

UW LINGUISTICS DEPARTMENT

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July, 2007

LETTER FROM THE CHAIR

Spring was quite busy with new hires, many guest lecturers and the June celebration of Jurgen Klausenburger's retirement after 37 years at UW (see his Faculty Focus piece on p. 5).

Overall, Department faculty produced more than 30 articles, three books in various stages of development and 39 conference presentations.

Richard Wright was keynote speaker at a conference in France and gave six talks at international conferences. Sharon Hargus made four conference presentations and received new grants from the NSF and the Alaska Native Lan-

guage Center. Karen Zagona was a keynote speaker at the Hispanic and Luso-Brazilian Linguistics Symposium and published six articles. During his sabbatic year, Toshi Ojihara gave numerous talks in Japan and has almost completed his book under contract with Cambridge UP. Alicia Wassink gained NSF support for her Pacific Northwest dialect project. Emily Bender was a keynote speaker at the Texas Linguistic Society, gave invited papers in Buffalo and gained a highly prestigious NSF CAREER award. Fei Xia also got NSF support, published four articles and presented nine papers. Barbara Citko published two



single author journal articles and has several more in the pipeline. I gave two keynote addresses and am reading proofs of my next book as I multitask with this newsletter report.

We are very pleased to welcome next year three new faculty. Lance Forshay is a lecturer who will be in

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ASL PROGRAM TO BEGIN THIS FALL

Ethnologue lists hundreds of dialects of 121 deaf sign languages spread over the globe. ASL (American Sign Language) is spoken in some 20 countries, ranging from Canada and the US to Singapore and Zimbabwe. It is now the fifth most popular language taught in higher education, though it has never been formally taught at UW.

We are therefore very excited about starting a program this fall that will include beginning ASL language instruction (two classes per quarter) and

perhaps an additional course in Deaf Culture. The two classes were immediately filled at the beginning of fall registration, with a waiting list of over 300, and we look forward to cultivating this very strong interest in ASL on the part of UW students.

Our new lecturer, Lance Forshay, is an ASL teacher in the Puyallup School District and at Bellevue Community College, and is president of the Washington State American Sign Language Teacher's Association. He sees it as part

of his mission to increase diversity on campus by encouraging growth of the Deaf population of students, staff and faculty.

The ASL program is supported by the Office of the Dean of Arts and Sciences, the Office of the Provost and private contributions. In the long term, we hope to establish a research focus in ASL that will complement both the ASL language program and the research strengths of other faculty in the Department.

LINGUISTICS IN K-12 EDUCATION

Shortly after earning his degree, Dale Sloat (PhD '66) saw the publication of a major work he helped write. Aimed at 7th and 8th graders, volumes 1 and 2 of *The Oregon curriculum: A sequential program in English-language/rhetoric* (1968) were found by one reviewer to be unique in two ways: "...[T]he justification for including a study of English grammar in the curriculum appears to be based upon a realistic assumption that knowledge of what our language is and how it functions is important in itself [and]...the approach the student uses in learning about the grammatical system is designed to be inductive" (Linn Stordahl in a 1969 *English Journal* review).

Some 40 years later two other graduates, Anne Lobeck (PhD '86) and Kristin Denham (PhD '97), both professors at Western Washington University, are producing materials based on the same two principles. Their experiences in teaching linguistics to English Education majors have led to their involvement in a number of projects that promote integrating the scientific knowledge of language into K-12 education. These projects place them solidly within the collaboration between linguists and educators that has recently begun to emerge on a national scale.

Their first question is, "What aspects of linguistic knowledge are most useful for teachers to know?" Beyond that, however, while knowledge of language is important enough that teacher education programs in many states offer and even require linguistics courses (at least for English and language arts teachers), such courses usually leave prospective teachers wondering how to apply their knowledge of language in effective and productive ways in the classroom.

Lobeck and Denham have attempted to narrow that gap with their book *Language in the Schools: Integrating Linguistic Knowledge into K-12 Teaching* (Lawrence Erlbaum and Associates, 2005). In it 23 international academics explore ways in which basic linguistic knowledge can

inform teachers' approaches to language issues in the multicultural, linguistically diverse classroom and offer strategies and suggestions for integrating linguistics into the K-12 classroom.

