

## Elizabeth A. Kickham

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### EDUCATION

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Ph.D.	Anthropology (Linguistic)	University of Oklahoma	2015
	<b>Purism, Prescriptivism, and Privilege: Choctaw Language Ideologies and Their Impacts on Teaching and Learning.</b> Collaborative ethnography exploring language ideologies' impact on ethnolinguistic identity performance, speaker silence, teaching methods, and resistance and acceptance of variation.		
	Graduate Certificate: College Teaching	University of Oklahoma	2015
M.A.	Applied Linguistic Anthropology	University of Oklahoma	2008
	<b>Muskogean Tonogenesis: Reconstructing Proto-Muskogean Glottal Stop.</b> Historical-comparative analysis of the relationship of Proto-Muskogean glottal stop, /h/, and tone variation in the contemporary Muskogean aspectual system.		
M.S.	Library and Information Science	University of Illinois	2001
B.A.	Linguistics	University of Oklahoma	1997

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### PROFESSIONAL EXPERIENCE

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<b>2019-present</b>	<b>Director of American Indian Studies/Assistant Professor,</b> Department of Anthropology, Idaho State University		
<b>2018-2019</b>	<b>Visiting Scholar,</b> Department of Linguistics, University of Arizona		
<b>2016-2018</b>	<b>Visiting Assistant Professor/Director M.A. program in Native American Languages and Linguistics,</b> Department of Linguistics, University of Arizona		
<b>2010-2010</b>	<b>Instructor,</b> Department of Modern Languages, Literatures, and Linguistics, University of Oklahoma		
<b>2003-2004</b>	<b>Instructor,</b> Center for English as a Second Language, University of Oklahoma		
<b>2002</b>	<b>Instructor,</b> Workforce Oklahoma, Oklahoma City		

#### *Graduate Research Positions*

**2008-2012 Graduate Teaching Assistant/Instructor,** Department of Anthropology, University of Oklahoma

**2008-2010 Writing Fellow/Writing Consultant**, Department of Anthropology and Writing across the Curriculum Program, University of Oklahoma

**2004-2007 Graduate Research Assistant (Acting Collection Manager)** Native American Languages, Sam Noble Oklahoma Museum of Natural History, University of Oklahoma

**1998-1999 Graduate Assistant, Reference Librarian**, Bizzell Library, University of Oklahoma

***Graduate Teaching Positions***

**2013-2014 Graduate Teaching Assistant**, Department of Sociology, University of Oklahoma

**PUBLICATIONS**

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***Articles/Chapters***

Tsosie-Paddock, A. and E. Kickham (forthcoming) Shifting Frames: Language revitalization in support of tribal sovereignty, in Tippeconic, J. and M. J. Tippeconic-Fox (eds.) *On Indian Ground: The Southwest*. Information Age Publishing: Charlotte, N.C.

Kickham, E. and L. Sealy (2008) Teaching stories: Cultural and educational uses of traditional and personal narrative in the Choctaw language classroom. *Texas Linguistic Forum* 52.

***Manuscripts in Preparation***

*Purism, Prescriptivism, and Privilege: Choctaw Language Ideologies and Their Impact on Teaching and Learning.*

***Articles/Chapters in Progress***

Reframing Language Work—Metalinguistic community, regimes of temporalization, and identity-centralization in Oklahoma Choctaw Country. Intended for chapter in edited volume. Under review by Choctaw Nation of Oklahoma.

Indigenous Heritage Language Learning Motivations: A comparison of Native and Non-Native student motivations toward learning Choctaw. Intended for *Heritage Language Journal*.

***Invited Contribution***

Kickham, E. (2008) Choctaw Numerals, in Chan, E., (ed.) Numeral Systems of the World's Languages Online Database. Copyright 1998-2011.

***Archived Works (unpublished according to Tribal agreement)***

Burgoon, G. and E. Kickham (eds). (2006). *A Grammar Sketch of Comanche with Lexicon*. Native American Languages Archives, Sam Noble Oklahoma Museum of Natural History, University of Oklahoma.

Ledbury, E. (1997) "Mathematical Analysis of Shawnee Phonology: Feature Geometry and Multilinear Syllabification." Absentee Shawnee Tribe of Oklahoma Archives.

