

LING 505/605 (LEC 01): Field Methods

Days and Time: MWF 12:00-12:50 pm (09.01.2013 – 15.04.2013) Room: EEEL 151
Lab (TBA)

Instructor: Dr. Karsten Koch
Office: SS 828
Telephone: 403-220-6119
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Office Hours: Mondays 2-4pm
or by appointment

Language Consultant: Sandra Manyfeathers
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Language Consultant: Brent Prairie Chicken
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COURSE DESCRIPTION

Principles and techniques of collecting, editing and analysing elicited linguistic data and associated problems. Practical experience with language consultant(s).

[Prerequisites: LING 203, 301, and 303]

RESEARCH ETHICS

This course has obtained course-based ethics approval from the faculty research ethics committee. Whenever you undertake research with human participants (e.g. surveys, interviews, observations) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research.

We will consider ethics in linguistic fieldwork through class discussion, assigned readings, and an assignment. This assignment will ask you to consider how issues raised in class discussion and assigned readings relate to actual, current research ethics documents. This work will sensitize students to issues around working with language consultants from First Nations (or other indigenous) communities.

One of your assignments, as well as your course paper/project, will be based on language data that you have recorded together with the language consultant. These recordings are undertaken with permission from and collaboration with the language consultant, and are intended to benefit the language community by being archived for potential future educational, cultural or historical purposes. Recordings will be stored on a dedicated course hard drive, and, with consent of the language consultant, can be accessed for academic purposes by the students enrolled in the course, the instructor, and the language consultant. With consent from the language consultant, students may have an opportunity to develop their projects for presentation at academic conferences or publication in academic venues. Additional access to the recordings or use for other purposes is not possible without approval of the language consultant.

COURSE REQUIREMENTS

Assignments: 1 @ 5%, 2 @ 12.5% each		30 %
Article review & presentation		10 %
Final paper/project:	total	50%
Literature review and topic presentation	10%	
Paper/project outline	10%	
Final paper/project	30%	
Participation		10 %
Total:		100 %

Note: Graduate students registered in LING 605 will have more strenuous requirements for individual assignments / the final paper (e.g. longer length, additional questions, etc.).

REQUIRED TEXTBOOKS

Frantz, Donald G. 2009. *Blackfoot Grammar: Second Edition*. Toronto: University of Toronto Press.
[note: the library has one e-version of this book]

Frantz, Donald G., and Norma Jean Russell. 2009. *Blackfoot Dictionary of Stems, Roots, and Affixes: Second Edition*. Toronto: University of Toronto Press.

REQUIRED READINGS

We will be reading primary literature in two areas, (i) linguistic fieldwork, and (ii) the Blackfoot language. Readings may include the following articles; in addition, students will select articles for the article review and literature review assignments. See "Literature" for a list of references that may be relevant.

- Czaykowska-Higgins, Ewa. 2009. Research models, community engagement, and linguistic fieldwork: reflections on working within Canadian indigenous communities. *Language Documentation & Conservation* 3(1): 15-50.
- Genee, Inge. 2009. What's in a morpheme? Obviation morphology in Blackfoot. *Linguistics* 47(4): 913-944.
- Matthewson, Lisa. 2004. On the methodology of semantic fieldwork. *International Journal of American Linguistics* 70: 369-415.
- Mühlbauer, Jeffrey. 2008. *kâ-yôskâtahk ôma nêhiyawêwin: The Representation of Intentionality in Plains Cree*. Ph.D dissertation, UBC. Chapter 5: Eliciting obviation and animacy.
DOWNLOAD: <https://circle.ubc.ca/handle/2429/940>
- Rice, Keren. 2006. Ethical issues in linguistic fieldwork: an overview. *Journal of Academic Ethics* 4: 123-155.
- Sapir, Edward. 1949. The psychological reality of phonemes. In D. G. Mandelbaum (Ed.), *Selected Writings of Edward Sapir in Language, Culture and Personality*. Berkeley, CA: University of California Press.
- Ritter, Elizabeth, and Martina Wiltschko. 2007. Alternatives to Tense in Blackfoot and Halkomelem. *Proceedings of WSCLA12*. Vancouver: UBC Working Papers in Linguistics. 114-125.