Lobeck and Denham have received a National Science Foundation grant that focuses primarily on teacher education through fieldwork with partner teachers. As they note, "Improving the way we teach about linguistics to future teachers is a very important part of its integration into school curriculum." With that goal in mind they have written an introductory linguistics textbook for English majors and future teachers, due out next year.



Lobeck

Denham

"What we really lack now," Lobeck and Denham say, "are curricula and materials for the elementary and secondary levels: classroom materials, lesson plans and activities that make use of linguistic knowledge and reflect the advances of modern linguistics, but also—importantly—satisfy local, state, and national education standards." The ongoing development of such materials is clearly on their agenda. Meanwhile, for some examples of lesson plans created by K-12 teachers and used in their own classrooms, visit [TeachLing Lesson Plans](#).

As the growing collaboration between linguists and educators gives rise to expectations that significant progress may be achieved in the near future, Lobeck and Denham sum it up this way: "The importance of linguistic knowledge for K-12 teaching has been established by linguists and accepted by educators. The next phase

of this national project is to bring some of the disparate pieces of various projects together and begin to bring more scientific-based knowledge of language into the schools."

One senses that they will continue to be enthusiastic and important participants in this enterprise. Along with their thorough understanding of syntactic theory they demonstrate a practical streak as they discover and promulgate what works in the classroom. Their next book, *Linguistics at school: Language awareness in primary and secondary education*, will be published by Cambridge University Press in 2008.

Is that Linn Stordahl we hear applauding in the wings?

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never been interested in becoming a specialist of any kind in (theoretical) syntax—it seems to me that I could not compete with all the impressive scholars in that area!]

A second project, a subject that has been on my mind throughout the 30+ years of teaching Romance linguistics, involves the definition and status of the Romance, or perhaps any 'genetic', specialization in linguistics, including theoretical, cultural, historical and pedagogical components. These are but two areas of research that will keep me busy during the upcoming retirement years...

STUDENT NEWS

GRADUATE DEGREES

Since our January update the following students have earned MA degrees. "CLMA" indicates the Professional Master's in Computational Linguistics program, in which students complete a thesis, a report or an internship option.

Joshua Johanson CLMA (internship)

Michael Scanlon "A social network study of a Seattle neighborhood"

Anna Rose Tinnemore CLMA

"Challenges to automatic speech recognition: An analysis of adolescent collaborative group meetings"

Ping Yu CLMA "GMM-based automatic identification between Mainland Mandarin and Taiwan Mandarin"

Zhengbo Zhou CLMA "Using deep linguistic analysis and knowledge representation technique for TREC question answering"

GRADUATE AWARDS

Dan McCloy, a first-year grad student, received a one-year Foreign Language and Area Studies fellowship that allows him to devote considerable time to studying Chinese language and literature. Dan earned undergrad UW degrees in Philosophy and Neurobiology in 2002, and his interest in linguistics springs from a course in the Philosophy of Language. After four years working as a graphic artist he returned to UW to study syntax and semantics at the graduate level. Weighing the options of pursuing his Chinese studies abroad or locally, Dan decided to remain at UW. A bonus, he says, is that he will be able to take a Linguistics class or two, and attend colloquia and the syntax roundtable.

Darren Tanner earned the first annual \$1000 Graduate Excellence in Research Award, which was presented to him by Linguistics Advisory Board Chair Jim Hoard (PhD '67) at our annual commencement party in early June. Now in his fourth year of graduate study, Darren earned his BA in the Department in 2002 after attending the Vestjysk Music Conservatory in

Esbjerg, Denmark and Washington University in St. Louis, where he studied music performance (French Horn) and German. His research interests include syntactic theory and the second language acquisition of syntax.



Tanner

His MA thesis investigates the acquisition of verb second syntax by Anglophone students of German at UW. Darren was selected to receive the Graduate Excellence in Research Award because of his demonstrated strong research profile and the prospect of future significant contributions to the field.

Jonathan Washington was awarded a Fulbright grant that will take him to Kyrgyzstan this fall to study dialectal

variation in Kyrgyz, a Turkic language. Jonathan received his Bachelor's degree in Linguistics and Anthropology from Brandeis University in 2005. While he is very involved with free/open source software and often uses it for linguistics-related tasks, he does not study it formally. His research interests include phonological theory, phonetics, comparative and historical linguistics, Turkic languages (specifically Kazakh, Kyrgyz and Qaraqalpaq), and especially where these overlap. This summer he's teaching Ling 200 and writing his MA thesis, which examines constraints on sonority across syllable boundaries in Turkic languages.