Ledbury, E. (1997) "Shawnee Phonology," In *A Shawnee Grammar*. Filipini, A., et al. Absentee Shawnee Tribe of Oklahoma Archives.

### ***Other Professional Contributions***

Kickham, E. (2016) “In response to the question: Is Ford Madox Ford’s statement ‘Open the book to page ninety-nine and read, and the quality of the whole will be revealed to you,’ accurate for the dissertation? In short: not really.” Guest Blog for CaMP Anthropology: Communication, Media, and Performance. University of Indiana. [<https://campanthropology.wordpress.com>]

Kickham, E. (2016) “Ideas about Language and Their Impact on Speaking.” American Indian Language Development Institute/Association of Tribal Archives, Libraries, and Museums pre-conference summit preparation video. [<http://aildi.arizona.edu/atalm-2016-prep>]

Kickham, E. (2016) “Reading or Speaking Focused Learning.” American Indian Language Development Institute/Association of Tribal Archives, Libraries, and Museums pre-conference summit preparation video. [<http://aildi.arizona.edu/atalm-2016-prep>]

### ***Other Professional Contributions in Progress***

*Svschki micha Vllosi Nowatuk (Mama and Baby Went Walking)*. Choctaw children’s picture book utilizing verb aspect “grades” with accompanying teacher’s/parent’s guide and vocabulary list. Developed in collaboration with Richard Adams, Choctaw language teacher, administrator, and elder.

*Chahta Classroom Management Phrasebook*. Digital resource for Choctaw Nation of Oklahoma Language Program for use in teacher training. Developed in collaboration with Richard Adams, Choctaw language teacher and elder.

## **GRANTS**

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**Faculty Seed Grant**, Office of Research, Discovery & Innovation, University of Arizona (\$12,976), “Home-based Native-language Acquisition Motivations”, Co-PI: Aresta Tsosie-Paddock, 2019-2020

**Student Faculty Interaction Grant**, Office of Student Engagement, University of Arizona, to enable graduate student participation in American Indian Language Development Institute pre-ATALM conference language summit, 2016

**National Science Foundation/Documenting Endangered Languages** Dissertation Improvement Grant (#1061588), “Ideologies of Choctaw Language and the Impact on Teaching and Learning,” 2011-13

**Opler Travel Grant**, Department of Anthropology, University of Oklahoma, for travel to present at AAA 2013

**Bell Research Grant**, Department of Anthropology, University of Oklahoma, for pilot research leading to dissertation, 2008

**Robberson Travel Grant**, Graduate College, University of Oklahoma, for travel to present at Symposium about Language and Society—Austin Conference, Austin, TX, 2008

## **AWARDS**

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### **Beth Dillingham Award**

Central States Anthropological Association 2012

### **Corinne Price Scholarship**

College of Arts and Sciences, University of Oklahoma 2009

### **Alice Mary Robertson Scholarship**

Women's Studies Department, University of Oklahoma 2009

### **Robert E. and Mary B. Sturgis Scholarship**

College of Arts and Sciences, University of Oklahoma 2006, 2007

### **Betty Baum and Norman Hirschfeld Scholarship**

Women's Studies Department, University of Oklahoma 2006

## **CONFERENCE PRESENTATIONS**

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Reframing Choctaw Language Success. Panel member—Language Use without Proficiency. American Anthropological Association, November 2018.

Alternative Truths: Authority, Narrative, and Political Discourse in Fake News Memes. Panel member--The Battle of the Genres: Puffery and Authority in Political Discourse. Society for Linguistic Anthropology, March 2018.

Performing Linguistic Identity--Individual and community resistance to racial essentialism. Kickham, E. and Alexander, B. Workshop on American Indigenous Languages at University of California Santa Barbara, May 2017.

Curriculum Mapping with Surveys: How Qualtrics can Make Your Life Easier! Chung, C., E. Kickham, and X. Liao. 2015 OU Academic Tech Expo, Norman, OK, January 2015.

Discourses of Dialect, Duty, and Descent: Oklahoma Choctaw Language Ideologies in Community Language Classes. American Anthropological Association, Chicago, IL, November 2013.

Because My Language Is Me: Motivation in Native American Heritage Language Learning. Stabilizing Indigenous Languages Conference, Flagstaff AZ, June 2013.

