The Linguistics Society of America (LSA) has adopted a new strategic plan for 2019-2023. Inspired by the plan, the Linguistics Beyond Academia SIG proposes to further the goals of that plan, specifically ¶1.A.1 and ¶1.B quoted here:

I. Foster inclusiveness and community among those who share an interest in language.
   A. Ensure that the LSA increases access and participation of linguists whose primary focus is beyond academia...
   B. Foster the development and maintenance of networks among linguists by using Special Interest Groups, tailored activities, and other venues to facilitate the interaction between linguists with shared interests

The SIG proposes a multi-part session to increase academic advisors’ and students’ awareness of career opportunities in industry, government and non-profit organizations (all beyond the Academy). In the past few years, our SIG members have spoken to students, advisors, and instructors at universities across the country about careers for linguists outside the university, and although students are hungry for information and receptive to guidance, one thing is clear: among advisors and instructors in linguistics, the level of discomfort with the idea of a career outside of academia was very apparent, and as much as they want to help, they have no idea how to help students find extra-academic jobs. To that end, sub-sessions 1 and 3 are aimed primarily at advisors and instructors, in order to provide them with the knowledge and tools to help inform and guide students who choose to take the path out of academia.

Abstracts:

Alexandra Johnston (Georgetown University)
Emily Pace (Expert System USA)

Careers outside academia: Undergraduate/graduate advisor workshop

In your role as linguistics faculty and/or advisor, have you ever had students ask you about career options for linguists outside of tenure-track academia--and haven’t known quite how to guide them? Given that there are fewer tenure-track jobs than there are graduating PhDs in linguistics, both undergraduate and graduate students often turn to their faculty and advisors for career advice about other employment options. This facilitated workshop and guided discussion will address a number of challenges that can arise when advising on careers for linguists in the public, private and nonprofit sectors. What communication strategies are most supportive of students who have interests in careers outside of tenure-track academia? What professional fields are good fits for linguists? What opportunities are available in the tech sector? How can advisors help their students and departments build professional networks with “career linguists” outside of the academy? How can you guide students in expanding their professional networks, both online and in person? How should you advise them to adapt their resumes for these sectors--and how to write a resume?

This advisor workshop is designed to support a long-term plan for academic advisor involvement with the LSA’s Linguistics Beyond Academia Special Interest Group. While the LBA SIG’s career linguist events are always popular with students at the LSA annual
meetings, the SIG has not yet made a concerted effort to bring faculty/advisors into the “Linguistics Beyond Academia” community. Data show that students who choose to leave the academic path often struggle with a lack of advisor support during the transition. By encouraging and supporting advisors to take an active role in promoting a variety of professional paths for their students, we can expand the network of career linguists who are interested in maintaining their academic connections and being part of the broader linguistics community in all sectors. The workshop will also present the results of an important data-collection exercise for the SIG on that types of that advisors need and how can the SIG can facilitate their professional development by connecting them with linguists in the public, private and nonprofit sectors. As one workshop per year will not be enough to fully support this mission, we intend to use the takeaways from this initial session to build advisor support resources that will further our mutual engagement and development between LSA meetings.

Nancy Frishberg (fishbird.com)

The future of career linguists and LSA history

In this session we welcome faculty, students, and linguists (employed beyond the academy) to help us imagine the future. 1. We consider the members of the Executive Committee from 1925 to today, and gain an understanding of how current attitudes and behaviors might have arisen. 2. We notice how some academic departments show off their alumni/ae who are working outside the academy, and others don’t. 3. We review a seminal activity of the LSA from 1981, and what it predicted about linguistics beyond the academy then. 4. And lastly, we all participate in an exercise to design the future of the LSA (and linguistics departments) - a future with registration at the meeting showing 10% or more of the participants employed beyond academia, and these registrants participate giving presentations, showing publications, and sharing employment experiences and opportunities in private industry, non-profit organizations, or government agencies.

The outcomes from the exercise will be summarized and shared with the people attending as well as with the LSA’s Executive Committee.

Anna Marie Trester (Career Linguist)
Alexandra Johnston (Georgetown University)

Critical deconstruction of job titles and job ads

All linguistic research entails collecting, interpreting, and presenting various kinds of data. Linguists formulate hypothesis, organize data, identify patterns, and tally results. What if we applied these same skills to identify and catalogue our own knowledge, skills, and abilities for our career development as linguists--and taught students to do the same?

In this session, Anna Marie and Alex will share a career development activity focused on the critical analysis of job announcements that is designed for faculty and advisors to take back to their institutions to use with their own students. They will model and discuss how they have approached career development by connecting knowledge with application through focusing on the job advertisement genre as well as other job-seeking text genres such as cover letters, resumes, LinkedIn summaries, and oral narratives used in networking and job interviews. Alex and Anna Marie will share insights from their collaborative work in instituting and sustaining career momentum through research, education, and exploration as departmental practices.

Presenter bios:

Alexandra Johnston (Georgetown University) is Director of the MA in Language and Communication (MLC) in the Department of Linguistics at Georgetown University in Washington, DC. The MLC is an academically rigorous program grounded in applied sociolinguistics that is unique in its focus on preparing students for career pathways as linguists in public, private and nonprofit sectors as well as academia. Dr. Johnston is an interactional sociolinguist and discourse analyst whose research interests include high-stakes gatekeeping encounters (green card interviews, employment interviews) and intercultural communication. She spent 10 years as a consultant applying her research background in linguistics to developing and delivering actionable professional development training to corporate clients in intercultural communication, presentation skills, and transformational leadership. She has regional expertise in East Asian education and business interactions, and spent 3 years as an exchange student in Japan, including one year on a research-based Fulbright U.S. Student Program fellowship.

Anna Marie Trester (Career Linguist) is an interactional sociolinguist and storyteller whose research and practical interests center around language at work. She specializes in supporting linguists as they navigate career transition. She is the founder of
www.CareerLinguist.com a network and resource center for career-oriented linguists to find many community and inspiration. She is the author of Bringing Linguistics to Work and co-editor (with Deborah Tannen) of Discourse 2.0: Language and New Media, published by Georgetown University Press. She has taught at various schools including San Francisco State, American, Georgetown and Howard Universities, and the University of Alberta and collaborates and facilitates with organizational partners The FrameWorks Institute, Linguistic Landscapes, and Anecdote International.

Nancy Frishberg (fishbird.com) is a User Experience (UX) Researcher, based in the San Francisco Bay Area. Her training in field linguistics translates well to observational research and ethnographic studies; her expertise in psycholinguistics prepares her well for the small N experimental paradigm of usability testing. She holds a Ph.D. from UCSD in linguistics and has held academic appointments at NTID-RIT, Hampshire College (MA), and NYU. With 35 years’ work experience in industry and non-profit organizations (IBM, Apple, Sun Microsystems, Financial Engines, Center for Civic Design, among others), she recently expanded her practice to offer team coaching (where UX and Design are looking to be more effective in influencing product direction), and career coaching for individuals, both those entering the job market (private industry, government, non-profits) from an academic background, and those who are changing careers or reimagining their next professional direction.

Emily N. Pace is the Principal Linguist at Expert System USA. Inc. Ms. Pace has a breadth of experience across the non-profit, public, and private sectors, including at IBM Watson, the National Association of Attorneys General, the Close Up Foundation, and the Library of Congress European Reading Room. Her academic and career focus brings attention to social complexity through interconnected domains of language, communication, political science, cultural studies, anthropology, and education. As head of linguistic project development, she leverages the deep skills and knowledge of her team to collaboratively produce solutions informed by client needs. Ms. Pace holds a B.A. in French and Arabic and an M.S. in Theoretical Linguistics, both from Georgetown University, as well as certificates from the Paris Chamber of Commerce and the Paris Institute of Political Studies (Sciences Po). She serves as a co-convenor for the Linguistic Society of America’s Linguistics Beyond Academia Special Interest Group.
Contact, Structure, Change
Chart B
2:30 – 5:30 PM

Organizers: Anna M. Babel (The Ohio State University)
Mark A. Sicoli (University of Virginia)

Participants: Anna M. Babel (The Ohio State University)
Nico Baier (University of British Columbia)
Marlyse Baptista (University of Michigan)
Patrice Beddor (University of Michigan)
Eric W. Campbell (University of California, Santa Barbara)
Lyle Campbell (University of Hawai‘i at Mānoa)
Brian Joseph (The Ohio State University)
Marianne Mithun (University of California, Santa Barbara)
Carmel O’Shannessy (Australian National University)
Robin M. Queen (University of Michigan)
Mark A. Sicoli (University of Virginia)

This symposium addresses the classic problem of how and why languages change over time. We focus on two uniquely productive and challenging perspectives on this question, the study of language contact and the study of indigenous American languages. The field of language contact challenges the received notion that languages are essentially independent of each other - that languages descend essentially unaltered from a single "parent" language, and change over time primarily due to language-internal influences. Rather, scholars of language contact investigate the results of contact between languages and their speakers, challenging the monolingual bias of much traditional research in the field of linguistics. Native American languages, despite their importance to the development of the field, remain under-studied and underrepresented in scholarly work in linguistics, which with the Chomskian turn of the 1950s was recentered on internal psychological processes and became strongly dominated by the study of English and other major European languages. Each paper in the session draws from a distinct theoretical lens and positioning, ranging from documentation and description, to theoretical syntax, to creole languages and sociolinguistics. However, the contributions are brought together through a focus on our central interest in language change.

This symposium acts a festschrift honoring Sarah G. Thomason, a professor at the University of Michigan since 1999, the Chair of the Department of Linguistics from 2010-2013, and currently the Bernard Bloch Distinguished University Professor of Linguistics. Thomason's career spans the disciplines of historical linguistics, contact linguistics, and Native American studies. A formidable scholar, Thomason is best-known for her assertion that under the right social circumstances, any type of linguistic transfer between two languages in contact can occur. However, her broader research interests concern the reasons why language change occurs, and in particular, how social and structural linguistic factors influence each other. Over the course of her career, she has approached these questions through the lens of Slavic historical linguistics, the study of pidgins and creoles, and language shift and endangerment. Thomason first became interested in Montana Salish, a language she has worked to document for nearly four decades, as an example of a language that was highly resistant to lexical borrowing. In her later work, she has been particularly interested in cases of deliberate change, in which speakers intentionally change (or resist change) in their language. In addition to Thomason's prolific academic record, she served as the president of the Linguistic Society of America in 2009 and was the editor of the society's flagship journal, Language, for six years, from 1988-1994.

This session honors Thomason's deeply influential work by extending, and in some cases bending and refracting the questions that her work addresses through a group of studies that address the enduring conundrum of language change. How is it that languages are in constant flux, yet their speakers retain a sense of continuity and identity through their use? The contributors to the session range provide a range of generational and theoretical approaches to the topic of language change that provides a panorama of the field and a tribute to the broad and lasting effects of Thomason's work.
Abstracts:

**Mark A. Sicoli** (University of Virginia)

*Deliberate decisions and unintended consequences: Ratifying non-speakers through code alternation in child directed speech*

This paper provides a glimpse into the Zapotec community of Lachixio during the establishment of a pattern of code shifting where, after decades of the community resisting such culture change, young parents began code alternating to address children in Spanish. Using richly transcribed video data, I describe a contrast between two family conversation styles: adults of Family A speak Zapotec with between adults and to children, and adults of Family B speak Zapotec among themselves but address children in Spanish. The pattern of addressing children in Spanish have now become commonplace among families entering child bearing age—the multilingual mosaic shifting from predominantly Zapotec to predominantly Spanish child-directed speech. The discourse pattern aligning addressee to one language in the repeated interactions of daily life ratified those children as speakers of Spanish and non-speakers of Zapotec, producing a new category for Zapotec as the heritage language in Lachixio. Deliberate decisions sometimes have unintended consequences.

**Carmel O'Shannessy** (Australian National University)

*Code-switching as a way of talking – from language shift to language maintenance*

Light Warlpiri speakers code-switch fluidly between between Light Warlpiri and Warlpiri, and they consider the interaction of multiple codes part of their local speech style. One set of data consist of recordings of elicitation sessions where Light Warlpiri speakers spontaneously created scenarios, or recounted events, to illustrate their use of particular verbs. The other set, more naturalistic, is recorded interactions of Light Warlpiri speakers telling a story from picture stimulus (Carroll, Evans, Hoenigman, & San Roque, 2009).

I argue that code-switching between Light Warlpiri and Warlpiri for discourse purposes keeps some elements of Warlpiri verbal lexicon and structure accessible to Light Warlpiri speakers, even when not speaking Warlpiri for sustained periods of time. The same kinds of discourse patterns are seen in the more, and less, naturalistic types of data, suggesting high data validity.

References

Carroll, Alice, Evans, Nicholas, Hoenigman, Darja, & San Roque, Lila. (2009). The family problems picture task. Designed for use by the Social Cognition and Language Project. Canberra: The Australian National University Griffith University

**Marlyse Baptista** (University of Michigan)

*Defining the notion of 'similarity' in Hugo Schuchardt’s Kreolische Studien (1882)*

In this paper, the focus is on Hugo Schuchardt’s (1882) *Kreolische Studien* “Creole studies” monograph where he first put these languages on the map of philological studies while highlighting the value and many riches that these languages harbor for linguists and creolophone speakers. The first part of this paper covers the pioneering contributions that Hugo Schuchardt made to lusophone creoles in his initial (1882) work, then focuses on a particular area of his research, namely the observation that the creoles he studied shared similarities with the source languages that contributed to their formation. The third section of this paper is dedicated to defining the evasive notion of ‘similarities’ between creoles and their source languages while demonstrating how such similarities initially contribute to the genesis of creoles to quickly give way to divergence and innovations. The study of such mechanisms shows how creoles may emerge from source languages to eventually become full-fledged languages in their own right.

**Anna M. Babel** (The Ohio State University)

*The "why" of social motivations for language contact*

Throughout her career, Sarah G. Thomason has been notorious for her assertion that social factors "trump" grammatical factors in language contact. However, a persistent question that remains is how and why social factors rise to the level of importance that they are able to overcome considerable grammatical differences between languages. In this paper, I present an overview of Spanish-Quechua morphosyntactic convergence and describe the social pressures that have resulted in extreme contact effects between two very different languages. Subsequently, I present data on the use of the diminutive among migrants to a Spanish-dominant area of the country. The extended use of the Spanish diminutive has been widely identified as a contact effect associated with indigenous Latin American languages. I discuss the use of different forms of the diminutive among this group as an example of the dynamic effects of ideological and social factors on Spanish morphosyntax.
Marianne Mithun (University of California, Santa Barbara)

Contact and explanation

As Sally Thomason has shown, evidence for contact effects on structure without accompanying form can often be circumstantial at best. Here we will see that the possibility of contact effects can in turn add circumstantial evidence for an explanation of a typologically unusual structure.

Wappo is a language indigenous to the Clear Lake area of Northern California, 100 miles north of San Francisco. The language shows a typologically unusual feature, noted by all researchers: there is a nominative case suffix -i/-yi/-ayi, but no accusative case. There is evidence, however, that the Wappo nominative case suffix might be descended from (or even continue) a topic marker. The neighboring Pomoan languages have exactly such a marker, a suffix -ya identifying topic shifts. Whether or not the marker itself was transferred, we know that discourse patterns are easily carried from one language to another by bilinguals. In this case, contact adds evidence for a particular pathway of grammatical development.

