

BRAZILIAN INDIGENOUS LANGUAGES: DOCUMENTATION, LANGUAGE MAINTENANCE AND REVITALIZATION

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**Summary** The primary goal of this project is to offer cutting-edge, hands-on training on methods of language documentation and to introduce the students to the fundamentals of collaborative research in this field.

**Grade**

Activity	Weight
Summary of a paper on the count/mass distinction (individual)	15 %
<del>Summary of “Multilingualism” workshop talks (individual)</del>	
Bibliographic search on one of the languages we will study in Brazil (individual*)	20 %
Attendance, participation and contributions to the team during the training phase (UofT)	10 %
Fieldwork (participation in elicitation sessions and research groups, etc.) (individual)	15%
<p>Processing data (pairs/group)</p> <p><i>During the course (10%):</i> in the end of each day of work, the group that is working together should organize their data (see if there are loose ends, add glosses and decide the next steps). I would like to hear a verbal summary from the students that are taking this course for credit (group meeting: 9 am at the <i>Museu do Índio</i>, starting on August 22). This is a little intense, but this is how fieldwork goes when we are on the village because once we leave the field it is difficult to check the data with our consultants. ☺</p> <p><i>After the course (10%):</i> <b>September 5</b> (all data collected by you should be typed out and submitted electronically [with glosses])</p> <p><i>How I will be evaluated?</i> 1) organization of your notes (on your computer/paper notebook); 2) your thoughts about the data so far (based on our “summaries” – both questionnaires have questions that will help you think about the data).</p>	20%
<p>Synthesis of the data collected during fieldwork (individual)</p> <p><b>By September 10 (no late assignments will be accepted)</b>, students taking this course for credit should submit a summary of the results they obtained in all the groups that they participated. For that reason, being organized (see previous step) is critical during the fieldwork sessions themselves.</p> <p><i>For each language/questionnaire:</i> a four-page summary following the questions of the questionnaire. Both questionnaires had “summary tables” emphasizing the relevant questions and you should use this to help you to build the summaries. For example: for the count-mass questionnaire we wanted to know whether there is a restriction in the language about which nouns can be combined with numerals. If there are nouns that cannot be combined with numerals, what kind of morphemes needs to be inserted in the sentence?</p> <p>Format: Times, 12, all examples <b>should include glosses (it is ok if you don’t know the glosses for everything; you can add a “?” below the word/morpheme that you don’t know how to gloss)</b> and free translations (intended meaning).</p> <p>Glosses style: <a href="https://www.eva.mpg.de/lingua/pdf/Glossing-Rules.pdf">https://www.eva.mpg.de/lingua/pdf/Glossing-Rules.pdf</a></p>	20%

## Schedule

Classes	Date/Location	Contents
Class 1 (UofT)	June 19 (5h30 – 7h30 pm) Muzzo Family Alumni Hall	Fieldwork: preliminaries; overview of the languages ( <i>Baniwa</i> , <i>Guarani Nandeva</i> , <i>Nheengatu</i> , <i>Pataxó</i> ); description of first assignments.
Class 2 (UofT)	June 21 (5h30 – 7h30 pm) Muzzo Family Alumni Hall	Fieldwork in Semantics
Class 3 (UofT)	June 26 (5h30 – 7h30 pm) Muzzo Family Alumni Hall	Fieldwork in Semantics
Class 4 (UofT)	June 28 (5h30 – 7h30 pm) Muzzo Family Alumni Hall	Count-mass distinction questionnaire (Lima & Rothstein); Animacy questionnaire (Kucerova).
Class 5 to 10 (Museu do Índio, Rio de Janeiro)	August 18 and 21-25	Fieldwork classes in Brazil.

## Languages:

- Baniwa [Language profile: Natália]: <http://glottolog.org/resource/languoid/id/bani1255>
- Nheengatu [Language profile: Cal]: <http://glottolog.org/resource/languoid/id/nhen1239>
- Guarani Nandeva [Language profile: Tiffany]: <https://pib.socioambiental.org/en/povo/guarani-nandeva/>
- Patxohã [Language profile: Karoline]: <http://glottolog.org/resource/languoid/id/pata1261>
- Marubo [Language profile: Vidhya]

## EVALUATIONS

## FIRST ASSIGNMENT: PAPER SUMMARY

- Up to two pages long summary of the papers Doetjes (2017) and Lima (ms).
- **Due date: July 5<sup>th</sup>** (by email: [suzi.lima@utoronto.ca](mailto:suzi.lima@utoronto.ca), by 5pm)

