Achumawi Database

Summary of June 2022 work

You can download the current backup from

- http://zelligharris.org/Achumawi/achumawi-db.html

I have updated the webonary at

- https://www.webonary.org/odissi/

1. **Summary and prospect**
2. ***Amq^{h}á* and switch reference.**

For the last two weeks of the month every afternoon noon to 4pm ET has been pleasurably spent with folks participating in the Multilingual Institute. Great improvements in pronunciation and in grasp of what's going on and how to make conversation!

I've been working out the budget for the last year of the grant (item 1 below), and I have some more work to do on the proposal for September (Section 1 below).

I got some configuration problems with the Webonary worked out, with help from SIL's Kevin and Anita Warfel, and it seems to be displaying properly now. In the process, I discovered that some entries accidentally have no morpheme class assigned, so I am cleaning those up. I haven't finished reclassifying Vroot morphemes with the more specific class names Vcvc, Vcv, etc. I need to find out why the new class names (and some other class names) are displayed as ??? in the **Grammatical Info.** field, and how to fix it.

Even with all these distractions, some analytical problems are getting clearer, but only one is fit to report this month (item 2).

1. Summary and prospect. At the beginning of this third and final year of my current NSF/DEL grant, I have identified unspent grant funds which are not currently allocated. In the following table, Column L shows a running total subtracting line item totals for the first two years, leaving $70,275 for this year. Column N shows a running total subtracting committed expenditures this 3rd year, leaving $21,975 currently unallocated.

H	I	J	K	L	M	N
Grant total				*199,959*		
ELF 10%				*-19,996*		
Disbursable total				*179,963*		*70,275*
	Year 1	*Year 2*	*2y total*		*Year 3*	
PI	15,600	15,600	31,200	*148,763*	15,600	*54,675*
Paul	15,600	15,600	31,200	*117,563*	15,600	*39,075*
Lisa	15,600	15,600	31,200	*86,363*	15,600	*23,475*
Equipment		478	478	*85,885*		
Travel	0	505	505	*85,380*		
Connor	6000	9104.99	15,105	*70,275*	1,500	*21,975*
Total Direct	52,800	56,888	109,688	70,275	48,300	
Reported Payroll Y1-2			109,689			
Unallocated Y3						21,975

Subtracting the 10% fiduciary overhead from the top line ($199,959 – 19,996) leaves $179,963 disbursable. Subtracting $109,689 spent as of 5/312022 leaves $70,275 disbursable grant funds between 6/1/2022 and 5/31/2023 (with a possible extension). Subtracting $48,300 definitely committed to payroll leaves $21,975 unallocated. I'm looking to budget that wisely over the remainder of the grant period. So far, four possibilities are under consideration:

- Incur some travel expense as COVID restrictions ease.
- Continue the Consultant role after Connor starts at UC Davis in September.
- Fund instruction in how to create linguistic databases for neighboring languages.
- Fund an Achumawi language intensive course like that at NILI in June-July 2019.

The Achumawi Database Project will pay Connor through August, after which he has financial support as a student at UC Davis. To place another person in the community liaison 'consultant' role for 9 months would cost $4500.

I have opened communication with Joana Jansen at NILI/Uoregon and Justin Spence at UC Davis about the instruction ideas. I have also written to Carly Tex and Leanne Hinton about possible AICLS/Bol involvement, but so far without reply.

In my DEL proposal that is due in September the plan is for a project employee, Paul Cason, to work with Len Talmy to create an Atsugewi database in FLEx, shared in the same ways that the Achumawi DB is shared=. It will be under the stewardship of the Indigenous Language Network (ILN) ass a concrete step toward eventual inheritance of my Achumawi DB by the community. In connection with this, the proposal also includes some training to teach community members how to develop such a database. I have sent a query to some people at SIL to see if someone could adapt their training to the requirements imposed by archival sources. Their design assumption is that linguists are working collaboratively with native speakers in a living language community.

Michelle Garcia has been working for years to learn and teach her language, Winnemem Wintu, and after getting Pitkin and Schlichter into a DB she or younger helpers could add Harrington and others. James Sarmento (Shasta) has all of Shirley Silver's materials and a recent PhD. Brennan Ramsey or others may want to work on Yana, starting with Sapir. If the DEL funding comes through, an initial training could be planned for June-July 2023. Reallocated funds from the current grant could help support this, but each participant should obtain further funding for a longer period.

