

**Building Capacity in Linguistics and Endangered Languages
at Tribal Colleges and Universities
Linguistic Society of America Annual Meeting**

Workshop Agenda
Thursday, January 5, 2017

JW Marriott, Austin, TX: JW Grand Ballroom Salons 1 and 2

8:00 – 9:00	Continental Breakfast
9:00-9:30	Welcome, introductions [Monica Macaulay (UW-Madison)]
9:30-9:45	Overview of goals and objectives [Susan Gehr (Karuk)]
9:45-10:15	Discussion: Needs of TCUs and communities with respect to heritage language(s) [Moderator: Susan Gehr]
10:15-10:45	Break
10:45-11:45	What is linguistics and what can it do for me? [Wesley Y. Leonard (Miami; UC-Riverside) and Monica Macaulay]
11:45-12:00	Sources of financial support other than NSF [Monica Macaulay]
12:00-1:00	Lunch
12:15-1:00	Sources of financial support at the NSF [Colleen Fitzgerald (NSF)]
1:00-2:00	<u>Student Track (Concurrent)</u> [Yolanda Pushetonequa (Meskwaki; Tribal Linguist for Sauk Language Department, Sac and Fox Nation of Oklahoma)]
1:00-2:00	<u>Faculty Track (Concurrent)</u> [Jacob Manatowa-Bailey (Sauk)] Location: JW Grand Ballroom Salon 2
2:00-3:00	Technology and Training Overview: Tools and resources for language documentation [Lindsay Marean (Potawatomi)]
3:00-3:30	Break
3:30-4:30	Discussion: Identification of Challenges and Opportunities [Moderators: Susan Gehr and Monica Macaulay]
4:30-5:00	Closing Session: Getting the Most from the LSA Annual Meeting & Afterwards [Susan Gehr, Monica Macaulay, and Alyson Reed (LSA)]

This workshop is hosted by the Linguistic Society of America and the Endangered Language Fund, and has been funded by National Science Foundation grant #BCS-1643510.

Workshop on Building Capacity in Linguistics and Endangered Languages at Tribal Colleges and Universities

January 5, 2017

Speaker Bios

Colleen Fitzgerald (National Science Foundation)

Colleen Fitzgerald is at the National Science Foundation, serving as the Program Director for Documenting Endangered Languages as a rotator from the University of Texas at Arlington, where she is Professor of Linguistics and Director of the Native American Languages Lab. She directed the Institute on Collaborative Language Research (CoLang) in 2014, co-directed the 2012 and 2014 Oklahoma Breath of Life Workshop, and has led workshops and training for the Oklahoma Native Languages Association and the University of Arizona's American Indian Language Development Institute (AILDI), among others. She is currently engaged in a collaborative documentation project with the Chickasaw Language Revitalization Program.

Susan Gehr (Karuk)

Susan Gehr began learning Karuk in 1992. She worked with fluent speaker Violet Super in the Master Apprentice Program of the Advocates for Indigenous California Language Survival. She has an MA in Linguistics from University of Oregon. She worked with linguist William Bright as a graduate student, and then as co-publisher of a Karuk dictionary. She wrote and implemented two Administration for Native Americans language grants and one Documenting Endangered Languages project. To answer questions about caring for Karuk language materials, she earned a Master's in Library and Information Science, specializing in archives.

Wesley Y. Leonard (Miami; University of California-Riverside)

Wesley Leonard is an Assistant Professor of Ethnic Studies at the University of California, Riverside, and was previously a faculty member in Native American Studies at Southern Oregon University. He completed his PhD in Linguistics in 2007 at the University of California, Berkeley, focusing on social factors surrounding Native American language endangerment and reclamation. A citizen of the Miami Tribe of Oklahoma, he focuses in particular on the reclamation of his tribal nation's language, *myaamia*, which was once mistermred "extinct" but was brought back into use through linguistic research of historical documentation.

Monica Macaulay (University of Wisconsin-Madison)

Monica Macaulay is a Professor of Linguistics whose area of specialization is the morphology of Native American languages. She has worked on Chalcatongo Mixtec, Karuk, Potawatomi, and Menominee. She

continues to work with the Menominee community on language revitalization projects. She is also the President of the Endangered Language Fund.

Jacob Manatowa-Bailey (Sauk; Bacone College)

Jacob Manatowa-Bailey is Director and Founder, Center for Tribal Languages, Bacone College. He oversees the Tribal Languages Degree Program, a Bachelor's degree in Language Revitalization that provides students the opportunity to engage in intensive tribal language learning while working towards a college degree and gaining on-site internship experience working with tribal language programs.

Lindsay Jones Marean (Potawatomi)

Lindsay Marean started learning Potawatomi in 1999, the same year she started her graduate studies in linguistics. She has been involved in two Documenting Endangered Language projects with Potawatomi, a dictionary and a collection of transcribed and translated recordings of fluent Potawatomi elders. She works as a practical linguist for the Pakanapul Language Team (Tübatulabal) in Lake Isabella, California, under the sponsorship of the Owens Valley Career Development Center. She also edits an email digest for language teachers from the Center for Applied Second Language Studies at the University of Oregon.

Yolanda Pushetonequa (Meskwaki)

Yolanda Pushetonequa received her M.A. in Linguistics from the University of Minnesota Twin Cities in 2016. She is the tribal linguist for the Sac and Fox Nation of Oklahoma. Current projects include language documentation and implementing the Tama, Iowa location of the Bachelor of Arts in Tribal Languages degree program, a joint collaboration between Bacone College, the Sac and Fox Nation of Oklahoma, and the Meskwaki community. Her research interests include Meskwaki orthography development and making linguistic research accessible to language learners.

Alyson Reed (LSA)

Alyson Reed is the Executive Director of the Linguistic Society of America (LSA), a scholarly membership association dedicated to advancing the scientific study of language. Ms. Reed is an experienced non-profit manager and executive, having previously served as the Executive Director of the National Postdoctoral Association, the Maryland Commission for Women, and the National Committee on Pay Equity. She has also worked in senior management and policy posts at the National Kidney Foundation and the American College of Nurse-Midwives. Early in her career, Ms. Reed worked as a radio news reporter for an NPR affiliate in upstate New York, and also as a Project Manager for the League of Women Voters. In addition to her professional experience, Ms. Reed earned a Masters degree in Public Policy and Women's Studies from the George Washington University and a Bachelor's degree in English Literature from SUNY-Binghamton.