## SECOND ASSIGNMENT: LANGUAGE PROFILE

**Due date: July 25<sup>th</sup>** (by email: [suzi.lima@utoronto.ca](mailto:suzi.lima@utoronto.ca), by 5pm)

## What should I include?

- 1) Name of the language (including variations you may find in the literature); the location of the group; the number of persons; the number of speakers of the language. If described in the materials you read, do include the level of endangerment of the language. (1 paragraph)

- 2) A brief overview of the history of the people (contacts, conflicts, first schools, etc). ISA's encyclopedia of Brazilian indigenous peoples is an excellent resource to start this research. Academic materials (descriptive grammars) usually include a discussion about that (2-3 paragraphs).
- 3) Language family/ Stock [with references].
  - A brief description of the family/stock: be specific about where you collected this information (author, year, page number). (1 paragraph).
  - Linguistics literature on that language: who described it; what kind of material is available [descriptive grammar? Pedagogical grammar? Academic articles [if that is the case, which topics?]. You should include a 1-2 lines description of each material (for example, which aspect of the language was described/analyzed by each material) (2 paragraphs).
- **Note:** you will come across materials that are written in a language that you do not necessarily speak/read (Spanish, Portuguese). You don't have to read the full paper/thesis/dissertation, but you can get an idea of the content by reading the abstract and keywords. If the material does not come with this information, make use of Google translate to get an idea of the content of the paper/thesis/dissertation.
- 4) Was the language described in a language documentation project? Add a paragraph describing who funded the project, who coordinated the project and the main highlights of the project (Soas, Museu do Índio [ProDocLin], Museu Goeldi, and Dobes provide this information on their websites). (1 paragraph, if applicable).
- 5) An overview of a few linguistics aspects:

#### PHONOLOGY

- Present two tables: one including consonants and another including vowels in the language (all grammars present a set of consonants and vowels).

**MORPHOLOGY, SYNTAX & SEMANTICS:** study the count/mass questionnaire & animacy questionnaire and research about the aspects that will be explored on them: 1) plural; 2) quantifiers; 3) nouns (morphology); 4) numerals; 5) small lexicon (target language/English & Portuguese [if possible]) of the words that you found in your research that are also presented in the questionnaire; 6) word order; 7) gender; 8) adjectives; 8) possessives; 9) agreement.

- 6) Include the list of references. Choose one format (MLA, APA, Chicago, etc) and be consistent.
- As always, write your own text. Avoid wrongful appropriation of other texts and materials<sup>1</sup>.

**Your texts will be made available in the blog of our course**

#### Structure:

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<sup>1</sup> Code of Behaviour on Academic Matters at: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>  
For information on "How Not to Plagiarize," please see: <http://www.writing.utoronto.ca/advice/using-sources>

- *Structure*: Line spacing: 1.5 lines; Margins (top, bottom, right, left): 1 inch.
- In your text be specific about where you collected the information for your description (author, year, page number).

### Useful resources:

- UofT Libraries
- <http://glottolog.org> (Glottolog)
- <http://www.etnolinguistica.org> (Etnolingüística)
- <http://pib.socioambiental.org/pt> | <http://pib.socioambiental.org/en> (ISA)
- <https://scholar.google.ca> (Google scholar)
- <http://wals.info> (The world Atlas of Language Structures Online)
- **Book**: Aikhenvald, Alexandra. 2012. *The languages of the Amazon*. Oxford: Oxford University Press.

### Course policies

**Assignments:** all written assignments should be sent by e-mail by the deadline. No late assignments will be accepted.

### Academic Integrity

“The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the UofT. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your UofT degree is valued and respected as a true signifier of your individual academic achievement. The University of Toronto’s [Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document.”

#### *Useful links:*

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### Learning Resources & Academic Support

Below are some links that you might find helpful in supporting your learning in this course.

**Academic Success Centre:** “the Academic Success Centre is dedicated to making sure you achieve your highest possible learning potential. [...] We invite students from across the university community to make use of our services.” Website: <http://asc.utoronto.ca>

**Accessibility:** “students with diverse learning styles and needs are welcome in this course. In

particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at (416) 978 8060; [accessibility.utoronto.ca](http://accessibility.utoronto.ca)".

**Writing Support:** If you would like more information about resources to support your academic writing skills, visit the following webpage:  
<http://www.writing.utoronto.ca>