GRADING SCHEDULE

The following grading system will be used:

A+ = 97-100 %	B+ = 83-87%	C+ = 68-72%	D+ = 53-57%
A = 93-96 %	B = 78-82%	C = 63-67%	D = 50-52%
A- = 88-92 %	B- = 73-77%	C- = 58-62%	F = 0-49%

(See the University Calendar for broader interpretation of the letter grades.)

ABSENCE AND LATE WORK

1. Unless otherwise indicated, all assignments are handed in at the beginning of the class for which they are due.
2. Late assignments are not accepted.
3. Assignments may be printed/written on used paper; simply put a large "X" through the used side. Double-sided printing is also fine.
4. Attendance will count towards your participation grade.
5. Disputes about grades are handled by the instructor. Any student wishing to dispute a grade must submit a written request.

See the University of Calendar Calgary for further full details on general course policies:

<http://www.ucalgary.ca/pubs/calendar/current/academic-regs.html>

COURSE SCHEDULE

[actual timing of topics and content may vary due to time constraints]

	<i>Topic</i>	<i>Reading</i>	<i>Additional notes</i>
PART 1: INTRODUCTION			
Week 1 January 9-11	Introduction: What is fieldwork? Why do fieldwork?	Sapir 1949	(for Monday, Jan. 14)
Week 2: January 14-18	Ethics in linguistic fieldwork	Frantz Ch. 1 Rice 2006, (C-Higgins 2009)	Jan. 16: Asg. 1 due (5%)
Friday, January 18	Last day to drop Winter term half courses. No fee refunds for Winter term half courses after this date.		
Monday, January 21	Last day to add or swap Winter term half courses. Last day to change registration from audit to credit or credit to audit.		
PART 2: GATHERING AND ANALYZING LINGUISTIC DATA			
Week 3: January 21-25	Recording and organizing data; The Blackfoot alphabet	Frantz Ch. 2, Stacy 2004	
Week 4: Jan. 28-Feb. 1	Some Blackfoot Grammar	Frantz Ch. 3	Jan. 28: Asg. 2 due (12.5%)
Week 5: February 4-8	More Blackfoot morpho-syntax	Frantz Ch. 4	Feb. 6/8: Article review presentations (10%)
Week 6: February 11-15	Multimedia and linguistic fieldwork	Koch 2007 Frantz Ch. 5-6	
February 17-24 (Sun. - Sun.)	Reading Week	No lectures	University open, except Family Day (Feb. 18)
Week 7: Feb. 25-Mar. 1	Different types of linguistic data: sentences, stories, conversations	Mühlbauer 2008, Chapter 5	Feb. 25: Asg. 3 due (12.5%)
Week 8: March 4-8	Analysis of linguistic data More on Blackfoot verbs	Frantz Ch. 6-7	March 6-8: Topic presentations (10%)
Week 9: March 11-15	Thinking about the end product: theoretical linguistics and education	Gearheard 2005	

PART 3: DEVELOPING PROJECTS BASED ON LINGUISTIC DATA		
Week 10: March 18-22	Topics in Blackfoot	
Week 11: March 25-27	March 25: Paper/project outline due (10%)	
Friday, March 29	Good Friday. University Closed.	
Week 12: April 1-5		
Week 13: April 8-12		
Week 14: April 15		
Tuesday, April 16	Winter term lectures end. Last day to withdraw with permission from full courses or Winter Term half courses.	
April 19-30 (Friday-Tuesday)	Winter Term Final Examinations.	
Friday, Apr. 19	Final paper/project due (30%)	Final paper/project (30%)

