האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM

THE LANGUAGE, LOGIC AND COGNITION CENTER (LLCC)

REPORT TO THE VISITING REVIEW COMMITTEE

LLCC Language, Logic and Cognition Center

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Executive Summary

The Language, Logic and Cognition Center (LLCC), is a hub for the study of language as a cognitive construct from a multidisciplinary perspective. It promotes research integrating analytic tools from theoretical linguistics, philosophical logic, philosophy of language, psychology, brain sciences, cognitive science and computer science. Its goal is to form a venue for a community of academics consisting of researchers, post-doctoral fellows, graduate students and guests from these disciplines who interact with varying degrees of intensity and overlap on a regular basis through research projects, colloquia, informal study groups and teaching. The integration of graduate education with the research activities of faculty is a major component of this community and the reinvigoration of graduate studies is a prime goal of the Center. The LLCC provided the resources for maintaining this community and for scaling academic and administrative divides which hinder significant interdisciplinary cooperation. The instruments for achieving these goals are infrastructure and services provided; active seeking of funding opportunities for research groups; the pooling of resources by all active members of the community; and teaching in formal and informal settings beyond the needs of affiliated departments.

The LLCC is well on its way to realizing its goal of becoming an interdisciplinary research hub with significant national and international impact. Activities are attended by students, faculty and visitors from different departments and faculties on the Mount Scopus and Safra campuses and other universities in Israel. All students and researchers participate in valuable interdisciplinary dialogue. Disciplinary and interdisciplinary research projects have grown directly out of informal activities and academic events held at the Center. The environment provided to graduate students has led to an amelioration of their graduate training and has boosted their academic achievements. Clear testimony to the international visibility of the Center is impressive array of top-quality international post-doctoral candidates who apply for our post-doctoral positions and the increase in the number of international candidates for positions in affiliated departments since the founding of the Center. A factor in the success of the Center is the versatility developed by its members for adapting ourselves to evolving circumstances. Better coordination with affiliated departments will lead to an enhancement of interdisciplinary dialogue and improvement in the teaching provided for the graduates.

Pooling the resources of the community, and active seeking of outside funding, has allowed the Center to maintain an impressive array of activities after the initial investment of funds on the part of the University. Significant components of the budget have no natural sources from grants normally available to researchers in the relevant fields and so the recruitment of funds, which will remain a feature of the Center, must be substantially supplemented.

In order to maintain the scope of activities and to increase the impact of our Center to be on par with major Centers of its kind in the world there is a need for strategic planning in terms of the allocation of academic positions in the affiliated departments.

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I: Mission and Overview

a. Vision

The Language, Logic and Cognition Center (LLCC), is a hub for the study of language as a cognitive construct from a multidisciplinary perspective. The LLCC promotes research integrating analytic tools from theoretical linguistics, philosophical logic, philosophy of language, psychology, brain sciences, cognitive science and computer science. Its goal is to create a community of academics consisting of researchers, post-doctoral fellows, graduate students and guests from these disciplines who interact with varying degrees of intensity and overlap on a regular basis through research projects, colloquia, informal study groups and teaching. The integration of graduate education with the research activities of faculty is a major factor in the creation of the research community. The aim is to provide the resources for maintaining a vital research community, and also to scale academic and administrative divides which hinder significant interdisciplinary cooperation. These goals are facilitated through infrastructure and services provided; active seeking of funding opportunities for research groups; the pooling of resources by all active members of the community; and teaching in formal and informal settings beyond the needs of affiliated departments. The goals and instruments for realizing these goals are illustrated throughout this document.

b. The Study of Language – An Interdisciplinary Enterprise

Language broadly construed can be viewed as a social, a cultural and a cognitive construct - each view involving a different – though related - object of inquiry, and concomitantly demanding somewhat different analytical tools and research methods for study. The LLCC provides a meeting ground for researchers who wish to investigate the uniquely human cognitive capacity of language, and, its relation to other human cognitive abilities. Language plays a central role in thought and communication and it has long been recognized that its study, and the study of its interfaces with other cognitive systems, may offer unparalleled insights into the nature of the human mind.

The study of language from this perspective is by necessity a highly interdisciplinary enterprise. For illustration, the study of the structural and interpretive properties of sentences falls into the domain of linguistics (syntax, semantics); the study of the logic and the semantic objects underpinning the interpretation of these sentences falls into the domain of philosophy (logic, philosophy of language); the study of the connections between linguistic and other cognitive systems, as well as the study of the acquisition and processing of language fall into the domains of psychology, brain sciences, and philosophy (psycholinguistics, philosophy of mind); finally, the study of the computational

properties of models and their potential implementation falls into the domain of computer science (computational linguistics). Given that the specific proposals in each of these domains and the discoveries made in them almost invariably have significant repercussions for the formulation and study of related questions in other of these domains, there is an obvious need to interact across the disciplinary boundaries mentioned above. **The LLCC is meant to provide a unique meeting ground on which such disciplinary interfaces can be explored.**

c. Rationale

The Hebrew University has always had first-rate scholars of international stature with a wide range of disciplinary affiliations interested in aspects of the nature of human cognitive capacities as reflected in language. The researchers who are most naturally affiliated with our research agenda are found in diverse departments and faculties across the university: Departments of Cognitive Science, Computer Science, Linguistics, Philosophy, Psychology, the Center for Brain Studies (ELSC), the Center for the Study of Rationality and the School of Education. Scattered throughout the university, the researchers do not constitute a critical mass in any of these units. In the years before the founding of the Center, indications of the potential for significant interaction came from (i) collaboration between Edit Doron (linguistics) and Carl Posy (philosophy) in joint teaching focusing on issues at the interface between philosophy of language and formal semantics; (ii) joint supervision of students by Ari Rappoport (computer science) and Malka Rappaport Hovav (linguistics) focusing on linguistic and computational representations of lexical information; and (iii) joint explorations about the nature of Semitic roots by Edit Doron and Ram Frost (psychology). Furthermore, computer scientists, linguists, philosophers and psychologists have worked together to found the university's flagship program in cognitive science. However, the enormous potential for fruitful and path-breaking interdisciplinary interaction needed a formal framework to bring people together and provide the resources to realize this potential. **The basic idea behind the establishment of the LLCC was first and foremost to lay the grounds for providing the researchers and their students to realize this potential.** In addition, while all the researchers have many international contacts and collaborations, the impact of these international ties on the general academic environment has been limited because of the lack of infrastructure and administrative structure which could maximize this impact. Therefore, **one of the central goals of the Center is to create a dedicated venue in which all members of the research community - researchers, graduate students, post-doctoral fellows and visitors - can interact with leading figures in the international research community on a regular basis.**

Since members of the community come from a variety of disciplines and research cultures with a range of analytical tools, the nature of the Center was crafted so as to promote interaction between these scholars, providing them with a venue in which they can share their knowledge and develop new collaborations. In many ways the LLCC is built on conceptions of interdisciplinary research centers in Israel and around the world in which the education of graduate students is intimately integrated[1]. However, it is the only center of its kind devoted to the interdisciplinary study of language as a cognitive construct in Israel. Other centers of a similar kind are found abroad, including The Center for the Study of Language and Information at Stanford (https://www-csli.stanford.edu/), Language Science Center at the University of Maryland (https://languagescience.umd.edu/), and the Institute for Language, Logic and Computation at the University of Amsterdam (https://www.illc.uva.nl/). It should be stressed that, like these other centers that service larger communities, the LLCC is meant to be a research nucleus which serves not only its members, but whose activity radiates and serves the larger HUJI community – mainly members of affiliated departments, but also members of the larger academic community in Israel.

While the work at the LLCC is interdisciplinary in nature, the administrative anchoring of the Center in the Faculty of Humanities is not a historical accident or a mere administrative convenience. We take this to be an essential part of our credo. First and foremost is our position that the study of the functional, computational, behavioral and neurological correlates of language must be based on an intimate knowledge of the nature of linguistic systems – these are most deeply probed in linguistics and philosophy. Therefore, these disciplines constitute the core of our program, as opposed, for example, to the Cognitive Science program, which is much broader in scope and whose perspective is less that of the disciplines in humanities. Second, the challenges facing faculties of humanities world-wide need no explication. In many cases universities have been deconstructing the traditional academic structure and have been integrating central components of humanities in other, newer academic structures. Often this results in the humanities being subservient to the research agendas of other disciplines. It is our belief that the LLCC, as currently conceived and structured, helps boost the humanities by providing the formal ties with other disciplines, which is an essential component in the promotion of humanities, but it does not make the perspective of those with a humanities training a mere appendage to the research agendas and perspectives of

[1] Examples from the Hebrew University would be the Center for Rationality and the Edelstein Center for the History and Philosophy of Science, Technology and Medicine. An example from abroad, on a much larger scale, would be Institut Jean Nicod at the École Normale Supérieure in Paris.

those from the social sciences and natural sciences. **We see this, then, as a valuable contribution to the promotion of humanities at the Hebrew University and in Israel.**

d. The Integration of Graduate Education and Research

A major aim of the establishment of the LLCC was a desire to enhance and re-invigorate the research environment of the members and with it the structure of the education of our graduate students. The resources available to the individual departments are insufficient for our students with the training which we envision. This is partly due to the fact that the course offerings for graduate students in the individual departments falls significantly short of what we feel is necessary for providing our students with the appropriate basis to develop into mature researchers in the relevant fields. It is our belief that **promotion of top quality research is enhanced by the formation of an integrated community of researchers and graduate students in which teaching and research are intermingled in a variety of formal and informal frameworks in which students and researchers participate.**

The LLCC was established with the idea of having a structured graduate program as a centerpiece. As we will specify below **(Vc)**, the dearth of resources and other challenges have not allowed us to develop a full-fledged structured graduate program. Nonetheless the training of graduate students and the full integration of graduate students in the research community remains a central feature of the Center. Each student is provided with a generous fellowship to allow her to devoted most of her time to research. Each student is enrolled in one of the affiliated departments and the LLCC provides supplementary courses aimed at developing a shared basis of interdisciplinary dialogue. As in leading graduate programs around the world, the learning and training takes place in informal frameworks no less than in formal teaching. The formal and informal academic activities at the Center include (i) a mandatory interdisciplinary Pro-seminar *Foundations of Language in Linguistics, Philosophy and Cognitive Science* that includes discussion groups with researchers besides the formal teaching; (ii) mini-courses given on a regular basis (on average two a year) in which top international scholars visit the LLCC and present their current research or the state of the art in specific areas and meet with students and researchers; (iii) reading groups on a variety of topics attended by members of the wider research community; (iv) national and international conferences and workshops held regularly and (iv) a variety of student-lead research activities. These are all elaborated in section **II.** In addition, the LLCC tailors a supplementary program of courses for each student according to her research interests with the aim of allowing them to take full advantage of the activities at the Center.

We should emphasize that the university has established the Mandel School for Advanced Studies in the Humanities with similar goals of enriching the graduate training of the students and forming a more cohesive community of graduate students and researchers. As illustrated in **Appendix IV** below, many of our students have received scholarships from the Mandel School and participate in their activities. However, the Mandel School does not provide the students with a research community based on the shared, though broadly defined, research agenda focusing on the human capacity for language and cognition found in the LLCC. We feel that it is essential for our graduate students to spend most of their time in the company of people with whom they can carry out significant dialogue on their research – namely researchers whose interests are closest to the interests of the graduate students. For this reason, our students who participate in the Mandel program are allowed by an arranged agreement between the two programs to spend their time at the LLCC compound while committing to attend all Mandel activities.

II: Resources, People and Activities

As foreshadowed, the LLCC was conceived in such a way that teaching and research are highly integrated in both formal and informal frameworks. Researchers and graduate students participate in both. The physical setting (The Australia Compound) has been structured so as to enhance the effect of this integrated approach to research and graduate education since students, post-doctoral fellows and researchers have dedicated spaces at the Center. Moreover, we maintain the physical setting in such a way as to realize the goal of the Center as a hub of activities. It is home to a variety of people associated with different frameworks with varying degrees of overlap. We stress that the Center is run in such a way that we adapt the allocation of space and resources to the different groups and frameworks that form and evolve under the aegis of the LLCC.

In this section we begin with a brief description of the Australia Compound and move to a description of the different groups of students and post-doctoral fellows who, along with the researchers, constitute the LLCC community. We then move onto the research activities of the Center.

a. The Australia Compound

From the outset, it was clear to us that we need a physical space to anchor our activities. The university supported this idea and invested in the renovation and designing of what has come to be the Australia compound to serve our needs. We were actively involved in planning the design, which includes office space for our graduate students, post-doctoral fellows and for some of the affiliated faculty; rooms for guests; a lecture hall and a more private seminar room, both equipped with video conferencing technology (**j below)**; a sound-proof lab space and open spaces which are conducive for academic exchange outside the offices. Whiteboards are strategically placed to enhance discussion of ideas. The net result is that LLCC's physical quarters play a large role in the success to date in the realization of the Center's educational and research goals. The compound's open spaces, together with the regular presence of senior faculty, guests and post-doctoral fellows serve as the catalyst of a vibrant intellectual community and play a role in the attraction of the larger academic public to the Center and its activities.

b. LLCC Members and Affiliates

There are 20 HUJI researchers listed as official members of the LLCC – they are drawn from the departments of: Brain Sciences, Computer science, Education, Hebrew Language, Linguistics, Philosophy and Psychology. See **Appendix IIIa**.

Of these, nine have their offices situated in the Compound – they are drawn from Linguistics, Philosophy and Hebrew Language. Given that many of the spaces are allocated either to other programs (Hoffman or Cognitive Science) or to other members of the community (guests, students, post-doctoral fellows), we have more or less reached the limit of the number of members that can be permanent residents of the Compound. Some of the other members of the Center come on a very regular basis to the Compound, some attend activities intermittently; yet other only occasionally. This is what we expect- the Center is a hub for activities for a community of people who have varying degrees of overlap in their academic interests. We hope that with the upgrading of our tele-conferencing technology, we will see more residents of the Safra campus attending more activities at the Center.

Members of the Center have a five year appointment by the Standing Committee of the University and every so often we make revisions in the list of members according to the interests of researchers in our activities. Other researchers, post-doctoral fellows and researchers not officially members of the community frequent the Center regularly; these are unofficial LLCC affiliates. We have dedicated spaces for these visitors who contribute much to the intellectual environment of the Center. Many people who spent time at the LLCC either as post-doctoral fellows or as students often return to participate in activities of the Center.

c. Graduate Students

We currently have three groups of graduate students at the LLCC, who interact with varying degrees of intensity with each other. The first group consists of the students directly accepted to the LLCC program, to be described in more detail in **(i** below). The second is a group of linguistics students accepted to the joint structured graduate program with Tel Aviv University (HUJI-TAU). The final group is associated with an interdisciplinary ERC-funded research project led by Edit Doron. We elaborate on each of these groups in turn. The LLCC provides the members of each group the opportunity to partake of those activities of the Center relevant to them and to interact with the others in such a way as to take advantage of the unique contributions of each group. All make use of the resources provided at the LLCC and are part of the research community.

i. LLCC fellows

These are students accepted directly to the LLCC, are supported by LLCC funds, and currently constitute the core of the LLCC graduate cohort. LLCC fellows are graduate students enrolled at the Hebrew University, either as MA or as PhD students, in one of the affiliated departments. See **Appendix IIIb** for a list of all the graduate students accepted to the program since its inception of and their departmental affiliations.

The MA students are registered in the research track in various departments and have a recognized specialization in Language, Logic and Cognition, which can appear on their diploma if they fulfil their requirements in the appropriate way. A regular research MA requires 28 credits of courses and a thesis. For the additional specialization, a student needs a dedicated 15 credits in the specialization. These consist of 8 credits which may be drawn from their home departments and 7 additional credits at the LLCC, gained through the dedicated mini-courses provided at the LLCC and the mandatory Pro-seminar to be described in **(e-i)** of this section below. In addition our students often are required to take supplementary courses to bring them up to par with the academic dialogue at the Center. Our students often participate in courses given at the Center beyond what they need for credit. PhD students at the Hebrew University are enrolled through "The Authority for Research Students," and follow its requirements.

All students receive a generous fellowship from the LLCC (not including tuition) which allows them to devote their time to study and research. They are allocated a study-space at the Australia Compound. Students are accepted each year to be LLCC fellows in the following academic year. They are selected based on their academic achievements, on their interest in the general research agenda of the Center and on the Selection Committee's estimation of their ability to contribute the Center. The students are reviewed each year by the Student Advisor and the Director and, based on their progress and contribution to the Center, they receive an extension of their fellowship until the completion of their degree (MA is expected to be completed within 2 years, and PhD within 5 years). We hold at least one meeting each semester with each student to review her progress and receive feedback about the activities of the center.

We require our students to spend a fair amount of time in the Compound. They must be present at the LLCC on the two main days of activities, from 12:30-16:30. On these days, they must choose to attend activities drawn from the weekly colloquium, mini-courses, lab-meetings and the various reading groups organized by members of the Center. These are dedicated days, and active members of the LLCC are expected not to teach or take classes in these hours.

Every year we have a call for students to apply to the LLCC. We distribute posters around the main two HUJI campuses, post on the Facebook pages of the various departments, send announcements via the mailing lists of the departments and actively encourage excellent students to apply. In the past we also advertised on international mailing lists (such as Linguist List). However, we have as yet not received appropriate applications from international candidates (unlike the situation with postdocs described below) and have therefore discontinued these postings. Each year we receive between 6-10 applications and we choose between 2-3 students.

