

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



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An Information Service for SSILA Members

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

Volume 30, Numbers 1-2

The SSILA is celebrating its thirtieth year! Happy 30th, SSILA!

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SSILA BUSINESS**THE SOCIETY FOR THE STUDY OF THE INDIGENOUS LANGUAGES OF THE AMERICAS**

Annual Meeting, Boston, MA
January 3-6, 2013

Call for Papers, Posters, and Organized Sessions

Deadline for Organized Session Proposals: July 1, 2012

Deadline for abstracts: August 1, 2012

The annual winter meeting of SSILA will be held jointly with the Annual Meeting of the Linguistic Boston, MA, at the Boston Marriott Copley Place, January 3-6, 2013. Information about the hotel and location can be found at the LSA website (www.lsadc.org), and participants will be able to preregister for the meeting and reserve hotel rooms on-line after July 1.

Call for Papers

SSILA welcomes abstracts for papers, posters, and organized sessions that present original research focusing on the linguistic study of the indigenous languages of the Americas.

Abstract Submission

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

Abstracts should be submitted electronically, using the electronic submission website EasyChair. Consult the SSILA website for detailed instructions. Also, e-mail or hard-copy submissions will be accepted if arrangements are made in advance with the SSILA Executive Secretary (ssila2@gmail.com). Abstracts may be submitted in either English or Spanish.

The EasyChair submission page address is: <https://www.easychair.org/conferences/?conf=ssila2013>

Abstracts must conform to the guidelines below.

General Requirements

1. All authors and co-authors must be members of SSILA. See the SSILA website for information about membership and renewal. Requests for waivers of membership must be made by a member of the Society to the SSILA Executive Secretary.
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 or posters 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 and co-presenters (for papers, posters, and organized sessions) must register for the meeting. Registration for the SSILA meeting is coordinated through LSA. (Note: *Membership in LSA is not required for participation in SSILA sessions.*)
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 in PDF format to the abstract submittal form on the EasyChair website.
2. The abstract, including examples if needed, should be no more than one typed page (11 pt or 12pt font, single spaced, with 1-inch margins); a second page may be used for references. Abstracts that are longer than one page will be rejected without being evaluated.
3. At the top of the abstract, give a title that is not more than one 6.5-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. If it is necessary to refer to your own work in order to appropriately situate the research, use the impersonal passive (e.g. "In Smith (1992), it is noted that ... ") or the third person (e.g. "Smith (1992) notes that ...").
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 or **boldface** 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 (<http://www.lsadc.org/info/abstract-models.cfm>).

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.

Posters. Depending on subject and/or content, it may be more appropriate to submit an abstract to the poster session for visual presentation rather than to a 20-minute paper session. In general, the sorts of papers which are most effective as posters are those in which the major conclusions become evident from the thoughtful examination of charts and graphs, rather than those which require the audience to follow a sustained chain of verbal argumentation. Therefore, authors will want to make points in narrative form as brief as possible. A poster should be able to stand alone—that is, be understandable even if the author is not present. Abstracts for posters should follow the same guidelines as those for papers. SSILA poster sessions share space with LSA posters.

Organized Sessions. SSILA welcomes submission of organized session proposals. Organized sessions typically involve more than one scholar and are expected to make a distinctive and creative contribution to the meeting. Proposals for organized sessions are NOT reviewed anonymously. These sessions may be: (1) *symposia* which include several presentations on a single topic; (2) *workshops* focused on a specific theme or issue; (3) *colloquia* which include a major presentation with one or more invited discussants; or (4) sessions of any other kind with a clear, specific, and coherent rationale.

The organizer(s) of such sessions should notify the program chair (ebach@linguist.umass.edu) of their intent to submit a proposal at the earliest possible date, but **no later than July 1st**, including a general statement of the purpose and structure of the session. A full proposal must be submitted to the program chair by **August 1st** and must include: (1) a session abstract outlining the purpose, motivation, length (maximum: 3 hours), and justification for the session; (2) names of all participants, including discussants, and titles of papers; and (3) a complete account, including timetable, of what each participant will do. Note that organized sessions, even when structured as symposia, do not have to follow the 20-minute paper + 10-minute discussion format.

