

PONTIFICIA UNIVERSIDAD CATÓLICA DEL PERÚ - PUCP
FIELD SCHOOL PROGRAM IN PERU
AMAZONIAN LINGUISTICS SUMMER SCHOOL
2015 SEASON

GENERAL INFORMATION

Course:	Amazonian Linguistics Summer School
Location:	Lima - Ucayali (Peruvian Amazon)
Time period:	July 13 th - Aug 9 th , 2015
Number of hours:	180 hours
Professor:	Roberto Zariquiey, Ph.D.

SUMMARY

Linguistics Summer School offers a space for learning and exchange for students, professors, researchers and speakers of Peruvian native languages. It focuses on professionals' training and prepares them for language documentation and collective creation of an academic work that can be publicly disseminated at the end of the experience.

The course addresses the various areas involved in the process of documenting and describing a little-known language. To achieve this purpose students will visit a native community located in Pucallpa—the Peruvian Amazon rainforest—to study the Kakataibo, a Panoan language spoken in the Peruvian regions of Huánuco and Ucayali. Here, students will be introduced to a current research project conducted by PUCP and they will have the chance to collaborate on it through well-defined tasks related to the different aspects of the linguistic research such as the collection, processing and analysis of data.

In addition to this, the course will include the use of digital audio and video recording equipment, the analysis of linguistic structures of different levels (phonetics, phonology, morphology, syntax, semantics, and pragmatics), the theory of transcription, the design of alphabets and the use of linguistic software.

All this within a framework that offers an overview of the Peruvian linguistic diversity—through Amazonian and Andean linguistics, sociolinguistics and language planning courses—and approaches the field work practice from a reflective and critical perspective.

OBJECTIVES

The course will deal with the linguistic and cultural diversity of Peru, with emphasis on Amazonian languages. At the end, students will be familiar with the basic principles and methods of linguistic field work and will get a general overview of the linguistic diversity in Peru.

PREREQUISITES

The program accepts graduate and undergraduate students in the field of Linguistic, anthropology, sociology and other fields related to Peruvian or Latin American culture. No previous field work experience is required. Spanish is not required, since most activities are conducted in English. However, it is advisable for students to have a basic knowledge of Spanish in order to facilitate a fluid interaction with the population and be able to collect the information needed for the research.

SCHEDULE

The Linguistic Summer School covers a period of four weeks, commencing on Monday July 13th and ending on Sunday August 9th. The course will have a total of 180 hours, distributed in academic classes, systematizing information and practical work.

Week 1: Introduction to the Peruvian linguistic diversity

Students will receive an introduction to the Peruvian linguistic diversity. It will comprise three modules:

Module 1:

- Introduction to Andean languages.
- Linguistic history of the Andes

Module 2:

- Introduction to Amazon languages.
- Structural diversity of the Peruvian Amazonian languages

Module 3:

- Introduction to Peruvian Spanish.
- Policies and education in indigenous languages in Peru: problems and perspectives.

Readings:

- Dixon and Aikhenvald (1999)
- Aikhenvald (1999a)
- Adelaar and Muysken (2004): Chapters 4 and 11
- Wise (1999)
- Loos (1999)

Week 2: Introduction to fieldwork

Students will receive an introduction to fieldwork and linguistic documentation in the Amazon. It will comprise three modules:

Module 1:

- Fieldwork: practical and ethical aspects.

Module 2:

- Data collection: transcription and recording methods.

Module 3:

- Data analysis (phonetics-phonology, morphology, syntax)
- Data processing: linguistic documentation (software: ELAN, Toolbox, Lexique Pro, Praat.)

Readings:

- Bownern, (2008) (all the book)
- Woodbury (2003)
- Fleck (2007)
- Material provided by the professor.

Week 3: Field work

- Data collection Communities of Chachi Bai in Ucayali
- Application of contents in modules 1 (practical and ethical aspects) and 2 (Data collection) of week 2.

Readings:

- Getting familiar with products of the documentation project of iskonawa language mentioned in the summary.

Week 4: Data processing

- Data processing in Pucallpa
- Application of contents in modules 1 (practical and ethical aspects) and 3 (Data analysis) of week 2

EVALUATION

Evaluation is based on one exam at the end of week 2 (20%), students participation during the program (30%) and delivery of the final product (50%).

BASIC READINGS

Adelaar, Willem F. H. con la colaboración de Peter Muysken. 2004. *The languages of the Andes*. Cambridge: Cambridge University Press.

Aikhenvald, Alexandra Y. 1999a. The Arawak Language Family. En: Dixon, R.M.W y Alexandra Y. Aikhenvald (editores). *The Amazonian Languages*. Cambridge: Cambridge University Press, pp. 65-106.

Bownern, Claire. 2008. *Linguistic Fieldwork. A practical guide*. Palgrave Macmillan.

Dixon, R.M.W y Alexandra Y. Aikhenvald. 1999. Introduction. En: Dixon, R.M.W y Alexandra Y. Aikhenvald (editores). *The Amazonian Languages*. Cambridge: Cambridge University Press, pp. 1-21.

