

LINGUIST 274B: Linguistic Field Methods II

Stanford University

Spring 2020

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Office hours: by appointment

Language consultant: Tala Faaleava
Contact info and meeting schedule to be distributed separately.

Class schedule: MW 9:30-11:20

Location: Zoom (Join URL: <https://stanford.zoom.us/j/279905863>)

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 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.

	Topics & Readings	Due dates
Week 1		
04/06	Corpus data collection and analysis of spontaneous speech <i>Mosel and Hovdhaugen 1992:Ch.1</i>	
04/08	Topic brainstorming <i>Chung 1978:Ch.0-1; Mosel and Hovdhaugen 1992:Ch.2</i>	

Weeks 2-3 Case and grammatical relations

Week 2

04/13 *Mosel and Hovdhaugen 1992:Ch.3*

04/15 *Chung 1978:Ch.2*

(04/17)

project proposal due

Week 3

04/20 *Chung 1978:Ch.3.1-3.3; Cook 1991*

04/22 *Chung 1978:Ch.3.4-3.6*

Week 4 More on argument structure and coordination

04/27 *Mosel and Hovdhaugen 1992:Ch.18.8-18.9*

04/29 *Chung 1972; Mosel and Hovdhaugen 1992:Ch.17*

Week 5 Verb-initiality

05/04 *Collins 2017*

05/06

(05/08)

lit review due

Week 6 Presentations of lit reviews

05/11

05/13

Week 7 The status of -Cia and wh-movement

05/18 *Cook 1996*

05/20 *Otsuka 2006*

Week 8-9 Recent research on Samoan

Week 8

~~05/25~~ **Memorial Day (no class)**

05/27 *Koopman 2012*

Week 9

06/01 *Tollan 2018*

06/03 *Yu to appear*

Week 10 Project presentations

06/08

06/10

(06/11)

glossed narrative due

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

1. Alderete, John and Mark Bradshaw. 2013. Samoan root phonotactics: Digging deeper into the data. In *Linguistic Discovery* 11(1): 1-21.
Open access: <https://journals.dartmouth.edu/cgi-bin/WebObjects/Journals.woa/xmlpage/1/article/424>.
2. Calhoun, Sasha. 2015. The interaction of prosody and syntax in Samoan focus marking. *Lingua* 165(B): 205-229.
3. Calhoun, Sasha. 2017. Exclusives, equatives and prosodic phrases in Samoan. *Glossa: a journal of general linguistics* 2(1): 11. 1-43.
Open access: <https://doi.org/10.5334/gjgl.196>.
4. Chung, Sandra. 1972. On conjunct splitting in Samoan. *Linguistic Inquiry* 3(4): 510-516.
5. Collins, James N. 2014. Pseudo noun incorporation in discourse. To appear in *Proceedings of AFLA 20*.
<http://jamesneilcollins.com/papers/collins-afla20.pdf>
6. Collins, James N. 2014. The distribution of unmarked cases in Samoan. In *Argument Realisations and Related Constructions in Austronesian Languages: Papers from the 12th International Conference on Austronesian Linguistics*, Vol. 2. eds. I. Wayan Arka and N. L. K. Mas Indrawati, 93-110. Asia-Pacific Linguistics.
<http://jamesneilcollins.com/papers/collins-ical12.pdf>
7. Collins, James N. Mapping meanings to argument structure: The semantics of Samoan case. Ms., University of Hawai'i.
<http://jamesneilcollins.com/papers/collins-samoan-case.pdf>
8. Cook, Keneth William. 1987. Patientive Absolutive Verbal Morphology and Passive in Samoan. Report based on paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
<https://files.eric.ed.gov/fulltext/ED292355.pdf>

9. Cook, Kenneth William. 1991. The Samoan -Cia suffix as an indicator of agent defocusing. *Pragmatics* 1(2): 145–167.
<https://benjamins.com/catalog/prag.1.2.01coo/fulltext/prag.1.2.01coo.pdf>
10. Duranti, Alessandro and Elinor Ochs. 1990. Genitive constructions and agency in Samoan discourse. *Studies in Language* 14(1): 1–23.
<https://pdfs.semanticscholar.org/a735/18efa8624be0f302b445da1e9b4b6b3110d8.pdf>
11. Hohaus, Vera and Anna Howell. 2015. Alternative Semantics for Focus and Questions: Evidence from Samoan. In *Proceedings of the Meeting of the Austronesian Formal Linguistics Association (AFLA) 21*, 69–86.
<http://anna-howell.com/wp-content/uploads/2014/08/proceedings-20140801.pdf>
12. Homer, Vincent. 2009. Backward control in Samoan. In *Proceedings of the Meeting of the Austronesian Formal Linguistics Association (AFLA) 16*, 45–59.
<https://www.semanticscholar.org/paper/Backward-control-in-Samoan-Homer/ba71f548fbf7eb4ebfec7a6cc0fe5dbf4ac44b73>
13. Keating, Elizabeth and Alessandro Duranti. 2006. Honorific resources for the construction of hierarchy in Samoan and Pohnpeian. *The Journal of Polynesian Society* 115(2): 145–172.
14. Milner, G.B. 1962. Active, passive or perfective in Samoan: A fresh appraisal of the problem. *The Journal of the Polynesian Society* 71(2): 151–161.
15. Mosel, Ulrike. 1985. Ergativity in Samoan. *Arbeiten des Kölner Universalien - Projekts* 61.
<http://publikationen.ub.uni-frankfurt.de/frontdoor/index/index/docId/25153>
16. Mosel, Ulrike. 1991. Transitivity and reflexivity in Samoan. *Australian Journal of Linguistics* 11(2): 175–194.
17. Ochs, Elinor. 1982. Ergativity and word order in Samoan child language. *Language* 58(3): 646–671.
18. Yu, Kristine M. and Edward P. Stabler. 2017. (In)variability in the Samoan syntax/prosody interface and consequences for syntactic parsing. *Laboratory Phonology: Journal of the Association for Laboratory Phonology*, 8(1), 25.
Open access: <https://www.journal-labphon.org/article/10.5334/labphon.113/>

