Jessie Little Doe Baird is a linguist who is working with her Wampanoag Nation to reclaim a long-silent language and restore to their Indigenous community a vital sense of its cultural heritage. Wampanoag (or Wôpanâôt8âok), the Algonquian language of her people, was spoken by tens of thousands of people in southeastern New England when seventeenth-century Puritan missionaries encouraged Wampanoag speaker of the language to render it phonetically in the Roman alphabet, and use it to translate the King James Bible and other religious texts for the purposes of conversion and literacy promotion. As a result of subsequent war and the establishment of foreign governance and Wampanoag communities surrounded by English speakers, Wampanoag ceased to be spoken by the middle of the nineteenth century and was preserved only in written records. Determined to breathe life back into the language, Baird co-founded the Wôpanâak Language Reclamation Project, an intertribal effort that aims to return fluency to the Wampanoag Nation. She undertook graduate training in linguistics and language pedagogy at the Massachusetts Institute of Technology, where she worked with the late Kenneth Hale, a scholar of indigenous languages, to decipher grammatical patterns and compile vocabulary lists from archival Wampanoag documents. By turning to related Algonquian languages for guidance with pronunciation and grammar, this collaboration later led to a partnership with Professor Norvin Richards of MIT and has produced an 11,000-word Wampanoag-English dictionary, which the team continues to develop into an essential resource for students, historians, and linguists alike. In addition to achieving fluency herself, she has adapted her scholarly work into accessible teaching materials for adults and children and is lead linguist for a team that now provides a range of educational programs—an immersion elementary school, after-school classes for youth, beginning and advanced courses for adults, and summer immersion camps for all ages, high school accredited courses, Wampnoog I, Wampanoag II, and Wampanoag III—with the goal of establishing a broad base of Wampanoag speakers. Through painstaking research, dedicated teaching, and contributions to other groups struggling with language preservation, Baird is reclaiming the rich linguistic traditions of indigenous peoples and preserving precious links to our nation’s complex past.

Jessie Little Doe Baird received an M.Sc. (2000) from the Massachusetts Institute of Technology. She has served as the co-founder and lead linguist of the Wôpanâak Language Reclamation Project in Mashpee, Massachusetts, since 1993.
Creole Language Prosody in the 21st Century
Shelome Gooden
University of Pittsburgh

Research on prosody and intonation in Creole languages remains an untapped resource. However, it has import for how or if phonological systems have changed or developed under contact, and can contribute to our understanding of the scope of diversity in prosodic systems (Gooden, Drayton & Beckman 2009). Further, their hybrid histories and current linguistic ecologies present descriptive and analytical treasure troves. I review research on the prosody of several Caribbean Creoles, focusing on Jamaican Creole (JC) to highlight current challenges and opportunities in creole language prosody research.

Prosody is important to the study of the evolution of, and variation in Creole languages (Clements & Gooden 2011; Gooden 2017), and very likely played an important role in (early) creole formation (Givón 1979; Haspelmath 2011; Wichman 2011). It is well-known that Creoles defy dichotomous formulations of prosodic typology (Hyman 2006; Yapko 2009; Gooden, Drayton & Beckman 2009; Remijsen, Martis & Severing 2014), and typologically similar or historically related Creoles can show significant differences. So, prosodic hybridity in Saramaccan is attributed to lexical tone and stress (accent) contrasts associated with different lexical strata (Good 2006; McWhorter & Good 2012), while both Aruban and Curaçaoan Papiamentu have lexical tone and lexical stress, with words differentiated by syntactic category and input language (Rivera-Castillo & Pickering 2004; Remijsen & Van Hueven 2005; Rivera-Castillo 2006) and Palenquero shows Bantu-like substrate features (Hyman & Schwegler 2008).

Despite this, morphosyntactic and morpholexical properties have received the lion’s share of attention, with investigations in phonology/phonetics sorely lagging behind (Singh & Muysken 1995). Addressing this lacuna is important for sorting out the full extent of parametric variation in prosody, which current results suggest include prosodic structure, tonal alignment, pitch accent realization and stress placement (Gooden & Drayton 2017).

Turning attention to sociological variation, staunchly negative ideological stances towards JC contribute to sociophonetic differences, and dialects are said to be “sharply distinguishable by prosodic features” (LePage 1958:63). Still, studies focus broadly on social dialect differences (Irvine 2004, 2008; Wassink & Dyer 2004) or rural-urban distinctions (Patrick, 1999) and questions regarding, dialectal or sociolinguistic variation in prosody have not been fully explored. Analysis of field recordings from two rural conservative varieties, including a maroon settlement, shows limited dialectal differences. The maroon community (Eastern region – DeCamp 1960) has remained relatively isolated (Smith & van de Vate, 2012), such that the properties are hypothetically closer to early JC. However, we must be cautious, as common ecological contexts of rurality might have had a similar effect of minimizing differences. Comparatively, we see evidence of ethnonlinguistic variation and convergence in Trinidadian Creole among Afro-Trinidadians recorded in the 1970s and 2003, due to ethnolinguistic contact between Afro and Indo-Trinidadians, largely absent in the 1970s (Gooden & Drayton 2017).

