



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

**398 Y Research Excursion Program**  
**Summer 2019**

*In an effort to provide as many opportunities as possible, priority will be given to those who have not already received funding for a Faculty of Arts & Science international opportunity including 398 REP, ICM, CFHU or DIIF – (Some exceptions may apply, please inquire for details). All proposals involving undergraduate student travel must include the full participation of a faculty member with a continuous undergraduate appointment to the Faculty of Arts & Science (St. George). All student participants must be current Arts & Science (St. George) undergraduate students in good standing and be enrolled in an academic program at the time the proposed activity takes place.*

**PART I**

Last Name: **Lima**

First Name: **Suzi**

Title: **Assistant Professor**

Sponsoring department **Spanish and Portuguese**

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**Part II – Project Summary**

**Project title and a brief description of your proposed project:** Brazilian Indigenous Languages: documentation, language maintenance and revitalization.

**SPA 398H0S L0101**

**Marking Scheme:**

Activity	Weight
Annotated bibliography on one of the languages we will study in Brazil (individual*)	20%
Fieldwork (participation in elicitation sessions and research groups, etc.) (individual)	15%
Processing data (pairs/group)	20%
Data report and analysis	20%
Presentation (Fieldwork group)	15%
Participation	10%

**Total number of undergraduate of Undergraduate students participating: 4**

**Location of activity (city and country):** Roraima, Brazil

**Dates of activity:** July 8 to 19, 2019

**Dates off-campus (if different):** June 27, Aug. 29, Sept.12.

**Role of faculty supervisor:**

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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, which will culminate with a field-trip to Brazil. I will supervise the students at all steps of the project (prior to their trip to Brazil, during the trip and after their return to UofT, for data analysis). I have been working with Brazilian indigenous peoples for the last 12 years, and I have also been the coordinator of two large-scale linguistic documentation projects organized by the Brazilian Language Documentation Program and Archive (ProDocLin), a documentation program affiliated with the Indian Museum (Museu do Índio, a Brazilian federal institution for the preservation and valorization of indigenous cultures). Thanks to this experience, I will be able to connect the students to Brazilian Indigenous teachers and researchers as well as to the institutions that make work with indigenous communities possible, such as the State University of Roraima that offers a special undergraduate program for indigenous students. I offered a similar course in 2017 ([uoftbrazil.wordpress.com](http://uoftbrazil.wordpress.com)) that was extremely successful: students from this course are still carrying on research on Brazilian languages. As such, this course contributes to the process of raising the profile of the Spanish and Portuguese department as a place for carrying research on Brazilian indigenous languages.

### **PART III – Details of Proposed Activity**

Students will learn how to prepare elicitation questionnaires, how to develop collaborative elicitation sessions, how to organize the data produced in these elicitation sessions, and how to analyze it and associate it with adequate metadata. They will also gain a solid understanding of issues faced by minorities, especially regarding language policies. The data the students will elicit will be related to my research project “Counting and measuring in indigenous languages”. The students will work on adjectival constructions, comparatives and measure. Since the grammar of comparison and measuring is undocumented in most Brazilian languages, the descriptions produced by UofT students will be original and will be useful to indigenous communities, insofar as a better understanding of linguistic aspects of the operations of counting and measuring is relevant to mathematical education in the communities.

Schedule:

**End of June: Training phase** (June 27, 2019): Students will be introduced to fieldwork methodology and will do guided readings about the languages that they will investigate during the fieldtrip (Macuxi, Wapichana, Taurepang). A short questionnaire on comparatives and measuring will be provided for the students, which they will use during elicitation sessions with the native speaker consultants in Roraima.

**July (8 to 19): field trip to Brazil** at the State University of Roraima, students will take part in day-long activities that include: 1) participation in discussion groups with local specialists on language documentation in Brazil and indigenous teachers and researchers; 2) elicitation sessions with native speakers of indigenous languages spoken in the state of Roraima, which will include a training session on language documentation software and best practices for archiving in language documentation.

**August: data processing** Back in Toronto, students will analyze the data they elicited and will produce a handout for the presentation of the data in the Fieldwork Group, in the Department of Linguistics, on September 12. A meeting for the discussion of the data collected and analysis will take place on August 29.

**Planned academic outcomes:**

*How does this project relate to the academic goals of the applicant, unit and Faculty?*

This activity benefits the Portuguese Program at the Spanish and Portuguese Department directly, because it raises awareness about a field of research that the students can gain access to through the Portuguese Program. It may also benefit the Latin American Studies Program, the Department of Linguistics and the Indigenous Studies Program by stimulating student interest in Latin American studies, Linguistics and Indigenous Studies. Students will gain hands-on fieldwork experience and will have an opportunity to engage in collaborative research with researchers from Brazilian institutions, including members of indigenous communities.

**How will students be selected to participate in the proposed project?**

*Please list any prerequisites, specific conditions or other relevant information.*

Students are expected to have completed the course “Brazilian Indigenous Languages” which provides a thorough introduction about linguistics and cultural aspects of Brazilian Indigenous peoples or another course about indigenous languages. Students from this course already manifested their interest in doing research in this field. Students will be selected based on a CV, a statement of interest and an interview. It will also be expected that students have a basic knowledge of either Portuguese or Spanish.

**Indigenous Consultation:**

*For proposals involving Indigenous communities, explain your process of engaging with Indigenous partners. If you have questions regarding consultation, please contact Brenda Wastasecoot: [brenda.wastasecoot@utoronto.ca](mailto:brenda.wastasecoot@utoronto.ca).*

If the course is approved by the University of Toronto, we will contact the indigenous teachers and researchers who teach or study at the State University of Roraima in order to invite them to participate as consultants/teaching assistants in this course. As we did when this course was taught in 2017, we intend to conduct a collaborative-activity in the sense that any publications that eventually come out of this project will have the consultants as co-authors. We will send a consent form in advance for their evaluation and we will also contact in advance the Indigenous Association in Roraima and FUNAI (Fundação Nacional do Índio/ National Foundation of the Indians). All the activities will take place at the State University of Roraima which has already agreed to host the course and to provide institutional support to the activities of this course.

**How does this project meet the requirements of the REP Program?**

*Please consult the International Programs website for more information on REP: <https://uoft.me/rep>.*

**Does this project require ethics approval?**      **yes**

*If yes, please provide REB approval*

**REB protocol number:** \_\_\_\_\_

**If an application is in process, which REB are you applying to?** Social Sciences, Humanities and Education REB

*All undergraduate students, graduate students, and faculty taking part in international opportunities must meet the UofT Safety Aboard guidelines as noted on the Safety Abroad website:*

*<http://www.studentlife.utoronto.ca/cie/safety-abroad> in order to participate. Support will be provided by the Professional and International Programs (PIP) office at Woodsworth College to ensure safety abroad requirements are met.*

#### **PART IV – Itinerary**

<b>Dates</b>	<b>Location</b>	<b>Activity</b>
July 8	Toronto	Depart for Brazil (Boa Vista, Roraima)
July 9	Boa Vista	Arrival in Brazil
February 10	Boa Vista (State University of Roraima)	Meeting with specialists on language documentation in Brazil and indigenous teachers and researchers.
February 11 to 18	Boa Vista (State University of Roraima)	Elicitation sessions
February 19	Boa Vista (State University of Roraima)	Depart for Toronto