Polynesian

1. Ahn, Byron. 2016. Syntax-phonology mapping and the Tongan DP. *Glossa: A Journal of General Linguistics* 1(1), 4.
Open access: <http://doi.org/10.5334/gjgl.39>

2. Massam, Diane. 2001. Pseudo noun incorporation in Niuean. *Natural Language and Linguistic Theory* 19(1): 153–197.
3. Massam, Diane. 2006. Neither absolutive nor ergative is nominative or accusative: Arguments from Niuean. In *Ergativity: Emerging issues*. eds. Alana Johns, Diane Massam, and Juvenal Ndayiragije, 79–107. Springer.
4. Massam, Diane. 2009. The structure of (un)ergatives. In *Proceedings of the Meeting of the Austronesian Formal Linguistics Association (AFLA) 16*, 125–135.
<https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1026&context=afla>
5. Otsuka, Yuko. 2017. Ergative–Absolutive Patterns in Tongan: An Overview. In *The Oxford Handbook of Ergativity*. eds. Jessica Coon, Diane Massam, and Lisa Demena Travis.
6. Pearce, Elizabeth. 2012. Number with the DP: A view from Oceanic. In *Functional heads: The cartography of syntactic structures*, volume 7. eds. Laura Brugé, Anna Cardinaletti, Guiliana, Guisti, Nicola Munaro, and Cecelia Poletto. OUP.
7. Sabel, Joachim and Claire Moyse-Faurie (eds). 2011. Topic in Oceanic Morphosyntax. De Gruyter Mouton.
https://searchworks.stanford.edu/articles/nlebk__407482
8. Oceanic Linguistics (journal). <https://muse.jhu.edu/journal/147>

Austronesian

1. Blust, Robert. 2013. The Austronesian languages. Revised edition. Asia-Pacific Linguistics. Open access: <http://pacling.anu.edu.au/materials/Blust2013Austronesian.pdf>
2. Foley, William. 1976. Comparative Syntax in Austronesian. PhD dissertation. Berkeley.
<https://escholarship.org/uc/item/9cw8s190>
3. Polinsky, Maria and Eric Potsdam. to appear. Austronesian syntax. In *Oceania*. ed. Bill Palmer. Mouton.
<https://scholar.harvard.edu/mpolinsky/publications/austronesian-syntax>
4. Potsdam, Eric. 2009. Austronesian verb-initial languages and wh-question strategies. *Natural Language and Linguistic Theory* 27(4): 737–771.

Other resources

1. Digitized grammar and dictionary of Samoan (by rev. George Pratt, 3rd edition published in 1893)
<http://nzetc.victoria.ac.nz/tm/scholarly/tei-PraDict-c1.html>

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/>

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- Chung, Sandra. 1972. On conjunct splitting in Samoan. *Linguistic Inquiry* 3 (4): 510–516.
- Chung, Sandra. 1978. *Case marking and grammatical relations in Polynesian*. University of Texas Press.
- Collins, James. 2017. Samoan predicate initial word order and object positions. *Natural Language and Linguistic Theory* 35: 1–59.
- Cook, Kenneth William. 1991. The search for subject in Samoan. In *Currents in Pacific linguistics: papers on Austronesian languages and ethnolinguistics in honour of George W. Grace*, ed. Robert Blust, 77–98. The Australian National University.
- Cook, Kenneth William. 1996. The Cia suffix as a passive marker in Samoan. *Oceanic Linguistics* 35 (1): 57–76.
- Koopman, Hilda. 2012. Samoan ergativity as double passivization. In *Functional heads: The cartography of syntactic structures*, eds. Laura Brugé, Anna Cardinaletti, Guiliana Guisti, Nicola Munaro, and Cecilia Poletto, Vol. 7. OUP.
- Mosel, Ulrike, and Even Hovdhaugen. 1992. *Samoan reference grammar*. Scandinavian University Press.
- Otsuka, Yuko. 2006. Syntactic ergativity in Tongan. In *Ergativity: Emerging issues*, eds. Alana Johns, Diane Massam, and Juvenal Ndayiragije, 79–107. Springer.
- Tollan, Rebecca. 2018. Unergatives are different: Two types of transitivity in Samoan. *Glossa*. <http://doi.org/10.5334/gjgl.223>.
- Yu, Kristine. to appear. Tonal marking of absolutive case in Samoan. *Natural Language and Linguistic Theory*. <http://www.krisyu.org/pages/pdfs/yu-smo-abs.pdf>.