

LING 630 (2)

Bua and the Languages of Fiji

University of Hawai'i at Manoa — Spring 2021

Online: <https://hawaii.zoom.us/j/92621773824>

Time: Wednesdays 4:30-6:00 pm HST

CRN: 94809

Instructors: Gary Holton (holton@hawaii.edu), Sisilia Gravelle (sisiliag@hawaii.edu)

Office Hours: [by appointment](#)

Overview

This course is the second semester of a two-semester sequence in which students acquire training in the skills and tools of linguistic fieldwork, language documentation and language description by working with a speaker of a language previously unknown to them to produce a documentation and description of aspects of the language. Building on the first-hand experience with the Fijian variety Bua gained during the first semester, this course takes a deeper look at the structure of Bua. While the use of outside resources was not prohibited during the first semester, we did not rely heavily on them nor discuss them during class time. The approach taken in this second semester differs somewhat in that we will actively engage with the existing literature on Fijian languages and Central Pacific languages more broadly, thus ensuring that our analyses are contextualized within current understandings in the field.

Course objectives and learning outcomes

At the end of the course, a successful student should be able to:

- Plan, initiate, and conduct fieldwork on an unfamiliar language in an informed and productive way by drawing on state-of-the-art methods in language documentation.
- Investigate different levels of the structure and use of a previously unfamiliar language by collecting and using various types of language data.
- Effectively use and critically evaluate a range of audio and video recording equipment, software, stimuli, and other elicitation tools.
- Clearly describe aspects of the language's phonology, morphology, and syntax based on analyses of primary data.
- Have a firm grasp of the existing literature on Fijian languages.

Course readings

The following reference works will be made available via GoogleDrive. Some can also be freely downloaded (see links) or accessed online via “emergency access” provisions at [HathiTrust.org](https://www.hathiitrust.org/). Others can be purchased for a nominal cost should you prefer a paper copy.

- Capell, Arthur. 1991. A New Fijian Dictionary (3rd ed.). Suva, Fiji: Government Printer.
- Dixon, R.M.W. 1988. A Grammar of Boumaa Fijian. Chicago: University of Chicago.
- Geraghty, Paul A. 1983. The History of the Fijian Languages. University of Hawaii Press. [\[https://www.jstor.org/stable/20006700\]](https://www.jstor.org/stable/20006700)
- Gatty, Ronald. 2009. Fijian-English Dictionary: with notes on Fijian culture and natural history. [\[https://hdl.handle.net/1813/28702\]](https://hdl.handle.net/1813/28702)
- Schütz, Albert J. 1985. The Fijian Language. Honolulu: University of Hawai'i Press. [\[http://hdl.handle.net/10125/62912\]](http://hdl.handle.net/10125/62912)
- Schütz, Albert J. 2014. Fijian Reference Grammar. Honolulu: Pacific Voices. (this isn't available electronically, but the content is essentially the same as Schütz 1985)

In addition to these primary references we will look at a number of articles dealing with specific topics in Fijian and in the languages of the Central Pacific more generally. Many of these are available in the shared [GoogleDrive](#). There is also a Zotero library, to which you should feel free to contribute.

Prerequisites

Although intended as a continuation of the Fall 2020 Field Methods (LING 630), the course is open to all students with prior experience in either Fijian or other languages of the Central Pacific. If you were not enrolled in LING 630 in Fall 2020, please consult with the instructors prior to enrolling in this course.

Course Format

Due to the ongoing pandemic, all class meetings will be held via Zoom. Meetings will be divided between weekly consultant sessions and weekly class sessions. During the consultant sessions students will meet with the language expert to record Bua language. Consultant sessions will be organized in groups, and the size of the groups will depend on the course enrollment (likely 1-3 people per group). During the classroom sessions we will discuss existing descriptions of Fijian languages and review any issues and discoveries arising from the small group sessions.

Consultant sessions

- Students will meet in groups with Ms. Gravelle for approximately 1-2 hour per week.
- Students need to work with the language consultant to work out times that fit her schedule.
- Each session needs to be recorded. This can be done using Zoom, but you must ensure that you have the necessary permissions to record in Zoom.

- Each member of the group should maintain metadata for the sessions in laMeta. Descriptive metadata in laMeta should include:
 - the goal of the session
 - the activity or activities planned for the session
 - the outcome of the session (i.e., what was actually learned/accomplished in the session)
 - questions arising (or remaining) from the session.

Classroom sessions

- Class sessions meet during the scheduled course time slot with the entire class.
- Students should read the assigned readings for the week prior to the class and be prepared to discuss the readings.
- Students should be prepared to discuss the way structures described in the assigned readings are realized in Bua.

Course assignments and grading policy

All course assignments must be turned in on time and should be submitted via email to the instructor (holton@hawaii.edu). Course grades will be assigned. Some tasks (e.g., activity log, backing up and file naming recordings) do not have a due date per se, but need to be completed after each consultant session. If a backlog develops, students may be suspended from consultant sessions until they have caught up on these tasks.

Publishable Paper (25%)

Each student will produce a short “publishable” research paper focusing on the Bua language.

- **Topic.** Papers may focus on any relevant linguistic topic (e.g., phonology, morphology, syntax, discourse, language vitality, revitalization, etc.) but must draw at least in part on primary data recorded during this course.
- **Length:** While there is no set length for the paper, 10,000 words is a reasonable target.
- **Venue:** While papers need to be published or intended for publication, they should be of publishable quality. With that in mind students should indicate an appropriate venue for their papers (e.g., *Oceanic Linguistics*, *Language Documentation & Conservation*, *University of Hawai'i Working Papers in Linguistics*, etc.).
- **Formatting:** Papers should follow the style guidelines for the chosen venue. In addition, primary data should include a citation which resolves to an archival deposit.
- **Authorship.** Collaboration and co-authorship is encouraged (though not required). However, each student should be primary author on one paper. For example, if two students choose to collaborate, then this requirement could be satisfied by producing two papers, with each of the students as first author on one of the papers. Co-authored papers should include a statement indicating how each author has contributed. This statement will be used for the purposes of assigning grades.