Fleck, David W. 2008. Sugerencias metodológicas para realizar trabajo de campo lingüístico en la Amazonía. *Lexis* Vol. XXXII (2), pp. 251-280

Loos, Eugene E. 1999. Pano. En: Dixon, R.M.W y Alexandra Y. Aikhenvald (editores). *The Amazonian Languages*. Cambridge: Cambridge University Press, pp. 227-250.

Wise, Mary Ruth. 1999. Small language families and isolates in Peru. En: Dixon, R.M.W y Alexandra Y. Aikhenvald (editores). *The Amazonian Languages*. Cambridge: Cambridge University Press, pp. 307-340.

Woodbury, Anthony. 2003. Defining language documentation. En Austin, Peter (editor). *Language documentation and description*, I, pp. 35-51.

COMPLIMENTARY READINGS

Field work and linguistic documentation

Ameka, Felix, Alan Dench y Nicholas Evans (editores). 2006. *Catching language: The Standing Challenge of Grammar Writing*. Mouton de Gruyter.

Austin, Peter K. Data and language documentation. 2006. En Gippert, Jost, Nikolaus P. Himmelmann y Ulrike Mosel (editores). *Essentials of language documentation*. Mouton de Gruyter, pp. 87-112.

Chelliah, Shobanna. 2001. The role of text collection and elicitation in linguistic fieldwork. En Newman, Paul y Martha Ratliff (editores). *Linguistic Fieldwork*. Cambridge: Cambridge University Press, pp. 152-165.

Comrie, Bernard y Norvan Smith. 1977. The Lingua Descriptive Studies Questionnaire. Tomado de: <http://www.eva.mpg.de/lingua/tools-at-lingboard/questionnaire/linguaQ.php>
Dixon, R.M.W. 1997. *The rise and fall of languages*. Cambridge: Cambridge University Press.

Dryer, Matthew S. 2006. Descriptive theories, explanatory theories, and Basic Linguistic Theory. En Ameka, Felix, Alan Dench y Nicholas Evans (editores). *Catching language: The Standing Challenge of Grammar Writing*. Mouton de Gruyter, pp. 207-234.

Fleck, David W. 2007. Field linguistics meets biology: How to obtain scientific designations for plant and animal names. *STUF - Sprachtypologie und Universalienforschung*, 60(1), pp. 81-91

Gippert, Jost, Nikolaus P. Himmelmann y Ulrike Mosel (editores). 2006. *Essentials of language documentation*. Mouton de Gruyter.

Hellwig, Birgit. 2006. Field semantics and grammar-writing: Stimuli-based techniques and the study of locative verbs. En Ameka, Felix, Alan Dench y Nicholas Evans (editores). *Catching language: The Standing Challenge of Grammar Writing*. Mouton de Gruyter, pp. 321-358.

Hellwig, Birgit. 2007. Fieldwork among the Goemai in Nigeria: discovering the grammar of property expressions. *STUF - Sprachtypologie und Universalienforschung*, 60(1), pp. 67-80.

Himmelmann, Nikolaus P. 2002. *Documentary and descriptive linguistics* (versión completa). Descargado de HRELP.

Himmelmann, Nikolaus P. 2006a. Prosody in language documentation. En Gippert, Jost, Nikolaus P. Himmelmann y Ulrike Mosel (editores). *Essentials of language documentation*. Mouton de Gruyter, pp. 163-182.

Himmelmann, Nikolaus P. 2006b. The challenges of segmenting spoken language. En Gippert, Jost, Nikolaus P. Himmelmann y Ulrike Mosel (editores). *Essentials of language documentation*. Mouton de Gruyter, pp. 253-274.

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- Levinson, Stephen y David Wilkins (eds.). 2006. *Grammars of Space. Explorations in Cognitive Diversity*. Cambridge: Cambridge University Press
- Ochs, Elinor. 1979. Transcription as theory. En Ochs, Elinor y Barbara Schieffelin (editoras). *Developmental Pragmatics*. New York: Academic Press, pp. 43-72.
- Mithun, Marianne. 2001. Who shapes the record?: the speaker and the linguist. En Newman, Paul y Martha Ratliff (editores). *Linguistic Fieldwork*. Cambridge: Cambridge University Press, pp. 34-54.
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- Rice, Keren. 2006. Let the language tell its story? The role of linguistic theory in writing grammars. En Ameka, Felix, Alan Dench y Nicholas Evans (editores). *Catching language: The Standing Challenge of Grammar Writing*. Mouton de Gruyter, pp. 235-268.
- Schultze-Berndt, Eva. 2006. Linguistic annotation. En Gippert, Jost, Nikolaus P. Himmelmann y Ulrike Mosel (editores). *Essentials of language documentation*. Mouton de Gruyter, pp. 213-252.
- Seifart, Frank. 2006. Orthography development. En Gippert, Jost, Nikolaus P. Himmelmann y Ulrike Mosel (editores). *Essentials of language documentation*. Mouton de Gruyter, pp. 275-300.

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- Barnes, Janet. 1999. Tucano. En: Dixon, R.M.W y Alexandra Y. Aikhenvald (editores). *The Amazonian Languages*. Cambridge: Cambridge University Press, pp. 207-226.
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- Payne, Doris L. 1990. Morphological Characteristics of Lowland South American Languages. En: Payne, Doris (editora). *Amazonian linguistics. Studies in Lowland South American Languages*. Austin: University of Texas Press, 213-241.
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