**Building Capacity in Linguistics and Endangered Languages
at Tribal Colleges and Universities
Resource List**

Linguistics

- Burton, Strang, Rose-Marie Déchaine, and Eric Vatikiotis-Bateson. *Linguistics for Dummies*. Toronto: J. Wiley & Sons Canada, 2012.
- Crystal, David. *The Cambridge Encyclopedia of Language*. 3rd ed. New York: Cambridge University Press, 2015.
- Denham, Kristin E, and Anne C Lobeck. *Linguistics for Everyone: An Introduction*. Australia: Wadsworth Cengage Learning, 2013.
- Mithun, Marianne. *The Languages of Native North America*. Cambridge, UK; New York: Cambridge University Press, 1999.
- Rickerson, E. M. *Five-Minute Linguist: Bite-Sized Essays on Language and Languages*. McGill-Queen's University Press, 2012.

Revitalization General

- Hinton, Leanne, and Kenneth L. Hale. *The Green Book of Language Revitalization in Practice*. Book, Whole. San Diego: Academic Press, 2001.
- Language Documentation and Conservation. <http://nflrc.hawaii.edu/ldc/> (on-line journal)
- Warner, Natasha, Quirina Luna, and Lynnika Butler. "Ethics and Revitalization of Dormant Languages: The Mutsun Language." *Language Documentation and Conservation* 1, no. Journal Article (2007): 58–76.

Collaborative Approaches and Training

- "Certificate in Aboriginal Language Revitalization." *Continuing Studies at UVic*. <https://continuingstudies.uvic.ca/culture-museums-and-indigenous-studies/programs/certificate-in-aboriginal-language-revitalization>
- Fitzgerald, Colleen, and Mary S. Linn. "Training Communities, Training Graduate Students: The 2012 Oklahoma Breath of Life Workshop," 2013. <http://hdl.handle.net/10125/26075>.
- Institute on Collaborative Language Research. "CoLang 2018 » University of Florida." <http://colang.lin.ufl.edu/>.
- "NILI | Northwest Indian Language Institute." <http://pages.uoregon.edu/nwili/>.

- Rice, Keren. 2009. Must There Be Two Solitudes? Language Activists and Linguists Working Together. J. Reyhner & L Lockard (eds.), *Indigenous Language Revitalization: Encouragement,*

Guidance, and Lessons Learned, pp. 37-59. Flagstaff, AZ: Northern Arizona University.
<http://jan.ucc.nau.edu/~jar/ILR/ILR-4.pdf>

Penfield, Susan D. & Benjamin V. Tucker. 2011. From Documenting to Revitalizing an Endangered Language: Where Do Applied Linguists Fit? *Language and Education* 25(4):291-305.

Writing Systems (Orthography)

Cahill, Michael, and Elke Karan. "Factors in Designing Effective Orthographies for Unwritten Languages." *SIL Electronic Working Papers*, 2008.
<https://www.sil.org/resources/publications/entry/7830>.

Cahill, Michael, and Keren Rice, eds. *Developing Orthographies for Unwritten Languages*. Dallas, Texas: SIL International, Global Publishing, 2014.

Grenoble, Lenore A. and Lindsay J. Whaley. 2006. Orthography. In Grenoble, Lenore A. and Lindsay J. Whaley (eds.), *Saving languages. An introduction to language revitalization*, pp. 137-159. Cambridge: Cambridge University Press.

Dictionaries

Frawley, William, Kenneth C Hill, and Pamela Munro. "Writing a Nez Perce Dictionary." In *Making Dictionaries: Preserving Indigenous Languages of the Americas*, 285–98. Berkeley: University of California Press, 2002.

Warner, Natasha, Lynnika Butler, and Quirina Luna Costillas. "Making a Dictionary for Community Use in Language Revitalization: The Case of Mutsun." *International Journal of Lexicography* 19, no. 3 (2006): 257–85.

Teaching Indigenous Languages

Hinton, Leanne. "The Master-Apprentice Language Learning Program." In *The Green Book of Language Revitalization in Practice*, edited by Kenneth L. Hale and Leanne Hinton, 217–26. Book, Whole. San Diego: Academic Press, 2001.

Hinton, Leanne. "Teaching Methods." In *The Green Book of Language Revitalization in Practice*, edited by Kenneth L. Hale and Leanne Hinton, 179–89. Book, Whole. San Diego: Academic Press, 2001.

Nathan, David, and Meili Fang. "Language documentation and pedagogy for endangered languages: A mutual revitalisation." *Language documentation and description* 6 (2009): 132-160.
<http://www.ejpublishing.org/PID/074>

Immersion

Hinton, Leanne, and Kenneth L. Hale. "Linguistic Aspects of Language Teaching and Learning in Immersion Contexts." In *The Green Book of Language Revitalization in Practice*, 227–36. San Diego: Academic Press, 2001.

Hermes, Mary. "Waadookodaading Indigenous Language Immersion: Personal Reflections on the Gut-Wrenching Start-up Years." In *Public Acts: Disruptive Readings on Making Curriculum Public*, edited by J. Francisco Ibáñez-Carrasco and Erica R Meiners, 57–71. New York: RoutledgeFalmer, 2004.

Pease-Pretty On Top, Janine. *Native American Language Immersion: Innovative Native Education for Children and Families*. Battle Creek, MI: WK, 2004.

<http://www.collegefund.org/userfiles/file/ImmersionBook.pdf>.

Yurok Tribe Community Language Project. "Teacher Intern Position/Pod Facilitator," n.d.

http://www.yuroktribe.org/departments/education/Yurok_Tribe_Language_Program/documents/facilitator2011.pdf.

Language and Wellness

Mclvor, Onowa, Art Napoleon, and Kerissa M. Dickie. "Language and Culture as Protective Factors for At-Risk Communities." *Journal of Aboriginal Health* 5, no. 1 (November 2009).

<http://www.naho.ca/journal/2009/11/12/language-and-culture-as-protective-factors-for-at-risk-communities/>.

Oster, Richard T., Angela Grier, Rick Lightning, Maria J. Mayan, and Ellen L. Toth. "Cultural Continuity, Traditional Indigenous Language, and Diabetes in Alberta First Nations: A Mixed Methods Study." *International Journal for Equity in Health* 13, no. 1 (October 19, 2014): 92. doi:10.1186/s12939-014-0092-4.

