

Event Report:

**2019 Linguistic Society of America (LSA)
Institute**

UC Davis

June 21-July19, 2019

Ref: CI/KSD/UAP/18/IKB/243

Introduction

Since 1928, the LSA has sponsored the Linguistic Institutes, unparalleled gatherings of top linguistics students and professionals from throughout the field and around the world. Once annual events, since 1987 the Institutes have taken place in odd-numbered summers.

Held on a major university campus, the Institute brings together approximately 100 faculty and hundreds more students for a month-long program of courses, lectures, workshops, and social events. The recently concluded 2019 Linguistic Institute was held at the University of California at Davis.

The 2019 LSA Institute offered several courses, events, lectures, workshops, symposia, and social gatherings to highlight the importance of indigenous and endangered languages in expressing diverse cultural identities, communicating unique perspectives of the world, and sustaining linguistic communities.

The Institute lasted a month, from June 24 to July 19, and had a total of 450 participants. While not all the students took linguistic courses relating to Indigenous languages, the overall publicity of the related courses as well as public talks and workshops on Indigenous languages allows for Institute-wide promotion of the UN year of Indigenous Languages.

Some of the Indigenous, endangered, and underrepresented languages discussed during the Institute:

Abui	Chukchansi (Yokuts)	Hup
Achagua	Coahuilteco	Hupa
Achuar	Coast Miwok	Iaai
Achumawi	Coast Yuki	Inapari
Aguaruna	Costanoan	Inari Saami
Ahtna	Cotan	Inland Yuki
Ainu	Cree	Inuktitut
Akabea	Crow (Siouan)	Inuvialuit
Akabo	Cupeño	Iqbal
Akachari	Daw	Iquito
Akajeru	Dekwana	Iroquoian
Akakede	Dena'ina	Island Kiwai
Akakhora	Dene Thá	Jahai
Akarbale	Denesuliné	Jarawara
Alto Perene	Djabugay	Jicaque
Amahuaca	Dyirbal	Kabiyari
Atsugewi	Eastern Pomo	Kagate/Syuba
Bak'amk'ala (Kamkala)	Ebira	Kakataibo
Barbareño Chumash	Ecuadorian Siona	Kakua
Baure	Eke mi xi	Kambera
Blackfoot	Ersu	Kamsa
Bukusu	Ese Eja	Kapanawa
Cahto	Esselen	Karankawa
Cahuillo	Eyak	Karok
Carijona	Foothill Yokuts	Kashaya
Cavinena	Frisian	Kere (Tabare/Sinasina),
Central Pomo	Fuzhou	Ket
Central Sierra Miwok	Garifuna	Kichwa
Ch'orti	Grabrielino	Kikamba
Cha'palaa	Guarani	Kinyarwanda
Chacobo	Guycuru	Kitanemuk
Cherokee	Haida	Konkow
Chichewa	Hanfi	Kotiria
Chilula	Highland Kichwa	Krenak
Chimariko	Hixkaryana	Kukamiria
Chippewa-Cree	Hualapai	Kulina
Choctaw	Huambisa	Kurripako
Cholan	Huchnom	Kwakwala

Kwaza	Ojibwe	Tlappanec
Lahu	Okokuwoi	Tlingit
Lake Miwok	Okol	Tolowa
Lalo	Opuchikwar	Tongva
Lamba	Pamigua	Tonkawa
Lassik	Panare	Trinitario
Lezgian	Paresi	Triqui
Limburgish	Patwin	Tsez
Luiseño Chumash	Pawis (Ohlone/Costanoan)	Tübatulabal
Maidu	Piraha	Tukano
Malagasy	Pitta-Pitta	Tulu
Mandan	Plains Miwok	Tümpisa
Maori	Qkuan Kambuar	Tuyuka
Mapudungun	Quechua	Tzutujil
Maricopa/Piipaash	Rohingya	Uitoto
Mattole	Roshani	Upper Tanana
Mbya Guarani	Sa	Urarina
Mebengokre	Salinan	Vurës
Mende	Seri	Wagiman
Miskitu	Serrano	Wailaki
Mohawk	Shasta	Walbiri
Mojave	Shipibo-Konibo	Wappo
Monache	Shiwiar	Warekena
Moseten	Shona	Washo
Na	Shoshone	Wayuu
Nadëb	Shuar	Whilku
Nahuatl	Sikuani	Wichi Lhomtes
Navajo	Southeastern Pomo	Wintu
Nias	Southern Pomo	Wiyot
Ninde	Southern Sierra Miwok	Xinka
Niseman	Southern Valley Yokuts	Yana
Nomatsiguenga	Subtiaba	Yavapai
Nomlaki	Sui	Yekhee
Nongatl	Suzhou	Yidiny
North Saami,	Tariana	Yokutsan
Northeastern Pomo	Tatavian	Yoloxóchitl Mixtec
Northern Pomo	Tepiman	Yucatecan
Northern Sierra Miwok	Tequistlatecan	Yucuna
Northern Valley Yokuts	Tetsót'iné Yatié	Yuhup
Nunatsiavut	Tibetan	Zapotec
Nunavik	Tinigua	Zhuang
Nunavut	Tipai	

Courses:

“The Indigenous California Linguistic Landscape”

Instructor: Marianne Mithun (Professor from UC Santa Barbara)

Location: Olson Hall, University of California, Davis

Dates: *(Tuesdays and Fridays)

June 25, 2019, 2:40-4:05 PM

July 9, 2019, 2:40-4:05 PM

June 28, 2019, 2:40-4:05 PM

July 12, 2019, 2:40-4:05 PM

July 2, 2019, 2:40-4:05 PM

July 16, 2019, 2:40-4:05 PM

July 5, 2019, 2:40-4:05 PM

July 19, 2019, 2:40-4:05 PM

Total number of attendance: 25

Course Description:

California is home to an extraordinarily rich array of indigenous languages. The languages display many typological features unlike those of better-known languages of Europe and Asia, features on which much of linguistic theory was originally based. At the same time, there is also substantial genealogical diversity within the area, with around twenty different families represented. But California has also been the scene of longstanding, intense contact among indigenous communities, going back millennia. It was once thought that the primary material to be transferred in contact situations is vocabulary, but particular social and cultural circumstances have shaped the nature of transfer here, such that now there are extensive semantic and structural parallels across the languages, often with little lexical borrowing, and often deeply embedded in the lexicon and grammar. This course will provide a survey of the languages and their relationships, with an emphasis on typological features of particular interest. For each of these, it will look at the mechanisms by which such features can spread.

Indigenous Language(s) covered:

Maidu

Wiyot

Shasta

Chimariko

Yana

Nomlaki

Karuk

Coast Yuki

Yuki

Huchnom

Wappo

Inland Yuki

Wintu

Patwin

Klamath

Central Pomo

Yurok

Southern Pomo

Southeastern Pomo	Atsugewi
Northern Pomo	Konkow
Northeastern Pomo	Cahto
Eastern Pomo	Wailaki
Kashaya	Northern Valley Yokuts
Coast Miwok	Southern Valley Yokuts
Lake Miwok	Foothill Yokuts
Plains Miwok	Esselen
Northern Sierra Miwok	Salinan
Central Sierra Miwok	Nongatl
Southern Sierra Miwok	Tipai
Costanoan	Cupeño
Barbareño Chumash	Monache
Luisseño Chumash	Serrano
Iqbal	Cahuillo
Washo	Grabrielino
Tonkawa	Tatavian
Karankawa	Kitanemuk
Coahuilteco	Tübatulabal
Seri	Tequistlatecan
Tolowa	Tlappanec
Chilula	Subtiaba
Hupa	Jicaque
Chimariko	Iroquoian
Whilku	Mohawk
Nongatl	Cree
Lassik	Blackfoot
Mattole	Ojibwe
Niseman	
Achumawi	

How the course highlighted Indigenous Languages:

This class, centered in indigenous languages, provided a detailed look at the languages and language families across California. According to Professor Mithun's theories of how so many languages existed with distinct lexicons yet parallel structures was because of small villages practicing exogamy and their children being bilingual and inadvertently increasing the frequency of certain syntactic and morphological features until they more or less converged across the languages.

Notes (testimony from attendees):

"I thought her final assignment idea was brilliant; it was to research the indigenous language of one's home region, whether it was a Californian language or otherwise. Though I had dim

background knowledge that the Ohlone people live in the San Francisco Bay Area where I grew up, I had no idea that there were several languages spoken in the area let alone what they were. Learning that Ramaytush, the primary language spoken in San Mateo County, is no longer spoken and has not been since the 19th century, but that the Ramaytush Ohlone are still alive, was something I never would have researched without the course and I am now motivated to actually do the work to learn about whose land I am on, whose languages have been devalued, and if there is anything that I can do to support revitalization.”

Outcomes (testimony from attendees):

“This class taught me about common characteristics of Californian indigenous landscapes, the names of the major languages and language families in my home state, but also made me aware of both the sheer number of languages that genocide (both material/physical and cultural) has made impossible to learn or study and the resiliency of the indigenous populations. I think it is also very important in our current political environment to note how bilingualism and multiple languages can flourish and coexist while remaining distinct.”

“Global Ethnolinguistic Conflict: An Internet Encyclopedia Project”

Instructors: Stanley Dubinsky and Michael A. Gavin

Location: Olson Hall, University of California, Davis

Dates: Monday/Thursday: 2:40 PM - 4:05 PM

June 24, 2019, 2:40 PM - 4:05 PM

June 27, 2019, 2:40 PM - 4:05 PM

July 1, 2019, 2:40 PM - 4:05 PM

July 3, 2019, 2:40 PM - 4:05 PM

July 8, 2019, 2:40 PM - 4:05 PM

July 11, 2019, 2:40 PM - 4:05 PM

July 15, 2019, 2:40 PM - 4:05 PM

July 18, 2019, 2:40 PM - 4:05 PM

Total number of attendance: 10

Course Description:

Linguistic minorities arise through conquest, colonization, immigration, enslavement, or the creation of political states that ignore ethnolinguistic territories, and the creation of linguistic minorities often leads to ethnolinguistic conflict. These conflicts often involve assaults on minority language rights, and while they account for a good portion of global conflict, they tend to attract less attention and be less acknowledged as a “class”, than ideological, religious, environmental, or economically based conflict. The publication of *Language Conflict and Language Rights: Ethnolinguistic Perspectives on Human Conflict* (Cambridge University Press, 2018) opened the door to the construction of a curated digital source of information about ethnolinguistic conflicts and language rights violations around the world, information not readily available elsewhere. Starting with the few dozen cases presented in the book, this project is a growing source of information on such conflicts worldwide. Conflict cases are geo-located, with information about the state/territory of the conflict, the ethnolinguistic parties to it, its history and linguistic background, and relevant language rights issues. Database filters allow users to compare and contrast conflicts, sorted by conflict type (e.g. indigenous minorities), language family (e.g. Bantu and/or Indo-European languages), or location (e.g. Canada or Burma). Current plans are to grow this resource to include several hundred cases, providing useful information to linguists, political scientists, historians, and legal scholars, as well as to the general public. The course will present a typology of language conflict/rights cases, surveying the historical and linguistic backgrounds for several of these, along with an account of the language rights violations that have played out in each. It will also provide a close examination of the data design and geographical research upon which the digital encyclopedia is based, surveying the editorial and coding protocols used in the construction of the original data entries and in curation of additional cases.

“Field Methods”

Instructor: Pamela Munro (Professors from University of California, Los Angeles)

Dates: Monday, Tuesday, Thursday, Friday*: 9:35-11:00 AM

June 24, 2019, 9:35-11:00 AM

July 8, 2019, 9:35-11:00 AM

June 25, 2019, 9:35-11:00 AM

July 9, 2019, 9:35-11:00 AM

June 27, 2019, 9:35-11:00 AM

July 11, 2019, 9:35-11:00 AM

June 28, 2019, 9:35-11:00 AM

July 12, 2019, 9:35-11:00 AM

July 1, 2019, 9:35-11:00 AM

July 15, 2019, 9:35-11:00 AM

July 2, 2019, 9:35-11:00 AM

July 16, 2019, 9:35-11:00 AM

July 3, 2019, 9:35-11:00 AM

July 18, 2019, 9:35-11:00 AM

July 5, 2019, 9:35-11:00 AM

July 19, 2019, 9:35-11:00 AM

Total number of attendance: 27

Course Description:

Analysis of Fijian language through data elicited from a native speaker. The course follows standard linguistic elicitation and analysis techniques. Pamela Munro of UCLA is the Hale Professorship recipient for the 2019 LSA Institute. The LSA Executive Committee established a professorship in field methods for all future LSA Linguistic Institutes to address the strong need in our profession to document endangered languages and work with communities toward their preservation. Named for Ken Hale, a linguist whose dedication to studying and preserving endangered languages is legendary, the Professorship will ensure that linguistics students have access to courses that prepare them to investigate inadequately documented languages even if their own institution does not offer them. This course will be an analysis of a language unknown to the class members from data elicited from a native speaker of the language following standard linguistic elicitation and analysis techniques.

Pamela Munro's research involves the study of all aspects of the grammar of a number of different American Indian languages (currently focusing on Chickasaw, San Lucas Quiavini Zapotec and other varieties of Tlacolula Valley Zapotec, Pima, Gabrielino / Tongva / Fernandeno, Lakota, Tolkapaya Yavapai, and Garifuna, and among others) and language families (especially Muskogean, Uto-Aztecan, Yuman, and Zapotecan) — their syntax, phonology, lexicon, history — both through fieldwork with native speakers and through comparative research and analysis of existing descriptions. "I consider it vital to make linguistic findings available to native speakers and other interested laymen through accurate, accessible descriptive and pedagogical materials, including dictionaries. I am particularly interested in working out better ways to make dictionaries, since I feel that this process generally illuminates most aspects of grammar."