Nico Baier (University of British Columbia)

What’s an oblique? Case marking and agreement in Montana Salish

In Montana Salish (Southern Interior Salish; hence MSa), nominals may be bare, marked by a small set of locative prepositions, or marked by a proceeding particle t. The latter has previously been labeled an ‘oblique’ particle by Thomason and Everett (1993). Below, the oblique marked nominals in question are in bold.

```
(1) a. kʷʔítn t swéwit
2SING.INTR.SBJ eat OBL fish
s ‘You ate fish.’
(Thomason 2011)

b. qʷo t kʷéit-xʷ t i-q-smén ’xʷ
1SING.OBJ get-DITR-2SING.TR.SBJ OBL 1SING.Poss-IRR-tobacco
‘Go get me some tobacco!’
(Thomason 2011)

c. čuíp-nť-Ø-s sné t Čoní
hunt-TR-3OBJ-3TR.SBJ cow.elk OBL Johnny
‘Johnny hunted a cow elk.’
(Thomason 2011)
```

In this paper, I propose that the key to defining ‘oblique’ in MSa lies in structural factors. Previous structural analyses of the distribution of obliques in other Salish languages have relied on the fact that, across the family, oblique marking is in complementary distribution with agreement (Kroeber 1999). Oblique marking appears on arguments that are semantically licensed but which do not agree with the predicate. Thus, the evidence points towards a subtle interplay between transitivity, agreement, and semantics of a given nominal constituent that determine its final grammatical marking.

References

Lyle Campbell (University of Hawai‘i at Mānoa)

Lexical suffixes in Nivaclé and their implications

Lexical affixes are bound morphemes that, because of their unexpectedly concrete semantic content, would be expected to be coded as independent lexical items, members of major lexical categories (e.g. nouns, verbs, adjectives), and not as affixes. In this paper I describe and analyze the lexical suffixes of Nivaclé (Matacoan language of Argentina and Paraguay).

Nivaclé has some 30 productive lexical suffixes, for example -wash, ‘kind of wound, injury’, as for example:

```
klesawash ‘knife wound’ (cf. klesa ‘knife’)
klustshewash ‘gunshot wound, wound from a weapon’ (cf. klutsesh ‘weapon, gun’)
```
namchawash ‘axe wound, cut from an axe’ (cf. namach ‘axe’)
wônjawash ‘piranha-bite wound’ (cf. wônaj ‘piranha’); etc.

I begin with a description and analysis of these Nivaclé lexical suffixes, then I compare their character with that of the lexical suffixes in Salishan and other languages of the Northwest Coast Linguistic Area. I conclude with an examination of their broader implications for understanding lexical suffixes in general and for some general claims about language.

Eric W. Campbell (University of California, Santa Barbara)

On proto-Zapotecan glottal stop, and where (not) to reconstruct it

The study of sound change has largely focused on segmental change, while suprasegmental change remains poorly understood. The Zapotecan (Otomanguean) language group of Mexico, which consists of the Zapotec and Chatino languages, provides a case in point, as segmental correspondences are well understood but correspondences involving tone and other laryngeal features are not. Many proto-Zapotec (Kaufman 2016) and proto-Chatino (Campbell 2013, in press) cognates show correspondence of word-medial or word-final glottal stop:

<table>
<thead>
<tr>
<th></th>
<th>pZp</th>
<th>pCh</th>
</tr>
</thead>
<tbody>
<tr>
<td>'fence'</td>
<td>*loʔo</td>
<td>*lōʔó</td>
</tr>
<tr>
<td>'lightning'</td>
<td>*ko=seʔyu</td>
<td>*kwi-tiʔyú</td>
</tr>
<tr>
<td>'frog'</td>
<td>*kw=etyiʔ</td>
<td>*kwitiʔ</td>
</tr>
<tr>
<td>'pot'</td>
<td>*kessoʔ</td>
<td>*ketq</td>
</tr>
</tbody>
</table>

Other cognate sets display laryngealization in Zapotec where none occurs in Chatino or glottal stop in Chatino where no glottal stop or laryngealization occurs in Zapotec:

<table>
<thead>
<tr>
<th></th>
<th>pZp</th>
<th>pCh</th>
</tr>
</thead>
<tbody>
<tr>
<td>'ten'</td>
<td>*k-tyiiʔ</td>
<td>*tiʔi</td>
</tr>
<tr>
<td>'cry'</td>
<td>*-ooʔnaʔ</td>
<td>*-ùná</td>
</tr>
<tr>
<td>'fire'</td>
<td>*kii</td>
<td>*kiiʔ</td>
</tr>
<tr>
<td>'go around'</td>
<td>*sq</td>
<td>*-taʔq</td>
</tr>
<tr>
<td>'spindle'</td>
<td>*kwe=kussi</td>
<td>*kùtę́</td>
</tr>
</tbody>
</table>

This study provides a preliminary account of Zapotecan laryngeal diachrony and contributes to a poorly understood area of historical linguistics.

References


The Intellectual Merit of Language Documentation Research
Chart A
9:00 – 10:30 AM

Organizers: Kristine Hildebrandt (Southern Illinois University, Edwardsville)
April Laktonen Counceller (Alutiiq Museum)

Sponsor: LSA Committee on Endangered Languages and their Preservation (CELP)

Participants:
April Laktonen Counceller (Alutiiq Museum)
Christian DiCanio (University at Buffalo)
Lenore A. Grenoble (University of Chicago)
Kristine Hildebrandt (Southern Illinois University, Edwardsville)
Gary Holton (University of Hawai‘i Manoa)
Laura McPherson (Dartmouth College)
Keren Rice (University of Toronto)

This Symposium, co-sponsored by the Committee on Endangered Languages and Their Preservation, features invited participants who will focus on the history and achievements of the Documenting Endangered Languages (DEL) program in the past fifteen years since it was formed within the national Science Foundation and National Endowment for the Humanities. The participants of this Symposium will consider DEL particularly in the context of “Intellectual Merits,” namely the potential of documentation research to advance knowledge in linguistics and related fields in significant and potentially transformative ways.

At the end of the 20th century, scholars gave voice to the growing crisis of language endangerment and death at a global scale. Linguists organized the first plenary on the subject at the 1991 LSA annual meeting and edited a special issue of Language on those talks. They highlighted the potential loss of information and insight on our collective human cognitive capacity, and also the profound cultural and historical loss that this threat poses. U.S. federal funding agency directors and program officers took note of the urgency of this endangerment and also the lack of materials, archival facilities, or event financial support for training and documentation. They acknowledged the great need to facilitate the preservation of “human riches” that world languages represent. Since that time, DEL has funded over 300 projects, institutes and conferences, workshops, fellowships, and doctoral dissertations, two Early Career Development Program grants, EAGER and RAPID grants, and one REU site. These initiatives encompass “standard” documentation and materials-archiving efforts, they have resulted in publications, tools, and infrastructure that have substantially advanced knowledge in the fields of linguistics, cultural anthropology, archaeology, ethnobotany, geography, and information sciences. They have also contributed to significant advances in archival infrastructure, and in new technologies for documentation.

These past fifteen years are an opportunity for both reflection on significant achievements, and also for discussion about what directions documentation, archival preservation, and revitalization projects should take for the future. At this same time, with the United Nations has International Year of Indigenous Languages (IYIL), the LSA has committed to tailoring programming at its annual meeting to celebrate indigenous languages, community-centered initiatives and resources for further involvement and investment. This proposed session is intended to dovetail with IYIL such that participants can make meaningful connections about initiatives with maximal intellectual merit impact, and how they might best be supported with federal funds.

The Symposium will begin with an overview of the diverse perspectives that have been impacted by DEL-funded documentation and what this means for the progress in science and the humanities (Rice, “A Brief Introduction to DEL: A Reflection on the Intellectual Merit of Language Documentation”). This will be followed by a presentation on methodological innovations in tone research in documentation (McPherson: “Speaking Through Music: The Role of Balafon Surrogate Speech in the Documentation and Analysis of Seenku”). Next is a presentation on the part that the language documentarian plays in forging connections between phonetics and other areas of linguistic inquiry (DiCanio: “Phonetics and DEL: Experimental Methods and Tools for Endangered Language Corpora”). This is followed by a presentation on how DEL-funded documentation contributes to better understanding the mechanisms behind contact-induced language change (Grenoble: “Experimental Methods in Documenting Multilingualism and Change”). The final presentation will summarize by considering the role of DEL-funded projects in the past fifteen years (Holton: “What Is DEL and What Is It Good for?”).
Abstracts:

**Christian DiCanio** (University at Buffalo)

*Phonetics and DEL: Experimental methods and tools for endangered language corpora*

I discuss two areas where the marriage of technical, computational skills and language documentation produces advances beyond each discipline. The first area is the development of computational models predicting surface phonetic allophony. Deep neural networks were able to predict observed surface allophony (voiced, devoiced, spirantized) with 90% accuracy when trained on an annotated, spontaneous speech corpus of Yoloxóchitl Mixtec (Mexico) (DiCanio et al, submitted). This result is not only relevant for endangered language phonetics, but also for the diagnosis of speech apraxia, a disorder typified by incomplete stop closure (Davis et al 1998). The second area focuses on the development of an automatic alignment system for Itunyoso Triqui (Mexico) and the challenges of examining corpus tonal variation in complex prosodic systems, a current topic in speech recognition (c.f. Lin et al 2018). These examples demonstrate how a close collaboration of computational and documentary approaches in linguistic research advance science.

**Lenore A. Grenoble** (University of Chicago)

*Experimental methods in documenting multilingualism and change*

This ongoing project combines traditional documentation with experimental psycholinguistic methods to test the range and limits of changes in morphosyntax, and the acceptability of new and pre-shift constructions for current speakers of varying proficiency levels in different shifting language ecologies in Siberia. Historical multilingualism in local languages has given way to bilingualism in Russian or Russian monolingualism.

I focus on word order changes in two V-final languages, Sakha (Turkic) and Even (Tungusic). Word order is known to change with contact, and to correlate with a number of other typological parameters. Thus, if Sakha and Even adopt VO order, we expect to find other syntactic changes, predictions stemming from the hypothesis that word order parameters are consistent within a language, and that these correlations are functionally and structurally motivated. This has been contested, and our research provides data on how systemic versus idiosyncratic change correlate with proficiency, usage and shift.

**Gary Holton** (University of Hawai‘i at Manoa)

*What is DEL and what is it good for?*

As we reflect on 15 years of DEL funding, two important questions emerge. First, to what degree has a distinct DEL program contributed to the successful response to the endangered languages crisis? Specifically, could this effort have been equally-well achieved directly within existing NSF programs? Even if we answer this question in the affirmative, there remains a second, perhaps more relevant, question. Namely, has the DEL program now achieved its intended purpose and outlived its usefulness as a distinct program? Drawing on examples of DEL-funded projects, I argue that the answer to both of the questions posed above is “no.” We are far from completing the work of documenting the world’s languages; there is still great need for new tools and infrastructure for language documentation; and there is much yet to do to build capacity for undertaking documentation work.

**Laura McPherson** (Dartmouth College)

*Speaking through music: The role of balafon surrogate speech in documentation and analysis of Seenku*

An unexpected consequence of documenting Seenku (Mande, Burkina Faso) was the discovery of a xylophone speech surrogate system. I highlight three examples of unanticipated benefits this discovery has brought for both intellectual merit and broader impacts: 1. As a tool for tonal analysis. As a catalyst for text collection across various cultural domains, while also documenting an endangered musical tradition; 3. As an unexpected way to present DEL-funded work to non-linguistic audiences. The case of Seenku is not unusual. The very nature of endangered and understudied languages means that we do not know what we will find before beginning to document them. DEL provides the opportunity to take a dynamic and adaptive approach to language documentation and analysis, with discoveries made in the field shaping the project trajectory. In short, innovative results of DEL projects are often unforeseen, but the nature of DEL-supported work nearly guarantees such results.
Keren Rice (University of Toronto)

A brief introduction to DEL: Reflections On the intellectual merit of language documentation

Language documentation has brought together a range of disciplines, including linguistics, anthropology, cognitive science, biology, geography, climate change, philosophy, and computer science. It has challenged the concept of what intellectual merit means through advances in methodology, the championing of non-western conceptions of science, and the blurring of the boundary between intellectual merit and broader impacts, with changing conceptions of the goals of linguistics. Documentation has strengthened the focus on ethics and social justice as a responsibility of researchers. The ecological validity of research has been strengthened. There is a reinvigoration of old areas, including language change, language contact, ethnography, and the role of social factors in language. There are changing conceptions of what it means to know a language, and changing ideas of what dictionaries and grammars can be. There are developments in technology that perhaps would not have happened without the collection of texts that need to be transcribed.
A majority of faculty in Linguistics departments around the world face the challenge of teaching large general Linguistics classes. Such classes include overview courses (for example, Introduction to Linguistics, Language and Politics), thematic classes (including Language and Life in various parts of the World, Languages of the World), and many others. While large introductory classes in the natural sciences (such as Mathematics, Physics, and others) are often required by multiple majors and continue the curriculum started in high school, the subject of Linguistics is relatively unknown to most of the students who choose to enroll in these classes. For instance, at Stony Brook University, among about 200 students taking the “Language in the USA” class offered every semester, only about 5% have ever taken another Linguistics course or have any understanding of the methodology and goals of the field. The presentations in this session discuss various issues Linguistics faculty encounter and the methods they utilize while teaching large Linguistics classes to non-majors.

In particular, we concentrate on 1) usage of online and multimedia resources to illustrate Linguistics concepts and encourage active participation of students in discussing issues related to language, 2) teaching Linguistics as a data-driven science, using both constructed problems and real-life observations about languages and dialectal variation, 3) comparing traditional prescriptive grammar approaches to language --- which is the only approach most students are familiar with --- and descriptive, evidence-based methods of data collection and analysis. It is our experience that many Linguistic faculty struggle with one or more of these issues in dealing with non-Linguistics students. The session looks for answers on how to resolve such problems in the most efficient ways.

Andrei Antonenko (Stony Brook University)
Mark Aronoff (Stony Brook University)
Paola Cepeda (Stony Brook University)
Aniello de Santo (Stony Brook University)
Lori Repetti (Stony Brook University)

The world turned upside-down: Flipping the classroom in a large linguistics lecture course

In this talk we discuss the challenges and best practices in converting general high enrollment linguistics course into a highly interactive online class, and the guiding principles behind our choice of materials, curriculum, exercises, homework assignments, and tests.