WACs a Beach: Writing Fellows Program in Writing across the Curriculum. Panel Presentation, College Composition and Communication Conference, San Francisco, CA. March 2009.

Muskogean Tonogenesis: Reconstructing Proto-Muskogean Glottal Stop and Tone. Society for the Study of the Indigenous Languages of the Americas, San Francisco, CA, January 9, 2009.

Teaching Stories: Cultural and educational uses of traditional and personal narrative in the Choctaw Language Classroom. Symposium about Language and Society—Austin, Austin, TX, April 2008.

What Bart Kane Did Wrong: Privatization and the Public Library. Oklahoma Library Association, Enid, OK, 1998.

### *Poster Sessions*

Reconstructing Muskogean Verb Grade Tone: Implications for Family-Internal Classification. Poster Session, University of Oklahoma Graduate Research Day, Norman, OK, 2007.

## **INVITED TALKS**

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Copyright Law and Native American Languages Archives and Education. Five Tribes Inter-Tribal Council Meeting on Language, Muskogee, OK, March 14, 2006.

### *Campus Talks*

Choctaw Language Ideologies. Endangered Language Circle. University of Arizona, October 2017.

Collaborative Ethnography. Qualitative Research Methods I. University of Oklahoma, October 2015.

## **WORKSHOPS**

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From Documents to Teaching Materials. American Indian Language Development Institute, University of Arizona. Coordinated graduate/undergraduate students in designing and delivering workshop for Native American Language teachers in Southern Arizona. April 13-14, 2018.

The Indigenous Languages Survival Kit: Identifying the Essential Components. Co-facilitator with American Indian Languages Development Institute. 2016 International Conference of Indigenous Archives, Libraries, and Museums of the Association of Tribal Archives, Libraries and Museums, Gila River Indian Community, Phoenix, AZ. October 2016.

### [Digital Language Resources and Archiving.](#)

Co-facilitator of 2-day workshop hosted by University of Arizona Linguistics, American Indian Language Development Institute and Gila River Indian Community's Cultural Heritage Center. Workshop presenters: Shannon Bischoff (Professor of Linguistics, Indiana University Purdue Fort Wayne), Audra Vincent (Language Program Director for the Coeur d'Alene Tribe), Luis Barragan (Senior Curator at Huhugam Heritage Center), and Amy Fountain (University of Arizona Linguistics). September 2016.

Qualtrics for Assessment. Workshop series for University of Oklahoma instructional faculty. University of Oklahoma, Norman, OK. Spring 2015.

Introductory Choctaw. Invited instructional series for Norman Public Schools second-grade Gifted/Talented Program. Jackson Elementary, Norman, OK. December 2011.

Designing Effective Writing Assignments. Workshop series for Anthropology instructional faculty and graduate students. University of Oklahoma. Norman, OK, Fall 2009.

Curriculum Building. Choctaw Language Summit. University of Oklahoma and Choctaw Nation of Oklahoma. Norman, OK, Summer 2009.

Using Stories Effectively in the Native Language Classroom. Oklahoma Native Language Association Workshop, Tahlequah, OK, October 2005.

## **RESEARCH EXPERIENCE**

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### **Home-based Heritage Language Acquisition**

Current collaborative research project comparing experiences, motivations, and outcomes of Native American and Indigenous families raising children in the heritage language while living off-reservation/at-large. Co-PI is Aresta Tsosie-Paddock (Navajo), Assistant Professor, American Indian Studies, University of Arizona.

### **Indigenous Heritage Language Learning, Motivation, and Identity**

Current mixed-methods research conducted with indigenous and non-indigenous heritage language learners at the University of Arizona and University of Oklahoma. Using survey and interview data, this research investigates the motivations of university students engaged in formal second language learning. Participants include heritage and non-heritage language learners of dominant world languages, minoritized languages, and indigenous languages.

### **Choctaw Language Ideologies and their Impact on Teaching and Learning**

2010-2013: NSF funded dissertation research on the effects of language ideologies among Choctaw Nation of Oklahoma Community Language Class participants on the choice of teaching methods, student motivations, and speaker behavior and language learning outcomes. Research required two years of direct participant observation/fieldwork in the Choctaw language learning community in Oklahoma and collaboration with key consultants in analysis of findings.