(Indigenous) Language(s) covered:

Fijian, an Austronesian language spoken in Fiji

How the course highlighted Indigenous Languages:

Professor Munro described the methods used in eliciting words and sentences from native speakers to documenting languages. These methods could be applied to any Indigenous and Endangered Languages to help in revitalization and documentation efforts.

Outcomes (testimony from attendees):

“Pam Munro made sure that starting on the very first day we would be concerned primarily with the humanity of the people that we were working with. We have moved to use the terms speaker, consultant, teacher, and friend instead of informant, which can carry negative connotations. We learned not only the explicit methods of eliciting data from native speakers of undocumented languages, but also to remember that what we’re working with is an actual language that people use instead of just a fun data set. As such, Pam made sure that we were writing Fijian properly, capitalizing and adding punctuation as appropriate, and also learning about the culture and people who speak the language. For example, we prioritized learning a song in Fijian that our teacher, Tarisi Vunidilio, wanted us to learn with her, which gave us a number of interesting Fijian sentences and brought us all closer together.”

“It is so important as linguists to not only recognize the importance of indigenous languages, but the importance of the people who speak them. Ethics should be at the front of our minds as we conduct field work and do any sort of research involving language, since language would not exist without humanity.”

“Introduction to Language Typology”

Instructor: Bernard Comrie (UC Santa Barbara)

Location: Olson Hall, University of California, Davis

Dates: Mondays/Thursdays 1:05 - 2:30 PM

June 24, 2019, 1:05 - 2:30 PM

June 27, 2019, 1:05 - 2:30 PM

July 1, 2019, 1:05 - 2:30 PM

July 3*, 2019, 1:05 - 2:30 PM

July 8, 2019, 1:05 - 2:30 PM

July 11, 2019, 1:05 - 2:30 PM

July 15, 2019, 1:05 - 2:30 PM

July 18, 2019, 1:05 - 2:30 PM

Total number of attendance: 50

Course Description:

This course will provide an introduction to language typology, an approach that assigns a central role to cross-linguistic differences, studying them systematically and always keeping in mind possible language universals. Topics to be covered will be primarily from morphology and syntax, including word order, alignment (e.g. ergative, accusative), and relative clauses.

Indigenous Language(s) covered:

Hixkaryana

Nias

Nadëb

Walbiri

Sa

Tümpisa

Shoshone

Lezgian

Pitta-Pitta

Roshani

Tsez

Dyirbal

Tzutujil

Maricopa/Piipaash

How the course highlighted Indigenous Languages:

This course discussed the importance of recording and examining indigenous and endangered languages. One of the important questions in linguistic typology is what the universal elements of language are. This question cannot be answered without proper sampling from all the world's languages.

Notes (testimony from attendees):

“This course went into a few specific areas of morphology and syntax of the indigenous languages mentioned. Languages in this course were presented as examples of different language elements such as polysynthesis, ergativity, aspect and many other areas of language.”

Outcomes (testimony from attendees):

“I learned the importance of documenting indigenous languages and the high level of urgency when it comes to documentation. I also learned the underlying practice of language typology that enhance and improve the process of recording the world’s linguistic diversity.”

“Introduction to Historical Linguistics”

Instructor: Lyle Campbell

Location: Olson Hall, University of California, Davis

Dates: Tuesday/Friday: 2:40 PM - 4:05 PM

June 25, 2019, 2:40 PM - 4:05 PM

June 28, 2019, 2:40 PM - 4:05 PM

July 2, 2019, 2:40 PM - 4:05 PM

July 5, 2019, 2:40 PM - 4:05 PM

July 9, 2019, 2:40 PM - 4:05 PM

July 12, 2019, 2:40 PM - 4:05 PM

July 16, 2019, 2:40 PM - 4:05 PM

July 19, 2019, 2:40 PM - 4:05 PM

Total number of attendance: 40

Course Description:

Historical linguistics is about how and why languages change. This introduction to historical linguistics covers the fundamental principles and methods of: sound change, borrowing and language contact, analogy, reconstruction and the comparative method, language classification, internal reconstruction, change in grammar, lexical and semantic change, and explanation of linguistic change.

Indigenous Language(s) covered:

Miskitu

How the course highlighted Indigenous Languages:

The students researched indigenous languages that have undergone language change and the implications that went with the change. One of the languages explored by students was “Miskitu,” a language spoken in Central America, (coast of Nicaragua and the Honduras-Nicaragua border). By researching that language, students are able to learn about the changes that took place in indigenous language and how cultural influences attributed to such change. For example, Miskitu used to have a “kinship terminology” distinction that was completely changed by language contact from English settlers in Nicaragua during the sixteenth century.

The class showed how historical linguists can break down the syntactic and morphological components of a language that has not been spoken in years and how they can track down the changes the language has undergone, as well as how it fits into different language families that have brought on sound changes in the language too.

“Advanced Psycholinguistics”

Instructor: Fernanda Ferreira

Location: Olson Hall, University of California, Davis

Dates: Monday/Thursday 4:15-5:40 PM

June 24, 2019, 4:15-5:40 PM

July 8, 2019, 4:15-5:40 PM

June 27, 2019, 4:15-5:40 PM

July 11, 2019, 4:15-5:40 PM

July 1, 2019, 4:15-5:40 PM

July 15, 2019, 4:15-5:40 PM

July 3, 2019*, 4:15-5:40 PM

July 18, 2019, 4:15-5:40 PM

Total number of attendance: 22

Course Description:

Advanced Psycholinguistics continues many of the themes and topics considered in Psycholinguistics (Course #140), with an emphasis on newer areas of investigation and theoretical controversies. Topics will include resolution of linguistic ambiguity, processing of filler-gap relations, computation of morphosyntactic agreement, and interpretations of “marginal” forms such as resumptive pronouns, parasitic gaps, and disfluencies. Other issues that may also be covered are adaptation in language comprehension, the interpretation of co-speech gestures, and the effects of discourse markers such as “on the one hand” on the anticipation of discourse structure. Findings will be considered in the context of current theories of language and cognition such as retrieval-based models and rational, information-theoretic approaches. Evaluation will be based on class participation, weekly blog commentaries, and a final paper in which students present a preregistered study for submission to a psycholinguistics journal.

“Experimental Syntax”

Instructor: Elaine Francis and Savithry Namboodiripad

Location: Olson Hall, University of California, Davis

Dates: Monday/Thursday: 4:15-5:40 PM

June 24, 2019, 4:15-5:40 PM

July 8, 2019, 4:15-5:40 PM

June 27, 2019, 4:15-5:40 PM

July 11, 2019, 4:15-5:40 PM

July 1, 2019, 4:15-5:40 PM

July 15, 2019, 4:15-5:40 PM

July 3, 2019*, 4:15-5:40 PM

July 18, 2019, 4:15-5:40 PM

Total number of attendance: 22

Course Description:

This course examines the use and interpretation of acceptability judgment experiments in syntax, drawing on two major themes: theoretical interpretation and community-based research. Unlike a more typical methods course in experimental syntax, the current course focuses primarily on meta-theoretical issues in interpreting judgment data (Part A) and on adapting judgment tasks to understudied languages and populations in a methodologically robust manner (Part B). Part A and B will be interwoven, and students will gain hands-on experience designing an experiment while reading and discussing relevant theoretical issues.

“Integrative Models of Morphological Organization”

Instructors: Farrell Ackerman and James Blevins

Location: Olson Hall, University of California, Davis

Dates: Tuesday/Friday: 11:10-12:35 PM

June 25, 2019, 11:10-12:35 PM

June 28, 2019, 11:10-12:35 PM

July 2, 2019, 11:10-12:35 PM

July 5, 2019, 11:10-12:35 PM

July 9, 2019, 11:10-12:35 PM

July 12, 2019, 11:10-12:35 PM

July 16, 2019, 11:10-12:35 PM

July 19, 2019, 11:10-12:35 PM

Total number of attendance: 17

Course Description:

Making sense of language morphology requires identifying how the internal structures of (complex) words serve to discriminate one word from another and how these systems of discriminably different words cohere into patterns of relatedness between (complex) whole words. Morphology, accordingly, needs to be conceptualized in terms of the systemic organization of parts and wholes. Such organization facilitates the ability to infer forms of words that one has not encountered on the basis of forms that one has encountered. Given the continued learnability of languages under constant change, this means that the principles of morphological organization are constrained to maintain certain types of coordination among constitutive parts, while avoiding others. These central assumptions make this type of approach both more and less novel than it first appears to be. It requires developing old and sometimes forgotten insights from language study and exploring them with new quantitative methodologies and detailed data sets. It involves making explicit ideas and methods that have been less favored and familiar in linguistics, though they have led a parallel existence as more favored and familiar ideas and methods in other disciplines. In particular, it richly benefits from exploring conceptual and methodological insights from the developmental sciences, e.g., developmental psychobiology and eco-evo-devo, in their efforts to address the nature and organization of complex integrated systems as they change over time.

Indigenous Language(s) covered:

Nenets (Samoyed, Uralic)

Nanai (Tungusic)

Romani

Sepecides-Romani

Meskwaki (Algonquin language)

How the course highlighted Indigenous Languages:

The course underscores the complex and fascinating structures of indigenous languages, particularly in morphological theory.

Outcomes (testimony from attendees):

“The big takeaway of the class was that these seemingly complex language systems are learnable. How languages manage to make themselves learnable is through a system of interconnectedness. That means that every word fits into a larger language system so that exposure to one word in one context will reveal how to use that word in every context.”

“Digital Methods in Language Documentation”

Instructor: Andrea Berez-Kroeker, Colleen Fitzgerald

Location: Olson Hall, University of California, Davis

Dates: Mondays and Thursdays at 11:10 AM - 12:35 PM

June 24, 2019, 11:10 AM - 12:35 PM

July 8, 2019, 11:10 AM - 12:35 PM

June 27, 2019, 11:10 AM - 12:35 PM

July 11, 2019, 11:10 AM - 12:35 PM

July 1, 2019, 11:10 AM - 12:35 PM

July 15, 2019, 11:10 AM - 12:35 PM

July 3, 2019, 11:10 AM - 12:35 PM

July 18, 2019, 11:10 AM - 12:35 PM

Total number of attendance: 20

Course Description:

This course is an introduction to digital methods in language documentation. Topics to be covered include principles of solid data management; audio recording; video recording; ethics; overview of essential software (eg., ELAN, FLEEx, SayMore); equipment; preparing data for archiving. The course will be primarily lecture-based, with hands-on opportunities as equipment allows.

Indigenous Language(s) covered:

Ahtna

Kere

Dena'ina

Choctaw

North Saami

Kagate/Syuba

How the course highlighted Indigenous Languages:

The class revolves around digital methods in language documentation that linguists could use. It also discusses the dynamics involved when interacting with indigenous peoples.

Outcomes (testimony from attendees):

“I learned digital methods I can use to document indigenous languages (and the peoples and their culture). This course provoked discussion regarding a proper, polite way of interacting with indigenous peoples to obtain data regarding their culture and language and encouraged peaceful collaboration with indigenous communities.”

“Pidgins and Creoles”

Instructor: Marlyse Baptista

Location: Olson Hall, University of California, Davis

Dates: Tuesdays and Fridays 9:35 AM – 11:00 AM

June 25, 2019, 9:35 AM – 11:00 AM

June 28, 2019, 9:35 AM – 11:00 AM

July 2, 2019, 9:35 AM – 11:00 AM

July 5, 2019, 9:35 AM – 11:00 AM

July 9, 2019, 9:35 AM – 11:00 AM

July 12, 2019, 9:35 AM – 11:00 AM

July 15, 2019, 9:35 AM – 11:00 AM

July 19, 2019, 9:35 AM – 11:00 AM

Total number of attendance: 13

Course Description:

This course provides a thorough introduction to the study of pidgin and creole languages, including an overview of their history and development. The focus will be on theories of creole genesis, comparing the morpho-syntactic properties of a wide range of creoles while examining their diachronic development. Furthermore, a good portion of the course will be dedicated to the study of cognitive processes in creole formation, such as feature recombination (Mufwene, 2008; Aboh, 2015). The status of creoles, their written representation and their use in education are also examined. In addition to a final paper, students will conduct a collaborative project consisting of comparing linguistic features in a set of creoles to other languages in their environment. The class will use data from the Atlas of Pidgin and Creole Structures (2013) and from Pidgin, Creoles and Mixed Languages (Velupillai, 2015) in addition to numerous other sources.

Indigenous Language(s) covered:

Cape Verdean Creole

Tok Pisin

Hawaiian English Creole

Australian English creoles

Jamaican Creole

Haitian Creole

Trinidadian English Creole

Quechua

Hawaiian

Bisaya

Ilocano

Arawak

Tolai

Mandinka

Saramaccan

Wiradjuri

Yuwaalaraay

Kamilaroi

Awabakal

How the course highlighted Indigenous Languages:

Throughout the course, the course discussed the role that indigenous languages play in contributing to the formation of pidgin and creole languages in the contexts of trade, migration, war, and colonialism. As such, the course explored the contending theories about creole

genesis and therefore also explored the influence of superstrate and substrate languages in creole genesis. The students reanalyzed the way in which older literature and theories of creole genesis have largely, and problematically, downplayed the role that indigenous languages have had in contributing to the formation of pidgin and/or creole languages. The class discussed the extent to which the aforementioned indigenous languages have contributed to the morphology and syntax of pidgin and creoles (e.g., the position of determiners relative to the nouns they modify, the innovative transfer of evidentiality from an indigenous language, such as Quechua, that has evidentiality constructions to the morphology of the creole which does not have the same morphological features and evidentiality constructions as the substrate), as well as to their phonology (e.g., rounded versus unrounded vowels in Haitian Creole and French, prosody in French Guianese Creole, pitch and monophthongs/diphthongs in Trinidadian English Creole).