To replace traditional frontal lectures, we recorded a number of interviews with experts in the field from around the country. We then distilled out of each interview approximately 10-15 minute video segments, which were enriched with interactive exercises, readings, and annotated lecture notes. We also carefully designed “Discussion Boards” which allow for asynchronous discussion of the material presented in the video segments and for the opportunity to engage in regular writing activities. We expect the online version of this course to serve as a model for the adaptation to an online format of other courses in the Social and Behavioral Sciences, including other Linguistics courses.
**Hans C. Boas** (University of Texas at Austin)

**Todd B. Krause** (University of Texas at Austin)

*Only mostly dead: Keeping ancient languages slightly alive online*

The Linguistics Research Center (https://liberalarts.utexas.edu/lrc/) at the University of Texas at Austin has a nearly 20-year history of promoting scholarly collaboration beyond the walls of Linguistics as a discipline, and linguistic understanding more broadly beyond the Ivory Tower of academia. The LRC created the Early IndoEuropean OnLine (EIEOL, https://lrc.la.utexas.edu/eieol) collection of lesson series to provide for non-specialists free introductions to primary texts, grammars, and methods that lie at the heart of historical linguistics. Through a uniform scholarly, yet accessible presentation these lessons help online readers dive into ancient texts and grapple with their grammatical structures in a way that assumes no prior familiarity with language study beyond a basic high-school understanding of English grammar. Web analytics, unsolicited user commentary, and long-term online surveys provide insights into the size of the user base and how users in a wide age range and from varied backgrounds approach ancient cultures and their languages.

**Elizabeth M. Riddle** (Ball State University)

*Teaching linguistics with small group case studies*

Two small-group case studies used in an undergraduate “Language and Society” course are described. One involves groups collecting examples of a naturally occurring speech act in English, such as complimenting or apologizing. Each group does a different one. After analyzing their English data, each group interviews a class visitor who is a native speaker of another language about that speech act in his/her language. The groups compare their results with English and report to the class. In the other case, students receive a statement about bullying in local schools related to dialect and foreign accent. They investigate the representations of these in popular media and make a proposal to the “school board” (i.e. the class) for an educational initiative to combat linguistic prejudice. Students become personally engaged in the discovery process and learn to identify and question their assumptions about language, as well as how to draw evidence-based conclusions.

**Marjorie Pak** (Emory University)

*Focusing on evidence in introductory linguistics classes*

In addition to covering traditional textbook-based content, an explicit goal of Emory’s Foundations of Linguistics is to address ‘how the scientific method is used in linguistics.’ This goal was an outgrowth of a college-wide initiative on evidence across disciplines. In this spirit, I periodically engage the class in a 20-minute discussion of questions such as:

- How have we been practicing the scientific method in this course? Do you think Linguistics is a natural science? Why (not)?
- Is the ‘word’ purely a writing-based construct, or does it play a role in our tacit linguistic knowledge? How would you go about trying to find out?
- Syntactic movement strikes many students as overly complicated. What might an alternative theory look like? What observations would it need to explain?

Typically these discussions happen near the end of a module, prompting students to pause and reflect on the nature of the problem-solving methods just practiced.

**Christina Tortora** (The Graduate Center, CUNY/College of Staten Island)

*Introducing linguistics through hands-on research*

I present a format for an introductory linguistics course taught at the College of Staten Island, which is based on the NSF-funded research A Corpus of New York City English (Tortora et al. in progress). Our project benefits from collaboration with hundreds of CUNY undergraduates from the five boroughs of NYC. To ensure that this collaboration also benefits the students, a one-semester course based on the project provides a structured environment in which students develop research skills applicable to future work in any STEM or Humanities discipline. This course meets the goals of a typical Intro course, by virtue of (a) approaching a local linguistic variety as an object of scientific inquiry; (b) developing skills in scientific methods; (c) developing Excel spreadsheet skills, to code and organize data and do statistical analysis; and (d) developing an appreciation of human diversity and the universality of human cognition.
Innovations in Linguistic Technologies and Models of Research Collaboration: Fifteen
Years of Documenting Endangered Languages Through DEL

St James Ballroom
10:30 AM – 12:00 PM

Organizers: Kristine Hildebrandt (Southern Illinois University, Edwardsville)
April Laktonen Counseller (Alutiiq Museum)

Participants: Emily M. Bender (University of Washington)
Andrea L Berez-Kroeker (University of Hawaiʻi at Mānoa)
Ling Bian (University at Buffalo)
April Laktonen Counseller (Alutiiq Museum)
Joshua Crowgey (University of Washington)
Savita Deo
Pierpaolo Di Carlo (University at Buffalo)
Jeff Good (University at Buffalo)
Michael Wayne Goodman (University of Washington)
Kristine Hildebrandt (Southern Illinois University Edwardsville)
Keiki Kawaiʻaeʻa (University of Hawaiʻi at Hilo)
Larry Kimura (University of Hawaiʻi at Hilo)
David Lacho
Haley Lepp (University of Washington)
Brook Danielle Lillehaugen (Haverford College)
Penghang Liu (University at Buffalo)
Ken Longenecker (Bernice Pauahi Bishop Museum)
Felipe H. Lopez (University of California, San Diego/Zapotec pueblo of San Lucas Quiavini)
Ferdinand Mandè (Kari'nja Documentation Team)
Yujia Pan (University at Buffalo)
Margaret Ransdell-Green
Raequel-Maria Sapién (University of Oklahoma)
Christine Schreyer (University of British Columbia)
Wilson de Lima Silva (University of Arizona)
Siri Tuttle (University of Alaska Fairbanks)
John Wagner
Fei Xia (University of Washington)
Dannii Yarbrough (University of Hawaiʻi at Mānoa)
Olga Zamaraeva (University of Washington)

This session offers a themed series of posters, in which invited participants share methodologies and outcomes representing 15 years of the Documenting Endangered Languages (DEL) grant program of the National Science Foundation (NSF) and National Endowment for the Humanities (NEH). DEL has funded over 300 projects, institutes/conferences/workshops, fellowships, and doctoral dissertations. These projects encompass “standard” documentation and archiving efforts, but also, they have broadened to include cross-disciplinary collaborations and outputs benefiting language revitalization and pedagogy, as well as community collaboration and capacity-building. The poster session represents case studies of documentation practices and outputs across intellectual merit and broader impact categories. All invited participants are principle or co-investigators in DEL projects.


Posters will present in the context of documentation practices and technologies, and their implications for both linguistic theory and for broadening participation and collaboration in linguistic research. The session will include participants representing different awardee profiles (indigenous, non-indigenous, members of “the academy,” community members) whose varying needs are balanced in Tuttle’s poster on DEL projects at the Alaska Native Language Center, and in Lillehaugen et. al’s “talking dictionaries” collaboration. Many projects include innovations in information technology, such as the computer-aided grammar analysis presented by Bender, et. al., and the socio-spatial analysis of multilingualism conducted by Good. Online resources such as dictionaries, pedagogical texts, and archives for scholars and community members are featured, such as the Kala online encyclopedia developed by Schreyer, et. al.. Posters will represent broad geographic and language classifications, ranging from Sapien’s study in Suriname, and to Kimura, et. al’s description of a digital language repository in Hawai’i.

This organized poster session is an opportunity for dialogue and engagement with wide audiences, for both reflection on significant achievements made possible by DEL-funded research, and also for consideration about what directions these projects should take for the future. At this same time, the United Nations has declared 2019 to be the International Year of Indigenous Languages (IYIL), and the LSA has committed to tailoring a number of programs and events at its annual meeting and institute to celebrate indigenous languages, community-centered initiatives and resources for further involvement and investment. We view this organized session as complementary to IYIL-connected events. This session is aligned with LSA priorities for research funding, endangered languages and their preservation, and for enhanced understanding of the essential role of language in human life.

Abstracts:

Emily M. Bender (University of Washington)
Joshua Crowgey (University of Washington)
Michael Wayne Goodman (University of Washington)
Kristen Howell (University of Washington)
Haley Lepp (University of Washington)
Fei Xia (University of Washington)
Olga Zamaraeva (University of Washington)

AGGREGATION: Building computational resources automatically from IGT

The AGGREGATION Project has been working to bring the benefits of grammar engineering to language documentation without requiring field linguists to become grammar engineers. We achieve this by automatically creating precision grammars using the analyses encoded in Interlinear Glossed Text (IGT), a typologically-grounded cross-linguistic grammar resource (the Grammar Matrix), and a natural language processing system developed for enriching IGT for low-resource languages. Research products of AGGREGATION to date include the Xigt data format for encoding IGT enriched with additional annotations like part of speech tags and dependency structures; the MOM system for inferring morphotactic rule sets from IGT; an interactive visualization system for viewing MOM output; several libraries of customizable linguistic analyses of phenomena added to the Grammar Matrix customization system; and a system for inferring typological parameters for the customization system, resulting in skeleton grammars created automatically from IGT.
Individual-based socio-spatial networks and multilingual repertoires

Investigations of the distribution of languages over geographic space are typically based on simplified representations where a set of points or polygons is overlaid onto a map, and a single language is assigned to each. Such approaches inhibit precise modeling of language distributions, especially in contexts where multiple languages are used within a single community, which is often the case for endangered language communities. This poster reports on the results of interdisciplinary research applying socio-spatial analytical methods to a database of information on the multilingual repertoires of individuals from endangered language communities in Cameroon. An important pattern that emerges from the data is the central role of speakers from a small, socio-economically marginal village in the region’s overall language network. This suggests that speakers of small languages may have a greater role in the linguistic ecology of a region than would be suggested by looking at speaker populations alone.

Kani‘āina, Voices of the Land: A DEL/TCUP-funded digital repository for spoken ‘Ōlelo Hawai‘i

Kani‘āina (http://ulukau.org/kaniaina/) is a digital repository with a bilingual ‘Ōlelo Hawai‘i and English interface that currently provides interactive access to some 525 hours of audio recordings, including the Ka Leo Hawai‘i radio broadcasts that aired between 1972 and 1988. These recordings are a treasure chest of Hawaiian language and cultural knowledge from L1 speakers. In addition to providing an interface for listening to ‘Ōlelo Hawai‘i recordings, Kani‘āina, in partnership with Kaipuleohone Digital Language Archive, will also properly preserve those recordings and transcripts permanently in a world-class digital language archive and implement a procedure for crowdsourced transcription of additional recordings. Kani‘āina grows out of decades of successful cutting edge immersion-based language education and statewide interest in promoting ‘Ōlelo Hawai‘i use at every level. This project represents a continuing refinement of the methods of language documentation and unparalleled technologies for preserving, disseminating and mobilizing four decades of documentation of spoken ‘Ōlelo Hawai‘i.

Zapotec Talking Dictionaries: DEL impact in creating resources, supporting language activists, & educating undergraduates

This poster examines the impact of DEL funding which has supported three cohorts of undergraduates to work alongside linguists and language activists in Oaxaca building Talking Dictionaries for four Valley Zapotec language varieties (Otomanguean, zab; DEL/NSF Research Experience for Undergraduates Site Grant, PI K. David Harrison, Award #1451056). We view collaboration and engaged reflection as critical processes in the creation of the Talking Dictionaries as well as in the pedagogical experience for undergraduates. The Zapotec Talking Dictionaries are dynamic lexicographic projects: the platform, goals, and collaboration all evolve (Harrison et al. 2019). Ultimately, the reflective pedagogical environment that supports students in thinking through the dimensions of this complex, multilingual, and transnational work also serves the entire team and the larger collaborative language documentation work.
Themed Poster Session

Christine Schreyer
Ken Longenecker
John Wagner
Margaret Ransdell-Green
David Lacho
Andrea Berez-Kroeker (University of Hawaiʻi at Mānoa)

Kala Walo Nuã: Collaborating across communities and disciplines through the documentation of the Kala language in aquatic environments

This community-based language documentation project includes collaborations between Kala speakers and researchers with backgrounds in biology, anthropology, linguistics, and software engineering. Kala is a threatened language spoken by about 3000 people living in six coastal villages in Papua New Guinea. The exceptional biological diversity of Papua New Guinea is also under threat and, because ecological knowledge is deeply embedded in oral language traditions, language conservation may promote sustainable use of natural resources. This project simultaneously documents language and environmental knowledge. Given Kala-speakers’ coastal adaption and their deep historical, economic and cultural attachment to rivers, our project focuses on the aquatic environment in order to understand the relationship of linguistic to biological diversity. Our project outcomes include: 1) expanding a Kala-Tok Pisin-English dictionary from 282 to 1500 words; 2) developing an online environmental encyclopedia with 500 entries in Kala and English; and 3) writing a sketch pedagogical grammar of the language.

Wilson de Lima Silva (University of Arizona)

Desano and Siriano: Distinctive languages or dialects of the same language?

This study presents the results of a historical-comparative analysis of Desano (ISO code: des) and Siriano (ISO code: sir) two closely related Tukanoan languages spoken in Brazil and Colombia. These languages are characterized as dialects of the same language and classified as belonging to the same node in within the Eastern Tukanoan (ET) branch of the Tukanoan language family. The results are based on systematic analysis of both phonological (including prosody) and morphological data collected as part of a community-based language documentation project. This study has important broader impacts. For linguists, this study sheds light on the dynamics of language contact and inheritance between two closely related languages in the multilingual Vaupés region of northwest Amazonia. This study can also be helpful for the current work on language planning and teaching in the Desano and Siriano communities.

Racquel-María Sapién (University of Oklahoma)
Ferdinand Mandé (Kari’nja Documentation Team)

Rewards and challenges of long-term collaboration: 15 years in Konomerume (and counting!)

Konomerume, Suriname represents the geographic border between two severely endangered languages: Kari’nja (Cariban) and Lokono (Arawakan). Community members have been involved with several projects to document and preserve their native and heritage languages. This poster traces the collaboration between the former village Chief, Ferdinand Mandé, a team of community leaders, and Racquel-Maria Sapién, a linguist with interests in community-collaborative language research. Together with other community members, they have produced tangible outcomes that serve both academic and community audiences. More importantly, ongoing training facilitates increased participation for members of an underrepresented group in the academic discussion of their language. This poster highlights previous and ongoing projects, and addresseses challenges such as competing goals, communication lapses, and unreliable transportation with an eye toward identifying and implementing collaborative problem-solving strategies. This poster illustrates a multi-faceted collaboration that highlights the benefits of effective relationship building to scientific inquiry in linguistics and other social sciences.
Siri Tuttle (University of Alaska Fairbanks)  
*Texts, dictionary, grammar, archives, and CoLang 2016 at ANLC*

The Alaska Native Language Center, established in 1972 by Alaska statute, has found a responsive partner in the Documenting Endangered Languages program at NSF. While classic documentation has been supported in ANLC projects, academic goals are balanced with goals for language communities. A third goal is also present throughout this work: building bridges between earlier research, often inaccessible to non-specialists, and those who can most benefit from this research. The projects presented include the development of a community-directed pocket dictionary for Lower Tanana Dene; completion and publication of older unpublished and new texts in Ahtna; development of a comparative grammar database working with Lower Tanana, Upper Tanana and Koyukon Dene; a project to increase access and discoverability at the Alaska Native Language Archive; and presentation of CoLang 2016 at the University of Alaska Fairbanks.
Black Becoming for Language and Linguistics Researchers

Chart A
2:00 – 5:00pm

Organizers: Sonja Lanehart (University of Arizona)
Anne Charity Hudley (University of California, Santa Barbara)

Sponsors: African American Language Symposium, LSA 2019 Linguistic Institute at the University of California, Davis (July 6-7, 2019)
LSA Committee on Ethnic Diversity in Linguistics (CEDL)

Participants: Jennifer Bloomquist (Gettysburg College)
Dominique Branson (University of Pittsburgh)
Kendra Calhoun (University of California, Santa Barbara)
Anne Charity Hudley (University of California, Santa Barbara)
Tracy Conner (University of California, Santa Barbara)
Jazmine Exford (University of California, Santa Barbara)
Shelome Gooden (University of Pittsburgh)
Jessi Grieser (University of Tennessee Knoxville)
Shenika Hankerson (University of Maryland)
Sonja Lanehart (University of Arizona)
Nicté Fuller Medina (University of California, Los Angeles)
deandre miles-hercules (University of California, Santa Barbara)
Jamaal Muwwakkil (University of California, Santa Barbara)
Monica Nesbitt (Dartmouth College)
Minnie Quartey (Georgetown University)
Jamie Thomas (Santa Monica College)
Kelly Wright (University of Michigan)

Julian Vasquez-Heilig, Dean of the College of Education at the University of Kentucky, recently published research on the state of graduate students and faculty of color in the academy. The picture is not good. Black tenure-track faculty are not in line with population numbers. The numbers get worse at the full professor level – especially for Black women. These inequities are repeated across all groups of color and under-represented minorities. Few organizations have parity across race, ethnicity, and gender: businesses, higher education, government, etc. With the population shifts occurring in the United States, one would think it would be harder to accomplish such a dubious feat. However, as Dr. Vasquez-Heilig notes, the academy is very good at replicating traditions that benefit White males at the expense of others. Linguistics is no exception. What makes it more difficult to rectify is the complicity of scholars who use terms like empirical evidence, rigor, objectivity, tradition, and fit to exclude difference at the expense of what amounts to a Eurocentric, White, cis-het, male, gaze.