Graduates: 8 out of the 10 students who completed their MA at the LLCC, continued directly to a PhD program. 4 of them at the Hebrew University (2 in Linguistics; 1 in Computer Science and 1 in Cognitive Sciences) and 4, in Linguistics and Philosophy, continued abroad (2 at MIT, and 1 at the Humboldt University in Berlin and 1 at NYU). 2 students have completed their PhD while at the LLCC (1 in Linguistics, now Rothschild post-doc at the École Normale Supérieure in Paris; 1 in Philosophy, now post-doc at Edelstein Center in Jerusalem).

Many of our students are ranked among the best students in the Faculty of Humanities. Many of our MA students have been selected to be members of the Jack, Joseph & Morton Mandel School for Advanced Studies in the Humanities, MA Honors Program, and one of our PhD students was awarded the Hebrew University President's Scholarship for Ph.D. candidates. Our students regularly present their research in national and international research conferences, including highly competitive peer-reviewed conferences, and some of them already have publications. See **Appendix IV** for illustration.

ii. HUJI-TAU fellows

In 2014, the linguists at the LLCC, together with the linguistics department at TAU, received a grant from the Humanities Fund Israel (joint venture of the Planning and Budgeting Committee and the Rothschild Foundation) for establishing a structured Graduate Program in Linguistics (henceforth the HUJI-TAU program). The program was launched in 2015 with funding for three cohorts. See **Section IV** for further elaboration of the funding for this program. The program in linguistics at HUJI was presented as an integral part of the LLCC. The rationale for that program was similar in many ways to the rationale for the LLCC – it was meant to provide an outstanding cohort of graduate students in linguistics training that is unattainable with resources available to individual departments. As a consequence, we had a new cohort of linguists with an additional source of funding join the ranks of the LLCC. The existence of the LLCC made it possible to pool the resources

of the two programs. The students are chosen for the program in accordance with their interests that dovetail with those of the LLCC. Currently, this allows us to maintain what we consider to be an ideal balance in the make-up of the student body of the LLCC. Since the HUJI-TAU program ensures a core of linguists, we have been able to accept students mainly from other disciplines to the LLCC, thus enhancing the interdisciplinary scope of the student body. The HUJI-TAU students are provided with a generous scholarship which also covers tuition (as opposed to LLCC students whose tuition is not covered). They are allotted dedicated space at the Australia compound, are required to spend time in the compound like the LLCC fellows and to partake in the academic activities – both formal and informal – of the Center. The university and faculty administrations have made it clear that the funding for this program will not be continued – we expect the funding to continue for another two years. After that, this program will be integrated into the LLCC.

iii. Research group affiliates

In accordance with our vision, students associated with individual research projects which fall under the scope of our research interests are part of the LLCC community. We currently have students affiliated with one such project, but as more large-scale research projects develop at the LLCC, we hope to be able to expand the cadre of research-affiliate graduate students.

In 2016 the ERC-funded EMODHEBREW (The emergence of Modern Hebrew as a case-study of linguistic discontinuity) was established at the LLCC under the leadership of Edit Doron. This group consists of graduate students, post-doctoral fellows and doctoral students devoting their research to the question of the relation between Emergent Modern Hebrew and Hebrew as transmitted as a written language over the ages. It focuses in particular on questions of the development of grammars in situations of unusual transmission. These students, as all other students at the LLCC, are registered in their own departments (typically Hebrew Language or Linguistics) and devote much of their time to the research associated with the project. These students are required to partake in fewer of the LLCC activities, but they interact on a regular basis with the researchers, post-doctoral fellows and graduate students in the compound and do partake of some of the academic activities.

All graduate students are encouraged to attend summer schools abroad, and we have a dedicated fund for this. See **Appendix Va** for illustration of funding for student travel. The students are then required to share their academic experience in a formal setting when they return. They are also

encouraged to submit abstracts to competitive international conferences. We provide the students with intensive preparation for these presentations. As shown in **Appendix IV** on student achievements, students in all frameworks at the LLCC have proven achievements which we believe are a direct result of their experience at the LLCC.

d. Post-doctoral Fellows

Since the establishment of the LLCC, we have hosted 12 excellent post-doctoral fellows in linguistics (8), in philosophy (2), in psycholinguistics (1) and one who straddles linguistics and psycholinguistics. See **Appendix IIIc**. The presence of these fellows constitutes a significant contribution to research activities in the LLCC and to our teaching program since they mentor the students in their individual research projects and their active participation in reading groups and mini-courses put them in a unique position to assist the students in comprehending the advanced material delivered in these courses. Research collaborations have also arisen between members of the LLCC and post-doctoral fellows: for example, Luka Crnič has been pursuing experimental work with Andreas Haida (LLCC post-doc 2015-2017) and Yosef Grodzinsky on the import of exhaustification (scalar implicatures) in logical reasoning tasks (in particular, syllogistic reasoning). Crnič and Haida have also been pursuing theoretical work on some consequences of the logical properties of mass/count distinction for exhaustification. Luka Crnič and Brian Buccola (post-doc LLCC 2015-2017) have been working on the interaction of distributivity/collectivity with the system governing the behavior of so-called polarity items.

Until 2016 we had dedicated money from the university to hire post-docs; the University paid for one fellow and the other competed for a Lady Davis fellowship. Since then we rely on our own research budgets, and the funding of postdocs, an essential component of life at the LLCC has become more of a challenge. Post-docs are currently they are recruited in one of two ways:

- Since 2016 we have a formal call for applications for the postdoc positions and it attracts a large number of applicants from all over the world. We have had the privilege of choosing from the most highly qualified candidates: In 2016 we had 25 candidates, and this year we had 21 candidates. In order to fund them, we nominate them to the various postdoctoral progams at HUJI. In 2016 two of our candidates were funded by the Lady Davis Fellowship, and the LLCC complemented their scholarship. This is our intention for the current year as well.

- We recruit postdocs for specific funded projects. Three of the four projects in **(f)** below have recruited a post-doctoral fellow with the relevant background for the specific project. While affiliated with specific research projects, the post-docs are expected to - and indeed do - take part in the various activities at the LLCC.

e. Teaching

There are two major components to the formal teaching at the LLCC: courses meant to provide a common basis of knowledge for the students at the LLCC and mini-courses by prominent international scholars. We review them in turn.

i. "Common ground" courses

An important goal of the graduate program is to provide a common ground for all students at the LLCC, which will allow them to partake of the range of research/teaching activities at the Center. All the students of the first few cohorts took advanced courses in syntax, semantics and philosophical logic (and any necessary prerequisites). These were provided by the departments of Philosophy and Linguistics, with some of the teaching funded with money from the set-up grant from the Humanities Fund. With the set of students at the LLCC becoming more diverse in recent years, advanced courses in logic are appropriate for most but not all of our students. Hence, we require all the students to attain proficiency in syntax and semantics and then tailor the rest of their course requirements to their research agendas. They are all required to take mini-courses (see **ii** in this section) and participate in the LLCC Pro-seminar to be described immediately below.

There have been a number of attempts to establish courses for students to serve as platforms for interdisciplinary dialogue for the researchers as well. An early endeavor to promote interdisciplinary dialogue was a seminar on a *The Poverty of Stimulus in Relation to Language* (**Appendix Ia.1**) that was held in the first year of the LLCC and brought together researchers from both campuses and numerous students, some of whom took the course for credit. With the growing diversity of the student body mentioned above, we launched a pilot this year, in the form of a mandatory Pro-seminar, *Foundations of Language in Linguistics, Philosophy and Cognitive Science*. This year the course is being taught by three post-docatoral fellows Galit Agmon (ELSC graduate, currently post-doctoral fellow BIU, brain sciences), David Kashtan (LLCC graduate, currently post-doctoral fellow at the Edelstein Center, philosophy) and Todd Snider (LLCC post-doctoral fellow,

linguistics). In this seminar students discuss classic and current literature on foundational questions regarding language, its representation and use drawn from the fields of linguistics, philosophy and cognitive science. Each topic is discussed for two consecutive weeks, with the first discussion open to all members of the LLCC community and the second meant as a tutorial for the LLCC students. Initial indications are that this course is extremely successful – the students are enthusiastic about it and the researchers find the dialogue significant. We intend to make this a mandatory course for students each year.

ii. Mini-courses

Mini-courses offered by prominent international scholars in relevant fields have constituted a central component of our program from the outset. In these 2-credit courses our visitors present their current research or the state of the art in specific areas. These courses are attended by students and faculty of the LLCC, as well as by students and faculty of the relevant departments. Visitors from outside of the University also regularly attend these classes, making the LLCC a center for study activities in the relevant fields. The mini-courses are often preceded by preparation sessions organized either by faculty members, post-doctoral fellows or graduate students; this enables all members to have the necessary background to participate in these courses and profit from them more fully (for a complete list of the mini-courses see **Appendix Id**). We also encourage one-on-one meetings between our students and the visiting professors. As shown below **(Vc)** the contact with the visiting professors has had a substantial positive influence on the research of our students. We should point out that the mini-courses supplement the course offerings in the departments, thus constituting a significant contribution to the departments themselves. They are often attended by participants via video-conferencing (see **j** below).

f. Research Projects

All members of the LLCC have active research projects going. Here we single out those projects which resulted specifically from activity at the LLCC.

- Joint study between Luka Crnič and Ivy Sichel on negation led to the Workshop on Negation and Polarity (**Appendix Ic.5**) One of the invited speakers was Hedde Zeijlstra (University of Göttingen). After the conference, the three applied for and received the Niedersachsen-Israel Grant **'The Landscape of N-Words'** (**Appendix Ib.1**).

- Following the reading group on causation (**Appendix Ia.5**) a joint project of linguists and philosophers, a workshop on causation was held **(Appendix Ic.9),** which included also a psychological perspective on causation. Research ties formed during the workshop between the workshop organizers, Elitzur Bar-Asher Siegal and Nora Boneh, and one of the invited speaker was York Hagmayer (University of Göttingen), resulted in a grant winning project funded by the Niedersachsen-Israel Grant **"Talking about causation: linguistic and psychological perspectives" (Appendix Ib.2)**. Furthermore, the proceedings of the conference will be published soon, and is the first volume in the LLCC book series (**Appendix If**).
- Avital Deutch, Edit Doron, Malka Rappaport Hovav started the reading group **The Mental Lexicon (Appendix Ia.3)** in which they studied issues related to lexical representation drawn from linguistics and psycholinguistics. They have recently received internal (seed) funds to collaborate with colleagues from the lnstitut fur Anglistik und Amerikanistik in Berlin, for the joint project **"The mental lexicon: an interdisciplinary approach to representing and processing word structure". (Appendix 1b.3)**
- Luka Crnič (linguistics), Yosef Grodzinsky (ELSC) and Andreas Haida (former post-doc at the LLCC, now post-doc at ELSC) conducted various study-groups and seminars on scalar implicatures; this has led to experimental investigations of logical reasoning performance. The research has been partly funded by an ISF grant of Luka Crnič **(Appendix Ib-2).**

g. Conferences, Workshops and Winter/Summer Schools

The LLCC regularly hosts conferences, workshops and winter/summer schools of disciplinary and interdisciplinary focus (**Appendix Ic**). Many are held at the Australia compound, but the LLCC has also participated in the funding of relevant conferences initiated and held outside of the LLCC. Once again, these events are attended by the larger community of scholars from various departments and faculties within and outside the university.

h. Informal Academic Activities

In centers similar to ours around the world, much of the learning for all members of the community is done outside the classroom. We have a variety of frameworks and activities which are meant to enhance the disciplinary and interdisciplinary dialogue between members of the community.

i. Reading groups

Various disciplinary and interdisciplinary reading-groups have been conducted over the years in which scholars from different disciplines and interested students study together (**see Appendix Ia**). At the heart of these groups stand defined topics, and discussion is open to the larger LLCC community, with participants drawn from faculty, post-doctoral fellows and students drawn from different departments within and outside the university. Some of these reading groups have been associated with conferences or workshops and some have grown into full-fledged research groups (see **f** above).

ii. An interdisciplinary colloquium

This colloquium is attended by researchers, post-doctoral fellows and graduate students from diverse disciplines such as Linguistics, Philosophy, Psychology, Neuroscience, Computer Science and Mathematics, with occasional visitors from other departments, such as Archeology (on the pre-history of language) and Hebrew. In these meetings, issues of common interest are presented from different perspectives by researchers in the various fields. Often this is also a venue where members of our community present their ideas for the first time, in order to get their feedback in a friendly environment. **Appendix If** provides a sample of lectures from the last few years, given by guest speakers.

iii. Student-led activities

Besides the formal teaching taking place at the LLCC, we encourage student initiatives. Among the LLCC-affiliated student initiatives over the years:

- *Topics in Philosophy, Language and Logic* - a study group (Chevruta) for advanced students (2011-2012). The group continued to meet afterwards (without an official sponsor) for several years, for discussion of topics at the interface of logic, language and philosophy.
- *LLCCBeer* (2012 - 2014) where students presented their work on Hebrew syntax and on psycholinguistics. Participants were students at all levels (BA to PhD candidates) in linguistics, philosophy, psychology, cognitive science, Hebrew language, computer science and mathematics.

- *LLCC Research Brunch* (2016 -). This event which currently takes place regularly is attended exclusively by the graduate students and post-doctoral fellows of all the programs under the aegis of the LLCC, in which students and post-doctoral fellows present and discuss their research. This forum has the result of strengthening the academic ties between students from different orientations in an intellectually nurturing and supportive environment.
- *Linguathon* (2016 -) A workshop open for linguistics and Hebrew language research undergradate and graduate students from all universities in Israel. Participants are offered an open research question and work in groups of 3-4 students for the duration of two intensive days. Two Linguathons have already been held, with the students presenting their results to the entire community of the LLCC.

Students and post-doctoral fellows often initiate activities for the benefit of the community. Two examples from this year are (a) a workshop in LaTeX by Todd Snider (post-doctoral fellow, LLCC) and (b) a tutorial in Python by Chen Kuperman (MA student, LLCC).

i. Lab

As part of the design of the Australia Compound, a room was outfitted as a lab. The lab is an essential part of our vision, as it facilitates the integration of different analytical tools and the use of experimental, computational, and corpus research methods to corroborate – or challenge – results attained in linguistic theory.

The lab was first put to use for experiments designed by Danny Fox with Martin Hackl from MIT, which addressed the question of how various bits of knowledge are used during the perception and comprehension of linguistic expressions in real time. While this is a central question for theories of language processing, the goal of this research was to determine how results from the psychology lab will bear on the characterization of linguistic knowledge, thereby contributing to linguistic theory. Since then the lab has hosted the following activities

- **Lab-meeting** on experimental methods led by Luka Crnič (linguistics) for the study of questions in semantics and pragmatics. This activity brought together students from Linguistics, Philosophy and ELSC (The Center of Brain Sciences at HUJI) studying neural mechanisms.
- **Joint meeting of the Language Learning and Processing Lab (2016-2017)** (Inbal Arnon, psychology) **and the Dynamics of Language lab** (Eitan Grossman, linguistics)

- **Yaara Lador** (LLCC doctoral fellow, psychology) is carrying out the research for her doctoral thesis investigating the roles of consonants and vowels in spoken-word recognition in Hebrew.
- In collaboration with colleagues at Haifa University, current post-doctoral fellow **Todd Snider** (ERC post-doctoral fellow) is engaged in a study comparing anaphora and reference tracking in Hebrew and in Israeli Sign Language (ISL) The LLCC lab is used in this research for data collection and filming.

The lab currently hosts two computers involved in projects on the Emergence of Modern Hebrew.

- *Hebrew Corpus Lab* (maintained and developed by Aynat Rubinstein; Linguistics and Hebrew)

  The lab provides access to all major historical corpora of Hebrew (including biblical, post-biblical, rabbinic, revival-era and present-day texts), as well as software for corpus search and annotation based on Natural Language Processing (NLP) tools for Modern Hebrew. The lab supports synchronic as well as diachronic corpus-based research of Hebrew, with a focus on the emergence of Modern Hebrew. The first open multi-genre corpus of early 20th century Hebrew (the Jerusalem corpus of Emergent Modern Hebrew, JEMH) is developed and housed in the corpus lab. Training is provided periodically to students and faculty on the resources available through the lab.

- *ERC EMODHEBREW computer*

  This computer is meant to consolidate all the files which constitute the corpora the project has for the study of Modern Hebrew (Ben Yehuda Project and Knesset Proceedings) and those still to be constructed. In addition to raw text files, the computer will include all the code files used for processing texts and constructing new corpora and improving searching techniques on existing corpora. Access to this computer is available to all members of the LLCC.

j. Tele-Conferencing Technology

Since one of the main goals of the Center was to strengthen our national and international reach, early on we began to invest in distance learning technologies. In fact, over the years, seminars, reading-groups and mini-courses have been attended via video-conferencing by colleagues and students from all over the world. Here we give just a few examples:

- In 2013, the LLCC organized joint meetings with the Semantics Group at Institut Jean Nicod (CNRS, Paris).

- In 2015, a mini-course given by Danny Fox was attended simultaneously by people in: Tel Aviv, Boston, Paris and Vietnam.
- In 2017-18 the reading group on Formal Semantics and Historical Linguistics last year had regular participants in their weekly meetings from the US, Germany and Tel-Aviv.

Furthermore, our own members, students and faculty alike participate in our activities when they are abroad for conferences.

