

## LIN 4930/6165 Field Methods

T 5-6, Th 6  
UST 0108

### **Instructor**

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### **Course Description**

This course is an introduction to linguistic fieldwork. We will do hands-on investigation of the phonetic, phonological, morphological and syntactic structure of a lesser-known language and we will explore the techniques used in the elicitation and analysis of such linguistic data. Much of the course focuses on the following three concerns related to fieldwork: i) how to discover the grammatical structure of a language and test hypotheses about that structure, ii) practical issues surrounding the collection of linguistic data from native speakers, and iii) linguistic typology.

### **Objectives**

- Learn and use techniques for elicitation of linguistic data
- Practice doing linguistic analysis on "real" data
- Practice writing linguistic description

### **Prerequisites**

For undergraduate students, the prerequisites for this course are LIN 3460 Structure of Human Language and LIN 3201 Sounds of Human Language. For graduate students, the prerequisites are LIN 6501 Syntax and LIN 6323 Phonology.

### **Course Materials**

The textbook for this course is  
Bower, Claire. 2008. *Linguistic fieldwork: A practical guide*. New York: Palgrave Macmillan.

The book has an associated website at <http://pamanyungan.sites.yale.edu/linguistic-fieldwork>. Additional course materials will be available on Sakai, <https://lss.at.ufl.edu>.

An optional (but expensive) text with a great deal of useful and more in-depth material is the following. Several of the chapters will be available on Sakai as pdf files.

Chelliah, Shobhana L. and Willem J. de Reuse. 2011. *Handbook of descriptive linguistic fieldwork*. Dordrecht: Springer.

### **Requirements**

- |                   |     |
|-------------------|-----|
| • homework papers | 50% |
| • elicitation     | 20% |
| • final paper     | 30% |

*Attendance and participation.* This course is largely about collecting and analyzing linguistic data. You will spend a great deal of time going over your findings, organizing the data, thinking about their implications, formulating analytical hypotheses, and planning ways to elicit more data to test your ideas. Although I encourage you to share and compare your data, you cannot do well if you are not present in class and actively writing down the data yourself. All our sessions will be recorded, so if you miss a day, you can consult the recordings and your fellow students. This is not a substitute for being there in person however.

*Data.* A large portion of the effort involved in doing fieldwork is keeping track of and organizing your data. After an elicitation session, you will need to go home and organize your data, make notes on it, write down any questions, and keep track of future questions you would like to ask. The neater and more organized you can be, the better. You are not required, but are encouraged, to use FLEx (<http://fieldworks.sil.org/flex/>), a commonly used language documentation tool from SIL International.

*Homework.* There will be several homeworks throughout the semester. The topics will depend largely on what we are finding in our elicitations. They will involve a combination of language description, analysis, methodology discussion, and planning.

*Elicitation.* Each class member will be responsible for at least one in-class elicitation session (~50 minutes) in the latter half of the semester. The exact topic is to be determined but numerous options are listed in Bower's Appendix D and Comrie and Smith 1977 (both available on Sakai under Linguistic Resources). You will be required to come up with the type(s) of elicitation you want to do and the actual protocol. You will be in charge of setting up the recording equipment and running the session, with help from the instructor and the other class members. You should plan on having the materials prepared in advance so that i) you can review them with the instructor before the session and ii) you can provide other class members and the consultant with a copy of the material.

*Final paper.* The final paper for the course is due on Wednesday, December 11 at noon. The paper should be about 10-15 pages. The topic should therefore be fairly focused but may come from any area of the language's grammar and must be approved by the instructor. It may be descriptive and/or theoretical in nature. More information will follow. The plan is that you will have about two hours of elicitation with the consultant to pursue your final paper topic.

Undergraduates may work on the elicitation session and final paper in pairs if they wish. Graduate students must do these tasks on their own.

### **Grading**

The course grading scale is as follows:

A	93.3 - 100	B-	80 – 83.2	D+	66.7 – 69.9
A-	90 – 93.2	C+	76.7 – 79.9	D	63.3 – 66.6
B+	86.7 – 89.9	C	73.3 – 76.6	D-	60 – 63.2
B	83.3 – 86.6	C-	70 – 73.2	E	< 60

Further information about UF's grading policies and the calculation of grade point averages is at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

**Miscellaneous**

*Missed/Late Work.* You should assume that late work or electronically submitted work will not be accepted unless otherwise indicated. All requests for exceptions due to illness, religious obligations, unexpected emergencies, or other extenuating circumstances must be made before the exam date or homework due date.

*Accommodations for students with disabilities.* Students requesting classroom accommodation must first register with the Dean of Students Office: <http://www.dso.ufl.edu/drc>. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

**Schedule**

The following schedule is a rough estimate of the topics to be covered and our progress. Please be aware that the schedule will be influenced to a large extent by findings during our elicitation sessions, so prepare to be flexible and expect changes – just as in the field.