This Symposium brings together Black graduate students, tenure-track faculty, postdoctoral fellows, associate professors, full professors, and endowed chairs to address issues surrounding advancing Language and Linguistics research for Black scholars. These scholars, mostly Black women, connect their scholarship and their identities. They grapple with the desire to be in academia even when the academy does not welcome them and their scholarship. They are told messages about their work and about themselves that seek to diminish them and their work, their communities, and all they know to be true: Race matters in language and linguistics research, methods and methodologies, career opportunities, publication possibilities, promotion and tenure, and more.

This Symposium addresses the conundrum that W.E.B. DuBois spoke of so long ago but that is as true today as it was more than a hundred years ago:

It is a peculiar sensation, this double-consciousness, this sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity. One ever feels his two-ness,—an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder.
The history of the American Negro is the history of this strife…. He simply wishes to make it possible for a man to be both a Negro and an American without being cursed and spit upon by his fellows, without having the doors of opportunity closed roughly in his face.

We Black scholars want to present our stories of strife and accomplishment in spaces that often do not welcome us but which are forced to reckon with our scholarship, our counter-narratives, and our realities. We will engage in storytelling, testifying, scholarship, and community in a space – New Orleans, Louisiana – surrounded by Blackness in a pall of Whiteness.

The format for the symposium is as follows: three sessions delineated by rank – graduate students, tenure-track faculty and postdoctoral fellows, and senior/tenured scholars. Each sub-session will be led by a moderator. At the end of the presentations, a discussant will tie the papers presented together and open up the session for discussion. This will repeat for each sub-session with wrap up by the symposium organizers that will include suggestions for future directions and outcomes.

SESSION 1:

Moderator: Kendra Calhoun (University of California, Santa Barbara)
Discussant: Minnie Quartey (Georgetown University)

Into the woods: Black doctoral students
Jazmine Exford (University of California, Santa Barbara)
deandre miles-hercules (University of California, Santa Barbara)
Jamaal Muwwakkil (University of California Santa Barbara)
Perspectives on African American Students’ Linguistic Experiences in the Academy

This presentation highlights the centrality of language in student preparation and success in higher education, particularly for African American students and others from underrepresented groups. Muwwakkil highlights the perspectives of community college students, their expectations of college, and how those expectations are met upon transfer while miles-hercules specifically draws attention to the gendered linguistic experiences of women/femme students. Exford focuses on the languages that are available for African American students to study for second-language study with particular focus on what draws students to those languages and how these courses impact their linguistic choices and shape their future trajectories. These findings serve to help us create a model of assessment for what linguistic information African American students need in order to be successful in higher education and how faculty can establish pathways for students to access content about language, culture, and education within the collegiate curriculum.

Tracy Conner (University of California Santa Barbara)
Dating for the dissertation: Thriving while Black in graduate school

In the graduate school process, much of the procedural information necessary to successfully complete the degree is cloaked in institutional mystery or lost with each graduating class. It is particularly challenging for first-generation students and students from underrepresented groups to climb the ivory tower, given that much of the information about successful navigation requires access to specific networks or resources beyond their view (Gay 2004, Gutiérrez et al. 2012, inter alia). This presentation is intended to provide guidance and instruction to graduate students from underrepresented groups for navigating the academic landscape from admittance to defense, touching on topics such as battling imposter syndrome and stereotype threat (Steele and Aronson 1995), building professional networks, choosing suitable advisors, and prioritizing self-care. The presentation will also provide resources to identify toxic advising relationships via instances of gaslighting (Hamilton 1939) and narcissistic abuse (Vaknin 1999).

Dominique Branson (University of Pittsburgh)
Students of Color as teachers: Conversations on race in linguistics

On the “responsibility” of the oppressed to teach the oppressors their mistakes, Audre Lorde (1984) explains, the expectation that People of Color educate Whites as to their humanity, allows oppressors to maintain their social position and evade responsibility for their actions. Furthermore, “there is a constant drain of energy which might be better used in redefining ourselves and devising realistic scenarios for altering the present and constructing the future” (Lorde, 1984:115). Students of Color (SOC) relate to Lorde. In Linguistics, conversations about race are often headed by SOC who then teach their peers and professors about their humanity. This burden takes from energies better used for redefining the field. This presentation urges linguists to initiate conversations on
race that do not burden SOC. Additionally, it gives strategies on partnering with SOC without draining their energies or limiting their opportunities to contribute to the field.

**Kelly Wright (University of Michigan)**

*Inclusivity pressure*

Being the diversity hire or the inclusion candidate carries a certain expectation of resistance. This is the privilege afforded by the opened door and the space to resist in support of diverse experiences. We, the underrepresented and diverse, embody inclusion in our intersectionality, in the gifts of our birth that make us Black or queer or disabled. These aspects are valued in us; we are included to push, to inform, to enrich—but we are expected to acculturate to White hegemony. The White patriarchal system of higher education stifles inclusivity and ingenuity because graduate students often cannot imagine other forms of scholarship that better fit their lived sociocultural contexts. We cannot ease into the mediocrity of our White colleagues; we must be exemplary in all aspects of our personal and professional lives. This presentation will describe the pressures embodied in inclusivity in higher education.

**SESSION 2**

*Moderator: Monica Nesbitt (Dartmouth College)*

*Discussant: Shenika Hankerson (University of Maryland)*

**The Ivory Tower and the Sunken Place: Black junior scholars**

**Jamie Thomas (Santa Monica College)**

*Get Out*

In *Get Out* (2017), a horror film by Jordan Peele, the phrase, “Now, you’re in the Sunken Place,” announced the zombification of characters—alongside colorblind discourses—used to prolong whiteness at the expense of free Black life. Colorblindness denies the relevance of racial power and related socioeconomic privileges, instead emphasizing shared human characteristics. I make use of Peele’s “Sunken Place” as an Afropessimist analytic (cf. Thomas 2019) to examine intersectional Blaxploitation in the academy, and discuss the emotional labor of being a Black emerging linguistic scholar, including the accumulative impact of experiences of exclusion from mainstream conceptions of both linguists and linguistic research. I describe my journey in encountering and recognizing colorblindness, and seeking liberation strategies in and through the practice of linguistics. These strategies include: (1) building community through Twitter, (2) presenting diverse scholars and viewpoints in our teaching, and (3) developing intentional citation practices in publication.

**Jessi Grieser (University of Tennessee Knoxville)**

*There is no guru: Cultivating Black networks for survival*

When institutions think about the ways they can hire and retain junior scholars, one of the first buzzwords they throw out is “mentorship.” This word conjures a neoclassical image of the single sage guiding the young neophyte through the travails of the journey, providing guidance and just the right amount of support. This model, however, is not only problematic, it is in fact detrimental to the kinds of networks needed to survive contemporary academic life as an emerging Black academic. Building on Thomas’s discussion of strategies to combat academic Blaxploitation, this talk presents some possibilities for cultivating networks both within and across campuses, including building a strong mentor network of Black senior scholars through both institutional and noninstitutional fora, finding and utilizing writing and accountability partners in person and online, and building connections with scholars of color within the institution via communities of scholars.

**Nicté Fuller Medina (University of California, Los Angeles)**

*“We like the idea of you but not the reality of you”: Race, disability, and the native speaker*

In variationist sociolinguistics, a high value is placed on native speakers and in-group members for accessing particular datasets and for capturing the vernacular. Yet this reflects a limited idea of what racialized researchers bring to the table. Beyond data collection and preparation, analysis largely proceeds within narrow applications of the variationist method and the reality of the native speaker, i.e., critical perspectives that come along with insider status are largely ignored or actively dismissed. Drawing on aspects of my doctoral work on language mixing in Belize, I illustrate how this omission can impoverish contributions to the field in favor of maintaining received wisdom and, furthermore, how disability both interrupts and complicates this epistemic violence.
I then discuss how I have leveraged those experiences as a faculty member to advance cross-disciplinary research that is in service to the communities in which I work.

SESSION 3:
Moderator: Jennifer Bloomquist (Gettysburg College)
Discussant: Anne Charity Hudley (University of California, Santa Barbara)
Surviving Academia: Black senior scholars

Shelome Gooden (University of Pittsburgh)
Teaching, research, service; teaching, research, service ... rinse and repeat

For Black faculty, surviving and thriving in academia goes beyond the traditional metrics of academic success: research, teaching, and service. In this presentation, I reflect on my own and others’ personal journeys. I discuss the importance of strategic planning and networking, both internal and external to your discipline and institution. I highlight the critical need for self-advocacy and self-care while ‘fighting from inside the trenches’ and knowing when to fold ‘em. In particular, I highlight the importance of mentors and sponsors at all stages of one’s academic career. At the macrolevel, institutional support is crucial for combating more localized challenges. At the microlevel, emotional and spiritual health are often at risk. Thus, inner strength, resilience, support of family and friends, and having an outlet beyond academic circles are vital. The end goal is to get the audience to curate their own set of survival tools.

Sonja Lanehart (University of Arizona)
Being in the room

Black people are not expected to be in the rooms where decisions are made – not back then, not now, or ever. Black people are simply told what to do as “White folks” make decisions affecting their lives. We are still invisible in 2020 even when we make it to the room because we were never expected to be in the room, much less in the front of it.

My presentation is a letter to senior and emerging scholars of color about making spaces for ourselves in the rooms of power and influence at academic institutions, professional organizations, editorial boards, and other sites of leadership. We need to be the change we want to see in our institutions and elsewhere to transform and transgress beyond tradition, comfort, privilege, ignorance, racism, sexism, classism, homophobia, colorism, ableism, nativism, and other excuses for “a good fit” that dare to exclude us from the room.
Symposium
Friday, January 3

Reduplication-Phonology Interactions
Chart B
2:00 – 5:00 PM

Organizer: Sam Zukoff (Princeton University)
Participants: Ludger Paschen (Leibniz-ZAS)
Donca Steriade (Massachusetts Institute of Technology)
Colin Wilson (Johns Hopkins University)
Eva Zimmermann (Leipzig University)
Sam Zukoff (Princeton University)

The objective of this symposium is to bring together new research on reduplication — focusing on the question of reduplication-phonology interactions — as a means of better understanding the typology of reduplication, and refining the comparison between current competing theoretical frameworks for the phonological analysis of reduplication. One specific question that will be addressed repeatedly throughout the session is whether Base-Reduplicant (BR) correspondence is a necessary component of the phonological grammar.

Reduplication has played a major role in the development of phonological theory, leading to advances in, for example, Autosegmental Phonology (Marantz 1982, Steriade 1982, 1988, McCarthy & Prince 1986) and Optimality Theory (McCarthy & Prince 1993a,b, 1994, Prince & Smolensky 2004), and serving as the basis for Correspondence Theory within OT (McCarty & Prince 1995, 1999). Since the 1990’s, there have been numerous proposals seeking to revise various aspects of McCarthy & Prince’s core framework of Base-Reduplicant Correspondence Theory [BRCT].

Some of these adhere to the original BRCT framework but seek to eliminate certain elements of the mechanics, like underlying templates or templatic constraints (e.g., Urbanczyk 1996, Hendricks 1999, Riggle 2006). Some of these adopt the core parallelist architecture of BRCT but either modify the details of BR-correspondence (e.g., Spaelti 1997, Struijke 2002) or deny BR-correspondence all together (e.g., Saba Kirchner 2010, Zimmermann 2017, Paschen 2018). Others depart from standard parallel OT, modifying the computational system to accord with one of various OT-derived constraint-based phonological frameworks (e.g., Inkelas & Zoll 2005’s Morphological Doubling Theory, Kiparsky 2010’s Reduplication in Stratal OT, and McCarthy, Kimper, & Mullin 2012’s Serial Template Satisfaction within Harmonic Serialism). Still others represent completely distinct representational and computational systems (e.g., Raimy 2000, Halle 2008, Frampton 2009).

One of the primary points of conflict between these competing frameworks is the empirical and analytical status of different types of putative reduplication-phonology interactions. Beginning with Wilbur (1973), it has been claimed that, cross-linguistically, there is substantial evidence of patterns where phonological processes “misapply” to reduplicated forms. These types of patterns include (but are not limited to): (i) Underapplication — a process unexpectedly fails to apply in a reduplicant, despite the presence of the normal context for the rule; (ii) Overapplication — a process unexpectedly does apply in a reduplicant, despite the absence of the normal context for the rule; and (iii) Back-copying — a process unexpectedly applies to the base, when the context for the rule is met in the reduplicant but not in the base.

The assumed existence of these types of patterns was a key argument in favor of BRCT’s correspondence-based analysis of reduplication. However, many of the subsequent works cited above have challenged the existence of various types of these patterns, based on critiques of the empirical basis of the claimed patterns, and/or the analytical interpretation of the claimed patterns (see especially Inkelas & Zoll 2005 and McCarthy, Kimper, & Mullin 2012).

The revised typologies of reduplication-phonology interactions argued for in many of these different works are not fully mutually compatible. The choice between these competing frameworks thus largely rests upon a better, clearer understanding of the typology itself. This requires further assessment of the existing empirical evidence, more refined examination of the analyses themselves and their predictions, and the consideration of new evidence. This session aims to undertake these efforts, in order to clarify the theoretical landscape on reduplication and pave the way for increased consensus in the field.
Abstracts:

Donca Steriade (Massachusetts Institute of Technology)

_A defense of BRCT_

Reduplication has the potential to disambiguate between competing models of correspondence/faithfulness and grammatical organization; namely, between a theory of correspondence in which Input-Output faithfulness and varieties of Output-Output faithfulness coexist and a theory in which the input is mapped to the output in stages with just Input-Output faithfulness (e.g. Stratal OT, Harmonic Serialism).

