

# MILC 7

[no:hekan]

October 9, 2004

8:00ish

## The program:

Get with it. In 12 steps or however many it takes. If you don't get help here, please get help somewhere.

*¡Sí, es el Sábado gigante!*

## The ground rules

- Sign the oath. We mean it.
- **All papers 8:30-8:33.**
- Time limits will be strictly enforced.
- Good luck finding anything remotely resembling presentations.
- There is a nominal charge for AV equipment and a verbal charge for copying handouts.
- The bathrooms are over there.
- Refreshments served only during breaks.
- ID required, please tip your waitperson generously.
- Keep your hands where I can see them.
- Ultra licitum! Hoc volo, sic jubeo!

## The 'Papers'

### Phonetics and phonology

*Speech on Ice: Acoustic effects of mouthguards on hockey talk*

Martin Brodeur, Dept of Dental Prosthetics, CCM/Easton Labs

[m, ɪ, l, c]: *Discovery of a new natural class*

A. U. & A. W., U. of A.

*Défense or deféense? Why we don't give a rat's ass*

Barry Alvarez & Mike Sherman

*I Wish I Could Produce English Sounds: Even that dumbshit Paris Hilton can do THAT*

Tim, the Cat

### Language learning, or not

*ME WANT COOKIE! An examination of the link between Sesame Street and Child Language Acquisition*

The letter V

*The Communicative Classroom: A Jerry Springer Model of Language Learning*

Miranda E. Wilkerson & Adam L. Woodis

*Do the write thing, yadda yadda Autoschwimmbad blah blah blabbity blah blah*

CJJ, UW

*One Hundred Consonants of Solitüde, or, the Evolütion of German into Czech by Americans: SLA meets Critical Theory*

R. Jakobson (Prague) & Slavoj žižek, The European Graduate School

### Sex, Drugs, Heavy Breathing and Language change

*Loose Tongues: A Look at the Role of Oral Transmission in the Process of Secondary Umlaut*

Shannon A. Dubenion-Smith

*Alcohol motivation theory*

A. Anonymous

*Would you like some coffee with your MILC?: An Examination of the Latte Ordering Principle (LOP)*

Gloria Jean and Victoria Allen, Starbucks University

*Evidence of Proto-Indo-European Aspirated Stops in Modern English When Walking All the Way Up the Stairs to the Eighth Floor of Van Hise and Trying to Carry On a Conversation with Someone Else who is also Walking up the Stairs*

Jennifer Ward

*Proto-Cat: 50 million years of linguistic evolution*

Matthew L. Juge

### **Blogs and other Blends**

*Come on, sheeple, reject the globaloney!*

Michael Moore, Slacktivist

*Humanure: Do we really want that in our kitchens?*

Julia Child<sup>1</sup>

*Blending? That's bad for my whiskey*

Jack Daniels, Dead guy

### **Linguistics and Politics: Electile dysfunction**

*Bergelflickle, Derizationality, and Norphogrogizal Communicativeriness: On the beauty of language and creativerly*

George Bush, ghostwritten by Karl Rove

*Prolegomena to a Treatise on Communicative Disorders: The Stutter in Bush's Swagger*

Joe Lockhart & Stephanie Cutter, ghostwritten by John Kerry

*The Pen is Mightier than the Flaming Bag of Poop*

Bart Simpson

*Orgies are Fun! And relieve social tensions!*

Antonin Scalia, Injustice

*There are Spiders in this Hole*

Deposed Leader

### **Linguistic Taboos and Violation**

*Go Fuck Yourself*

Dick Cheney, Veep, In a Secret Location

*Now, Now, Dick*

Lynne Cheney, Pornographer<sup>2</sup>, In the Closet

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<sup>1</sup> May she rest in peace.

*I Feel So Violated*  
Howard Stern, Radiologist

*Huh? What?*  
Lush Rimbaugh, Drug Addict

*MEG Studies of Paris Hilton*  
The Bachelor, MIT

**Language and Fame**

*Talk is Cheap and So Am I*  
Paris Hilton, Rich Bitch

*MEG is So Not Cool*  
Paris Hilton – oh, I can only submit one abstract?

*You're Fired, Because TV is Inexplicable*  
Donald Trump, Prick

*I Speak in Tongues And It Is Unclear How I Could Have Risen to Power*  
John Ashcroft, Attorney General

*Ha Ha, My Children, It's All Because I Rule the World*  
Satan, Prince of Darkness

**Extreme Makeovers: The Language!**  
*Extreme Preposition Make-over: Case!*  
Regis and Kathy

*Locative Inversion: Wife-Swapping by Another Name*  
A Desperate Housewife

*I'm Just Going Through a Phase*  
The DP formerly known as NP

*Cellulite Ellipsis*  
Lane Bryant

*The Disappearing-without-a-That-Trace Effect*  
W.M.D.

*Uninterpretable D-Cup Features*  
Carol Doda

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<sup>2</sup> It's true: She published a western softcore porn novel called *Sisters*. See [www.whitehouse.org](http://www.whitehouse.org) for details.

*Intervention Effects on a Remote Desert Island*  
Big Blonde Girl

*Oh Happy Day: The linearization of event structure*  
by Vi Agra

**Language and Immigration**

*Aunt Ollie G's German-American Language Lessons*  
Cora Lee Kluge

*Outsourcing English: Concluding Scientific Postscript on the History of a Vanishing Future*  
B. Venkat Mani

*I Still Hafn't Found Dat Government Vaste*  
Ahnold de Governator

*This language is my language, this language is your language, from California to the Penutian Waters, but it's my language, so only I can work on it, are you clear on that?*  
J.P. Harrington

**Lexical semantics**

*Spelunking is a Funny Word*  
Monty Burns, Power Plant Mogul

*Thinking ain't drinking: On lexico-semantic contrast*  
Moe Sizlak

*Junior High German: A Problem in Sociolinguistics*  
Steve Krause, UW-Madison, Public School Survivor

*When Bush comes to Shove*  
J. Kerry

**Language, Litterchur, and much more (a sop to our friends in the MLA)**

*Alpha: A Moving Case, Part I*  
e, t, cummings

*She's Such A "B": Sound Symbolism in the Post-Feminist Era*  
The letter **B**

*1st Annual MILC Writing Workshop*  
Andrea Menz

## The 'abstracts'

In alphabetical order by author's last name at least when we could figure out what the hell their last name is because we know that otherwise you could never find them and it's really important to read the abstract before you go to a talk, right?