All participants in organized sessions should submit an abstract of their paper following the submission instructions. Should the organized session not be accepted, the abstracts will be considered instead for the general session.

CORRESPONDENCE

Call for Six Nations Literatures' Contributors

Dear SSILA Members,

This is an invitation seeking brief proposals for contributions to a book of contemporary translations, re-tellings and re-imaginings of "classic" and lesser known texts from the Haudenosaunee (Iroquois Confederacy or Six Nations)--Mohawk, Onondaga, Cayuga, Oneida, Seneca, and Tuscarora. I welcome submissions from all those with a strong interest in the Iroquois language, literature, and culture, including non-native, as well as those with Native American heritage. Linguists may have a uniquely intimate understanding into texts representative of the Six Nations.

To those thinking about proposing a contribution, I suggest consulting books in the University of Nebraska translation series, such as Brian Swann, ed., *Algonquian Spirit: Contemporary Translations of the Algonquian Literatures of North America* (2005). Contributions will be due by January 31, 2013.

I am a member of the Six Nations of the Grand River Territory in Ontario and was raised in nearby Brantford.

In addition to Mohawk, my ancestry includes Welsh, Ukrainian, and Italian. I am an associate professor of English at the University of Winnipeg, located in Winnipeg, Manitoba, Canada, where I teach courses in Aboriginal literature, history, and culture. I am an editor, along with Jennifer S.H. Brown and Mark Ruml, of Louis Bird's *Telling Our Stories: Omushkego Legends and Histories from Hudson Bay* (University of Toronto Press, 2005), editor of *Natives and Settlers Now & Then: Historical Issues and Current Perspectives on Treaties and Land Claims* (University of Alberta Press, 2007), and editor, along with Renate Eigenbrod and Emma LaRocque, of *Across Cultures/Across Borders: Canadian Aboriginal and Native American Literatures* (Broadview Press, 2010).

The working title of book is *Contemporary Translations from the Iroquois Confederacy: Stories, Myths, Songs, and Oratory*. The book proposal is under consideration at University of Nebraska Press.

Please send me your questions or a brief description of your ideas along with a brief biography.

Thank you.

Paul DePasquale (Upper Mohawk and Editor)
p.depasquale at uwinnipeg dot ca

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Call for Native Literatures' Contributors

Message to SSILA members-

Brian Swann, editor of the University of Nebraska Press "Native Literatures of the Americas Series" is looking for book proposals of or on Native American translation. The most recent title in the series is *BORN IN THE BLOOD: ON NATIVE AMERICAN TRANSLATION* (2011).

The series is committed to the art and science of Native American works in translation. This makes the series' publications highly innovative. For instance, works from Lacandon Mayan are translated to Algonquian; literatures of the Southwest are translated to Salishan. We are open to proposals for all the Americas. Endangered languages have narratives and literatures that are given a voice in the series.

If you have any questions or a proposal, contact him. Thanks!

Best wishes,

Brian Swann

Swann at cooper dot edu

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Useful Linguistics Information Available Online

Dear SSILA Members,

The following books, published by SIL International on Mexican Indian languages, have recently been made available as scanned PDFs on the SIL website:

Clark, Lawrence E. 1995. *Vocabulario popoluca de Sayula, Veracruz, México*. México: Instituto Lingüístico de Verano.

<http://www.sil.org/mexico/mixe/popoluca-sayula/S104a-VocPopolucaFacs-pos.htm>

Harrison, Roy, Margaret Harrison, and Cástulo García H. 1981. *Diccionario zoque de Copainalá*. México: Instituto Lingüístico de Verano.

<http://www.sil.org/mexico/mixe/zoque-copainala/S023a-DicZoqueFacs-zoc.htm>

Harrison, Roy, Margaret B. de Harrison, Francisco López Juárez, and Cosme Ordoñez. 1984. *Vocabulario zoque de Rayón*. México: Instituto Lingüístico de Verano.