Whalen, D. H., Margaret Moss, and Daryl Baldwin. "Healing through Language: Positive Physical Health Effects of Indigenous Language Use." *F1000Research* 5 (May 9, 2016): 852. [doi:10.12688/f1000research.8656.1](https://doi.org/10.12688/f1000research.8656.1).

Technology

Hermes, Mary, and Kendall A. King. "Ojibwe Language Revitalization, Multimedia Technology, and Family Language Learning." *Language Learning and Technology* 17, no. 1 (n.d.): 125–44.

<http://llt.msu.edu/issues/february2013/hermesking.html>

Archives, Libraries, and Native Language Materials

First Archivists Circle. "Protocols for Native American Archival Materials,"

2007. <http://www2.nau.edu/libnap-p/index.html>.

Garrett, Andrew. "Language Archives: An Introduction,"

2012. <http://linguistics.berkeley.edu/~garrett/archives-talk-bol.pdf>.

"Sacred Lakota Music from 1896 Returned to Tribe." *Indian Country Media Network*, December 22, 2016. <https://indiancountrymedianetwork.com/history/traditional-societies/sacred-lakota-music-1896-returned-tribe/>.

Sercombe, Laurel. "Researching the Music of the First People of the Pacific Northwest: From the Academy to the Brain Room." *Collected Work: IAML Annual Conference 2002*. (AN: 2003-09354) 50, no. 2–4 (2003): 81–88.

Online Resources

"Endangered Languages Project." <http://www.endangeredlanguages.com/>.

Hammarström, Harald, Robert Forkel, Martin Haspelmath, and Sebastian Bank, eds. *Glottolog 2.7*. Jena: Max Planck Institute for the Science of Human History, 2013. <http://glottolog.org/>.

Indiana University Department of Linguistics. "LINGUIST List." <http://linguistlist.org/>.

"UNESCO Atlas of the World's Languages in Danger," <http://www.unesco.org/languages-atlas/>.

"World Atlas of Language Structures (WALS) Online," <http://wals.info/>.

Regional and National Organizations

Advocates for Indigenous California Language Survival (AICLS): <http://www.aicls.org/>.

Linguistic Society of America (LSA): <http://www.linguisticsociety.org>.

Society for the Study of the Indigenous Languages of the Americas (SSILA): <http://www.ssila.org>.

Sessions of potential interest to TCU faculty and students

At-a-glance

Thursday January 5

Time	Session Title	Location
5:00-7:00 pm	Twenty years of the Endangered Language Fund	Lone Star Foyer
7:00-8:30 pm	Plenary Address, Colleen Fitzgerald: The Sounds of Indigenous Language Revitalization	JW Grand Ballroom 5

Friday January 6

Time	Session Title	Location
8:00 – 9:00 am	Endangered Language Fund Annual Meeting	Meeting Room 301
9:00 – 10:00 am	Endangered Language Fund Office Hours	Meeting Room 301
9:00-10:30	NSF Documenting Endangered Languages Program Office Hours	Meeting Room 309
9:00 -10:30 am	Endangered Lgs in the Undergraduate Curriculum	Brazos
10:30 am-12:00 pm	Poster Exhibit: Data Citation and Attribution for Reproducible Research in Linguistics	Lone Star Foyer
2:00-5:00 pm	Symposium: Language and Educational Justice: A Dialogue between Linguistics and Linguistic Anthropology	Brazos
5:00-6:30 pm	American Dialect Society ‘Word of the Year’ vote	JW Grand 1 & 2

Sunday January 8

Time	Session Title	Location
7:30-9:00	Committee on Endangered Languages and their Preservation Meeting	
11:00-12:30 am	Ethics, Corpora and Techniques	Meeting Room 208

Presenter and Title Details

Thursday

Poster Session: Twenty Years of the Endangered Language Fund

Room: Lone Star Foyer

Time: 5:30 – 7:00 PM

Organizers: Claire Bower (Yale University) Monica Macaulay (University of

Wisconsin-Madison) Julie Tetel Andresen (Duke University)

Posters will be on display in the Lone Star Foyer on Poster Boards numbered 1 through 17.

- . (1) *Monica Macaulay (University of Wisconsin-Madison), Claire Bower (Yale University)*: Language endangerment and small grants: the ELF model
- . (2) *Cora O. McKenna (Nanbé Ówîngéh, New Mexico), Brenda G. McKenna (Nanbé Ówîngéh, New Mexico), Evelyn O. Anaya Hatch (Nanbé Ówîngéh, New Mexico), Geraldine Coriz (Nanbé Ówîngéh, New Mexico)*: a model collaboration among a North American indigenous community and Academia: Nanbé Tewa Language Program, the University of New Mexico, and the Endangered Language Fund
- . (3) *Natalia Bermúdez (University of Texas at Austin)*: The value of small grants for young documentary field linguists
- . (4) *Modesta Monthorn (Confederated Tribes of the Umatilla Indian Reservation)*: The Umatilla Dictionary Project
- . (5) *Tammy Decoteau (Dakotah Language Institute at Sisseton-Wahpeton Oyate)*: Everyday Dakotah, a 3 CD set of language learning CDs
- . (6) *George Winzenburg, S.J. (Red Cloud Indian School)*: Maḥpíya Lúta Lakḥól'iyapi Waḥspewichakhiyapi: teaching Lakota to Red Cloud students
- . (7) *Kate Riestenberg (Georgetown University)*: Task-based language teaching in support of Zapotec revitalization
- . (8) *Yolanda Pushetonequa (University of Minnesota)*: Meskwaki phonological change and orthography
- . (9) *Konrad Rybka (University of Amsterdam)*: Small grants, big steps: the development of the Lokono orthographic standard across the Three Guianas
- . (10) *Logan Sutton (Nanbé Tewa Language Revitalization Project/Indiana University), Shelece Easterday (Nanbé Tewa Language Revitalization Project/University of New Mexico)*: Suprasegmentals and revising orthography in Nanbé Tewa
- . (11) *Emily Elfner (University of British Columbia), Patricia A. Shaw (University of British Columbia)*: Game-based methodology for the study of intonational contours in Kwak'wala
- . (12) *Zjhezdana Vrzić (University of Rijeka/New York University)*: The effort of document and preserving Vlashki/Zheyanski language
- . (13) *Dmitri Funk (Moscow State University)*: The ELF Small Grant and corpora of Shor epic texts
- . (14) *Martin Kohlberger (Leiden University/James Cook University)*: Documenting endangered knowledge amongst the Shiwiar
- . (15) *Saudah Namyalo (Makerere University)*: Small is never small for the poorest of the poor: lessons learnt from the documentation of Lunyara folktales
- . (16) *Adam Roth Singerman (University of Chicago/ Museu Paraense Emílio Goeldi)*: Development of literacy materials with the Tupari community
- . (17) *Adjaratou Oumar (Institut Fondamental d'Afrique Noire), Doudou Diop (Institut Fondamental d'Afrique Noire)*: The Bedik and socialized flora: plants and funeral rites

