Building a Karuk syntax and text documentation project

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Presentation outline

• Karuk language background
• Dictionary and text database
• Research questions
Karuk language background

- Geography
- Documentation history
- Linguistic profile
Northern Hokan languages: Karuk, Shasta, Chimariko, Achomawi, Atsugewi, Yana, Pomoan
Klamath River villages:
Yurok downriver; Karuk upriver

Klamath River villages NW California
Documentation history I: Kroeber and Gifford

- **A. L. Kroeber (1876-1960)**
  Karuk fieldwork 1901-1902

- **E.W. Gifford (1887-1959)**
  Karuk fieldwork 1939-1942

- **Coauthored books**
  *World renewal: A cult system of northwestern California* (1949)
  *Karok myths* (1980)

Georgia Henry Orcutt, a consultant for Gifford
Documentation history II: John Peabody Harrington (1884-1961)

- worked for BAE beginning 1915
- Karuk fieldwork 1925-1929
- Publications
  "Karuk texts" (1930)
  *Tobacco among the Karuk Indians of California* (1932)
  *Karuk Indian myths* (1932)
Similar but not identical to the beginnings of several Bluejay texts published in “Karuk texts” and *Karuk Indian myths*.

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*E. Bluejay Myth?*

\[ [\text{ukki: } \text{ra}\text{ta}\text{sharin-}] \]

\[ \text{ekuni} \text{ra} \text{ke} \text{we} \text{curing} \text{kee} \]

\[ \text{du:n-ara} \text{ka} \text{ritka} \text{ri} \]

\[ \text{Teawma piracy} \text{pa} \text{inpa} \text{g} \text{trimaymay} \text{all at once} \]

\[ \text{yi: 60.} \text{ ukkika,} \]

\[ \text{one gotten, get sick.} \]
Documentation history III: William Bright (1928-2006)

- B.A. (UCB Linguistics) 1949
- Karuk fieldwork mainly 1949-1950
- Ph.D. (UCB Linguistics) 1955
- later language work in 1989 and following years, partly with Susan (Smith) Gehr
Documentation history IV

- **Ursula McConnel, 1932**  
  (unpublished fieldnotes)

- **Hans Jørgen Uldall, c. 1950**  
  (unpublished fieldnotes)

- **Monica Macaulay, 1980s-1990s**  
  (series of articles: morphosyntax, discourse)
Linguistic profile I

• An agglutinative head-marking free-word-order language 2242 of whose 7282 words begin with i-

• Semi-fossilized instrumental prefixes (Hokan!)
  - ikpat “break something”
  - ishpat “become broken”
  - impat “become broken due to heat”
  - imchak “to get burnt”
  - imchax “to be hot”
  - impuk “to be warm”
  - páchup “kiss”
  - pachnut “suck on”
  - páputh “chew”
Linguistic profile II: Phonology

- Diminutive phonology (DIM -ich)
  
  \( \text{yee}_\text{ripáxvuh} \) “adolescent girl” → \( \text{yee}_\text{nipaxvúhich} \) “little girl”
  
  \( \text{árus} \) “seed basket” → \( \text{á}nusich \) “thimble”

- Accent: low vs. acute (high) vs. circumflex (falling)
  
  - \( \text{áav} \) “face”, \( \text{yúup} \) “eye”, \( \text{púufich} \) “deer”
  
  - \( \text{axvâah} \) “head”, \( \text{ishxâar} \) “go fishing”, \( \text{pihnêefich} \) “coyote”
  
  - \( \text{akvaat} \) “raccoon”, \( \text{achnaat} \) “rat”, \( \text{ishyuux} \) “elk”

Very intricate accentual combinatorics
Linguistic profile III: Derivation

- **Valence changing suffixes**
  - *-ara* Instrumental: *ikrup* “sew” → *ikrúpara* “sew with”
  - *-ihi* Benefactive: *path* “throw” → *páathihi* “throw to (someone)”
  - *-kiin* Instrumental: *ikriv* “sit” → *ikrivkiri* “sit on (something)”
  - *-math* Causative: *if* “grow, (water) boils” → *iifmath* “cause to grow, boil (water)”

- **Directional suffixes**
  - *-mu* “thither”
  - *-rupu* “hence downriverward”
  - *-unih* “hence downhillward”
  - *-uraa* “hence uphillward”
  - *-rôovu* “hence upriverward”
  - *-sip(riv)* “up to the height of a man or less”
  - *-vara* “in through a tubular space”
Linguistic profile IV: Inflection

• Agreement prefixes
  \(ni\)- 1SG.SUBJ:3.OBJ: \(ni-\)'iimnih-tih “I love him”
  \(nu\)-́ 1SG.SUBJ: 2SG.OBJ: \(nu-\)'iimnih-tih “I love you”
  \(kii\)-́ 1SG.SUBJ: 2PL.OBJ: [?\(kii-\)'iimnih-tih] “I love yall”

• Circumfixal negation
  \(pu\)-\(xú\)-tih-\(ara\) “he was not thinking”
  \(pu\)-\(p\)-ikyá-ar-\(ara\) “she did not finish”
  (\(pikyáara\)- ITER-make-with)
Dictionary and text database
Database ingredients