Notes (testimony from attendees):

“We discussed the fact that linguistic studies of pidgin and creole languages, despite sometimes claiming to be so, have not been apolitical or asocial and, as such, a decent amount of the older discourse surrounding creole genesis has largely ignored the agency of both adult and child speakers of pidgin and creole languages. Additionally, we also emphasized the fact that it is not possible to do a linguistic analysis of a given pidgin and/or creole without first doing a socio-historical analysis of the social, political, and linguistic environment from which it was born.”

Outcomes (testimony from attendees):

“I think one of the many strengths of this course was its focus on using data to reanalyze past literature that has largely ignored or misrepresented the role of indigenous languages and, more importantly, their speakers in order to acknowledge the large contributions that they have made to the syntax, morphology, and phonology of pidgin and creole languages.”

“Introduction to Morphological Theory”

Instructor: David Embick

Location: Olson Hall, University of California, Davis

Dates:

June 25, 2019, 8:00 - 9:25 AM

June 28, 2019, 8:00 - 9:25 AM

July 2, 2019, 8:00 - 9:25 AM

July 5, 2019, 8:00 - 9:25 AM

July 9, 2019, 8:00 - 9:25 AM

July 12, 2019, 8:00 - 9:25 AM

July 15, 2019, 8:00 - 9:25 AM

July 19, 2019, 8:00 - 9:25 AM

Total number of attendance: 30

Course Description:

This course will provide an overview of some of the central themes in morphological theory. Emphasis will be placed on using data sets to illustrate key phenomena, and then looking at what theoretical tools are required in order to analyze them insightfully. Topics to be covered include deviations from one-to-one form/meaning connections (allomorphy, syncretism), the status of the morpheme (piece-based versus affixless theories), the interface between morphology and syntax and phonology, and the bridge between theoretical and experimental approaches to morphological representation. While the course is intended to be self-contained, it would be useful for students to have some familiarity with current approaches to syntax and phonology.

Indigenous Language(s) covered:

Chichewa

Quechua

Lahu

Island Kiwai

Yidiny

Hupa

Mapudungun

Seri

Djabugay

Maori

Jahai

Nahuatl

How the course highlighted Indigenous Languages:

This course used indigenous languages in morphology examples. Students were exposed to the existence of these languages and to some of their interesting morphological properties.

“The Phonology and Grammar of Southern Pomo (peq) Narratives”

Instructor: Neil Walker

Location: Olson Hall, University of California, Davis

Dates:

June 24, 2019, 8:00 - 9:25 AM

July 8, 2019, 8:00 - 9:25 AM

June 27, 2019, 8:00 - 9:25 AM

July 11, 2019, 8:00 - 9:25 AM

July 1, 2019, 8:00 - 9:25 AM

July 14, 2019, 8:00 - 9:25 AM

July 3, 2019, 8:00 - 9:25 AM

July 18, 2019, 8:00 - 9:25 AM

Total number of attendance: 8

Course Description:

This course introduces Southern Pomo morphophonology and morphosyntax through the comprehensive study of an as-yet-unpublished traditional narrative text. Southern Pomo is the most phonologically conservative of the seven Pomoan languages, and it includes breathtakingly baroque phonological alternations unattested elsewhere. This complex phonology is paired with equally rich morphosyntactic complexity, including two interacting case systems: an obligatory agent/patient (roughly fluid-S) system on highly animate NPs, and an optional nominative/accusative system for both highly animate and less-animate NPs. These broader topics of Southern Pomo are explored through the lens of a complete narrative, which allows natural boundaries for which aspects of the language must be covered. This text around which the course is structured was collected by Abraham M. Halpern from Annie Burke. It is the story of two mythical beings who fight after a gambling session gone awry. The text, though short, is perhaps the clearest example of several complex grammatical phenomena, including switch-reference and the two case-marking systems. Special emphasis is placed on typologically interesting phenomena, such as the laryngeal increment system, verb-internal sandhi, instrumental prefixes, directionals, case-marking strategies, and switch-reference. This course provides a holistic introduction to the language and culture of Southern Pomo speakers, and students will be able to read the entire text in the original Southern Pomo by the end of the course.

Indigenous Language(s) covered:

Southern Pomo

“Introduction to Phonology”

Instructor: Professor Laura Downing, University of Gothenburg, Norway

Location: Olson Hall, University of California, Davis

Dates: Tuesday/Friday: 1:05-2:30 PM

June 25, 2019, 1:05-2:30 PM

June 28, 2019, 1:05-2:30 PM

July 2, 2019, 1:05-2:30 PM

July 5, 2019, 1:05-2:30 PM

July 9, 2019, 1:05-2:30 PM

July 12, 2019, 1:05-2:30 PM

July 16, 2019, 1:05-2:30 PM

July 19, 2019, 1:05-2:30 PM

Total number of attendance: 27

Course Description:

This course is intended to provide an introduction to phonological analysis, theory and argumentation. Topics covered will include common segmental and autosegmental phonological processes as well as prosodic phonology. The goal of the course is to develop both a typology of common phonological processes and analyses of these processes in at least one theoretical framework. The discussion will largely assume either Autosegmental Phonology (Goldsmith 1975) or Optimality Theory (Prince & Smolensky 1993/2004) as the formal framework. The course is not designed to provide a systematic introduction to either of these frameworks, though a brief introduction to each will be given. Prior knowledge of either framework is not required. A basic understanding of the phonetic properties of speech sounds will be assumed. While there is no textbook for the class, students will find Zsiga’s “The Sounds of Language” to be a useful resource. There will be several homework assignments, as well as in class exercises to work through the course material.

Indigenous Language(s) covered:

Yawelmani/Yowlumne

Kamba

Chichewa

Bukusu

How the course highlighted Indigenous Languages:

Professor Downing introduced how syllable structure and stress work in auto-segmental theory. Distinctive features are used for 1) define all the sounds, 2) categorize natural classes with the local context, the target segments, and the output segments or the change, and 3) identify the

phonological process by auto-segmental representations such as assimilation. The professor explained the syllable structure and mora structure with examples relating to Yawelmani/Yowlumne (an endangered language family spoken in the interior of Northern and Central California in and around the San Joaquin Valley by the Yokut people) and Kamba (a Bantu language that is spoken by the Kamba people of Kenya).

Professor Downing also introduced the Optimality Theory and how it works for explanatory adequacy and constraints ranking with examples relating to Chichewa (a Bantu language spoken in parts of Malawi).

As an activity, Professor Downing divided the class into two groups, each group was tasked to explore "Optimality Theory" as the concept relates to Bukusu (a dialect of the Masaba language spoken by the Bukusu tribe of the Luhya people of western Kenya). Particular attention was given to the following properties: (a) Place assimilation of nasal to a following stop and (b) Deletion of nasal preceding a fricative. Through the group activities, students had opportunities to learn about Optimality Theory using from various types of data. The incorporation of indigenous languages provides rich data for students to understand how phonological processes apply cross-linguistically.

Outcomes (testimony from attendees):

"It is very interesting to see how auto-segmental theory could explain the phonological process with syllable structures and mora cross-linguistically. We can infer that languages share some common distinctive features and phonological processes. There are various reasons why some indigenous languages are in danger. More work is needed for indigenous language documentation, language revitalization, and language education."

"The Structure of Tashlhiyt Berber"

Instructor: Mohamed Lahrouchi

Location: Olson Hall, University of California, Davis

Dates: Tuesday/Friday: 1:05-2:30 PM

June 25, 2019, 1:05-2:30 PM

June 28, 2019, 1:05-2:30 PM

July 2, 2019, 1:05-2:30 PM

July 5, 2019, 1:05-2:30 PM

July 9, 2019, 1:05-2:30 PM

July 12, 2019, 1:05-2:30 PM

July 16, 2019, 1:05-2:30 PM

July 19, 2019, 1:05-2:30 PM

Total number of attendance: 27

Course Description:

The course deals with the structure of Tashlhiyt Berber, one of the main varieties spoken in Morocco. It has come to many phonologists' attention due to its complex syllable structure and its extensive use of consonant clusters, which may result in utterances without any vocalic segment. While working through the phonology and morphology of the language, we will discuss the following topics: (i) the phonemic inventory of the language, (ii) its syllabic structure in comparison to other Berber varieties, (iv) alternatives to syllabic consonants, and (v) root allomorphy at the interface between syntax and phonology (e.g. case marking and definiteness in nouns, glide-high vowel alternations, sibilant harmony, labial dissimilation). We will conclude by discussing several phonological and morphological features that Moroccan Arabic has borrowed from Berber.

Indigenous Languages covered:

Tashlhiyt Berber

Amazonian Languages: Diversity, Typology, Historical Change and Language Contact

Instructors: Martin Kohlberger, Katherine Bolaños

Dates:

June 25, 2019, 8:00 - 9:25 AM

July 9, 2019, 8:00 - 9:25 AM

June 28, 2019, 8:00 - 9:25 AM

July 12, 2019, 8:00 - 9:25 AM

July 2, 2019, 8:00 - 9:25 AM

July 15, 2019, 8:00 - 9:25 AM

July 5, 2019, 8:00 - 9:25 AM

July 19, 2019, 8:00 - 9:25 AM

Location: Olson Hall, University of California, Davis

Total number of attendance: 25

Course Description:

This course will introduce students to one of the most linguistically diverse regions of the world. There are over 300 languages – divided into over 70 families and isolates – currently spoken in Greater Amazonia. The course has four components. First, the diversity of the region will be showcased by exploring each of the major language families, their geographic distribution as well as important grammatical characteristics that languages within those families are known for. This section of the course will also address the challenges of language classification in a part of the world where there is limited access to historical and comparative data. Second, the course will examine important phonological, morphological, syntactic and discursive structures that are common across Amazonia, including polysynthesis, nasality, classifiers, clause chaining, switch reference and evidentiality. These topics will be discussed from a typological perspective, focusing on the special role that the documentation and description of Amazonian languages has played in our broader understanding of these linguistic structures. The third component of the course will be centred around historical change and grammaticalisation. Topics covered will include the diachronic development of tone, striking changes in alignment systems in closely related languages, and typologically rare grammaticalisation pathways. Finally, the course will end with a section about the dynamics of language contact in Amazonia and the profound effect that cross-cultural interaction and multilingualism has had on many languages in the region. An important discussion will revolve around the degree to which certain Amazonian areal features can be linked to local socio-cultural practices and attitudes about language use. By the end of this course, students will not only be familiar with the languages of Amazonia and their typological features but will also understand the valuable contribution that the study of Amazonian languages has had on linguistic theory.

Indigenous Language(s) covered:

Moseten

Alto Perene

Urarina

Aguaruna

Achagua	Mebengokre
Amahuaca	Shiwiar
Baure	Sikuani
Cavinena	Shipibo-Konibo
Chacobo	Kichwa
Cotan	Krenak
Hup	Quechua
Panare	Uitoto
Paresi	Wayuu
Pamigua	Yucuna
Kukamiria	Guarani
Kotiria	Guycuru
Kakua	Mbya Guarani
Kulina	Ecuadorian Siona
Kwaza	Ese Ejja
Kakataibo	Nomatsiguenga
Kabiyari	Iquito
Kapanawa	Inapari
Kurripako	Piraha
Dekwana	Jarawara
Tuyuka	Nadeb
Tinigua	Daw
Tariana	Yuhup
Trinitario	Warekena
Tukano	Yucuna

There were about 50 Amazonian indigenous languages discussed in the course. Linguistic data from these languages were used as examples to illustrate language change, language contact and language typology, etc.

How the course highlighted indigenous languages:

The instructors used detailed examples to show the linguistic diversity of languages spoken in Amazonian region, demonstrated how linguistic diversity and interesting linguistic features of Amazonian languages could be shaped by social contact and cultural ideology.

Notes (responses from attendees):

“The instructors talked about not only linguistic phenomenon of the indigenous Amazonian languages, but also incorporated into classes presentations of songs, legends and lifestyles of the indigenous people, which situated the study of languages in a broader cultural background.”

Outcomes (responses from attendees):

“From the class, I learned that Amazonian indigenous languages are typologically diverse and linguistically complicated, which are treasures in the history of humanity. After the classes, I have developed a keen interest in anthropology linguistics as well as a deep respect to indigenous language speakers.”

Lectures:

“Agreement and Disagreement in Garifuna”

Lecturer: Dr. Pamela Munro

Location: Conference Center at the University of California, Davis

Date and Time: Tuesday, July 9th 7:00pm-8:30pm

Total number of attendance: 27

Lecture abstract:

The sociolinguistics of language shift and stylistic variation in Garifuna Maya Ravindranath Abtahian (University of Rochester) Two of the basic guiding principles of the study of language variation and change are that there are no single style speakers (Labov 1984); and that an individual speaker's range of stylistic variation is derived from interspeaker differences in the broader speech community (Bell 1984). Yet the study of stylistic variation has still mostly considered monolingual speakers of languages with large speaker populations in urban environments. When working in small, diasporic, or endangered language communities, or with individual language consultants, there are additional challenges associated with (i) how to identify socially meaningful variation; (ii) how to write a 'symphony of variation' (Meyerhoff 2017) when the language is under-documented; and (iii) how to consider the relationship between the use of different codes and the use of different styles in multilingual communities. In this presentation I will talk broadly about language shift, contact, and variation in the Garifuna-speaking diaspora, before turning to a case study of language consultant speech in the context of sociolinguistic fieldwork. Language consultants for language description projects are ideally fluent speakers, and in cases of shift and endangerment they are often those who are also interested in language preservation. As sociolinguists who are interested in stylistic and other types of linguistic variation, we might consider the role that they play in the community with respect to language maintenance, the persona they may inhabit as an 'authority' on language, and how the variation that they exhibit fits into the speech community as a whole.