Friday January 6

Endangered Language Fund Annual Meeting

Room: Meeting Room 301 Time: 8:00 - 9:00 AM

Endangered Language Fund Office Hours

Room: Meeting Room 301 Time 9:00 – 10:00 AM

Symposium and Poster Session: Endangered Languages in the Undergraduate Curriculum

Room: Brazos

Organizers: Michal Temkin Martinez (Boise State University)
(University of North Texas)

Shobhana Chelliah

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

LSA Linguistics in Higher Education Committee (LiHEC)

9:00 *Michal Temkin Martinez (Boise State University), Shobhana Chelliah (University of North Texas): Introduction*

9:05 *Ted Fernald (Swarthmore College): Community-based language research and revitalization work with undergraduates Joana Jansen (University of Oregon), Janne*

Underriner (University of Oregon): Ichishkiin and Chinuk Wawa: Teaching local endangered languages at the University of Oregon and Lane Community

College Kristine Hildebrandt (Southern Illinois University Edwardsville): Introducing undergraduate students to language endangerment Tim Thornes (Boise State University):

Regional language endangerment: bridging disciplines and communities in the

classroom Judy Pine (Western Washington University): Teaching about language shift: an ideological approach Michal Temkin Martinez (Boise State University), Tim Thornes

(Boise State University): Documenting languages of displaced people: an undergraduate capstone experience Kavon Hooshiar (University of Hawai'i at Mānoa), Brenda Clark

(University of Hawai'i at Mānoa), Sejung Yang (University of Hawai'i at Mānoa), Kevin Baetscher (University of Hawai'i at Mānoa): The Language Documentation Training

Center's contribution to undergraduate education

10:15 *Michal Temkin Martinez (Boise State University), Shobhana Chelliah (University of North Texas): Discussion/Q&A*

Posters associated with this session will be on display all day Friday in the Lone Star Foyer in poster boards numbered 85 and 86.

They will be attended by their authors from 10:30 AM to 12:00 PM

(84) *Kristine Hildebrandt (Southern Illinois University Edwardsville): "Community" and "collaboration" in undergraduate language documentation research: a case study from Nepal and a U.S. University*

(85) *Giela Pérez Báez (Smithsonian Institution):*

Demystifying multilingualism: evidence-based knowledge on multilingual acquisition in the context of endangered languages

The following posters will be on Exhibit in the Lone Star Foyer on Friday in poster boards numbered 75 through 84. Posters will be attended by their presenters from 10:30 AM – 12:00 PM.

(75) *Andrea Berez-Kroeker (University of Hawai'i at Mānoa), Gary Holton (University of Hawai'i at Mānoa), Susan Smythe Kung (University of Texas at Austin), Peter Pulsifer (University of Colorado at Boulder): Developing standards for data citation and*

- attribution for reproducible research in linguistics: project summary and next steps
 (76) *Ryan Henke (University of Hawai‘i at Mānoa), Meagan Dailey (University of Hawai‘i at Mānoa), Kavon Hooshlar (University of Hawai‘i at Mānoa)*: Questions, curiosities, and concerns: frequently asked questions about data citation and attribution
 (77) *Lauren Gawne (School of Oriental and African Studies), Barbara Kelly (University of Melbourne), Andrea L. Berez Kroeker (University of Hawai‘i at Mānoa), Tyler Heston (University of Hawai‘i at Mānoa)*: A survey of current reproducibility practices in linguistics publications
 (78) *Susan Smythe Kung (University of Texas at Austin), Jessica Trelogan (University of Texas at Austin)*: The data management life cycle for linguists
 (79) *Susan Smythe Kung (University of Texas at Austin), Jaime Perez Gonzalez (University of Texas at Austin)*: Citation and attribution of archived data: guidelines of the archive of the indigenous languages of Latin America
 (80) *Lauren B. Collister (University of Pittsburgh)*: Tell the story of data with metrics
 (81) *Helene N. Andreassen (UiT The Arctic University of Norway), Philipp Konzett (UiT The Arctic University of Norway), Stein Høydalsvik (UiT The Arctic University of Norway), Leif Longva (UiT The Arctic University of Norway), OduObiajulu (UiT The Arctic University of Norway)*: TROLLing: scope and operation of an open repository for linguistic data sets
 (82) *Meagan Dailey (University of Hawai‘i at Mānoa), Ryan Henke (University of Hawai‘i at Mānoa)*: Data citation, attribution, and employability
 (83) *Kavon Hooshlar (University of Hawai‘i at Mānoa)*: Data management across academic disciplines
 (84) *Bradley McDonnell (University of California, Santa Barbara), Patrick Hall (University of California, Santa Barbara)*: Developing tools for reproducible research in linguistics: a first step

Symposium: Language and Educational Justice: A Dialogue between Linguistics and Linguistic Anthropology

Room: Brazos

Organizers: Mary Bucholtz (University of California, Santa Barbara) Anne Charity Hudley (College of William & Mary)

Sponsors: Society for Linguistic Anthropology (SLA) *Teaching Linguistics* Section of *Language*

2:00 *Mary Bucholtz (University of California, Santa Barbara)*: Introduction Part 1: Linguistic Theory and Educational Consequences

2:05 *Ana Celia Zentella (University of California, San Diego)*: The Spanglish label debate: linguistic vs. anthro-political linguistic perspectives

2:20 *Wesley Leonard (Southern Oregon University)*: When linguistics is prescriptive, not descriptive: implications for language reclamation

Part 2: Bringing Linguistics into Educational Settings

2:35 *Michel DeGraff (Massachusetts Institute of Technology)*: Linguistics, STEM, educational justice and political and economic equality: MIT-Haiti as case study for

retooling linguistics

2:50 *Mary Bucholtz (University of California, Santa Barbara), Katie Lateef-Jan (University of California, Santa Barbara), Jessi Love-Nichols (University of California, Santa Barbara), Anna Bax (University of California, Santa Barbara):*

