

# Lign 241: Fieldwork (Spring 2011) Syllabus

Who: Gabriela Caballero (gcaballero@ucsd.edu)/Mr. Héctor Rodríguez

Where: APM 2452

When: Wednesday - 9-10:50am, Friday 2:30-4:20 pm

Meeting times: by appointment (office hours: Wednesdays 2:30-4:30pm)

Field research lab mac: username = **purepecha**; password = **okigroye**.

## 1. Course goals

This is the second half of a two-quarter course designed to give you hands-on experience with collecting, processing and analyzing raw linguistic data. The main goals are: i) to continue gaining experience with the methodological issues that arise in linguistic fieldwork; ii) to deepen your understanding about the structure of Purépecha; and iii) to get you working on projects that deal with specific aspects of the language within the perspective of the larger cross-linguistic/comparative picture. Some specific topics we will cover are: the role of negative evidence, event representation and argument structure (MPI cutting & breaking)

We will continue working together in the creation of a corpus of transcribed recordings to which you will link your analyses of the language (which will also become part of the corpus) and a lexical database of the language.

## 2. The language

Purépecha (tarasco, lengua de Michoacán, *Tzintzuntzan anapu wantakwa, juchari anapu* (Chamoreau 2009); phorhépecha) is spoken by ~175,000 people in Mexico (Michoacán) and the United States (California, North Carolina, Oregon, Tennessee (Lewis 2009)).

Chamoreau (2005, 2009): four different geographic areas where Purépecha is spoken: mountain area, Lake Pátzcuaro area (where Uricho is located), the "eleven villages" area, and the Zacapu village area.

Chamoreau identifies two general linguistic areas, Eastern Purépecha and Western Purépecha (both Jarácuaro Purépecha and Uricho Purépecha are Eastern varieties). The ethnologue lists Western Highland Purépecha (PUA) and Purépecha (TSZ) with 135,000 and 40,850 speakers, respectively.

## 3. Course requirements

Evaluation will be based on the following:

- a. Participation (30%)
- b. Field reports (20%)
- c. Assignment (paper presentation) (10%)
- d. Final paper (40%)

### 3.1 Participation (30%)

This includes (i) attending class, (ii) conducting language interviews in class, (iii) discussing papers in class, (iv) meeting with Tata Héctor outside of class, and (v) maintaining the class corpus (metadata, recordings and any additions to the lexical database).

### 3.2 Field reports (20%)

We'll continue the dynamic from last quarter. These reports (roughly 3 to 5 pages long) will be presented in class the Wednesday after you elicited in class. Like you did in the last quarter, you will write-up your data and describe any generalizations that you or the class uncovered and answer the following questions: what new hypotheses does the new data raise? What follow-up strategies would you use to confirm these hypotheses? The report will include data from the in-class sessions (it could be focused on the data gathered while you were leading elicitation, but it doesn't have to be restricted to that) and from your small individual/group sessions. These reports will be part of our corpus of notes and analysis, also containing the papers from last quarter (in a folder 'field reports' in the Purépecha corpus).

### 3.3 Assignment (paper presentation) (10%)

Each one of you will make a short presentation in class of a paper/chapter of your choosing. The presentation will involve a short summary of the main points of the paper/chapter. This time the references are areal, typological, methodological, and about Purépecha (Jarácuaro variety). Like last quarter, there are some general issues to consider: What are the main points/proposals/data points of the following references and how are these points relevant for our research situation?

Articles for Assignment #1 (pick one):

Week	Date	Paper	Specific questions to address
2	W 4/6	Campbell et al. 1986.[pp. 536-53, 555-8]	What Mesoamerican areal features seem to be present in Purépecha?
3	W 4/13	Chamoreau 2009 [Basic features of Purépecha, nouns, pronouns, demonstratives, possessive; pp. 47-75]; [Nouns in predicative constructions; pp. 198-205]	What are the main structures and features of Jarácuaro Purépecha? What are similarities and differences between Jarácuaro P. and Uricho P?
4	W 4/20	Chamoreau 2009 [Derivational morphology OR argument changing operations]	What are the main structures and features of Jarácuaro Purépecha? What are similarities and differences between Jarácuaro P. and Uricho P?
5	W 4/27	Vaux, Cooper & Tucker 2007 [Chapter 9: Analyzing sentence structure]; negative evidence	What are the strengths and weaknesses of the specific proposals of the chapter? (Are there any assumptions made that could be problematic?).
6	W 5/4	Majid et al. 2007	What are the basic aspects of the proposal? How can we test these for Purépecha?

### 3.4 Final paper (40%)

An in-depth examination of a topic of your choice. Some details about the final paper:

- This paper might address a topic that grows out of your Winter quarter paper, or it may be a new topic on something else that interests you.
- You may work independently or together with somebody else, if you wish.
- **This paper should be of greater depth than the previous quarter paper.** Your paper may be informed by some area of linguistic theory/typology (e.g., answering the question: how does the particular phenomenon you are analyzing fit within the larger picture, whether it be typological or within the context of previous studies of Purépecha varieties?).
- You should have identified your topic by **Monday May 2, 2011.**

- In this paper, you should introduce your topic, present your data (in detail), discuss relevant literature, and give your analysis.
- Evaluation will be based on: i) selection of topic, ii) how you incorporate references and background literature, iii) **linguistic insights**, iv) organization, v) completeness of data, and vi) clarity of presentation (i.e., is what you're writing accessible to others?).
- The final paper is due on **Tuesday June 7, 2011**.