<http://www.sil.org/mexico/mixe/zoque-rayon/S028a-VocZoqueFacs-zor.htm>

[Pike, Eunice V.] 1957. *Vocabulario mazateco*. México: Instituto Lingüístico de Verano.

<http://www.sil.org/mexico/popoloca/mazateca-huautla/G044a-VocMazatecoFacs-mau.htm>

Albert Bickford

SIL-Mexico, Linguistic Publications

SIL International, Sign Language Leadership Team

albert_bickford at sil dot org

Late May through early August: 2901 University Ave Stop
8217, Grand Forks ND 58202; 701-777-0575
Mid-August through mid-May: 16131 N. Vernon Dr., Tucson
AZ 85739; 520-825-6131

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Editor's Note:

The SIL International has posted numerous (free) excellent downloadable reference works for languages of the world.

KS Rolph

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**Summer Research Projects Sought by our Community
of Linguistics Students – Remote Projects Possible**

Dear Editor,

I'm a senior at the University of Florida majoring in linguistics and Spanish seeks internship or paid work with language documentation and revitalization projects. My detailed interests are in phonology/phonetics, sociolinguistics, language policy, and translation. I have worked with an indigenous language documentation project for the past three years doing Spanish-English translation and transcription with a digital database interface, and am looking to gain more and broader experience in the field. Please contact me at [emoline at ufl dot edu](mailto:emoline@ufl.edu)

Thanks so much,
Emily Moline

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Dear Editor,

I am a prospective linguistics major at Columbia University interested in assisting with linguistics research over the summer. Specifically, I am interested in indigenous languages and language documentation, preservation, and fieldwork, although I would be happy to work on any other linguistics-related projects as well (e.g. historical linguistics, phonetics and phonology, etc.). My linguistics coursework at Columbia has included Introduction to Linguistics, Discourse and Pragmatics, and a Language of America seminar. I will be living in Atlanta, Georgia for the summer but would be happy to work remotely or I'm willing to work from another location if needed. I have experience with the Microsoft Office and Adobe Creative Suites, and I am conversational in French.

Thank you,
Ben Gittelsohn
Lilgittel at gmail dot com

Scholarly Information-sharing Sought – Q'eqchi' Maya

Estimadas Editoras,

Yo elaboré mi tesis doctoral sobre el q'eqchi', idioma maya de Guatemala, en el año 1978 en la Universidad de Colorado/Boulder, EUA. Podría enviar una copia en PDF a Ustedes, si lo quiere. Además, quisiera saber de otras tesis de idiomas mayas que existen.

Atentamente,
Stephen O. Stewart
stephen.o.stewart at gmail dot com

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CALL FOR CORRESPONDENCE

Dear Colleagues,

If you want to hear from us, we want to hear from you. If your department or group has a website, we want to know about your most current research, fora, and publications. Please take the extra moment to keep us informed. Regional groups are encouraged to send us information about your activities. Please send your editorials and information to the editor at: karenrolph at hotmail dot com.

Many thanks from the Editor

NEWS AND ANNOUNCEMENTS

Dene-Yeniseian Workshop on YouTube

You can watch presentations from the Dene-Yeniseian Workshop held at the University of Alaska Fairbanks on March 24, 2012 on YouTube. Posted by the by the Alaska Native Languages channel, there are a rich assortment of talks that will be of great interest to linguists of the Americas, and those interested in prehistoric peopling, universalist and typological queries.

<http://www.youtube.com/playlist?list=PL32A13526827D90BC>

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Robert Charlie

Welcome Statement: Dene-Yeniseian Workshop 2012

http://www.youtube.com/watch?v=67BK1R5MrHk&list=PL32A13526827D90BC&index=1&feature=plpp_video

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Edward Vajda

“Geography, Demography, and Time Depth: Explaining How the Dene-Yeniseian Hypothesis is Possible”

http://www.youtube.com/watch?v=7M0QnAqQUmw&list=PL32A13526827D90BC&index=2&feature=plpp_video

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Ben Potter
"Archaeological Inquiries into Na-Dene and Yeniseian
Prehistory"

http://www.youtube.com/watch?v=mlCDmWgKKeg&list=PL32A13526827D90BC&index=3&feature=plpp_video