Readings should be done for the first day of the week indicated. Chapters are from the Bowers book. Please also refer to the materials for each chapter on the textbook's webpage: <http://pamanyungan.sites.yale.edu/linguistic-fieldwork>. Other materials will be available on Sakai in Resources > Readings.

The general pattern will be that we will discuss field methods-related and language-related topics during period 5 on Tuesday and will do elicitations during period 6 on Tuesday and Thursday. There will be exceptions however. Blank days in the schedule are tentatively for elicitation.

WEEK	DATE	TOPICS	READING
1	8/22	syllabus, goals of fieldwork	ch. 1, Hyman 2001 <a href="http://www.lmp.ucla.edu/Profile.aspx?LangID=213&amp;menu=004">http://www.lmp.ucla.edu/Profile.aspx?LangID=213&amp;menu=004</a> <a href="http://en.wikipedia.org/wiki/Javanese_language">http://en.wikipedia.org/wiki/Javanese_language</a> <a href="http://www.ethnologue.com/language/jav">http://www.ethnologue.com/language/jav</a>
2	8/27-29	getting started	ch. 3, Seth Cable's fieldwork methodology notes <a href="http://pamanyungan.sites.yale.edu/checklists.htm">pamanyungan.sites.yale.edu/checklists.htm</a> (Fieldnotes.doc)
3	9/3-5	technology, data management	ch. 2, 4 <a href="http://billposer.org/Linguistics/Computation/LectureNotes/AudioData.html">billposer.org/Linguistics/Computation/LectureNotes/AudioData.html</a>
4	9/10-12	organizing the elicitation session	
5	9/17-19	phonology	ch. 5, Dixon 2010:ch. 7, Müller-Gotama 2001 (phonology)
6	9/24-26	data gathering methodologies 1	ch. 6
7	10/1-3	working with texts	ch. 9, Chelliah 2001, Chelliah and de Reuse ch. 13 (13.4 only)
8	10/8-10	data gathering methodologies 2	ch. 6, 7, Chelliah and de Reuse ch. 12
9	10/15-17	linguistic description	Weber 2005, Noonan 2005
10	10/22-24	ethics	ch. 11, Chelliah and de Reuse ch. 6, Rice 2012
11	10/29-31	library work	ch. 13
12	11/5-7	minority and endangered languages	ch. 11, Grinevald 2007
13	11/12-14		
14	11/19-21		
15	11/26		
16	12/3	real fieldwork projects	ch. 10, Chelliah and de Reuse ch. 5, 7
	12/11	final paper due at noon	

### Resources

You are free to consult books on any useful topic related to this course: Javanese language, related languages, linguistics, terminology, grammar, fieldwork, language description/documentation, etc. Some useful references are below. Those with a \* are available on Sakai. Those with a % are on course reserve in Library West with a 2 hour checkout.

#### Language literature

<http://www.lmp.ucla.edu/Profile.aspx?LangID=213&menu=004>

[http://en.wikipedia.org/wiki/Javanese\\_language](http://en.wikipedia.org/wiki/Javanese_language)

<http://www.ethnologue.com/language/jav>

\*Conners, Thomas. 2008. *Tengger Javanese*. PhD dissertation, Yale University.

\*Davies, William D. 1999. Madurese and Javanese as Strict Word-Order Languages. *Oceanic Linguistics* 38, 152-167.

\*Dudas, Karen M. 1976. *The Phonology and morphology of Modern Javanese*. PhD dissertation, University of Illinois.

\*Fagan, Joel L. 1988. Javanese intervocalic stop phonemes: the light/heavy distinction. In Richard McGinn (ed.). *Studies in Austronesian linguistics*, 173-200. Athens, Ohio: Ohio University Center for International Studies, Center for Southeast Asia Studies.

Gordon, Raymond G., Jr. (ed.). 2005. *Ethnologue: Languages of the world*, Fifteenth Edition. Dallas: SIL International.

Hayward, Katrina. 1993. /p/ vs. /b/ in Javanese: Some preliminary data. *SOAS Working Papers in Linguistics and Phonetics* 3, 1-99.

Hayward, Katrina. 1994. /p/ vs. /b/ in Javanese: The role of vocal folds. *SOAS Working Papers in Linguistics and Phonetics* 5, 1-11.

Hayward, Katrina. 1999. Lexical phonology and the Javanese vowel system. *SOAS Working Papers in Linguistics* 9, 191-225.

Hayward, Katrina and Muljono. 1991. The dental/alveolar contrast in Javanese. *Bulletin of the School of Oriental and African Studies* 54, 126-144.

Horne, Elinore C. 1961. *Beginning Javanese*. New Haven, Connecticut: Yale University Press.