LITERATURE OF RELEVANCE

General fieldwork

- Collette, Vincent. 2005. Linguistic retention and social change in Mistissini. *Inuit Studies* 29(1-2): 207-219.
- Conjoint Faculties Research Ethics Board (CFREB) Consent Form. 2011. Calgary: University of Calgary. <http://www.ucalgary.ca/research/tools/complianceforms>
- Fenton, Donna. 2010. Multiple functions, multiple techniques: The role of methodology in a study of Zapotec determiners. In *Fieldwork and Linguistic Analysis in Indigenous Languages of the Americas (Language Documentation & Conservation Special Publication No. 2)*, ed. by Andrea L. Berez, Jean Mulder, and Daisy Rosenblum, 125-145. Honolulu: University of Hawai'i Press.
- Gearheard, Shari. 2005. Using interactive multimedia to document and communicate Inuit knowledge. *Inuit Studies* 29(1-2): 91-114.
- Koch, Karsten. 2007. Questions and answers in N⁴ e[?] kepmxcin: Facilitating transfer from theoretical linguistics to education. In Martin Oberg and Kristin Johannsdottir, eds. *Papers for the 42nd ICSNL*. Vancouver: UBC Working Papers in Linguistics.
- Koch, Karsten. 2008. Spontaneous speech, lab speech, and effects on intonation: Some useful findings for fieldworkers (and laboratory phonologists). In Susie Jones, ed. *Proceedings of the 2008 Annual Conference of the Canadian Linguistic Association*. Toronto: CLA Conference Proceedings.
- Lovick, Olga Charlotte. 2010. Studying Dena'ina discourse markers: Evidence from elicitation and narrative. In *Fieldwork and Linguistic Analysis in Indigenous Languages of the Americas (Language Documentation & Conservation Special Publication No. 2)*, ed. by Andrea L. Berez, Jean Mulder, and Daisy Rosenblum, 173-202. Honolulu: University of Hawai'i Press.
- Matthewson, Lisa. 2006. Presuppositions and Cross-Linguistic Variation. *NELS* 36. Amherst: GLSA.
- Skopeteas, Stavros, Ines Fiedler, Sam Hellmuth, Anne Schwarz, Ruben Stoel, Gisbert Fanselow, Manfred Krifka, and Caroline Féry. 2007. *Questionnaire on Information Structure: Reference Manual (Interdisciplinary Studies in Information Structures 4)*. Potsdam: Working Papers of the SFB 632.
- Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans. 1998. Section 6: Research Involving Aboriginal Peoples. <http://www.pre.ethics.gc.ca/english/policystatement/section6.cfm>

Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans. 2010. 2nd edition. Chapter 9: Research Involving First Nations, Inuit and Métis People of Canada.

<http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/chapter9-chapitre9/>

DOWNLOAD ENTIRE DOCUMENT: <http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/>

von Stechow, Kai, and Lisa Matthewson. 2008. Universals in semantics. *The Linguistic Review* 25(1-2): 139-201.

Wierzbicka, Anna. 2003. *Cross-cultural Pragmatics: The Semantics of Human Interaction*. Berlin: Mouton de Gruyter.

Blackfoot

Algonquian Syntax Bibliography. 2004-2008. Bibliography compiled by Heather Bliss and Karen Williamson. Ms., University of Calgary.

Armoskaite, Solveiga. 2011. *The Destiny of Roots in Blackfoot and Lithuanian*. Ph.D. dissertation, University of British Columbia. DOWNLOAD: <https://circle.ubc.ca/handle/2429/33934>

Baldwin, Stuart J. 1994. Blackfoot neologisms. *International Journal of American Linguistics* 60(1): 69-72.

Berman, Howard. 2007. A Blackfoot Syncope Rule. *International Journal of American Linguistics* 73(2): 239-240.

Blackfoot Materials. 2007. Bibliography compiled by Elizabeth Ritter. Ms., University of Calgary.

Bliss, Heather. 2005. Topic, focus and point of view in Blackfoot. In John Alderete, Chung-hye Han, and Alexei Kochetov, eds. *Proceedings of the 24th West Coast Conference on Formal Linguistics*. 61-69.

DOWNLOAD: <http://www.lingref.com/cpp/wccfl/24/index.html>

Derrick, Donald. 2006. Blackfoot syllabification and 's'. Handout from 38th Algonquian Conference.

DOWNLOAD: www.ece.ubc.ca/~handout_algonquian38_donald_derrick.pdf

[note: under 'Proceedings' on the Donald's webpage, you can find further papers on this issue:

<http://www.ece.ubc.ca/~donaldd/academicresume.htm>]

Elfner, Emily. 2006. Contrastive syllabification in Blackfoot. In Donald Baumer, David Montero, and Michael Scanlon, eds. *Proceedings of the 25th West Coast Conference on Formal Linguistics*. Somerville, MA: Cascadilla Proceedings Project. 141-149.

DOWNLOAD: www.lingref.com/cpp/wccfl/25/paper1442.pdf

Genee, Inge. 2009. What's in a morpheme? Obviation morphology in Blackfoot. *Linguistics* 4: 913-944.

Genee, Inge, and Shelley Stigter. 2010. Not just "broken English": some grammatical characteristics of Blackfoot English. *Canadian Journal of Native Education* 32: 62-85.