Orgullosamente indígena: Mexican indigenous immigrant youth in pursuit of educational and sociolinguistic justice

3:05 *Anne Charity Hudley (College of William & Mary), Christine Mallinson (University of Maryland, Baltimore County):* Designing and developing culturally and linguistically supportive materials for educators: technology tools to infuse sociolinguistics into K-12 Classroom Praxis

3:20 *Emiliana Cruz (University of Massachusetts Amherst):* Teaching native speakers to study their own languages: a collaborative pedagogical strategy

Part 3: Challenging Language Ideologies and Fostering Educational Justice

3:35 *Jonathan Rosa (Stanford University):* A raciolinguistic approach to educational justice

3:50 *Joseph C. Hill (Rochester Institute of Technology):* Signing is also human: challenges in changing the language ideology

4:05 *Kris Gutiérrez (University of California, Berkeley):* Syncretic literacies: leveraging the linguistic repertoires of youth from nondominant communities

4:20 General discussion

5:00 Session ends

ADS Session 4: Panel on Teaching – Teaching about Language and Discrimination

Room: Meeting Room 208

Time: 3:15 – 4:45 PM

Moderator: Anne Curzan (University of Michigan)

Panelists: Jessi Grieser (University of Tennessee) Norma Mendoza-Denton (University of California, Los Angeles) Robin Queen (University of Michigan).

Symposium: Teaching Linguistics with Invented Languages OS10

Room: Brazos

Organizers: Jeffrey Punske (Southern Illinois University) Amy Fountain (University of Arizona)

2:00 *David Adger (Queen Mary University of London):* Using constructed languages to teach skills within and beyond linguistics

2:15 *Carrie Gillon (Arizona State University):* Conlang classes and community engagement

2:30 *B.R. George (Carnegie Mellon University):* Discussant

2:35 *Grant Goodall (University of California, San Diego):* Designing a language and the design of language

2:50 *Matt Pearson (Reed College):* Using language invention to teach typology and cross-linguistic universals

3:05 *B.R. George (Carnegie Mellon University):* Discussant

3:10 *Nathan Sanders (Haverford College)*: Constructed languages as a bridge to interdisciplinary teaching
3:25 *Christine Schreyer (University of British Columbia Okanagan)*: Through the corridor: language creation for anthropology
3:40 *James Berry (University of Wisconsin Stevens Point)*: Unfamiliar territory: teaching invented languages in an English department
3:55 *Lori Levin (Carnegie Mellon University), Alan Black (Carnegie Mellon University)*: Bringing together linguistics and language technologies in a conlang course
4:10 *B.R. George (Carnegie Mellon University)*: Discussant
4:15 *Angela Carpenter (Wellesley College)*: Teaching invented languages: a capstone course for the undergraduate major
4:30 *Skye Anderson (University of Arizona), Shannon Bischoff (Indiana University-Purdue University Fort Wayne), Amy Fountain (University of Arizona), Jeffrey Punske (Southern Illinois University)*: Invented language projects and introductory linguistics
4:45 *B.R. George (Carnegie Mellon University)*: Discussant

Sunday January 8

Committee on Endangered Languages and their Preservation Meeting

Room: 203

– 9:00 AM – 10:30 AM

Especially for Students

Approximately one-third of the attendees at the LSA Annual Meeting are students. The following events and activities have been designed especially with their interests and needs in mind.

Committee on Student Issues and Concerns (COSIAC) Meeting: Saturday, 7 January, Meeting Room 309, 3:15 – 4:00 PM

Make your voice heard at the meeting of COSIAC, which is charged with addressing the issues and concerns of student members; reviewing services currently provided to student members with an eye to expanding and improving them; and making recommendations to the Executive Committee on ways to increase student participation and involvement in LSA activities. Student members of the LSA may serve on this or any of the LSA's other open committees.

Graduate Student Panel on Finding a Grant that Works for You: Friday, 6 January, Brazos Room, 8:30 – 10:00 PM

Sponsored by COSIAC (Committee on Student Issues and Concerns)

This year's Graduate Student Panel will discuss how to find (as opposed to how to apply for) grants that are appropriate for you, with special focus on:

- Grants for non-US citizens
- Grants for underrepresented ethnic minorities and women
- Grants supporting particular methodological approaches

The panel is open to all and will include significant time for questions from the audience. Hosted by Shobhana Chelliah (University of North Texas), Program Director of the National Science Foundation's Documenting Endangered Languages Program.

Job Information Desk

On Friday, 6 January and Saturday, 7 January the Job Information Desk will be set up in the Lone Star Foyer, near the LSA Registration desk, from 8:30 AM – 5:30 PM. The Sunday hours will be 9:00 – 11:00 AM. Lists of job openings will be available, and applicants may leave copies of their CV for employers who plan to interview at the Meeting. Prospective employers who use the Job Information Desk will be provided with professional, private interview rooms subject to availability. There is no charge to students for the use of this service.

Student Abstract Awards: Prior to the Presidential Address, Saturday, 7 January, 5:30 – 6:00 PM.

These awards provide stipends for the submitters of the three highest-ranked student-authored abstracts for the LSA Annual Meeting. For 2017, the awards will be presented to Emily Moline (University of California, Davis), "Emergent Adult L1 Literacy: Theorizing Findings from a Case Study"; Jon Ander Mendia (University of Massachusetts Amherst), "Knowledge about Ignorance: what Superlative Modification Teaches Us"; and Chantal Gratton (Stanford University), "Non-binary Identity Construction and Intraspeaker Variation"

Student Mixer: Friday, 6 January, 10:00 PM – 12:00 AM, Key Bar, 617 W. 6th St.

Join your fellow students for a complimentary beverage and a few hours of R&R, courtesy of the LSA's Committee on Student Issues and Concerns (COSIAC).

Student Lounge: Friday, 6 January and Saturday, 7 January, Meeting Room 305, 9:00 AM – 5:00 PM

The Student Lounge will operate from 9:00 AM to 5:00 PM on Friday and Saturday, 6 and 7 January, and from 9:00 AM to 12:00 Noon on Sunday, 8 January as a space for students to meet, discuss, and socialize.

Wikipedia Edit-a-thon: Friday, 7 January, Meeting Room 209, 2:00 – 5:00 PM

The Wikipedia Edit-a-thon is a great chance to become more familiar with the basics of editing linguistics-related Wikipedia articles. Feel free to drop in for a little while or stay the whole time, and if you can, please bring a laptop or other device to edit on. This event is facilitated by Gretchen McCulloch, who also organized Wikipedia edit-a-thons at the past two Annual Meetings and the most recent Linguistic Institute. You can also join in online using the how-to-edit slides at bit.ly/lingwiki and #lingwiki on Twitter.