I argue in favor McCarthy & Prince’s (1995) Base-Reduplicant Correspondence Theory model. I review evidence that all the predictions of this model are in fact borne out, contrary to recent claims. I show that alternative theories are unable to deal with some of these phenomena. And I show that arguments against BR correspondence have to cope with the fact that the basic OO-syntagmatic identity mechanism is already in use in non-reduplicative systems. There is thus no theoretical simplification to be gained, and much to lose in terms of analytical coverage, by denying the existence of BR Correspondence.

Eva Zimmermann (Leipzig University)

_Reduplication as weakening: Explaining the overapplication of reduction_

Reduplicated forms can show symmetrical reduction where reduplicant, base, or both show overapplication of reduction processes. In addition, more reduplication within a word increases the likelihood for reduction. I argue for a new phonological theory of reduplication which is based on segment fission as sharing of activity that predicts this attested typology of reduction effects in reduplication.

The assumption of gradient activity of phonological elements (Smolensky & Goldrick 2016, Rosen 2016) allows to capture the copying-weakening-correlation under the assumption that all phonological elements have an underlying activity. If fission of a segment is taken to be the _distribution of its underlying activity unto all its output correspondents_, elements corresponding to one input element have only a partial activity. In a Gradient Symbolic Representation framework, such elements with lesser activity are only gradiently preserved by faithfulness constraints and reduction is more likely to apply.

Ludger Paschen (Leibniz-ZAS)

_Underapplication as trigger poverty_

Underapplication refers to the failure of some independent process to apply in reduplicated forms (1) and presents a recalcitrant problem for both Base-Reduplicant Correspondence Theory (McCarthy & Prince 1995) and purely phonological accounts in which copying is triggered by empty prosodic nodes (Saba Kirchner 2010, Zimmermann 2017). Drawing on data from Lakota (Shaw 1980), I argue for a new account of underapplication based on trigger poverty which lends support to the latter strand of theories.

(1)  
  a.  apʰa- ‘strike’  
  b.  apʰe-jni ‘does not strike’  
  c.  apʰa-pʰa-jni ‘does not strike repeatedly’

At the heart of the trigger poverty solution lies the observation that phonological copying automatically creates an imbalance between triggers (e.g. a floating [-low] feature) and potential targets (e.g. a base and a reduplicant vowel). From this, underapplication may arise as a function of phonological constraints that are sensitive to the trigger-target ratio, in particular constraints against multiple linking (Trommer 2011).

Sam Zukoff (Princeton University)

_Reduplicant shape alternations in Ponapean_

Ponapean (Austronesian; Rehg & Sohl 1981) exhibits a pattern of prefixal partial reduplication which is variable in size, alternating between one mora and two moras in length (McCarthy & Prince 1986). This variation is predictable based primarily on the location of stress in the base (cf. Kennedy 2002). Base-initial stress yields a bimoraic reduplicant: e.g. _diu-diui.pék_ (*_diu-diui.pék_). Base-peninitial stress yields a monomoraic reduplicant: e.g. _tō-toō.roör_ (*_tō-toō.roör_).

I show that this distribution can be explained by the interaction of three factors: (i) a default preference for monomoraic reduplicants, (ii) a requirement that the reduplicant bear stress, and (iii) a ban on moraic clash. This analysis requires that the shape of the
reduplicant be calculated in a module which has access to the surface properties of the base. This poses a problem for frameworks where the reduplicant is calculated separately from the base, such as Morphological Doubling Theory (Inkelas & Zoll 2005).

**Colin Wilson** (Johns Hopkins University)

*Learning reduplication with interpretable deep networks*

In spite of its importance for theories of prosodic morphology and the phonology-morphology interface, and unlike related phenomena such as prosodic parsing and fixed affixation, reduplication has received little attention in computational modeling of phonological and morphological learning. I present a modular neural network model that can learn a variety of reduplication patterns — including full copy, partial copy, melodic overwriting, and base-reduplication interactions such as over-application — from <input, output> pairs (e.g., <deep, deepsheep>). The modules of the network are functionally specialized for basic phonological and morphological operations, such as locating matches to phonological environments, applying feature changes and other modifications, delimiting prosodic units, locating points of affix insertion, and concatenating segments from multiple sources into a single output form. The parameters of the modules can be learned with domain-specific algorithms such as stochastic gradient descent, and their resulting values are interpretable as real-valued approximations of discrete symbolic structures.
Meeting Teachers Where They Are
Chart A
9:00 – 10:30 AM

Organizers: Kristin Denham (Western Washington University)
Sponsor: LSA Committee on Language in the School Curriculum (LiSC)
Participants: Jean Ann (State University of New York Oswego)
Nicoleta Bateman (California State University San Marcos)
Kelly Jacob (High Tech Middle North County, CA)
Abraham Leach (Oakwood School, Morgan Hill, CA)

The value of a linguistically-informed K-12 curriculum has been recognized for some time (Wolfram 1969, Labov 1972, Honda and O’Neil’s work in the early 1990s, to name a few), and currently there is more work being done in this area of linguistics than at any other time previously. Linguists and K-12 teachers have partnered together in order to learn from each other and bring linguistics to students (Denham and Lobeck 2010, among others). Moreover, linguistics courses are offered in some high schools (Loosen 2014), and there is a general effort to free linguistics from its higher education confines and make it accessible to all. (Consider, for example, McCulloch (2019), The Vocal Fries podcast, LSA committees dedicated to bringing linguistics to primary and secondary education, such as LiSC and AP Linguistics). Even so, we are a long way from linguistics being integrated in any kind of systematic way into K-12 schools. To advance this goal, partnerships between linguists and teachers need to grow and expand in order to reach an increasing number of students who will then take what they learn to their communities and, later, their places of work.

The partnerships between linguists and teachers are always fruitful and do move the enterprise forward, but typically with very localized effects. What begin as one-on-one partnerships can move beyond that, but doing this involves creativity and effort that takes a variety of forms. The three presentations in this symposium offer several avenues to “meet teachers where they are” in ways that can serve as models for continued expansion of linguistics in K-12 education. These presentations take us beyond the one linguist-one teacher partnership model. By meeting teachers where they are - in a variety of ways - we can learn much about new ways to engage students with linguistics, new ways to partner, and new kinds of materials to work with and to analyze.

Linguist Nicoleta Bateman and partner teacher Kelly Jacob have moved beyond the one teacher-one linguist partnership; they have expanded their partnership to other teachers and other schools, providing a good model for how others can do so. Their classroom work also provides an excellent example of “meeting teachers where they are,” connecting to standards, developing curriculum, sharing with others, and gathering feedback. Their work points to a greater need for those involved in linguist-teacher partnerships to share their work more broadly by using both personal networks and professional development events, as well as through publications and ongoing curriculum and partnership development.

Linguist Jean Ann works with college students who will become English as a new language teachers in K-12 contexts, and her work takes the idea of “meeting teachers where they are” further by reading and analyzing the Young Adult (YA) novels that are a staple of high school English classrooms. She and her prospective teacher students work with authentic texts to discover the characters’ own experiences with language, including second language acquisition, linguistic discrimination, and unconscious knowledge of language. These texts – and the linguist’s willingness to engage with analysis of YA literature read by high school students - provides a chance for all teachers and students, including English language learners, to focus authentically on language form. Ann models for linguists by digging in beyond a list of topics to be covered and into the analysis of language patterns in YA novels.

High school Spanish and linguistics teacher Abraham Leach describes his partnership with a linguist and how that relationship is essential to the success of his high school linguistics class. Their partnership benefits from the linguist’s input on content, and Leach’s own approach offers linguists ways to see beyond traditional teaching methods in introductory linguistics course for college students. Taking advantage of neighboring resources (such as the Middlebury Institute of International Studies), as well as responding to the interests of students (who want to know more about topics such as computational linguistics, artificial intelligence, language acquisition, etc.), Leach’s work also provides a good model of community-school outreach efforts that demonstrate the ways in which language study is important and relevant to all of our lives.

Each presenter will have 20 minutes, and then Kristin Denham, chair of LiSC, will lead an extended Q&A, allowing an opportunity for discussion with the panelists and the audience.
Abstracts:

Nicoleta Bateman (California State University, San Marcos)
Kelly Jacob (High Tech Middle North County)
Growing teacher-linguist partnerships

In this presentation we describe how a linguist-teacher partnership at a middle school developed over time to include several teachers at the school, and subsequently expanded to teachers at other schools. Our focus is on how teachers can use linguistically-informed curriculum to meet state standards in innovative ways, and connecting this to what students are already learning, ensuring that linguistics is viewed as enhancing the curriculum (also see Reaser and Wolfram’s 2007 Voices of North Carolina curriculum, and Reaser 2010). Feedback from teachers outside the school has been positive and indicative of a desire to use more such lessons in the classroom. This points to a greater need for linguist-teacher partnerships to share their work more broadly by using both personal networks and professional development events, as well as through publications and ongoing curriculum and partnership development.

Jean Ann (State University of New York at Oswego)
Second language learning puzzles in Young Adult literature

Collaboration between linguists and teachers on selected YA literature provides a chance for all teachers and students, including English language learners, to focus authentically on broad themes like the refugee experience, and also on language form. Inside Out and Back Again (2011) by Lḁi Thanhhä is the story of a young Vietnamese refugee. The English language itself plays a prominent role in her school life. For instance, she describes her trouble with $<$s$. Her teacher’s name, Miss Scott, requires concentration to pronounce, because, unbeknownst to her, Vietnamese syllable codas cannot contain /s/, but English codas can, and because consonant clusters are not allowed in Vietnamese, but are in English. Teaching about language does not necessarily require radical changes to curriculum. This very book can be used not only for broad discussions, but also for pointed discussions and discovery about language in general, and second language learning, in this case.

Abraham Leach (Oakwood School, CA)
Working with a linguist to design curriculum and plan an immersive learning experience

My formal training in linguistics comes from courses I took as a Spanish major and from a master’s in Teaching Foreign Language. Consulting with an expert has been essential for designing an effective curriculum and furthering my own development as a linguistics teacher. There can a considerable knowledge gap in the preparation of teachers qualified to teach linguistics in secondary education, as those working on the AP Linguistics initiative are well aware. My linguistics faculty mentor has helped provide opportunities to meet linguistics professors and graduate students and has met with students to plan workshops and discussions, including (at Middlebury Institute of International Studies) how interpreting works, community interpretation, and the importance of language in diplomacy. Students report they have found such experiences highly informative and engaging. Such collaboration between linguistic experts and teachers to help them incorporate linguistics in their curriculum is fundamental to the future of the field.
Accessing English Dialect Syntax: Data, Methods, Theory
Chart B
9:00 – 10:30 AM

Organizers: E Jamieson (University of Glasgow)
Jennifer Smith (University of Glasgow)

Participants: David Adger (Queen Mary, University of London)
Lisa Green (University of Massachusetts at Amherst)
Caroline Heycock (University of Edinburgh)
E Jamieson (University of Glasgow)
Jennifer Smith (University of Glasgow)
Gary Thoms (New York University)
Christina Tortora (City University of New York)
Jim Wood (Yale University)
David Willis (University of Cambridge)

In this workshop we bring together a number of new resources for the study of English dialect syntax, including sets of judgment data, spoken corpora and online written corpora. The workshop aims to assess the benefits and limitations of these resources, and how they might be combined in addressing key questions in syntactic theory. In recent years, there has been an increase in theoretically-informed work on syntactic variation within closely related varieties (see e.g. Kroch 1994, Barbiers, Cornips & van der Kleij 2002, Cornips & Corrigan 2005, Barbiers et al. 2008), including across English dialect syntax (Henry 1995, Adger & Smith 2005, 2010, Myler 2013, Edelstein 2014, Wood & Zanuttini 2018, among many others) (1-4).

1. The car needs washed (alternative embedded passive, Edelstein 2014:242)
2. They was a cemetery out on Hazel Mountain (expletive they, Tortora 2006: 292)
3. The teachers asks them to write something (agreement, Adger & Smith 2010:1110)
4. Go you away! (imperatives, Henry 1995:50)
5. Here’s you a pizza (presentational datives, Wood & Zanuttini 2018:9)

The key question underpinning these studies concerns the nature of syntactic variation and how it can be theorized. Specifically, how is the variation constrained, both within an individual speaker and across geographic space? This question bears on the theoretical characterization of syntactic variation more generally: how much is to be tied to differences in the inventories of syntactic features, how much to distinct modes of syntactic combination, and how much to surface variation in the range of pronounced forms? Dialect syntax provides, as Kayne (2000) has pointed out, a privileged domain of phenomena for unravelling the interactions between these possibilities. Three main types of data have been utilised in the study of dialect syntax: acceptability judgments, spoken corpora, and more recently, online written corpora. While each of these methods has contributed to the broader questions addressed in dialect syntax, each comes with caveats.

In this workshop we aim to assess the effectiveness of these different methodologies in the analysis of English dialect syntax, and how these might be combined in order to access a fuller picture of the nature of syntactic variation. This discussion will take place in the context of a specific set of new resources. We bring together a number of large-scale datasets covering a range of varieties of English. These span North America and the UK and have been designed specifically for the analysis of English dialect syntax. The datasets include judgment data, collected both face-to-face and online, spoken vernacular data collected in sociolinguistic interviews, and online written corpora. Each resource will be introduced in four 10-minute sessions (Jamieson et al, Tortora, Willis, Woods) with a demonstration of how the data can be used for the study of English dialect syntax, and more broadly to address the questions surrounding the nature of syntactic variation and how it can be theorized. The discussion period will be led by a respondent (Green) and will address the following questions, amongst others:

- What are the benefits and limitations of the different types of data?
- How can these resources be combined to address questions of syntactic microvariation?
- What methodologies beyond those discussed might be harnessed in the study of English dialect syntax?
Abstracts:

**E Jamieson** (University of Glasgow)
**Gary Thoms** (New York University)
**David Adger** (Queen Mary, University of London)
**Caroline Heycock** (University of Edinburgh)
**Jennifer Smith** (University of Glasgow)

*Introducing the Scots Syntax Atlas*

We present The Scots Syntax Atlas, an interactive online tool which investigates dialect syntax in varieties of English spoken in Scotland (“Scots”).

Varieties of Scots provide a rich source of syntactic variation (1-3):
1. Give me that books. (Buckie, north east Scotland)
2. I’m no been in Imelda’s in a while. (Shetland, northern Scotland)
3. Hint she got a lovely smile! (Glasgow, central belt)

The Atlas maps such forms across time and space in order to address two key research questions:
Q1: What is the distribution of syntactic features in the dialects of Scots spoken across Scotland?
Q2: What does the distribution of dialect features of Scots tell us about the nature of syntactic variation and hence the architecture of the grammar?

We discuss how this resource can be used to address the broader questions associated with syntactic variation and the theory of grammar in Scots and beyond.

