

**SSILA BULLETIN NUMBER 274: FEBRUARY 2011**

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The SSILA Bulletin is an Information Service for SSILA Members.

Editor - Karen Sue Rolph (karenrolph at hotmail.com)  
Executive Secretary - Ivy Doak (ivy at ivydoak.com)

-->> -- Correspondence should be directed to the Editor -- <<--

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**274.0 SSILA BUSINESS**

THE SOCIETY FOR THE STUDY OF THE INDIGENOUS LANGUAGES OF THE AMERICAS

Summer Meeting, Boulder, Colorado, July 30 through August 1, 2011

Call for Papers

**Deadline for abstracts: April 1, 2011**

The 2011 summer meeting of SSILA will be held jointly with the Linguistic Society of America Summer Institute at the University of Colorado at Boulder, July 30 through August 1, 2011. The meeting will begin Saturday evening and run through Monday.

Information about location and accommodation is at <https://verbs.colorado.edu/LSA2011>

**Call for Papers**

SSILA welcomes abstracts for papers that present original research focusing on the linguistic study of the indigenous languages of the Americas.

The Program Committee will discuss and judge each abstract or proposal on the basis of their collective knowledge and, when appropriate, on reports from consultants. They will arrange each session, assemble the final program, and select session chairs. Patricia Shaw, SSILA President, will chair the Program Committee for the Summer 2011 meeting.

## **Abstract Submission**

The **deadline** for receipt of all abstracts and session proposals is midnight (PST) **April 1st**.

Abstracts should be submitted electronically, using the electronic submission website EASY CHAIR. Consult the SSILA website for details. Also, e-mail or hard-copy submissions will be accepted if arrangements are made in advance with the SSILA Executive Secretary ([ivy at ivydoak dot com](mailto:ivy@ivydoak.com)). Abstracts may be submitted in either English or Spanish.

Here is the link to EasyChair for the Summer 2011 conference:

<https://www.easychair.org/account/signin.cgi?conf=ssilas11>

Abstracts must conform to the guidelines below.

## **General Requirements**

1. All authors must be members of SSILA. See the SSILA website for information about membership and renewal. The membership requirement may be waived for co-authors, or for participants in organized sessions, who are from disciplines other than those ordinarily represented by SSILA (linguistics and linguistic anthropology). Requests for waivers of membership must be made by a member of the Society to the SSILA Executive Secretary. (Note: *Membership in LSA is not required for participation in SSILA sessions.*)
2. Any member may submit one single-author abstract and one multi-author abstract OR two multi-author abstracts.
3. After an abstract has been submitted, no changes of author, title, or wording of the abstract, other than those due to typographical errors, are permitted.
4. Papers must be delivered as projected in the abstract or represent bona fide developments of the same research.
5. Papers must not appear in print before the meeting.
6. Handouts, if any, are not to be submitted with abstracts but should be available at the meeting for those listening to the presentation.
7. All presenters of individual papers and all participants in organized sessions must register for the meeting.
8. Authors who must withdraw from the program should inform the SSILA Executive Secretary as soon as possible.

## **Abstract Format**

1. Abstracts should be uploaded as a file, preferably in PDF format, to the abstract submittal form on the EASY CHAIR website.
2. The abstract, including a bibliography and examples, if needed, should be no more than 500 words. All words in examples including glosses and numbers in tables, references, abbreviation explanations,

and so on are counted in the 500 word limit. Abstracts longer than 500 words will be rejected without being evaluated.

3. At the top of the abstract, give a title that is not more than one 7-inch typed line and that clearly indicates the topic of the paper.
4. Abstracts will be reviewed anonymously. Do not include your name on the abstract. If you identify yourself in any way in the abstract (e.g. "In Smith (1992)...I"), the abstract will be rejected without being evaluated. Of course, it may be necessary to refer to your own work in the third person in order to appropriately situate the research.
5. Abstracts which do not conform to these format guidelines will not be considered.