- **Dictionary**
  - Bright’s *Karok language* lexicon
  - Toolbox-based dictionary by Bright and Gehr (> 7000 entries)
  - XML Toolbox export to us

- **Tagged texts**

- **Audio files**
  - legacy recordings
  - new fieldwork
  - words and phrases extracted manually, separate from sentences
Dictionary sample

<lxGroup>
  <lx>pifkutíshiiprin</lx>
  <lc>pifkutíshiiprin / pifkutíshiiprina-</lc>
  <psGroup>
    <ps>V</ps>
  </psGroup>
  <ge>put on</ge>
  <de>to put on (across one's chest?)</de>
  <so>WB 1113, p.372</so>
  <rfGroup>
    <rf>T65.19</rf>
  </rfGroup>
  <xvGroup>
    <xv>kári xás víriva tákunkuupha, pa’írahiv tah, takunpifkutíshiiprin.</xv>
    <xe>Then (the Indians) made the pikyavish, they put (handkerchiefs) across their chests.</xe>
  </xvGroup>
  <ng>Cf. píifka (a/u) 'to put on', -sip(riv) 'up; start', -n(a) ~ va 'pl. action'.</ng>
</lxGroup>
Text database sample

Eel and Sucker gambled together.
Audio database sample

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Research questions

• Accent (no slides)
• NP syntax
• Word order and information structure
• Yurok-Karuk syntactic contact effects
NP syntax I: Possessive DM

- No DM: *mu-típa* “his-brother” (WB0)
- Possessee DM: *pa-mú-pxaan* “the-his-cap” (WB31)
- Possessor DM: *pa-mú-’arama mú-thvuy* “the-his-child its-name” (WB0)
- Possessee + possessor DM: *pa-nini-’ahtákni pa-mu-yukúku* (WB91) “the-my-car the-its-shoes” = “my car’s tires”
NP syntax II: Apposition

- *pa- + uum*
  - *pa’áraar uum* “the-Indian he” (WB0)
  - *pa-mukun-’ápxaan uum* “the-their-cap it” (WB86)

- *NAME + uum: Ramona uum* (WB89)

- *no pa- + uum: yuxtháran uum* “abalone it” (WB86)

- *vaa ukúphaanik pihnêefich uum*
  “That’s what Coyote did” (WB12)

- *pa-vuráakir uum vúra ípaha pookyâarahitih*
  “The ladder was made of a tree” (WB76)
NP syntax III: Clausal \( \text{pa-} \)

- \( \text{pa-t-u-}’\text{iv-ahaak} \)
  \( \text{DEF-}\text{PERF-3SG-die-when} \)
  “(They did not say its name) when it died.” (WB0)

- \( \text{p-oo-kfúku-vraa} \)
  \( \text{DEF-3SG-climb-over} \)
  “When he climbed up over (he saw the sun).” (WB12)

- \( \text{pa-káan kun-vóon-kurih-vu-tih} \)
  \( \text{DEF-there 3PL-crawl-in-to-DUR} \)
  “(The door was low) there where they went in.” (WB76)

- \( \text{Kúmateech xasík pa-kun-}’\text{áv-eesh pa-mu-kéeks} \)
  later.today then \( \text{DEF-3PL-eat-FUT DEF-3SG.POSS-cake} \)
  “Later today then they will eat her cake.” (WB89)
Karuk word order and information structure

- “virtually free word order” (Macaulay 2000)
- In clauses with verbal dependents, tendency for at least one to be preverbal (Bright 1957)
- 20 texts with 491 main clauses (76% of clauses with dependents have at least one preverbal)

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Karuk word order and information structure II

- What factors influence the placement of dependents?
- Hypotheses
  - new V old
  - contrast V
- Textprobe: Mamie Offield, “Eel and sucker” (Bright, Karok language, text 37)
Syntactic effects of contact between Yurok and Karuk

• Traditional view
  - NW CA convergence zone
  - includes at least Yurok, Karuk, Hupa (Athabaskan), probably others
  - interference-type similarities in syntax; overlap in lexical structure, toponyms, euphemism, etc.

• Alternative hypothesis
  - Yurok, Karuk, Hupa share features explained via cultural interaction
  - Yurok and Karuk show interference-type similarities in syntax
Syntactic effects of contact between Yurok and Karuk

- 2P polarity Q particles: K *hum*, Y *hes*

- Pluractionality (PA) categories and expression
  - K: reduplication for event-internal PA, suffix *-va* for event-external PA
  - Y: reduplication for event-internal PA, infix *-eg-* for event-external PA

- Lexical patterns, e.g. two “make, do” words
  - “act a certain way” + manner (K *kúupha*, Y *serrhlerperk’*)
  - “make, fix s.t.; gather (acorns, etc.)” (K *ikyav*, Y *hohkuemek’*)

- There are many such examples.
Thanks to our teachers and colleagues!

- Karuk speakers: Lucille Albers, Sonny Davis, Julian Lang, Vina Smith
- Berkeley linguists: Bill Bright, Anna Currey, Alice Gaby, Leanne Hinton, Monica Macaulay
- Karuk Tribe linguists: Susan Gehr, Ruth Rouvier
- Karuk learners and teachers: Phil Albers, Tamara Alexander, Sally Bartosiewski, Crispren McAllister, Crystal Richardson, Arch Super, Florrine Super, Michael Thom, Emilio Tripp