**Jim Wood** (Yale University)

*North American English and the Yale Grammatical Diversity Project*

This talk focuses on two aspects of the Yale Grammatical Diversity Project, which studies on morphosyntactic variation in American English. First, we collect acceptability judgments online, and disseminate the results in various ways, including (i) a freely-available interactive mapping tool (https://map.ygdp.yale.edu/), (ii) a map book with geostatistical analysis of our test sentences, (iii) a database containing the judgments, (iv) research papers analyzing the results geographically and theoretically. Second, we aim to make existing work on American English dialect syntax more accessible to scholars and the general public, by (i) writing webpages describing dialect phenomena, in a way that is readable by a layperson but useful to scholars/teachers, (ii) making our compiled Zotero bibliography publicly available, (iii) creating an online working papers journal. In sum, the YGDP is more than a “project”: it is a program for accumulating a broader and more in-depth understanding of morphosyntactic variation in American English.

**David Willis** (University of Cambridge)

*Variation in British English morphosyntax in the Tweetolectology corpus*

This paper will introduce a corpus of some 62m tweets (970,000 users) in British English collected as part of the Tweetolectology project, looking at the issues involved in mapping and analyzing morphosyntactic variation within it. Specific variables of interest are: (i) do-support with have; (ii) was/werelevelling; (iii) the dative alternation in pronominal arguments of double-object verbs; and (iv) need etc. + small clause. Dialect maps produced from the corpus data turn out either to match those using traditional methods, or else plausibly reflect ongoing change. Broader issues raised by the data include how to localize users to specific locations; how to identify age variation; how to investigate the conditioning factors (subject type, clause type etc.) in unparsed corpora too big to examine manually. These challenges will be set against the benefits of access to data from a body of users of a size and geographical range inconceivable using traditional methods.

**Christina Tortora** (The Graduate Center, CUNY/College of Staten Island)

*Parsed corpora of vernacular speech: Challenges and prospects for the study of syntactic variation*

This talk discusses the use of parsed corpora of vernacular speech in the study of syntactic variation, with specific attention to the Audio-Aligned andParsed Corpus of Appalachian English (AAPCAppE; Tortora et al. 2017). The goals are to understand the
challenges and pitfalls in using such a resource for research, and to demonstrate with a specific case study the ways in which it nevertheless provides unique opportunities for advancing theories of intra- and inter-speaker syntactic variation. A detailed examination of the elision of the form have in the context of modals and infinitival-to (e.g., they should ___ left; they ought to ___ left) illustrates the opportunity for large-scale quantitative studies which uncover patterns of variation not otherwise revealed through grammaticality judgment tasks. At the same time, the research findings indicate that supplementary judgment data are necessary to further probe aspects of the phenomenon under study.
Queer and Trans Digital Modalities
Chart A
2:00 – 3:00 PM

Organizers: Tyler Kibbey (he/him) (University of Kentucky)
Lal Zimman (he/him) (University of California, Santa Barbara)

Sponsor: LSA Committee on LGBTQ+ Issues in Linguistics (COZIL)

Participants: Archie (they/them) (University of South Carolina)
Chloe Brotherton (she/her) (University of California, Davis)
Will Hayworth (they/them) (Google)
Joel N Jenkins (University of California, Davis)
Tyler Kibbey (he/him) (University of Kentucky)
Bryce McCleary (he/him) (Oklahoma State University)
Lal Zimman (he/him) (University of California, Santa Barbara)

Emerging from discussions at the 2019 LSA Institute, this panel highlights the institute theme of “Linguistics in the Digital Era” by showcasing papers on the performance and negotiation of gendered and sexual identities in a variety of digital modalities. The digital sources in question include interactions in online LGBTQ+ communities, the circulation of popular television programs, and publicly accessible social media like Tumblr, YouTube, and LiveJournal. Queer linguists have long recognized the importance of technologically mediated interactions (e.g. Wood 1997, Jones 2008, Dame 2013, Milani 2013), particularly for their ability to connect marginalized individuals separated by geographic or social distance. Digital modalities allow for the emergence of norms that extend across disparate communities of practice, in which local forms of marginalization and isolation give way to solidarity and collaborative discourses of empowerment. These connections often spur rapid change in the lexicon and even grammar, which both introduces new methodological challenges and offers a rich source of data on linguistic transformation and the resistance of hegemonic ideologies.

The analysis of identity negotiation in digitally local fora therefore offers a number of insights. Corpus methods allow linguists to work with more speakers and larger datasets than face-to-face interactions generally allow, which is a particular concern for relatively small populations like queer, trans, and non-binary people. Additionally, the automation of some aspects of data collection can leave the researcher with more time to consider context and other qualitative factors. Online linguistic data also helps to minimize the observer’s paradox, even as it introduces new ethical considerations surrounding consent. Finally, vernacular written language of the sort investigated in many of the papers described below provides a testing ground for theories of language grounded in spoken (and, at times, signed) modalities. This is particularly important as digital interactions continue to become increasingly prominent parts of language users’ social lives.

Through a set of analyses of language usage in quickly evolving media, this panel explores legitimation strategies in Tumblr and YouTube nonbinary communities, lexical variation and change over time in identity labels on LiveJournal.com, the mainstreaming of marked lexical items like shade through broadcast and social media outlets, and community perspectives on marked language usage on social media platforms. Together, these contributions demonstrate the importance of considering changing technological practices as they shape linguistic norms in both marginalized and normative communities.

In this moment of globalization and technologization, digital modalities increasingly allow members of the LGBTQ+ community to interact dynamically across space in ways that allow for the creation, negotiation, and legitimization of emergent identities. Importantly, the papers outlined here emphasize that queer and trans practices are important not only for those marginalized communities, but also shape linguistic norms in the broader community of speakers. LGBTQ+ digital modalities, as represented by these papers, are representative of an increasingly public queer and trans modernity that is deserving of more critical linguistic analysis in Queer and Trans Digital Modalities.
Abstracts:

Chloe Brotherton (she/her) (University of California, Davis)
Linguistic identity work in non-binary communities on Tumblr

This study examines the linguistic and metalinguistic strategies members of non-binary communities of practice on Tumblr utilize to reify and legitimate their identities. I used critical discourse analysis (Cameron, 2001) to analyze a corpus of over 13,000 words from six non-binary-oriented Tumblr pages. I focused on glossary and frequently-asked-questions pages where users created and defined hundreds of novel identity labels that challenge the gender binary.

It appears that these communities of practice use a blend of ideologies and strategies to frame their identities. They emphasize neoliberal self-identification to illuminate an intrinsic identity through language (Zimman, 2019), while quoting queer theorists like Butler to assert that gender is a social construction. Tumblr’s social medium allows users to interact with these ideologies and strategies within these communities of practice, permitting them to engage in dialogic linguistic identity work.

Archie (they/them) (University of South Carolina)
Nonbinary YouTubers, language ideologies, and legitimizing discourses

This project explores the ways six nonbinary YouTubers appeal to legitimizing discourses as post hoc rationalizations for their linguistic choices regarding identity labels and pronouns, and the language ideologies that underlie these discourses. They appeal to popular discourses to rationalize their linguistic practices, which reveal implicit assumptions about what they view as “appropriate” language practices. In addition to being highly aware of the cultural implications of language choices, they specifically rationalize their terminological choices through discourses of “historical fact”, “linguistic definition”, and “personal feeling”.

Competing language ideologies underlie these legitimizing discourses. Importantly, there is a central tension between a referentialist ideology (Hill 2009), which assumes that words should describe the world truthfully, and a personalist ideology (Hill 2009) of self-identification (Zimman 2017), which prioritizes individual intent and agency. These legitimizing discourses function as tools through which nonbinary people participate in linguistic activism.

Lal Zimman (he/him) (University of California, Santa Barbara)
Will Hayworth (they/them) (Google)
How We Got Here: Short-scale change in identity labels for trans, cis, and non-binary people in the 2000s

Though understudied in research on language variation and change, the lexicon is a crucial domain for sociopolitical transformations of language. This talk presents a corpus-based sociolinguistic analysis of changes in terms for transgender, cisgender, and non-binary individuals in three online communities on the social media blogging site, LiveJournal.com – one for trans women, one for trans men, and another for non-binary people – that were popular in the 2000s. Using innovative corpus methods that utilize general purpose cloud computing tools, we focus on changes in the popularity of labels for trans, cis, and non-binary people, the factors that impact the variable use of these terms, and what kinds of differences can be observed across the three LiveJournal communities of practice studied. It thereby contributes both to the study of language and identity in trans and queer communities and to the development of methods for studying large datasets of technologically mediated communication.

Joel N Jenkins (University of California, Davis)
Entering the mainstream: On throwing shade

In February 2017, Merriam-Webster officially added throwing shade, defining it as, “to express contempt or disrespect for someone publicly especially by subtle or indirect insults or criticisms.” Announcing the news via Twitter, @MerriamWebster, used a gif from Paris is Burning (pictured below). Featuring this graphic both displays the community of origin (including Black and Latinx gay men and transgender women) and indicates a shift in indexicality. This paper explores trajectory of transmission and diffusion, indicated within this tweet, for this term.
The phrase has been popularized through TV, including *Pose* (Canals, et al., 2018), *Real Housewives of Atlanta* (“Throwing Shade”, 2009) and through political commentary like *Washington Post* (Kessler, 2016). Using a qualitative analysis, I situate throwing shade within a context of Black English (Rickford, 2011), attitudes towards gay males in media (Gamson, 2013), and queer linguistic approaches to the transformation of racial and gendered meanings through appropriation and subversion (Barrett 2017). Together, these perspectives illuminate the process through which digital media intensifies the diffusion of indexically dense forms like shade.

**Bryce McCleary** (he/him) (Oklahoma State University)

“Snatched”: From local drag to the Twitterverse

This project presents research on a community of drag performers in Oklahoma City, investigating accounts of popular “drag slang” and its spread through popular culture. It employs queer linguistic analysis (e.g., Hall 2013; Motschenbacher & Stegu 2013) of folk linguistic interviews (Niedzielski & Preston 2003), with specific attention to folk metalanguage and implicit attitudes conveyed in discoursal data (Preston 2012, 2019). It uncovers a tenuous relationship between local drag and popular representations of drag (e.g., shows like *RuPaul’s Drag Race*), which seem to celebrate and yet (re)appropriate in-group language/culture to a wider, non-LGBTQ+ audience. This project then turns to twitter, analyzing over two thousand tweets with relevant lexical items (“slang”) to attempt understanding the spread of such terminology outside of local drag communities. Finally, as many of these performers are also people of color, this project raises questions about the (re)appropriation of African-American-associated ways of speaking by the LGBTQ+ community.
Perspectives on Negation: A Cross-Disciplinary Discussion
Chart B
2:00 – 5:00 PM

Organizers: Cynthia Lukyanenko (George Mason University)
Frances Blanchette (Penn State University)

Participants: Frances Blanchette (Penn State University)
Claire Childs (University of York)
Viviane Déprez (Rutgers University)
Cynthia Lukyanenko (George Mason University)
Dan Parker (College of William and Mary)
Roman Feiman (Brown University)

Negation is one of the few uncontroversially universal features of natural language (Horn 1989), and its properties have drawn
attention for millennia from philosophers, linguists, psychologists and others (Plato c.360 BC, Ockam c.1323, Jespersen 1917,

This long history of research has produced many insights. Formal theorists have explored the systematic relationships between
negative form and meaning pairs. Sociolinguists have pointed out the many ways a single language variety can express negation,
and explored influences on speakers’ choices among them. Psychologists and psycholinguists have contributed observations about
how humans comprehend negative sentences, demonstrating, for instance, that in neutral contexts, negative sentences take longer
to process than affirmative ones.

These areas of research also benefit from cross-communication. For instance, theory-building has been informed by the
documentation of the diverse systems for marking negation within and across languages. And in turn, theory has pointed out new
directions for inquiry in psycholinguistics and language development, such as how negative dependencies are processed during
comprehension, or how children acquire truth-functional negation.

However, despite the breadth and variety of the negation literature, the modern linguistic understanding of negation is hardly settled.
Indeed, the breadth and richness of the negation literature makes it easy to miss insights from other fields or subfields that
might serve to inform one’s own research. Negation remains an active area of inquiry with many questions still to be explored, and much
to be gained from cross-disciplinary discussion.

This workshop brings researchers from diverse subfields into conversation with each other and with attendees, creating space for
the development of ideas and for communication across subfields. As the conversation explores the individual methodological and
theoretical contributions of a range of subfields, the parallels between them, and the ways they can support each other, we hope to
create a dynamic, insightful, field-spanning discussion.

Five brief conference talks (15m + 10m for questions) by scholars in psycholinguistics (Parker), language development (Feiman),
sociolinguistics (Childs), and formal and experimental syntax (Déprez, Blanchette), will be followed by a moderated discussion,
and an open Q&A session. We invite anyone with an interest in negation or other subfield-spanning topics (e.g., agreement) to join
us and contribute to the conversation.

Abstracts:

Viviane Déprez (Rutgers University)
Negative concord and polarity: Where they agree and where they don’t

Approaches to negative dependencies are often framed in two distinct ways. On the one hand, negative polarity dependencies are
shown to feature idiosyncratic variation down to the lexical level, on the other hand, negative concord (NC) dependencies are
analyzed in terms of macroparametric variation. Languages have or don't have NC, which is strict or non-strict. Recent cross-
linguistic and experimental research on NC, however, points to variation questioning macro-parametric accounts, showing that 1)
attested distinctions cut across the language classes posited and 2) distinctions between NC and NPI dependencies are far from
clear-cut. The results of these works show that the broad divisions previously posited are not sustainable and that a more global
approach to negative dependencies needs to redefine how they can differ and be alike, with the goal of accounting both for evident principled cross-linguistic similarities in their nature as well as potential minute distinctions.

**Dan Parker** (College of William & Mary)

*Encoding and accessing negation*

Many studies have investigated how we interpret negation during real-time sentence comprehension. In this talk, I will discuss one facet of this research program focusing on dependencies that require access to negation, namely Negative Polarity Item (NPI) licensing. NPIs are words like ever or any that are acceptable in the scope of a negative-like element, e.g., a negative quantifier. Several studies have shown that comprehenders are susceptible to “illusions of acceptability” due to the lure of negative words in structurally irrelevant positions. Recently, we’ve discovered that such effects can be reliably “switched off” when the NPI is more distant from the licensing context. These findings suggest that our mental representation of negation becomes more stable with the passage of time to more accurately compute scope relations. I will conclude by discussing some outstanding questions regarding real-time NPI licensing and suggest how insights from other subfields might help address these questions.

**Roman Feiman** (Brown University)

*Conceptual and linguistic components of early negation comprehension*

Although no is one of the first words English-learning children say, they initially use it only to reject offers and commands. I will present evidence that children acquire the adult-like truthfunctional meaning of no and not simultaneously, a full year after they start saying no, and explore what might cause this lag between production and comprehension. One possibility is that younger infants simply cannot represent truth-functional negation, so it does not become a candidate word meaning until further conceptual development occurs. Another possibility is that it is hard to map negation to a word until one knows more of one’s language, even if the meaning is available to thought. Using evidence from the acquisition of negation in Hungarian, Spanish, and English-learning toddlers, as well as the acquisition of English negation in older internationally adopted children, I will argue that the main limiting factor appears to be linguistic rather than conceptual.