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David Yesner
"Environmental Correlates of Expansion of Pastoralist Groups
in Eastern Siberia and the Dene-Yeniseian Wedge"

http://www.youtube.com/watch?v=dEOYmVOYc_g&list=PL32A13526827D90BC&index=4&feature=plpp_video

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Allie Dewey and Michael Kenyhercz
"The Current State of Genetic and Biological Anthropology:
Evidence for the Dene-Yeniseian Connection"

http://www.youtube.com/watch?v=cTQi7IeJ-4c&list=PL32A13526827D90BC&index=5&feature=plpp_video

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Katherine Arndt
"Resources for Yeniseian Studies at the Rasmuson Library,
UAF"

http://www.youtube.com/watch?v=HC7FgRyZSTU&list=PL32A13526827D90BC&index=6&feature=plpp_video

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James Kari and Sharon Hargus
"Two Topics for Dene-Yeniseian Comparison: Geographic
Lexicon and the Incorporate Slot"

http://www.youtube.com/watch?v=LSA1OhRxpOA&list=PL32A13526827D90BC&index=7&feature=plpp_video

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Anna Berge
"Is Aleut Syntax a Result of Language Internal or External
Change?"

http://www.youtube.com/watch?v=iH9b7PhL8-o&list=PL32A13526827D90BC&index=8&feature=plpp_video

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Gary Holton and Mark Sicoli
"Applying Computational Phylogenetic Methods in
Evaluation of the Dene-Yeniseian Hypothesis"

http://www.youtube.com/watch?v=Jpo2kixoxrM&list=PL32A13526827D90BC&index=9&feature=plpp_video

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See Recorded Video - 19th Stabilizing Indigenous Languages Symposium – held May 17-19, 2012

Thompson Rivers University, Kamloops, BC

If you were unable to attend the conference:
Keynote speakers were streamed live online for those unable
to attend the conference. The Keynote Speakers were Dr.
Lorna Williams and Dr. Jeannette Armstrong. Both
presentations are broadcast from the Irving K. Barber Center
on the campus of TRU.

Watch these important videos at: www.livestream.com/livetru

More conference information at: <http://www.tru.ca/sils.html>

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Invitation to Attend: Endangered Language Symposium in New York City, May 31st to June 1st

The CUNY Graduate Center's Endangered Language Initiative
and the International Centre for Language Revitalization of
the Auckland University of Technology will hold a two-day
symposium on language revitalization May 31st – June 1st
2012 in New York City. A central goal of the symposium is
to share successful revitalization strategies.

The first day at CUNY will include two keynote addresses by
Dr. Timoti Kāretu, Māori (Te Panekiretanga o Te Reo Māori -
School of Māori Language Excellence) and Jesse Little Doe
Baird, Wôpanâak (2010 MacArthur Fellow). There is an
evening reception in honor of Dr. Joshua Fishman, concluding
with a film screening and roundtable with Dr. Tīmoti Kāretu
and Dr. Wharehuia Milroy (Māori).

The second day will include a poster session, presentations
from UNESCO, the Smithsonian Institution and the
International Centre for Language Revitalisation, concluding
with a film festival and roundtable hosted in cooperation with
the Film and Video Center of the Smithsonian National
Museum of the American Indian. A central goal of the
symposium is to share successful revitalization strategies. Oral
presentations will be organized around the following themes:

- Learning that works
- Development of tools, resources, and materials
- Collaborative initiatives between communities and academics
- Increasing awareness of threatened languages and
revitalization movements

For more information, please go to:

<http://opencuny.org/language revitalization in the 21st century/>

Professor Juliette Blevins - Director

Endangered Language Initiative - Linguistics Program
 CUNY Graduate Center
 365 Fifth Avenue
 New York, NY 10016-4309 USA
 email: jblevins at gc.cuny dot edu

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**Invitation to Attend 3- City (Lyon, London, and Leiden)
 Endangered Languages – From Documentation to
 Revitalisation on 6-7 July 2012 Lyon, France**

The Conference on July 6-7 welcomes attendees, in cooperation with participants from UNESCO, The Hans Rausing Endangered Languages Project, and the Consortium for Training in Language Documentation and Conservation.