Initially, we invested in a web camera and relied mainly on Skype to allow participation of students and researchers in the activities of the Center from a distance. With the most recent grant we received from the Humanities Fund, we are now able to take advantage of more recent advances in distance learning technologies. We are currently in the process of setting up a new videoconferencing system, including a dual screen setup in which one screen will allow interactive multi-touch operations of the part of the instructor and the other will project the distance participants. Investing in and becoming conversant in distance- technologies will also help us overcome one of the main obstacles to cross-disciplinary dialogue at the Hebrew University – the fact that many of the researchers we would like to interact with are situated in a campus on the other side of Jerusalem, with travel between the campuses becoming more difficult with time. For example, students from Ari Rappoport's lab participated in our reading group on the Mental Lexicon **(Appendix Ia.3).** Members of Yosef Grodzinsky's ELSC lab participate in our activities on a regular basis. Sustaining active participation in the events of groups in another campus is hindered by the difficulty of inter-campus travel. We hope that the upgraded distance technologies we will significantly facilitate this kind of inter-campus cooperation.

III. Administration

The LLCC is overseen by an Academic committee approved by the Standing Committee of the university, and has an administrative committee which oversees the routine activities of the center. We have various subcommittees which are responsible for specific tasks. Our overall goal is to have people from various disciplines involved in the decision making and have the governance as transparent as possible. The organizational structure is presented in **Appendix IIa**.

Administratively, the LLCC is run by Ms. Lital Myers who has half a position dedicated to her work at the LLCC. In addition, we have Ms. Idit Chen, the administrator of the HUJI-TAU program. She works approximately 100 hours monthly in a student position and provides back-up for general LLCC needs as well.

IV –Budget

- The administrations of the university and Faculty of Humanities provided generous support for the first four years of the Center. We received a total of 500,000 USD during these years, and were required in turn to recruit at least 100,000 USD by the third year and 150,000 USD by the fourth year. During these years the university also ensured that we received one Lady Davis post-doctoral position each year, and an additional post-doctoral position.
- In 2010 we received a set-up grant of 1,039,000 NIS from the Humanities Fund for the years 2011 – 2014. This covered the funding of courses and fellowships.
- In 2014, we received a grant from the Humanities Fund for the creation of the HUJI-TAU joint graduate program in linguistics. The sum of the grant was 6,454,000 NIS, 25% of which has to come from matching.
- In 2017, we received a Sustainability Grant from the Humanities Fund. The grant is for 2,000,000 NIS for three years, 50% of which comes from matching.
- The Faculty of Humanities covers the cost of Ms. Lital Myers's position at the LLCC.
- The mini-courses at the LLCC have all been funded by the grants we have received from the Humanities Fund. We have no other dedicated source for funding this very vital component of the activities at the Center.
- The University has recruited a Bequest Endowment from Professor William Schwab for scholarships at the LLCC. This endowment is not yet active.

The funds we have gotten from the university and the Humanities Fund Grants do not cover the costs of all the fellowships we distribute, and we supplement this from our own research grants. What is perhaps unique about the running of the Center is that we pool our grant monies together. We decide on the students and post-doctoral fellows we want to support and do whatever we can in order to secure the funds. We do the same to fund the travel of our students and post-docs to summer schools and conferences. This is nicely illustrated in **Appendix Va** which presents the sources of funding for fellowships distributed that academic year.

The researchers seek outside sources of funding besides regular research grants. For example, twice members of the LLCC led research groups at the Mandel Scholion Center to fund aspects of their research, as well as students and activities.

Appendix VI provides an ideal budget for the Center after the grant money from the Humanities Fund is depleted. This budget works under the assumption that we will continue to support students in numbers not significantly larger than we have now.

V. Evaluation

The LLCC was formed to create a hub serving as a meeting ground for scholars (students, faculty, post-doctoral fellows and guests) from different disciplines all of whom are interested in language and its relation to human cognitive structure. It was meant to provide a model of graduate training in which graduate students are integrated into a diverse and intellectually vital research community in which research, teaching and informal academic activities are intertwined. The academic and administrative/budgetary means for meeting these goals have been specified above.

In what follows, we specify what we consider to be the measures of our success and the challenges we face.

a. Research Hub and Interdisciplinary

The broad range of activities and groups that come together under the aegis of the LLCC involve regular interaction between populations that would not otherwise have an opportunity for such significant interaction. We stress here "significant interaction." There are many opportunities at the university for people of different backgrounds to meet on different occasions. But the LLCC has come to be a place where people from the HUJI community and the wider academic community meet on a regular basis to develop sustained and ever-deepening dialogues. As we specify in (c) below, at least four theses written at the LLCC are a direct reflection of the interdisciplinary experience of the students at the Center, and other such theses are underway. While full-blown interdisciplinary research projects take a longer time for incubation, two such projects – "Talking about Causation" and "The Emergence of Modern Hebrew" are in full swing and "The Mental Lexicon" is in preliminary stages. Furthermore, other disciplinary projects have come into being from joint work between researchers at the LLCC who probably would not have had the opportunity for intensive contact needed for the production of such projects. We believe that the LLCC will continue to be a breeding ground for such (inter)disciplinary research and dialogue.

There is little doubt that we are well on our way to realizing our goal of becoming an interdisciplinary research hub. All students and researchers participate in valuable interdisciplinary dialogue. Our activities are attended by students, faculty and visitors from different departments and faculties on the Mount Scopus and Safra campuses and other universities in Israel, as illustrated throughout this document. We feel that we have managed to create a fairly cohesive intellectual community with fluid boundaries.

b. International Visibility

As can be seen from the list of activities, we have a striking array of top quality international visitors that frequent the Center in a variety of capacities. We find that researchers we turn to with offers to teach our mini-courses are eager to come and often cite their excitement to be at the LLCC as a consideration for their positive response. As is evident from the numbers of excellent international candidates who apply to our post-doc positions researchers from abroad are attracted to the LLCC. In fact, we find that a number of the people who have spent time at the LLCC as post-doctoral fellows have applied for the position in linguistics that we advertised this year. Furthermore, since the establishment of the LLCC, we have seen a dramatic rise in the number of international applications for tenure-track positions in linguistics and philosophy. *We take this to be an indication that the LLCC serves as a drawing point for the Hebrew University in the relevant fields.*

c. Graduate Student Training

As illustrated in **Appendix IV** the achievements of our students are outstanding by any measure; our students receive university excellence-based scholarships; they regularly present at competitive conferences world-wide; they have an excellent publishing record; and they get accepted to top Ph.D. programs world-wide. We take these achievements to indicate that we attract outstanding graduate students and that we provide them with funding, the attention and training which yields these results. An external recognition of the success of our program comes in the form of a Sustainability Grant we received from the Humanities Fund which began this year to continue support for the LLCC program until we can show sustainability on our own, along with the backing of the university. *It is significant that the grant we received is the only Sustainability Grant approved by the Humanities Fund in the entire country.*

Some of the theses produced recently are a clear testimony to the attainment of our goals. The content of these theses are a reflection of the specific kind of training the students receive at the LLCC, and some of the theses produced by the students have emanated directly from mini-courses given at the Center. We provide six illustrations of this. (i) The PhD thesis of David Kashtan (currently a postdoctoral fellow at the Edelstein Center) is devoted to a justification of Tarski's 'hierarchical' conception of truth, together with a highly creative suggested solution (derived from Kaplan's pragmatics of indexicals) to the ensuing problem of a 'universal metalanguage' in which that conception is to be expressed. Kashtan employed logical and linguistic tools acquired at the LLCC. (ii) Henry Brice's MA thesis in the Psychology Department, with some of its results published

in Morphology, provides experimental support for a particular linguistic analysis of denominal verbs embedded in the theory of Distributive Morphology. (iii) Elior Sulem's MA thesis is devoted to a semantic-based annotation scheme for natural language processing. The importation of semantic-based annotation is an innovation in the field of NLP and the LLCC provided Elior with the linguistic necessary for the development of this approach. (iv) Yair Yitzhaki (Linguistics) wrote a thesis on the Sorites Paradox which was deeply influenced by the mini-course given by Paul Egré (Philosophy, CNRS). An article based on the thesis has been submitted to the prestigious journal *Linguistics and Philosophy* and is being revised for re-submission with the help of Paul Egré[2]. (v) Shira Widgerson (Linguistics) wrote an MA thesis on pseudo-relatives in Modern Hebrew, under the influence of the mini-course given by Keir Moulton (Linguistics, Simon Fraser University). (vi) Noa Bassel's (Linguistics) MA thesis on anaphora with spatial PPs was influenced by the course she took on Anaphora and Logophoricity in the Winter School on Syntax (2017) given by Isabelle Charnavel (Harvard U.), with whom the student has corresponded extensively.

Despite all this, the exact character of the formal education we provide our students is undergoing constant review, both because we are still in the advanced trial stage and are still figuring out what the best educational content is for our students, and because we struggle with the availability of resources. The original vision of the LLCC was to have a structured graduate program. For a variety of reasons we have not been able to develop what can be considered a full-fledged graduate program, and we lay out here what the difficulties are.

We do not have any dedicated positions at the LLCC[3]. Therefore, besides the mini-courses, which have until now been funded by grants from the Humanities Fund, we have to rely on courses offered in the departments for the educational content we provide our students. The teaching needs of the LLCC only partially coincide with the teaching needs of the affiliated departments. All members of the LLCC have significant teaching commitments in their respective departments, and many of our teaching hours are devoted to undergraduate teaching. At least in the Faculty of Humanities, the recent plan for distribution of positions was determined to a very large degree based on the undergraduate teaching needs of the departments. Therefore, it is difficult to rely on the regular teaching loads of the LLCC members for the supplementary, or even the basic, courses needed at the

[2] Tragically, Yair Yitzhaki passed away before the article could be accepted for publication. Paul Egré has taken responsibility for this.

[3] With the establishment of the Center, two and a half dedicated positions were promised to the LLCC. Under the recent reform in the Faculty of Humanities, positions can only be affiliated with departments. Luka Crnič was hired with half a position at the LLCC. His position is now fully affiliated with the Linguistics Department.

LLCC. In addition, even when the teaching needs of the LLCC and affiliated departments do coincide, coordinating the times for courses at the LLCC with scheduling constraints of the departments is extremely challenging. While we are in the process of a concerted effort to ameliorate the coordination with the departments, we would still be challenged in reaching our goal of having a fixed pool of courses serving the teaching needs of the LLCC. Even our mandatory Pro-seminar is being currently taught by post-doctoral fellows because none of the members of the LLCC had teaching hours to devote to this course.

While we have not sustained a full structured graduate program, it is still extremely important for us to have courses which serve the goal of attaining a basic common language of discourse. Many of these courses are needed to provide our students with the necessary background to participate in the mini-courses offered by our international visitors. Absent dedicated funds for this purpose, we will continue to try to develop a core set of courses from which our students will draw for this common language of discourse. Courses of this sort would include: Philosophical Logic (and any necessary prerequisites); Philosophy of Language; Experimental Syntax and Semantics, Corpora and Statistics for Language Research, Computational Linguistics and Linguistic Theory. The advanced courses in syntax and semantics will continue to be drawn from the Linguistics Department and hopefully with optimal coordination with other departments some of these other courses can be drawn from them as well (in particular Philosophical Logic and its prerequisites).

The problem of coordination of courses with students in the Safra campus is of course magnified by the physical distance. With the upgraded tele-conferencing equipment, we hope to be able to overcome this challenge and improve coordination of formal and informal teaching with faculty members like Omri Abend from the Department of Computer Science (who jointly with us supports one of our graduate students).

There is no doubt that better coordination between the LLCC and the affiliated departments will yield better results. We have begun a dialogue with the Department of Philosophy on coordination of courses and hope to be able to promote some joint teaching between linguists and philosophers for the benefit of the entire community.

The dearth of human and budgetary resources leads to further challenging situations. We provide three such examples. (i) The lack of sufficient funding for all desired purposes leads our group to seek funding from many outside sources. This in itself is not a drawback, since we see it as our responsibility to actively seek funding. However, given the nature of the Center, not all the funding can come from general research foundations. This has lead two groups of researchers to apply for grants at the Mandel Scholion Center. The interdisciplinary research groups funded by Mandel

Scholion have proven to be very successful, but they necessitate the members to spend much of their time in the Mandel building. This perforce, leads to the weakening of our Center as a hub. (ii) Because of shortage of teaching resources, our students, especially MA students, invest inordinate amounts of their time in teaching. The 'soft' budgets of the departments typically do not allow them to employ PhD students for teaching. The reliance on MA students for basic teaching needs of the departments prevents the students from being able to attend the number of classes we would like them to and often leads to an extension of their studies beyond the norm. (iii) Because almost all the members of our Center have varying degrees of administrative commitments in their home departments, it becomes a serious challenge to cover all the planning and administration for the Center.

Two further connected challenges have already been hinted at. Most of our promising graduate students that complete their MA, choose to study at top institutions abroad for their PhD. We are indeed proud that our students are accepted at top graduate programs around the world. However this prevents us from developing the kind of PhD cohorts we would ideally like to have.

We have no doubt that the environment we have provided our graduate students has led to an amelioration of their graduate training and has boosted their academic achievements. We see room for further investment in human resources in order to realize our full potential.

d. Recruitment of Funds

The LLCC was established with the generous support of the administration. It was made clear from the outset that after the initial years, the researchers would have to recruit much of the funds for the running of the center. As can be seen from **Appendix Vb**, we provide more than half the support for our students. In preparing the recent yearly budget for our Humanities Fund grant, we were required to provide 50% matching and this was not difficult for us to achieve. We wish to point out as well that the recruitment of funds is a true collaborative effort, and this has strengthened our sense of academic community. We regularly pool our funds and make sure that we do whatever we can to secure the funding needed for any activity regarded relevant and important to the center. In the long run, we see the funding of graduate students, for example, to be covered half by grants from researchers and half by dedicated LLCC funds.

It should be pointed out, however, that significant budgetary components of the LLCC do not find natural sources in existing funding instruments. Three are of particular importance. (i) Administrative costs: no existing funding instrument will cover the basic administrative costs, for

example, of the salary increment for the Director, or the salary of our Administrator. (ii) The mini-courses and the supplementary teaching are typically not funded by research grants. As stressed throughout this document, the mini-courses and "common ground" courses are a central component of the Center. These two components have been covered over the years partly by the Humanities Fund grant we have received. This fund no longer exists and we see no opportunity in the future of finding outside funding for these costs. (iii) In the natural sciences post-doctoral fellows are an inherent part of a lab and funding for these positions are a routine component of grant applications. In the humanities this situation is different. The cost of a post-doctoral fellowship consumes a significant part of a typical humanities ISF grant, leaving barely any funding left for graduate students. There are very important post-doctoral programs in the humanities in Jerusalem, including the Polonsky fellowship, the Buber fellowship and the Scholion fellowship. But each of these programs requires its fellows to sit in their respective dedicated spaces. As should be obvious by now, we need our post-doctoral fellows sitting in our Compound. We have found the contribution of the post-doctoral fellows to be central, and several research collaborations have developed between these fellows and researchers at the Center.

Because of these considerations, even with the impressive success rate that we have in recruiting outside funding, it will be difficult for the Center to maintain its current scope of activities, let alone widen its scope of activities, without outside funding. A glance at the Centers similar to our own mentioned in **Section I** will give one the sense of the scope of activities needed in order for a Center of this kind to have the impact we seek.

We have then shown that by pooling the resources of the community, and active seeking of outside funding, we are able to maintain an impressive array of activities at the Center. Certain components of our budget have no natural sources from grants normally available to researchers in our fields. Therefore, our own recruitment of funds must be substantially supplemented.

Summarizing this section of evaluation, we believe that despite the various expected challenges, we are well on our way to realizing our goals, some of which have already been attained. One factor which we feel helped us is versatility we have developed for adapting ourselves to evolving circumstances. We feel that there is real potential for growth and with continued dedication on the part of researchers and heightened resources, we can increase the impact of our Center to be on par with major Centers of its kind in the world.

VI – Looking to the Future

Furthering the interdisciplinary study of language is a strategic academic goal in many leading universities world-wide. Indeed, the promise of this integrative approach to the study of language is well-recognized in hi-tech industries, where the renewed interest in Artificial Intelligence and its applications to language is apparent. We feel that we are in a position to urge the university to take the development of the community of scholars engaged in this kind of research as one of its strategic goals.

As already mentioned, the University has invested quite heavily in setting up the Center. At this point we also mention that since the establishment of the Center, there have been a number of hires which have helped our community grow: Elitzur Bar-Asher Siegal (Hebrew Language), Inbal Arnon (Psychology), Omri Abend (Computer Science and Cognitive Science), Eitan Grossman (Linguistics), Luka Crnič (Linguistics), Aynat Rubinstein (Linguistics and Hebrew Language), Witzlack-Makarevich (Linguistics). We hope to have shown that this investment has proven worthwhile in (i) raising the international visibility of our community (ii) setting the foundations for serious interdisciplinary dialogue and research which would not have been possible otherwise and (iii) providing a model for graduate education which integrates graduate students into the varied activities of research centers. We have proven our ability to recruit outside funding and adapt our frameworks, structures and daily activities to exigencies of the times. We are still in a learning process but see a clear upward trajectory in our understanding of the means for reaching our goals which have remained constant over the years.

In the first few years after the funding we currently have from the Humanities Fund runs out, we hope to be able to sustain a yearly cohort consisting of those outstanding linguistics students most interested in interdisciplinary research and appropriately chosen students from other affiliated departments. We will continue to be highly selective in our choice of students, and given that many of our best students continue to PhD programs abroad we assume that our cohorts may grow a bit but not dramatically. Ideally, we would like to provide students with a generous fellowship and tuition. This is not always possible with the grants available to us.

We hope in the long run to be able to sign agreements with outstanding international institutions for cooperation – mainly to host their students at the LLCC and to allow our students to spend time at these other institutions. Given our contacts, prime candidates for these institutions are Stanford, Institut Jean Nicod, NYU, MIT, Leibniz ZAS and Humboldt in Berlin, to mention just a few.