Indigenous Language(s) covered: Garifuna

How the lecture highlighted Indigenous Languages:

In Dr. Vaidehi Ramanathan's introduction, she highlighted Dr. Pamel Munro's expertise and vast experience working with a number of different American Indian languages, for example Chickasaw, San Lucas Quiaviní Zapotec, and Garifuna, language families, like Muskogean and Yumanamong, among many others. Dr. Ramanathan noted Professor Munro's attention to

syntactic detail, as well as her impeccable consideration to the human aspects of gathering data. Professor Ramanathan closed her introduction by referring to Dr. Munro as a “Grand Scholar” who understands that language exists, because people exist, and her regard for the human dimension in data collection is unmatched.

The core of Dr. Munro’s presentation, titled “Agreement and Disagreement in Garifuna”, is oriented toward language documentation and revitalization of Garifuna in the spirit of the late Dr. Ken Hale. The Ken Hale Professorship, of which Prof. Munro was awarded this year, was established by LSA in 2003 to address the need for endangered language documentation in future Linguistic Institutes.

Dr. Munro began by discussing the background of gender agreement, specifically in its relation to the unique situation in Garifuna, stating that in comparison to other gender-agreement languages, Garifuna stands out in the fact that it has oppositions comparable to common gender-agreement languages, such as Spanish. Her presentation followed with a brief overview of Garifuna gender and other agreement, indicating its unique properties in different alignment typologies, exemplifying her work with several examples of the less typical cases of agreement. To further complicate things in Garifuna, Dr. Munro noted the differences between neutral speech (which all Garifuna speakers use) and men’s speech, which characterizes as “an adolescent form used on occasion by conservative older men” (Munro 2019).

After her fine exploration of many details regarding gender agreement, paused with cultural intermissions, Dr. Munro closed with three final points: 1) Garifuna has a highly robust gender system reflected in agreement patterns throughout the grammar, 2) typologically speaking, the men’s/neutral social dialect variation in gender is quite strange, and 3) although many items in a sentence agree, cases of non-agreement and default agreement will still be found.

Notes:

Throughout the presentation, Dr. Munro made several intermissions to note the cultural vibrance of the Garifuna people. She shared pictures and videos of the community in action, ranging from school girls on an outing on the beach in Seine Bight Village, Belize, to traditional dancing of ladies in white dresses, and boys performing the New Year’s Wanáragua “John Canoe” dance in Los Angeles, California. Including these humanistic aspects to the discussion on language used by these humans fulfilled a wonderfully holistic view of the Garifuna people.

Furthermore, Dr. Munro’s intentionally clever and subtle humor slipped into two quite deeply impactful quotes:

(1) “Men’s speech is actually doing feminine empowerment”

This quote refers to the fact that in “**conservative men’s speech feminine replaces masculine** in oblique passives, with words used metalinguistically, for clauses as objects or subjects, and in complementizers” and that “in men’s speech, inanimate masculine nouns may be treated as feminine to show plural agreement”.

Although conservative men's speech is not very common today, it is still a captivating task to try and resolve "why this speech variety transforms non-typical masculines into feminines".

(2) "Everyone decided it was now "ba" hum bug"

I believe this quote refers to how versatile and perplexing the Garifuna 'ba' can be as it has many effects and linguistic roles in the language.

For example, Munro suggests that 'ba' is the only thing that appears to mark anything about the future, it can be an auxiliary verb, and so on.

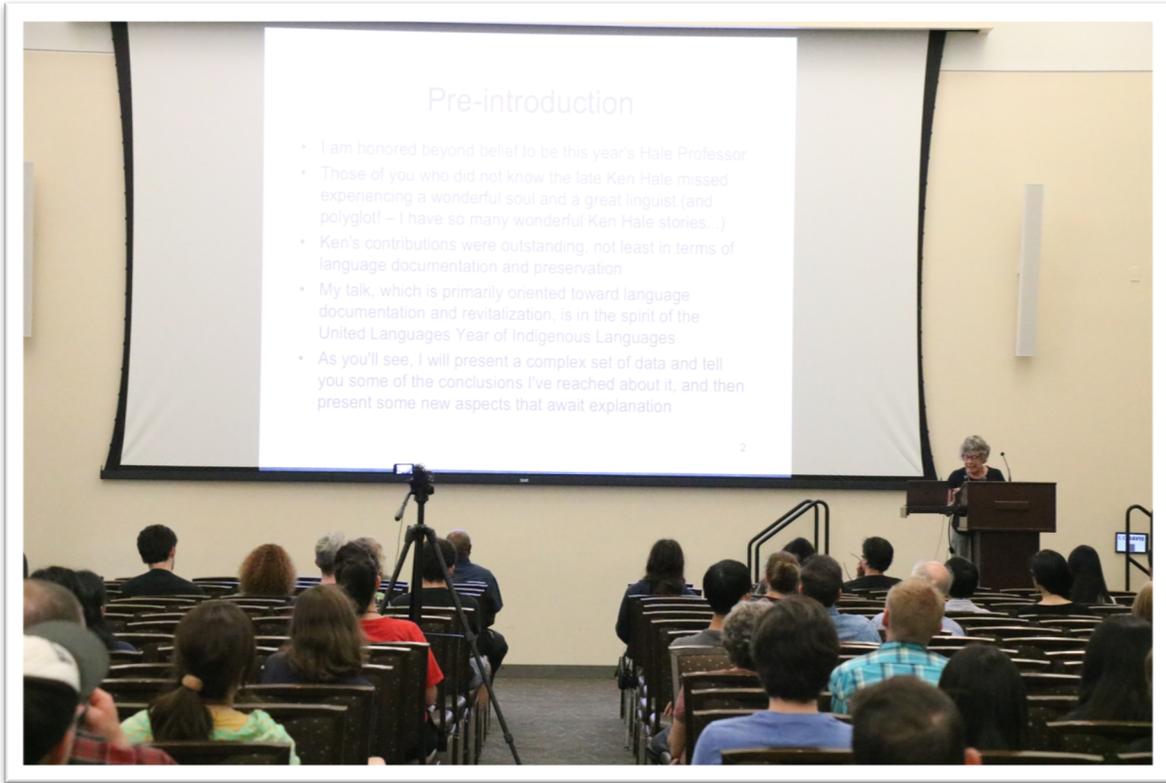
Outcomes (testimony from attendees):

"Dr. Munro's very detailed account of agreement and non-agreement in Garifuna, really provided an opportunity to understand from an inner-centric perspective how important it is in indigenous language maintenance to understand all of the details, such as the 'ba's, the affixes, suffixes, and diverse functions of each language element, because those are the details that complete the whole language. My didactic takeaway was really taking a moment to consider the value and impact of understanding a language from the inside out, as a whole (language = people), in order to really make a meaningful impact in not only the conservation of that language, but also in the active propagation of the language; and Dr. Munro does just this."

"Dr. Munro's address on the specifics of the Garifuna language, which we need to remember inherently integrate culture, provided a valuable contribution to students, experts, and scholars in many levels of their language journey; furthermore, it would also provide vital findings for researchers and native speakers to support didactic materials for pedagogical purposes. The content of this presentation, and to what Professor Munro devotes her life, are in themselves a celebration in the year of indigenous languages."

Photos:







“Comparative-historical linguistics and the Great Andamanese language family”

Lecturer: Bernard Comrie

Location: Conference Center at the University of California, Davis

Date and Time: Tuesday, July 16th 7:00pm-8:30pm

Total number of attendance: 30

Lecture abstract:

Great Andamanese, one of the two indigenous language families of the Andaman Islands, comprises ten traditional varieties, all extinct, plus Present-day Great Andamanese, a descendant primarily of one of these languages remembered by a handful of indigenous people. Documentation of the traditional varieties was very limited and carried out exclusively by non-linguists. Despite this unpromising state of affairs, joint work with Raoul Zamponi has not only uncovered much of the synchronic structure of the traditional varieties but also laid the groundwork for comparative-historical studies. The lecture will set out what we know, what we might hope to find out through future work – and what may lie forever beyond our grasp.

Indigenous Language(s) covered: Andamanese

How the lecture highlighted Indigenous Languages:

Professor Comrie’s discussion on the ‘Comparative-historical linguistics and the Great Andamanese language family’ ignited essential discourse on a language very much in jeopardy of being completely lost. His masterful comparative-historical research on the Great Andamanese (GA) language family brought to light various aspects of the two indigenous language families found in the Andaman islands. Despite the limited documentation of these traditional varieties, which was carried out by non-linguistics, the joint work of Raoul Zamponi and Bernard Comrie has unveiled the synchronic structure of these traditional, and of most importance, provided a framework for which comparative-historical studies can be grounded. In his lecture, Comrie provided a detailed account of what their research team knows, what they hope to discover, and - “what may lie forever beyond [their] grasp” .

Comrie’s expertise in GA carried the audience through a bit of history on the Andaman islands and its people, a schematic breakdown breakdown of the various indiegnous languages on G. Andaman islands, and highlighted the list of all of the traditional varieties (Akachari, Akakhora, Akabo, Akajeru, Akakede, Okojuwoi, Okol, Opuchikwar, Akabea, and Akarbale). Following was a discussion on the documentation of these varieties. Examining the documentation of these varieties is not without its challenges. First, the various documented sources are all exclusively

not only written but written by non-linguistics and non-phoneticians. Comrie and his colleagues note a few different types of documentation they have worked with, such lexical sources, evidence of grammar, and a very specific “phrase book”.

Later in the lecture, Dr. Comrie discussed language contact between the GA varieties and Hindi, as well as Austroasiatic and Austronician languages. The latter part of the presentation centered on approaches to grouping and subgrouping of the GA varieties, including the differences in Manohara’s (1983) and Comrie and Zamponi (2017) methods. Moving forward Comrie has two plans outlined for out to continue with his research, which both depend on with what they have to work, documentation wise. While he would like to begin with Plan A, the Comparative Method, unfortunately the present state of the analysis does not support this endeavor, thus Plan B, identifying lookalikes in lexical lists, may be their only starting point at this time. Comrie calls Plan B a shortcut, but it is the best they can do in these given circumstances. Of course, both methodologies are not without reservations.

In closing, Comrie pointed out that as they continue with their research new insights will emerge, which will enable their research team to enhance the picture of this family of languages. While this team is doing the best they can with what they have, due to the scarcity of documentation, and lack of speakers, they cannot claim that the family tree Comrie presented is the official tree, but it is a plausible tree, and is the best they can come up with in their knowledge.”

Notes:

(1) 5 rememberers

In Present-Day Andamanese there is a 5-person group called the 5 Rememberers, who do not actually speak GA, but they remember when it was spoken. During this discussion, Comrie called out his colleague, Anvita Abbi, who has done extensive work with a dictionary and grammar of PGA, and without this work, this variety would have disappeared without being recorded, and that many phonetic oppositions may have been missed by the non-linguistically trained.

(2) Semantic prefix of ‘ataka’

When asked about specific typological rarities, Comrie used the example of the highly frequent semantic prefix of extremities, specifically the word ‘ataka’ which means ‘mouth’. These prefixes have extended meaning, grammaticalization, or semantic extension. Meaning, in this context, many things can be related to the ‘mouth’, such as... ‘mouth’ can refer to language, since we speak language with our mouth; mouth can refer to food since we eat food with our mouths, and so on. This chain of semantic connections could in theory train them from food, to trees (since in that region much of the food comes from trees), and then wood, since trees have wood, then ships, since ships are made of wood, then sailors, since sailors are on ships and so on. So, we see these long chains of extensions, and you might be adding the prefix of ‘mouth’ to a word discussing a sailor.

Outcomes (testimony from attendees):

“Comrie’s closing remarks were perhaps the most impactful of the presentation. He made several important points. Perhaps the most meaningful was his offering of gratitude to the speakers of these languages, and how “it would be nice if we were somehow perpetuating some aspects of their language and culture” Furthermore, he noted the importance that we remember that what was recorded in their languages was not necessarily what they wanted to say, but rather what was recorded by the Colonial administration, and what they asked the indigenous people to say. Comrie continued with the sentiment that unfortunately we are not able to provide a voice to the speakers of the traditional GA languages, but what we can do is “make the material of their languages available so that at least part of their intangible cultural heritage, namely their language, will survive in the sense that it will be accessible to others.”

“Through work of Comrie, his colleagues, and other researchers, we advocate for the ‘languages of the GA family to live on, not in the mouths of their speakers, not even in the way the speakers might have wanted them to live on, but still live on as part of our general understanding of human cultural heritage’.”