Credit: Sanobar Khotamova

Washington

ALUM NEWS

In June Microsoft employee Lesley Carmichael (PhD '05) took part in Friends of O'Reilly Camp. The by-invitation-only event, more commonly known as Foo Camp, is held annually at the O'Reilly Media campus in Sebastopol, CA.

According to Tim O'Reilly, who Newsweek senior editor Steven Levy

has called the guru of the participation age, about 250 invitations went out to people doing interesting work in web services, data visualization and search, open source programming, computer security, hardware hacking, GPS, alternative energy and various emerging technologies.

Along with other activities, partici-

pants share their works-in-progress and tackle challenging problems together.

The result? O'Reilly says, "We all get to know each other better, and hopefully come up with some cool ideas about how to change the world."

(Credit: <http://wiki.oreillynet.com/foo-camp07/index.cgi>)

STAFF NEWS

Department Administrator Kathryn Speranza has taken a position with UW's Department of Global Health, where she now serves as Human Resources Manager at Harborview Medical Center.

We hope that the Ivars lunch with faculty and staff, the Smith & Hawken gift certificate and the subsequent pizza lunch for all comers were able to convey to Kathryn some idea of our appreciation of her time in the Department.

Our new Administrator is Michael Furr, who brings over a decade of

experience in a similar position at CARTAH (UW's Center for Advanced



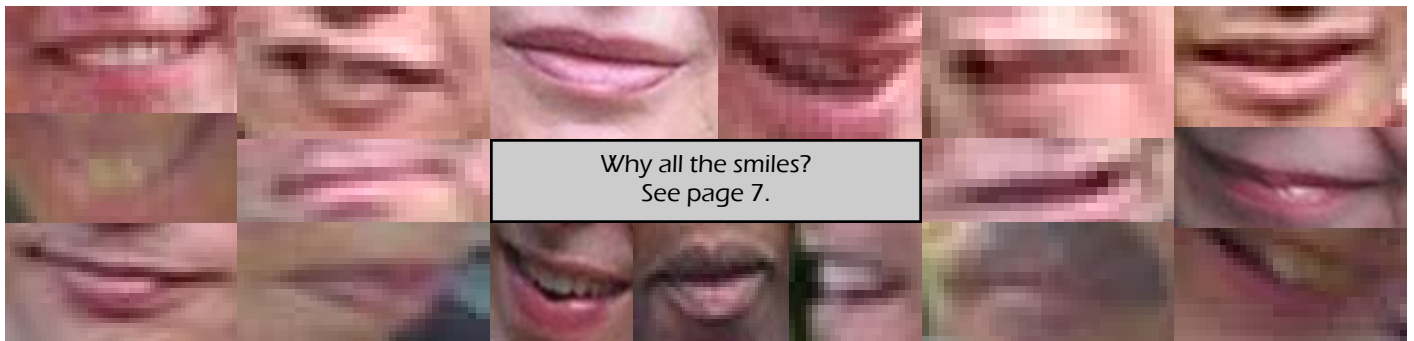
Research Technology in the Arts and Humanities).

Mike earned his BFA and MA in Art

History at the University of Colorado and UW, respectively, and worked for a time helping develop on-line educational materials for UW's Art History program, including the creation with Prof. Meredith Clausen of the Cities and Buildings database, a collection now containing more than 10,000 architectural images from around the world.

And speaking of building collections (pun intended), Mike collects SW Native Art.

(Credit: http://www.washington.edu/dxarts/people_staff.php)



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charge of the American Sign Language program (see p. 1). Assistant Professor Edith Aldridge will have completed two years as a Postdoc at Northwestern University and will bring her expertise in Asian and Austronesian languages to UW, where it will complement that of the other Department syntacticians. And Assistant Professor Betsy Evans, who has been a research associate at the University of Cardiff (Wales), is a sociolinguist who works on language attitudes and social networks.