### **She's Such A "B": Sound Symbolism in the Post-Feminist Era**

by the letter "B"

From the academic arena to the world of pop culture, B-words are being reclaimed by feminists, post-feminists, and non-feminists. Whether it is "bimbo" as in Diane Price Herndl's article "Johnny Mnemonic Meets the Bimbo: Feminist Pedagogy and Postmodern Performance" or the self-naming of singer/songwriter as "Bitch," B-words abound. This paper will explore the phenomena of "B" words as a natural expressiveness of post-feminist culture. In particular, it will discuss the semantic implications of these phonetic sequences and at least one physiological basis for these habits (namely, the fact that it feels good when that "B" sound rolls around your tongue and shoots out from your lips when calling someone a "bitch"). Cultural productions -- from blogs (The Bitch Girls, Ima Bimbo) to magazines (*Bitch*, *Bust*) to girl bands (7 Year Bitch, Bitch and Animal) -- will be discussed as evidence of the theory.

### **MEG Studies of Paris Hilton**

The Bachelor, MIT

Background readings are available at <http://www.who2.com/parishilton.html>

Much insight into Paris Hilton has been gained through reaction time (RT) studies using, e.g., Paris Hilton tasks. However, RTs become difficult to interpret when different stimulus factors interact in complex ways. MEG provides additional data that allow direct study of these interacting variables. I will discuss some MEG experiments from the MIT MEG Lab showing that the "M350" response, originating perhaps in the superior temporal sulcus or the middle temporal gyrus and peaking about 350ms after stimulus onset, indexes activation of Paris Hilton, as opposed to indexing some post Paris Hilton operation involving Paris Hilton items (e.g., Paris Hilton decision itself or semantic integration of a perceived Paris Hilton with context).

I will set these experiments in a broader discussion of the proper interplay between neuro and "theoretical" Paris Hilton and suggest ways in which further Paris Hilton experiments might address certain theoretical questions about the nature of Paris Hilton and inflectional morphology.

### **Speech on Ice: Acoustic effects of mouthguards on hockey talk**

Martin Brodeur, Dept of Dental Prosthetics, CCM/Easton Labs

Surprisingly, the study of mouthguards in hockey focuses almost solely on their alleged protection against dental injury and concussion. Indeed, aside from required warnings on labels (cf. "Do not chew your mouthguard."), little has been written about the articulatory consequences of wearing these annoying creatures. I'm here to plug that like I do the 3-hole on a screaming blue-line slapshot off Chris Chelios's stick.

So I cut now to the chase. Occlusion is hard with a mouth guard (leaving aside missing teeth) and even bilabial stops often spirantize, e.g.  $p > f$ . For many speakers, labiality is impeded on back vowels which are also often shortened (for reasons not yet fully understood), yielding changes like  $/u:/ > [ɪ]$ . The communicative consequences are obvious in light of common utterances like the defenseman's "Get the puck out of here" or the winger's "Shoot! Shoot!".

### **Alpha: A Moving Case, Part I**

$e_i \text{ } \ddot{t}_i$  cummings

The sound of the door slamming echoed through my empty category of an apartment. "It's over, you dick! Over!" Candy yelled as she made her exit. I wanted to yell back at her but there was only a gap where my retort should have been. I knew I had to get her out of my mind, but my feelings about her had me tied up like crossing association lines.

I couldn't get too mad about what she called me. I *am* a dick. A beagle. A birddog. A ferret. A flatfoot. A gumshoe. A hawkshaw. A P.I. A shadow. A sleuth. A snoop. A tail. A tec. A tracer. Yeah, you got it. A detective with a thesaurus. And I needed to get my mind off Candy's double object construction and back onto the case.

See, someone had been leaving bodies in his — or her — path. Their throats were torn out like an argument from its underlying position. The cops were coming up empty, looking down garden paths and finding only narrow scope. Since the first victim was my first sister, I had an interest in the case, whether it be nominative or accusative. I had to get this killer before the whole derivation crashed.

Alpha nudged my hand, letting me know it was time to move. Alpha's my dog. My c-commanding eye dog. Yeah, I'm blind. Sightless. Unsighted. Unseeing. But that doesn't mean I'm careless, heedless, ignorant, imperceptive, inattentive, inconsiderate, indiscriminate, injudicious, insensitive, myopic, nearsighted, neglectful, oblivious, thoughtless, unaware, unconscious, undiscerning, unmindful, unobservant, or unreasoning. Remember, I'm a dick. A beagle. Well, you know the drill.

Alpha guided me to the door. We vacated the apartment, leaving not a trace behind. Or so we thought.

TO BE CONTINUED...

### **Loose Tongues: A Look at the Role of Oral Transmission in the Process of Secondary Umlaut**

Shannon A. Dubenion-Smith

This paper presents an alternative approach to the process of secondary umlaut, one based on an 11<sup>th</sup>-century document discovered folded up in the back of a recently recovered copy of the 16<sup>th</sup>-century bestseller *das Luthertum: eine einführunc*. Secondary umlaut, the fronting of the OHG vowels  $\hat{a}$ ,  $o$ ,  $\hat{o}$ ,  $u$ , and  $\hat{u}$ , is traditionally described in the literature as a palatalization triggered by the presence of a following  $i$  or  $j$ . By nature of the triggering environment, secondary umlaut is generally characterized as a regular sound change in the Neogrammarian sense with exceptions in a limited set of phonetic environments. However, cultural studies such as Fichtenau (1984), which investigates social *ordo* in the German-speaking areas of the 10<sup>th</sup> and 11<sup>th</sup> centuries, in conjunction with the recently discovered 11<sup>th</sup>-century document entitled *anmaher vür snelle degene*, suggest that the sound changes involved in secondary umlaut were not, in fact, triggered

by the presence of *i* or *j*<sup>3</sup>, but rather proceeded by the process of lexical diffusion, headed by brave, influential warriors and carried forth by their socially mobile, lovely maidens.

In his book, Fichtenau describes a number of customary social gestures performed by warriors, including an array of kisses. These include the *Lehenskuss*, given to one's master as a sign of respect; the *Kniekuss* and *Fußkuss*, given to a superior as a sign of subordination; the *Friedenskuss*, given to a stranger as a sign of peace; and the *Zungenkuss*, given to one's lovely maiden as a sign of endearment. According to Fichtenau, the *Zungenkuss* was by far the most popular social gesture among brave warriors.