Photos:





Workshops and Conferences:

“Linguistic Research with Diaspora Communities”

Lecturers:

Maya Ravindranath Abtahian

Marc Garellek

Laura Kalin

Daniel Kaufman

Felipe H. Lopez

Mai Moua

Monica de Jesús Ramírez

Dianna Shandy

Michal Temkin Martínez

Location: Olson Hall, University of California, Davis

Dates:

June 29, 2019, 9:00am-4:00pm

June 30, 2019, 9:00am-2:30pm

Total number of attendance: 40

Indigenous Language(s) covered:

Zapotec

Triqui

Other indigenous languages from Oaxaca, Mexico

How the course highlighted Indigenous Languages:

Dr. Kaufman discussed the various efforts and organizations that work with these communities in relation to language endangerment and revitalization. He also discussed how native speakers of these languages can be active participants and fully engaged in these efforts and research studies. The idea of constructing space for these individuals was also discussed in the context of historical and ongoing issues of oppression.

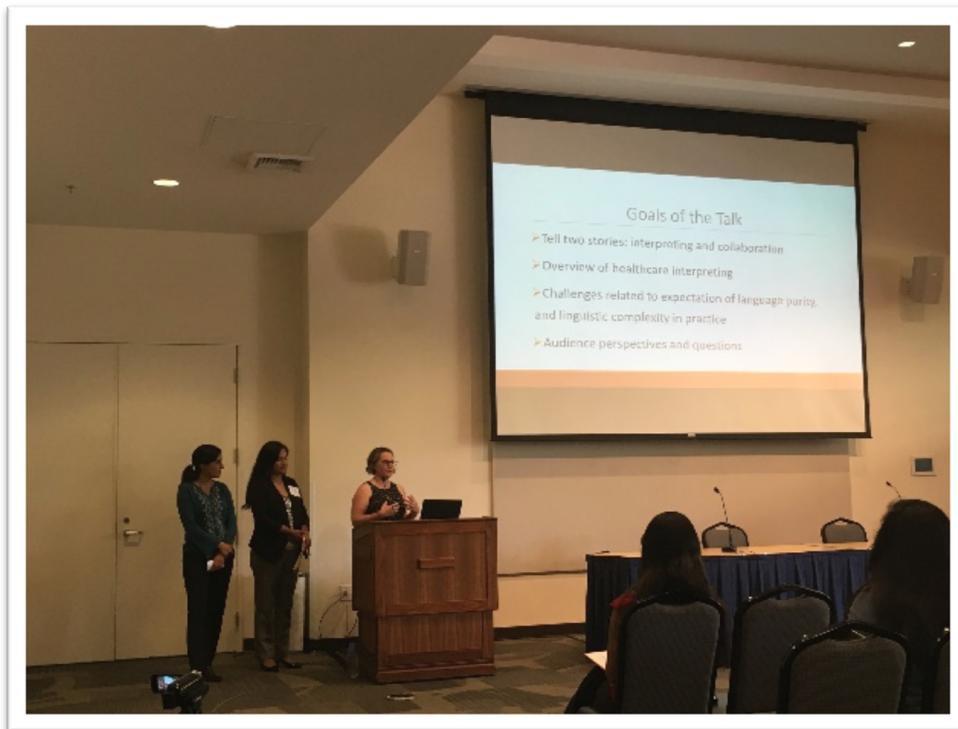
At the end of the talks, there was a Q&A panel with three speakers of the languages, Zapotec, Triqui, and Hmong. Each of these speakers provided their own insight and reflections in regard to how researchers can be respectful in working with indigenous/diaspora communities and work with communities in building better resources.

Notes:

One thing that was highlighted was how researchers need to be sensitive and aware in working with indigenous communities, who already face and constantly deal with the threat of language loss.

Outcomes (testimonial from attendees):

“I learned about how to keep myself in check as a researcher when working with diaspora/refugee/indigenous/immigrant communities and how unquestionably crucial and necessary it is to always remain respectful of what communities want and expect of you when you come in to work with them.”

Photos:



“Dene Languages Conference”

Organizers:

Justin Spence (UC Davis)
Kayla Begay (Humboldt State)
Kayla Palakurthy (UC Santa Barbara)

Location: Student Community Center, Multi-Purpose Room at the University of California, Davis

Date and Time:

July 6, 2019 9:00am-6:00pm
July 7, 2019 9:00am-3:00pm

Total number of attendance: 55 (Day 1), 20 (Day 2)

Indigenous Language(s) covered:

Tetsót'iné Yatié	Eyak
Dene Thá	Tlingit
Upper Tanana	Haida
Ket	Dena'ina
Navajo	Denesu'liné
Mandan	

Workshop Description:

The Dene (also known as “Athabaskan”) languages comprise one of the most geographically widespread indigenous language families of North America, with concentrations of speakers in Alaska and western Canada, the southwestern United States, and along the coast in northern California and southern Oregon. Well-known among linguists for the complexity and diachronic stability of their verb morphology, Dene languages have historically played a major role in the development of both theoretical linguistics and linguistic typology. Many Dene languages are also undergoing active documentation, maintenance, and revitalization efforts, putting them at the forefront of global conversations about endangered language survival in the 21st century, including the interplay between academically oriented linguistic research and applied domains such as language teaching.

Each year, specialists gather at the Dene Languages Conference (DLC) to share their research and insights into the language family (and its Na-Dene congeners Eyak and Tlingit). Attendees typically include linguists representing both theoretical and descriptive paradigms, with presentations drawn from a variety of linguistic sub-disciplines. Moreover, one of the strengths

of the DLC is that it attracts expertise from neighboring disciplines in the social sciences and humanities such as Linguistic Anthropology, Comparative Literature and Native American/Indigenous Studies. Importantly, there is typically robust participation of members of the Dene speech communities whose languages are the focus of the conference: tribal linguists, language teachers, elders and master speakers of the languages, cultural preservation officers, and others who support the well-being of Dene-speaking communities through language-centered activities. The DLC is thus strongly cross-disciplinary and presents many opportunities not only for language practitioners to be exposed to ideas emanating from the field of linguistics, but also for linguists to gain a better understanding of the needs of the communities whose languages they study.

The 2019 iteration of the conference will be hosted at the University of California, Davis on July 6-7, in conjunction with the [Linguistic Society of America's Summer Institute](#). In addition, a **pre-conference workshop focused on the Pacific Coast Dene languages of California and Oregon** will take place on **July 5**, hosted by the Native American Language Center. The main conference will feature general sessions and two special themed sessions:

Special Session: "Dene Epistemologies: Linguistic Stability and Adaptation"

This session invites papers that explore connections between Dene languages and Dene peoples' ways of knowing, value systems, and worldviews, considering especially ways that these connections have remained constant or changed over time (hence "stability and adaptation"). This might be over relatively long-time spans as Dene-speaking peoples have interacted with other Indigenous groups in North America over many centuries, or relatively recently as many Dene languages have reached a point of critical endangerment due to the persistent encroachments and violence of colonization. Papers can consider not only how the languages and epistemologies they encode came to be how they are today, but also their prospects and enduring value moving forward.

Special Session: "The Language of Music, Dance, and Performance"

Music, dance, and genres that can be broadly considered "performance" are important components of Dene peoples' ceremonial life and modes of cultural expression. Dene languages play a central role in defining these genres (e.g., the deployment or absence of lyrics in different song types), and they also provide a powerful means of understanding their cultural value through analysis of vocabulary and idioms typically used to describe them. This session will bring together papers on more strictly linguistic aspects of the language deployed in these genres (such as issues pertaining to lexical tone and prosody in song or poetry), as well as their pedagogical applications in language maintenance/revitalization settings (using music and dance in language teaching), their role as a stimulus for language documentation work, and their value as reflections of Dene peoples' understanding of their cultural significance.

Notes:

The conference opened with traditional Dené drums. Three types of traditional songs were then introduced and performed. There was a prayer before every meal, where everyone stood up for

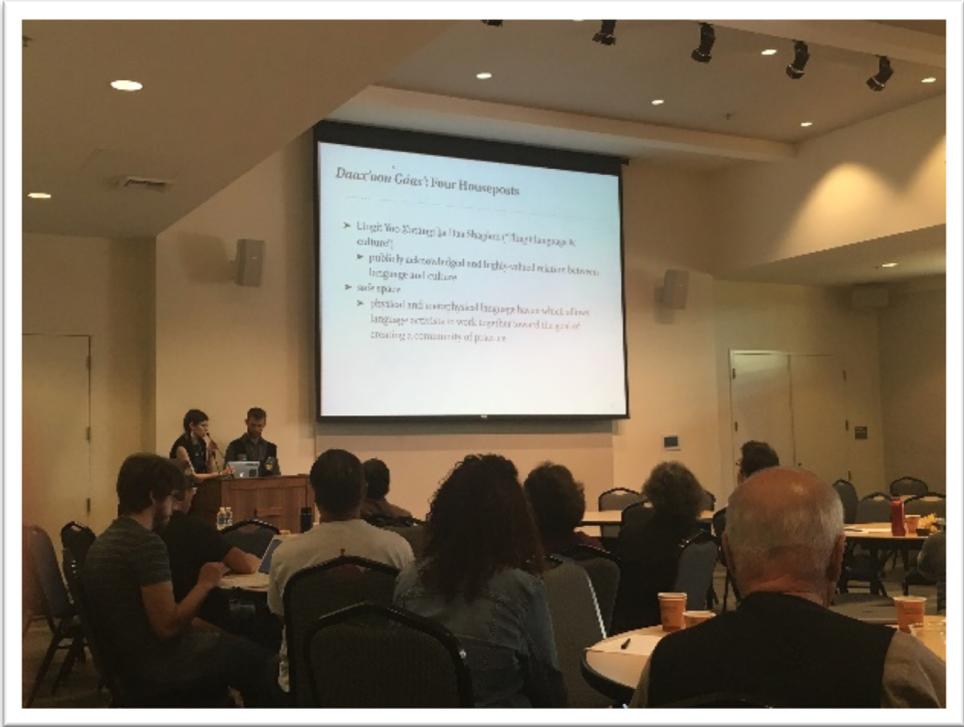
a representative to bless the food. At the end of the conference, everyone held hands to form a huge circle and danced to the drums and songs together. People from each nation sang a traditional song from home before heading off.

Outcomes (testimonial from attendees)

"I learned about the geographic distribution and culture of the Dené people. The conference provided an opportunity for both indigenous community members to present on their efforts to maintain and revitalize the indigenous languages and scholars to present on their linguistic research regarding the linguistic features and connections to languages within and outside of the language family."

Photos:





“Building Language Technology Across the World’s Languages (Morning Session)”

Lecturer: Daan van Esch, Craig Cornelius, Shayna Lurya, Evan Crew, & Amanda Ritchart-Scott (Google)

Location: Conference Center at the University of California, Davis

Date and Time: July 17th, 2019, 9:30 AM - 12:00 PM

Total number of attendance: 54

Indigenous Language(s) covered:

Hanfi Rohingya	Kinyarwanda
Cherokee	Frisian
Tibetan	Limburgish
Tulu	

How the lecture highlighted Indigenous Languages:

The analytic linguists and engineers discussed the importance of creating solutions for local languages. This includes emerging markets known as “The Next Billion Users”. These are the newest online language users in regions like India, Southeast Asia, and Africa. An important distinction with this is that many of these regions are highly multilingual, featuring many indigenous and even endangered languages spoken by smaller groups.

An example of how this was successfully done in The Netherlands, where a significant percentage of the users communicate online in either Frisian or Limburgish. These are minority indigenous languages and not Dutch.

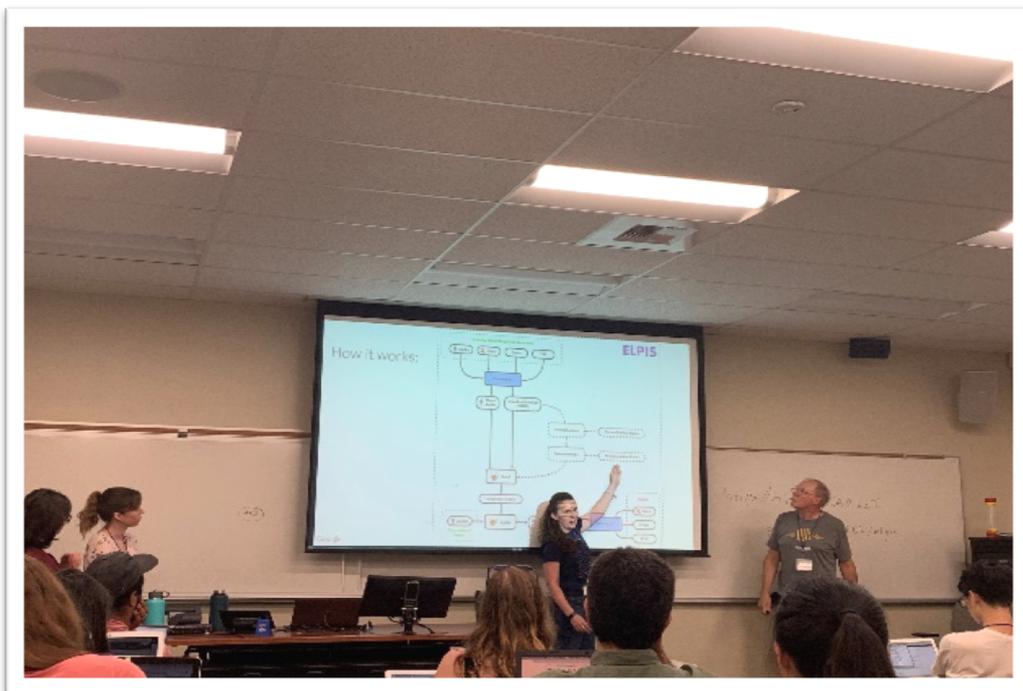
Notes:

While discussing the addition of the Hanfi Rohingya keyboard to Unicode, there was an explanation of the factors which influence how these are designed. This included making sure to center the experiences and expectations of the L1 users of the language instead of attempting to force it into an American (English) centered model. Knowing information on high frequency words and perceived efficiency is a crucial takeaway from beta users who can ensure that the tech is tailored well for the end user needs/expectations.