During the last week of the term students will lead an oral presentation of the paper for which they are primary author.

(Note: Phd students are strongly encouraged to consider using the paper as one of the PhD Qualifying papers.)

Applied Project (25%)

Each student will participate in an applied project to create materials relevant to the community, such as a pedagogical dictionary, phrase book, video language lesson, etc. The exact nature of the product will be determined in consultation with Ms. Gravelle. In contrast to the Publishable Paper, students need only participate in one project, even when multiple participants are involved. In fact, depending on the nature of the project, it is possible that the class as a whole will produce only a single applied project, to which all class members will contribute. Only a single grade will be assigned to each project, and all participants will receive the same grade. While there is no written paper requirement, projects should include sufficient accompanying information to make them useful. For example, a pedagogical dictionary should be accompanied by a “how to use this dictionary” guide; and a language lesson should include instructions for using the lesson.

Transcribed and annotated text (25%)

Each group will be required to record, transcribe and annotate a segment of connected speech of approximately 10 minutes total duration. This could be one continuous discourse or a series of shorter segments prompted by elicitation stimuli (see list below). The text should be consistently segmented in ELAN using a segmentation strategy of the group’s choosing (e.g., Intonation Units, grammatical phrase, grammatical “sentence”, etc.). For each segment provide the following tiers: segment ID, Bua transcription, English free translation, and (optionally) grammar notes.

Here is a (partial) list of possible elicitation tasks:

- Pear Story <http://www.pearstories.org>
- Frog Story (see [GoogleDrive](#))
- Story-builder: Picture Cards for Language Activities <http://www.story-builder.ca>
- Totem Field Storyboards <http://www.totemfieldstoryboards.org>
- Problem Solving Task (San Roque et al. 2012) <http://hdl.handle.net/10125/4504>
- The North Wind & the Sun https://en.wikipedia.org/wiki/The_North_Wind_and_the_Sun
- MPI Language & Culture Field Manuals <http://fieldmanuals.mpi.nl>

This is a group assignment; one grade will be assigned to the entire group.

Archived data and metadata (25%)

Each student will submit a laMeta metadata file, along with a corresponding set of files (.mp4, .wav, .flextext, .eaf, etc.).

This is an individual task; grades will be assigned to the individual student. Groups may freely collaborate in organizing their laMeta files, but each student should turn in their own files.

Due Dates

March 12	Transcribed text
May 5	Presentation
May 7	Metadata
May 14	Publishable paper
May 14	Applied project

Schedule

Dates refer to the Wednesday of the relevant week. Course will meet once per week on a day and time to be determined (not necessarily Wednesday). I've left the last two weeks open to allow us to address other topics which might arise during the term.

Week	Topic	Readings
1/13	Phonology	Dixon ch. 2
1/20	History	Geraghty 1985, ch. 6
1/27	Morphology and word structure	Dixon ch 4-5
2/3	Syntactic overview	Dixon ch 4-5
2/10	Nouns, possession, and classifiers	Dixon ch 119
2/17	Verb structure and transitivity	Dixon ch. 18, Schütz ch. 12
2/24	Prepositions and obliques	
3/3	Tense-aspect-modality	Arms
3/10	Noun modification	
3/17	SPRING BREAK (no class)	
3/24	Voice and valence	
3/31	Clause structure	
4/7	Speech acts	
4/14	Clause combinations	
4/21	TBA	
4/28	TBA	
5/5	Final Presentations	

Course Policies

- Please be respectful to everyone in the class. More than any other course, Field Methods has the potential for conflict between students.
 - If you know that you are the type of person to talk a lot in class, be conscious of the students around you who may not be so quick to share. It is not enjoyable to be in Field Methods when it is dominated by one or two people
 - If you know that you are a more reserved person in class, you may need to challenge yourself to speak up.
 - Remember that the language consultant for this course is the only expert on the language in our class. She should be treated as such. Be mindful of the questions that you are asking and how you are asking them. It is easy to get lost in the data and forget your manners.
- Attendance in this course is crucial. In order to be successful in the course, you need to attend every class and be punctual. That said, if you are sick (and contagious), please do not come to class. Excessive absences or tardiness may result in a grade reduction.
- Please do not text, check email, use social media, or work on anything unrelated to class. It can really be distracting for everyone.

Zoom

We will be using Zoom video conferencing for all class meetings and meetings with our language expert (zoom.us). Please be sure you have a compatible device and an adequate internet connection. It is recommended that you use headphones and a microphone to ensure the best possible connection.

How to run FLEx on a Mac using a virtual machine

Thanks to Brad McDonnell for providing these instructions.

1. Download [Ubuntu](#) 16.04.4. Don't do anything else, just have it downloaded before step 2.
2. Download [Virtual Box for OS X](#). Follow all instructions closely [here](#), all the way to the bottom of the page.
3. If you notice that Ubuntu is running very slowly, you can optionally follow the instructions [here](#) to speed it up and make it more useful.
4. Follow instructions [here](#) to install FLEx (aka: Fieldworks). Note: this is different than the Windows version of FLEx. Follow instructions carefully and read all of the dialogue boxes. It can be a bit tricky.

Disabilities services

Any student who feels she may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.