At this juncture, when the administration is contemplating the place of our Center in the strategic plans of the university we hope that the administration will find it appropriate to help secure the continued flourishing of the Center. With the latest grant from the Humanities Fund, we have three more years of funding which, with continued efforts on our part, can help us maintain the current scope of activities of the Center. After that, as mentioned, there are many components of our activities which have no source that we can recruit on our own, as already mentioned. Of course, the ideal situation, which has been discussed since the establishment of the Center, is to find a donor who would provide the necessary funds to help us flourish and even grow.

In **Appendix VI**, we provide the sample yearly budget to serve as a reference point.

The final request we have from the administration has to do with strategic planning in terms of hires. A glance at any of the top international Centers with goals similar to our own will reveal that the human resources available far outstrip ours. The activities at the Center all stem from the initiatives of the members – there is no activity which continues by inertia. As already hinted at, it is no small challenge for us to keep up the level of activities which we feel is necessary for sustaining the kind of international impact our Center currently has, let alone enhancing it to realize its full potential. Therefore, while we do not expect the LLCC to have designated positions (we follow the university's policy that academic positions are anchored in academic departments), we feel it is justified to expect that the future of our Center be taken into consideration in the strategic planning for the distribution of academic positions. Recently the Faculty of Humanities issued a call for a position in Digital Humanities. We understand that if this position is filled, the candidate will find his/herself in the most appropriate affiliated department. We see this as an appropriate way to build the academic community at the LLCC. Even assuming that a position is filled in Philosophy of Language as a result of the current call from the Philosophy Department, one way of strengthening our forces is to issue a call along similar lines – specifically for the LLCC with the realization that the successful candidate will end up affiliated with the most suitable department.

Appendices:

I. Activities

a. Reading Groups

1. **Poverty of stimulus (2010-2011) –** Malka Rappaport Hovav (ling)
2. **A bi-weekly reading group Syntax-Semantic Interface** (2012/2013) Luka Crnič (ling) and Roni Katzir (ling TAU)
3. **Experimental methods for the study of questions in syntax, semantics and pragmatics** (2013) – Luka Crnič, Danny Fox (ling), Yosef Grodzinsky (ELSC)
2. **Topics in Philosophy, Language and Logic (2015-2017) –** Carl Posy (phil)
3. **The Mental Lexicon (2016-2018)** Avital Deutsch (psychology), Edit Doron (ling) and Malka Rappaport Hovav (ling). The topics of the reading group center around several research questions: How are words of complex morphological structure represented in memory (the "mental lexicon")? Is there a morphological level of representation mediating between meaning and sound? Are there mental processes of deconstructing words into their morphological components?
4. Reading group in Semantics and Pragmatics (2016-2017) Brian Buccola and Andreas Haida (LLCC postdocs): The LLCC semantics/pragmatics research group served as an informal platform for students, postdocs, and faculty to discuss topics in semantics and pragmatics, as well as related areas like syntax, logic, and the philosophy of language.
5. **Reading Group on Causation (2016-2017)** Elitzur Bar-Asher Siegal (Hebrew Language), Nora Boneh (ling) and Arnon Levy (phil). This group brought together philosophers and linguists in an attempt to acquaint each other with the state-of-the-art analyses of causation in their respective fields, seeking ways in which they can cross-fertilize.
6. **Implicature reading group** (2017-2018) Todd Snider and James Collins (LLCC postdocs): This reading group focused on varieties of approaches to analyzing scalar implicatures. This involved consideration of different perspectives on whether scalar implicatures should be derived from general principles of rational behavior, or whether they should be treated as part of a language-specific grammatical system.

7. **Current Approaches to Modeling Discourse Update (2017-2018)** - Aynat Rubinstein (Ling and Hebrew) and Yael Greenberg (ling, Bar-Ilan University). This reading group examined current work on the way to model the dynamics of information exchange and speech acts in discourse.

8. **Truth and Scientific Change:** (2018) Gila Sher and Carl Posy (philosophy) This group explored the ideas that (i) truth, and in particular the correspondence relation between theories and the world, might be more complex and varied than we usually take it to be, and (ii) that rather than decide in advance what the correspondence relation is, we should investigate what it is, how it might vary from field to field, and what special issues are involved in different fields. These considerations were used to explore issues having to do with scientific change.

9. **Reading Group in Syntax (2017-2018) -**Luka Crnic (ling) and Julie Goncharov (LLCC postdoc): This group explored selected topics in syntactic theory, in particular, binding theory, ellipsis, A-movement.

10. **Historical Linguistics and Formal Semantics (2017-2019) -** Elitzur Bar-Asher Siegal, Nora Boneh, Eitan Grossman, Aynat Rubinstein (linguistics and Hebrew Language) The group jointly explores in a systematic manner how studies in historical linguistics and in semantics can contribute to one another, in an attempt to draw conclusions about the properties of a variety of semantic categories (e.g. negation, temporality, modality), their universality, and the mechanisms underlying recurring shifts in meanings over time, or paths of semantic change, within these categories.

11. **Reading Group on Vagueness and The Sorites Paradox (2018) Carl Posy (phil) and Bar Luzon (MA student phil.) -** Yair Itzhaki completed his MA in Linguistics at the Hebrew University. His thesis offers a brilliant new solution to the sorites paradox ('the paradox of the heap'), and combines elements from Philosophy, Logic, Linguistics, Cognition, and Mathematics (in particular non-standard analysis). The thesis is soon to be published as an article. Bar Luzon (grad student) and Carl Posy (philosophy) organized a reading group that aimed to cover the necessary background in these fields and then read the article.

12. **ERC The Emergence of Modern Hebrew (2017-2019)** - Edit Doron (ling.) and Miri Bar-Ziv Levy (Hebrew) This group discuses a type of linguistic discontinuity – language revival – inspired by the revival of Hebrew at the end of the 19th century, aiming to construct a model of the linguistic factors which have shaped the revival of Hebrew.

13. **Concepts** (2018) - Malka Rappaport Hovav (ling) and Preston Werner (phil) This group looks at current developments in the psychological, philosophical and linguistics literature on concepts. What is the structure of concepts? How are they learned and how to they develop? How are they composed? How do they interact with other cognitive systems?

14. **Using Artificial Language to Understand Natural Language (Spring, 2019) – Ya'ara Lador (PhD student psychology)** – This group will focus on the contribution of methodological methods that use artificial language to our understanding of natural language.

*b. Research Projects**

*All of our researchers are involved in a variety of research projects. We list here those research projected which have grown out of activities specific to the LLCC.

1. The Niedersachsen-Israel Grant **'The Landscape of N-Words'** led by Luka Crnič (HUJI), Ivy Sichel (HUJI and UCSC) and Hedde Zeijlstra (Göttingen);

ERC, **"The emergence of Modern Hebrew as a case-study of linguistic discontinuity"** led by Edit Doron (HUJI);

2. The Niedersachsen-Israel Grant **"Talking about causation: linguistic and psychological perspectives"** led by Elitzur Bar-Asher Siegal, and Nora Boneh (HUJI) and York Hagmayer (University of Goettingen);

3. **"The mental lexicon: an interdisciplinary approach to representing and processing word structure",** led by Avital Deutch, Edit Doron, Malka Rappaport Hovav (Hebrew University) and Artemis Alexiadou and Andrew Mcintyre (lnstitut fur Anglistik und Amerikanistik) – a collaboration between the two universities, funded by the universities, organizing meetings between the two groups and their students.

4. Luka Crnič (linguistics) is collaborating with Yosef Grodzinsky (ELSC) and Andreas Haida (post-doc, formerly LLCC, currently ELSC) on experimental investigation of logical reasoning performance. They have been focusing on the impact of so-called scalar implicatures on syllogistic reasoning. The research has been partly funded by an ISF grant of Luka Crnič

c. Conferences

The LLCC regularly hosts international conferences in relevant areas, in which our entire academic community is active. They pertain to topics relevant to the reading groups, classes and mini-courses held in the Center; often faculty members and students present their work in these venues.

1. Approaches to the Lexicon, June 2011.
2. Twenty 29th Conference of the Israel Association for Theoretical Linguistics, October 2013.
3. Allomorphy: Its logic and limitations, July 2014
4. Language, Logic and Method, symposium commemorating 100th birthday of Yehoshua Bar-Hillel, November 2015 (with the Israel Academy of Science)
5. Workshop on Negation and Polarity, February 2015
6. Lexical Semantics and Grammatical Structure in Event Conceptualization, February 2015.
7. 1st Usage-Based Linguistics Conference, June 2015
8. The 32nd annual meeting of the Israel Association for Theoretical Linguistics, October 2016
9. Linguistic Perspectives on Causation, June 2017
10. Grounding Alternative Logics, June 2017
11. 3rd Usage-Based Linguistics Conference, July 2017
12. Workshop on Biblical Hebrew Linguistics and Philology, June 2018.
13. The International Conference for Graduate students on Diverse Approaches to Linguistics (IGDAL), November 30, 2018
14. Anti-Exceptionalism in Logic (June, 2019)
15. The Emergence of Number (June 2019)

d. Mini-courses

Given by	Title	Institution	Time held
Elena Anagnastopoulou	Issues in the lexicon-syntax interface	University of Crete	Jun 2019
Danny Fox	Parasitic gaps and the nature of covert movement	MIT	December 2018
Stephan Crain	The Logical Structure of Child Language	Macquarie University	Dec. 2018
Regine Eckardt	Grammaticalization: Language change and the syntax semantics interface	University of Konstanz	March-April 2018
Stewart Shapiro	Logical Omniscience	Ohio State University	June 2017
Keir Moulton	The Syntax & Semantics of Nominalized Clauses	Simon Fraser University	May 2017
Jonathan Bobaljik	Morphology: The internal syntax of words	University of Connecticut	Jan. 2017
Danny Fox	Topics in Exhaustification	MIT	July 2016
Kit Fine	Truthmaker Semantics	NYU	Jan. 2016
Danny Fox	Presuppositions and their projection	MIT	Dec. 2015
Angelika Kratzer	Attitude ascriptions and speech reports: a requiem for sentential complements	University of Massachusetts	Nov. 2015
Danny Fox	Multi dominance and the nature of movement	MIT	July 2015

Dave Barner	Number and Natural Language	University of California, San-Diego	June 2015
Paul Egré	Vagueness and Trivalence in Natural Language	Ecole Normale Supérieure	April 2015
Kyle Johnson	Multidominance in Movement and Ellipsis	University Massachusetts	Dec. 2014
Katrin Amunts	Neuroanatomy of Language	Forschungszentrum Jülich	June 2014
Seth Yalcin	Modality and Dynamics	Berkeley	May 2014
Stewart Shapiro	Logical Relativism and the Continuum	Ohio state	May 2013
Gennaro Chierchia	Implicatures and Polarity	Harvard	Jan. 2013
Daniel Rothschild	Semantic frameworks	Oxford	Nov. 2012
Emmanuel Chemla	Pragmatics of Natural Language	Ecole Normale Supérieure	May 2012
Gila Sher	Linguistic Representation and Indeterminacy	University of California, San-Diego	March 2012
Ofra Magidor	Between Semantics and Pragmatics	Oxford	Dec. 2011
Philippe Schlenker	Semantics of Pronouns	Ecole Normale Supérieure	May 2011

e. Winter/Summer Schools

1. December 2018: **Winter School in Syntax** (Organized by Luka Crnic and Edit Doron) - The Winter School addressed some of the central questions in syntax and linguistic theory more generally. The courses focused on the following topics: Ellipsis; Binding theory; Movement; Lecturers: Klaus Abels (UCL); Isabelle Charnavel (Harvard); Susi Wurmbrand (Connecticut & University of Vienna)

2. December 2015: **Winter School on Exhaustivity** (organized by Luka Crnič and Roni Kaztir) The winter school brought together linguists, psychologists, and computer scientists working on exhaustivity in natural language. The lectures that introduced cutting-edge research on the topic of exhaustivity in the following areas: Language acquisition; Language processing; Computational modelling; Linguistic theory Lecturers: Benjamin Spector (IJN, Paris); Jesse Snedeker (Harvard); Raj Singh (Carleton); Leon Bergen (MIT/Stanford)

3. June 2013**: Winter School on Non-Compositionality** (organized by Edit Doron) This interdisciplinary school hosted a group of international scholars of semantics, cognition, philosophy, psycholinguistics, corpus linguistics, and other branches of linguistics. It consisted of a range of mini-courses and lectures which provided a state-of-the-art multidisciplinary viewpoint on the subject of non-compositionality and Figurative Speech: Collocations, Idioms, Metaphors, Proverbs. Lecturers: Manfred Krifka (Humboldt U, Berlin); Gert Webelhuth (The Goethe University of Frankfurt); Amir Zeldes (Humboldt U, Berlin); Sebastian Löbner (Heinrich Heine U, Düsseldorf)

f. The LLCC seminar

These are a few examples of lectures which were given at the seminar, throughout the years:

Given by	Title	Institution	Given at
Arnon Levi	How are scientific models like fictions and how they aren't	HUJI, Philosophy	June, 2018
David Kashtan	How can "I" refer to me	Philosophy, TAU	May, 2018
Avital Deutsch	The interrelation between root and nominal-pattern extraction in the course of the morphological de-composition of Hebrew words in a fast priming procedure for sentence reading	HUJI, School of Education	January, 2018
Joseph Stern	Quotations and pictures	Philosophy, University of Chicago	January, 2018
Levi Spectre	Compartmentalized knowledge	Philosophy, Open University	January, 2018

Yoni Pertsov	What determines where we look? Going beyond saliency and task: The role of traits and states	Psychology, HUJI	January, 2018
Jonathan Berant	Answering complex questions in any domain	Computer Science, TAU	December 2017
Galit Agmon	Cognitive correlates of downward monotonicity	ELSC, HUJI	November 2017
Naama Friedmann	Wh-movement impairment in syntactic SLI: what exactly is impaired?	School of Eduaction, TAU	May, 2017
Meir Buzaglo	Regeneration: a model- theoretic approach	Philosophy, HUJI	April, 2017
Eli Dresner	Proof complexity and textual cohesion	Philosophy, TAU	January 2017
Yoad Winter	"With" without symmetry: the semantics of collective comitatives	Mathematical Institute. Utrecht University	December, 2016
Susan Rothstein	Cardinality scales, measuring and approximation	BIU	November 2016
Daphna Heller	What visual memory (and visual attention) tell us about modification	University of Toronto	March 2016
Omri Abend	Bootstrapping of grammar from sentence-meaning Pairs	Computer Sciences, HUJI	January 2016
Simona Aimar	Causation and causatives	UCL, Philosophy	October 2015
Mickey London	Singing mice	ELSC, HUJI	May 2015
Michal Ben Shachar	Cerebral and cerebellar pathways underlying speech production and visual word recognition in adults and children	Linguistics, BIU	March 2015

Aviv Hoffmann	A new theory of propositions	Philosophy,HUJI	January 2015
Eli Nelken	Auditory representations of sequential context	ELSC, HUJI	January 2015
Naama Goren	Some insight into Acheulian cognitive abilities (ca. 1 million years ago)	Archeology, HUJI	January 2015
Stephen Schiffer	Meaning and formal semantics in generative grammar	NYU	December 2014
Inbal Arnon	Multiword phrase as building blocks for language: implications for models of language representation	Psychology,HUJI	November 2014

g. Publications

The Edelstein Center for the History and Philosophy of Science, Technology and Medicine launched a new book Series: *Jerusalem Studies in the Philosophy and History of Science*, edited Orly Shenker published by Springer's. The LLCC joined forces with them and established a subseries of the LLCC within this book series, edited by Elitzur Bar-Asher Siegal and Nora Boneh, of which the first volume is scheduled to be published in September entitled:

Perspectives on Causation: Selected papers from the Jerusalem 2017 workshop, edited by Elitzur Bar-Asher Siegal and Nora Boneh. It has 18 articles on causation from the perspectives of cognitive sciences, linguistics and philosophy (the proceedings of Ic9).

II. Organization and Administration
a. Organization stucture

Language, Logic and Cognition Center (LLCC) organizational structure

Academic Committee
- policy setting and academic monitoring
- budget approval
- appointment of LLCC members;
- approval of appointments of Student Advisor and Administrative Committee
- Recommendation about the director of the center

Convenes: Once a semester

Appointment: Dean with the approval of the University Standing Committee

Administrative Committee**
Chair: LLCC Director
Members: Chair of Academic Committee, member of Academic Committee, Student Advisor, one or two additional LLCC members
- decisions regarding the routine activities of Center

Apointment: Director, in consultation with the Chair of Academic Committee
Personal appointment for two years
Convenes: three times a semester

Administrative staff
Administrator
↓
Administrative Assistant

Director of Center
- routine management;
- preparation and management of budget;
- fundraising;
- external representation of Center;
- budget decisions up to 2500 NIS;
- consolidation of decisions concerning activities of center: mini-courses; reading groups, conferences and workshops; connections with relevant departments and research centers

Appointment: Dean with the approval of the University Standing Committee

Student Advisor
- Advising and directing students;
- consolidation of decisions regarding students;
- chair of Admissions Committee;
- connections with student advisors of relevant departments.