Outcomes (testimonial from attendees):

"I learned that there is a greater understanding of how much work needs to be done for making tech available in language minority communities. This requires connecting with native speakers and has yielded options for non-engineers to create keyboards/tech as well. Keyman is one of these programs. The strengths were a great overview of both the components and considerations being made to close the gap between natural language and tech for end users. They also included great examples on languages like Kinyarwanda and corpora involving smaller language communities."

Photos:





“Symposia Historical-Comparative Linguistics for Language Revitalization”

Organizers: Jorge Emilio Rosés Labrada (University of Alberta) and Justin Spence (UC Davis)

Location: Hart Hall at the University of California, Davis

Date and Time:

June 29, 2019, 9:00am-4:00pm

June 30, 2019, 9:00am-3:00pm

Total number of attendance: 40

Lecture abstract:

Recent scholarship has explored the mutually beneficial relationship between historical-comparative linguistics and language documentation. However, language revitalization has been largely absent from these discussions even though historical-comparative linguistics has figured prominently in the revitalization and reclamation of endangered languages and dormant languages that are known principally through archival documentation collected in the past. In this symposium, we propose to address this gap by bringing together a group of scholars and practitioners whose language revitalization and reclamation work draws on historical-comparative methods. We specifically propose to focus on six questions:

1. How can historical-comparative linguistics help to fill gaps, both lexical and grammatical, in the existing documentation of formerly dormant languages?
2. How can historical-comparative linguistics inform the evaluation of existing documentation to be mobilized for the creation of teaching materials?
3. How can the study of languages undergoing revitalization and reclamation expand the empirical scope of historical-comparative linguistics and shed new light on questions of general interest in the field?
4. How can the corpus of documentation relevant to revitalizing a given language be expanded by working with speakers of related languages, thus supporting the creation of richer learning materials?
5. What is the value of comparative philological work based on older documentation for language revitalization?
6. How can we more effectively train revitalization practitioners in historical-comparative linguistics?

By focusing on these and other ways in which historical-comparative linguistics can aid language revitalization and reclamation efforts, we hope to reach a wide audience of both linguists and communities currently working towards promoting their languages. This workshop

will thus contribute to ongoing efforts aimed at promoting the maintenance of the world's indigenous languages.

Indigenous Language(s) covered:

Ninde (from Vanuatu)

Qkuan Kambuar (from Papua New Guinea)

Gabrielino (Los Angeles basin area)

Tongva (Los Angeles basin area)

Fernandeño (Los Angeles basin area)

Nuu-wee-ya'—(Oregon Dene) Speaker: Carson Viles and Jerome Viles

Wailaki—Speaker: Kayla Begay and Cheryl Tuttle

Mutsun—Speaker: Quirina Geary and Natasha Warner

Susquehannock—Speaker: Marianne Mithun

Unangam Tunuu—Speaker: Anna Berge

Moré and Kuyubim—Speaker: Joshua Birchall

Gwa'sala and 'Nakwaxda'xw—Speaker: Daisy Rosenblum

Tsuut'ina—Speaker: Bruce Starlight and Christopher Cox

How the lecture highlighted Indigenous Languages:

All presentations focused on how to revitalize original/old indigenous languages in the modern day. They also discussed the importance of these languages to society and how very few speakers remain today.

Nuu-wee-ya' (Oregon Dene)

In the presentation, Viles introduces their work on archiving Nuu-wee-ya' language material into a digital archive called Nuu-da' Mv-ne'. The talk also mentions about how this project could contribute as an invaluable resource for both Nuu-wee-ya' teachers and learners. By using this development of this language as a case study, Viles suggests that the academic research could be part of a feedback loop that supports language revitalization by cooperating with the community.

Carson Viles and Jerome Viles are part of the group at The Northwest Indian Language Institute (NILI) working with the Myaamia Center, a tribal-university partnership dedicated to the revitalization of Miami language and culture. In the event, the speaker also explains how the combination of linguistic analysis and digital archiving mean to the language revitalization to promote language use in Nuu-wee-ya'.

Wailaki

This presentation demonstrates the process of Wailaki Revitalization. Wailaki, also known as Eel River Athabaskan/Dene, is a language of northwestern California with no first language fluent speaker and not heavily documented. The presentation walks us through the process of revitalization, recent linguistic description and language use in the classroom and community.

By using the historical comparative methods, the researcher group was able to reconstruct the Wailaki sound inventory by using sound correspondences from California Dene languages.

As there are no known people alive who grew up speaking Wailaki as their first language and no extensive recordings exist, Wailaki is considered as an extinct language. The revitalization of Wailaki hints the possibility of how languages with limited documentation that are considered extinct could become revitalized.

Mutsun

Mutsun, a Utian language that was spoken in Northern California which was dormant since 1930, is in a process of being revitalized. By using the comparative linguistics method, the grammatical gaps were able to be filled. The speaker raises an important question about language change and how it could be triggered by language revitalization. The point that all living languages change and how the process of revitalization changes a language raises an interesting discussion regarding the impact of the revitalization could be on a language.

The presentation raises a question about the linguistic purism versus language revitalization. Although some might argue that the changes brought by the revitalization would “damage the purity” of a language, it is way better to cause a language change through revitalization than not using a language at all.

Since revitalizing a dormant language would inevitably cause more change than normal historical language change during ongoing use, we would have to discuss the choices about purity versus language use with the community leaders and let them decide the future of the language, since it is part of their culture.

Susquehannock

Dr. Mithun starts the talk with the introduction of Susquehannock, a language that is so difficult to interpret as there is not much well-preserved documentation. Despite the difficulty of revitalization, Dr. Mithun was able to discover the pronunciation based on comparisons to other closely related languages within Iroquoian family. Throughout the presentation, Dr. Mithun brings up an issue about the misinterpretation and how it affects the translation of phrases. One important aspect about revitalization is that the researchers have to consider how much do the community want to adapt their language to current social norms or try to preserve indigenous ideas, thought patterns and cultural heritage.

The importance of involvement of the indigenous communities is emphasized by Dr. Mithun. Before the researchers start the process of revitalization, there is a necessity for them to communicate with the indigenous communities and discuss the end goal of the project. While some communities might want to preserve indigenous ideas and cultural heritage, some communities might be more concerned on the use of it and how it could fit the current social

norms. In other words, the researchers should pay attention on beyond the data, including the will and opinions of the indigenous communities regarding to the revitalization process.

Unangam Tunuu

In the presentation, Berge talks about how the works on language documentation and revitalization related to a language's history. Unangam Tunuu, the sole language in Aleut branch of Eskimo-Aleut family, is classified as severely endangered language. One of the uniqueness of this language is that the system for marking agreement between nouns and verbs is typologically unique in the world. Throughout Berge's presentation, she talks about a project focusing on how to create adult language learning materials with the UT morphosyntax description to the learners.

The number of active UT speakers is around 150, while most of them are elderly. This is particularly urgent because it means that this language is severely endangered. According to Berge, there are some gaps in documentation like the place naming in UT, regardless the well-documented history on that area. In other words, knowing more on the history of a language could be a useful tool on the language documentation and revitalization.

Moré and kuyubim

Dr. Birchall shows us how a multi-media dictionary for Moré and Kuyubim could be constructed by using comparative and historical methods. Throughout the presentation, Dr. Birchall demonstrates the outline and how the dictionary project works, including creating a system for less spoken languages through multimedia dictionary. By doing so, it creates a viable way for both learners and teachers to acquire vocabularies.

Revitalizing a language helps to revitalize an indigenous community's cultural heritage. In other words, the revitalization is not just about the language, it is also meaningful to the communities, speakers, their identities and tradition. Dr. Birchall also highlights the importance of cross-dialectal exchange as part of the process of the revitalizing language varieties that no longer used.

Gwa'sala and 'Nakwaxda'xw

In the talk, Dr. Rosenblum demonstrates a place-based learning of language and culture of Bak'wamkala. Dr. Rosenblum also emphasizes how the relocation of native people could have a large effect on the language and its community. Because of the effect of relocation and language policies, there is a necessity for the learners to reclaim their knowledge of their homeland language and culture. A connection between the reclamation of language and the reclamation of identity has been made under the knowledge transmission of the Gwa'sala and 'Nakwaxda'xw.

“Language reclamation is not a metaphor”- Daisy Rosenblum

The presentation compares the two communities' work on language instruction and how they ensure that the learners acquire the dialect that represents themselves.

Tsuut'ina

Bruce Starlight, the Tsuut'ina language Commissioner, present his work on Tsuut'ina where he is one of the last 29 speakers in the world. As part of the effort of revitalization, Starlight teaches the other tribes Tsuut'ina in order to help them revitalize their own Dene language. Also, the importance of having language learning materials for both speakers and learners is being emphasized, as there is not much accessible documentation available to the community programs.

“That language is gone, we have to use the language we have now.”

When the speakers talk about how sad he was when he knows that he does not have the knowledge of Tsuut'ina as well as what his mother did. On the other hand, he says that it is important to revitalize and preserve what they have right now instead of doing nothing while just looking at what they could have had.

Testimonial from attendees:

Nuu-wee-ya'

“The presentation explained the importance of how the cooperation of researchers and community could help the indigenous language revitalization. The project is not just about the maintenance of the language, but also about the identity of the indigenous group.”

Wailaki

“I learned that languages that are considered extinct and without quality documentation could be revitalized through comparative work with other closely related languages. The event shows a method to preserve indigenous and endangered languages, which is what we need for language diversity as the number of indigenous languages is decreasing due to various reasons.”

Mutsun

“The debate of purism versus making a language easier to learn has been a debate for a while. From the perspective of the indigenous groups, it is essential to find a way to protect the endangered languages as it is not just part of their culture, but also part of their identities. Regarding the ethical problem, I think that it is necessary for researchers to communicate and

respect the choices made by the communities as the indigenous languages belong to the speakers, not academia.”

Susquehannock

“The revitalization of an indigenous language is not just about revitalize a once-gone language, but also an identity-retrieval for the indigenous communities as the process of revitalization could restore not only the language itself, but also the cultural values, ideas, ceremonies and the identity of the community.”

Unangam Tunuu

“I learned how essential the maintenance and revitalization of the language is to the speakers of an endangered language. Without any help or linguistic knowledge, they could do nothing to preserve the language as they are the last group of speakers and there are not many native young speakers of Unangam Tunuu.”

Moré and kuyubim

“Dr. Birchall emphasizes the importance of the community in dialect revitalization. It opens my eye as I never think about cross-dialectal exchange in the sense of language revitalization, as to me, the comparative method always used in cross-language revitalization instead of cross-dialectal reconstruction.”

Gwa’sala and ‘Nakwaxda’xw

“Learning the correct form of dialect is necessary for constructing an authentic identity within a community. In other words, language acquisition for the indigenous language learners is about the formation and preservation of the communities’ identities rather than from a linguistic prescription perspective.”

Tsuut’ina

“Change is inevitable for every living language, with no exception. In order to keep a language live, we should not be afraid of the language change as it is a normal process.”

Outcomes (testimonial from attendees):

“One key point that was made about these languages was the importance of not using the word extinct. Saying that these languages are extinct makes the speakers of these languages seem extinct as well.”

“I learned about the importance of preserving original languages of regions and how many factors have led to the decline of speakers of these less commonly known indigenous

languages. I also learned the importance of being mindful of the speakers of these languages and how we can work to revitalize them. Additionally, I learned of many organizations/institutes that meet and work to revitalize and teach these languages to others (e.g., Breath of Life program). It is important that we focus on community-oriented training of these languages rather than teaching through restrictive classes only at the university level.”

“Workshop on Sound Change”

Presentations: “Uniformity constraints innovative variants of the Suzhou Chinese fricative vowels”, “Voices that need to be heard: Collaborative research on variation and change in less-commonly studied languages”, “Beyond tonogenesis: the role of speech reduction and redundant cues in the diversification of Otomanguean tonal systems”, “Lexical and Tonal Change in Underrepresented Chinese Languages”

Presenters: Matt Faylak (UC Los Angeles), James Stanford (Dartmouth), Christian DiCanio (University at Buffalo)

Location: Conference Center at the University of California, Davis

Dates:

June 20, 2019, 8:30am-6:00pm

June 21, 2019, 8:30am-6:00pm

June 22, 2019, 9:00am-5:30pm

Total number of attendance: 50

Workshop Description:

The Workshop on Sound Change is a meeting where researchers investigating aspects of sound change from a variety of theoretical and methodological perspectives are brought together to work on substantive issues in the field and share ideas and findings.

The **Special theme** of the WSC 5 is sound change in endangered and small speech communities. Sound change research, as in most work in phonetics and phonology, have focused on languages that have historically been dominant or where speakers are easily accessible. The dynamics of language endangerment and interaction between small groups of speakers may provide unique opportunities for sound change to take place. Small speech communities has different social factors than large communities, leading to the phonetic and cognitive influences to interact and diffuse in different ways when there are fewer agents. How sound change might originate and diffuse in speech communities of different sizes is poorly understood. Furthermore, endangered and small languages are often heavily influenced by other languages and cultures, making sound change more likely. In order to make useful models and predictions about when and how sound change will occur, we need to explore these patterns in diverse speech communities.