Horne, Elinore C. 1961. *Intermediate Javanese*. New Haven, Connecticut: Yale University Press.

Keeler, Ward. 1984. *Javanese: A cultural approach*. Athens, Ohio: Center for Southeast Asia Studies.

\*Poedjosoedarmo, Gloria. The symbolic significance of pharyngeal configuration in Javanese speech: Some preliminary notes.

Robson, Stuart. 1992. *Javanese grammar for students*. Clayton, Australia: Center of Southeast Asian Studies, Monash University.

Robson, Stuart and Singgih Wibisono. 2002. *Javanese English dictionary*. Hong Kong: Periplus Editions. Parts available at <http://www.kilibro.com/en/book/preview/65425/javanese-english-dictionary>.

\*Suharno, Ignatius. 1982. *A descriptive study of Javanese*. Canberra, Australia: Research School of Pacific Studies.

Sumukti, Rukmantoro H. 1971. *Javanese morphology and morphophonemics*. PhD dissertation, Cornell University.

\*Thurgood, Ela. 2004. Phonation types in Javanese. *Oceanic Linguistics* 43, 277-295.

\*Uhlenbeck, Eugenius M. 1950. The structure of the Javanese morpheme. *Lingua* 2, 239-270.

\*Uhlenbeck, Eugenius M. 1963. Review of Horne, E.C. *Beginning Javanese*. *Lingua* 12, 69-76.

Uhlenbeck, Eugenius M. 1978. *Studies in Javanese morphology*. The Hague: Nijhoff.

online English-Japanese-English dictionaries

<http://www.sealang.net/java/dictionary.htm>

<http://kamusjawa.info/>

[http://www.stars21.com/translator/english\\_to\\_japanese.html](http://www.stars21.com/translator/english_to_japanese.html)

[http://www.stars21.com/translator/japanese\\_to\\_english.html](http://www.stars21.com/translator/japanese_to_english.html)

Javanese corpus (for searching for actual examples)

<http://www.sealang.net/java/corpus.htm>

#### *Field Methods*

Abbi, Anvit. 2001. *A manual of linguistic field work and structures of Indian languages*. Munich: Lincom Europa.

Aikhenald, Alexandra Y. (ed.). 2007. Focus on linguistic fieldwork. *Sprachtypologie und Universalienforschung* 60.

Bouquiaux, Luc and Jacqueline M. C. Thomas. 1992. *Studying and describing unwritten languages*. Dallas: Summer Institute of Linguistics.

Chelliah, Shobhana L. and Willem J. de Reuse. 2011. *Handbook of descriptive linguistic fieldwork*. Dordrecht: Springer.

Craig, Colette. 1979. Jacalteco: field work in Guatemala. In Timothy Shopen (ed.). *Languages and their speakers*. Cambridge, Mass.: Winthrop, 3-57.

Crowley, Terry. 2007. *Field linguistics: A beginner's guide*. Oxford: Oxford University Press.

Dixon, R. M. W. 2007. Field linguistics: A minor manual. *Sprachtypologie und Universalienforschung* 60, 12-31.

Everett, Daniel L. 2004. Coherent fieldwork. In: Piet van Sterkenberg (ed.), *Linguistics today*. Amsterdam: John Benjamins Publishing, 141-162.

Grinevald, Colette. 2007. Linguistic fieldwork among speakers of endangered languages. In Osahito Miyaoka, Osamu Sakiyama, and Michael E. Krauss (eds.). *The vanishing languages of the Pacific Rim*. Oxford: Oxford University Press, 35-76.

Hale, Kenneth. 1965. On the use of informants in field work. *Canadian Journal of Linguistics* 10, 108-119.

Harris, Zelig S. and Carl F. Voegelin. 1953. Eliciting in linguistics. *Southwestern Journal of Anthropology* 9. 59-75.

Kibrik, Alexander. E. 1977. *The methodology of field investigations in linguistics*. The Hague: Mouton.

Ladefoged, Peter. 2003. *Phonetic data analysis: An introduction to fieldwork and instrumental techniques*. Oxford: Blackwell.

Lounsbury, Floyd G. 1953. Field methods and techniques in descriptive linguistics. In A.L. Kroeber (ed.) *Anthropology today: An encyclopedic inventory*. Chicago: University of Chicago Press.

Matthewson, Lisa. 2004. On the methodology of semantic fieldwork. *International Journal of American Linguistics* 70, 369-415.

Newman, Paul. 1992. Fieldwork and field methods in linguistics. *California Linguistic Newsletter*. XXIII.2.

Newman, Paul, and Martha Ratliff (eds.). 2001. *Linguistic fieldwork*. Cambridge: Cambridge University Press.

Nida, Eugene. 1947. Field techniques in descriptive linguistics. *IJAL* 13, 138-146.

