

DOCUMENTARY LINGUISTICS I

prof. Nicole Nau, UAM winter 2018/2019

Eighth lecture

20 November 2018

TODAY

- Archives, documentations, sessions...
- Ethics in linguistic fieldwork
- Collaborative language documentation

WHAT IS WHAT? YOUR PROBLEMS WITH THE FIRST TASK

- ❖ ARCHIVE (for example, ELAR, PARADISEC)
- ❖ website (for example, <https://elar.soas.ac.uk/>), catalogue
- ❖ DOCUMENTATION (for example, «*A documentation of Bati language and oral traditions*»)
- ❖ «collection»
- ❖ SESSION
- ❖ BUNDLE
- ❖ RECORDING
- ❖ DOCUMENT



A «collection» that is an archive:

http://lacito.vjf.cnrs.fr/pangloss/index_en.htm

A «collection» that is a documentation:

<https://www.ailla.utexas.org/islandora/object/ailla%3A124372>

A «collection» that is a collection (of various, unrelated documents)

<http://catalog.paradisec.org.au/collections/AC1>

DWYER. 2006. ETHICS AND PRACTICALITIES OF COOPERATIVE FIELDWORK. IN *ESSENTIALS* ...

«Fieldwork methodology has in the last decades progressed from a typically non-cooperative model (research *on* a community) to a cooperative model which in its strongest form explicitly empowers speech communities (research *on, for, and with* a community)»

«A field researcher *mediates* between speakers, their communities and the fieldworker's own community, which includes an institution, a funding body, and possibly an archive.»

DWYER
2006

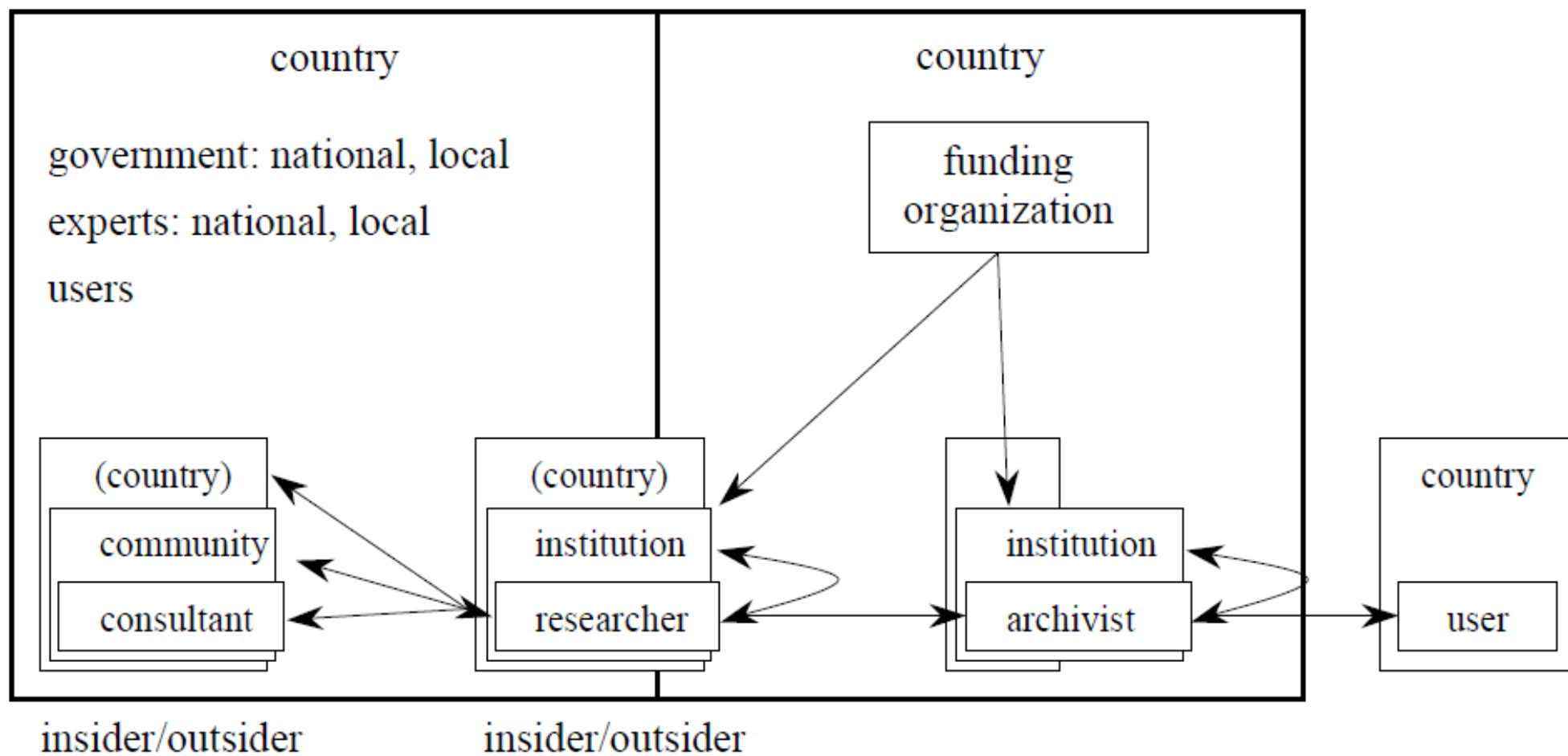


Figure 1. Participants in linguistic fieldwork (adapted from Hiß 2001, Wittenburg 2001–2004)

INFORMED ETHICS: HOW DO I KNOW WHAT IS RIGHT?