Appointment: Director with the approval of the Academic Committee
Personal appointment for two years

Specific tasks
Post-docs and Students
Coordination of seminars, mini-courses and other activities, web-site
Appointment: Director

Room Allocation Committee
Chair: Director
Members: two additional LLCC members
Appointment: Director with the approval: of the academic Committee
One year appointment

Student/Post-doc Travel Fund Committee
Chair: Student Advisor
Members: two additional LLCC members
Appointment: student advisor with the approval of the director
One year appointment

Student Admissions Committee
Chair: Student Advisor
Members: Director; two additional LLCC members
Appointment: Student Advisor with the approval of the: Administrative Committee
One year appointment

Post-doc Selection Committee
Chair: Student Advisor
Members: Chair of Academic Committee; Director; two additional LLCC members
Appointment: Student Advisor with the approval of the dministrative Committee
One year appointment

LLCC Language, Logic and Cognition Center

Administrative Hierarchy ←

b. Current Position Holders

Director: Malka Rapport Hovav (Linguistics)
Student Advisor: Nora Boneh (Linguistics)
Administrator: Lital Myers
Administrative Assistant: Idit Chen

Academic Committee
Chair: Edit Doron (Linguistics)
Elitzur Bar-Asher Siegal (Hebrew Language)
Carl Posy (Philosophy)
Oron Shagrir (Philosophy and Cognitive Sciences)
Malka Rapport Hovav (Linguistics)

Administrative Committee
Chair: Malka Rapport Hovav (Linguistics)
Elitzur Bar-Asher Siegal (Hebrew language)/replaces
Luka Crnic (Linguistics) due to sabbatical
Nora Boneh (Linguistics)
Avital Deutch (School of Education)
Carl Posy (Philosophy)

Post-doc Selection Committee
Chair: Elitzur Bar-Asher Siegal (Hebrew Language) – (replaces Nora Boneh for this task)
Members: Inbal Arnon (Psychology)
Edit Doron (linguistics)
Arnon Levi (Philosophy)
Malka Rapport Hovav (Linguistics)

Student Selection Committee
Chair: Nora Boneh (Linguistics)
Members: Edit Doron (linguistics)
Carl Posy (Philosophy)
Malka Rapport Hovav (Linguistics)

Previous directors
2010-2011 Edit Doron (Linguistics) (interim)
2011-2014 Danny Fox (Linguistics)
2015-2016 Yosef Grodzinsky (Cognitive Sciences and ELSC)
2016-2017 Elitzur Bar-Asher Siegal (Hebrew Language) (interim)

III. LLCC Community

a. Members and Affiliates

*We list here only faculty members; not all are official members of the LLCC. The community of people who frequent the LLCC and partake in its activities is in fact much wider

Omri Abend – Computer Science and Cognitive Science**.** Research interests: Computational Linguistics and Natural Language Processing, semantic (meaning) representation from a computational perspective; statistical learning, language technology, such as machine translation and information extraction, and computational modeling of child language acquisition.

Merav Ahissar - Psychology**.** Research interests: Perceptual learning, anchoring dyslexia, action, new language acquisition, attention deficit, learning disability, musical abilities

Inbal Arnon - Psychology**.** Research interests: Psycholinguistics, First language acquisition, Cognitive Science. First language acquisition, psycholinguistics, cognitive science, the effect of learning biases on language typology and change

Elitzur Bar-Asher Siegal - Linguistics. Research interests: Semitic languages, History of Linguistics, Syntax-Semantics Interface, Comparative Semitic Linguistics, Hebrew Language

Nora Boneh - Linguistics. Research interests: the interaction between tense, aspect and modality, in particular in the expression of habituality and the syntax and semantic of aspectual and modal periphrases; the syntax of clausal possession; the syntax and semantics of core and non-core datives.

Meir Buzaglo - Philosophy. Research interests: Philosophy of Judaism, The Masorti in Israel, Philosophy of language and the Jewish tradition, Cognition and concept expansion

Luka Crnič - Linguistics. Research interests: syntax, semantics, psycholinguistics

Avital Deutsch - Education. Research interests: Cognitive Psychology - Psycholinguistics

Edit Doron - Linguistics. Research interests: syntax, semantics, Semitic

David Enoch - Philosophy and Law. Research interests: Moral, Political, and Legal Philosophy

Ram Frost - Psychology. Research interests: Cognitive processes involved in visual word recognition

Yosef Grodzinsky - Cognitive Sciences/ELSC. Research interests: language acquisition, syntax, semantics, psycholinguistics

Eitan Grossman - Linguistics. Research interests: Language description, language variation and change (esp. grammaticalization and language contact), linguistic typology

Igal Kvart - Philosophy. Research interests: Semantics, Pragmatics, Reference, Counterfactuals and Conditionals, Causation, Knowledge

Daniel Lehman - Computer Science. Research interests: Mechanism Design, Combinatorial Auctions, Nonmonotonic Reasoning, Belief Revision, Neural Networks

Arnon Levi - Philosophy. Research interests: Philosopy of science.

Yonata Levy - Psychology. Research interests: Language and reading in typically developing children and in children with neurodevelopmental disorders

Carl Posy - Philosophy. Research interests: Philosophy of mathematics. Philosophical logic and its applications. History of philosophy, especially Kant and his predecessors

Malka Rappaport-Hovav - Linguistics. Research interests: lexical semantics, morphology, syntax, aktionsarten, argument structure, lexical and grammatical aspect

Ari Rappoport – Computer Science. Research Interests: Computational linguistics, Natural Language Processing (NLP)), from cognitive science and machine learning perspectives.

Yael Ziv - Linguistics. Research interests: discourse and pragmatics, with specific interests in Relevance Theory, information structure, discourse markers, centering theory and attentional state, generics, conditionals, existentials and the discourse characterization of Spoken Hebrew.

b. LLCC Fellows

	Name	Field of study	Degree at LLCC	Years at the center	Where they are now
1	Sagi Gil	Philosophy	doc	2011	Lecturer, Philosophy, Haifa U
2	Micha Breakstone	Cognitive science	doc	2011	Hi Tech Entrepreneur
3	Adi Shamir	Linguistics	Masters	2012-2013	---
4	Henry Brice	Cognitive science	Masters	2012-2014	PhD, Psychology, HU
5	Daniel Margulis	Linguistics	Masters	2012-2014	PhD, Linguistics, MIT
6	David Kashtan	Philosophy	Doc	2012-2019	Post doc, Edelstein Center for the History and Philosophy of Science, Technology and Medicine
7	Elior Sulem	Cognitive science	Master	2012-2016	PhD, Computer Science, HUJI
8	Moysh Bar-Lev	Linguistics	Master then Doc	2012-2018	Post-doc, Institut Jean Nicod, Paris
9	Galit Baari	Computer science	Masters	2013-2014	
10	Itai Bassi	Philosophy and Linguistics	Masters	2013-2015	PhD, MIT
11	Tamar Lan	Linguistics	Masters	2014-2016	Hi Tech Industry

12	Odelia Ahdut	Linguistics	Masters	2014-2016	PhD Humboldt U, Berlin
13	Ella Tsuberi	Cognitive science	Masters	2015-2017	Cognitive Science
14	Bar Avineri	Linguistics	Masters	2015-2018	PhD, ERC EMODHEBREW
15	Shira Tal	Cognitive science	doc	2016-2017	PhD, Psychology, HUJI
16	Shem Mahluf	Philosophy	Masters	2016-2018	Philosophy, HUJI
17	Omri Doron	Linguistics	Masters	2016-2019	LLCC
18	Zeev Goldschmidt	Philosophy	Masters	2017-2018	Philosophy, HUJI
19	Bar Luzon	Philosophy	Masters	2017-2018	PhD, NYU
20	Yaara Lador	Education/Psychology	doc	2017 -	LLCC
21	Chen Kuperman	Cognitive science	Masters	2018 -	LLCC
22	Hagai Emmanuel	Philosophy and Talmud	Masters	2018 -	LLCC
23	Hanan Amouyal	Linguistics	Masters	2018 -	LLCC

c. Post-Doctoral Fellows

	Name	Field of study	Years at the center	Where they are now
1	Luka Crnič	Linguistics	2011-2013	Senior Lecturer HUJI
2	Galit Weidman-Sasson	Linguistics	2012-2013	Senior Lecturer BIU
3	Lavi Wolf	Linguistics	2014-2015	2017-2018back at LLCC
4	Marie-Christine Meyer	Linguistics	2013-2015	ZAS Berlin
5	William Lanier	Philosophy	2015-2016	
6	Brian Buccola	Linguistics	2015-2017	Post-doc CNRS ENS Paris
7	Andreas Haida	Linguistics	2015-2019	Post-doc, ELSC
8	Julie Goncharov	Linguistics	2016-2019	Post-doc Göttingen
9	Julie Fadlon	Psycho-Linguistics	2017-2018	Post-doc, BIU
10	James Collins	Linguistics	2017-2018	Tenure-track position, U Hawaii
11	Anne Temme	Linguistics/Psycholinguistics	2018-2019	LLCC

d. HUJI-TAU Students

	Name	Field of study	Degree at LLCC	Years at the center	Where are they now?
1	Bar Avineri	Linguistics	Masters	2016 -	Doc student at LLCC (ERC project)
2	Moysh Bar-Lev	Linguistics	Doc	2016-2018	Postdoc at MIT and Paris
3	Maya Inbar	Linguistics	Master then Doc	2016 -	Doc at HUJI-TAU
4	Anat Malul	Linguistics	Masters	2017-2018	On leave
5	Omri Mayraz	Linguistics	Master then Doc	2017 -	Doc at HUJI-TAU
6	Noa Bassel	Linguistics	Master then Doc	2018 -	Doc at HUJI-TAU
7	Nofar Cohen	Linguistics	Masters	2018 -	Master at HUJI-TAU
8	Ido Benbaji	Linguistics	Masters	2019 -	Master at HUJI-TAU
9	Neta Zweifler	Linguistics	Masters	2019 -	Master at HUJI-TAU

e. ERC Affiliates

	Name	Field of study	Degree when started at LLCC	Years at the center	Where are they now?
1	Miri Bar-Ziv	Linguistics	Post-Doc	2017-2019	LLCC
2	Todd Snider	Linguistics	Post-Doc	2017-2019	LLCC
3	Vera Agranovsky	Linguistics	Doc	2017-2019	LLCC
4	Ruta Stern	Linguistics	Doc	2017-2019	LLCC
5	Bar Avineri	Linguistics	Doc	2017-2019	LLCC
6	Shira Wigderson	Linguistics	Masters	2017-2019	LLCC

IV. Students' achievements

Name	Discipline, degree at the LLCC	Scholarships and Awards	Conferences	Publications
Omri Mayraz	Linguistics, PhD LLCC	Mandel Scholion scholarship; Member of "Historical linguistics and formal semantics" research group	**Talk** at the 49th Annual Meeting of the North East Linguistic Society (NELS 49). **Poster presentation** at the 8th Syntax of the World's Languages conference (SWL 8). **Poster presentation** at the International Conference for Graduate students on Diverse Approaches to Linguistics 6.	"Negation in Modern Hebrew" (forthcoming) NELS 49 proceedings (forthcoming)
Shira Tal	PhD student Cognitive Science department. LLCC (2016-2017) Still active member of community	Scholarship awarded by Mandel Scholion, Interdisciplinary research center in the Humanities and Jewish Studies. A scholar at "Historical linguistics and formal semantics" research group Paula Menyuk Travel Award for BUCLD 2017 Travel allowance for the LSA Morphology Workshop	Tal, S., Arnon, I & .Ariel, M. (2018). How do children interpret *or*? talk presented at the 4th conference of Usage-based Linguistics, Tel Aviv, July Tal, S & .Arnon, I .(2017) .The impact of SES on the structural properties of child-directed speech, talk presented at the 42nd BUCLD, Boston ,USA Tal, S & .Arnon.(SES differences in the structural properties of child-directed speech, talk presented at the 3rd conference of Usage-based Linguistics, Jerusalem, July 2017; Many Paths to Language Workshop (MPAL), Nijmegen, October 2017; Architectures & Mechanisms for Language Processing	Tal, S & .Arnon, I. (2018).SES effects on the use of variation sets in child-directed speech. *Journal of Child Language* , .(6)45 Tal, S. & Arnon, I. (2018). SES Differences in the Communicative Functions of Variation Sets. In A. B. Bertolini & M. J. Kaplan (Eds.), *Proceedings of the 42nd annual Boston University Conference on Language Development* . Cascadilla Press.

			(AMLAP); 31st Conference on Human Sentence Processing (CUNY), Davis, March 2018; The fourth conference on Cognition Research of the Israeli Society for Cognitive Psychology (ISCOP), Acre, February 2018 Tal, S., Arnon, I.& Ariel, M. (2018) . Children's task-related comprehension of *or*, poster presented at the 43rd BUCLD, Boston, USA . Tal, S., Smith, K., Culbertson, J ,.Grossman, E & .Arnon, I. (2018). The impact of information structure on language change: an experimental study, poster presented at Architectures & Mechanisms for Language Processing (AMLAP), Berlin, September Tal, S. & Arnon, I. (2017). Pre-Lexical Processing of the Passive Voice in Hebrew, poster presented at the Workshop on Morphological Typology and Linguistic Cognition (2017 Linguistic Institute), Lexington, July	

Yaara Lador Weizman	School of Education Ph.D.	Eisenberg's Award for 2017-2018 and School of Education Award for Ph.D. Outstanding Students 2017-2018 Dean's List for 2012-2013, 2013-2014. Lubin's Award for 2013-2014 and 2014-2015, Eisenberg's Award for 2013-2014, Luxemburg Award for 2014-2015 and Rector's Award for 2014-2015. Dean's Award for 2009-2010, 2011-2012. Dean's List for 2009-2010, 2010-2011, 2011-2012.		
Bar Luzon	Philosophy, M.A LLCC 2017-2018	Jack, Joseph & Morton Mandel School for Advanced Studies in the Humanities, MA Honors Program Currently PhD student at NYU Scholarship and		

		awards: MacCracken Fellowship, NYU		
Ze'ev Goldschmidt	LLCC M.A. 2018	Edelstein Center's M.A. Stipend for Research in the History and Philosophy of Science (2017-2018) Center for the Study of Rationality Scholarship (2016-2017) Mandel Scholarship (2016-2017) Rector's award for Academic Excellence in Graduate Studies (2017)	"Conditional vs. Unconditional Attitudes to Risk" (with Ittay Nissan-Rozen), Mini Workshop on Attitudes to Risk, Edelstein Center, Hebrew University (2018)	
Nofar Cohen	Linguistics, HUJI-TAU M.A, 2016-2018	Dean's Honor Roll (2017);		

Noa Bassel	Linguistics, PhD, HUJI-TAU	Mandel-Scholion research program	2nd BJALL conference in Nantes (Nov 18, talk); Selection Fest Humboldt+Zas, Berlin (Nov 17, talk); Israel's Association of Theoretical Linguistics Annual Meeting 33, Tel Aviv (Oct 17, talk); Roots 5, Queen Mary University, London (June 17, talk)	Bassel, N. (2017) Logophoricity: The Hebrew Perspective, *Proceedings of IATL 33*
Ido Benbaji	HUJI-TAU	Mandel scholarship, B.A. awards: Rector prize (2016), Ged Frenkel Prize for excellent B.A. papers in Linguistics	RALFe conference 2018 at the University of Paris 8/CNRS, Master-class with Prof. Angelika Kratzer at the University of Salzburg	
Maya Inbar	PhD student HUJI-TAU	2017– 2020 Ph.D. Presidential Honors Program, the Faculty of Humanities. 2015 – 2017 M.A. Honors Program, Jack, Joseph and Morton Mandel School for Advanced Studies in the Humanities. 2016-2017 Dean's lists of outstanding students for M.A., Faculty of Humanities,	May 2018: The temporal structure of Intonation Units. A lecture presented at the spring meeting of the Linguistics Department colloquium, poster presented at the fifth conference on cognition research of the Israeli Society for Cognitive Psychology. Sep. 2016: Lexical borrowing in the languages of the world: a quantitative study of the sociolinguistic factors. A lecture presented at the Student Conference of the European Summer School in Linguistic Typology, Porquerolles, France.	