I show that observed patterns reflect crosslinguistic properties of intonation languages with similar prosodic structures. This is important because not all of these languages are contact languages or they exist in varied ecologies different from that of Creoles, facts that speaks firmly against creole exceptionalism.

Shelome Gooden, Associate Professor in Linguistics at the University of Pittsburgh, served as Department Chair (2012-2018). She received a B.A. in Linguistics from the University of the West Indies (Mona, 1996) and M.A. and Ph.D. in Linguistics from the Ohio State University (2002, 2003). She serves on the executive committee for the Society of Pidgin and Creole Languages (since 2005) and the advisory board for Creative Multilingualism. Her research focuses mainly on language contact, intonation and prosody in Creoles and combines sociolinguistic and laboratory phonology methods for collecting fieldwork data. In addition to linguistic journals and handbooks, she has published in The European Journal for Person Centered Healthcare.
The Five-Minute Linguist
St. Charles Ballroom
Friday, January 3, 7:00 – 8:30 PM
The Five-Minute Linguist

The Five-Minute Linguist is a high-profile event during which selected speakers are judged on their ability to present their research in a brief but informative way. The Five-Minute Linguist presentations must be done without notes or a podium and they must be informative, engaging, and accessible to a non-specialist audience. Over the past three years this has become one of the most popular events at our annual meeting; join us this year for these dynamic presentations. This year’s finalists are:

- Natasha Abner (University of Michigan), Carlo Geraci (Ecole Normale Supérieure), Justine Mertz (University of Paris 7, Denis Diderot), Jessica Lettieri (Università degli studi di Torino), Shi Yu (Ecole Normale Supérieure): A handy approach to sign language relatedness
- Soubeika Bahri (City University of New York): Tamazight baby talk in Ettounsi: Language contact and stability of a register
- Jonathan Gutmann (Tulane University): Determining word length through context: A cross-linguistic information-theoretic approach
- Alyssa Kampa (University of Delaware), Catherine Richards (University of Delaware), Anna Papafragou (University of Delaware): Preschoolers interpret pictures using pragmatic principles
- Ian Maddieson (University of New Mexico): Climate shapes language
- Asako Matsuda (Ochanomizu University): We
- Laura Wagner (The Ohio State University): How time semantics links to mental cognition
- Emily Williams (University of Texas at Arlington): Pragmatic extension in computer-mediated communication: The case of ™ and #

Each participant will be given five minutes for a presentation that will receive constructive, friendly feedback from a panel of judges. The final judging will be done by the audience and a judging panel including journalists. The event will be emceed by LSA member John McWhorter.
Linguistics as a discipline, particularly among institutions that grant PhDs in linguistics, has an inclusion challenge that verges on being Anti-Black. Anti-Blackness in linguistics often materializes as conversations of intellectual fit of what a department does and doesn’t do. Such arguments are rarely expanded to address how they exclude the intellectual interests and values of Black scholars from engaging with Linguistics Departments and how they exclude Black scholars who are interested in such questions from positions in departments that grant PhDs in Linguistics. To address the challenge in theory, linguistics urgently needs interdisciplinarily-informed theoretical engagement with race and racism; particularly Blackness and Anti-Blackness. The work must incorporate the perspectives of linguistic researchers of different methodological approaches and racial backgrounds and must also draw on theories of race in neighboring fields. To address the challenge in action, we need to reach out to Black students and scholars to make connections with linguistics that value their intellectual and professional interests. The Talking College Project is a Black student and Black studies centered way of learning more about the linguistic choices of Black students while empowering them to be proud of their cultural and linguistic heritage. We value the perspectives of undergraduates from a range of disciplinary backgrounds as researchers and we have a special focus on students at institutions, particularly Historically Black Colleges and Universities that do not offer linguistics as a major. One key question of The Talking College Project is: how does the acquisition of different varieties of Black language and culture overlap with identity development, particularly intersectional racial identity development? To answer this question, we conducted over 50 interviews with Black students at several Minority-Serving Institutions, Historically Black College, and Predominantly White Universities. Based on information collected from the interviews, it is evident that Black students often face linguistic bias and may need additional support and guidance as they navigate the linguistic terrain of higher education. I present themes and examples from the interviews that illustrate the linguistic pathways that students choose, largely without sociolinguistic knowledge that could help guide their decisions. These findings serve to help us create a model of assessment for what linguistic information Black students need in order to be successful in higher education and how faculty can help to establish opportunities for students to access content about language, culture, and education within the college curriculum. I address the work we need to do as educators and linguists to provide more Black college students with information that both empowers them raciolinguistically AND respects their developing identity choices. In this way, our engagement with race in linguistics will be both innovative and authentic in a way that truly honors the children of the 9th Ward, Circa 2005.