### **Abstract Contents**

Papers or posters whose main topic does not focus on the indigenous languages of the Americas will be rejected without further consideration by the Program Committee. The Program Committee requires further that the subject matter be linguistic, that the research presented include new findings or developments not published before the meeting, that the papers not be submitted with malicious or scurrilous intent, and that the abstract be coherent and in accord with these guidelines.

Abstracts are more often rejected because they omit crucial information rather than because of errors in what they include. The most important criterion is relevance to the understanding of indigenous languages of the Americas, but other factors are important, too. It is important to present results so that they will be of interest to the whole SSILA (and larger) linguistic community, not just to those who work on the same language or language family that you do.

A suggested outline for abstracts is as follows:

1. State the problem or research question raised by prior work, with specific reference to relevant prior research.
2. Give a clear indication of the nature and source of your data (primary fieldwork, archival research, secondary sources).
3. State the main point or argument of the proposed presentation.
4. Regardless of the subfield, cite sufficient data, and explain why and how they support the main point or argument. For examples in languages other than English, provide word-by-word glosses and underline the portions of the examples which are critical to the argument.
5. State the relevance of your ideas to past work or to the future development of the field. Describe analyses in as much detail as possible. Avoid saying in effect "a solution to this problem will be presented". If you are taking a stand on a controversial issue, summarize the arguments that led you to your position.
6. State the contribution to linguistic research made by the analysis.
7. While citation in the text of the relevant literature is essential, a separate list of references at the end of the abstract is generally unnecessary.

The LSA guidelines for abstract contents may be helpful, and members who are unfamiliar with abstract style may wish to consult the two model abstracts (one “good”, the other “bad”) that are posted on the LSA website ([www.lsadc.org/info/dec02bulletin/model.html](http://www.lsadc.org/info/dec02bulletin/model.html)).

The link to EasyChair for the Summer 2011 conference is:

<https://www.easychair.org/account/signin.cgi?conf=ssilas11>

### **Categories of Presentation**

Authors are required to indicate the preferred category of their presentation at the time of submitting the abstract. The program committee will try to accommodate this preference as space and time allow.

*20-Minute Papers.* The bulk of the program will consist of 20-minute papers, with 10 additional minutes for discussion. Guidelines for preparing abstracts for these papers appear above.

## **274.1 CORRESPONDENCE**

### **Change of Mission Foci for the American Anthropological Association?**

Dear Colleagues in Linguistic Anthropology,

You may have heard that the American Anthropological Association has recently been changing its mission statement. Some anthropologists determined that the mission should favor ‘humanist’ language and contain no scientific language. Below is a letter from a colleague; it is followed by the draft he sent me of proposed changes to the AAA mission. Your views on the matter are invited.

*The Editor*

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Dear Editor,

The most recent news is that that Section Assembly unanimously passed a resolution asking the Executive Board to revise the statement below so that both scientific and humanistic anthropology are represented. In turn, the Executive Board charged a task force, chaired by Leith Mullins, to undertake those revisions.

--Peter

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Peter N. Peregrine, PhD, RPA  
Professor of Anthropology  
Lawrence University  
711 E Boldt Way  
Appleton, WI 54911

Ph: 920-832-7684

### **Mission Statement in the new LRP (additions underlined; deletions in strikethrough)**

**Section 1.** The purposes of the Association shall be to advance ~~anthropology as the science that studies~~ public understanding of humankind in all its aspects, through ~~This includes, but is not limited to,~~

archeological, biological, ~~ethnological~~, social, cultural, economic, political, historical, medical, visual, and linguistic anthropological research; ~~The Association also commits itself and to further the professional interests of American anthropologists, including the dissemination of anthropological knowledge, expertise, and interpretation, and its use to solve human problems.~~

**Section 2.** To advance ~~the science of anthropology~~ the public understanding of humankind, the Association shall: ~~Foster and support the development of special anthropological societies organized on a regional or functional basis;~~ Publish and promote the publication of anthropological monographs and journals; Encourage anthropological teaching, research, and practice; ~~act to coordinate activities of members of the Association with those of other organizations concerned with anthropology,~~ and maintain effective liaison with related ~~sciences~~ knowledge disciplines and their organizations.