### **Comparative Muskogean Phonetics/Muskogean Tonogenesis: Reconstructing Proto-Muskogean Glottal Stop and Tone (M.A. Thesis)**

2007-2008: Historical-comparative research focused on standardizing the data descriptions for 6 Muskogean languages and 3 potentially related languages so that historical relationships and phonetic correlates and changes leading to tone in the verbal system examined.

### **Choctaw Story Performance in the Language Classroom**

2008: Research concerning teacher narrative, meta-narrative, and linguistic performance of identity in the Choctaw language classroom. Resulting paper published in the proceedings of

the Symposium about Language and Society—Austin annual conference: Texas Linguistic Form 52:80.

### ***Elicitation Experience***

Cherokee, 2010; Navajo, 2010; Tamil, 2008; Comanche, 2007; Shawnee, 1997  
Direct elicitations with 1<sup>st</sup> language speakers of four languages gained through participation in three field methods courses. Linguistic analysis of data resulted in several collaboratively produced grammars and articles archived with the Sam Noble Oklahoma Museum of Natural History or with the Absentee Shawnee Tribe of Oklahoma. Publication of analysis was not permitted by the Native American groups as a condition of their generously providing speakers for student training.

## **THESIS SUPERVISION**

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### ***Chaired***

Alexander, B. (2018) *Creating New CALL for Indigenous Language Distance Learners*. M.A. Thesis. Native American Languages and Linguistics (NAMA), Department of Linguistics, University of Arizona.

Best, B. (2019) *JAKÓN JÓIL A Life-Giving Good Voice, Word, Language, and Message: Decolonizing the Shipibo-Konibo Dictionary and Language*. M.A. Thesis. Native American Languages and Linguistics (NAMA), Department of Linguistics, University of Arizona.

### ***Committee Membership***

Contor, L. (anticipated 2021) Thesis in preparation. Department of Anthropology, Idaho State University

## **COURSES TAUGHT**

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### ***Instructor of Record***

#### *Idaho State University*

Cultural Anthropology	Fa 2019
Federal Indian Law	Fa 2019

#### *University of Arizona:*

Language, Meaning, and Society (Team-taught with Massimo Piattelli-Palmarini)	Sp 2018
Language Documentation for Native American Languages (Graduate seminar/workshop)	Fa 2016, Sp 2017
Language Revitalization (Slash-listed graduate/undergraduate)	Sp 2017
Native American Languages (Cross-listed AIS/LING)	Fa 2016

#### *University of Oklahoma:*

Anthropology of Prisons	Dec 2013
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Phonetic Descriptions (Cross-listed LING/ANTH)	Sp 2010
Peoples of the World	Fa 2008-Sp 2011, Su 2012
Languages across Cultures	Fa 2011-Sp 2012
Resume Writing	Fa 2002
Conversation and Communication (ESL)	Su, Fa 2004
Teaching Skills Seminar (International Student Preparation)	Fa 2004

Metropolitan Library System:

Advanced English as a Second Language	Fa 2011-Su 2012
Resume and Cover Letter Writing	Su 2011

Workforce Oklahoma:

Beginning Word and Excel	Fa 2002
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**Teaching Assistant**

University of Oklahoma:

Racial/Ethnic Minority Groups, Instructor: Maria-Elena Diaz	Fa 2013, Sp 2014
Wealth, Power, and Prestige, Instructor: Maria-Elena Diaz	Fa 2013, Sp 2014
Sociology of Gender, Instructor: Stephanie Burge	Fa 2013, Sp 2014
Sociology of Aging, Instructor: Stephanie Burge	Fa 2013, Sp 2014
Peoples of the World, Instructor: Misha Klein	Sp 2008
Peoples of the World, Instructor: Karl Rambo	Fa 2007

**SERVICE**

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***Service to Discipline and Community***

2018-2019	Language and Social Justice Task Group, American Anthropological Association/Society for Linguistic Anthropology
2009	Choctaw Language Summit Planning Committee, Choctaw Language Program, Choctaw Nation of Oklahoma

***Institutional Service***

2019-present	Tribal-University Advisory Board, Idaho State University
2019-present	Indigenous Peoples Planning Committee, Idaho State University
2017-2018	Historian, Native American Faculty Alliance, University of Arizona
2016-2018	American Indian Language Development Institute, University of Arizona
2017	LGBTQII+ Intergroup Dialog Facilitator. Voices of Discovery, Office of Diversity and Inclusive Excellence, University of Arizona
2010-2012	Graduate Academic Appeals Board, College of Arts and Science, University of Oklahoma
2009	Adopt-A-Prof Program participant, Housing Programs, University of Oklahoma