Evidence of this – in the form of a detailed diagram indicating the precise positioning of tongues during the amorous oral transaction of the *Zungenkuss* – is illustrated on one of the pages of the recently discovered *anmaher vür snelle degene*. The remainder of the document is a compilation of pick-up lines and flattering pleasantries appropriate for brave warriors eager to attract lovely maidens with whom to perform, among other things, the *Zungenkuss*. These include the following:

1. Wîb, dû hast **schœne** titten.
2. Wîb, ich **möhte** mit dir slâfen.
3. Wîb, **gæbest** du mir einen kus, sô wære ich vil vrô.

These selected examples illustrate the umlaut of *ô*, *o*, and *â* in OHG *skôni*, *mohti*, and *gâbîs* to *æ*, *ö*, and *æ* in the later forms *schœne*, *möhte*, and *gæbest*. Unlike all other extant texts of this time period which display only sporadic graphemic indication of secondary umlaut, umlaut is indicated *regularly* throughout the set of pick-up lines in *anmaher vür snelle degene*. This suggests that the process of secondary umlaut was completed first in the speech of members of the social circle who would have used phrases such as those found in *anmaher vür snelle degene*, namely brave warriors, then spread to the speech of those in other segments of society whose writings reflect the completed process of secondary umlaut only later.

I argue in this paper that the process of secondary umlaut unfolded as follows: As described above, brave, influential warriors often performed the *Zungenkuss* with eager lovely maidens to indicate their affection, interspersed with utterances of desire and flattery such as those illustrated above. The result of excessive deep-throat tonguing was a temporary hyperextension of these warriors' lingual muscles. This shift forward in tongue position led, in turn, to the fronting of back vowels, first those in high-frequency words (which incidentally also just so happened to have a *i* or *j* after the back vowel) occurring in set phrases such as “*skôni titten*” and “*mohti mit dir slâfen*”. The fronting, a.k.a. secondary umlaut, then extended in later stages of the warriors' language by the process of lexical diffusion to other words with back vowels followed by an *i* or *j*, then spread from the realm of the exclusive circle of *snelle degene* with loose tongues to their lovely maidens by way of oral transmission. From there, the fronting was introduced by the lovely maidens – the ‘go-betweens’ of 10<sup>th</sup>- and 11<sup>th</sup>-century society – into the speech of the rest of the population with whom all upstanding *snelle degene* did not associate. This insightful interpretation of the process of secondary umlaut is far more plausible and desirable than existing undesirable interpretations based solely on phonetic conditioning factors

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<sup>3</sup> One might perhaps be led to favor this erroneous interpretation given the absolutely striking similarities to the conditioning factor in primary umlaut, namely the presence of *i* or *j*, not to mention the absolutely striking similar process of palatalization involved. But as I said, that's an erroneous interpretation. Believe me, I should know.

because it integrates newly discovered written documentation, social history, physiology, *minne*, and phonology into a single, far more plausible, insightful account of this set of sound changes.

**One Hündred Consonants of Solitüde, or, the Evolütöön of German into Czech by Americans: SLA meets Critical Theory**

R. Jakobson (Prague) & Slavoj Žižek  
*The European Graduate School*

This study contends that überumläutification—a process by which American learners of German, 80s heavy metal bands, and a consumerist culture tired of the adverb "totally" replace back rounded vowels with front rounded vowels—leads to a gradual narrowing of the vowel space, resulting in a trend toward univocality. As evidenced by a recent study (Krause, Korpi and Kincade, 2003), first through fourth semester students of German at the college level apply double dots over any and all vowels, a phenomenon one researcher described as "hypercorrection." The überumlautification of already umlauted vowels leads to a corollary that derives "w" from a doubly-umlauted "u." The legal team of Chavez, Chavez, and Wicka (2002) reported similar results in their study of heavy metal band names. Using OT informed by Chaos Theory as a model, we predict that the only optimal configuration of phonological constraints is one in which, as back rounded vowels become front rounded vowels, and front unrounded vowels become rounded, all vowels are raised until only "ü" remains. This paradigm shift leads to a lacuna, an aporia if one will, in the ideological framework of post-fascist linguistics, and the critical turn is realized in the recognition that a singular über-vowel is equivalent to containing no vowels at all. The resulting language is phonologically and orthographically identical to modern Czech. This ironic turn of events inspires a reevaluation of the German "Drang nach Osten," in which the drive to the east is seen not merely as a need to expand and dominate, but as a subconscious desire to become Czech. As this is a matter of language evolution, only sexual reproduction can insure its continued success. Since only "y" and not "x" can act as a semi-vowel and thus contribute to the process, one must conclude that the Czech is indeed in the male.

**Title: Do the Write Thing, Mozart: Caveats regarding Peer Editing of Authentic Discourse, Authentic Language, Authentic Texts, Authentic Literature, and Authentic Videotexts: the Feasibility of Graded and Non-Graded Computerized Motivation of Grammatical Variation in the Anglicisms of Graffiti, Idioms, and Newspaper Articles as reflected in the Cooperative Learning of Fulbright Heritage Language Majors as Food for Thought in a Cyclical Syllabus based on Crazy and Awful German, Japanese, Russian, and Spanish translations of "Der Blaue Engel": A Schema-Theoretical Perspective of "Mit dem Autoschwimmbad in die Verkehrsmarmelade" or a Pre-Service "Gefundenes Fressen" as envisioned by Goethe, Schiller, and Me.**

Author: Charles Joseph Martin James, AB, MA, Ph.D., AATG, ACTFL, WAFLT, and my little dog, too.

Abstract: The title is a synthesis of topics from 44 manuscripts sent out for review by *Modern Language Journal*, *Foreign Language Annals*, and *Unterrichtspraxis* from 1986 to 2004. Like the titles of many Ph.D. dissertations, this one is longer than its abstract.