Indigenous Language(s) covered:

Suzhou Chinese

Na

Sui

Lalo
Ersu
Zhuang
Triqui
Yoloxóchitl Mixtec

How the workshop highlighted Indigenous Languages:

Dr. Faytak's lecture covered the fricative vowels comparison of Suzhou Chinese, the contrast between three types of vowels, and how the younger generations lost the fricative vowel due to the language contact with Mandarin. According to Dr. Faytak, the change of patterns of dialect use have led to contact-induced change in Suzhou Chinese, the direction of which appears constrained by uniformity. He concludes the number of young speakers of Suzhou Chinese is decreasing because of the widespread use of standard Chinese.

Dr. Stanford's lecture portrayed novel research on several endangered languages in Guangxi, Sichuan, and Yunnan provinces, China, how traditional linguistic variables such as class, gender, socioeconomic status, and age are not universally applicable to the rate or types of change seen in underrepresented/minority speakers, and how majority languages, through intense contact and institutional policies (in this case exclusive instruction in Mandarin Chinese), can endanger languages. In the Sui community, adult mobility does not result in dialect acquisition. Women who marry into other clans remain loyal to their own clanlect, rather than picking up the local clanlect. Those who adopt features from the local dialect are criticized: "You don't speak like your own place anymore. You ate the food of our place [as a child]." Even children, despite being raised by their mothers, start to shift to their patrillect from 5-7 years of age.

Dr. DiCanio's lecture introduced tone reduction in Yoloxóchitl Mixtec and the extreme compression on non-final position utterance. Also, the final allotony was also being discussed and he concluded the first part of the workshop by having a discussion on f0 rises. In the second part of the workshop, the focus was on cliticization and tone in Triqui. He introduced the word level prosodic phonology of Triqui and highlighted the nine lexical tones contrast. In Triqui, tone has a high morphological load in the language marking person verbal aspect and a few distinctions.

Testimonial from attendees:

"I learned that how the features of endangered languages could be diminished by language contact with majority language. In case of Suzhou Chinese, the younger speakers showed a lower overall similarity to the fricative vowel comparing to the older speakers. The presentation raises the awareness of how an indigenous language could be corroded by dominating language from the disappearance of characteristics and I think that it shows the process of language loss."

“One quote that stood out to me was on the principle of sociolinguistic distance, that “all other things being equal, the more culturally and linguistically distant a language community is from previously studied language communities... the more likely it is that research in that community will challenge our existing ideas about sociolinguistics and language variation and change.” It was really interesting to hear about Na especially, which is the language of a matrilineal and matrilocal group that unsettles stereotypes about traditional Chinese family structures. His research likely will pursue what makes some of these languages retain their vitality and how to support these communities. Endangerment is partially a factor of (relative) number of speakers in a wider community/nation.”

“I hadn’t heard of these languages before the lecture so not only did it raise awareness that they exist, it emphasized the importance of studying them, and not fitting them to conform to known language tendencies but rather embracing their uniqueness and their specific context. I also learned that researchers entering communities may know much in their specialization but can learn a lot with the communities they work with, what is “given” or “natural” to one person is not for others.”

“Dr. DiCanio’s lecture highlighted how special indigenous languages are and the importance of their preservation. The uniqueness of clitics and their relationship with tones in Triqui is eye-opening, as I learned that the second-personal marker clitics could have different possible effects of tonal root.”

Photos:



“Priming methods in word recognition”

Instructors: Adam Ussishkin and Jonathan Geary

Location: Conference Center at the University of California, Davis

Dates: June 26, 2019

Total number of attendance: 35

Workshop Description:

This workshop is complementary with the theme of the 2019 Linguistic Institute, Linguistics in the Digital Era, in that it will provide a hands-on tutorial of the latest cutting-edge experimental methods in examining word recognition. It will also be of interest to those working on understudied languages, in line with the Institute’s focus on Indigenous and endangered languages, since its methods are applicable to probe linguistic questions on languages without a writing system or without literate speakers, and understudied/underdocumented languages. These experiments are relatively easy to carry out in the field, because they require only a laptop, a gamepad, and possibly headphones.

The workshop will also fill a need for professional development activities at the Institute. This workshop is intended to provide several tools purposely designed to engage students and junior researchers, including best-practices research training and cutting-edge methodology, along with hands-on tutorials on specific techniques. This will align well with other professional development activities present at the Institute.

This workshop focuses on visual masked priming, auditory priming, and auditory masked priming. Work in word recognition has been built to a large extent using the priming paradigm, whereby a target stimulus is preceded by a prime in order to study the extent to which processing of the prime might influence response to the target. The workshop will be divided into two components, the first focusing on the visual modality and the second on the auditory modality. For well-studied languages with literate participant populations, the visual modality is an ideal way to examine how native readers of a language process visually presented stimuli; visual masked priming allows us to learn about early and automatic processing by hiding the prime from conscious perception. In these experiments, the visual prime is masked by presenting it for such a short duration (around 50 ms) that participants are not consciously aware of it; Forster and Davis (1984) were the first to report facilitation effects using this method, which has since been adopted by a large number of researchers working in visual word recognition.

Studying word recognition in the auditory modality is of high value as well, for a number of reasons. For one, visual and auditory processing are known to behave differently, so data from

both modalities is needed to inform our theories of language processing. While more work has historically been carried out in the visual modality, many languages lack a writing system, or a reliably literate native speaker population. As a result, working in the auditory modality may be of greater relevance to researchers working with populations of speakers of understudied, endangered, and/or indigenous languages.

Only recently, however, has an analog for masking been available in the auditory modality. Kouider and Dupoux (2005) reported facilitated recognition of French targets preceded by a durationally compressed repetition prime, and other work (Schluter 2013; Ussishkin et al. 2015, 2017) also reported facilitation in Moroccan Arabic, Maltese, and Scottish Gaelic (relatively understudied languages) for targets preceded by a durationally compressed prime that was morphologically related to its target.

The workshop will encompass tutorials in programming both visual and auditory priming experiments using DMDX, and in creating stimuli for both types of experiments.

Indigenous Language(s) covered:

Moroccan Arabic (Understudied)
Maltese

Scottish Gaelic (Understudied)

How the workshop highlighted Indigenous Languages:

The workshop uses Maltese as an example of masked priming in addition to English. The research presented in the workshop was the first study that employed the paradigm of auditory masked priming to study lexical access in Maltese. It was an innovative attempt to study the processing of an indigenous language using cutting-edge priming techniques

Testimonial from attendees:

“I learned that smaller languages like Maltese are also taken into consideration when researchers are designing their priming experiments. The strength of the workshop is that it highlighted incorporating indigenous languages into experiment design. On one hand, the development of research paradigm offers diverse methodological options for the study of indigenous languages. On the other hand, the study of indigenous languages using up-to-date techniques deepens our understanding of the structural and cognitive aspects of human languages.”

Photos:



“#LingWiki Workshop - Wikipedia editathon for underrepresented languages and varieties.”

Instructor: Gretchen McCulloch

The afternoon session (#LingWiki) is a Wikipedia editathon with a focus on underrepresented languages and varieties in honour of the International Year of Indigenous Languages. After a brief introduction to editing Wikipedia as a linguist, we'll dive right in and spend the majority of the session directly improving the 5th most-visited site on the internet! If you don't already know a language to edit the article about, you're still welcome. You can either find a grammar to work from (try the library or ask an institute professor), or work on another topic, such as the biography of a linguist from an underrepresented group or a topic related to your research. Non-native English speakers are very welcome (there is probably a Wikipedia in your native language which you can work on). Professors considering assigning Wikipedia in the classroom are also welcome to come get advice on how to do that.

The themed LingWiki connects the UN's Year of Indigenous Languages to the Institute theme of Linguistics in the Digital Era and is submitted at the request of the LSA's Committee on Endangered Languages and their Preservation (CELP) and the Society for the Study of the Indigenous Languages of the Americas (SSILA). It is also relevant to the following Institute courses: Field Methods, The Indigenous California Linguistic Landscape, The Structure of Tashlhiyt Berber, Amazonian Languages, Pidgins and Creoles, Digital Methods in Language Documentation, and the typology courses.

Photos:



“SSILA Summer Meeting 2019 Broader Impacts Related to Digital Resources”

Instructor:

Martin Kohlberger
Tania Granadillo
Mary Linn

Location: Conference Center at the University of California, Davis

Date and Time:

July 13, 2019, 9:00am-5:30pm
July 14, 2019, 9:00am-2:00pm

Total number of attendance: 20

Indigenous Language(s) covered:

Kwakwala (in Port Hardy, British Columbia)	Kwaza
Inuktitut (Eskimo-Aleut language family)	laai
Wichi Lhomtes	Ainu

Workshop Description:

The Society for the Study of the Indigenous Languages of the Americas (SSILA) is an organisation interested in the study of the languages of the Indigenous peoples of North, Central and South America. SSILA holds annual winter meetings which allow scholars to present on a wide range of topics centred on any aspect of Indigenous American languages. Although most contributions in past meetings have focused on linguistic analysis, there have been increasing calls for researchers to also address the broader impacts of their work.

The social context and collaborative dynamic of linguistic research in the Americas varies enormously across the continent. This in turn means that the social value of every project will be markedly different. Whereas some communities might benefit from support for language reclamation, others might prioritise the training of Indigenous community members in linguistics. Nevertheless, one reality that is shared by most researchers and communities around the globe is the growing importance and potential of digital technologies and resources.

Taking into consideration the theme of the LSA Summer Institute 2019 (“Linguistics in a digital era”), SSILA will hold a summer conference devoted to presentations on broader impacts of linguistic work in the Americas related to digital resources.

How the workshop highlighted Indigenous Languages:

The event highlighted how we can use linguistics and digital resources to better teach and understand indigenous languages. The presentation Kwakwala discussed how to use word paradigm morphology to code metadata for inflections of the language. Also discussed was what can a school administrator of these indigenous languages do to support the teacher in his/her work.

Notes:

One very important note was how it's important that policy isn't based on English for schools of these indigenous languages. It's important to note that the grammar of English is very different than the structure of these indigenous languages. They need their own unique curriculum that isn't based off the English language. One key takeaway was the broad impact of digital resources on the linguistics of indigenous languages.

Photos:



Others:

3-minute thesis competition (3MT) and Poster Sessions

Date and Time:

Poster Session:

July 7, 2019, 4:00 pm - 6:00 pm

July 14, 2019, 4:00 pm - 6:00 pm

Three-Minute Thesis:

July 17, 2019, 7:00-9:00 pm

Location:

Poster Session:

Conference Center at the University of California, Davis

Three-Minute Thesis:

UC Davis Community Center

Event Descriptions:

Interested participants submitted an application abstract. Chosen participants presented their posters on July 7 and 14.

The inaugural 3-Minute Thesis (3MT) competition provides emerging linguists with an opportunity to present their research to a diverse and general audience comprised of students, faculty, and non-specialist community members from various backgrounds. Without the help of notes and with only three minutes to present, 3MT contestants must present the fundamental points and significance of their thesis in a clear, direct, and interesting way.

Indigenous Language(s) covered:

Ridwags Tibetan

Vurës

Wagiman

Fuzhou

How the event highlighted Indigenous Languages:

Research showing a historic link between Old Tibetan and Ridwags Tibetan was explained using an analysis of number systems. Wagiman and Vurës were highlighted in a discussion of language preservation for Australian-Oceanic regions. Fuzhou was discussed in the context of phoneme perception shifts and mergers in Mandarin. Speakers of Fuzhou Chinese have an [n]/[l] merger, in that both sounds are perceived to be the same to L1 speakers and different to Mandarin speakers.

The Tonal Comparative Method: Tracing Sound Change in 12 Tone

Rikker Dockum

SUMMARY: Linking tones to their segmental origins helps us to use tonal evidence in language classification and reconstruction in a methodologically sound way

The Comparative Method

- The **Comparative Method** has long been the main tool of linguists for figuring out what past stages of a language sounded like without direct evidence
- Systematic comparison of cognate words in related languages
- Working backwards from the present and inferring sound changes in daughter languages
- The main tool of linguists for determining genetic relationships between languages, and reconstructing common ancestors (i.e. proto-languages)

Lexical tone and the Comparative Method

- Lexical tone**, the use of pitch to encode word meanings, has often been thought to be unusable with the Comparative Method (e.g. Meillet 1948, Campbell 2003)
- The origin of tone **compensates** for loss of segmental contrasts
- But after initial tonogenesis, tones **vary and change** in ways still poorly understood

Why do tones change?

- Sound change is constantly happening
- Both conditioned changes and random drift, just as with segments

"[T]rust use of Tai tonal evidence is not consistent with the shared-innovation method used in subgrouping, because many lexical changes may not in fact be shared innovations... A subgrouping proposal for Southwestern Tai should primarily use an criteria consonantal and vocalic changes that can be shown empirically to have occurred relatively early." (Pittayapom 2013:306)

What is missing?