Glougie, Jennifer. 2000. Blackfoot "indefinites": bare nouns and non-assertion of existence. In *Proceedings of the West Coast Conference on Formal Linguistics* 19. 125-138.

Peterson, Tyler. 2004. Theoretical issues in the representation of the glottal stop in Blackfoot. In Lea Harper and Carmen Jany, eds. *Proceedings from the Seventh Workshop on American Indigenous Languages*. Santa Barbara: Santa Barbara Papers in Linguistics, Volume 15. 106-121.

DOWNLOAD: http://www.linguistics.ucsb.edu/research/papers_vol15.html

Proulx, Paul. 1989. A sketch of Blackfoot historical phonology. *International Journal of American Linguistics* 55(1): 43-82.

Ritter, Elizabeth, and Sara Thomas Rosen. 2005. Agreement without A-positions: another look at Algonquian. *Linguistic Inquiry* 36(4): 648-660.

Ritter, Elizabeth, and Sara Thomas Rosen. 2010. Animacy in Blackfoot: implications for event structure and clause structure. In Malka Rappaport-Hovav, Edit Doron and Ivy Sichel, eds. *Lexical Semantics, Syntax, and Event Structure*. Oxford/New York: Oxford University Press. Pp. 124-152.

Ritter, Elizabeth, and Martina Wiltschko. 2005. Anchoring events to utterances without tense. In John Alderete, Chung-hye Han, and Alexei Kochetov, eds. *Proceedings of the 24th West Coast Conference on Formal Linguistics*. 343-351. DOWNLOAD: <http://www.lingref.com/cpp/wccfl/24/index.html>

Ritter, Elizabeth, and Martina Wiltschko. 2007. Alternatives to Tense in Blackfoot and Halkomelem. *Proceedings of WSCLA12*. Vancouver: UBC Working Papers in Linguistics. 114-125.

Stacy, Elizabeth. 2004. *Phonological Aspects of Blackfoot Prominence*. M.A. thesis, University of Calgary.

DOWNLOAD: www.collectionscanada.gc.ca/obj/s4/f2/dsk4/etd/MQ97671.PDF

Taylor, Allan R. 1969. *A Grammar of Blackfoot*. Ph.D. Dissertation, University of California, Berkeley.

Uhlenbeck, Christianus Cornelius. 1978. *A Concise Blackfoot Grammar: Based on Material from the Southern Peigans*. New York: AMS Press.

ADDITIONAL RESOURCES

Additional research papers on Blackfoot linguistics can be found in volumes of *Calgary Working Papers in Linguistics*; and in Proceedings of the International Conference on Salish and Neighbouring Languages (ICSNL) and Proceedings of the Workshop on Structure and Constituency in the Languages of the Americas (WSCLA), both published by *University of British Columbia Working Papers in Linguistics*:

<http://www.linguistics.ubc.ca/ubcwpl>

<http://www.firstvoices.com/>

[other indigenous languages of Canada]

www.unesco.org/culture/en/endangeredlanguages

[status of the world's languages]

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

[languages of the world]

GENERAL COURSE/UNIVERSITY INFORMATION FOR ALL STUDENTS

LINGUISTICS STUDENT ADVISING

For any questions regarding the undergraduate or graduate program in linguistics, the organization of your program, or the selection of courses, contact the appropriate advisor as follows:

Undergraduate Advisor	Dr Robert Murray	SS 824	403-220-8109	lingadv@ucalgary.ca
Graduate Program Director	Dr Susanne Carroll	SS 830	403-220-5492	linggrad@ucalgary.ca

FACULTY of ARTS PROGRAM ADVISING and STUDENT INFORMATION

The Faculty of Arts Program Information Centre (PIC) is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require. The PIC is located in the Social Sciences Building (SS 102), please contact them by phone at 403-220-3580, or email artsads@ucalgary.ca, or visit the website <http://arts.ucalgary.ca/undergraduate>.

For program planning and advice, contact the Student Success Centre (SSC). Degree advisors assist undergraduate students in planning their overall degree programs along with providing broad educational planning, learning support, assistance with academic difficulties, academic program guidance, writing support, success seminars and peer support. The SSC is on the 3rd Floor of the Taylor Family Digital Library, or you can contact them at 403-220-5881, by email success@ucalgary.ca, or visit their website <http://www.ucalgary.ca/ssc/>.

