LINGUIST 274B: Linguistic Field Methods II

Stanford University

Spring 2020

Instructor: Ksenia Ershova
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Office hours: by appointment

Language consultant: Dr. Mahire Yakup
Contact info and meeting schedule to be distributed separately.

Class schedule: Tue,Thu 9:45 AM - 11:45 AM
Location: Thornton Center, Room 208

Description of the Course

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 Uyghur language by working with our language consultant, Dr. Mahire Yakup.

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 Uyghur 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 Uyghur. 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

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 (15%)**: Due one week after the corresponding elicitation session. Uploading transcribed audiofiles and datalogs in the form of annotated spreadsheets on time to Box from individual sessions and, on a rotating basis, from the class session.

3. **Field reports (15%)**: due one week after the corresponding elicitation session. 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 Week 10. Fully glossed one-minute segment of a narrative from the group elicitation in class.

5. **Class project (40%)**: Consists of four 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, (iii) in-class presentation during Week 9, and (iv) the final project write-up (10-15 pages), due at the end of the quarter. The final presentation and write-up can incorporate material from the proposal and lit review. A theoretically informed analysis of a particular grammatical domain of Uyghur (see below).

   *Adjustment for 3 units: Students taking the course for 3 units are not required to submit a final project write-up. However, all students are expected to do an in-class presentation on their project during week 9.

Class schedule

Below is a tentative schedule for the class. The discussion topics and assigned readings may change based on student interests.

	Topics & Readings	Due dates
Week 1	**Corpus data collection and analysis of spontaneous speech**	
03/29	*Engesæth, M.Yakup, & Dwyer 2009: Preface and Introduction*	
~~03/31~~	**no class**	
	A.Yakup 2020	
Week 2	**Basic background on Uyghur**	**individual meetings to discuss topics**
04/05	*Hahn 1998*	
04/07	*Johanson 2020: Ch.3.5; Major 2021: Ch.1.3*	
(04/08)		**project proposal due**
Weeks 3-4	**Verbal morphosyntax and semantics**	
Week 3		
04/12	*Johanson 2020: Ch.28.5.2*	
04/14	*Serova 2019*	
Week 4		
04/19	*Bridges 2008: Ch.1*	
04/21	*Bridges 2008: Ch.2*	
Week 5	**Structure of the noun phrase**	
04/26	*Johanson 2020: Ch.22*	
04/28	*Polister-Ahles 2011*	
(04/29)		**lit review due**
Week 6	**Presentations of lit reviews**	
05/03		
05/05		
Week 7		
05/10	Negation and negative concord	
	Sugar & Abdilim 2008	
05/12	Wh-movement	
	Major 2014: Ch.3	

Week 8	**Case and argument structure**	
05/17	*Major & Özkan 2018*	
05/19	*Asarina 2011: Ch.2*	
Week 9	**Project presentations**	
05/24		
05/26		
Week 10		
05/31		
(06/03)		**glossed narrative due**
Week 11		
(06/08)		**final project due (graduating students)**
(06/10)		**final project due**

Class project

The class project should be an analysis of a particular grammatical domain of Uyghur. 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 Uyghur and other Turkic languages.

3. A theoretically informed analysis which (a) builds on previous literature on Uyghur or related languages, (b) incorporates 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, Dr. Mahire Yakup. 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 Uyghur, 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 another

Turkic language and asking the same research question posed in that paper for Uyghur (as long as there isn't published research asking that same exact question for Uyghur). 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.

The timeline for the class project is as follows:

1. Submit a 1-3 page project proposal by <u>April 8</u>.

   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 Uyghur and/or other Turkic languages. 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 <u>April 29</u> and make a presentation on the lit review in class during <u>week 6</u>. The lit review should include both general references and references on Uyghur and/or Turkic languages and should articulate what has already been done on this topic for Uyghur.

3. Present on the project during <u>Week 9</u>.

4. Submit a write-up of the final project at the end of the quarter: <u>June 8</u> for graduating students and <u>June 10</u> for everyone else.

Uyghur bibliography

In addition to the assigned readings, the following bibliography includes references which 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.

1. Abdurehim, Ismael (2014) The Lopnor dialect of Uyghur: A descriptive analysis. Helsinki: Unigrafia. **(contact me for copy)**

2. Asarina, Alya (2011) Case in Uyghur and Beyond. PhD dissertation, MIT.

3. Bridges, Michelle (2008) Auxiliary verbs in Uyghur. PhD dissertation, University of Kansas.

4. Engesæth, Tarjei, Mahire Yakup, and Arienne Dwyer (2009) Teklimakandin Salam: hazirqi zaman Uyghur tili gollanmisi / Greetings from the Teklimakan: a handbook of Modern Uyghur. Lawrence: University of Kansas Scholarworks. Online at: http://hdl.handle.net/1808/5624.