**Section 3.** To further the professional interests of anthropologists, the Association shall, ~~in addition to those activities described under Section 2. Take action on behalf of the entire profession and integrate the professional activities of anthropologists in the special aspects of the science; and promote the widespread recognition and constant improvement of professional standards in anthropology.~~

## **274.2 CALLS FOR PARTICIPATION**

### **THE BREATH OF LIFE ARCHIVAL INSTITUTE FOR INDIGENOUS LANGUAGES**

Washington, DC, June 13-24, 2011

#### **CALL FOR APPLICATIONS**

**COME BE A PARTICIPANT OR A MENTOR IN THE NATIONAL BREATH OF LIFE ARCHIVAL INSTITUTE FOR INDIGENOUS LANGUAGES**

**>>>Application Deadline: March 1, 2011<<<**

Sponsors: Endangered Language Fund  
National Anthropological Archives  
National Museum of the American Indian  
Library of Congress  
Advocates for Indigenous California Language Survival

A two-week institute, funded by the Documenting Endangered Languages program, will be held in Washington, D.C. this coming June. At this hands-on set of workshops, teams of participants (Native American/First Nations heritage language learners, teachers and activists) paired with mentors (experts in linguistics who help guide the participants' work) will explore the language resources in archives in the District of Columbia area, particularly the Library of Congress and the Smithsonian Institution's National Anthropological Archive. Morning workshops on linguistics, archival research and language revitalization will be held at the National Museum of the American Indian. Visits to the archives will be supplemented by lectures and workshops on linguistics, language teaching and learning, and related topics. Participants and mentors will be staying in the dorms at George Washington University, where they can network and study together in the evenings. The institute will pay for the rooms and provide breakfasts and lunches (dinner is on your own), and will pay for transportation to and from Washington, D.C. (capped at \$600). The participants' fee for the Institute is \$500. Mentors will not be charged a fee.

We will be accepting 40 participants and 20 or so mentors for this institute. This is a great opportunity to find and learn how to utilize archival materials as part of the reclamation, learning and teaching of indigenous heritage languages, in the company of other like-minded people.

BOL-DC participant application form: <http://www.jotform.com/breathoflife/3181113963>

BOL-DC Mentor application form: <http://www.jotform.com/breathoflife/3343200997>

Further information and updates can be found on the Endangered Language Fund website, at <http://www.endangeredlanguagefund.org/BOL/>.

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### **INDIGENOUS STUDIES NETWORK PROGRAM AT APSA**

The Indigenous Studies Network is planning on putting on one or more panels and holding a business meeting/networking session at the 2011 American Political Science Association (APSA) Annual Meeting in San Francisco, California from September 1-4, 2011.

The theme selected for the meeting is “The Politics of Rights,” a topic that is well suited for a diverse array of research related to indigenous peoples and politics. How have the rights of indigenous peoples and nations been institutionalized, protected, or challenged? How are the rights of indigenous peoples conceptualized and realized in the United States and around the world? How are certain rights introduced, politicized, or expanded, and who is involved? What are the conflicts among rights and different conceptions of rights that particularly affect indigenous peoples and nations? How and why have these conflicts changed? How has global attention to human rights changed attention and reactions to indigenous peoples’ quest for rights and protections? What is the significance of the United Nations Declaration on the Rights of Indigenous Peoples? What are the opportunities and challenges of indigenous rights, both within nation-states and on a global level? What are the politics of indigenous rights implementation?

More information about the APSA meeting can be found at: <http://www.apsanet.org/>.