For registration issues, contact Enrolment Services who will also be able to help you with questions about fee payments, awards, financial aid, admissions questions, visiting and exchange students, open studies, transcripts, deferred exams. Enrolment Services are in the MacKimmie Library Block, Room 117, or you can contact them at 403-210-ROCK [7625] or visit their website <http://www.ucalgary.ca/registrar/>.

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodation. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. **You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.**

FREEDOM OF INFORMATION AND PRIVACY ACT (FOIP)

The Freedom of Information and Protection of Privacy Act was enacted by the Alberta Legislature on June 1, 1994. The Act is intended first of all to allow any person the right of access to the records in the custody and under the control of a public body although this right is subject to limited and specific exceptions. The Act also includes a strong right to privacy component, allowing individuals to control the manner in which a public body collects personal information, to control the use that a public body may make of the information, and to control the disclosure of that information by a public body. It also allows individuals the right of access to personal information about themselves held by a public body and the right to request corrections to that information.

For more information on FOIP, please visit the website <http://www.ucalgary.ca/legalservices/foip/>, or contact Jo-Anne Munn Gafuik at 403-220-3602 or by email munnngafu@ucalgary.ca

PLAGIARISM AND ACADEMIC MISCONDUCT

Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course, when, in fact, it is not. Most commonly plagiarism exists when:

1. the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test);
2. parts of the work are taken from another source without reference to the original author,;
3. the whole work (e.g. an essay) is copied from another source; and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Students are often encouraged to work together in preparing homework assignments, but check with your instructor beforehand. However, unless noted otherwise in writing, students must write up their own answers for submission of the assignment. Failure to do so constitutes plagiarism. Plagiarism is an extremely serious academic offence. Possible penalties for plagiarism include: failing the assignment, failing the course, disciplinary probation, suspension, or expulsion. Any student who voluntarily and consciously aids another student in the commission of plagiarism is also guilty of academic misconduct.

For more information on academic misconduct and related UofC regulations please consult the Student Misconduct web pages in the on-line University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>.

EMERGENCY EVACUATION AND ASSEMBLY POINTS

The University of Calgary is committed to creating a safe and healthy living and learning environment. The health and safety of our employees, students and the general public are the highest priority of the University of Calgary's Emergency Management Program. During times of emergency, Assembly Points have been identified across campus. These areas have been selected as they are large enough to hold a significant number of people and will provide an evacuated population access to washroom facilities and protection from the elements. Assembly points are also designed to establish a location for information updates:

- from the emergency responders to the evacuees; and
- from the evacuated population to the emergency responders.

Please familiarize yourself with the following:

Emergency Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>
Emergency Instructions: <http://www.ucalgary.ca/emergencyplan/node/28>

SAFEWALK INFORMATION

Twenty four hours a day and seven days a week, Safewalk volunteers walk people safely to their destination on campus. This service is free and available to students, staff and campus visitors. Requesting Safewalk volunteers to walk with you is easy:

- Call 403-220-5333 (24 hours a day/seven days a week, 365 days a year)
- Use the Help Phones (they are not just for emergencies)
- Approach an on-duty Safewalker and request a walk

For more information, contact the Safewalk main office at 403-220-4750, by email safewalk@ucalgary.ca or visit their website <http://www.ucalgary.ca/security/safewalk>.

STUDENT REPRESENTATIVE INFORMATION

The Students' Union and the Graduate Students' Association (GSA) in partnership with the University of Calgary offers students a key advocacy resource to assist in addressing concerns and issues they encounter at the University with the Student Ombuds Office.

Students in undergraduate programs, please contact the Student's Union in the MacEwan Student Centre, Room MSC 251, at 403-220-6551, by email arts1@su.ucalgary.ca, or visit their website <http://www.su.ucalgary.ca/>.

Students in a graduate program, please contact the GSA at 403-220-5997, by email ask@gsa.ucalgary.ca, or visit their website at: <http://gsa.ucalgary.ca/>. The GSA will be moving offices in 2013, please contact them for their current location.

The Student Ombuds Office offers a safe place for undergraduate and graduate students of the University of Calgary to discuss student related issues, interpersonal conflict, academic and non-academic concerns, and many other problems. Their office is in the Administration Building, Room A166, or you can contact them at 403-220-6420, by email ombuds@ucalgary.ca or visit their website <http://www.ucalgary.ca/provost/students/ombuds>.