		2014; 2015 Dean's lists of outstanding students for B.A., Faculty of Humanities,	Jun. 2016: Lexical borrowing in world's languages: a quantitative study of the sociolinguistic factors. A poster presented at the 2 nd Conference on Usage-Based Linguistics, Tel Aviv. (co-presented with E. Koile(Apr. 2016: What determines borrowability? A quantitative cross-linguistic analysis. A lecture presented at the Spring School in Typology, Moscow	
Chagai Emanuel	M.A LLCC	**2016** –Excellence in Studies Scholarship from the Munchin Foundation. **2017** –Dean's list in the Humanities Faculty for 2015/16, 2016/17. **2018** – Fellow of the MA Honors Program of the Jack, Joseph and Morton Mandel School For Advanced Studies in the Humanities		

Vera Agranovsky	PhD ERC Project .		Talk presented at the 34th annual meeting of the Haiim B. Rosén Israeli Linguistic Society. Tel Aviv University (13.02.18). Agranovsky, Vera. 2018. "Morphologically marked semelfactive aspect in Modern Hebrew: Semitic marking of a Slavic aspect." Poster presented at the 2nd Brill International Conference on Afroasiatic Languages and Linguistics, University of Nantes, France (14-16.11.18).	Agranovsky, Vera. 2018. Quadriliteral Reduplicated Roots as aspectual marker in Modern Hebrew. Miri Bar-Ziv Levi & Vera Agranovsky. 2018. The evolution of the structure of free relative clauses in Modern Hebrew: Internal development and contact language influence. Agranovsky, Vera. 2018. What did Nachum Hagzar wear and what did Ephraim Margalit smoke? Filling language deficits by means of Russian borrowings during the Revival Period of Hebrew - Uri Nissan Gnessin's way. Agranovsky, Vera. 2018. Lexical borrowing from Russian in the Hebrew literature of the Revival Period.
Bar Avineri	PhD, ERC project.	Jack, Joseph & Morton Mandel School for Advanced Studies in the Humanities, MA Honors Program Rector's award 2015 Dean's award 2016	"Between Locales, Locatives and Existentials", poster presentation. The *International Conference for Graduate students on Diverse Approaches to Linguistics*, Tel Aviv University. (2017) "Deriving Multiple Epistemic Flavors: The Hacquardian Model and 'I think' in Spoken Modern Hebrew", poster presentation. 28th European Summer School in Logic, Language and Information (ESSLLI 2016), student session, Bolzano-Bozen (2016) "The Uses of 'I think' in Spoken Modern Hebrew: Epistemic Flavors and the Hacquardian Model", poster presentation. Language Contact, Continuity and Change	Avineri, Bar. 2018. "Alternating Perception Verbs in Modern Hebrew." Poster presented at the 2nd Crete Summer School of Linguistics, University of Crete, Greece. Avineri, Bar. 2018. "Alternating Perception Verbs in Modern Hebrew." Poster presented at the 2nd Brill International Conference on Afroasiatic Languages and Linguistics, University of Nantes, France (14-16.11.18). Avineri, Bar. to appear. "Alternating 'smell' in Modern Hebrew." In Łukasz Jędrzejowski and Przemysław Staniewski (eds.) *The Linguistics of Olfaction. Typological Studies in Language*. Amsterdam: John Benjamins.

			in the Emergence of Modern Hebrew, Research Group on the Emergence of Modern Hebrew, Mandel Scholion, The Hebrew University of Jerusalem, Mt. Scopus Campus, Jerusalem (2016) Bar Avineri (2018) "Alternating Perception Verbs in Modern Hebrew" Poster presented at the 2nd Brill International Conference on Afroasiatic Languages and Linguistics, University of Nantes, France.	
Ruth Stern	PhD ERC Project	Presidents PhD Award	Stern, Ruth. 2018. "The diachrony of the particle nā: a functional cycle of Hebrew." Poster presented at the 2nd Brill International Conference on Afroasiatic Languages and Linguistics, University of Nantes, France (14-16.11.18). Stern, Ruth. 2018. "hašavua he'var, hašana he'avra: The creation and disapppearance of an unusual syntactic structure." Talk presented at The 34th Haiim B. Rosén Israeli Linguistic Society Conference, Tel Aviv University (13.02.18).	Stern, Ruth. 2018. "The Hebrew Definite Article Introducing a Past-tense Relative Clause." Lešonenu: *A Journal for the Study of the Hebrew Language and Cognate Subjects* LXXX: 456-492.

Shira Wigderson	Master's student in Linguistics, second year at LLCC.		Wigderson, Shira. 2018. "Pseudo Relatives in Modern Hebrew." Poster presented at the 2nd Brill International Conference on Afroasiatic Languages and Linguistics, University of Nantes, France (14-16.11.18).	
Odelia Ahdout	Linguistics, MA (2014-2016)	Jack, Joseph & Morton Mandel School for Advanced Studies in the	February 26, 2016: Annual Conference of the German Linguistic Society (DGfS), Konstanz. Talk 'Psych Nominalizations in Hebrew.'	

	Currently a PhD student at Humboldt University	Humanities, MA Honors Program	September 5, 2015: 48th Annual Meeting of the Societas Linguistica Europaea (SLE), Leiden. Talk 'Object Experiencer Nominalizations in Hebrew.' June 30, 2015: 6th Workshop on Nominalizations (JENom) 6, Verona. Talk 'Argument and Event Structure in Hebrew Object Experiencer Nominals.'	
Itai Bassi	Linguistics, MA (2013-2015) Currently a PhD student at MIT		a) "on NPI licensing in existential conditionals", at the workshop on negation and polarity at the Hebrew University, February 2015 b) "A unified existential semantics for bare conditionals" (with Moshe Bar-Lev)", presented at Sinn und Bedeutung, University of Edinburgh, September 2016.	
Henry Brice	Cognitive MA Science (2012-2014), currently a PhD student at HUJI		Brice, H. (2015, September). The root and word distinction: An experimental study of Hebrew denominal verbs. Paper presented at the 10th Mediterranean Morphology Meeting, Haifa University, Israel. Brice, H. & Frost, R. (2015, February) The mental representation of Semitic	Brice, H. (2016) The root and word distinction: An experimental study of Hebrew denominal verbs. *Morphology*.

			Morphology: A behavioural study of denominal verbs. Poster presented at the 2nd annual meeting of the Israeli Society for Cognitive Psychology, Acre, Israel. Brice, H. & Goldwasser, O. (2014, May). Languages Get the Writing Systems They Deserve: From Modern Hebrew to Ancient Eqyptian. Invited speaker at the Peirce, Hieroglyphs, and Multimodality Conference, Humboldt Universität zu Berlin, Germany	
Moshe Bar-Lev	Linguistics, MA and PhD (2012-2018)	The Hebrew University president's scholarship for Ph.D. candidates. -2015present - Ph.D. fellowship from the HUJI/TAU graduate program in linguistics. 2014M.A. fellowship at the Jack, Joseph and Morton Mandel School for Advanced Studies in the Humanities at the	"Universal Free Choice and Innocent Inclusion" with Danny Fox. Talk presented at Semantics and Linguistic Theory (SALT) 27, University of Maryland, USA. May 12, 2017 . "A unified existential semantics for bare conditionals" with Itai Bassi. Poster presented at North East Linguistic Society (NELS) 47, University of Massachusetts Amherst, USA. October 14, 2016. "A unified existential semantics for bare conditionals" with Itai Bassi. Talk presented	" A unified existential semantics for bare conditionals" with Itai Bassi. To appear in *Proceedings of Sinn und Bedeutung* 21. (2016) "De re tenses and Trace Conversion". In S. D'Antonio, M. Moroney and C.R. Little (eds.), Proceedings of *Semantics and Linguistic Theory* (SALT) 25, pp. 184–203 (2015). "Hebrew kol: a universal quantifier as an undercover existential" with Daniel Margulis. In U. Etxeberria, A. Fălăuş, A. Irurtzun and B. Leferman (eds.), *Proceedings of Sinn und Bedeutung* 18, pp. 60–76. (2014)

		Hebrew University of Jerusalem. - 2013Rector's award for outstanding M.A. students.	at *Sinn und Bedeutung* 21, University of Edinburgh, Scotland. September 5, 2016. "On the global calculation of embedded implicatures" with Danny Fox. Poster presented at MIT Workshop on Exhaustivity, Massachusetts Institute of Technology, USA. September 10, 2016. "De re tenses and Trace Conversion". Poster presented at *Semantics and Linguistic Theory* (SALT) 25, Stanford University, USA. May 15, 2015. "De re tenses and Trace Conversion". Talk presented at *Generative Linguistics in the Old World* (GLOW) 38, Institut national des langues et civilisations orientales, Paris, France. April 16, 2015 "Hebrew kol: a universal quantifier as an undercover existential" with Daniel Margulis. Talk presented at *Focus Sensitive Expressions from a Cross Linguistic Perspective*, Bar-Ilan University. February 4, 2014. "Hebrew kol: a universal quantifier as an undercover existential" with Daniel Margulis. Talk presented at *Sinn und*	

			Bedeutung 18, University of the Basque Country, Spain. September 12, 2013.	
David Kashtan	Philosophy, PhD (2012-2017)	2016: Research scholarship from the Switzerland-Israel Philosophy Fund (at Keren Kayemet Leyisrael). 2011-2013: Program in Kant scholarship (joint project Tel-Aviv University and Ben-Gurion University)	Paper presented at international workshop: "Logic, Meaning and Language", at the Edelstein Center, HUJI (organized by Gil Sagi). Paper title: "Material adequacy (on stopping the buck" (2016) Paper presented at international workshop: "Language and metalanguage, logic and metalogic, revisiting Tarski's hierarchy", at Louvain-la-Neuve, Belgium (organized by Peter Verdée and Bruno Leclercq). Paper title: "Tarski's revenge: on the language of Convention T." (2016) Paper presented at the annual Israeli Philosophical Association conference: "Demystifying the ordinary: critique of the notion of ordinary language in philosophy" (part of a panel on ordinary language with Gil Sagi and Will Danielson Lanier (2016) Paper presented at the OZSW philosophy conference in Amsterdam, the Netherlands:	"Theology and Biology: observations to Hanoch Ben-Yami's Creation vs. Evolution", in *Iyyun* 63 (2014)

			“On semantic closure in empirical semantics." (2015) Paper presented at the SOPhiA graduate conference in Salzburg, Austria: “The liar paradox in empirical semantics." (2015) Organizer of a graduate symposium on Kant’s philosophy at the Hebrew University. Paper presented: “The sieve and the billy-goat: on Kant’s concept of truth .” (2015) "Theology and Biology: observations to Hanoch Ben-Yami's Creation vs. Evolution", in *Iyyun* 63 (following a symposium mentioned in the next entry .(2014) Paper presented at a symposium at the Hebrew University, on the book “Aristotle’s hand” by Hanoch Ben-Yami (2014) Comment presented at Mind, Logic and Language, a joint workshop of the Hebrew University and the University of North Carolina at Chapel Hill (response to Dorit Bar-On's paper about language evolution (2013). Paper presented at the Israeli Philosophical Association conference: “Descartes’ cogito	

			and its failure as a use-mention conflation". (2011)	
Tamar Lan	Linguistics, MA (2014-2016)	Jack, Joseph & Morton Mandel School for Advanced Studies in the Humanities, MA Honors Program	Joint work with Yair Itzhaki on "Hebrew 'af exad' in fragment answers" in a workshop on fragments in Saarland University, Saarbrücken, 13-14 October 2016.	
Daniel Margulis	Linguistics, MA (2012-2014) Currently a PhD student at MIT		1. University of Göttingen workshop on negation, 2015-09-18--19 2. SNEWS 2015-11-21, Harvard 3 .WCCFL 34, Salt Lake City 2016-04-30 4. SuB 21, Edinburgh 2016-09-4—6 5. IATL 32 Jerusalem 2016-10-25--27	joint work with Moshe E. Bar-Levav http://semanticsarchive.net/sub2013/SeparateArticles/Bar-Lev&Margulis.pdf
Elior Sulem	Computer Sciences, MA and PhD (2012-2016)	Cognitive Sciences Department's prize to outstanding master thesis: 06/2014 HUJI Limud Be Chevruta Fellowship – Co-organizator of a Ph.D. students discussion group :An	"Addressing Cross-linguistic Divergences for Machine Translation Using Cognitive Annotation: A French-English Study (joint work with Omri Abend and Ari Rappoport) Israeli Seminar on Computational Linguistics (ISCOL) - September 2014, Haifa University (Oral presentation).	"Conceptual Annotations Preserve Structure Across Translations : A French-English Study Elior Sulem, Omri Abend and Ari Rappoport, Proc. of the ACL 2015 Workshop on Semantics-Driven Statistical Machine Translation (S2MT) (full paper)

		Interdisciplinary Approach to Language Processing and Acquisition: from 10/2015 "	Addressing Cross-linguistic Divergences for Machine Translation Using Cognitive Annotation: A French-English Case Study (joint work with Omri Abend and Ari Rappoport) Haifa 9th Machine Learning Seminar , IBM Research - November 2014, Haifa (Poster presentation) Conceptual Annotations Preserve Structure Across Translations : A French-English Study (joint work with Omri Abend and Ari Rappoport) ACL 2015 Workshop on Semantics-Driven Statistical Machine Translation (S2MT) - in conjunction with ACL 2015 (the 53rd Annual Meeting of the Association for Computational Linguistics) - July 2015, Beijing (Oral Presentaion)	

V. Funding.

a. Sample Funding Provided for Summer School and Conference Attendance

	Name	Summer school	Institution	Location	Date
1	Odelia Ahdut	JENom6		Milan, Italy	29/06-03/07/2015
2	Bar Avineri	ESSLLI 2015		Barcelona, Spain	3-14/8/2015
3	Kashtan David	2015 OZSW Conference	VU University Amsterdam	Amsterdam, Netherlands	11-13/12/2015
4	Odelia Ahdut	DGFS-AG	Universitat Konstanz	Cologne, Germany	23-26/02/2016
5	Kashtan David	Tobias Rosenfelt's Lab	Humboldt University	Berlin, Germany	August 2016
6	Brian Buccola	Workshop on Semantics	Universitat Autonoma de Barcelona	Barcelona, Spain	26-27/05/2016
7	Brian Buccola	*Sinn und Bedeutung* 21 Conference	University of Edinburgh	Edinburgh, UK	12/08/2016
8	Andreas Haida	*Sinn und Bedeutung* 21 Conference	University of Edinburgh	Edinburgh, UK	12/08/2016
9	Bar Avineri	ESSLLI 2016	University of Bozen	Bolzano, Italy	14-26/8/2016
10	Maya Inbar	TypoLing 2016	CNRS	Paris, France	4-17/8/2017
11	Brian Buccola	*Workshop on Logic and Language*	University of Utrecht	Utrecht, Netherlands	18-19/09/2016
12	Andreas Haida	*Workshop on Logic and Language*	University of Utrecht	Utrecht, Netherlands	18-19/09/2016
13	Bar Lev Moshe	*SALT*	UCLA	Los Angeles USA	10-16/5/2017

14	Omri Doron	ESSLLI & Formal Grammar	National Polytechnic Institute of Toulouse	Toulouse, France	14/07-08/08/2017
15	Shira Tal	Morphological Typology and Linguistic Cognition Workshop	The Ohio State University	Columbus, Ohio	22-23/07/2017
16	Omri Mayraz	Summer School: Historical linguistics with a focus on speech acts and sentence types	University of Göttingen	Germany	23/7-5/8/2017
17	Nofar Cohen	ESSLLI	Toulouse Capitole University	France	6/7-3/8/2017
18	Andreas Haida	*Sinn und Bedeutung* 22 Conference		Berlin, Germany	07-10/09/2017
19	Julie Fadlon	*31st Annual CUNY Conference on Human Sentence Processing*		California	14-22/03/2018
20	Omri Mayraz	Summer School Creteling 2018		Crete Greece	12-29/7/2018
21	Bar Avineri	The 2nd Crete Summer School of Linguistics (CreteLing) 2018		Crete Greece	16-27/7/2018
22	Ido Benbaji	Master Class with Angelika kratzer		Salzburg, Austria	21-24/10/2018
23	Omri Mayraz	*NELS*49	Cornell University	USA	28/9-9/10/2018
24	Ido Benbaji	*RALFE* 2018	CNRS	France	5-9/12/2018

b. Researcher's Support for Students and Post-docs 2016/7 and 2016/17

גיוס כספים פנימי תשע"ז

	מטשינג מחברי מרכז LLCC	סכום מטשינג חיצוני	מקור מטשינג חיצוני	מטשינג ממלגת נשיא	במימון מתקציב LLCC	סה"כ מלגה שנתית בפועל	חבר המרכז המממן
משה אלישיב		24,000	התכנית המובנית בכלשנות	36,000.00	11,902.00	71,902	תכנית בכלשנות 012-1043
עמרי דורון	29,968.80				30,031.20	60,000	אוקטובר 2016 מאליצור בר אשר סיגל 033-2259 , נובמבר עד פבריואר מנורה בונה 032- 2924, מרס מיגאל קוורט 030-3914
שמעון מכלוף	30,005.00	24,000	מלגת מנדל		5,995.00	60,000	אוקטובר 2016 מאיתן גרוסמן 032- 2592, נובמבר עד מרץ מאייבי סישל 032-2987, אפריל עד יולי מעידית דורון 044-2046
שירה טל	56,400.00				30,060.00	86,460	מענבל ארנון שנתי 032-2900
בר אבינרי	12,002.00	24,000	מלגת מנדל		24,004.00	60,006	7,001 ממלכה חובב 044-2132, 4,994.45 מענבל ארנון 034- 1664
אלה צוברי	19,979.80	-			39,959.60	59,939	מקרל פוזי אוקטובר עד ינואר כולל 032- 2934
דוד קשתן	51,000.00					51,000	מקרל פוזי אוקטובר עד מרץ כולל 032- 2934
ג'ולי גונצרוב	130,800.00					130,800	אוקטובר עד מרס תקציב משותף לוקה ואייבי 030-3915 ואפריל עד ספטמבר חצי מאייבי 032- 2987 וחצי מלוקה (טרם דווח אך יש התחייבות מתקציבים 032-2937+034- 2649)
סה"כ	330,155.60	72,000.00		36,000.00	141,951.80	580,107.40	

גיוס כספים פנימי תשע"ח								
		מטשינג מחברי מרכז LLCC	סכום מטשינג חיצוני	מקור מטשינג חיצוני	מטשינג ממלגת נשיא	סה"כ מלגה שנתית בפועל	במימון מתקציב LLCC	תקציבים ממנים
1	משה בר לב		24,000.00 ₪	התכנית המובנית בבלשנות	36,000.00 ₪	12,000.00 ₪	**12,003.00 ₪**	0368607LLCC
2	בר לוזון		36,000.00 ₪	מלגת מנדל		59,939.40 ₪	**24,039.00 ₪**	36 אלף ממנדל ו- 24 אלף LLCC
3	גולדשמידט זאב	47,998.00 ₪				59,939.40 ₪	**12,002.00 ₪**	מימון 30126 אלף מקרל פוזי, 13866 אלף מיגאל קוורט ו- 12002 אלף LLCC מלוקה 4006
4	יערה לדור	49,060.00 ₪				59,779.32 ₪	**11,000.00 ₪**	נורה בונה 24 אביטל דויטש 10 לוקה 15060 מרכז LLCC 11
5	עמרי דורון	59,939.40 ₪				59,939.40 ₪		מימון עידית דורון ISF
6	שם מכלוף	7,000.00 ₪	36,000.00 ₪	מלגת מנדל		59,939.40 ₪	**17,000.00 ₪**	36 אלף ממנדל, 7 מאיתן גרוסמן ו- 17 אלף LLCC
7	טוד שניידר	129,696.00 ₪				112,860.00 ₪		מימון מ ERC עידית דורון
8	ג'ולי ג'ונצ'רוב	129,696.00 ₪				112,860.00 ₪		תקציב אייבי ולוקה
9	ג'יימס ניל קולינס	129,696.00 ₪				112,860.00 ₪		ליידי דיויס והשלמה מעידית דורון ERC
10	לביא וולף	120,372.00 ₪				120,372.00 ₪		מימון עידית דורון ISF
11	ג'ולי פלדון						**23,970.00 ₪**	מימון קורס LLCC
	סה"כ	**673,457.40 ₪**	**96,000.00 ₪**		**36,000.00 ₪**	**770,488.92 ₪**	**100,014.00 ₪**	