**THE SOCIETY FOR THE STUDY OF THE INDIGENOUS LANGUAGES OF THE
AMERICAS**

Austin, Texas, January 5-8, 2017

(recent changes in yellow)

Thursday	Room 204	Room 205
4:00 – 4:30	<p>Historical phonology: Mizuki Miyashita (University of Montana)</p> <p><i>Stephanie Farmer (Macalaster College).</i> Máíhiki tone as a tool in the reconstruction of Proto-Tukanoan segments</p>	<p>Inflection: Willem J. de Reuse (University of North Texas)</p> <p><i>George Aaron Broadwell (University of Florida) & Lauren Eby Clemens (State University of New York at Albany).</i> Inflectional change in Copala Triqui</p>
4:30 – 5:00	<p><i>Jorge Emilio Rosés Labrada (The University of British Columbia).</i> Reconstructing the Proto-Piaroa-Mako Stops</p>	<p><i>Alex Trueman (University of Arizona), Heidi Harley (University of Arizona), Maria Leyva (University of Arizona), & Santos Leyva (University of Arizona).</i> Understanding predicative adjective inflection in Hiaki</p>
5:00 – 5:30	<p><i>Antonio Hernández (The Ohio State University).</i> Testing Alternative Reconstructions of Proto-Eskimo-Aleut *ð</p>	<p>Arguments: Willem J. de Reuse (University of North Texas)</p> <p><i>Lucía Golluscio (Universidad de Buenos Aires and Consejo Nacional de Investigaciones Científicas Técnicas, Argentina) & Felipe Hasler (Universidad de Chile and Universidad de Buenos Aires).</i> Saliency, animacy, and definiteness hierarchies in argument coding in Mapudungun (South America)</p>
5:30 – 6:00	<p><i>Kelsey Neely (University of California, Berkeley).</i> Toward an account of tonogenesis in Nawa Panoan languages</p>	<p><i>Connie Dickinson (Universidad Regional Amazonia, Ikiám).</i> Nominative/accusative case-marking and force-dynamics in Tsafiki</p>
6:00 – 6:00		<p><i>Irina Wagner (University of Colorado, Boulder).</i> Learning from Interactional Data: Obviation in Arapaho</p>

Friday morning	Room 203	Room 204	Room 205
8:30 – 9:00		<p>Syntax: Jorge Emilio Rosés Labrada (The University of British Columbia).</p> <p><i>Timothy Henry (California State University, Fullerton).</i> Typological contributions of Ventureño Chumash possessive constructions</p>	<p>Word structure: Michael Barrie (Sogang University)</p> <p><i>Adam Tallman (University of Texas at Austin).</i> The morphosyntactic word in Chácobo (Pano): Some typological implications</p>
9:00 – 9:30	<p>Phylogenetics/language relations: Janis Nuckolls (Brigham Young University)</p> <p><i>Natalia Chousou-Polyduori (France CNRS) & Françoise Rose (France CNRS).</i> A comparative study of categorical genderlects in the Tupi family</p>	<p><i>Todd McDaniels (State University of New York at Buffalo).</i> A Central Numic adverb in second position</p>	<p><i>Logan Sutton (Indiana University, American Indian Studies Research Institute).</i> Historical Development of the Caddoan verb</p>
9:30 – 10:00	<p><i>Tammy Stark (University of Connecticut, University of California, Berkeley).</i> Caribbean Northern Arawak subgrouping: lexical phylogenetics and comparative morphology</p>	<p><i>Jack Martin (College of William and Mary).</i> Case marking and switch reference in Hitchiti-Mikasuki</p>	<p><i>Pamela Munro (University of California, Los Angeles).</i> Gabrielino/Tongva/Fernandeano verbs and verb Stems</p>
10:00 – 10:30	<p><i>Sérgio Meira (Museu Paraense Emílio Goeldi), Joshua Birchall (Museu Paraense Emílio Goeldi), & Natalia Chousou-Polydouri (France CNSR).</i> A character-based internal classification of the Cariban language family.</p>	<p><i>Zarina Estrada-Fernández (University of Sonora).</i> From attribution to predication: Depictive secondary predications in Uto-Aztecan</p>	<p><i>Daisy Rosenblum (University of British Columbia).</i> Diverse strategies in K^wak^wala word formation: semantic scope and morphological complexity</p>
10:30 – 11:00	<p><i>Bruce Nevin (Unaffiliated Researcher).</i> Achumawi-Atsugewi cognates: a preliminary reassessment</p>	<p><i>Gesoel Mendes (University of Maryland) & Rodrigo Ranero (University of Maryland).</i> Adjunct Extraction in Kaqchikel and Tz'utujil</p>	<p><i>Richard Rhodes (University of California, Berkeley).</i> Bipartite verb structure and serial verbs</p>
11:00 – 11:30	<p><i>Sean King (University of Florida).</i> Quantifying Muskogean Taxonomy: Lexicostatistics and MDS for Historical Linguistics</p>	<p><i>Zachary O'Hagan (University of California, Berkeley).</i> Intransitive Subject Extraction and "Stativity" in Kampan Arawak</p>	<p>Historical change: Michael Barrie (Sogang University)</p> <p>CANCELLED <i>Marie-Lucie Tarpent (Dalhousie University).</i> A reinterpretation of "independent" transitive clauses in Tsimshianic</p>

11:30 – 12:00	<p>Valence: Janis Nuckolls (Brigham Young University)</p> <p><i>Racquel-María Sapién (University of Oklahoma).</i> Beyond passive: Valence decreasing constructions in Kari'nja (Cariban)</p>	<p><i>Jeff Adler (University of California, Santa Cruz), Steven Foley (University of California, Santa Cruz), Jed Sam Pizarro-Guevara (University of California, Santa Cruz), Kelsey Sasaki, Maziar Toosarvandani (University of California, Santa Cruz), & Jake Vincent (University of California, Santa Cruz).</i> The derivation of verb-initiality in Santiago Laxopa Zapotec</p>	<p><i>Hilary McMahon (University of Chicago).</i> Development of the Kalaallisut demonstrative paradigm out of Yupik-Inuit</p>
12:00 – 12:30	<p><i>Daniel W. Hieber (University of California, Santa Barbara).</i> Indeterminate valency and verbal ambivalence in Chitimacha</p>	<p><i>Michael Galant (California State University, Dominguez Hills).</i> The morphosyntax of the standard of comparison in three Zapotec languages</p>	<p><i>Paul Kroeber (Indiana University).</i> Inpositions in the Pacific Northwest</p>