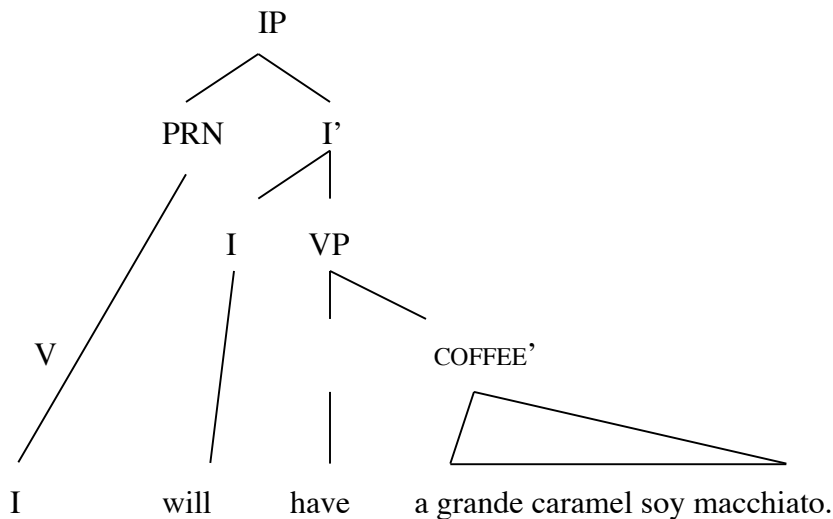
**Would you like some coffee with your MILC?:  
An Examination of the Latte Ordering Principle (LOP)<sup>4,5</sup>**

by Gloria Jean and Victoria Allen  
*Starbigbucks University*  
PROM (People's Republic of Madison)

Frustrated by the negative impact on sales due to customer confusion over the ordering of coffee drinks, Starbigbucks University hired a team of crack syntacticians (read: syntacticians on crack) to help implement a top-down ordering strategy to aid in efficiency and allow barristas a sense of superiority over the uninitiated. The result of this research has been the development of the LOP, the Latte Ordering Principle.

The Latte Ordering Principle specifies the individual constituents of the coffee bar:

$\overline{\text{COFFEE}} \rightarrow (\text{Det})(\text{Size})(\text{Flavor})(\text{Milk}) \text{COFFEE}$



It is interesting to note that while most adjuncts often consist of, or at least contain, a prepositional phrase, coffee bars are PP free.

In addition to synchronic data gathered in franchises worldwide, LOP is also supported by diachronic evidence recently uncovered lining a birdcage in a monastery in the Alsace region. It was discovered to contain what appear to be some of Nottker's personal shopping lists as well a missing entry to the *Pariser Gespräche*:

<sup>4</sup> Summarized from forthcoming book, February 2005. Advanced reviewer comments: "I have no idea who these people are, or why they think they've taken a syntax class from me. I mean, really, an X' without an XP? Ridiculous." Mark Loudon, Master Syntactician, UW-Madison. "Good it looks to me." Yoda, Master Jedi, Dagobah University.

<sup>5</sup> We would like to thank the Starbigbuck's patrons, whose copious coffee purchases fund vital research such as the LOP Project. Keep drinkin' them Frappaccinos®.

Gimer mîn ros.  
 Gimer mîn schelt.  
 Gimer mîn grahnde môkka halb-skîm,  
 halb-2% chai latteh.

*Give me my horse.*  
*Give me my shield.*  
*Give me my large mocha half-skim,*  
*half 2% chai latte.*

Despite the obvious advantages of the LOP, some retailers refuse to comply – and they therefore must be assimilated. Most notably, the refusal of Italian sizing standards by multiple competitors confuses customers with a plethora of ordering options. This cannot be tolerated. To prevent lengthy ramblings such as: “Um, could I have a coffee – house blend, I guess small, with – what kind of flavors do you have? – okay, caramel, oh, and can I get that with skim milk?” LOP must be universally accepted.

So next time you’re grabbing a latte at your nearest Starbigbuck’s, or the one across the street, make sure you order efficiently with the LOP, and remember, tip your barrista!

Also forthcoming from Starbigbucks University Press:

## GET YOUR MORPH ON!

Hard core conjugation!  
 Full contact declination!  
 No-forms-barred pluralization!  
 All-out ablaut!  
 Morpholicious!

## X-TREME MORPHOLOGY\*

Are you linguist enough?

\*Please do not participate in X-Treme Morphology without proper pads and helmet. Side effects may include: migraine, nausea, dry mouth, chafing and nosebleed.

## Proto-Cat: 50 Million Years of Linguistic Evolution

Matthew L. Juge

UWM, Spanish and Portuguese

The Mjawscrit language, whatever be its antiquity, is of a wonderful structure; more perfect than the Miauk, more copious than the Lawtin, and more exquisitely refined than either, yet bearing to both of them a stronger affinity, both in the roots of verbs and in the forms of grammar, than could possibly have been produced by accident; so strong indeed that no philologist could examine all three, without believing them to have sprung from some common course, which, perhaps, no longer exists: there is a similar reason, though not quite so forcible, for supposing that both the Mjothick and the Cattick, though blended with a very different idiom, had the same origin with the Mjawscrit; and the old Mjersian might be added to the same family, if this were the place for discussing any question concerning the antiquities of Mjersia.

When Sir Mjauljem Dʒɔɔz made this statement, he presaged the development of the comjawative method and established a mjethodology for investigating rigorously the relations among tongues. Ultimately, examining the Manx of the British Isles (with a strong No Coda constraint), the Gatalan and Leonese of the Iberian Peninsula, and the Abyssinian of Ethiopia, it is possible to reconstruct such proto-Cat forms as \*mrauw ‘evil canine tormentor’, \*mjauw ‘food now!’, and \*mijau ‘disdain’. In light of the time depth of 50 million years BP, stretching back to the Eocene, this evidence shows that the methodology for feline linguistic reconstruction far outstrips that for human languages, even if the extreme claims of Greenberg (1987) are taken to represent good scholarship.

***Aunt Ollie G’s German-American Language Lessons*, 4<sup>th</sup> ed. (Milwaukee: Mahler and Wendt, 1869).**

Cora Lee Kluge, Smart woman

The other day in a quaint little bookstore, I ran across a book meant for helping folks to learn the language of German-America, as it was called, whose center was Milwaukee. By the middle of the nineteenth century, the need for more or less correct speakers of this new language was clearly on the rise. At that point, speakers of immigrant German were not yet able to deal with its intricacies, while native speakers of English (although they had already been deemed a hopeless cause when it came to foreign-language learning) had woken up to the fact that they might need facility in the German-American language, too.

Applied linguists were jumping at the chance to produce a textbook, vocabulary lists, pronunciation aids, exercises, and so on—and thus to make a profit. From advertisements published in newspapers of the day, it is obvious that many such books appeared. Regrettably, Aunt Ollie G’s is the only surviving example, and thus we cannot say whether it was one of the

better ones on the market. It seems clear that it was a text directed at helping speakers of various *German* dialects learn the new idiom.

One enticing feature of Aunt Ollie G's text is its methodology: the author calls it her triple-translation method. Coming from German, one would translate the needed phrase first into English and only then into German-American. Coming from English, on the other hand, one would translate the needed phrase first into German and only then into German-American. In this way, as the author explains in her enormous introduction (240 pages!), one would best be able to incorporate all the fine nuances of both languages. The author optimistically opines that within a few generations, there may be some who can speak German-American more or less natively.