Our majors are of very high caliber, with eleven of the bachelors honored at graduation with various awards (e.g. Phi Beta Kappa, summa cum laude). The superiority of our graduate students is demonstrated in their many professional presentations, two FLAS fellowships and the placement of this year's PhDs in academic positions in Florida and Santiago, Chile.

The professional MA in Computational Linguistics, which had 20 full time and 19 part time students this year, has graduated seven students since September 2006.

The Linguistics Advisory Board publishes the biannual newsletter—one way we keep alumni, donors and the general public informed about Department activities. The Advisory Board also sponsors the Graduate Fellowship Endowment, whose donations so far total \$37,942 (total market value, \$41,713). That is supplemented by two other graduate funds, the Phelps (\$2000) and Herschensohn (\$2250) endowments, created with matching money from the College for faculty contributions. Another gift of graduate support is the Fang-Kuei and Hsu Ying Fellowship in Chinese Linguistics, which is available to students in Asian and Linguistics. In the spring we celebrated this generous gift of Lindy Li Mark (in honor of her parents) in a pleasant ceremony at

the Simpson Center. A major fundraising project is the Nostrand Endowed Professorship in language and cultural competence, a \$500,000 gift supporting the research of Nostrand Professor Alicia Wassink while furthering the vision of the Nostrands.

We are pleased and proud that the Nostrand Professorship and the graduate endowments have increased substantially. Indeed, we have used some of the graduate income to create a \$1000 Graduate Excellence in Research Award, whose first recipient is Darren Tanner (see p. 3).

Finally, this year's \$3700 in donations to the Friends of Linguistics surpassed last year's by nearly \$1000. These gifts have helped sponsor colloquia, pay for student travel to conferences and fund special events in the Department.

Julia Herschensohn

FACULTY FOCUS

On the occasion of Jurgen Klausenburger's retirement after 37 years at the University, he graciously took time from his other duties to contribute the following.

As I began thinking about my remarks for this FACULTY FOCUS, it struck me that there seems to have been a structure to my life until now, one that consists of five periods, each of a length varying from 12 to 14 years. This framework will allow me to channel relevant details in a clear chronological manner.

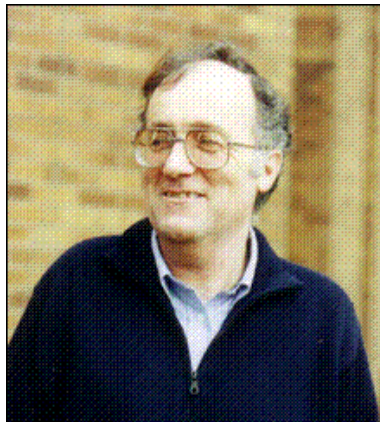
Period I: 1942-1956 "Early years in Europe"

I was born in a small town in Rumania on July 22, 1942, of German origin. As my parents had to flee their homeland at the height of World War II, in 1944, I have no recollection of my place of birth (and have not returned to the country since). After a harrowing flight we arrived in Austria, where life was very hard in the post-war years for my parents, as there was an extreme shortage in both shelter and food. I remember all of us living in one room which had been converted from an animal stable! Despite this hardship I received a good elementary education, being later fortunate to attend what was called a *Gymnasium*, an academically rigorous type of school, from 1952 to 1956. As a native speaker of German, I began learning English at age 10 and Latin at age 12. My family immigrated to the United States in 1956 and we settled in Detroit, Michigan, where members of my extended family had arrived shortly before.

Period II: 1956-1969 "The formative years"

As I recall, I was not really thrilled to have to move from Austria to the US, being at an age when such a break presented some difficulties. Thus there was a period of adjustment for me and of course especially for my parents, who did not speak English at the time. Often my rudimentary English had to come to the rescue, especially when my father was being interviewed for a job. My high school education was quite good, I think, in retrospect, and I was lucky to have had some exceptional teachers. Among these, I especially remember my English and Latin teachers. The first one taught me how to write English, the second trained me in Latin (and Greek in an after-school class). Both would be of great importance to me for my aca-

demical life later. I was fortunate to get a scholarship to the University of Michigan, in Ann Arbor, where I was an undergraduate from 1960 until 1964, majoring in French. In 1962 my whole family received American citizenship. As part of my undergraduate studies, I spent my junior year at the University of Aix-en-Provence, France, in 1962-63. [I had added French to my knowledge of German and English during high school, believing that I would then know the three most important languages in the world!] This year had an important impact on me, not just for the studying experience but also as an in-



roduction to the South of France. Ever since, and particularly most recently, I have enjoyed returning to Aix and I feel at home there. After graduation I received a scholarship to study at the University of Basel, Switzerland, in 1964-65. This was another important formative year, as I was introduced to the history of the French language in a lecture class I attended: my first 'taste' of Romance linguistics, which was to become my academic specialization later on.