VI. Sample Future Budget

	Language, Logic and Cognition Center			
Remarks	**overall expense per academic year**	**Quantity**	**expense per item**	**Type of expense**
12	**4**	**3**	**2**	**1**
				Purpose
Full Professor 10%	55,680	1	55,680	Head of Center
student - hourly salary	19,416	1.0	19,416	Administrative support
	63,411	0.5	126,822	Administrator
	15,000	1.00	15,000	IT support
	540,000	9.0	60,000	Scholarships for Graduate students
	124,029	9.0	13,781	Student Tuition
	40,000	2	20,000	Mini-Courses
	60,000	2	30,000	Conferences and Workshops
	24,500	7	3,500	Student Travel, Summer Schools
	20,000	1	20,000	Office supplies, computer supplies
Two courses, 4 credits each	90,400	2	45,200	Supplementary Teaching
	257,200	2	128,600	Post-Doc students
	1,309,636		**537,999**	**Overall expenses**

VII. Sample Posters

LLCC Language, Logic and Cognition Center

October-November activities at the LLCC

האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM

Sunday	Monday	Tuesday	Wednesday
22/10 Opening of academic year	23/10	24/10 The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics" (16:30-18:00)	25/10 Beginning of the year gathering (12:10)
29/10	30/10	31/10 The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics" (16:30-18:00)	1/11 LLCC seminar: Nofar Cohen & Omri Doron (LLCC students) (12:30-14:00)
5/11	6/11 Reading group: Current Approaches to Modeling Discourse Update (12:30-14:00)	7/11 The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics" (16:30-18:00)	8/11 Reading Group in Syntax (14:30-16:00)
12/11	13/11 Reading group: The mental lexicon (14:30-16:00)	14/11 The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics" (16:30-18:00)	15/11 LLCC seminar: Ran Hassin (HUJI, Psychology) (12:30-14:00) Reading Group in Syntax (14:30-16:00)
19/11	20/11 Reading group: Current Approaches to Modeling Discourse Update (12:30-14:00)	21/11 The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics" (16:30-18:00)	22/11 Reading Group in Syntax (14:30-16:00)
26/11	27/11	28/11 The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics" (16:30-18:00)	29/11 LLCC seminar: Galit Agmon (HUJI, ELSC) (12:30-14:00) Reading Group in Syntax (14:30-16:00)

Reading group on "Current Approaches to Modeling Discourse Update"

Organized by Aynat Rubinstein and Yael Greenberg.

This reading group will examine current work on the way to model the dynamics of information exchange and speech acts in discourse.

Specifically, we will start by looking at two foundational theoretical frameworks, namely Farkas & Bruce 2010, Farkas & Roelofsen 2015 'on the Table' theory, and Manfred Krifka's work (e.g. Krifka 2013, 2015, 2017) on speech acts and discourse update.

We will then turn to read several papers which examine specific linguistic phenomena in light of these theories (e.g. rising declarative, modalized and non-modalized response particles, evidential epistemics, epistemic comparatives, etc.).

Reading group on The mental lexicon

Organized by Malka Rapapport Hovav

Edit Doron and Avital Deutsch

The readings will focus on questions such as: how are words – morphologically complex and underived – represented in memory ("The mental lexicon")? Does access to morphologically complex words involve decomposition of the word into its basic constituents? Are roots mentally represented as units in morphological processes? How are polysemous words represented?

The discussion will take place in Hebrew.

Reading Group in Syntax

Organized by Luka Crnic and Julie Goncharov

We will explore selected topics in syntactic theory (in particular, binding theory, ellipsis, A-movement). The discussion of pre-circulated readings will be lead both by faculty members and by students. The reading group also serves as preparation for the HUJI/TAU Winter School in Syntax, which will be hosted by the LLCC.

The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics"

Organized by: Elitzur Bar-Asher Siegal, Nora Boneh, Eitan Grossman, Aynat Rubinstein

The group jointly explores in a systematic manner how studies in historical linguistics and in semantics can contribute to one another, in an attempt to draw conclusions about the properties of a variety of semantic categories (e.g. negation, temporality, modality), their universality, and the mechanisms underlying recurring shifts in meanings over time, or paths of semantic change, within these categories.

More info on https://scholars.huji.ac.il/llcc/home

December activities at the LLCC

Sunday	Monday	Tuesday	Wednesday	Thursday
3/12	4/12 Reading group: Current Approaches to Modeling Discourse Update (12:30-14:00)	5/12 The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics" (16:30-18:00)	6/12 Reading Group in Syntax (14:30-16:00) Implicature reading group (16:30-18:00)	7/12
10/12	11/12	12/12 The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics" (16:30-18:00)	13/12 LLCC seminar: Julie Fadlon (LLCC, HUJI) (12:30-14:00) Reading Group in Syntax (14:30-16:00) Implicature reading group (16:30-18:00)	14/12
17/12 Winter School (9:30-16:00) Hanukah vacation	18/12 Winter School (9:30-16:00)	19/12 Winter School (9:30-16:00)	20/12 Winter School (9:30-16:00) Implicature reading group (16:30-18:00)	21/12 Winter School (9:30-16:00)
24/12	25/12 Christmas vacation	26/12 The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics" (16:30-18:00)	27/12 LLCC seminar: Jonathan Berant (TAU, CS) (12:30-14:00) Implicature reading group (16:30-18:00)	28/12
31/12	1/1 Reading group: Current Approaches to Modeling Discourse Update (12:30-14:00)	2/1 The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics" (16:30-18:00)	3/1 LLCC seminar: Avital Deutsch (HUJI, Education) (12:30-14:00) Implicature reading group (16:30-18:00)	4/1

The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics"

Organized by Elitzur Bar-Asher Siegal, Nora Boneh, Eitan Grossman, Aynat Rubinstein

The group jointly explores in a systematic manner how studies in historical linguistics and in semantics can contribute to one another, in an attempt to draw conclusions about the properties of a variety of semantic categories (e.g. negation, temporality, modality), their universality, and the mechanisms underlying recurring shifts in meanings over time, or paths of semantic change, within these categories.

Reading Group in Syntax

Organized by Luka Crnic and Julie Goncharov

We will explore selected topics in syntactic theory (in particular, binding theory, ellipsis, A-movement). The discussion of pre-circulated readings will be lead both by faculty members and by students. The reading group also serves as preparation for the HUJI/TAU Winter School in Syntax, which will be hosted by the LLCC.

Implicature reading group

Organized by Todd Snider and James Collins

This reading group focuses on varieties of approaches to analyzing scalar implicatures, for example, the inference that by expressing `A or B', the speaker intends to convey `not both A and B'. Scalar implicatures play a crucial role in our understanding of the divide between domain general human reasoning and language specific knowledge. To that end, we propose to consider different perspectives on whether scalar implicatures should be derived from general principles of rational behavior, or whether they should be treated as part of a language-specific grammatical system. Potential topics to be explored include embedded implicatures, the Rational Speech Act model and lexical uncertainty, the interaction of implicatures and presupposition, implicatures and plurality, implicatures and prosody, implicatures and acquisition, experimental investigation of implicature processing, or other topics of interest to the participants.

Approaches to Modeling Discourse Update"

Organized by Aynat Rubinstein and Yael Greenberg.

This reading group will examine current work on the way to model the dynamics of information exchange and speech acts in discourse.
Specifically, we will start by looking at two foundational theoretical frameworks, namely Farkas & Bruce 2010, Farkas & Roelofsen 2015 'on the Table' theory, and Manfred Krifka's work (e.g. Krifka 2013, 2015, 2017) on speech acts and discourse update. We will then turn to read several papers which examine specific linguistic phenomena in light of these theories (e.g. rising declarative, modalized and non-modalized response particles, evidential epistemics, epistemic comparatives, etc.).

More info on https://scholars.huji.ac.il/llcc/home

January activities at the LLCC

Sunday	Monday	Tuesday	Wednesday	Thursday
31/12	1/1 LLCC reading group on Current Approaches to Modeling Discourse (12:30-14:00) Reading group: The mental lexicon (14:30-16:00)	2/1	3/1 LLCC research brunch (11:00-12:30) LLCC seminar: Avital Deutsch (HUJI, Education) (12:30-14:00) Implicature reading group (16:30-18:00)	4/1
7/1	8/1	9/1 The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics" (16:15-17:45)	10/1 LLCC seminar: Joseph Stern (Chicago, Philosophy) (12:30-14:00) Implicature reading group (16:30-18:00)	11/1
14/1	15/1 LLCC reading group on Current Approaches to Modeling Discourse (12:30-14:00)	16/1 The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics" (16:15-17:45)	17/1 LLCC seminar: Lavi Spectre (Open, Philosophy) (12:30-14:00) Implicature reading group (16:30-18:00)	18/1
21/1	22/1	23/1 The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics" (16:30-18:00)	24/1 LLCC seminar: Yoni Pertsov (HUJI, Psychology) (12:30-14:00) Implicature reading group (16:30-18:00)	25/1 End of first semester

Reading group on The mental lexicon

Organized by Malka Rapapport Hovav

Edit Doron and Avital Deutsch

The readings will focus on questions such as: how are words – morphologically complex and underived – represented in memory ("The mental lexicon")? Does access to morphologically complex words involve decomposition of the word into its basic constituents? Are roots mentally represented as units in morphological processes? How are polysemous words represented? The discussion will take place in Hebrew.

The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics

Organized by Elitzur Bar-Asher Siegal, Nora Boneh, Eitan Grossman, Aynat Rubinstein

The group jointly explores in a systematic manner how studies in historical linguistics and in semantics can contribute to one another, in an attempt to draw conclusions about the properties of a variety of semantic categories (e.g. negation, temporality, modality), their universality, and the mechanisms underlying recurring shifts in meanings over time, or paths of semantic change, within these categories.

Implicature reading group

Organized by Todd Snider and James Collins

This reading group focuses on varieties of approaches to analyzing scalar implicatures, for example, the inference that by expressing `A or B', the speaker intends to convey `not both A and B'. Scalar implicatures play a crucial role in our understanding of the divide between domain general human reasoning and language specific knowledge. To that end, we propose to consider different perspectives on whether scalar implicatures should be derived from general principles of rational behavior, or whether they should be treated as part of a language-specific grammatical system. Potential topics to be explored include embedded implicatures, the Rational Speech Act model and lexical uncertainty, the interaction of implicatures and presupposition, implicatures and plurality, implicatures and prosody, implicatures and acquisition, experimental investigation of implicature processing, or other topics of interest to the participants.

Update

Organized by Aynat Rubinstein and Yael Greenberg.

This reading group will examine current work on the way to model the dynamics of information exchange and speech acts in discourse.

Specifically, we will start by looking at two foundational theoretical frameworks, namely Farkas & Bruce 2010, Farkas & Roelofsen 2015 'on the Table' theory, and Manfred Krifka's work (e.g. Krifka 2013, 2015, 2017) on speech acts and discourse update.

We will then turn to read several papers which examine specific linguistic phenomena in light of these theories (e.g. rising declarative, modalized and non-modalized response particles, evidential epistemics, epistemic comparatives, etc.).

More info on https://scholars.huji.ac.il/llcc/home

March- April activities at the LLCC

Sunday	Monday	Tuesday	Wednesday	Thursday
11/3	12/3	13/3 Linguathon (10:30-17:00)	14/3 Linguathon (10:30-17:00)	15/3 Linguathon (10:30-17:00)
18/3	19/3 Mini Course: Grammaticalization, Regine Eckardt (12:30-16:00)	20/3	21/3 Mini Course: Grammaticalization, Regine Eckardt (12:30-16:00) Implicature reading group (16:30-18:00)	22/3
25/3 Reading group on Current Approaches to Modeling Discourse (10:30-12:00)	26/3 Mini Course: Grammaticalization, Regine Eckardt (12:30-16:00)	27/3	28/3 Pesach vacation	29/3 Pesach vacation
1/4 Pesach vacation	2/4 Pesach vacation	3/4 Pesach vacation	4/4 Pesach vacation	5/4 Pesach vacation
8/4 Pesach vacation	9/4 Mini Course: Grammaticalization, Regine Eckardt (12:30-16:00)	10/4	11/4 LLCC research brunch (11-20:20) Mini Course: Grammaticalization, Regine Eckardt (12:30-16:00) Implicature reading group (16:30-18:00)	12/4
15/4 Reading group on Current Approaches to Modeling Discourse (10:30-12:00)	16/4 Mini Course: Grammaticalization, Regine Eckardt (12:30-16:00)	17/4 Eve of Memorial Day	18/4 Memorial Day and Independence Day	19/4
22/4	23/4 Reading group: The mental lexicon (14:30-16:00)	24/4 The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics (16:30-18:00)	25/4 LLCC seminar: Hedde Zeijlstra (Göttingen, Linguistics) (12:30-16:00) Implicature reading group (16:30-18:00)	26/4
29/4 Reading group on	30/4			

Mini Course Grammaticalization: Language change and the syntax semantics interface

Prof. Regine Eckardt, University of Konstanz

The course investigates semantic change in language history, in particular in the domain of functional words and morphemes. How does a verb come to be used as a modal or auxiliary? How do analytic tense forms arise? How do content words develop into particles, derivational morphemes, quantifiers?
In order to understand these processes, we have to take a closer look at the way how sentence meaning is built up from the meanings of its parts, i.e. compositional semantics.

Implicature reading group

Organized by Todd Snider and James Collins

This reading group focuses on varieties of approaches to analyzing scalar implicatures, for example, the inference that by expressing `A or B', the speaker intends to convey `not both A and B'. Scalar implicatures play a crucial role in our understanding of the divide between domain general human reasoning and language specific knowledge. To that end, we propose to consider different perspectives on whether scalar implicatures should be derived from general principles of rational behavior, or whether they should be treated as part of a language-specific grammatical system. Potential topics to be explored include embedded implicatures, the Rational Speech Act model and lexical uncertainty, the interaction of implicatures and presupposition, implicatures and plurality, implicatures and prosody, implicatures and acquisition, experimental investigation of implicature processing, or other topics of interest to the participants.

Modeling Discourse Update"

Organized by Aynat Rubinstein and Yael Greenberg.

This reading group will examine current work on the way to model the dynamics of information exchange and speech acts in discourse. Specifically, we will start by looking at two foundational theoretical frameworks, namely Farkas & Bruce 2010, Farkas & Roelofsen 2015 'on the Table' theory, and Manfred Krifka's work (e.g. Krifka 2013, 2015, 2017) on speech acts and discourse update. We will then turn to read several papers which examine specific linguistic phenomena in light of these theories (e.g. rising declarative, modalized and non-modalized response particles, evidential epistemics, epistemic

Reading group on The mental lexicon

Organized by Malka Rappaport Hovav
Edit Doron and Avital Deutsch

The readings will focus on questions such as: how are words – morphologically complex and underived – represented in memory ("The mental lexicon")? Does access to morphologically complex words involve decomposition of the word into its basic constituents? Are roots mentally represented as units in morphological processes? How are polysemous words represented? The discussion will take place in Hebrew.

"Historical Linguistics and Formal Semantics

Organized by Elitzur Bar-Asher Siegal, Nora Boneh, Eitan Grossman, Aynat Rubinstein

The group jointly explores in a systematic manner how studies in historical linguistics and in semantics can contribute to one another, in an attempt to draw conclusions about the properties of a variety of semantic categories (e.g. negation, temporality, modality), their universality, and the mechanisms underlying recurring shifts in meanings over time, or paths of semantic change, within these categories.

LLCC Language, Logic and Cognition Center

May activities at the LLCC

האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM

Sunday	Monday	Tuesday	Wednesday	Thursday
29/4	30/4	1/5 The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics (16:30-18:00)	2/5 LLCC seminar: Omri Meyraz (HUJI) (12:30-14:00) Implicature reading group (16:30-18:00)	3/5
6/5	7/5	8/5 The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics (16:30-18:00)	9/5 LLCC seminar: Ran Hassin (HUJI) (12:30-14:00) Implicature reading group (16:30-18:00)	10/5 Reading Group on Vagueness and The Sorites Paradox (17:30 – 19:30) Givat Ram
13/5 Reading group on Current Approaches to Modeling Discourse (12:30-14:00)	14/5 Students' Day	15/5 The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics (16:30-18:00)	16/5 LLCC seminar: Brian Buccola (IJN) (12:30-14:00) LLCC research brunch (14:00-15:30) Implicature reading group (16:30-18:00)	17/5
20/5 Shavuot vacation	21/5	22/5	23/5 LLCC seminar: Julia Horvath (TAU) (12:30-14:00) Implicature reading group (16:30-18:00)	24/5 Reading Group on Vagueness and The Sorites Paradox (17:30 – 19:30) Givat Ram
27/5 Reading group on Current Approaches to Modeling Discourse (12:30-14:00)	28/5 Reading group on The mental lexicon (14:30-16:00)	29/5 The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics (16:30-18:00)	30/5 LLCC seminar: David Kashtan(TAU) (12:30-14:00) Implicature reading group (16:30-18:00)	31/5

The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics

Organized by Elitzur Bar-Asher Siegal, Nora Boneh, Eitan Grossman, Aynat Rubinstein

The group jointly explores in a systematic manner how studies in historical linguistics and in semantics can contribute to one another, in an attempt to draw conclusions about the properties of a variety of semantic categories (e.g. negation, temporality, modality), their universality, and the mechanisms underlying recurring shifts in meanings over time, or paths of semantic change, within these categories.