- ❖ Personal moral stance
- ❖ Best practices in our field (here: Documentary Linguistics); see literature
- ❖ Codes of conduct, Ethic statements as recommendations by institutions
 - Linguistic Society of America: Ethics Statement (2009)
<https://www.linguisticsociety.org/resource/ethics>
 - Australia: Ethics Policy by Thieberger & Jones (2017)
<http://www.dynamicsoflanguage.edu.au/research/indigenous-linguistics-and-cultural-heritage-ethics-policy/>
- ❖ Legally binding codes of conducts by universities, funding agencies, research councils, community councils, governments

Thieberger & Jones (2017)

Table of Contents

1. Introduction: Statement of Intent.....	3
2. Ethical considerations of different research activities and research types	5
2.1. Developing aims and research question(s).....	6
2.2. Considering a research agreement	7
2.3. Building a collaborative research team	7
2.4. Recompensing language consultants.....	8
2.4. Employing interpreters.....	8
2.5. Ensuring informed consent.....	8
2.6 Specific issues with children and families	9
2.7. Copyright and Traditional Knowledge (TK)	10
2.8. Identifying participants' preferences for archiving, access and future uses	13
2.9. Working with legacy material.....	14
2.10. Licensing the use of records.....	14
2.11. Training and skills sharing	15
2.12. Consultation and respect in regards to presentations and publications.....	15
Resources	16
Glossary	17
Appendices.....	19

WHEN DO I HAVE TO THINK ABOUT ETHICS?

«A generic statement on ethical principles should address all phases of research: *planning, fieldwork, analysis, archiving, and end products.*» (Dwyer 2006)

- ❖ Planning
- ❖ Fieldwork
- ❖ Analysis
- ❖ Archiving
- ❖ End products

FIVE FUNDAMENTAL ETHICAL PRINCIPLES (DWYER 2006)

1. Do no harm
2. Reciprocity and equity
3. Do some good
4. Obtain informed consent before initiating research
5. Archive and disseminate your data and results

Questions:

How could fieldwork do harm?

How can linguists «do some good»?

How can «reciprocity» and «equity» look like in a cooperation between a linguist and a speaker?

INFORMED CONSENT

«*Informed consent* is a negotiation between researcher and data producer/consultant of all future uses of the material: who will access the data, where will the data be housed, in what form will it be stored, and who will make future decisions over its use.»

«Issues requiring our attention with regard to consent include attending to *sufficient explanation*, that is, ensuring that one's goals are explained clearly in a culturally appropriate manner. Additionally, participants should anticipate as many future uses of the data as possible.»

Forms: written, oral; consent by third party

Dwyer (2006)

INFORMED CONSENT: NO COVERT RESEARCH?

«When might covert research be acceptable for some linguists, then? One technique which appears to satisfy both the need for spontaneity and informed consent is the following: (1) recordists and speakers already have a trusting working relationship; (2) the researcher surreptitiously records spontaneous speech of said speakers, if and only if (3) the subject of the speech is estimated to be non-sensitive, and (4) the speakers are *immediately* afterwards given the option of informed consent, i.e. they listen to the recording to decide whether or not it should be erased or kept.»

ORGANIZATION OF A COMMUNITY RESEARCH TEAM (DWYER 2006)

- Assemble trusted colleagues
- Propose a research plan
- Get their feedback and suggestions on the research plan
Ideally, before even applying for funding, the researcher should plan the project and budget with input from local colleagues
- Narrow the scope consultatively (what will you record, elicit...)
- Archive materials locally *and* remotely (e.g. at the researcher's university and in the local partners' town);
- Work with small, stable, offline software;
- Work with computer programs with which your local partners are comfortable;
- Keep checking in with team members
- Make sure the local researchers see interim and final products

COLLABORATIVE RESEARCH: NEW METHODS OF DATA COLLECTION

Watch a short video or presentation about using the application AIKUMA in collecting linguistic data:

<https://www.youtube.com/watch?v=U3yb7GblaU4>

<https://www.youtube.com/watch?v=8EP7AcLepVU>

Video tutorial for LIG-AIKUMA

https://www.youtube.com/watch?v=5_KrKZmE09A

Website: <https://lig-aikuma.imag.fr/> (but easier download from Play store)

REFERENCES

Dwyer, Arienne M. 2006. „Ethics and practicalities of cooperative fieldwork and analysis”. In: J. Gippert, N. Himmelmann & U. Mosel (eds.) *Essentials of language documentation*. Berlin: Mouton de Gruyter, pp. 31–66.

Rice, Keren. 2011. „Ethical issues in linguistic fieldwork”. In: Thieberger, Nicholas (ed.) *The Oxford Handbook of Linguistic Fieldwork*.

Thieberger, Nicholas & Simon Musgrave. 2007. „Documentary linguistics and ethical issues”. In: P.K. Austin (ed.) *Language Documentation and Description* 4: 26-37. London: SOAS.

HOMework FOR NEXT LECTURE (28.11.)

Read:

Nikolaus Himmelmann: The challenges of segmenting spoken language (in: Essentials of Language Documentation)

and download the sound files that he describes here:

<http://titus.uni-frankfurt.de/ld/>

(scroll down to «Chapter 10»)

FURTHER READING FOR FUTURE LECTURES

Naomi Nagy & Devyani Sharma: Transcription (in: Podesva & Sharma, eds. 2013. Research Methods in Linguistics)

Eva Schultze-Berndt: Linguistic annotation (in: Essentials of Language Documentation)

For the lectures in December you need a laptop with ELAN installed!