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### **WSSA 2011 AMERICAN INDIAN STUDIES SECTION PROGRAM**

The American Indian Studies Section of the Western Social Science Association, at its 53rd meeting will have a full program of panels at the association's meeting at the 2011 conference in Salt Lake City, Utah, April 13 - April 16, 2011, at the Hilton Salt Lake City Center.

Attendees may pre-register with a bank card by submitting an online preregistration form (preferred), or with a check by mailing in a paper form.

Online Pre-Registration will be available until March 27, 2011. Late pre-registration, costing an additional \$30 for regular registrants and \$15 for students and retirees, will be available from March 28 through April 5, 2011. There will be no registration activity between midnight, EST, on April 5 and 3:00pm PST, on April 13, when registration opens at the conference site.

Information can be accessed on line at: <http://wssa.asu.edu>

## THE CHIJNAYA FOUNDATION'S SUMMER VOLUNTEER PROGRAM IN PERU

Dear Colleagues:

The program described below offers an excellent opportunity for anthropology students to learn about Andean culture through six-week immersion in a rural village on the Peruvian Altiplano, living with a *campesino* family while doing volunteer work. The cost is extremely reasonable and the work is rewarding. Please call this opportunity to the attention of students who might be looking for a summer experience in another culture.

Ralph Bolton  
Professor of Anthropology, Pomona College  
President, The Chijnaya Foundation

The Chijnaya Foundation (<http://www.chinayafoundation.org/>) invites applications for its 2011 summer volunteer program. This program began in 2006 with eight volunteers living and working in the community of Chijnaya. In 2007, 2008, 2009 and 2010 we had seventeen, ten, eight and two volunteers respectively, and we placed some of those volunteers in other communities on the Peruvian Altiplano: Ccotos, Pucará, Tuni Grande, Tuni Requena, and Coarita. While most of our volunteers to date have been students at Pomona College, we have had volunteers from other colleges and universities, including Claremont McKenna College, Scripps College, Pitzer College, Whitman College, Bates College and the University of Pennsylvania. As we continue this volunteer program, we welcome applications from students at colleges and universities throughout the United States and other countries and also from non-students, e.g. retirees, interested in assisting communities in the Andes.

\* Volunteer Work:

Most volunteers do some teaching of English to adults and school children, approximately one or two hours per day. This is valuable for residents in areas receiving or planning to receive tourists to boost family incomes. It is also helpful to individuals who are beginning to use computers and the internet. Some volunteers may also teach classes in basic computer skills.

The Foundation is actively involved in eight communities supporting projects in agriculture, artisan development, community history, conservation, potable water systems, and health promotion. We work with volunteers to assign them to projects where their skills can be utilized. Volunteer initiative and ingenuity are encouraged, and our volunteers have been highly successful and creative in working with villagers to develop useful programs.

\* Research Possibilities:

Some volunteers may wish to combine volunteer work and research. We encourage research that contributes to the success of the Foundation's projects. In the past volunteers have done research on tourism, milk production, and local history, and others have carried out documentary video projects.

Pomona College students may apply for SURP and other grants.

\* Dates: May 23 through July 5, 2011 (individually tailored options may be available)

This year's principal volunteer program will take place from May 23 to July 5. It lasts for 6 weeks. Participants will assemble in either Cusco or Arequipa, Peru on Sunday, May 23, which means they must fly from the US to Lima on May 22 or before.

\* Application Process:

Applying for this program is simple. Three forms need to be submitted as soon as possible. Although there is no fixed deadline, we will accept applicants on a first-come basis. Early applications are important to help us line up work opportunities in our communities in Peru. We cannot guarantee placement for applications received after March 15. There are three forms that need to be filled out:

1) an application form providing us with basic information; 2) a health form; 3) a form that releases The Chijnaya Foundation and our collaborators from liability in the event of health or other problems a volunteer could experience.

