cover the following topics:

1. A phonological sketch (phonemes of the language, allophonic variation, syllable structure, the status of length, pitch, tone, stress, etc.)
2. A morphological sketch (noun and verb morphology, compounds, pronouns, noun modifiers, adverbials, pronouns, possessives, adpositions, inflectional and derivational processes, plural marking, case, tense, aspect, mood, etc.)
3. Syntax (a formal, functional, or structural examination of basic and complex sentence structure, particles and clitics, special sentence types (e.g., questions, imperatives), subordination, coordination, complement clauses, embeddings, incorporation, passives, antipassives, impersonals, reflexives, etc.)
4. Semantics (exploration of a particular semantic domain, including lexical, grammatical, pragmatic, and cultural information)

The final paper may elaborate on some problem introduced in an earlier paper and should include an analysis of a short text.

GRADES:

Papers	4 X 10%	= 40%
Final Paper	-	40%
Participation	-	20%

TENTATIVE SCHEDULE

Week 1:	Tu 8/23	Introduction to course
	Th 8/25	Craig, "Jacaltec," pp. 3-57
Week 2:	Tu 8/30	Cameron et al, Chap. 1, pp. 1-29; England "Doing Mayan Linguistics," pp. 29-35
	Th 9/1	Hyman in N&R, "Fieldwork as a state of mind," Chap. 1, pp. 15-33
Week 3:	Tu 9/6	Vaux & Cooper, Chap. 3, "Basic lexicography," pp. 37-49
	Th 9/8	Meet language consultant
Week 4:	Tu 9/13	Language consultant
	Th 9/15	Maddieson in N&R, "Phonetic fieldwork," Chap. 10, pp. 211-29; Vaux & Cooper, Chap. 2, "Transcription," pp. 26-36
Week 5:	Tu 9/20	Language consultant
	Th 9/22	Everett, "Coherent Fieldwork," pp. 141-62

Week 6:	Tu 9/27	Language consultant
	Th 9/29	Gil in N&R, "Escaping Eurocentrism," Chap. 5, pp. 102-32
Week 7:	Tu 10/4	Language consultant
	Th 10/6	<u>Paper #1 due</u>
Week 8:	Tu 10/11	Language consultant
	Th 10/13	<i>Happy Fall Break (Oct. 13-14)!!</i>
Week 9:	Tu 10/18	Language consultant; <u>Paper #2 due</u>
	Th 10/20	Barre Toelken, "From entertainment to realization in Navajo fieldwork," (pp. 1-17) in Jackson and Ives
Week 10:	Tu 10/25	Language consultant
	Th 10/27	Chelliah in N&R, "Text collection," Chap. 7, pp. 152-65
Week 11:	Tu 11/1	Language consultant
	Th 11/3	Candace Slater, "Four moments," pp. 18-31 in Jackson and Ives
Week 12:	Tu 11/8	Language consultant; <u>Paper #3 due</u>
	Th 11/10	McLaughlin & Seydou Sall in N&R, "Noun classes," Chap. 9, pp. 189-210
Week 13:	Tu 11/15	Language consultant
	Th 11/17	Rice in N&R, "Learning as one goes," Chap. 11, pp. 230-49
Week 14:	Tu 11/22	Language consultant
	Th 11/24	<i>Happy Thanksgiving (Nov. 24-27)!!</i>
Week 15:	Tu 11/29	Language consultant; <u>Paper #4 due</u>
	Th 12/1	Summary and review of readings and data analysis
Week 16:	Tu 12/6	Student presentations of final papers
	Th 12/8	Student presentations of final papers

FINAL PAPER DUE: Tuesday, December 13 - 5:00 p.m.