

# Gretchen Kern

## Curriculum Vitae

2022

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### **Education**

2015. PhD, Massachusetts Institute of Technology  
Concentration: Linguistics  
Dissertation: *Rhyming Grammars and Celtic Phonology*  
Advisor: Donca Steriade
2010. MA, University of Wisconsin-Madison  
Concentration: Linguistics  
Thesis: *On Secondary Stress in Old Irish*  
Advisor: Marlys Macken
2009. MA, Aberystwyth University  
Concentration: Irish  
Thesis: *Ogam Inscriptions of Ireland: A relative chronology based on linguistic evidence*  
Advisor: Patrick Sims-Williams
2003. BA, University of Southern California  
Concentration: East Asian Languages and Cultures  
Study abroad, Jan – Jul 2002: Waseda University, Tokyo, Japan

### **Dissertation abstract**

This dissertation broadens our understanding of a typology of poetic rhyme through the analysis of three rhyming traditions that show unconventional patterns in the contents, position, and size of rhyme domains. The rhyme domain (RD) is a string of segments that stand in correspondence with another string of segments in a poetic constituent.

In Early Irish poetry, strict identity of consonants in RDs is not required, but consonants instead correspond based on membership in defined classes. These classes correlate with sonority levels. Though analysis of VCC and bisyllabic rhymes, which match for sonority, but not featural identity, across the RD, I show that poetic rhyme can be sensitive to the sonority profile of a rhyme, and not just to similarity of segments. Statistical analysis of a rhyming corpus provides further evidence for this.

Old Norse skaldic rhyme shows an unusual position for RDs. Rather than occurring at the end of two lines in a couplet, both RDs appear in the middle of a single line. One of these RDs will occupy the penultimate syllable of a bisyllabic word, which means that the rhyme will begin and end word-internally. This gives evidence for rhyme being based not on a syllable rime, but on the interval: a metrical constituent that spans from one vowel to the following vowel including all intervening consonants.

The four types of Welsh cynghanedd I analyze present challenges in terms of the size, position, and contents of the RD. In all four types, the RDs occur within a single line, like skaldic, but the position, size, and number of the RDs are less predictable. The RDs may span the entire line, or may contain only a single interval or consonant each. My analysis shows that all four types of cynghanedd can be analyzed as separate poetic grammars drawing on the same set of constraints in different rankings. A few constraints maintain a fixed ranking across all four cynghanedd grammars.

Analysis of these three apparent outliers contributes to the development of a typology of rhyme, showing that even extreme cases draw on familiar concepts to define their RDs.

### **Professional experience**

Confederated Tribes of the Umatilla Indian Reservation, Pendleton, OR  
Tribal Linguist

May 2019 – present

IPsoft, Inc., New York, NY  
Corpus Linguist

Sept 2015 – Aug 2018

### **Teaching experience**

2021, spring & autumn. Teaching Assistant for Umatilla 101, Blue Mountain Community College.

Instructor: Fred Hill.

2013, autumn. Teaching Assistant for course 24.961 (graduate introduction to phonology), MIT.

Instructor: Michael Kenstowicz.

2012, autumn. Teaching Assistant for course 24.900 (undergraduate introduction to linguistics), MIT.

Instructor: David Pesetsky.

2004-2005 school year. Assistant English teacher, Lycée de l'Elorn. Landerneau, France.

2003, spring. Classroom assistant, USC Language Academy. Los Angeles, CA.

### **Conference presentations & posters**

2022. *Word order variation in interrogative sentences in Northwest Sahaptin texts*. With Jonathan Geary.

24<sup>th</sup> Workshop on American Indigenous Languages (WAIL24), UC Santa Barbara.

2021. *Developing teaching materials for the Umatilla Sahaptin language: Balancing insights from linguistic theory with learners' communicative needs*. With Jonathan Geary, poster, WCCFL 39. University of Arizona (online).

2015. *Syntactically unjustified morphs and other strategies for hiatus resolution in Irish prepositions*. 12<sup>th</sup> Old World Conference in Phonology, Universitat de Barcelona.

2014. *The (Dis)use of the syllable in the rhymes of Dafydd ap Gwilym*. 34<sup>th</sup> Harvard Celtic Colloquium. Harvard University.