In view of the coming elections, I present a few vocabulary items from Chapter 27, whose topic is politics. All examples, as Aunt Ollie G affirms, come from native informants and real-life situations in Milwaukee. Indeed, *all of these examples even appeared in print in Milwaukee at about the middle of the nineteenth century*—I swear! I present the following entries without comment about the obviously abominable level of lack of respect for clean politics, fair elections, and orderly procedures to which these “useful expressions” bear witness. Nor should we accuse Aunt Ollie G herself of bad politics. After all, language is a free spirit, bending to the needs of its speakers; and such expressions, in one dialect or another, are still in use today.

*Note from the MILC organizers: We regret that we are forced to limit the length of abstracts for this evening's program, but we hope that these few examples may prove attractive enough to stimulate your interest in the topic. For more information, see Aunt Ollie G of Literature of the German Americans, forthcoming in the Max Kade Institute monograph series.*

**präsidiren (v., wk.)**

Meaning obvious. We suggest useful phrases such as “Der Präsident präsidirt.”

**arrangements (n., usually pl.)**

Meaning obvious, but pronunciation dubious. “Die Damen machen alle arrangements.”

**fixen (v., wk.)**

Though not exclusively used in the election setting (for example, one can say “das Fenster muß auch gefixt werden”), it is wonderful for elections, too. “Die Wahl ist gefixt.”

**das Voten (n.)**

Man spricht es aus, als ob es “das Woten” geschrieben wäre.

**die Polls (n., pl.)**

Pronunciation: “die Pohls.” Meaning: the place where one may vote. For example: “Die Frauen sollen bei der Wahl an den Polls stehen.”

**für eine Office rennen (wichtig: rennen für)**

“Für welche Office rennt Ihr?”

**niederstimmen (v., sep., tr.)**

Normal German construction, abnormal meaning. “Das Gesetz ist niedergestimmt.”

**treaten (v., presumably wk., though examples exist only in the present tense.)**

Pronunciation: “trieten.” An example reveals why we shudder to think of what may in fact have been going on: “Man muß treaten.” (It is implied that a candidate must provide incentives in the form of treats, such as whisky, to buy votes.)

**der Stoff (n., m.)**

Normal German word, unusual meaning. Referring to the whisky, one can say: “Der Stoff ist ausgezeichnet.”

...submitted for WARM MILC by Cora Lee Kluge

## **Junior High German: A Problem in Sociolinguistics**

Steve Krause, UW-Madison, Public School Survivor

In this paper I propose "Junior High German" as an alternative to the ideologically antiquated and sullied bourgeois project known as "Middle High German."

The question of periodization, elegantly and classically detailed by Jost Hermand and Rheinhold Grimm in "Die Klassik-Legende" (Frankfurt/Main: Athenäum, 1971), has problematized the classification of literary and cultural epochs for several decades. As language is a cultural artifact, it follows that the historical periodization of languages faces analogous challenges.

The standard model—represented by Stedje's "Deutsche Sprache gestern und heute" as well as by numerous "Middle High German" courses foisted upon unsuspecting graduate students—posits a shift from Old High German, to Middle High German, and then to New High German, with Early New High squeezed as a red-headed step-child. That the publication of a manuscript of such a canonical "Middle High" text as the "Nibelungenlied" was conducted by Swiss—and thus Alemannic partisan—poet and critic J.J. Bodmer escapes the notice of most scholars. Furthermore, that the periodization of so-called "Middle High German" rests upon such a text, specifically one with such ideological baggage, clearly calls into question the very process of periodization as one undertaken by an emerging middle class bent upon erasing class and group distinctions in its quest for national unity.

The proposed alternative model posits Junior High German rather than Middle High German as the transitional phase between Old High and New High. The time of the crusades are seen therefore not as a new period of contact between peoples across Europe but as a continuation of the migratory phase during the reign of Old High, Old Saxon, etc. As educators, counselors, and parents can attest, this phase in a language's development is one full of changes, and in order to ease the transition, I argue that the weakening of unstressed vowels to "schwa," which begins in the Old High period, should not be used to separate these eras; instead the realization of this sound change should be included as the high point of Old High, to be celebrated in a graduation ceremony of sorts.

In compensation, Early New High German will be annexed by Junior High German and renamed Late Junior High. As such it will be positively reevaluated not as a premature phase of New High but as a mature phase of Junior High.

This reperiodization leaves numerous open questions. Although the shifting of Middle High alleviates issues of late(nt) Saxon violence by shifting Early Middle High to Late Old High, the matter of the Goths and Vandals as subcultures in need of tough love and antidepressants is not addressed. The age-appropriate nature of the (b)latent eroticism of High Minnesang and the excessive violence of the "Nibelungenlied," among other Junior High epics, is yet to be discussed in committee.

**Outsourcing English:  
Concluding Scientific Postscript on the History of a Vanishing Future**

B. Venkat Mani  
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This paper is inspired by the title of a highly acclaimed series in literary theory, “Post Contemporary Interventions” (Editors Stanley Fish and Fredric Jameson, Duke University Press). Beginning with an analysis of the semiotic implications of the expression “Post Contemporary”, the author traces the intellectual history of rhetorical expressions employed by scholars of literature from the early 20th century to the present. At the core of this investigation is a desire to identify the precise moment, when literary critics turned into literary theorists; formulations like ‘critique’ and ‘theorize’ gained the much coveted status—that of verbs—in the English language. The paper is an examination of the register of theoretical rhetoric, and its always already borrowed origins, from Latin and Greek up until the mid 20th century, to French during the 1960s and 1970s, to German in the 1980s and 1990s, and Spanish in the late 1990s. The paper exposes the socio-political contexts in which these languages became the feeder-canals of theoretical English. Next, it lays bare the sad circumstances leading to the (yet undeclared) demise of Post Modernism and Post Structuralism. Upholding the claim that German and French or even Spanish can no more provide stimulation and substance to the specialized language of literary theory, the author presents the danger of a complete annihilation that the theory industry faces today. As a solution to prevent mass-unemployment of literary theorists working for Anglo-American universities, as well as to provide employment to the educated youth of Maybe-They-Are-Developed-After-All countries like India and China, the author suggests an immediate outsourcing of the English language; to be embarked upon symbolically by moving the office of the MLA from New York to New Delhi. In addition, the author calls for the establishment of Panini Oriental Services for Theoretical Concoction Research and Application (POSTCRAP) in New Delhi, Bombay, Madras, and Calcutta, eventually making its way as the Confucius Oriental etc. etc. (COSTCRAP) in Beijing, Shanghai, Chengdu, and Chongqing. These centers will provide employment opportunities to qualified Humanities Graduates from Indian and Chinese Universities to concoct, fabricate, and reconstruct the English syntax and vocabulary—i.e. do the groundwork—for literary theorists in the Anglo-American academy. In addition, the software programmers at these centers will work towards legitimization and acceptability of words like “Gendered” and “Performativity” in Mac and Window programs. Only then, concludes the author, will there finally be a global alliance between the town and the gown, no matter how far the town is from the seat of the gown. The endangered species of “Post” Theorists will be saved, theory will no longer be the elite property of the Germans and the French. Most importantly, English will finally be established as the most important global language.