The fourth International Summer School of the 3L Consortium (Lyon, London, Leiden) will be hosted by the LED-TDR team (Langues En Danger-Terrain, Documentation, Revitalisation), members of the DDL & ICAR laboratories (University Lumière-Lyon 2 and ENS Lyon, France). It follows on from the highly successful 3L Summer Schools in Lyon 2008, London 2009 and Leiden 2010.

The 2012 3L Summer School, trilingual (French, English, Spanish) will concentrate on the theme of Endangered Languages Revitalization. It includes an International Conference on 6th and 7th July entitled: "1992-2012: twenty years of research on language endangerment" with the participation of international researchers, and of the main institutions involved in issues of language endangerment.

There will also be a Junior Researchers Conference on 11th July for participants who wish to present their work from a critical perspective.

Registering as a Summer School attendee is now closed, but you can still register to attend the Conference.

For more information, please go to:

http://www.ddl.ish-lyon.cnrs.fr/colloques/3l_2012/index.asp?Langues=EN&Page

Pascale Paulin.
 For the 3L Summer School, General Coordinator.

Ethnolinguiste
 UMR 5596 - CNRS & Université Lumière Lyon 2
 Laboratoire Dynamique du Langage
 Institut des Sciences de l'Homme
 14 avenue Berthelot
 69363 LYON CEDEX 07

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 Fax : 00 33 (0)4 72 72 65 90

Escuela de Verano 3L en Lyon, Francia, 1 al 13 julio 2012

La Conferencia de 6 a 7 julio da la bienvenida a los asistentes, en cooperación con los participantes de la UNESCO, el Proyecto Hans Rausing lenguas en peligro, y el Consorcio para la Formación en la documentación lingüística y la Conservación.

La 4a Escuela de Verano Internacional del Consorcio 3L será organizada por el proyecto LED-TDR (Langues En Danger – Terrain, Documentation, Revitalisation) de los laboratorios DDL, ICAR y CNRS de la Universidad Lumière-Lyon 2, Francia.

El enfoque principal de la Escuela de Verano será dirigido hacia los lazos entre descripción, documentación y archivo de las lenguas en peligro, y la conservación, revalorización y revitalización de dichas lenguas. Ver las Escuelas de Verano pasadas: 3L Lyon 2008, 3L London 2009 y 3L Leiden 2010.

La Escuela de Verano Lenguas En Peligro: de la Documentación a la Revitalización incluirá conferencias matinales impartidas por especialistas en estas áreas, clases y talleres en la tarde, y eventos temáticos por la noche. Uno de los objetivos de la escuela es facilitar el encuentro entre los actores de los proyectos de campo en curso y ofrecer apoyo al lanzamiento de nuevos proyectos de campo en relación con proyectos de revitalización. La Escuela de Verano será trilingüe: inglés-francés-español.

La Escuela incluirá un Coloquio Internacional (6 y 7 julio) título "1992-2012: veinte años de investigación sobre las lenguas en peligro" con la participación de investigadores internacionales y de las principales instituciones que abordan los temas principales de las lenguas en peligro de extinción, y un Coloquio de Jóvenes Investigadores el miércoles 11 de julio.

Para obtener más información, y para asistir, por favor vaya a:

http://www.ddl.ish-lyon.cnrs.fr/colloques/3l_2012/index.asp?Langues=EN&Page

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The Surrey Morphology Group and the Oto-Manguean Languages of Mexico

**Workshop to be Held
 Call for Papers – Deadline June 30, 2012**

The Surrey Morphology Group (SMG) at the University of Surrey is very happy to inform the SSILA community that we are currently working on the structure of the inflectional classes of the Oto-Manguean languages of Mexico. This research will continue until February 2015 and is being carried out under the auspices of a research project entitled "Endangered Complexity" which has been recently granted to the Group by both the Economic and Social Research Council and the Arts and Humanities Research Council of the UK.

