Description of the Course

The syllabus and course requirements have been revised for better compatibility with remote learning and the abridged length of the quarter.

This is the second part of a two-quarter sequence aimed at teaching students the practical aspects of data collection in the field. The class has two major goals: (i) providing training in fieldwork methodologies, including elicitation, transcription, data analysis and data management, based on hands-on practice with a language consultant, and (ii) gaining awareness and preparedness for the extralinguistic aspects of fieldwork by focusing on questions of ethics, logistics, and other practical considerations when starting a new project.

This year, we will focus on documenting and analyzing the Samoan language by working with our language consultant, Tala Faaleava.

The first part of the sequence focused on basic approaches to describing an undocumented language in a closed-book setting.

The second part of the sequence (this quarter) focuses on facilitating in-depth individual student projects on a particular topic of Samoan grammar. This part of the class is open-book: the projects will be expected to be grounded in both current theoretical work and previous literature on Samoan. Additionally, this part of the class will cover fieldwork methodologies other than acceptability-based elicitations.

You will leave this class with the basic tools and knowledge needed to undertake research in the field. Even if independent fieldwork is not in your immediate future, this class will provide you with a valuable set of skills to bring to any project where you are not dealing with your own linguistic intuitions.
Prerequisites
LINGUIST 274A

Course components

Since Field Methods II will be taught remotely this year, several changes have been made to the course requirements. Evaluation will be based on the following components:

1. **Class participation (20%)**: attendance of regular class sessions; participating in in-class elicitation and discussion of assigned readings.

2. **Datalogs (20%)**: Due every Sunday. Because of the remote nature of data collection this quarter, students will not be required to submit fully annotated audio files. Instead, the datalog should comprise a spreadsheet with all elicited datapoints. In order to maintain high quality of the datalog, students are encouraged to take exhaustive notes during sessions, and to consult the recording, if it is available, for any inconsistencies or uncertain datapoints.

3. **Field reports (20%)**: Due every Sunday. Brief (1-2) page handout with summary of findings from previous week’s elicitation session and plan for next elicitation.

4. **Glossed narrative (10%)**: Due at the end of the quarter. Fully glossed one-minute segment of a narrative from the group elicitation in class.

5. **Class project (30%)**: Consists of three parts: (i) project proposal (1-3 pages), due at the end of Week 2, (ii) lit review (3-5 pages), due at the end of Week 5, and (iii) in-class presentation during Week 10. The final presentation can incorporate material from the proposal and lit review. A theoretically informed analysis of a particular grammatical domain of Samoan (see below).

Class schedule

Below is a tentative schedule for the class. The list of readings may change based on student interests.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topics &amp; Readings</th>
<th>Due dates</th>
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</thead>
<tbody>
<tr>
<td>04/06</td>
<td>Corpus data collection and analysis of spontaneous speech</td>
<td>Mosel and Hovdhaugen 1992:Ch.1</td>
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<td>04/08</td>
<td>Topic brainstorming</td>
<td>Chung 1978:Ch.0-1; Mosel and Hovdhaugen 1992:Ch.2</td>
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<td>Week</td>
<td>Case and grammatical relations</td>
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<td>Week 2</td>
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<tr>
<td>04/13</td>
<td><em>Mosel and Hovdhaugen 1992:Ch.3</em></td>
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<tr>
<td>04/15</td>
<td><em>Chung 1978:Ch.2</em></td>
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<tr>
<td>(04/17)</td>
<td><strong>project proposal due</strong></td>
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<td>Week 3</td>
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<tr>
<td>04/20</td>
<td><em>Chung 1978:Ch.3.1-3.3; Cook 1991</em></td>
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<td>04/22</td>
<td><em>Chung 1978:Ch.3.4-3.6</em></td>
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<td>Week 4</td>
<td>More on argument structure and coordination</td>
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<td>04/27</td>
<td><em>Mosel and Hovdhaugen 1992:Ch.18.8-18.9</em></td>
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<td>04/29</td>
<td><em>Chung 1972; Mosel and Hovdhaugen 1992:Ch.17</em></td>
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<td>Week 5</td>
<td>Verb-initiality</td>
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<td>05/04</td>
<td><em>Collins 2017</em></td>
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<td>05/06</td>
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<tr>
<td>(05/08)</td>
<td><strong>lit review due</strong></td>
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<td>Week 6</td>
<td>Presentations of lit reviews</td>
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<td>05/11</td>
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<td>05/13</td>
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<td>Week 7</td>
<td>The status of -Cia and wh-movement</td>
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<td>05/18</td>
<td><em>Cook 1996</em></td>
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<td>05/20</td>
<td><em>Otsuka 2006</em></td>
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<td>Week 8-9</td>
<td>Recent research on Samoan</td>
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<td>Week 8</td>
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<td>05/25</td>
<td><strong>Memorial Day (no class)</strong></td>
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<td>05/27</td>
<td><em>Koopman 2012</em></td>
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<td>Week 9</td>
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<td>06/01</td>
<td><em>Tollan 2018</em></td>
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<td>06/03</td>
<td><em>Yu to appear</em></td>
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<td>Week 10</td>
<td>Project presentations</td>
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<td>06/08</td>
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<td>06/10</td>
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<tr>
<td>(06/11)</td>
<td><strong>glossed narrative due</strong></td>
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Class project