- In the traditional Comparative Method we have a large body of **accumulated knowledge**, the received wisdom of what kinds of sound changes are more or less likely than others
- Key to the scientific validity of the method is having generally reproducible principles for distinguishing intentions and innovations from chance resemblances (Weiss 2015)
- There is **no body of received wisdom** for sound change in lexical tone, no accumulated knowledge of which sound changes are more or less likely
- "... **prosodic change seems fully tractable** in terms of analytical methods... **tone-trials for other aspects of phonological change**... on the other hand, there is **as yet so much to be learned**... the present **lack of data may entice us, at a minimum... one or two generations of cutting until two or more richly described contiguous points in time are available for comparison**" (Janda and Joseph 2003:117)

Tone in the Tai languages

The Kra-Dai languages

- ~100 languages
- ~100 million speakers (Hammarström & Haidou 2016)

Tai is the most populous branch

- ~80 million speakers
- Thailand 65+ million
- China 15+ million
- Laos 4+ million
- Myanmar 3+ million
- And more in India, Vietnam, Cambodia, Malaysia



The segmental origins of tone

Proto-Tai had three tones on open syllables/sonorant codas: **A B C**

"*ma^A 'dog'
 *ma^B 'to scold'
 *ma^C 'to grow, rise'"

The 3-tone system of Proto-Tai split into more tones based on the laryngeal configuration of onset consonants:

	A	B	C
Voiceless w/ H-tone	A1	B1	C1
"p", "k", "t", etc.	A2	B2	C2
Voiceless unaspirated	A3	B3	C3
Glottalized	A4	B4	C4
Voiceless			
"h", "m", "n", "l", etc.			

Each daughter language carries up the 'tone box' (Cedoye 1972) differently. For example, here is Standard Thai (each color represents a surface tone):

	A	B	C
Voiceless w/ H-tone	High	High	High
"p", "k", "t", etc.	High	High	High
Voiceless unaspirated	Low	Low	Low
Glottalized	Low	Low	Low
Voiceless	Low	Low	Low
"h", "m", "n", "l", etc.	Low	Low	Low

Expanding the Comparative Method

We can **deconstruct** the Comparative Method to first principles and **rebuild it** in a way that allows for tonal evidence

What do sound change rules like this pick out from the language?
 *p > b / V __ V

- The object of comparison in the CM is lexical subsets that pattern together in a particular conditioning environment
- When viewed in this way, lexical tones with their segmental origins are a natural fit

Building the missing evidence

Dockum (2018) established that tone splits and mergers contain strong phylogenetic signal

- Testing for phylogenetic signal of different conditioning environments across a large number of attested Tai tone systems
- Data from 362 Tai dialects:



- Combining insights from computational phylogenetics with the logic of the traditional Comparative Method
- Allows us for the first time to critically evaluate specific sound changes for their likelihood of being good comparative evidence
- We can start building the missing body of knowledge
- Practical application to one off-tone tree (Chamberlain 1972):



- Some tonal criteria used in past Tai subgroupings appear to be **shared innovations**, while others were **parallel innovations**
- This helps us to immediately improve specific subgroupings
- Working toward improving our **theory of tonal sound change**



An Experimental Study of Consonant Gemination: Compound Adjectives in Emphatic Form

Mitsuo KINOSHITA, akasakibonds2@gmail.com

Background

Japanese has phonetic contrast between short consonant gemination & long consonant gemination (Kinoshita 2015)
 e.g. *aka* 'red' vs. *akaka* 'redder' (Tajima 2007)

To represent geminate, code part of word is represented with /:/:
 e.g. *aka* 'red' = /ak/ vs. *akaka* 'redder' = /ak:/:

For cases of /:/:
 /:/ in lexical words
 Distribution of /:/ in Yamanashi Japanese, Shin-Japanese, loanwords & creative words is determined by phonetic type of mora after /:/ (Saburo 2012)

Phonetic type	/:/ frequency	Example
/A, I, U, E/	○	middle 'yellow'
/A, I, U, E/	○	middle 'tiger'
/A, I, U, E/	○	middle 'guard'
/A, I, U, E/	○	middle 'leg'
/N/	○	middle 'star'
/m, n, y, m, n, y/	○	middle 'beard'

2. /:/ in interfixer
 Distribution of /:/ in Japanese emphatic expressions is not always determined by phonetic type of mora after /:/ (Kinoshita 2015)

Phonetic type	/:/ frequency	Example
/A, I, U, E/	○	middle 'beard'
/A, I, U, E/	○	middle 'beard'
/m, n, y, m, n, y/	○	middle 'beard'
/m, n, y, m, n, y/	○	middle 'beard'

3. Other factors than phonetic type of mora for interfixer /:/ insertion

- Tend to be inserted closer to beginning of word
 ~morpheme linking the Japanese source verb (Tomiyama et al. 2005)
 e.g. *akaka* 'redder'
- Reduplicative mimetic (Nasu 2002)
 e.g. *akaka* 'redder' ~ *akaka* 'redder'
- Can be inserted between 2 morphemes (Tajima 1995)
 ~Compound nouns
 e.g. *akaka* 'redder' ~ *akaka* 'redder'

Phonetic Distribution

Distribution of interfixer /:/ in Compound Adjectives:
 1. Fullness distribution of /:/ of lexical words
 A. Is affected by other factor than phonetic type of mora after /:/?

Acceptability Judgment Task

Participants: 24 native speakers of Japanese
 Materials: 18 novel words having the Japanese compound adjectives
 3 moras length in total (18 items)
 Manipulation:

- PHONETIC TYPE of mora after /:/ insertion
 (geminate /:/ insertion vs. avoid /:/ insertion)
- POSITION TYPE of /:/ insertion
 (front element vs. between morphemes vs. rear element)

Phonetic type	Front element	Between morphemes	Rear element
/A, I, U, E/	High	High	High
/A, I, U, E/	High	High	High
/N/	High	High	High
/m, n, y, m, n, y/	High	High	High

Mean & Standard Deviation of Acceptability of Target Words

LME analysis showed no significant difference between the acceptability of /:/ before /A, I, U, E/ and that of /:/ before /m, n, y, m, n, y/ (p > .05).

LME analysis showed acceptability of /:/ in rear element was statistically highest among 3 possible /:/ insertion positions.
 A. /:/ in rear element > /:/ in front element (p < .0001)
 B. /:/ in rear element > /:/ in morphemes (p < .0001)

The interaction of Phonetic Type and Position Type was not significant.

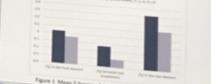
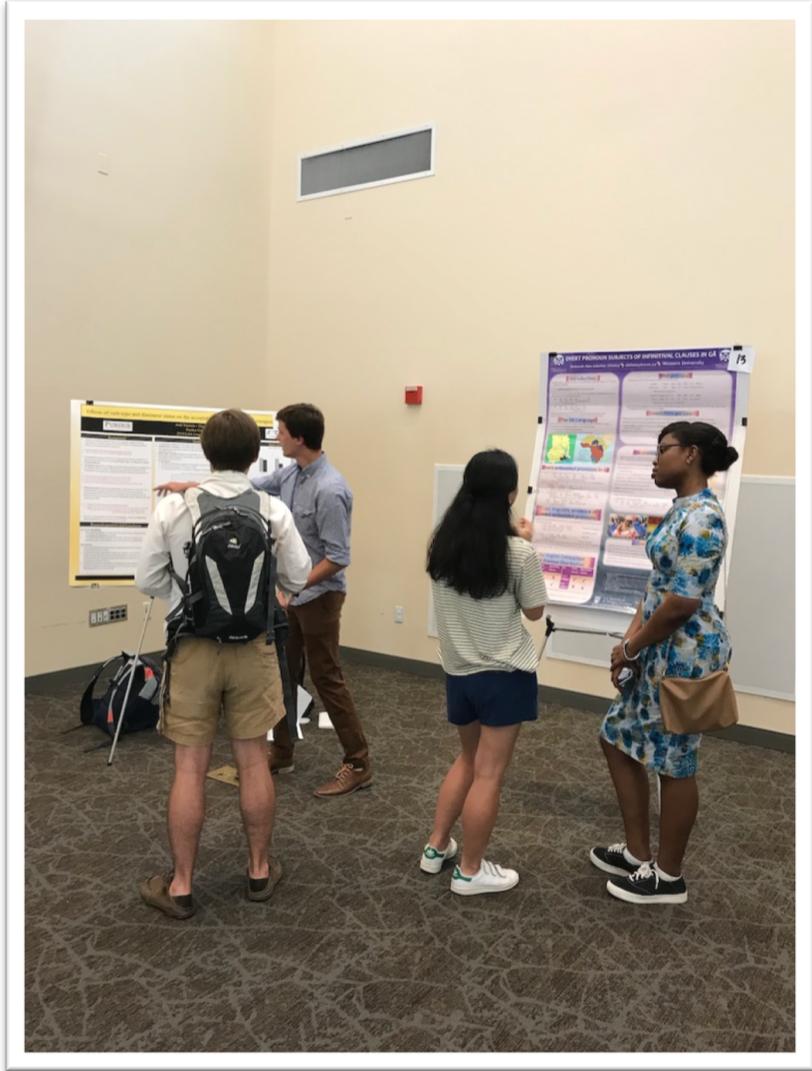
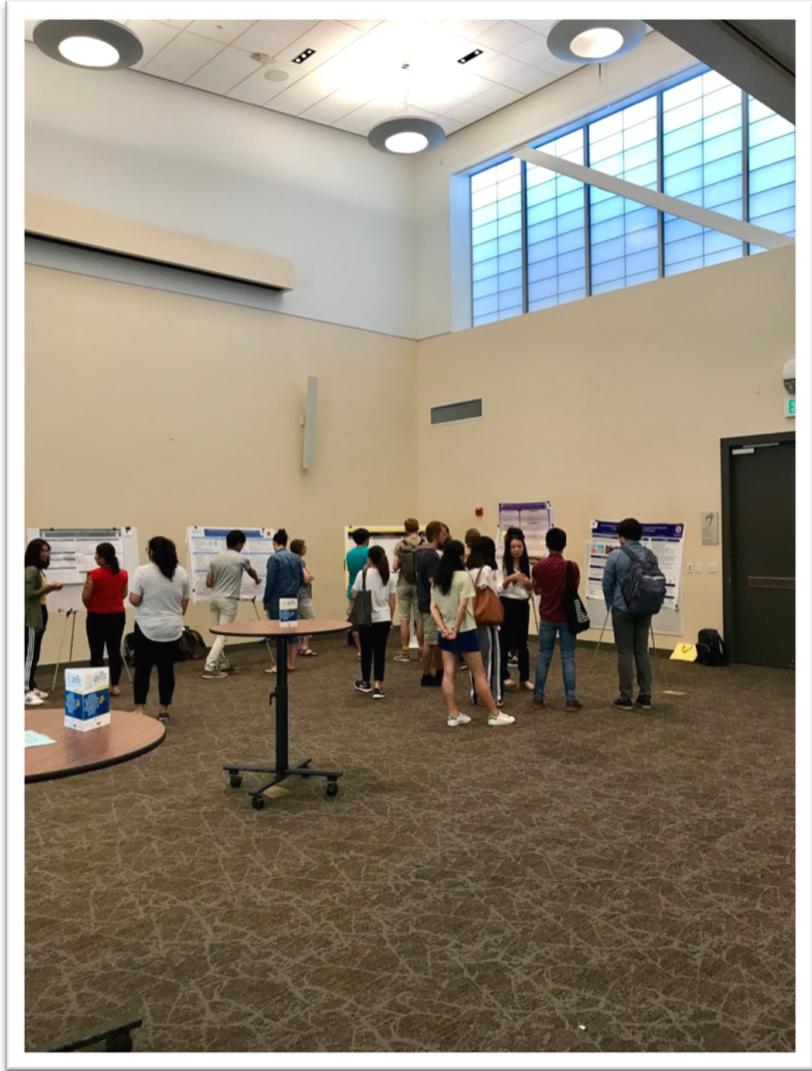


Figure 1. Mean & Standard Deviation of Acceptability of Target Words

Phonetic Type of Mora after /:/ Insertion

Interfixer /:/ was inserted before phonemes avoiding lexical /:/ insertion as well as before phonemes permitting lexical /:/ insertion almost distribution of interfixer /:/ did not follow distribution of /:/ of lexical words.
 Interfixer /:/ in rear element was highly accepted in emphatic compound adjectives. It was different result from interfixer /:/ in simple reduplicative mimetic, compound nouns.
 Acceptability of any other factor that determines interfixer /:/ insertion position in the case of emphatic compound.
 Interfixer /:/ was inserted in rear element since participants regarded right-hand element as head and tried to emphasize that part?







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Appendix A:

Logo used for Poster Actual Size 18x 24 in

HALE PROFESSOR

🚲 Pamela Munro

SAPIR PROFESSOR

🚲 John Baugh

FILLMORE PROFESSOR

🚲 Adele Goldberg

COLLITZ PROFESSOR

🚲 Bernard Comrie

ADS PROFESSOR

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联合国教育、
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Communication and Information Sector Knowledge Societies Division

Mr Peter Torres
UC Davis Linguistic Department
469 Kerr Hall
One Shields Ave.,
Davis, CA, 95616-5270
United States of America

Ref.: CI/KSD/UAP/18/IKB/243

26 October 2018

Subject: Permission to use stand-alone IYIL2019 logo

Dear Sir,

With reference to the documentation provided to UNESCO, I am pleased to inform you that you have been granted permission to use the stand-alone logo of the International Year of Indigenous Languages (IYIL2019) in association to the 'LSA Linguistic Institute'. Indeed, your event contributes to the implementation of the broader goal of the International Year of promoting, revitalizing and preserving indigenous languages.

We kindly request you to download the logo of IYIL2019 via <https://en.iyil2019.org/iyil2019-logos/>, to upload further information about the event, to share audio-visual materials on the IYIL2019 website through your account, and to send us an outcome document or report about the event at indigenous.languages@unesco.org.

Thank you for your involvement in IYIL2019. We remain at your disposal for any additional information.

Yours sincerely,

Bhanu Neupane
Director a.i.