Program Costs:

\* **Transportation:** Volunteers pay for their own transportation to Cusco or Arequipa, Peru where the group will assemble. Airfares from the US to Lima, Peru vary tremendously (from approximately \$650 to \$1100 depending on the airline and the departure city in the US). In general, most volunteers can expect their plane tickets to cost a total of \$1,000 to \$1,200 (including the flights within Peru). Airlines flying into Lima include Taca, Copa, American, Delta, Continental, United and LAN. Taca and Copa tend to be the least expensive, but they are not nonstop.

\* **Program Fee:**

The cost to participate in this program is \$1,250. This fee includes the volunteer's room and board with a village family for six weeks, lodging in Cusco or Arequipa for two nights during orientation and high-altitude adaptation, and transportation from there to the volunteer's community. The fee is due by April 1 and should be paid by check to The Chijnaya Foundation. The program fee is reduced for volunteers working more than four months.

\* **Other Expenses:**

Volunteers pay their own incidental expenses (snacks, bottled water, and local transportation) and any travel they do before, during or after the program. These may add up to approximately \$250 during the six-week program.

\* **Fundraising:**

One aspect of volunteering for many nonprofits is fundraising. We ask each volunteer to contact at least 10 family members, friends, teachers or neighbors to request donations to the Foundation to support this work in Peru. We set a goal of \$1,000 per volunteer. Some past volunteers have raised as much as \$3,000; others have not come close to the goal. For applicants who do not have financial support from a grant or scholarship to participate, we will reduce the program fee one dollar for each dollar received in donations generated by that volunteer through email, twitter, Facebook, or face-to-face solicitations.

\* **FOR MORE INFORMATION:**

Contact:

Professor Ralph Bolton,  
President, The Chijnaya Foundation

Phone: 505-690-2594 cell

Email: [\\_ProfessorBolton at aol.com\\_](mailto:_ProfessorBolton at aol.com_) (mailto:ProfessorBolton at aol.com)

## **274.3 MEDIA WATCH**

### **Learn Inupiaq using the Rosetta Stone Program**

Original story by Kyle Hopkins for the *Seattle Times*, January 2011. Here is an excerpt from the article.

ANCHORAGE, Alaska —

Qaqasauraq. Noun. The modern Inupiaq term for a computer. Loosely translated, it means "little brain." Ready to learn more? Fire up the qaqasauraq for the latest of three new computer programs designed to teach variations of the fading Alaska Native language.



The North Slope Borough and Rosetta Stone software company plan to unveil a program this spring specially designed to teach the North Slope Inupiaq dialect, using the photos and voices of Inupiaq people recorded in Barrow. There are as few as 1,500 fluent speakers of Inupiaq in Alaska, estimates Fairbanks linguist Michael Krauss.

Barrow-born Edna MacLean, a former Inupiaq professor for the University of Alaska Fairbanks, spent two years working on the Inupiaq program. She translated thousands of words and phrases from English to the North Slope Inupiaq dialect of the Inuit language.

"A lot of us speakers are getting older but we sure would like our children and grandchildren to have access to something like this," she said. Like many Alaska Natives who came of age in earlier generations, MacLean was punished in school for speaking her language, she said. "I yelled something in Inupiaq at the girl in front of me and (my third-grade teacher) came over and pulled my ear."

MacLean's son, Andrew, wrote and directed an Inupiaq-language movie in Barrow that he later adapted into a feature film that is screening at the Sundance Film Festival. In Kotzebue, where the NANA Regional Corp. has completed two regional Inupiaq dialect teaching programs in partnership with Rosetta Stone, a private Inupiaq immersion school offers classes to students as young as 3 years old.

Overall, Inupiaq is healthier than most traditional Alaska Native tongues. Of the 20 Alaska Native languages, one — Eyak — is extinct. Only Inupiaq and Central Yup'ik — the native language of much of southwestern Alaska — are still spoken fluently by more than 1,000 people, Krauss estimates. "The language is in danger of becoming extinct after maybe one or two generations," she said.