Friday afternoon Room 203

Room 204

Room 205

<p>2:00 – 2:30</p>	<p>Documentation, teaching, communities: Gabriela Pérez Báez (Smithsonian Institution)</p> <p><i>Justin Spence (University of California, Davis) & Ying Liu (University of California, Davis).</i> Building for the future: Adopting TEI standards in a text corpus of Hupa</p>	<p>Dialect variation: Carolyn J. MacKay (Ball State University)</p> <p><i>Tania Granadillo (University of Western Ontario) & Michael Iannozzi (University of Western Ontario).</i> Chayma, Cumanagoto and Píritu: Carib languages or dialects?</p>	<p>Contact: John Boyle (California State University, Fresno)</p> <p><i>Marianne Mithun (University of California, Santa Barbara).</i> Motivations behind contact-induced grammaticalization: Negative expansion in California</p>
<p>2:30 – 3:00</p>	<p><i>Shannon Bischoff (Indiana-Purdue Fort Wayne), Amy Fountain (University of Arizona), & Audra Vincent (Coeur d'Alene Tribe).</i> The COLRC: An update and discussion of Community Based Research</p>	<p><i>Lewis Lawyer (Independent Researcher).</i> Patwin internal variation</p>	<p><i>Françoise Rose (France CNRS), Magdalena Lemus Serrano (France CNRS), Thiago Chacon (Universidade de Brasília), & Natalia Eraso (Bibliothèque Publique et Universitaire de Neuchatel).</i> A new look into Arawak-Tukanoan contact: the Yukuna-Tanimuka bidirectional hypothesis</p>
<p>3:00 – 3:30</p>	<p><i>Ignacio Montoya (City University of New York, Graduate Center).</i> Navajo verb constituents under a Learning-Based Framework</p>	<p>Agreement: George Aaron Broadwell (University of Florida)</p> <p><i>Matthew Tyler (Yale University).</i> Clitic doubling in Choctaw</p>	<p><i>Jeffrey Davis (University of Tennessee).</i> Historical and contemporary evidence for a signed lingua franca among American Indian Nations</p>
<p>3:30 – 4:00</p>	<p><i>Marianna Di Paolo (University of Utah) & Jennifer Mitchell (University of Utah).</i> A university-based youth-focused revitalization program</p>	<p><i>Christine Beier (University of California, Berkeley).</i> General number exponence and concord in the Iquito noun phrase</p>	<p>Ideophones: Lucía Golluscio (Universidad de Buenos Aires and Consejo Nacional de Investigaciones Científicas Técnicas, Argentina)</p> <p><i>Janis Nuckolls (Brigham Young University), Sydney Jensen (Brigham Young University), Emily Peterson (Brigham Young University), & Matthew Millar (Brigham Young University).</i> Rethinking mono-sensory, implicational approaches to ideophones in Pastaza Quichua</p>
<p>4:00 – 4:30</p>	<p>CANCELLED <i>Juliet Morgan (University of Oklahoma) & Joshua Hinson (Chickasaw Nation).</i> Rosetta Stone Chickasaw</p>	<p>CANCELLED <i>Faruk Akkus (University of Pennsylvania).</i> Copular Clauses in Cherokee and Baker's Theory of Agreement</p>	<p><i>Sarah Hatton (Brigham Young University).</i> The onomatopoeic ideophone-gesture relationship in Pastaza Quichua</p>

4:30 – 5:00	<p>One hundred years of IJAL: Balancing tradition and innovation in a changing field.</p> <p><i>Keren Rice (University of Toronto), David Beck (University of Alberta), Stephen Marlett (SIL), Donna Gerds (Simon Fraser University), Willem de Reuse (University of North Texas)</i></p>	<p>Allomorphy: Swintha Danielsen (University of Leipzig)</p> <p><i>Eugene Buckley (University of Pennsylvania).</i> Conditioning of allomorphy in the Kashaya durative</p>	
5:00 – 5:30	<p>IJAL continued</p>	<p><i>Cora Lesure (McGill University).</i> Phonologically null morphemes and templatic morphology: The case of Chuj (Mayan) ‘h’</p>	

Saturday morning Room 203		Room 204	Room 205
8:30 – 9:00	<p>The relevance of language documentation to the field of linguistics: Case studies based on the Terrence Kaufman Collection at the Archive of the Indigenous Languages of Latin America.</p> <p><i>Gabriela Pérez Báez (Smithsonian Institution).</i> Relevance of language documentation to the field of linguistics.</p>		
9:00 – 9:30	<p><i>Terrence Kaufman (Emeritus University of Pittsburgh).</i> Fifty years of goal-driven language documentation in Meso-America.</p>	<p>Focus: Carmen Jany (California State University, San Bernardino)</p> <p><i>John Boyle (California State University, Fresno) & Laura Hendricksen (California State University, Fresno).</i> Hidatsa focus marking and argument alignment</p>	<p>Stress/ton/pitch: Alice Taff (University of Alaska Southeast)</p> <p><i>Justin McIntosh (Independent Researcher).</i> Long distance tone sandhi in Teotepéc Eastern Chatino</p>
9:30 – 10:00	<p><i>Nora England (University of Texas at Austin).</i> The impact of PLFM on linguistics</p>	<p><i>Raina Heaton (University of Hawai'i at Manoa).</i> Towards a unified account of variability in Kaqchikel focus constructions</p>	<p><i>Analia Gutiérrez (CONICET).</i> Stress patterns in Nivaêlé</p>
10:00 – 10:30	<p><i>Eric Campbell (University of California, Santa Barbara).</i> The importance of documentation for historical linguistics: A case study on Chatino (Otomanguean)</p>	<p><i>Daniel Valle (University of Texas at Austin).</i> The expression of focus in Kakataibo</p>	<p><i>Amanda Rivera (California State University, Fresno) & Ryan Kasak (Yale University).</i> Word-level prominence in Hidatsa: Stress or pitch accent?</p>
10:30 – 11:00	<p><i>Daniel Suslak (Indiana University).</i> Pakuj Pani'ip: The enduring value of PDLMA lexicography</p>	<p><i>Lauren Clemens (State University of New York, Albany), Jessica Coon (McGill University), Carol-Rose Little (Cornell University), & Morelia Vázquez Martínez (Instituto Tecnológico Superior de Macuspana).</i> Encoding focus in Ch'ol spontaneous speech</p>	<p><i>Mizuki Miyashita (University of Montana).</i> Pitch and Intensity of Blackfoot Lexical Accent</p>