During this time, I was also able to study, at least to some degree, Russian, Italian, Spanish and Swedish. Upon my return to the US in 1965, I began graduate studies in Romance languages at the University of Michigan, being also hired as a Teaching Fellow in French. One of my teaching colleagues was Lynn Hughes, who was specializing in French literature. We were married in June of 1967. I received the MA in 1966, my PhD in 1969, both in Romance linguistics. My principal professor

was Ernst Pulgram, a specialist in Classical and Romance linguistics. He had an important impact on me, both academically/intellectually and personally. I took to heart his typically iconoclastic attitude toward linguistics, suspicious of new theoretical permutations. For better or worse, I believe that has also been my feeling throughout my career. I may have also been affected by the fact that he, too, was an immigrant to the US, having left his native Austria in 1938. He directed my doctoral dissertation in 1968-69 on topics of historical French phonology and prosodics. Globally, my training as a graduate student was in historical/philological aspects of the Romance languages, with little general linguistic theory. Whatever I know in the latter area has been largely self-taught.

Period III: 1969-1981 "Getting established in academic life"

I was hired by the University of Washington, in the Department of Romance languages, as an Assistant Professor, at an annual salary of \$10,000, in 1969, immediately after receiving my PhD. My teaching assignments fitted exactly what I had been trained for, another fortunate turn in my life. I was able to teach the history of the French language and Romance linguistics, from the beginning—a situation unlike what awaited other new PhD's, who typically had to teach courses out of their specialty first. There was a Romance linguistics MA and PhD program within the Department and I felt that I had a special *raison d'être* in my teaching as a consequence, although some friction would sometimes arise among linguistics and literature specializations in the Department. My promotion to Associate Professor with tenure came in 1975, to Professor in 1981. I published three books during this period, in 1970, 1974, and 1979. Of importance for my career was my participation in a French and general phonology meeting at Indiana University in 1977. During these years, our three sons were born, in 1970 (Paul), 1973 (Christian) and 1976 (Marcus). It is thus a period of threes, three titles, three books, and three

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sons—but one wife!

Period IV: 1981-1995 “Time of travel and foreign experiences”

Our whole family spent Autumn Quarter 1982 in Cassis, France, at the Camargo Foundation. I had been accepted as a Fellow at the Foundation, which was established for American scholars who had projects related to French language or culture in some way. This was an excellent experience for all of us, and Cassis has been added to Aix since then as a must visit for us in the South of France. During 1984-85, a Dutch professor and I exchanged jobs (and houses) for a year, he and his family coming to Seattle, while we went to live in Bunnik, a small town near Utrecht. I taught more or less the courses at the French Institute of the University of Utrecht my exchanger would have taught; similarly, he did my regular courses here. I would do my teaching in French, since I don't speak Dutch (although I did pick up some of this language during our stay, the 10th language I have some knowledge of). A complete school year presented both an excellent learning experience, but also some new difficulties, for all of us, especially our sons. Still, I think they have good memories of this year, since they mention their stay in a positive manner even today, more than twenty years later. It was very valuable for me, as I could compare and contrast university education in Holland and the US. In 1988, there was a 25th anniversary gathering in Aix for the 1962-3 inaugural Junior Year Abroad Program I had been part of. Both Lynn and I attended, as we were traveling in Europe, for the first time without the children. During Autumn Quarter 1991, my wife directed a group of 2nd year French students from the University of Washington in a stay in Nantes, France. I was able to join her for a 'study quarter' there. We had an opportunity to see and experience a very different section of France during this time. For Autumn Quarter 1995, I was accepted for a second Camargo grant in Cassis, and Lynn and I spent another very pleasant three months there.

