We Have Outstanding Keynote Speakers

Leland Kinter (Yocha Dehe Wintun Nation Tribal Secretary, Council Member, Language Teacher) Presentation on Language Learning at Yocha Dehe Wintun Academy The conference will open with a brief overview of the extraordinary success in language revitalization among the Yocha Dehe community including both adults and children.

Francisco X. Alarcón (Author, Poet, and UC Davis Lecturer) El Poder de la Palabra/The Power of the Word: Toward a Nahua/Mestizo Consciousness and Empowerment through Poetry Friday 6–7. For a Chicano, for a Mestizo, for a descendant of the indigenous Nahual people of Mesoamerica, el Día de los Muertos/Day of the Dead is an important community celebration. Alarcón will share reflections on his journey in reclaiming an ancient Mesoamerican consciousness and proposing a new eco-poetics that advocates personal and collective empowerment for restoring global balance.

Tove Skutnabb-Kangas (Professor Emerita, University of Roskilde, Denmark) The Human Right to a Mother Tongue in Revitalising Indigenous Languages Saturday 8:30–9:30. Since 1972 I have tried to elaborate various mother tongue definitions. My work with Linguistic Human Rights (LHRs), together with Deaf and Indigenous friends/collagues has convinced me that internal identification is in many situations the only definition that respects LHRs. There are many researcher voices questioning concepts such as “mother tongue” and “language”, claiming that the boundedness of them essentialises and isolates people and belongs to an outdated ideology which smells of purism, glorification of authenticity and a forcible construction for them (not by them) of a romanticised traditional ethnolinguistic identity that prevents progress, change, modernisation and dialogue.

In New World of Indigenous Resistance. Noam Chomsky and voices from North, South and Central America (Meyer & Maldonado, May 2010), Maldonado Alvarado criticizes Chomsky for holding “the erroneous view that comunalidad inevitably reduces or seeks to reduce itself to that which is local. Or even worse, that it excludes anything from the outside, or anything global, regardless of how valuable, useful and necessary it might be. This view holds that those who appreciate communal ways and fight to strengthen them want to isolate their people from the world, and lock themselves up in a nonexistent world free of evil” (Maldonado 2010: 368). He continues: “Isolation or purism is not at all what the communalists have in mind. Rather, they focus on the need to equip their people to circulate in the world, confident in their identity and with a strong sense of belonging to their community.”
In other words, they strive to overcome the vulnerability and dependence generated by postmodern nomadism” (ibid.). I agree totally. And mother tongues are mostly an important aspect of that strong identity. I discuss mother tongues as one part of LHRs, and present examples of (re)vitalization efforts from the Saami and tribal peoples in India and Nepal where mother tongue medium day care and education play a vital role.

Leanne Hinton (Professor Emerita, UC Berkeley) Teaching and Learning Endangered Languages—What works? Saturday 12:15–1:15. There are many differences between teaching world languages and endangered languages, in terms of motivations, goals, resources, and measures of success. This paper discusses the approaches to second language learning of endangered languages that have had some success, both inside and outside educational institutions: immersion schooling, master-apprentice programs, learning from documentation, and language learning at home. The importance and necessity of grass-roots learning programs and practices is especially emphasized.

Jessie Little Doe Baird (Linguist, Director of the Wópanâak Language Reclamation Project, Mashpee, MA) Your Language Needs a Check-up from the Neck Up Saturday 4:30–5:30. It's all in your head! This is so true and now is the best time ever to reclaim or revitalize your language. But how can you get there? What do you have to build on? Is it sufficient and what can/should you expect? We'll take a look at how things are progressing in another community. We'll discuss the history of the Wampanoag language, its current health, and some practical activities that can be conducted toward the health of your own language.

For more information, including schedule and abstracts of talks, map, and registration see the website: http://slai.ucdavis.edu/.

Project News

Juaneño Harrington Training
A training with members of the Juaneño community to learn to transcribe Harrington notes is planned for May. Lisa Woodward will be leading the training.

Pechanga Cultural Center
On June 1 and 2, 2009, Macri visited the Pechanga Cultural Resource Department to discuss continued collaborative efforts between the Pechange Tribe and the UC Davis Harrington Project.

Palm Springs Cahuilla Training
On September 11, Woodward and Macri did a Harrington training at Agua Caliente for those wanting to code the Cahilla papers.

Happy Birthday to J. P. Harrington!
As this newsletter "goes to press," it is John Peabody Harrington's 126th birthday. It is with amazement, admiration, and gratitude that we acknowledge his contribution to Native peoples and to the intellectual heritage of the world. It is always our hope that he would not object too strenuously to our efforts to increase accessibility to this important body of work.

The accompanying photo of Coos elder Lottie (Jackson) Evanoff, who worked with Harrington, is from the Oregon Historical Society, negative CN 011300. It is featured in an article by Patricia Whereat Phillips Tsunamis and Floods in Coos Bay Mythology. Patricia is a long-time volunteer with the Harrington Project.

Call for Symbols!
As we work with more and more of Harrington’s notes we continue to discover new symbols and new combinations of diacritics. We have just added an updated version of the symbols to the Harrington website. If you are a project coder, what we need from you are any additional symbols that didn’t make it onto the new equivalents. So stay tuned and help us collect them all!