Since its foundation, the SMG has been studying the relations which hold between grammatical categories in broad samples of languages. The studies we have conducted have been led by a common interest to develop typologically informed frameworks for the expression of theories of natural language morphology. We have been particularly interested in a set of linguistic phenomena which are both relevant for the morphology and the syntax of natural languages such as gender, number and agreement, as well as in other phenomena which are purely morphological in nature such as defectiveness, deponency, suppletion, syncretism and paradigmatic splits.

Our recent interest in inflectional classes has developed from the belief that the status of such classes within morphology and beyond is not yet properly understood. In the general view, inflectional morphology expresses grammatical information, and in an ideal world each distinct form would correspond to a distinct meaning. However, we often find allomorphy whose distribution defies a syntactic or a phonological explanation. Often such allomorphy pervades the entire paradigm, so that a given word class falls into morphologically distinct inflection classes. From a syntactic point of view, inflectional classes are seemingly useless in functional terms, and yet they are widely found across languages. Nevertheless our knowledge of such classes to date is still largely based on European languages and is thus limited by their typological characteristics. To elucidate a sound typology of inflectional classes, a comprehensive theory must expand its horizons beyond well-known languages.

An important part of our research on inflectional classes has been carried out under the auspices of a project funded by the European Research Council on morphological complexity. This new project on the Oto-Manguean languages will provide us with greater in-depth understanding of morphological complexity, concentrating on a family which is known to be particularly challenging in this area.

Oto-Manguean is a large language phylum in Mexico, and it is probably the most diverse one in the Americas. The Oto-Manguean languages display an unparalleled richness of inflectional class systems and can serve as a point of departure for investigating the full range of typological possibilities. Their inflectional morphology takes on a rich array of forms, involving clitics, suffixes, prefixes complex tonal patterns and stem alternations, all of which may fall into different classes, depending on the language family in question. And since suffixes, prefixes, tone, and stem alternations can co-occur in a single word form, this may result in the interaction of multiple layered inflectional classes, drastically increasing the complexity of the systems. We think that the Oto-Manguean languages provide important evidence of the degree of the limits of inflectional idiosyncrasy that a language can tolerate.

The project asks the following research questions: (i) What are the degrees of inflectional class complexity? (ii) What is the relationship between frequency and morphological irregularity? and (iii) How do inflectional classes arise and decay?

We plan to address these questions by conducting a series of studies based on a sample of different Oto-Manguean languages, and we plan to create a database of at least 15 such languages with inflectional information and verbal lexicons. The database will be made publicly available over the internet, joining other SMG databases (please see

<http://www.surrey.ac.uk/englishandlanguages/research/smg/webresources/index.htm>

The database will be linked to a webpage supported by the University of Surrey devoted to other aspects of the Oto-Manguean languages called 'OTOM', including a survey of some of the relevant bibliography, which will be shortly accessible.

As part of this project, we plan to organize a joint LSA-SSILA session entitled "Inflectional classes in the languages of the Americas" for the 2013 Annual Meeting to be held during the winter 2013 SSILA meeting in Boston, MA from 3 to 6 January 2013. If interested, please visit our site at:

http://www.surrey.ac.uk/englishandlanguages/research/smg/researchprojects/endangeredcomplexity/ssila_workshop/

If you have any queries about this project or others, have a particular interest in some relevant data to be included in our database or databases, have some phenomenon that puzzles you in the language or languages you know that you do not mind sharing with us, or for anything else, please contact us at e.palancar@surrey.ac.uk, and we will always be very happy to talk to you.

On behalf of the SMG,
Enrique L. Palancar
e.palancar@surrey.ac.uk

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Invitation to Attend: Second Cambridge Language Endangerment Conference

Language Endangerment: Methodologies and New Challenges
Friday, 6 July 2012
Location: CRASSH, Alison Richard Building, 7 West Road,
Cambridge CB3 9DT

Centre for Research in the Arts, Social Sciences and
Humanities - Sponsors include Cambridge University Press
and Oxford University

Conference summary

At a time when UNESCO deems 43% of the world's 6,000 languages at risk of extinction, the imperative to record and analyze these linguistic varieties while they are still spoken has scarcely been greater. Yet researchers have ostensibly been slow to avail themselves of the opportunities offered by new technologies, from visual and aural archiving, to

digitization of textual resources and electronic mapping, techniques which could have the potential to play an integral role in reversing language shift. However, it is clear that with these new technologies come new challenges for the linguist.