**Claire Childs** (University of York)

*A variationist approach to interacting variables: Negation and stative possession*

The challenges of applying variationist methods to morpho-syntax often leads to the analysis of linguistic variables without considering their interactions. This is particularly problematic for negation given its inherent variability and its impact on other phenomena – e.g. do-support is reportedly increasing in British English (Trudgill et al. 2002), as is stative possessive have got (Tagliamonte 2003), but these are incompatible in negative contexts. What is the state of this variation under negation? Quantitative analysis of speech in BNC2014 (Love et al. 2017) shows increasing use of don’t have, and little have-contraction unless accompanied by got. This allows me to reconcile two independent observations of subject-type constraints on contraction (McElhinny 1993) and stative possession (Tagliamonte et al. 2010): I demonstrate that have is preferred with NP subjects because contraction is phonotactically-restricted. This emphasises how variationist sociolinguistics can achieve greater explanatory power by analysing linguistic variables as part of a larger system.

**Frances Blanchette** (Penn State University)

*A stigmatized feature in a standardized variety: The case of English Negative Concord*

Negative Concord (NC), the marking of two or more syntactic negations with a single semantic negation (e.g., the ‘I ate nothing’ meaning of I didn’t eat nothing), is fundamental to vernacular Englishes, but heavily stigmatized in English speaking societies. This talk summarizes the results of a series of recent studies that support the hypothesis that speakers of standardized English, in which NC is absent from usage, have grammatical knowledge of this construction. The studies apply a range of measures, including offline judgments, acoustic production and perception, and online reading times. Taken together, they support the conclusion that NC is fundamental to English negation, and that its representation parallels a subset of nonstigmatized Negative Polarity Item constructions (e.g., I didn’t eat anything). I discuss the implications of these findings for formal theories, corpus analyses, and experimental studies, which typically do not consider NC to be a feature of standardized English.
Toward an Intersectional Linguistics
Chart A
3:30 – 5:00 PM

Organizers: Tyler Kibbey (University of Kentucky)
Rusty Barrett (University of Kentucky)
Tracey Weldon (University of South Carolina)
Melissa Baese-Berk (University of Oregon)

Sponsors: LSA Committee on the Status of Women in Linguistics (COSWL)
LSA Committee on Ethnic Diversity in Linguistics (CEDL)
LSA Committee on LGBTQ+ Issues in Linguistics (COZIL)

Participants: Rusty Barrett (University of Kentucky)
Elaine Wonhee Chun (she/her) (University of South Carolina)
Jessica A. Grieser (she/her) (University of Tennessee)
Tyler Kibbey (University of Kentucky)
deandre miles-hercules (they/them) (University of California, Santa Barbara)
Ariana Steele (they/them) (The Ohio State University)

The concept of intersectionality has spread from its origins in law (Crenshaw 1989) to become a central issue across academic disciplines, including psychology (Cole 2009), medicine (Wilson et al. 2019), and engineering (Bruning et al. 2015). The primary insight of intersectional approaches is the recognition that social categories and identities are multiple and overlapping. Studies based on broad categories (such as “African American” or “women”) not only fail to capture the complexity of social categorizations but serve to marginalize or entirely erase the experiences of those with identities involving multiple marginalized groups. This is definitely true in the history of linguistics, where social categories of class, gender, and race/ethnicity have been perceived as variables that are independent from one another. Thus, the study of African American English, for example, has historically reproduced stereotyped representations that erase the experiences of African American women (Morgan 1999, Lanehart 2009a).

While some linguists have argued for the importance of intersectionality (e.g. Lanehart 2009b, Levon 2015), there has been very little work to incorporate an intersectional perspective in linguistic research. This session aims to provide a forum for linguists to discuss possible ways of incorporating intersectionality into our methodologies and theoretical models. Because intersectionality is relevant to a broad range of issues in the field, the session is co-sponsored by the Committee for Ethnic Diversity in Linguistics (CEDL), the Committee on the Status of Women in Linguistics (COSWL), and the LGBTQ+ Special Interest Group. In bringing these groups together to sponsor a joint session, we hope to draw attention to the importance of intersectionality to a wide range of linguistic research.

The three papers in this session are designed to open lines of discussion concerning the ways in which intersectionality can be incorporated into linguistic research. The first paper by miles-hercules and Steele presents an overview of the concept of intersectionality and its importance for studies in linguistics. This paper provides the background needed for productive discussion of the issues involved. The second paper, by Jessica Grieser, discusses the possibilities for incorporating Critical Race Theory (e.g. Delgado and Stefancic 2017) into theoretical models in sociolinguistics. Grieser suggests that Critical Race Theory provides a means of producing more intersectional models of language variation and change. The third paper, by Elaine Chun, emphasizes the importance of discursive context in the interpretation of language variation. Chun argues that a decontextualized view of the meaning of linguistic variables makes it difficult to observe the intersectional complexity of linguistic variation. The papers are followed by an extended period for discussion so that participants in the session can discuss the possibilities for developing methods and theories that capture the complexities of intersectionality.
Abstracts:

**deandre miles-hercules** (they/them) (University of California, Santa Barbara)

**Ariana Steele** (they/them) (The Ohio State University)

*Introduction: Toward an intersectional linguistics*

The term *intersectionality* has enjoyed increased use in both academic and popular discourses recently without comparable traction in linguistics specifically. Insufficient engagement with the ramifications of race in the scientific study of language might even seriously preclude the question of multiple and mutually dependent systems of social categorization such as gender and class. Nonetheless, substantive integration of the epistemological concerns of intersectionality is an ethical imperative for the field of linguistics, which underwrites paths towards progressively nuanced analyses of linguistic variation and a fundamentally more just discipline. Tracing the development of intersectional thought from Black feminist and womanist theorizing, including its rare iterations in linguistic research, I offer a crucial introduction to the concept’s theoretical basis while debunking widespread myths surrounding it. This treatment provides potential points of entry for interested scholars and situates the work of our panelists within this trajectory toward an ultimately more inclusive linguistics.

**Jessica A. Grieser** (she/her) (University of Tennessee)

*Toward a Racially-Intersectional Linguistics*

This talk explores the role that race has played in linguistic inquiry, through the lens of intersectionality theory. It begins by discussing the ways that race has been treated in the field historically and compares studies which have treated race as a simple variable with others which have embraced the complex ways in which race intersects with other aspects of subjects’ identities. I use this to outline what an intersectional approach to race in linguistic inquiry would look like: engaging fully with power dynamics, humanizing research subjects and researchers, and incorporating frameworks from allied fields.

**Elaine Wonhee Chun** (she/her) (University of South Carolina)

*Intersectionality and the ethnolect: Projects of contextualization*

One of the critiques that has long been wielded against a traditional “speech community” approach to language is its erasure of sociocultural and linguistic heterogeneity, given that community members may be defined along multiple, intersecting dimensions. I suggest in this presentation that whether a linguistic form is linked to a single dimension of identity or to multiple, intersecting ones is hardly a fact about the form itself but an outcome of its contextualization in discourse. Such contextualization is achieved in part over the course of specific moments of interaction (e.g., how interlocutors label a moment of language) and in part across multiple speech events (e.g., how community members regularly evaluate, categorize, and perform ways of speaking).
It has been observed across languages and language families that some changes in the conventions of interpretation between specific functional meanings and their corresponding linguistic markers are not random, but actually follow clear patterns. In light of their systematicity, unidirectional grammaticalization “pathways” or “trajectories” have been proposed to capture these diachronic phenomena. Less well-understood, however, is how and why these particular changes occur, why they should be unidirectional and/or cyclic, and what (communicative) mechanisms and (semantic) representations support them.

**DIACHRONIC SEMANTICS** represents an emergent research program, one that seeks to approach these questions on the basis of two (theretofore) distinct lines of inquiry: grammaticalization theory and formal semantics. Grammaticalization research had usually approached language change phenomena from a functionalist perspective, disregarding the formal tools that are used in semantic/pragmatic theories that seek to formally characterize synchronic phenomena. Conversely, formal semantic/pragmatic work traditionally abstracted away from the inherent variability shown by the associations between grammatical markers and their meanings. By reconciling these approaches and addressing ‘semantic change’ phenomena, **DIACHRONIC SEMANTICS** has offered new insights which constrain both the synchronic formal characterizations of meanings and, consequently, general theories of language change as a phenomenon borne of language use & variation.

The aim of this organized session is to assemble a number of scholars working in across empirical domains and theoretical backgrounds to take stock of advances in this research program over the past decade. We invite reflection on the challenges we have encountered and the development of new ways of understanding semantic change phenomena.

In view of these goals, the organized session will open with an invited address from Ashwini Deo (OSU), where she will present an overview of the current state of (and issues facing) the research program. The presentations that follow seek to provide insight into the following questions: (a) how—and to what extent—can we formally generalize over grammaticalization pathways? and (b) can we describe the forces or mechanisms at play in the advancement of semantic change phenomena?

In asking these questions, we hope to interrogate the utility of a formal apparatus—one that has had considerable success in modeling the semantic components of synchronic natural language grammars—in explaining changes between different diachronic stages of these grammars. Consequently, these presentations explore data from a number of different languages and grammatical domains. In so doing, they characterize the formal and functional “forces” that drive grammaticalization, they identify specific payoffs of (or problems with) deploying formal semantic tools to understand these forces, and they explain cross-linguistically attested meaning change “pathways”.

Subsequent to the invited presentations, two discussants—one from the grammaticalization theory tradition, one from the formal semantics/pragmatics subfield—will each give a short presentation to assess from their perspectives on the strengths and weaknesses of the **DIACHRONIC SEMANTICS** research program. Finally, the organized session concludes with a discussion forum, chaired by Prof Deo, where all attendees will be given an opportunity to join the conversation.
Abstracts:

Elitzur Bar-Asher Siegal (Hebrew University of Jerusalem)
*A formal approach to reanalysis: The case of a marker of negative counterfactuals*

Various studies have argued that the concept of GRAMMATICALIZATION is of limited explanatory power, and that it is in fact an epiphenomenal result of semantic change, structural reanalysis, and phonological reduction. Accordingly, studies of semantic change focus on reanalysis. Recently, it has also been argued that the notion of REANALYSIS similarly lacks explanatory power. It is in this context that I present a formal model for reanalysis.

Here, I elaborate on the nature of the various types of reanalysis, as I will follow the history of ʾilmale – a particle that at some stages of Hebrew and Aramaic marks negative antecedents of counterfactuals and in other periods marks positive antecedents of counterfactuals. The current paper demonstrates a cycle of 6 stages, which includes various syntactic and semantic reanalyses, and provides a formal explanation for these changes.

Remus Gergel (Universität des Saarlandes)
*Reflexively ‘going out’: A path of growing sufficiency*

Motion verbs give rise to futurates and are known to yield modals (Bybee et al. 1994 among others), usually with universal force. Drawing on Gergel & Kopf-Giammanco (2019 – ms.), I discuss the Austrian German construction sich ausgehen (‘REFLEXIVE go.out’), shown below.

(1)  
*Eine Tasse Kaffee geht sich vor dem Termin aus.*
  a cup coffee goes REFL before the appointment out  
≈ ‘It’s possible to have a cup of coffee before the appointment.’

I concentrate on the following:
1. Trajectories for ‘go’-verbs are both more varied and can come with additional constraints than previous studies have indicated.
2. Sufficiency (modal) constructions, in terms of which the present one is analyzed, also yield a broad landscape, in which presuppositions must be incorporated.

Nora Boneh (Hebrew University of Jerusalem)
Aynat Rubinstein *(The Hebrew University of Jerusalem)*
*Stability and change in complex verb constructions featuring deictic motion verbs*

A long line of research has studied how deictic motion verbs ‘come’ and ‘go’ change syntactically and semantically over time (Bybee et al. 1994, Hopper & Traugott 2003, Bourdin 2014, Eckardt 2006, Condoravdi 2019). In tandem, differences in speaker/addr-seen anchoring of the verbs have been exposed (Oshima 2006; Sudo 2016 a.o.). With this background, we aim to understand historical developments of ‘come’ and ‘go’ with clausal complements in which the opposition between the verbs seems neutralized. We suggest that the variation between these two verbs in complex verb constructions stems from their common semantic core, re-evaluating the source of their deixis. We examine two case studies:
1. Variation in whether ‘come’ or ‘go’ develops bouletic meaning (Rubinstein 2019).
2. Different flavors of unexpectedness arising in pseudo-coordination with ‘come/go’ in Hebrew, traceable to the deictic opposition between these verbs (Abarbanel & Boneh 2019, Boneh 2019).

Gunnar Lund (Harvard University)
*Semantic change without semantic reanalysis*

Grammaticalization pathways are associated with changes in meaning and form, but it's not well understood how to characterize this relationship. Meaning change is often thought to involve a form of Gricean reasoning (Traugott & Dasher 2002, a.o.). Some formal models of Gricean reasoning incorporate considerations of utterance cost, a reflection of morphophonological complexity; speakers prefer less costly utterances *a priori*. Using this notion of utterance cost, I argue that change in form is not wholly separable from meaning change. Change in form can induce change in meaning.
I present two case studies:

1. I review a proposal of the progressive-to-imperfective shift in Lund et al. (2019), where changing costs drive meaning change.
2. I introduce a model of Jespersen's Cycle where (contra Ahern & Clark 2017), the form of emphatic negation influences interpretation. Emphatic negation generates a markedness implicature. As it reduces morphophonologically, it becomes less marked, and this implicature weakens.

**Patrick Caudal** (Centre National de la Recherche Scientifique/Université de Paris)

_Coercion for the ages? A thousand years of parallel inchoative histories for the French passé simple and passé composé_

This talk will investigate the diachronic evolution of aspectual coercion (de Swart 1998; Bary & Egg 2012) in French, with respect to the simple past (passé simple) (PS) and compound past (passé composé) (PC). A study spanning several diachronic stages and capitalizing on earlier work (Caudal 2015a,b; Caudal, Burnett & Troberg 2016) will show that the PC and the PS exhibit parallel evolutions, with an initial gap never bridged through time. Thus, at the Old French period, the PC could not coerce any stative predicate, and the PS could coerce restricted types of states; and while across subsequent stages of the language, both tenses gained in inchoative coercive power, the PC never caught up with the PS. On the basis of the progressivity of these evolutions (notably in terms of non-aspectually determined lexical classes), I will suggest that inchoative coercion is a _conventionalized_ type of meaning expansion mechanism.

**Amy-Rose Deal** (University of California, Berkeley)

_Comments on diachronic formal semantics (as compared to formal semantic fieldwork)_

Methodological discussions among formal semantic fieldworkers have called attention to challenges that arise in attempting to work from corpora only, emphasizing the need to elicit judgments from native speaker consultants. I summarize some concerns raised in this discussion and discuss the extent to which they apply to (corpus-based work) in diachronic formal semantics.