J. P. Harrington Notes Currently Being Coded or Checked
California languages: Achomawi/Atsugewi; Cahuilla, Coast Yuki; Chimariko; Chocheño/Mutsun/Rumsen; Chumashan Ineseño; Esselen; Gabrieleno; Kato; Kitanemuk; Luiseño/Juaneño; Mutsun; Northern and Central Pomo; Salinan; Serrano; Karuk/Shasta/Konomihu; Tubatulabal; Wikchamni; Wintu; Yana.

Other languages: S.W. Oregon Athabascan; Coos; Quiche; Nahuatl; Nicola; Paiute; Shoshone; Ute.
Who's Who In the Language Center?

Graduate Students

James Sarmento (Shasta) is a graduate student in the Native American Studies department and is the Northern California Harrington project coordinator. He received a BA in Anthropology and BA in Ethnic Studies from CSU, Sacramento. His research focuses on California language revitalization and cultural resource management practices. He oversees all aspects of the Harrington project and is the face and voice of the Language Center to the Native Community.

Abel G. Ruiz is a graduate student in NAS working towards an MA. His research focuses on geopolitics and indigenous cartography. Abel is utilizing Harrington’s Nahuatl material for his own language learning and to contribute to the Harrington database project.

Gina Caison is a graduate student in the English department with a Designated Emphasis in NAS. She received an MA in English from University of Wisconsin-Milwaukee and a BA in English with a minor in Political Science from Auburn University. Her research focuses on 19th century American literature, and the cultures and literatures of the U.S. South. She helps the Language Center by maintaining a database of the materials in its collection.

Kristina Casper-Denman is a PhD candidate in NAS. She received an MA in Anthropology at Arizona State University. She teaches at American River College and volunteers with the exhibit committee at the Maidu Museum and Historic Site. Her research focuses on museum studies and the protection and revitalization of Native cultures. She has been working on Harrington's Karuk materials, and has also worked on the Maidu and Wintu languages.

Jerold Blain (Benton Paiute) is a graduate student in NAS. He received a BA in NAS from Stanford. His research is on Queer Indigenous performance and the ways in which it contributes to Nation building and decolonization for Native peoples in North America. He has been coding/checking the Ute/Paiute/Shoshone notes.

Lajos Szoboszlai is a graduate student in the Linguistics department. He earned a BA in linguistics with a minor in studio art from UC Davis. He is interested in language revitalization, and is working with Amah Mutsun Tribal Chair, Val Lopez. He is coding Yokuts notes, specifically, Tachi.

Undergraduate Students

Kelsey Capps is an undergraduate Linguistics major, with minors in Italian and NAS. Her research interests are heritage language and bilingual education. She has been coding and checking Fernandeño, Tubatulabal, and Yokuts material.

Rebecca Gimlett is a Linguistics major. Her research interest is Native American language revitalization. She is new to the Harrington Project and assists with database entry and microfilm printing.
Francesca Sapien is an undergraduate student in Linguistics. She is a heritage language learner of Diné Bizaad (Navajo). Her research interests are second language acquisition of heritage languages and Native language revitalization. She is coding Harrington’s Esselen Material.

Mayumi Haskell is a linguistics major interested in semantics, pragmatics and computational linguistics. She is currently checking the coding of Harrington’s notes on Alsea-Siuslaw-Coos.

Thomas Zolot is a transfer student who, beginning this fall, will major in linguistics. His research interests include Creoles and Pidgins, specifically those created from the intersection of plantations and indigenous communities. Currently, he is coding Karuk notes.

Post-Doctoral Fellow Sarah Peelo is a post-doctoral fellow in Anthropology. She received a PhD in Anthropology from UC Santa Cruz in 2009. Her research interests are Anthropology/Historical Archaeology with a focus on California and the culture contact of the Spanish Missions. Sarah is currently working on the “San Juan Report” in Harrington’s Costanoan notes.

General Project Information
John Peabody Harrington (1884–1961), hired in 1915 by the Bureau of American Ethnology as a research ethnologist, devoted nearly half a century to field work on Native American languages. The men and women he interviewed were often among the last remaining speakers of their languages.

The J. P. Harrington Database Project, is administered through the Native American Language Center at UC Davis, with funding from the National Science Foundation (awards BCS01-11487, BCS04-18584, and BCS06-42463), bridge funding from the Office of Research, UC Davis, and the San Manuel Band of Mission Indians.

Principal investigators: Martha Macri, Victor Golla, Lisa Woodward; Project Coordinator: James Sarmento; Senior Personnel: Kathryn Klar, Pam Munro, Shirley Silver; Researchers: Jerold Blain, Gina Caison, Kelsey Capps, Kristina Casper-Denman, Jacob Gutierrez, Mayumi Haskell, Rebecca Gimlett, Sarah Peelo, Abel Ruiz, Francesca Sapien, Lajos Szoboszlai, Tom Zolot, and other community volunteers.

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Newsletter Copies
Back issues of Clearly Heard Forever are available on-line at:
http://nas.ucdavis.edu/NALC/JPH.html
If you wish to be added to the Newsletter mailing list, or if you currently are on it, but wish to be taken off the list, please email James Sarmento.

Newsletter title: Harrington frequently wrote "ch." next to a word or phrase to indicate that he had asked the speaker to repeat it, so it could be "clearly heard." If he had asked the speaker to repeat it slowly several times, and was absolutely certain of the accuracy of his phonetic transcription, he would write "ch. forever."

Martha J. Macri, James Sarmento, Lisa Woodward, Newsletter Editors