**1st Annual MILC Writing Workshop** – led by Andrea Menz  
Saturday, Oct. 9, 2004, 7:60pm - Van Hise 123 – BYOGM\*

The first WARM MILC also brings us the advent of the annual MILC Writing Workshop, which will focus this year on titling linguistics articles for journal submission. Advice on successful article titling has been derived over several months from a thorough study of articles that have been accepted for publication in a variety of academic journals. Topics of discussion will range from how to include an example in your title of the construction you are writing about to the question of how important it really is for your title to convey the topic of your article. We will discuss in detail how the following articles exemplify important titling techniques. Participants are encouraged to prepare for discussion by reading the articles in advance.

Kjellmer, G. 1977. "Why is Winnie *the* Pooh? On the use of the definite article in some English personal names." English Studies 58:508-514.

- Rudanko, J. 1993. "Reducing someone to grovelling: Aspects of an object-control pattern in Present-Day English." *English Studies* 74:485-495.
- Swiggers, P. 1985. "How to order eggs in French." *Folia Linguistica* 19:63-66.
- Tieken-Boon von Ostade, I. 1985. "'I will be drowned and no man shall save me': The conventional rules for *shall* and *will* in eighteenth-century English grammars." *English Studies* 66:123-142.
- Wieser, E. 1986. "On the splitting in English of the *of*-genitive." *English Studies* 67:57-71.
- Zwicky, A. M. 1976. "Well this rock and roll has got to stop. Junior's head is hard as a rock." *Chicago Linguistic Society* 12:676-697.
- Zwicky, A. M. & E. D. Zwicky 1986. "Imperfect puns, markedness, and phonological similarity: With fronds like these, who needs anemones?" *Folia Linguistica* 20:493-503.

*\*Bring your own gas mask*

### **Come on, sheeple, reject the globaloney!**

Michael Moore, Slacktivist & Blogger

Are you as sick as I am of the belligirati, bogsats, and barking heads feeding us bafflegab, bomfog, and globaloney, pushing their neverendums ad nauseum (for details see "Slang only a Velcroid could love", *New York Times*, Week in Review, Sunday Oct. 3, 2004, p. 5)? It's time for slacktivism from us ordinary folks, with our allies, the conchies, actorists and politainers. What, you Republican plants dare to ask, does this have to do with linguistics? I say to you, we will take back the blends! Verbing may weird language (cf. Calvin, ca. 1995), but nouniness (H. Ross ca. 1965) is necessary.

### **[m, ɪ, l, c]: Discovery of a new natural class**

A. U. & A. W.  
*U. of A.*

In this paper, we present evidence for the discovery of a new natural class of phonological elements. Specifically, we argue for the existence of an innate, pre-wired natural class consisting of the segments [m, ɪ, l, c].

The first piece of evidence for this natural class is distributional in nature. Observation of the University of Wisconsin, Madison Department of Linguistics indicates that in 5 of the previous 6 years, this natural class has occurred predictably on an annual basis. It seems plausible to entertain the hypothesis that this natural class will occur again, within the first two weeks of October, 2004.

Upon closer inspection, one could voice an objection to this distributional evidence on the basis that it appears to involve variation. However, this objection turns out to be unjustified. The following data illustrate the situation:

- (1)
  - a. Madison Informal Linguistics Colloquium
  - b. Madison Informal Linguistics Collective
  - c. Madison Informal Linguistics Conference
  - d. Madison Informal Linguistics.com
  - e. Madison Insurgent Linguistics Conspiracy

Note that each of the four lexical items in each of the five tokens seen in (1a-e) is in a correspondence relation to a member of the natural class [m, l, l, c]. Variation occurs in the final member of this set: the segment [c] has five distinguished exponents: Colloquium, Collective, Conference, Com, and Conspiracy. This variation is not indicative of five distinguished items however; we postulate that these items are allomorphs of a single morpheme, whose distribution is predictable on the basis of their temporal environment. Under this view, such variation is fully expected and is in fact predicted to cooccur with each realization of the natural class [m, l, l, c].

The final piece of evidence in favor of the innateness of this natural class is the failure to identify any plausible external reason for this degree of concentrated silliness.

Word count: 300

## **ME WANT COOKIE! An examination of the link between Sesame Street and Child Language Acquisition**

Brought to you by the letter  $\mathcal{V}$ .

This paper compares two competing hypotheses regarding the potential negative effects of ungrammatical language input on child language acquisition. According to one school of thought (i.e., my mother's), the connection between input such as (1) and a correspondingly flawed adult grammar is direct and obvious, and therefore reason to prohibit children from watching Sesame Street.

(1) \*Me want cookie!

*I want a cookie/that cookie/all the cookies/every cookie*

'Give me the cookie now.'

The competing hypothesis suggests that prohibiting a child from watching Sesame Street is potentially more damaging, from a sociological perspective, due to the absence of an otherwise ubiquitous and homogenizing touchstone of pop culture in the child's life, thus leaving the child susceptible to feelings of exclusion by her peers.

Counterevidence (in the form of myself, who managed to watch Sesame Street on the sly) is provided as argument against the first hypothesis.

**Evidence of Proto-Indo-European Aspirated Stops in Modern English When Walking All the Way Up the Stairs to the Eighth Floor of Van Hise and Trying to Carry On a Conversation with Someone Else who is also Walking up the Stairs**

By Jennifer Ward  
*Observant student*

This paper will examine a new phenomenon about the recent development in which PIE aspirated stops are being found in Modern English. The conditions for this trend, which have been observed<sup>6</sup> but not adequately studied, seem to be:

all consonants and vowels > all consonants and vowels plus aspiration / walking up seven flights of stairs and trying to make conversation

as illustrated in examples (1) and (2):

(1) Soh dhid youh understhandh theh shyntaxh homhworkh?  
'So did you understand the syntax homework?'