Reading Group on Vagueness and The Sorites Paradox

Organized by Carl Posy and Bar Luzon

Yair Itzhaki ז"ל completed his MA in Linguistics at the Hebrew University. His thesis offers a brilliant new solution to the sorites paradox ('the paradox of the heap'), and combines elements from Philosophy, Logic, Linguistics, Cognition, and Mathematics (in particular non-standard analysis). The thesis is soon to be published as an article. Bar Luzon and Carl Posy are organizing a reading group that aims to cover the necessary background in these fields and then to read the article. This will provide an excellent introduction to vagueness and the sorites from these various points of view.

Implicature reading group

Organized by Todd Snider and James Collins

This reading group focuses on varieties of approaches to analyzing scalar implicatures, for example, the inference that by expressing `A or B', the speaker intends to convey `not both A and B'. Scalar implicatures play a crucial role in our understanding of the divide between domain general human reasoning and language specific knowledge. To that end, we propose to consider different perspectives on whether scalar implicatures should be derived from general principles of rational behavior, or whether they should be treated as part of a language-specific grammatical system.

Reading group on "Current Approaches to Modeling Discourse Update"

Organized by Aynat Rubinstein and Yael Greenberg

The group examines current work on the way to model the dynamics of information exchange and speech acts in discourse, focusing on state of the art theories of discourse update. Topics of interest include rising declaratives, modalized and non-modalized response particles, evidential epistemics, epistemic comparatives, and more.

Reading group on The mental lexicon

Organized by Malka Rappaport Hovav Edit Doron and Avital Deutsch

The readings will focus on questions such as: how are words – morphologically complex and underived – represented in memory ("The mental lexicon")? Does access to morphologically complex words involve decomposition of the word into its basic constituents? Are roots mentally represented as units in morphological processes? How are polysemous words represented? The discussion will take place in Hebrew.

More info on https://scholars.huji.ac.il/llcc/home

June activities at the LLCC

Sunday	Monday	Tuesday	Wednesday	Thursday
3/6 Reading group on Current Approaches to Modeling Discourse (12:30-14:00)	4/6	5/6 ERC (12:30-14:00) The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics (16:30-18:00)	6/6 LLCC seminar: Moshe Bar-Lev (HUJI/MIT, Linguistics) (12:30-14:00) Implicature reading group (16:30-18:00)	7/6
10/6	11/6	12/6 ERC (12:30-14:00) The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics (16:30-18:00)	13/6 LLCC research brunch (11:00-12:00) LLCC seminar: Arnon Levy (HUJI, Philosophy) (12:30-14:00) Implicature reading group (16:30-18:00)	14/6 Reading Group on Vagueness and The Sorites Paradox (17:30 – 19:30) Edmond J. Safra
17/6 Reading group on Current Approaches to Modeling Discourse (12:30-14:00)	18/6	19/6 ERC (12:30-14:00)	20/6 LLCC seminar: Student presentations (12:30-14:00) Implicature reading group (14:30-16:00) The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics (16:15-18:00)	21/6
24/6	25/6	26/6 Workshop on Biblical Hebrew Linguistics and Philology (12:00-16:45)	27/6 Workshop on Biblical Hebrew Linguistics and Philology (09:30-16:30) Implicature reading group (16:30-18:00)	28/6 Workshop on Biblical Hebrew Linguistics and Philology (09:30-13:00) Reading Group on Vagueness and The Sorites Paradox (17:30 – 19:30) Edmond J. Safra

ERC

Organized by Edit Doron and Mir Bar-ziv

The group discusses a particular type of linguistic discontinuity – language revival – inspired by the revival of Hebrew at the end of the 19th century. We aim to construct a model of the linguistic factors which have shaped the revival of Hebrew. For a language to be revived, a new grammar must be created by its native speakers. We look for the general principles which also govern other better known cases of linguistic discontinuity (creoles, mixed languages, emergent sign languages etc.). We document the development of the grammar of Modern Hebrew, in particular its syntax, and conceptualize it within existing theories of linguistic contact and discontinuity.

The Mandel Scholion Research Group "Historical Linguistics and Formal Semantics

Organized by Elitzur Bar-Asher Siegal, Nora Boneh, Eitan Grossman, Aynat Rubinstein

The group jointly explores in a systematic manner how studies in historical linguistics and in semantics can contribute to one another, in an attempt to draw conclusions about the properties of a variety of semantic categories (e.g. negation, temporality, modality), their universality, and the mechanisms underlying recurring shifts in meanings over time, or paths of semantic change, within these categories.

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Organized by Carl Posy and Bar Luzon

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Workshop on Biblical Hebrew Linguistics and Philology

Talks will cover a number of topics on the linguistics and philology of Biblical Hebrew, including phonology, morphology, syntax, and more. Talks and discussion will be conducted in English.

more information can be found on the workshop's website:

https://bhlapworkshop2018.wordpress.com/

Reading group on "Current Approaches to Modeling Discourse Update"

Organized by Aynat Rubinstein and Yael Greenberg

The group examines current work on the way to model the dynamics of information exchange and speech acts in discourse, focusing on state of the art theories of discourse update. Topics of interest include rising declaratives, modalized and non-modalized response particles, evidential epistemics, epistemic comparatives, and more.

More info on https://scholars.huji.ac.il/llcc/home

New Directions in Negation and Polarity
WORKSHOP SCHEDULE

Sunday - 8/2/2015

9:00-9:30 *Coffee and gathering*

9:30-10:30
Hedde Zeijlstra
University of Göttingen
The Pluriform landscape of negative dependencies

10:30-10:45
Coffee Break

10:45-11:45
Sabine Iatridou & Ivy Sichel
MIT & Hebrew University
Thoughts about how to decompose NegDPs

11:45-12:00
Coffee Break

12:00-13:00
Chris Collins, Paul Postal & Elvis Yevudey
New York University
Ewe and the typology of NPIs

13:00-14:15
Lunch

14:15-15:15
Karen De Clercq
Ghent University
A unified Syntax of negation

15:15-15:30
Coffee Break

15:30-16:30
Anne Breitbarth
Ghent University
Jespersen's Cycle = Minimize Structure + Feature Economy

16:30-17:00
Coffee Break

17:00-18:00
Yosef Grodzinsky
Hebrew University
Semantic *and syntactic accounts of quantifier polarity: An experimental perspective*

Monday - 9/2/2015

9:00 – 9:30 *Coffee*

9:30-10:30
Luka Crnič
Hebrew University
Ellipsis, Parallelism, and Polarity

10:30-10:45
Coffee Break

10:45-11:45
Yael Greenberg
Bar Ilan University
An even better scale for even

11:45-12:00
Coffee Break

12:00-13:00
Benjamin Spector
Institut Jean Nicod & CNRS
Why are Class B modifiers Positive Polarity Items?

13:00-14:15
Lunch

14:15-15:15
Einat H. Keren
Hebrew University
Negative concord in Modern Hebrew: Trying to track down its origin
Itai Bassi
Hebrew University
On NPI licensing in existential conditionals

15:15-15:30
Coffee Break

15:30-16:30
Aynat Rubinstein & Edit Doron
Hebrew University
Expletive negation in constituent unconditionals

16:30-17:00
Coffee Break

17:00-18:00
Ariel Cohen
Ben Gurion University
A natural pre-history of negation

Tuesday – 10/2/2015

9:00-9:30 *Coffee*

9:30-10:30
Vincent Homer
University of Massachusetts Amherst
Remarks on Languages with no Negation

10:30-10:45
Coffee Break

10:45-11:45
Andreea Nicolae
Zentrum für Allgemeine Sprachwissenschaft, Berlin
Deriving the PPI behavior of weak disjunction

11:45-12:00
Coffee Break

12:00-13:00
Despina Oikonomou
MIT
C-Negation is CP-Negation and NOT constituent negation: Evidence from Modern Greek

13:00-14:15
Lunch

14:15-15:15
Elitzur Bar-Asher Siegal
Hebrew University
The case for external negation and Bochvar's thesis revisited

15:15-15:30
Coffee Break

15:30-16:30
Masaaki Kamiya & Thomas Roeper
Hamilton College & University of Massachusetts Amherst
Neg-feature separation in DP/Nominalization

16:30-17:00
Coffee Break

17:00-18:00
Yael Sharvit & Elena Guerzoni
UCLA & USC
Whether or not NPIs in questions

הפקולטה למדעי הרוח
The Faculty of Humanities

Sidney M. Edelstein Center
for the History and Philosophy
of Science, Technology and Medicine

ISRAEL SCIENCE FOUNDATION

LLCC Language, Logic and Cognition Center

האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM

Linguistic Perspectives on Causation

The Hebrew University of Jerusalem, the LLCC seminar room

Wednesday 28/6

9:00-9:30 **Elitzur Bar-Asher Siegal, Nora Boneh & Arnon Levy**, Hebrew University of Jerusalem
Introductory remarks

9:30-10:15 **Aynat Rubinstein**, Hebrew University of Jerusalem
Incorporated norms for causation

10:15-11:00 **Georgie Statham**, Polonsky Academy Fellow, The Van Leer Jerusalem Institute
Causation and the normative

11:00-11:30 Coffee break

11:30-12:15 **York Hagmayer**, University of Göttingen
Thinking about causation - what did cognitive psychological research find?

12:15-13:00 **Orly Shenker**, Hebrew University of Jerusalem
"Influence" - a physical account

13:00-14:30 Lunch

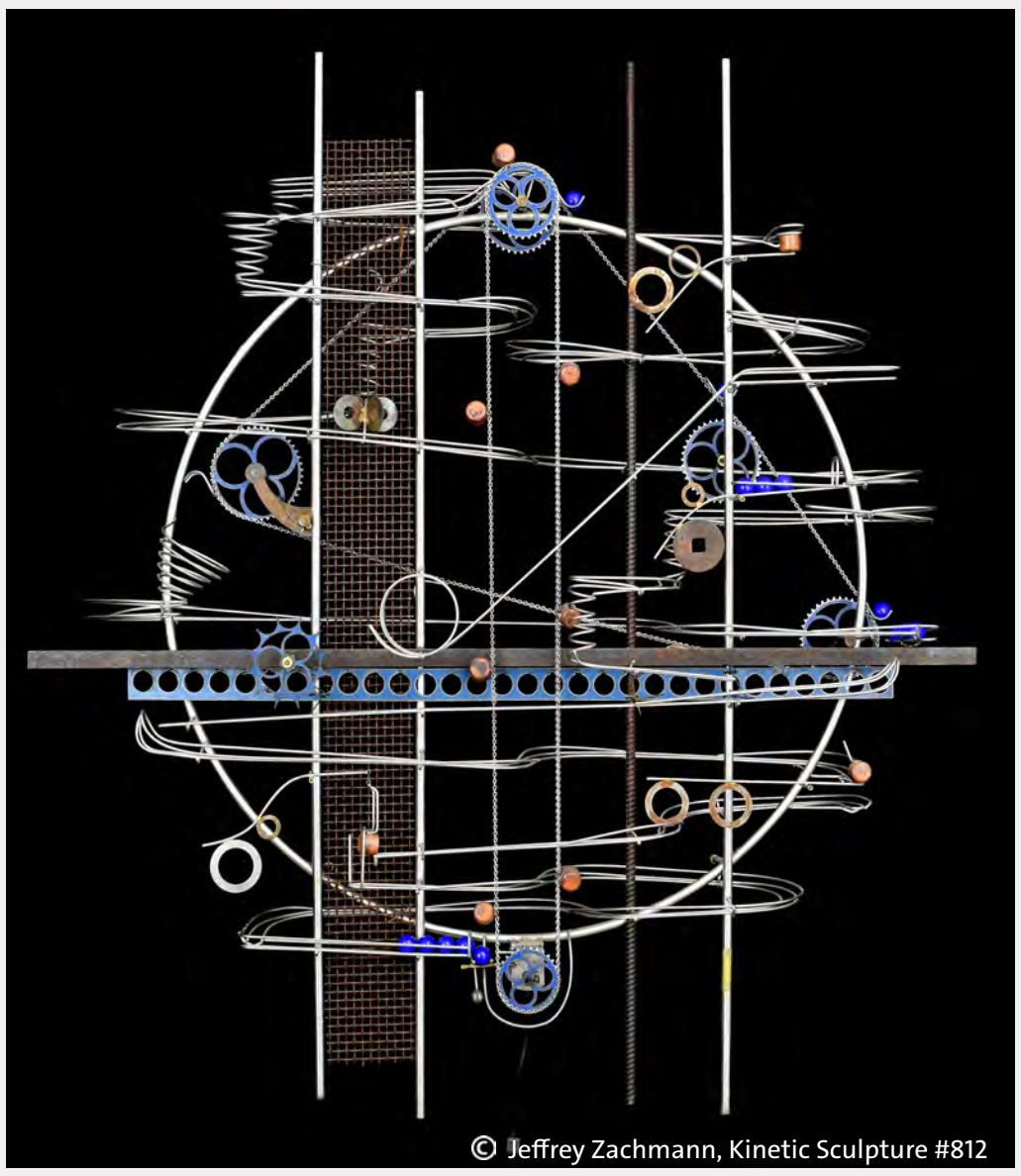
14:30-15:15 **Boris Kment**, Princeton University
Counterfactual reasoning and causal dependence

15:15-16:00 **Bridget Copley**, CNRS
If conditionals are causal, causation is not propositional

16:00-16:30 Coffee break

16:30-17:15 **Edit Doron**, Hebrew University of Jerusalem
The causative component of locative and psychological verbs

17:15-18:00 **Odelia Ahdout**, Humboldt University & **Ivy Sichel**, UCSC/Hebrew University of jerusalem
Causatives in Hebrew object-experiencer nominalizations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Thursday 29/6

8:45-9:30 **Claudia Maienborn**, University of Tübingen
Causation and coercion: towards a unified account of eventive and stative causal modifiers

9:30-10:15 **Elitzur Bar-Asher Siegal & Nora Boneh**, Hebrew University of Jerusalem
Negation, bi-eventivity and causation

10:15-11:00 **Isabelle Charnavel**, Harvard University
Linguistic perspective *in* causation

11:00-11:30 Coffee break

11:30-12:15 **Christopher Hitchcock**, California Institute of Technology
Communicating causal structure

12:15-13:00 **Arnon Levy**, Hebrew University of Jerusalem
A plea for pragmatics

13:00-14:00 Lunch

14:00-14:45 **Malka Rappaport Hovav**, Hebrew University of Jerusalem
Deconstructing the internal/external causation distinction

14:45-15:30 **Fabienne Martin**, University of Stuttgart
Necessary and sufficient conditions in lexical causative verbs

15:30-16:15 **Beth Levin**, Stanford University
Resultatives and causation

16:15-16:30 Coffee break

16:30-17:15 **William Croft**, University of New Mexico
Event causation and force dynamics in argument structure constructions

19:30 Conference dinner

Friday 30/6

9:00-9:45 **Phillip Wolff**, Emory University Automated methods for identifying causation in verbs and the large-scale structure of the lexicon

9:45-10:30 **Jean-Pierre Koenig**, University at Buffalo, State University of New York Why do we have the causal predicates we have?

10:30-11:00 Coffee break

11:00-11:45 **Léa Nash**, University of Paris 8/CNRS Different dative causees

11:45-12:30 **Artemis Alexiadou**, Humboldt University On special causatives

12:30-13:15 **Jurgen Bohnemeyer**, University at Buffalo, State University of New York Causality across languages: state of the art

13:15 Lunch

https://causalityconference.wordpress.com/

ALTERNATIVE LOGICS & NATURAL LANGUAGE

A workshop on the interface of logic and linguistics
June 20-21, 2017 in the LLCC Seminar Room (200)
The Australian Research and Graduate Studies Complex, Mount Scopus Campus
Entrance is free

Tuesday, June 20

9:30-10:30
Michael Glanzberg (Northwestern):
Logic and logics in natural language

10:45-11:45
David Kashtan (HUJI): *Pragmatics for regimented languages*

11:45-12:45
Chris Barker (NYU): *Structural rules for natural language*

Lunch Break

14:30-15:30
Friederike Moltmann (CNRS, NYU) (via *Skype*): *A truthmaker semantics for modals with modal objects*

15:30-16:30
Chris Kennedy and Malte Willer (UChicago) (via *Skype*): *Have you ever been experienced? The evidential basis for subjective judgment*

16:45-17:45
Stewart Shapiro and Craige Roberts (Ohio): *Open texture, and its ramifications for logic and semantics*

Wednesday, June 21

9:30-10:30
Ole Hjortland (Bergen):
Engineering logical concepts

10:30-11:30
Gil Sagi (Haifa): *Logicality, Meaning, and Löwenheim numbers*

11:45-12:45
Rea Golan (HUJI): *Is there a neutral metalanguage?*

Sidney M. Edelstein Center for the History and Philosophy of Science, Technology and Medicine

LLCC Language, Logic and Cognition Center

מרכז ברגמן לעיון
האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM

http://edelstein.huji.ac.il/events/upcoming-events/alternative-logics-and-natural-language