2013. *Old Irish Pronouns, Agreement and Disagreement*. 33<sup>rd</sup> Harvard Celtic Colloquium. Harvard University.

2012. *Aspects of Old and Middle Irish Rhyme*. 32<sup>nd</sup> Harvard Celtic Colloquium. Harvard University.

2012. *Perceptual Similarity in Sonority Contours: Evidence from Early Irish Rhyming Patterns*.

7<sup>th</sup> Celtic Linguistics Conference, Université Rennes 2, France.

2012. *Perceptual Similarity in Sonority Contours: Evidence from Early Irish Rhyming Patterns*. Poster,

20<sup>th</sup> Manchester Phonology Meeting. University of Manchester, England.

2010. *On Secondary Stress in Old Irish*. 32<sup>nd</sup> Annual University of California Celtic Studies Conference, UCLA.

### **Invited talks & workshop presentations**

2012. *Rhyme and Meter in Early Irish Verse*. Invited talk, Literary Linguistics Research Group. University of Strathclyde, Glasgow, Scotland.

2012. *The Phonetic Basis of Early Irish Rhyme*. Invited talk, Indo-European Workshop, Harvard University.

### **Languages**

*Native*: English

*Advanced*: Japanese (JLPT N1), French

*Intermediate*: Modern Irish, Haitian Creole

*Beginning*: Welsh, Mandarin Chinese, Farsi, Wolof, Umatilla, Nez Perce

*Reading knowledge*: Old, Middle & Classical Irish; Middle Welsh; Late Old & Classical Japanese; German

*Linguistic knowledge*: Continental Celtic languages, Tocharian, Anatolian languages, Iranian languages

### **Courses and workshops**

- 2021. Assessment for Language Instructors: The Basics. Center for Applied Linguistics  
Online course on language assessment
- 2019. Africa Consultants International, Centre Baobab, Dakar, Senegal  
40 hours of French and Wolof courses
- 2019. CELTA (Certificate in Teaching English to Speakers of Other Languages)  
120-hour TEFL course at the Durban Language School, Durban, South Africa
- 2011. Dublin Institute for Advanced Studies, Summer School  
Two-week intensive Old and Classical Modern Irish course
- 2010. Oideas Gael, Gleann Cholm Cille & Gleann Fhinne, Co. Donegal, Ireland  
Six-week intensive Irish language course
- 2009. University of California, Berkeley  
Linguistic Society of America Summer Institute
- 2009. University of Arizona, Tucson  
Formal Approaches to Celtic Linguistics Mini-course
- 2008. Welsh for Adults, Aberystwyth, Wales  
Week-long intensive Welsh course

### **Technology**

Python (nlTK, sci-kitlearn, pandas), RegEx, Linux

### **Certifications**

- 2019. CELTA (Certificate in Teaching English to Speakers of Other Languages)
- 2017. Japanese Language Proficiency Test (JLPT) N1

### **Research interests**

Phonological similarity and constituency in poetic rhyme and alliteration  
The Old Irish verbal system and the syntax/phonology/morphology interfaces  
Syntactic inversions in poetry  
Language revitalization

### **Awards**

- 2022. BIA Living Languages grant for preschool immersion classes for the CTUIR Language Program.
- 2021. ANA ARP grant to digitize and catalog old recordings for the CTUIR Language Program.
- 2020. NEH CARES grant for a video project for the CTUIR Language Program.
- 2012. Conference travel grant from the Association Francophone de la Communication Parlée.
- 2010. FLAS Summer Fellowship for Modern Irish/Gaelic from the US Department of Education.
- 2009. Diebold Fellowship in Indo-European Studies for the Linguistic Society of America Summer Institute.

### **Service**

- 2021-. Alumni interviewer. MIT Alumni Association Educational Council, Oregon chapter.
- 2021. Finance and administrative support. Two Rabbits, with ASTRADHE, Cameroon.
- 2013. Co-Chair, Graduate Orientation Women's Welcome Lunch, for Graduate Women@MIT.
- 2012-2013. Student Representative, MIT linguistics department.
- 2010. Organizing committee, Workshop in General Linguistics 8, UW-Madison.