(2) Ih've ghoth tho rhun uph there and dhrop thish off in Jhoan's mhahilboxh.  
'I've got to run up there and drop this off in Joan's mailbox'

Aspirations seem to become more pronounced as the number of staircases climbed increases, yielding in (3) and (4):

(3) Mhaybe thhhhe staihghhrs whhherehhh ah mhhistakhhe.  
'Maybe the stairs were a mistake.'

(4) Chhhanhh'thhh....ghhho....ohnhh....shhtophhh....hhh.....hhhhhhh...dheathhhh.  
'I can't go on much further. I need to stop for a second.'

An interview with Van Hise's principle architect, Bruce Hank, casts more insight on the development. Hank, now 72, recalls the motivation for designing the torturous and unending staircase: "Whatever happened to PIE aspirated stops? No one's heard them in thousands of years. A few might show up in other languages occasionally, but not with the intensity of PIE. By creating a building with incredibly slow and insufficient elevators, thus effectively forcing people to rely on the stairs, my goal was to create an environment that would naturally bring about the resurgence of such stops."

Hank, whose personal favorite PIE aspirated stops include those found in \*dhur- and \*ghostis, adds: "It's great to hear these ancient formulations again. Talk about retro."

### **The Communicative Classroom: A Jerry Springer Model of Language Learning**

Miranda E. Wilkerson  
*Professor of Nothing*

Adam L. Woodis  
*Lowly Research Assistant*

Teachers, scholars, and other people<sup>7</sup> all agree that second and/or foreign language learning best occurs in a communicative classroom. That is, exposure to comprehensible input<sup>8</sup> and the

<sup>6</sup> Anthony and Jeri, German 101 students, private conversations going up the stairwell; and other huffing and puffing students wandering the 8th floor hallways.

<sup>7</sup> People who don't know anything anyway but want to appear "versed" in the big words of SLA.

opportunity to interact in group work<sup>9</sup> will give students what is necessary for language acquisition to take place. A slight problem with this model of language acquisition is that communication/interaction is surprisingly rare in the FL classroom as avowed by numerous TAs (code names for these TAs will be used as I am not allowed to reveal their true identity as regulated by Human Subjects protection) at an unaccredited college located in the inner city of a big, big city out in the middle of nowhere.

The present study explores a new approach to the communicative model of language learning, namely, an approach that indeed elicits interaction and communication in the classroom. Dubbed the *Jerry Springer Model of Language Learning*, this model suggests a concrete answer to the accustomed, boring, teacher-fronted classrooms symptomatic of asymmetrical speaking rights.

This model of language learning requires the teacher to act as talk show host, preferably similar to the style of Jerry Springer who motivates his audience by humiliating a select few on a fluorescent-lit stage with a bald guy<sup>10</sup> acting as mediator as opposed to Oprah who engages in what's known as *Talk-show- host- talk*. This style of talk, akin to *teacher- talk*, puts students at ease in the classroom and lowers their levels of anxiety. Research (forthcoming) shows that this method is non-surprisingly counterproductive to communicative language learning in that security in the classroom leads to silence. As such, the Jerry Spring Model suggests the following:

A TA's "Quick Guide" to Successful Classroom Management—

- Begin class by picking out a few students to be made fun of. The best way to do this is to come up with a rotating list of students during your prep time (for which you are paid!), or you could do this by way of "natural selection" in the classroom. Simply give each student a task to complete and whichever ones are last to finish must suffer the consequences. Remember, this is all in the name of learning, and it's really good for them deep down.
- Once your selection is made, encourage the "audience," that is, the students *not* sitting in front of the class looking anxious, to yell out some good old-fashioned nasty things. As the teacher, you should model a few core insults, but watch out once those students get going as TA Dingsda comments, "They just have a ball with it, I tell ya! I've never seen more classroom interaction in my career as a TA" According to plan, the students sitting at the front of the classroom will be forced then to defend themselves. This exemplifies Swain's (*Forced Output*); that is to say, as the students are forced to defend themselves against their peers, language acquisition ensues via their pushed output. The "audience" students gain much from this as well as I, as a teacher, feel that this type of environment (whereby I pitch one group against another) fosters camaraderie and cooperation amongst the groups. The only required text for this style of language teaching is:

Besserwisser, Gertrude. 1994. *Scheisse! The REAL German You Were Never Taught in School*. New York: Penguin Books USA, Inc.

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<sup>8</sup> This is when a teacher talks to a language learner in a way that the language learner can understand. This typically requires minimal effort on the part of the teacher as students don't listen anyway. (Krashen, Pica, Chavez, Swain, Lightbrow, Gass, Selinker, Bucky Badger 1977)

<sup>9</sup> A time for students to discuss what they did over the weekend. If well-motivated, they also confer with each other about the TA's clothes.

<sup>10</sup> Steve is his name.

- At the end of the hour, share a “final word” with the students. This follow-up only needs to be about 5 to 10 minutes long, but you should explain the issues involved with their mistakes, where they can go for grammar counseling, etc. As TA Heini so eloquently states, “By allowing for a few extra minutes to reflect on the day’s class, you, as a teacher, reign as the authority figure, and that just feels damn good.”

This paper begins to draw a picture of what happens in a *real* communicative classroom environment despite the fact that several crucial steps remain in determining the long-term effects of this model as the current study is not longitudinal in design. Thus, whatever clinical treatments, counseling, or attorney fees that may ensue from this type of experimental design are clearly beyond the scope of the present paper.

### **Alcohol motivation theory**

#### **A. Anonymous**

Social network theory as an explanation for linguistic change has purported to explain how card-playing buddies get to coming up with new slang, quirks in their speech and, more importantly, how language changes evolve when a new person comes into the card-playing circle. In this example of a weak tie waiting to turn into a strong tie, alcohol plays an integral role in acclimatizing a new speech participant to a different speech community, thus changing the speakers’ idiolect. However, the reverse is also true for the group, for who the new card-playing member hangs out with and, as we shall see in this paper, what s/he drinks, clearly stands out as the primary cause for certain linguistic phenomena, most notably palatalization in Indo-European languages.

Previous research relating to geographically-explained phenomena in word languages has been disproven and held as popular myth. Features such as breathiness of a language were previously ascribed to high altitudes and cold regions, whereas elision of consonants and, interestingly enough, fast or slow speech ascribed to hot, southern climes. The result of such assumptions in the beginning of the last century is to discount just how important Mother/Father Earth is in shaping how we speak. Using alcohol motivation theory, I will analyze phenomena in European languages that are present in regions with good wine, and, in so doing, I will open up a call for research in dialectology where beer, scotch, bourbon and rum are widely consumed.