American Indian groups looking to revive their languages began approaching the company for help in 1999. By 2004, Rosetta Stone set up an endangered-language program to partner with Native groups around the world, said Marion Bittinger, manager of the program.

There's now software for learning Navajo, Mohawk and Inuttitut, an Inuit tongue spoken in Canada. Among the two most recent are a pair of Alaska Inupiaq dialects: One for the coastal, Kotzebue region, completed in 2007, and another inland dialect spoken in villages such as Kobuk and Selawik that was finished in 2010.

The company doesn't sell the endangered language programs itself. Typically, the software is instead distributed by its partners. In Alaska that means the Aqqaluk Trust, a non-profit foundation NANA created, and the North Slope Borough. "Most typically, the highest priority is to get the software into the schools for use by teachers," Bittinger said.

A 30-year-old Inupiaq whose family is from Kobuk and Kotzebue, Schaeffer said he's tried the software himself. As with the software for the North Slope dialect, the northwest Alaska Inupiaq programs use photos of modern Inupiat and nearby places to teach the language.

NANA hopes the software raises Inupiaq comprehension rates in the region, where a 2005 survey found that only 14 percent of residents were fluent. According to the Aqqaluk Trust, the survey found that those who did speak the language were mostly 65 or older.

Please find the entire article at:

[http://seattletimes.nwsourc.com/html/business/technology/2014023901\\_rosetta25.html](http://seattletimes.nwsourc.com/html/business/technology/2014023901_rosetta25.html)

Another article about this topic at *Le Blog*:

<http://www.k-international.com/blog/rosetta-stone-now-teaches-inupiaq/>

A video featuring Mary Huntington Inupiaq can be seen on *YouTube* at:  
<http://www.youtube.com/watch?v=dIc8l7Xa5pE>

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### **Caribbean Peoples Seek Language Rights**

From the *Jamaica Observer* online, February 12, 2011, no author cited.

DELEGATES from at least 12 Caribbean countries, including two governors general, met in Jamaica for two days recently, to press for the recognition of the rights of persons who speak Creole languages as a part of overall human rights.

The delegates, including a number of linguists, said speakers of the region's Creole languages have a right to be communicated with in their first language, and not be discriminated against in accessing important services, including education, health and the justice system.

Participants also learned that in St Lucia, the governor general delivers parts of her Throne Speech to Parliament in Antillean Creole, while many words in Jamaican or Belizean patois are not a corruption of English as is widely thought.

The Conference on Language Policy in the Caribbean, hosted by the Jamaican Language Unit of the University of the Indies (UWI), was held at the Mona campus on January 13 and 14.

International Centre for Caribbean Language Research (ICCLR) planning committee member Professor Hubert Devonish said speakers of local languages are denigrated and not given proper service by the public services and the courts.

"People who speak local languages have rights to fair treatment in the legal system to good treatment in government offices and the use of their language in education to make them literate," he said.

"This is not to say that they are not to learn the European languages as well, but it makes their learning of English, French and Dutch more effective if we approve support and encourage their native languages as well," Devonish added.

A charter to be signed by regional governments and civil society groups was to be produced at the end of the conference. Also, there is a proposal to put freedom from discrimination on the basis of language in the Jamaican Constitution.

Governor General of St Lucia Dame Pearlette Louisy, a language scholar and novelist, said since 1980, efforts to formulate a Creole-use policy in the formal education system and calls for a national commission on the Creole use have not materialized.

"The political will that would sustain such initiatives has not been tested by popular demand. For St Lucians, there is an ambivalence about the language," she observed.

Dame Pearlette said many St Lucians believe Creole "cannot be expressed for real thought or used for serious expression" and should only be used for "jokes, songs and entertainment".