Sakel, Jeanette, and Daniel L. Everett. *Linguistic fieldwork*. Cambridge: Cambridge University Press.

Samarin, William J. 1967. *Field linguistics*. Holt, Rinehart, & Winston.

- Thieberger, Nicholas. (ed.). 2012. *The Oxford handbook of linguistic fieldwork*. Oxford: Oxford University Press.
- Vaux, Bert, and Justin Cooper. 1998. *Introduction to linguistic field methods*. Munich: Lincom Europa.
- Vaux, Bert, Justin Cooper, and Emily Tucker. 2007. *Linguistic field methods*. Eugene: Wipf & Stock Publishers.

#### *Language typology*

- Dixon, R. M. W. 2010a. *Basic linguistic theory: Volume 1, Methodology*. Oxford: Oxford University Press.
- Dixon, R. M. W. 2010b. *Basic linguistic theory: Volume 2, Grammatical topics*. Oxford: Oxford University Press.
- Dixon, R. M. W. 2012. *Basic linguistic theory: Volume 3, Further grammatical topics*. Oxford: Oxford University Press.
- Haspelmath, Martin, Matthew Dryer, David Gil, and Bernard Comrie. 2005. *World atlas of linguistic structures*. Oxford: Oxford University Press.
- Payne, Thomas E. 1997. *Describing morphosyntax: A guide for field linguists*. Cambridge: Cambridge University Press.
- Shopen, Timothy. *Language typology and syntactic description*. Cambridge: Cambridge University Press.
- Swadesh, Morris. 1965. Language universals and research efficiency in descriptive linguistics. *Canadian Journal of Linguistics* 10. 147-155.

#### *Language documentation*

- links on language documentation and description: <http://www.eva.mpg.de/lingua/tools-at-lingboard/links.php>
- Gippert, Jost, Nikolaus P. Himmelmann, and Ulrike Mosel (eds.). 2006. *Essentials of language documentation*. Berlin: Mouton de Gruyter.
- Himmelmann, Nikolaus P. 1998. Documentary and descriptive linguistics. *Linguistics* 36, 161-195.
- Himmelmann, Nikolaus P. 2006. Language documentation: What is it and what is it good for? In Jost Gippert, Nikolaus Himmelmann, and Ulrike Mosel (eds.), *Essentials of language documentation*. Berlin: Mouton de Gruyter, 1-30.
- Woodbury, Anthony C. 2003. Defining documentary linguistics. In Peter K. Austin (ed.), *Language documentation and description, Vol. 1*. London: School of Oriental and African Studies, 35-51.
- Woodbury, Anthony C. 2007. On thick translation in linguistic documentation. In Peter K. Austin (ed.), *Language documentation and description, Vol. 4*. London: School of Oriental and African Studies, 120-135.

#### *Grammar writing*

- Ameka, Felix K. Alan Dench, and Nicholas Evans (eds.). 2006. *Catching language: The standing challenge of grammar writing*. Berlin: Mouton de Gruyter.
- Payne, Thomas E., and David J. Weber. (eds.). 2007. *Perspectives on grammar writing*. Amsterdam: John Benjamins. [originally published as 2005, Special issue of *Studies in Language* 30]. See especially the papers by Noonan, Rice, and Weber.

*Examples of good grammars*

\*Müller-Gotama, Franz. 2001. *Sundanese*. Munich: Lincom Europa.

Osumi, Midori. 1995. *Tinrin grammar*. Honolulu: University of Hawai'i Press.

Thieberger, Nicholas. 2006. *A grammar of South Efate: An Oceanic language of Vanuatu*. Honolulu: University of Hawai'i Press.

Bauer, Winifred. 1993. *Maori*. London: Routledge.

*Tools*

IPA fonts: <http://www.langsci.ucl.ac.uk/ipa/ipafonts.html>

audio recording: <http://www.linguistics.ucsb.edu/faculty/infield/courses/audio.html>

linguistic analysis software: <http://www.anu.edu.au/linguistics/nash/LSA.301/sw.html>

Fieldworks Language Explorer: <http://fieldworks.sil.org/flex/>

Toolbox: [http://www.sil.org/computing/catalog/show\\_software.asp?id=79](http://www.sil.org/computing/catalog/show_software.asp?id=79) (for Windows)

glossing rules: <http://www.eva.mpg.de/lingua/resources/glossing-rules.php>

questionnaires: <http://www.eva.mpg.de/lingua/tools-at-lingboard/questionnaires.php>

Comrie, Bernard and Norval Smith. 1977. *Lingua Descriptive Studies: questionnaire*. *Lingua* 42, 1-72.

Scope Fieldwork Project: [http://www.eva.mpg.de/lingua/tools-at-lingboard/material\\_scope\\_fieldwork\\_project.php](http://www.eva.mpg.de/lingua/tools-at-lingboard/material_scope_fieldwork_project.php)