As wine developed in quality during and after the fall of the Roman empire, Latin shifted from a classical variety attested in the works of Virgil (30-20 B.C.) and others to a vulgar Latin marked most notably with gemination induced by the yod, semivowels or anywhere else it was socially acceptable to slur out a geminate consonant, followed by palatalization in the Iberian varieties, namely Spanish, Portuguese, Catalanian, and Galician. Imbibing a robust, fruity red wine caused the Iberians to slur their speech causing this gemination.

The word “cry” for example:

PLORARE > llorar (Span.) chorar (Port.)

PLUVIA > lluvia (Span.) chuva (Port.)

First of all, PL is a hard combination so the “p” got lost. Then the semivowel caused gemination to <ll>, which later palatalized. Port wine, a fortified red wine, very sweet and fruity in flavor,

would likely have caused a much more drastic change in the northern region of Portugal, but it would not be developed until the XVIIIth Century, but further study would show that it is presently exerting a change on the northern variety of Portuguese. Further research needs to be conducted on how the rich, modestly-priced wines set into motion a whole line of nasalization.

The wines of France have had a different sort of effect on that language. Such is the pride of the French for their wine that they have a very complex orthography which has nothing to do with the spoken language, quite like the price of a French wine—its bouquet and color are not necessarily proportionate to the price of \$30-\$50 a bottle. Still, the French, sitting for hours at the dining table, drink a lot of it and there has been so much elision of consonants. Back to the same example:

PLORARE > pleurer

Most interestingly, no palatalization occurred in that particular instance. More research needs to be done taste-testing the (expensive) French wines and comparing the quality with palatalization. Of further consideration is the influence of the Academie Française on linguistic innovations. Surely choosing which words go into the dictionary would require at least a few sips of wine, thus masking true innovation of the language under the guise of a standard language. It would seem that since palatals abound in the French language that there must be a correlation with the wines drunk by the locals and linguistic innovation. Therefore, we need a French national to infiltrate the tighter social circles of the French to monitor to what extent linguistic change is occurring today. Like many a political/cultural entity, la Academie Française is surely hiding something from us.

Alcohol Motivation Theory developed in the valleys of the Mosel, just upstream where the Mosel and the Rhein meet at Koblenz, a short train ride from Köln. The fine white wines flowing down the two rivers and the linguistic innovation that they brought about are made incarnate in the names of the two cities, one which doesn't sleep and the other that doesn't really wake up or is just enjoying a white wine – a local Straußwirtschaft. The following quote clearly evidences how wine has had its effect on the language, the so-called “Kowelenzer Platt”:

Klor läit die tatsach off der Hand, on jedermann moß bekenne, dat vurnehm net noch elegant ons „Kowelenzer Platt“ ze nenne. On doch hann schunns vor Johre sich, wie dä Chronist hat festgehalle, dä Görres und Ferscht Metternich en onser Mondart onnerhalle. (J. Moos)

The name of the city alone merits mention: Lat. CONFLUENTES > Koblenz. Surely a nice chilled white wine must have cause the labiodental fricative to change to a bilabial stop!

Kölsch has its own unique characteristics, undoubtedly due to wine being transported on the river. But the fact that it's a beer city must be further investigated. And they, unlike the French did stand up against spelling reform imposed upon their dialect saying with a fine Kölsch glass in hand: “**Wat soll dä Quatsch?**” With all likelihood, the inhabitants of Köln said the same of the Latin name for their settlement: COLONIA AGRIPPINAS > Köln.

In a separate paper, I will explore how the blight that killed all of the grapevines in the north of Germany blocked sk>sch. Due to time constraints, the implications are just too great to further explore here. A bit to the west, we have to consider Anglo-Frisian brightening that countered the

effects of wine passing through on the Rhein going off for export. Undoubtedly, Anglo-Frisian brightening is the only thing holding the Napa Valley, New Zealand and Australia back from a radical transformation of the language which would have rendered those dialects incomprehensible to the English speaker.

Finally, in another paper, I will lay out how extra articulatory effort is occurring by the shipmen drinking Chilean wine. The palatal fricative <ll> is pronounced as [j] in the Spanish of Buenos Aires, whereas in the Pampas that is not the case. For those that drink the Argentinean wine which is not as full-bodied, there is less articulatory effort, which has caused the <ll> to be pronounced as [sh], previously merely ascribed as a characteristic of the lower class. Alcohol Motivation Theory has revealed why.

Lippi-Green and Milroy really need to reanalyze their data and go back and ask the individuals whom they studied what they drink. Surely they would then find a more unifying theory as to why language motivation takes place. It also needs to be done quickly; in this global society it is way too easy to get a lovely wine, a Grolsch, a Warsteiner or, heaven forbid, a shot of Jägermeister, even here in Wisconsin. It is with this in mind that I urge all of you linguists out there to note what effect each of the fine beverages you have imbibed tonight have had on your speech. Not only should it convince you of Alcohol Motivation Theory, but it should also excite you to think that there may just be a grant out there which will allow you to unabashedly go forth and drink and travel to refine existent dialect maps not taking into account card-playing buddies' drinks of choice.

Signed,

Anonymously by a tall, fashionable, still sober, but wishing he had a nice glass of wine, advanced German grad student who speaks Spanish, Portuguese and can order wine and escargot in French.

Planned giving:  
*MILC* – Is it in **your**  
will?

In other words, when *you* die, do *we* profit?

# MILC 7

## Brought to you by our sponsors:

- **Wisconsin Dairy Producers**
- **Tom Delay's infinite slush fund, SCUMPAC**
- **But especially ... the patron saint of linguistics (no kidding!) GOTTESCHALK**

Also known as **Gotteschalc; Gottschalk**

*Memorial: 7 June*

Son of Udo, Prince of the Abrodites. Prince of the Wends. Raised a Christian, he turned apostate following the murder of his father, led armies into lands held by the Slavs, and then into England. There, for reasons never clearly explained, he returned to the faith. On his return from England, he subdued more of the Slavic countries, and went on period a great missionary work and church construction. Gottschalk often interpreted to the people in the Slavonian tongue the sermons and instructions of the priests in the church, which led to his patronage of linguists and translators. Martyred.

*Died: 7 June 1066; murdered at the altar with 29 fellow missionaries in Lenzen, Pomerania, by assassins hired by his brother-in-law*

**Patronage: linguists, lost vocations, princes, translators**

Linguists **and** lost vocations! How cool is THAT?!?!? For details, see catholic-forum.com; thanks Marianne!