In June-July 2019, I took nine tribe members to NILI at UO and ran a Pit River Language intensive course that was very successful. Something similar is possible in June-July 2023. This would be completely dependent on reallocating funds from the current grant. It is not in the proposal which I am to submit in 3 months, no later than 15 September 2022.

2. *Amqʰá* and switch reference.

The word *amqʰá* is diversely glossed as “thus, then, that's why, so, therefore, or else, but, that, that one, that time.” In most of these, it is classed as a coordinating connective (a.k.a. conjunction), but in the last few as a deictic (a designating or ‘pointing’ word). De Angulo (Grammar p. 87a) calls it an ‘adverb of time’ glossed ‘then’ with a cross-reference to *amqʰá* glossed ‘he, she, it’. On p. 84a he lists “*amqʰá, qa amqʰá, piiqʰá, kiiqʰá,* etc.” as personal pronouns, all glossed ‘he’., and on p. 85a he has *amqʰá tím* ‘that’s the one!’, ‘he is the same one’. On p. 113b is the example *amqʰá ú tillúúci tẏ́anuwí* ‘that’s his house’. (I have rectified his transcription here.)

The basic function is as a deictic emphasizing a relation to the prior context. This accounts for the cross-classification as a connective in the English glosses. The English connective *but* is equivalent to something like “and, contrary to expectation”, similarly for the other subordinate conjunctions.[1]

When the agentive *ka* is added (*amqʰáka, amqʰákam, amqʰááka, amqʰáákam*) it can be difficult to assign a gloss in a fluent English way. This is because its function is to assert that a different protagonist is the agent for what follows. The following passage illustrates this (LR: Lone Goose Basket Design: 27-37):

1. *waẇá as sííuwí tyíísííní. amqʰákam tyítʰantíícíní qa múútʰaaq̇álcan. ma c̀é tyúúcííní tíítʰanti qá kacʰú tatẏ́í.*
   “I’m very thirsty”, she said. But the girl ignored her. And she didn’t pay attention to her mother.
2. *amqʰáákam tyilééyáácíní.*
   But she kept begging her (to go).
3. *má ánca we tyáác̀ac̀cíní ma tyúptééní astaymi las tyííc̀uumíní kacʰú tálílláqti wíc ẏééwa.*
   And then she got up slowly and went, she dawdled along going just as she pleased.

1 Z. Harris (1982) *A grammar of English on mathematical principles*, pp. 393-405.

4. *amq^{h}á tyíísííní qa ámit^{h}éẇcan qá tatẏí tííẏi, tisúṗḣáála má tupté! uk^{h}át kucí wíc sisunwí tyíísííní.*

   But the woman, her mother, said “hurry up and go! I feel like I’m going to pass out”, she said.

5. *mam tyúptééní.*

   And so she went.

6. *amq^{h}á tyíícííní lalaw tyít^{h}anmííní láálaq wíc ’ít^{h}ancí’. láálááq, láálááq tyíísííní.*

   But there was a sound she heard, sounding like a goose. Laalaq laalaq she said.

7. *amq^{h}ááwa cwímálqácíní.*

   For that reason she looked back.

In (1), *amq^{h}ákam* shifts agency from the mother to the daughter, and in (2) the same word, *amq^{h}ákam*, shifts agency back to the mother. Sentence (3) shows that this mechanism is not obligatory. *Má ánca* ‘and so, and then, and thus’ initiates a new thread with the girl as agent, finally getting up and going. We might expect this to satisfy the mother’s need. In (4), *amq^{h}á* introduces a contradiction to that expectation. (5) reaffirms that the girl is going, and then in (6) *amq^{h}á* introduces something quite unexpected. In (7) *amq^{h}ááwa* is a deictic referring metalinguistically to (6).

This functions like what is called ‘switch reference’ in other languages.

Ánca (currently glossed ‘so, thus, then’) is somewhat similar to *amq^{h}á*. It occurs very frequently in the phrase *má ánca* ‘and so, and then’, with only a dozen other occurrences apart from that in the database. They’re in the queue.