The Second Cambridge Language Endangerment Conference invites researchers to bring forward their ideas for tackling these issues: to share experiences from the field, to consider how these new resources might best be applied, as well as the problems that they can bring, to reassess more traditional techniques in light of new technologies and to work with a view towards achieving a practicable synthesis of old and new methodologies. At this critical time, our Conference seeks to ignite the debate as to what, if indeed anything, new technologies have to offer the fields of documentation, revitalization and maintenance, and how the research community might seek to enhance the functionality of these resources in order to advance their application beyond mere superficialities.

Plenary speakers

Tjeerd de Graaf (Frisian Academy, The Netherlands): *The Use of Sound Archives for the Documentation and Maintenance of Siberian Endangered Languages and Cultures*

Nicholas Ostler (The Foundation for Endangered Languages): *Endangered languages in the New Multi-lingual Order: Per Genus et Differentiam*

Annotated List of Conference speakers

Dorothee Beermann (NTNU) *'Collaborative online resource building for less-resourced languages'*

Matt Coler (VU Amsterdam) and Petr Homola (Univerzita Karlova and Praze) *'Machine translation as a language tool in Aymara and Quechua'*

Jeffrey Davis (Tennessee) *'American Indian sign language documentary: Linguistic Methodologies and Technologies'*

Nicole Dolowy-Rybinska (Polish Academy of Sciences) *'Internet resources: for or about linguistic minorities'*

Méderic Gasquet-Cyrus (Provence) *'From the field to the fridge... and back: constructing and sharing data with speakers of endangered languages in [the] Occitan area'*

Ewald Hekking and Pedro Cardona (Querétaro) *'Yaak project: An online system for the teaching and diffusion of the Otomi language from Queretaro, Mexico'*

Csilla Horvath (Szeged) *'Wikipedia in Mansi?'*

Russell Hugo (Washington) *'Immediate applications and long-term considerations for indigenous languages, technology and learning: more than flashcards on the iPad'*

Cecilia Ode (Amsterdam) *'Language description and documentation from the native speaker's point of view'*

Hugh Paterson III (SIL) *'Keyboard layout as part of language documentation: the case of the Me'phaa and Chinantec keyboards'*

Wilson Silva (Rochester) *'The Desano collaborative project: navigating the challenges of language documentation technology in remote communities'*

Gabor Szekely (Pecs) *'Digital philology in Mansi language documentation'*

To learn more and register to attend, please go to:

<http://www.crash.cam.ac.uk/events/1688/>

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Linguistic Society of America Workshops Call for Participation – Working Deadline July 1, 2012

The 2013 Linguistic Institute will take place on June 24 to July 19, 2013 on the campus of the University of Michigan in Ann Arbor, with the theme 'Universality and Variability'. The Institute focus will be on the unusual synergies currently emerging in Linguistics, tied to exploring and modeling what is invariant about human language while also working to understand the complexities of linguistic variability.

These synergies necessarily involve basic research concerning fundamental aspects of linguistic knowledge and the integration of diverse approaches to linguistic study, particularly as linked to the study of language as a cognitive endowment and process and the study of language as a central component of human cultures, social action and perception.

For more information on the Institute, see:

<http://lsa2013.lsa.umich.edu/>.

Classes at the Institute will be offered Monday through Thursday (except for the week of July 4th, when classes will be held Monday to Wednesday, and Friday). This leaves most Fridays and all of the weekends free for workshops and conferences to be offered concurrently with the Institute. The specific available dates are listed below:

- a. June 23, 24 (the weekend before the official start of the Institute)
- b. June 28, 29, 30
- c. July 6 and 7 (note that Friday is not available since it will be an ordinary class day for Institute attendees).
- d. July 12, 13, 14.