Anne Harper Charity Hudley is the North Hall Endowed Chair in the Linguistics of African America and Director of Undergraduate Research for Office of Undergraduate Education at the University of California, Santa Barbara. She won the 2019 Linguistic Society of America Linguistics, Language, and The Public Award for her national influence on the classroom experience of users of nonstandardized varieties of English. Charity Hudley serves on the Executive Committee of the Linguistic Society of America. She has served on the National Council of Teachers of English and as a consultant to the National Research Council Committee on Language and Education and to the National Science Foundation’s Committee on Broadening Participation in the Science, Technology, Engineering, and Mathematics (STEM) Sciences. Her third book, The Indispensable Guide to Undergraduate Research, is co-authored with Cheryl Dicker and Hannah Franz and published by Teachers College Press. Her second book, We Do Language: English Language Variation in the Secondary English Classroom, co-authored with Christine Mallinson of the University of Maryland Baltimore County, is also published by Teachers College Press in the Language and Literacy Series. Her first book Understanding English Language Variation in U.S. Schools, also co-authored with Christine Mallinson of the University of Maryland Baltimore County, is also published by Teachers College Press in the Multicultural Studies Series. Her other publications appear in journals including: Language, The Journal of English Linguistics, Child Development, Language Variation and Change, American Speech, Language and Linguistics Compass, Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations, and in many book collections including the Handbook of African-American Psychology, Ethnolinguistic Diversity and Literacy Education, Oxford Handbook of Sociolinguistics, and the Oxford Handbook of Language in Society.
What is Time (and why should linguists care about it)?
Brian D. Joseph
The Ohio State University

An indisputable fact of life and of nature is that humans and human institutions necessarily both exist in and live through time. The importance of this fact and the conscious recognition of it is reflected in the concern for the passage of time and for humans’ place vis-à-vis time observable in various sorts of artistic expression, from the visual arts such as sculpture and painting to various reflections in literary and even musical sources. Taking the arts as my point of departure, I first outline here and then contrast different views of time from within different domains and disciplines and from vantage points. In particular, I discuss:

• the artist’s view of time
• the physicist’s, and astrophysicist’s, view of time
• the geologists and evolutionary biologist’s view of time.

I then turn to matters more in line with language, discussing various perspectives that inform a linguist’s view of time
• for synchronic linguists, tense and tenselessness in human language
• for diachronic linguists, a long view of time versus a short view.

Elaborating on these perspectives, I argue that for all the fact that diachronic linguists, and diachronic linguistics, traditionally have focused on the long view, it is the short view that dominates ordinary speaker’s interaction with time, and this perspective of the ordinary speaker is an additional view of time that can be added to the catalogue emerging in this presentation. Moreover, diachronic linguists should pay attention to and take seriously the speaker’s perspective, for it is ordinary speakers who are responsible for and who determine language change, and by extension, language nonchange, i.e. stability. Both views of time for the linguist, the long and the short view, teach us is that there is continuity as well as change in language across time. As an extended case study of precisely that dichotomy, I give an account of the past-tense marker in Indo-European known as the “augment” and present both a long view and a short view of its development throughout all of attested Greek, from Mycenaean Greek of the second millennium BC up through Modern Greek of the present day, with particular focus on its realization in certain regional dialects of the modern language. The augment thus provides an important object lesson in linguistic continuity and change, as it proves to be a remarkably durable but at the same time intriguingly elastic morpheme, at least as far as Greek is concerned. Since the view of time that I ultimately dwell on leads me to a consideration of time and history, I end with some observations on both the history of the field and my own personal history.

Brian Joseph is Distinguished University Professor of Linguistics, and The Kenneth E. Naylor Professor of South Slavic Linguistics, at The Ohio State University. His degrees are in Linguistics, from Yale (A.B., 1973), and Harvard (A.M., 1976; Ph.D., 1978). He has held fellowships from NEH, ACLS, and Fulbright, and holds two honorary doctorates (La Trobe, 2006; Patras, 2008). He is a Fellow of the American Academy of Arts and Sciences, the American Association for the Advancement of Science, and the Linguistic Society of America, and is a member of the American Philosophical Society. His research focus is historical linguistics, especially regarding Greek, from Ancient through Modern, in its genealogical context as an Indo-European language and its geographic context within the Balkans. A current research project involves fieldwork among the minority Greek-speaking communities of southern Albania, from a sociolinguistic, dialectological, and Balkanistic perspective. He has served the LSA as a member and chair of various committees (Nominating, Journal Editors, and Centennial Planning), as Director of the 1993 Institute at Ohio State, as an instructor at seven LSA Institutes, as Archivist, and from 2002-2008 as editor of Language.