The class project should be an analysis of a particular grammatical domain of Samoan. It may build on the final project from the previous quarter, but, unlike the grammatical sketch in Field Methods I, must incorporate the following aspects:

1. A clearly articulated theoretical puzzle or a clearly defined grammatical domain for analysis.

2. A review of previous literature concerning this topic in Samoan.

3. A theoretically informed analysis which (a) builds on previous literature on Samoan or related languages, (b) incorporated modern theoretical approaches to the phenomenon in question, and (c) is informed by your primary field data.

For this project, you may use data from published research, as well as data obtained from our consultant, Tala Faaleava. You may use data from your own elicitation sessions, class elicitations, or datalogs archived by your classmates. Data cited from published sources should be labeled as such. If using primary data, every datapoint should be tagged with the name of the source datalog, and the name of the eliciting linguist should be clearly indicated, if it is not you.

Given that this project requires both general theoretical grounding and reference to previous research on Samoan, I recommend choosing a topic that you are otherwise interested in or already have some knowledge about. Another option is taking a published paper on a related language (e.g. Tongan, Niuean or Fijian) and asking the same research question posed in that paper for Samoan (as long as there isn’t published research asking that same exact question for Samoan). The topic could either be an analysis of grammatical domain X (e.g. verbal agreement / DP structure / relative clauses, etc.) or could focus on a particular puzzle that you or previous researchers have identified in the language (e.g. violations of islandhood constraints, conditions on use of verbal suffix -a/ina/ia, etc.).

The timeline for the class project is as follows:

1. Submit a 1-3 page project proposal by April 17. The project proposal should consist of a clearly articulated theoretical puzzle or grammatical domain for analysis and a bibliography of relevant theoretical resources and literature on this topic in Samoan or Polynesian. You are not expected to have read all this literature at this point, but you should have a good idea of what you will need to read in order to complete the project.

2. Submit a 3-5 page lit review for the project by May 8 and make a presentation on the lit review in class during week 6. The lit review should include both general references and references on Samoan or Polynesian languages and should articulate what has already been done on this topic for Samoan.

3. Present on the project during Week 10.
Samoan bibliography

In addition to assigned readings, the following references may be useful for particular research topics. This is not meant to be an exhaustive list and students are encouraged to supplement this list by searching for literature relevant to their topic. Students may ask to substitute papers from this list for some of the assigned readings.

References with URL's are available online. All other references have been uploaded to Canvas.

Samoan

   Open access: https://journals.dartmouth.edu/cgi-bin/WebObjects/Journals.woa/xmlpage/1/article/424.


   Open access: https://doi.org/10.5334/gjgl.196.


https://benjamins.com/catalog/prag.1.2.01coo/fulltext/prag.1.2.01coo.pdf

https://pdfs.semanticscholar.org/a735/18efa8624be0f302b445da1e9b4b6b3110d8.pdf


https://www.semanticscholar.org/paper/Backward-control-in-Samoan-Homer/ba71f548fbf7eb4ebfc7a6cc0fe5dbf4ac44b73


http://publikationen.ub.uni-frankfurt.de/frontdoor/index/index/docId/25153


Open access: https://www.journal-labphon.org/article/10.5334/labphon.113/

**Polynesian**

Open access: http://doi.org/10.5334/gjgl.39


**Austronesian**


**Other resources**

2. Online Samoan lessons:  
http://learn101.org/samoan.php

3. List of resources on Samoan language and culture:  
https://sites.google.com/site/hedvigskirgard/samoan-language-and-cultures-tips

4. The Journal of the Polynesian Society (Open Access):  
http://www.jps.auckland.ac.nz/

References