Period V: 1995-2007 “Period of upheaval and a new beginning”

In 1995, the Romance linguistics faculty from the Department of Romance languages was absorbed into the Linguistics Department, all of us receiving new

appointments in this department. Such a move could be justified and explained on research and teaching grounds, as Romance linguistics would seem to have a 'natural' home in Linguistics. However, the move coincided with, and was given its real impetus by, a variety of events in the Department of Romance languages, which uncover aspects of academic life which have nothing to do with the 'ivory tower' image some people may have of it. Several years of 'unpleasantness', to use a typical British understatement, including university newspaper reporting, legal action and university adjudication, including the threat of tenure removal, began in late 1994 and lasted until just before the beginning of the new millennium. All I would like to say here is simply that if one remains long enough in a position, one will meet every kind of experience, both good and bad. The latter, one tries to forget, if at all possible. For me, life in the Department of Linguistics has taken on a routine since 2000, as I have been teaching French and Romance linguistics courses, as previously, since the MA and PhD programs are now part of Linguistics. I have added regular teaching of morphology and I have taught, as the only faculty member, I believe, all levels of introductory courses, Linguistics 100, 200, 300, and 400. In addition, I am proud to have had my most 'intensive' period of giving papers at foreign conferences during the academic decade 1997-2007, just before retirement. Finally, I was honored to have a volume of essays on historical Romance linguistics, edited by two former students, dedicated to me in 2006. It is the closest I will ever come to receiving a Nobel Prize!

I would now like to establish a secondary division for the evolution of my research at the University of Washington. This quite easily can be made to correspond to various decades.

Decade of the 70's – work on phonology and morphophonology

I started by expanding my research in French and Romance phonology, begun in my doctoral dissertation (published in 1970), to a (historical) generative phonological study of French (1974) and to a critical review of (abstract) phonology in terms of (concrete) morphophonology. My 1979 monograph may be seen as the culmination of this phonology/morphopho-

nology stage of research.

Decade of the 80's – from morphophonology to morphology proper

First, I completed a study on French liaison (1984), which reflects my continuing interest in morphophonology. Then, I transitioned to morphological concerns proper, working mainly within 'Natural Morphology', with notions such as iconicity, markedness and naturalness. I was able to give several papers on this subject in Europe during the decade, meeting the originators of NM, the Austrians Mayerthaler and Dressler, and the German Wurzel. Actually, I had been part of the 'natural' approach to phonology also, in line with the contributions of Theo Vennemann and Joan Bybee (Hooper) in the 70's, and that of Bernard Tranel for French phonology; his 1981 study constitutes the counterpoint to Sanford Schane's classic 1968 monograph.

Decade of the 90's – from morphology to morphosyntax

Early on during this decade, I continued with work on morphology but I soon 'moved up' to morphosyntax, at least from the historical perspective, by way of studies on grammaticalization. Several papers I gave during the second half of the 90's led to my monograph in 2000, an attempt to combine grammaticalization with issues in Natural Morphology. I was particularly interested in the concept of "morphocentricity", which to me signifies the interface both between phonology and morphology, and between syntax and morphology. It seems to me that the history of the Romance languages lends itself as a very good testing ground for these interfaces, as I tried to develop further in my manual of 2001.

Decade of the 00's – review in terms of Ockham's Razor

I am now interested in doing a critical review of my research 'progression'—from phonology, to morphophonology, to morphology, to morphosyntax—within the framework of Ockham's Razor. This project has been started, but it will have to wait for completion during my retirement. I am not yet sure what will actually come of it, but I consider it worthwhile to attempt such an assessment, which will deal with Romance, my specialization, but which should be applicable to the status of linguistic analysis or theory in general. [I have

See *FOCUS*, p. 2

RETIREMENT PARTY

The highlight of the end of the year was a retirement party for Jurgen Klausenburger and Research Professor Marina Tarlinskaya, chez Julia Herschensohn on Queen Anne and attended by more than 90 participants. Several alumni came from all over the country to honor their Doktorvater and mentor: Mark Wolff (Chicago), Maxine Zemco (Seattle), Katherine Bartholomew (Seattle), Natalie Lefkowitz (Ellensburg), John Hedgcock (Monterey), Debbie Arteaga (Las Vegas), Randall Gess (Ottawa), Margaret Salome (Seattle), Karyn Schell (San Francisco) and Cinzia Russi (Austin).



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