11:00 – 11:30	<p><i>Jaime Pérez González (University of Texas at Austin)</i>. Archived documentary data as support for syntactic and pragmatic analysis of Mocho’</p>	<p>CANCELLED <i>Rolando Coto-Solano (University of Arizona) & Adriana Molina-Muñoz (University of Illinois at Urbana-Champaign)</i>. Non-Topical Pragmatic Functions of Bribri Intermittent Ergative Marking</p>	<p><i>Philip Lesourd (Indiana University) & Steven Knipp (Indiana University)</i>. Pitch accent in Maliseet-Passamaquoddy: An instrumental study</p>
11:30 – 12:00	<p>Posters for session on relevance of documentation:</p> <p><i>Susan Smythe Kung (University of Texas at Austin)</i>. Archiving the Terrence Kaufman Collection: A summary of and guide to the collection holdings in the Archive of the Indigenous Languages of Latin America.</p> <p><i>Stéphanie Villard (University of Texas at Austin)</i>. Behind the scenes of the PDLMA: Methodologies, elicitation tools, and administrative papers.</p> <p><i>Wikaliler Daniel Smith (University of Texas at Austin)</i>. The PDLMA workshop materials at the Archive of the Indigenous Languages of Latin America.</p> <p><i>J. Ryan Sullivant (University of Texas at Austin)</i>. Otomanguean language texts in AILLA’s Project for the Documentation of the Languages of Mesoamerica Collection.</p> <p><i>Justin McIntosh (Independent Researcher)</i>. The Terrence Kaufman Collection language surveys held at the Archive of the Indigenous Languages of Latin America</p>	<p><i>Alexander Rice (Brigham Young University)</i>. Interrelations between switch-reference, evidentiality and topic in Pastaza Quichua</p>	<p>CANCELLED <i>Ryan Kasak (Yale University) & Jonnia Torres (University of Colorado, Boulder)</i>. Phonetics or phonology: The interaction between pitch and Dorsey’s Law vowels in Mandan</p>
12:00 – 12:30	<p>Posters continued</p>	<p><i>Roberto Herrera Miranda (University of Leipzig)</i>. Agent focus in Malécu Lháica</p>	<p><i>Taylor Miller (University of Delaware)</i>. Kiowa tonal modification and the prosodic hierarchy</p>

Saturday afternoon Room 203		Room 204	Room 205
2:00 – 3:30	Business meeting	---	---
3:30 – 4:00	Discourse markers: John Foreman (University of Texas, Rio Grande Valley). <i>Julia Fine (University of California, Santa Barbara).</i> Historical and emergent functions of the Alutiiq discourse marker awa'i	Meanings of morphemes: Bruce Nevin (Unaffiliated Researcher) <i>Olga Lovick (First Nations University of Canada).</i> Functions of the 'future' and 'optative' in Upper Tanana Athabascan	TAM: Françoise Rose (France CNRS). <i>Christopher Baron (Massachusetts Institute of Technology).</i> A Prospective Puzzle and a Possible Solution
4:00 – 4:30	<i>Martin Kohlberger (Leiden University/James Cook University).</i> The diachronic development of information structure markers in Shiwiar (Chicham, Ecuador)	<i>Donna Gerdtz (Simon Fraser University).</i> A deluge of diminutives: A study in Halkomelem morphosemantics	<i>Bernat Bardagil-Mas (University of Groningen).</i> The reality behind Panará realis/irrealis
4:30 – 5:00	<i>Megan Lukaniec (University of California, Santa Barbara).</i> Discourse functions of Onondaga ne? and tsha?: Diversity and complexity across genres	Phonetics and phonology: Bruce Nevin (Unaffiliated Researcher) <i>Anthony Yates (University of California, Los Angeles).</i> The phonology of infixing reduplication in Cupeño	<i>Eladio Mateo Toledo (CIESAS - Sureste).</i> The status of prenominal adjectives in Q'anjob'al / La ausencia de adjetivos modificadores en q'anjob'al y otras lenguas mayas
5:00 – 5:30		<i>Emily Elfner (The University of British Columbia), Jorge Emilio Rosés Labrada (The University of British Columbia), & Patricia A. Shaw (The University of British Columbia).</i> An acoustic study of voice onset time in Kwakwala stops	

Sunday	Room 204	Room 205
9:00 – 9:30	<p>Complex structure: Racquel-María Sapién (University of Oklahoma)</p> <p><i>Carmen Jany (California State University, San Bernardino). Complementation strategies in Chuxnabán Mixe</i></p>	<p>Intonation and prosody: Lewis Lawyer (Independent Researcher)</p> <p><i>Kayla Palakurthy (University of California, Santa Barbara). Prosody in Navajo Narratives</i></p>
9:30 – 10:00	<p><i>Rebecca Dinkel (State University of New York at Albany). Copala Triqui’s Syntactic Causative: Cosubordination across Models of Grammar</i></p>	<p>Verbal semantics: Lewis Lawyer (Independent Researcher)</p> <p><i>Manuel Otero (University of Oregon), Alejandra Vidal (CONICET/UNAF), & Doris Payne (University of Oregon). Associated motion and AWAY in the Chaco: Niva’cle and Pilagá</i></p>
10:00 – 10:30	<p>Semantics: Racquel-María Sapién (University of Oklahoma)</p> <p><i>Michael Barrie (Sogang University). All in Cayuga</i></p>	<p><i>Conor Quinn (University of Southern Maine). Path and aspect in Northeastern-Area Algonquian</i></p>
10:30 – 11:00	<p><i>Andrew McKenzie (University of Kansas). Incorporated expressives in Kiowa</i></p>	<p><i>John Foreman (University of Texas, Rio Grande Valley). Positional verbs in Macuilianguis Zapotec</i></p>
11:30 – 12:00	<p><i>Daniel Valle (University of Texas at Austin), John Beavers (University of Texas at Austin), & Andrew Koontz-Garboden (The University of Manchester). State and change of state in Kakataibo: The role of root semantics</i></p>	