### ***Departmental Service***

- 2019-present Assessment Committee, Anthropology, Idaho State University  
2017-2018 NAMA Graduate Student Recruiting Committee  
2017-2018 Committee on Equity, Respect, and Inclusion, Department of Linguistics, University of Arizona  
2016-2018 Assessment Committee, Department of Linguistics, University of Arizona  
2016-2018 Awards Committee, Department of Linguistics, University of Arizona  
2014-2015 Reviewer, Oklahoma Working Papers in Linguistics, Anthropology Department, University of Oklahoma  
2011-2012 Linguistic Anthropology Faculty Search Committee, Anthropology Department, University of Oklahoma  
2007-2009 Anthropology Graduate Student Association: Speaker's Bureau and Secretary  
2007 Assisted with writing \$250 NSF/DEL grant to increase access and outreach for Native American Language archives at Sam Noble Oklahoma Museum of Natural History

### **OUTREACH**

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- 2017 Coordinator. International Mother Language Day Celebration! Week-long event featuring collaborative student-led projects by undergraduate students in Language Documentation, Preservation and Revitalization and M.A. students in Native American Languages and Linguistics Students. University of Arizona.
- 2005-2008 Registration Coordinator. Native American Youth Language Fair. Sam Noble Oklahoma Museum of Natural History.
- 2005-2008 Coordinator. Native American Languages Open House Activities. Interactive Native American language event highlighting digital collections, videos, and storytelling/games in Native American languages. Open House Night at the Museum. Sam Noble Oklahoma Museum of Natural History.

### **PROFESSIONAL CONTINUING EDUCATION/TRAINING**

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NEH Summer Stipends Webinar	NEH	2019
UndocuPeers (Undocumented Ally)	University of Arizona	2018
VETs (Veteran Student) Ally	University of Arizona	2017
Diversity and Inclusion Certificate	University of Arizona	2016
Mini-Course Development	University of Arizona	2016
Graduate Teaching Academy Fellow	University of Oklahoma	2013
Faculty LGBTQ Ally	University of Oklahoma	2013

### **OTHER PROFESSIONAL EXPERIENCE**

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- 2018-2019** **English Language Arts Teacher**, ACE Charter High School, Tucson, AZ  
*Accelerated credit recovery and traditional courses for at-risk youth*

- 2014-2016**     **Managerial Associate**, Office of Academic Assessment, University of Oklahoma
- 2012-2013**     **Administrative Assistant**, Population Management, Oklahoma Department of Corrections
- 2010-2013**     **Librarian**, Metropolitan Library System, Oklahoma City and Edmond, Oklahoma
- 2010-2011**     **U.S. Census Canvasser, Translator, and Mapper**, U.S. Department of Commerce
- 1999**            **Information Specialist**, AskERIC, University of Illinois

## **LANGUAGES**

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- **Choctaw** (Muskogean language of Southeastern U.S. and Oklahoma)—Analytic knowledge. Reading, writing, & passive listening knowledge, with some spoken competence.
- **Cherokee** (Iroquoian language of the Southeastern U.S. and Oklahoma)—Analytic knowledge.
- **Comanche** (Uto-Aztecan language of Central and Western U.S.)—Analytic knowledge.
- **French** (Indo-European/Romance)—Literary and analytic knowledge. Some reading and writing competence.
- **Manchu** (Tungusic language of Northeast Asia)—Analytic knowledge.
- **Navajo** (Athabaskan language of the Southwestern U.S.)—Analytic knowledge.
- **Russian** (Indo-European/Baltic)—Literary and analytic knowledge. Some reading, writing, and speaking knowledge.
- **Scottish Gaelic** (Indo-European/Celtic)—Analytic knowledge.
- **Shawnee** (Iroquoian language of the Southern U.S. and Oklahoma)—Analytic knowledge.
- **Spanish**—Literary and analytic knowledge. Reading, writing, listening, and some speaking competence.
- **Tamil** (Dravidian language of South Asia)—Analytic knowledge