However, she said that since 1984, International Creole Day has been observed in St Lucia and since 1998, on the request of then Prime Minister Kenny Anthony, she has read parts of the annual Throne Speech in Creole.

Dame Pearlette also disclosed that the 2001 National Cultural Policy officially recognized and supported the research and preservation of the Creole language. The New Testament and selected Psalms of the Bible in Creole in both text and audio have been produced.

She noted that the Caribbean Community (Caricom)-endorsed Education for All Plan of Action 2000-2015 called for sustaining and preserving indigenous languages. There have also been Creole classes for public servants and professionals, and television talk shows in Creole.

Professor Ian Robertson called for preservation of endangered languages because "languages provide a deep sense of self and have ways of behaviour associated with them".

He said the death of languages was inevitable and that they should be properly preserved and archived.

Robertson also pointed to the need to train persons to appreciate subtle differences in language that can affect Creole speakers seeking justice from the region's legal systems.

There is also a need to clarify the role of Creole languages in the education system and this should be made clear to teachers, he said.

"Where languages are available, those language ought to be given enough focus in (the education) system so that nobody would be unaware of their existence and significance in the society," Robertson said.

Governor General of Belize Sir Colville Young explained that the origin of many words in the Caribbean preserved the original pronunciation of English words, and were not "bastardised lingua". Examples of this include the words 'join', 'poison' and 'noise', pronounced 'jine', 'pizine' and 'nize' are closer to the 17th century English pronunciation of those words.

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## **UN Briefing Notes**

Information on indigenous women is available in a pdf online. The briefing notes cover economic and social development, education, culture, and environment.

The United Nations *Briefing Notes on Gender and Indigenous Peoples* (2010) can be found at:

<http://www.un.org/esa/socdev/unpfi/documents/Briefing%20Notes%20Gender%20and%20Indigenous%20Women.pdf>

## 274.4 CALL FOR CORRESPONDENCE

Dear SSILA Members,

Please keep correspondence and your SSILA Bulletin and Quarterly current, by writing to us and submitting information about your activities and publications.

Thank you,  
*The Editor*

## 274.5 ANNOUNCEMENTS

### Postdoctoral research Fellowship in Anthropological Linguistics

Applications are invited for **one** two-year Postdoctoral Research Fellowship within the Language and Culture Research Group of the Cairns Institute, James Cook University, to work as part of a team with Professor Alexandra Y. Aikhenvald and Professor R.M.W. Dixon, within the framework of their joint project *'The grammar of knowledge: a cross-linguistic view of evidentials and epistemological expressions'*. The position is to commence on 1st May 2011, or soon thereafter.

Applicants should have been awarded their doctorate within the last five years. They should have experience of linguistic fieldwork and will, ideally, have already completed a grammatical description of a language that has not previously been described (not their native language) in terms of basic linguistic theory. The University may consider cases in which the period since the award of the doctorate is in excess of five years due to special circumstances. Applications will be considered from candidates whose thesis is currently under examination. Applicants must hold a doctoral degree or have equivalent qualifications at **the date of appointment**. A Fellowship will not normally be awarded to an applicant who already holds an appointment within the University. The successful applicant will work as part of a team with Professor Alexandra Y. Aikhenvald, Professor R.M.W. Dixon, and other members of Language and Culture Research Group. Ideally, we are looking for a Postdoctoral Research Fellow who will work on a language from South America or the New Guinea region or from the Tibeto-Burman family. However, applicants with primary interest in another area will be considered. The appointee is expected to undertake extensive fieldwork. The choice of language will be made after discussion between the successful applicant and Professors Aikhenvald and Dixon.

Closing date: Friday, 4 March 2011.

The key duty is to conduct research in anthropological linguistics, with particular attention to language analysis, producing high quality publications in refereed outlets.