5. Hahn, Reinhart F. (1998) Uyghur. In Johanson, Lars & Éva Á. Scató (eds.) *The Turkic Languages*. Routledge.

6. Hahn, Reinhard F. (2006) Spoken Uyghur. University of Washington Press. **(contact me for copy)**

7. Johanson, Lars and Éva Á. Scató (eds). 1998. The Turkic Languages. London and New York: Routledge. **(contact me for copy)**

8. Jenkins, Robin (2021) Specificity effects and object movement in Turkish and Uyghur. Proceedings of the Workshop on Turkic and Languages in Contact with Turkic 6.

9. Kornfilt, Jaklin (2008) Subject case and Agr in two types of Turkic RCs. Proceedings of WAFL 4 (MITWPL 56). Cambridge, MA: 145-168.

10. Kornfilt, Jaklin and John Whitman (2012) Genitive subjects in TP nominalizations. Proceedings of JeNom 4, Working Papers of the SFB 732.

11. Major, Travis (2014) Syntactic islands in Uyghur. MA thesis, University of Kansas.

12. Major, Travis. (2017) Uyghur Contrastive Polarity Questions: A case of verb-stranding "TP-ellipsis". In L. Zidani-Eroglu, M. Ciscel, and E. Koulidobrova. Proceedings of the 12th Workshop on Altaic Formal Linguistics.

13. Major, Travis (2021) On the nature of "say" complementation. PhD dissertation, UCLA.

14. Major, Travis (2021) Revisiting the syntax of monsters in Uyghur. Linguistic Inquiry (Early Access). https://doi.org/10.1162/ling_a_00424

15. Major, Travis & Sozen Özkan (2018) Anaphora in two Turkic languages: Condition A is not enough. In Y. Köylü and J. Kornfilt (Eds). Proceedings of Turkish, Turkic, and Languages of Turkey 2. IULC Working Papers 18 (2).

16. McKenzie, Andrew, Gülnar Eziz, & Travis Major (2018) Latent homomorphism and content satisfaction: The double life of Turkic auxiliary -(i)p bol-. Glossa: a journal of general linguistics 3(1): 47. 1–34, DOI: https://doi.org/10.5334/gjgl.422.

17. Pattillo, Kelsie E. (2013) The typology of Uyghur harmony and consonants. Rice Working Papers in Linguistics 4.

18. Politzer-Ahles, Stephen. (2011) A minimalist analysis of Uyghur genitives. Kansas Working Papers in Linguistics 32, 106-119.

19. Serova, Kutay. 2019. Head Movement, Suspended Affixation, and the Turkish Clausal Spine. Proceedings of the Workshop on Turkic and Languages in Contact with Turkic, 4(1), pp. 89–103. Doi: 10.3765/ptu.v4i1.4584.

20. Sugar, Alexander Dylan (2019) Verb-linking and Events in Syntax: The Case of Uyghur -(i)p Constructions. University of Washington dissertation.

21. Sugar, Alexander and Chughluk Abdilim (2008) The Double Life of Negation in Uyghur. In Öner Özçelik and Amber Kennedy Kent (eds.) *Proceedings of the 3rd Conference on Central Asian Languages and Linguistics.* Bloomington, IN: Indiana University, CeLCAR.

22. Vaux, Bert (2000) Disharmony and derived transparency in Uyghur Vowel Harmony. In Proceedings of NELS 30, M. Hirotani, A. Coetzee, N. Hall, and JY. Kim, eds., 671-698.

23. Yakup, Abdurishid (2020) Uyghur and Uzbek, the Southeastern Turkic languages. In Martine Robbeets and Alexander Savelyev (eds.) *The Oxford Guide to the Transeurasian Languages.* Oxford University Press.

Course privacy

Any audio recordings made in the classroom and individual elicitation sessions are subject to the University's recording and broadcasting policy. Audio recordings are strictly for personal use and may not be posted on the Internet or otherwise distributed and may not be shared with anyone besides the course participants. This policy protects the privacy rights of the students, the language consultant, and the instructor.

Students with Documented Disabilities

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request, review appropriate medical documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty. The letter will indicate how long it is to be in effect. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. Students should also send your accommodation letter to instructors as soon as possible. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: http://oae.stanford.edu).

Diversity and Inclusion Statement

The discipline of linguistics, while striving to be as objective and non-discriminatory as possible, is still largely built on a small sample of privileged voices. If any of the language used in the assigned readings or lecture materials strikes you as problematic or there are any other concerns you wish to raise, please do not hesitate to reach out to me directly, or via the anonymous survey link available through Canvas which will be active throughout the quarter. Likewise, if something that is discussed in class or said by another student makes you uncomfortable, please let me know via one of the above options. If you are uncomfortable

discussing these issues with me, you can also reach out to the Diversity and Access Office or explore the resources provided by the Center for Teaching and Learning.

Finally, as a participant of this course, I ask that you strive to maintain a respective environment and honor the diversity of your fellow classmates.