**Brian D. Joseph** (The Ohio State University)

_What does ‘change in meaning’ mean, and can we constrain it, whatever it is?_

I start with the observation from some textbook treatments of diachronic lexical semantics that suggest that the term “semantic change” or “meaning change”, despite its prevalence in the literature, maybe a misnomer or even an incoherent notion. That is, the elements of meaning that are expressed through lexical items typically are present in the real world regardless of whether this form or that form is attached to them (I say “typically” because of instances of invention of entirely new items, like televisions or computers). But is the same true for grammatical semantics? I explore that question here, with attention not only to putative pathways of “grammaticalization” language internally but also to the issue of grammatical meaning change in situations of language contact.
The Responsibilities—And the Benefits—of Language Documentation Research to Broader Populations

Chart B
9:00 AM – 12:00 PM

Organizers:  Kristine Hildebrandt (Southern Illinois University, Edwardsville)
              April Laktonen Counceller (Alutiiq Museum)

Participants: Angiachi Demetris Esene Agwara (University of Bayreuth)
              Carrie Cannon (Hualapai Indian Tribe)
              Shobhana Chelliah (University of North Texas)
              April Laktonen Counceller (Alutiiq Museum)
              Susan Gehr (Enrolled descendent of Karuk Nation)
              Kristine Hildebrandt (Southern Illinois University, Edwardsville)
              Mary S. Linn (Smithsonian Institution)
              Ferdinand Mandé (Kari’nja Documentation Team)
              Sadaf Munshi (University of North Texas)
              Racquel-María Sapién (University of Oklahoma)

This workshop will invite participants focus on the history and achievements of the Documenting Endangered Languages (DEL) program since it was formed within the National Science Foundation (NSF) and National Endowment for the Humanities. The participants of this Workshop will consider the past, present, and future of DEL particularly in the context of “broader impacts” (potential benefits to society), and ways that DEL can continue to support a range of initiatives connected wider segments of society, and with outputs that serve both academic and public audiences. This organized session is affiliated with two other sessions (a Symposium and a cluster of Themed Posters) to both celebrate DEL and its accomplishments, and critically consider its future.

The DEL program has funded over 300 projects in 15 years, including institutes and conferences, workshops, fellowships, and doctoral dissertations, and includes two Early Career Development Program grants, several EAGER and RAPID grants, and one REU site. Beyond “standard” documentation efforts for scholarly audiences, DEL-funded projects have contributed to advances in archival infrastructure and sustainability. Some have innovated resources for community engagement and collaboration in endangered language documentation, preservation, and revitalization. These funded projects also overlap in meaningful and substantial ways with other NSF programs such as Arctic Social Sciences, the Polar Year Initiative in 2006, and the current United Nations International Year of Indigenous Languages. The LSA has committed to tailoring a number of events at its annual meeting to celebrate indigenous languages, community-centered initiatives and resources for further involvement and investment. We view this workshop as complementary to these events, and the workshop co-sponsorship from both the LSA subcommittees Linguistics in Higher Education and Ethics and with other societies that meet at the same time, including SSILA.

The six participants in this Workshop are DEL-funded primary investigators and program officers who have demonstrated excellence in weaving NSF-mandated “broader impacts” into their documentation research. They will present examples of broadening participation to include traditionally underrepresented groups and dissemination of discoveries to wider audiences beyond the academy. The Workshop will begin with a presentation by the moderator, who also served as a program officer for NSF DEL (Chelliah: “Reflections on the Broader Impacts of Language Documentation Research”). The next presentation will focus on community-integrated ethnobotany research (Cannon: “We Were Once One People; A Comparative Ethnobotany of the Pai Languages”). Next will be a presentation on community-centered initiatives and resources for further involvement and investment (Munshi: “Documenting Pakistan’s Endangered and Low Resource Languages: Towards Building Infrastructure and Capacity”). The final presentation before Chelliah’s summary will be on community involvement (Sapién & Mande: “Training and Empowerment: Documentation for, with, and by community members”).
Abstracts:

**Angiachi Demetris Esene Agwara** (University of Bayreuth)

*How endangered language programs can broaden participation in science*

Limited financial resources constrain the research topics that linguistics students based in underdeveloped countries are able to undertake. For instance, in a class of fourteen students who began linguistics PhD program in 2014 at the University of Buea in Cameroon, ninety percent focused on English second language acquisition in the classroom. Work on the documentation of Cameroon’s endangered languages requires financial resources that few students have, limiting opportunities for documentary capacity building. Thanks to my openness and risk-taking nature, I was supported with outside funds during my studies at Buea to engage in a project studying a region of Cameroon where a number of endangered languages are spoken. The benefits are clear: With a sound Master’s Degree focused on endangered languages, I was granted admission with a three-year scholarship into the renowned Bayreuth Graduate School of African Studies (BIGSAS), where I am continuing the work that I began in Cameroon.

**Carrie Cannon** (Hualapai Indian Tribe)

*We Were Once One People; A comparative ethnobotany of the Pai languages*

This talk explores the initiation of a collaborative intertribal ethnobotanical and linguistic based database project. The ongoing project involves a study of comparative ethnobotany to extend the linguistic documentation across the Pai languages of Arizona and Baja California, Mexico by creating a ‘Pai-wide’ ethnobotanical database. The purpose of the database is to document and archive valuable linguistic and ethnobotanical knowledge of the Pai affiliated Tribes before it is lost. The Pai languages represent a subset of the Yuman language family in that they are more closely affiliated through language, a common origin story and related song, dance, and customs than the other fourteen members of the Yuman language family. Geographically and historically, these languages spanned the Colorado River, all the way from Mexico to the high plateaus of northern Arizona. The six ‘Pai’ tribes include the Hualapai, Havasupai, Yavapai-Apache, Yavapai-Prescott, Ft. McDowell Yavapai, and Paipai indigenous people of Baja California, Mexico. The Hualapai Tribe, are the lead for this project, the Hualapai Department of Cultural Resources created an ethnobotanical database and incorporated it into a Hualapai Cultural Atlas Geographic Information Systems Geo-database Project. Expanding on this database and sharing linguistically related information is a central aspect of the present DEL funded pilot project. The potential new database has the potential to provide an invaluable linguistic archive for six distinct, but culturally affiliated tribes in a region within the world that is botanically distinctive and rare.

**Shobhana Chelliah** (University of North Texas)

*Reflections on the broader impacts of language documentation research*

Some challenges for projects funded by the National Science Foundation’s Documenting Endangered Languages Program (DEL) with respect to the broader impacts merit review requirements are: (1) the legal or ethical implications of reusing archival data for computational or large scale typological comparison; (2) incorporating effort and funds towards capacity building in communities by creating training opportunities for community documenters, bringing K-12 and undergraduate students to language science, and giving graduate students research opportunities, (3) supporting language revitalization and language pedagogy while still doing core research, and (4) demonstrating the impact of DEL research to national concerns such as national security, biodiversity, and health and wellness.

**Susan Gehr** (Enrolled descendent of Karuk Nation)

*Towards Karuk community language scholar archives development*

Through the Karuk (kyh) Archives and Accessibility Project (NSF #1500605), the Karuk Tribe broadens participation of under-represented groups by presenting education in taking care of linguistic data with archival principles in mind. Participation in programs like the Breath of Life Institute introduced to language communities the possibilities of archives and archivists as aspects of their language reclamation strategy. For tribes whose last first-language speaker has passed on, the archival record comes to stand in as a member of the speech community. Training community language scholars in archival care of personal language collections broadens access to language data. This language data preservation strategy builds capacity within the community. Encouraging community language scholars to think about their collections centuries in to the future helps to teach about where archives fit into the endangered language documentation process.
Mary S. Linn (Smithsonian Institution)

*PIs as public stewards: Broadening the impact of publicly-funded research*

I take the position that by accepting public money, PIs are not just bound by NSF guidelines, but we are ethically bound to the public to make our work contribute outside our own scientific community. Broadening Participation should not and need not be an afterthought or a struggle. Based on my own DEL grants, I will show how I have tapped into all the five potential BP categories (advance discovery and understanding; broadening participation in under-represented groups; enhance infrastructure; broaden dissemination; and benefits to society) beyond training graduate and undergraduate students. The talk will look at each of these categories and discuss how we may actually fulfill many of these but don’t recognize our contributions, and it will encourage other creative and meaningful ways to fulfill them. All of us can be public stewards of our work and of our fields.

Sadaf Munshi (University of North Texas)

*Documenting Pakistan’s endangered and low resource languages: Towards building infrastructure and capacity*

Pakistan is a repository of remarkable ethno-linguistic diversity. A majority of these languages are yet to be described and documented. Continuing geo-political problems, however, cause a number of hurdles, such as restricted access and security concerns. Consequently, attempts to conduct documentation work by foreigners are time-consuming and stressful. With little institutional support, besides bureaucratic interferences, the task becomes daunting. Local scholars lack a foundational understanding of the core concepts required for analyzing language structure and basic skills in documentation methods. While training workshops open doors for them to become more involved in documentation work, short-term efforts, if not complemented by long-term intensive training opportunities, continued mentorship and lasting collaborations, are hardly productive. There is an increasing need to improve upon existing resources and methodological frameworks and pursue a capacity building effort that can address the problem of endangered and low resource languages in the region more widely and more effectively.

Racquel-María Sapién (University of Oklahoma)

Ferdinand Mandé (Kari'nja Documentation Team)

*Training and empowerment: Documentation for, with, and by community members*

"The Writing Chief," Ferdinand Mandé, the former chief of Konomerume, Suriname, had been documenting Kari'nja (his native language) for years before meeting Racquel-María Sapién, a linguist with interests in endangered languages research. Together with other community members, they have been working to document and describe aspects of both Kari'nja (Cariban) and Lokono (Arawakan). They take a training approach that empowers speakers and heritage learners of Kari'nja and Lokono to take an active role in research into their languages. This is evidenced in community members' dedication to seeking out training opportunities, both to advance their own knowledge and to share what they have learned, as well as their development of projects independent of outsider involvement. This presentation highlights the ways in which a central role for training leads to increased community ownership of projects, greater autonomy for members of underrepresented groups, more in-depth documentation, more robust corpora, and more nuanced descriptions.
Historical Sociolinguistic Approaches to Louisiana’s Multilingual Past
Chart C
9:00 – 11:00 AM

Organizer: Jenelle Thomas (University of Oxford)
Participants: Thomas Klingler (Tulane University)
Judith M. Maxwell (Tulane University)
Jenelle Thomas (University of Oxford)

Inspired by the location of this year’s annual meeting, this organized session explores the linguistic diversity of New Orleans and the surrounding region from the 17th-19th centuries, with a focus on multilingualism and language contact. During this period, Louisiana was, as it is now, the site of a rapidly changing multilingual landscape: the “carrefour louisiane” (‘Louisianan crossroads’; Neumann-Holzschuh 2014). The dates given for changes in administrative control of the region—France from the 17th century; Spain 1762/3-1800, France (secretly) 1800-1803; and finally the United States, with statehood awarded in 1812—hint at, but do not completely account for, the complexity of the linguistic landscape during this time. This landscape included indigenous languages, those of the enslaved African population, and European varieties brought in by colonization and immigration (notably French, Spanish, and English), as well as contact varieties such as Mobilian Jargon and Louisiana Creole. While there were certainly social and linguistic divisions between the various groups, there were also multilingual, multiethnic, and multiracial communication networks that stretched across the region and beyond (Dubcovsky 2016; Dessens and Le Glaunec 2016), highlighting the importance of a multilingual approach to language history in this context as in others (cf. Pahta et al 2018).

This panel brings together scholars working within and across these different language traditions to discuss patterns of variation, contact, and change, as well as the methodologies we can use to access them. With a broad view to applying sociolinguistic theories and methods to a common historical space and time, the papers in this panel address these issues through investigations of Mobilian Jargon, Tunica, French, Spanish, and English. They discuss contact features and varieties arising as a result of the multilingual context, from lexical borrowing to lingua francas and diffusion of areal traits. A second common theme is of language choice, language shift, and linguistic variation within and across individuals, communities, networks, and institutions. Finally, the papers included here address questions of sources for historical sociolinguistic work, documentation and reconstruction, and the relationship of local variants and varieties to the wider global context. Through this diversity of languages and sources, we aim to spark a broader discussion of the contexts, methods of study, and linguistic effects of historical multilingualism in general and in New Orleans and Louisiana in particular.

References:

Abstracts:

Judith M. Maxwell (Tulane University)
From Mobilian Jargon to “New” Tunica: Reawakening of a language isolate in Louisiana

Mobilian Jargon was widely used as a trade language pre- and post-contact. Its use perhaps led to diffusion of areal traits. The Tunica traded widely in this area, salt, and later horses and European commodities. While Tunica is a language isolate, areal contact can be seen in the many phonological, morphological and syntactic features Tunica shares with other languages of the Gulf South, while retaining several interesting unique features. Shared features include active- stative alignment, an alienable-inalienable possession distinction, final verb order, postpositions indicating directionality and location, pre-verbs for spatial orientation and direction, use of sitting/lying/standing verbs as existentials, and partial verb reduplication. Features that set Tunica apart regionally
include vestigial signs of feminine as the default gender, gendered association of positional verbs, use of auxiliary verbs for person number inflection neutralizing tense/aspect distinctions, inflection for singular, dual and plural number on verbs and on nouns.

**Michael D. Picone (University of Alabama)**
*Early multilingualism on the borders of the Louisiana Territory*

In the early going the first French settlements of the Louisiana Territory took place rather far from the Mississippi, on the Territory’s eastern and western borders, in order to counter the nearby presence of Spanish and English colonial rivals. Locations such as Natchitoches and Mobile became hubs for language contact, not only due to contact between rival European powers and local Native Americans, but also due to arrivals having more distant tribal affiliations and to due to the forced arrival of African bondsmen and bondswomen. Indeed, testimonies concerning the usefulness of Mobilian Jargon are available for both sites. This presentation will focus on information derived from various historical sources and archives, especially the earliest baptismal records of Mobile, beginning in 1704, in order to determine what inferences can be made about the inception of the multiethnic and multilingual colonial enterprise from which Creole Society in Louisiana was destined to emerge.

**Mapping multilingual administration in Spanish Louisiana**
*Jenelle Thomas (University of Oxford)*

During the four decades of Spanish colonial rule in Louisiana (1762-1800), Spanish became the official language of administration, while French remained widespread in day-to-day contexts. However, characterizations of the situation as diglossic paint with too broad a brush, as previous work has shown that personal correspondence networks from this period were multilingual, with language choice patterning according to author, recipient, and topic. This presentation focuses on the administrative context, using official correspondence and legal documents from New Orleans and beyond to map the relationship of Spanish, French, and the increasing use of English under Spanish rule. I discuss to what extent administrative documents can be said to reflect community and individual patterns of multilingualism, both in terms of language choice and the representation of linguistic variation.

**Thomas Klingler (Tulane University)**
*The Louisiana French lexicon: A window onto the history of Francophone Louisiana*

The Louisiana French lexicon provides a revealing window onto the complex history of population movement and cultural and linguistic contact in the region during the colonial period and beyond. A project currently under way to create an historical and etymological dictionary of Louisiana French seeks to elucidate the sources and development of its lexicon and to more firmly establish what parts are shared with other varieties of French and with the French creoles, and what parts are unique to Louisiana. Through the presentation of sample treated items, I will show how the project research methods as well as the narrative structure of the entries, which often include encyclopedic information that dictionaries typically eschew, help to tell the story of Louisiana French in a broad historical context.