Key selection criteria are:

1. Thorough professional training in linguistics, with special reference to language description, anthropological linguistics and linguistic typology;
2. PhD (conferred or pending) in descriptive linguistics, in terms of basic linguistic theory;
3. Demonstrated ability to work, under direction, as a member of a research team;
4. Demonstrated ability to work to a timetable, and produce results on time
5. Demonstrated ability and commitment to disseminate the results of research in high quality publications within agreed timeframes; evidence of high level written, oral and interpersonal communication skills to diverse audiences.

Desirable selection criteria are:

1. Ideally, to have produced a description of a language, preferably (a) a language for which there had previously been no good description; and (b) a language other than that of which they are a native speaker.
2. Some training in anthropology.

It is **essential** to enter in contact with Professor Alexandra Aikhenvald ([Alexandra.Aikhenvald at jcu.edu.au](mailto:Alexandra.Aikhenvald@jcu.edu.au), [a.y.aikhenvald at live.com](mailto:a.y.aikhenvald@live.com)) prior to submitting an application. Application forms are available at:

[http://www-public.jcu.edu.au/jobs/searchjobs/JCUPRD1\\_070919](http://www-public.jcu.edu.au/jobs/searchjobs/JCUPRD1_070919)

Applicants must provide a full statement of qualifications and career, a statement systematically addressing the Selection Criteria, a completed **Summary Application Form** (available on the link), the name and addresses of three persons who have consented to act as referees and address it to the Human Resources Advisor, Faculty of Arts, Education & Social Sciences. The application should also contain a research project (discussed with Professors Aikhenvald and Dixon). Incomplete applications will not be considered.

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### **Postgraduate degrees in Iberian and Latin American Studies includes Quechua**

Newcastle University has an important group of national and international scholars with research interests in Spain, Portugal and Latin American countries. Our expertise covers different disciplines from sociology, human geography, environmental studies and politics, to history, anthropology, cultural studies, film studies, music, and sociolinguistics. This has allowed us to develop strong research and teaching programmes, covering a broad range of disciplinary expertise and thematic interests. This is supported by professional training in Spanish, Portuguese, Catalan, and **Quechua** languages. Post graduate projects are co-supervised by interdisciplinary teams from across the Faculty of Humanities, Arts and Social Sciences, tailored to individual interests and students immediately become part of a lively and nurturing research environment.

Funding opportunities - Seven Santander Bursaries - MA in Latin American Interdisciplinary Studies

(Two for applicants from Latin American countries and 5 for home/EU applicants)

Applicants for a PhD can benefit from two different schemes:

- 1) AHRC Block Partnership Award in Iberian-Latin American Studies - the School of Modern Languages for research projects in the Humanities. Internal closing date for applications 2 March 2011, 5 pm.
- 2) North East ESRC Doctoral Training Centre in a consortium with the University of Durham. Applicants interested in a Social Science topic related to Spain, Portugal and Latin America can apply for an ESRC Postgraduate Research Studentship. The programme includes language training in Spanish, Portuguese, Catalan or Quechua where appropriate. Closing date for applications 25 March, 2011 5 pm.

<http://www.dur.ac.uk/socialsciences.health/postgraduate/funding/esrc/>

Applications for both PhD schemes should be accompanied by a Research Proposal written in consultation with a prospective supervisor. Contact Prof. Rosaleen Howard (School of Modern Languages) ([r.e.howard at ncl.ac.uk](mailto:r.e.howard@ncl.ac.uk)) or Prof. Esteban Castro ([j.e.castro at ncl.ac.uk](mailto:j.e.castro@ncl.ac.uk)) (Geography, Politics, and Sociology) for further guidance.

For more information follow the links above, or to contact us directly:

MA in Latin American Interdisciplinary Studies: [Patricia.Oliart at ncl.ac.uk](mailto:Patricia.Oliart@ncl.ac.uk)

PG secretary in the School of Modern Languages: [Lucy.Brickwood at ncl.ac.uk](mailto:Lucy.Brickwood@ncl.ac.uk)