#### 4. Readings

I will direct you to relevant chapters of your textbook:

Vaux, B., J. Cooper & E. Tucker. 2007. *Linguistic field methods*. Eugene: Wipf and Stock Publishers.

And will also make reference to the following reference (still on reserve in the Language Lab):

Payne, T.E. 1997. *Describing morphosyntax: a guide for field linguists*. Cambridge: Cambridge University Press.

We will now have the following reference of the language (Jarácuaro Purépecha):

Chamoreau, Claudine. 2009. *Hablemos Purépecha - Wantee juchari anapu*. México: UIIM / IIH-UMSNH / IRD / Ambassade France au Mexique CCC-IFAL / Grupo Kw'anískuyarhani.

This will be available in the Language Lab.

\*The tentative schedule is given below, but this might change depending on what turns out to be relevant as we progress. Relevant readings may be added; any additions will be announced as far in advance as possible

#### 5. Workflow

Wednesdays 9:00-10:50 am	Discussion of readings, presentation of field reports and discussion of plans for directions to follow in the upcoming session
Fridays 2:30-4:20 pm	Purépecha language interviews/practice greetings (two 30-40 min blocks)

\*Individual/group meetings with Tata Héctor will start on Friday April 8<sup>th</sup>.

##### 5.1 Friday dynamic:

Week	Date	Rec./ corpus management	Lead language interview	Transcription on board
1	F 4/1	Sara G	Everybody	Tara R
2	F 4/8	Shane M	MM, EM	Sara G
3	F 4/15	Melanie M	TR, GC	Emily M
4	F 4/22	Emily M	SG, SM	Melanie M
5	F 4/29	Tara R	MM, EM	Shane M
6	F 5/6	Sara G	TR, GC	Emily M
7	F 5/13	Melanie M	SG, SM	Tara R
8	F 5/20	Shane M	MM, EM	Sara G
9	F 5/27	Emily M	TR, GC	Shane M
10	F 6/3	Tara R	SG, SM	Melanie M

- a. Your elicitation plan may be based on:
- i) Filling gaps of our knowledge of Purépecha, based on our Wednesday's discussion;
  - ii) Common course goals set on the agenda (e.g., derivational morphology, cut & break events)
  - iii) Your final projects;
  - iv) Double checking constructions you've gotten before.

## 5.2 Field reports:

Week	Date	Schedule
2	W 4/6	SG, SM
3	W 4/13	MM, EM
4	W 4/20	TR, GC
5	W 4/27	SG, SM
6	W 5/4	MM, EM
7	W 5/11	TR, GC
8	W 5/18	SG, SM
9	W 5/25	MM, EM
10	W 6/1	TR, GC

**\*Field reports to be shared with the class through the email/the file share.**

- a. We will discuss what topics you are planning to cover (partly to avoid overlap and partly to get you thinking about it in advance).
- b. We will discuss readings.

**5.3 Friday April/01:** the suggested dynamic for this first week is to transcribe the Frog Story and conduct text-based elicitation. That is, as we analyze the text, we will aim to fill gaps and let the constructions from the text be the starting point for our exploration.

## 6. Relevant dates

This plan is subject to change, depending on our needs and what we discover in class. Suggested readings are marked with square brackets.

Week	Date	What
1	W 3/30	Course introduction (syllabus); Purépecha structures review
	F 4/1	Work together with text transcription/text-based elicitation
2	W 4/6	Paper presentation #1/ Workflow overview
3	W 4/13	Paper presentation #2
4	W 4/20	Paper presentation #3
5	W 4/27	Paper presentation #4
6	W 5/4	Paper presentation #5
	F 5/6	Work with MPI cut & break stimuli
11		<b>Final paper due</b>

## 7. References

- Campbell, Lyle, Terrence Kaufman, and Thomas Smith-Stark. 1986. Meso-America as a linguistic area. *Language* 62(3): 530-570. [pp. 536-53, 555-8]
- Chamoreau, Claudine. 2009. Hablemos Purépecha - Wantee juchari anapu. México: UIIM / IIH-UMSNH / IRD / Ambassade France au Mexique CCC-IFAL / Grupo Kw'anískuyarhani.
- Chamoreau, C. 2005. Dialectología y dinámica - Reflexiones a partir del Purépecha. *Trace n° 47: Dinámica lingüística*. México: CEMCA. 61-81.
- Lewis, M. Paul (ed.), 2009. Ethnologue: Languages of the World, Sixteenth edition. Dallas, Tex.: SIL International. Online version: <http://www.ethnologue.com/>.
- Majid, Asifa, Melissa Bowerman, Miriam van Staden and James S. Boster. 2007. The semantic categories of cutting and breaking events: a cross-linguistic perspective. *Cognitive Linguistics* 18(2): 133-152.