We are requesting initial, informal proposals for potential workshops to be submitted by July 1, 2012. We are happy to host a meeting of a regular conference or of a one-time-only

workshop, particularly workshops that are consistent with the Institute theme. As at previous Institutes, the general assumption is that workshop funding is the responsibility of their organizers, and that the workshops have no or minimal registration fees to allow them to be maximally accessible to Institute participants, who are primarily students.

Proposals should contain the following information:

- a. The title of the workshop.
- b. The name of the sponsoring organization (if applicable).
- c. The names, institutional affiliations, and e-mail addresses of the organizers.
- d. The proposed length of the workshop or conference (e.g. half-day, one full day, two full days, etc.).
- e. The format of the event (e.g. method of selecting speakers, length of talks and discussion, use of commentators, etc.).
- f. Any available information about the presenters.
- g. A brief, one paragraph description of the workshop.
- h. Expected number of participants.
- i. Any special facility needs.
- j. Anticipated sources of funding.
- k. Dates: If your workshop needs to be on a specific weekend, please specify the dates. If not, indicate that any of the available weekends will be possible.

Please note that July 1, 2012 is not a formal deadline for workshop proposals. You may propose a workshop at a later date, although it may not be possible to accommodate proposals received after this date. Workshop proposals will not be subjected to outside evaluation; however, should we receive more proposals than we can accommodate, we will select among them according to the date submitted and fit with the overall Institute.

Submit your workshop proposals to:

[lsa2013.workshops at umich.edu](http://lsa2013.workshops.umich.edu) by July 1, 2012.

Questions about workshops may also be directed to that e-mail address.

This call for proposals may also be viewed at:

<http://lsa2013.lsa.umich.edu/call-for-workshop-proposals.html>.

Sincerely,

David Robinson
Director of Membership and Meetings
Linguistic Society of America

For the Directors of the 2013 Institute

Prof. Donna B. Gerdts
Department of Linguistics
Simon Fraser University
Burnaby, British Columbia V5A 1S6
Canada

Email: gerdts at sfu dot ca
Tel.: (604) 224-7203

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The Canadian Indigenous Languages and Literacy Development Institute (CILLDI) summer program - July 9-27, 2012

University of Alberta, Edmonton, Alberta

Thirteenth Annual CILLDI Summer School – July 9-27, 2012
The University of Alberta is pleased to present the 13th annual Summer School of Canadian Indigenous Languages and Literacy Development Institute over the course of three weeks in July 2012. Learn an Indigenous language or gain expertise in the areas of linguistics, endangered language documentation and revitalization, language and literacy learning, second language teaching and curriculum development, and language policy and planning. This program provides a unique opportunity to earn university credit while learning about Indigenous languages and culture. Some CILLDI courses lead to a Community Linguist Certificate (CLC).

Course Offerings: Courses will be offered in one of two blocks. Each block is 7½ days long and classes meet for five hours per day for each block of the Institute. Students may register for a maximum of one course per block (*3) from the courses listed here. Courses marked by CLC lead to the Community Linguist Certificate.

Courses for 2012

CILLDI is offering a total of seventeen 3-credit courses during its 2012 Summer School, including seven brand new courses. Courses are being offered by the Faculty of Native Studies (NS), the Department of Linguistics (LING and INT D), and the Department of Elementary Education (EDEL). Courses marked with CLC are required for the Community Linguist Certificate, but are open to any interested CILLDI student who has the proper prerequisites.

Block I Courses, July 9-18, 2012

Cree Immersion for Adult Beginners - NS 103
An immersive introduction to the Cree language for beginning students. No prior knowledge of Cree is assumed.

Blackfoot Immersion for Adult Beginners - NS 103
An immersive introduction to the Blackfoot language for beginning students. No prior knowledge of Blackfoot is assumed.

Introduction to Linguistic Analysis for Indigenous Language Revitalization (CLC) LING 111
Central concepts of linguistics: linguistic categories and structure (phonetics, phonology, morphology, syntax, semantics) with special attention to Canadian Indigenous languages. Note: Not to be taken by students with credit in LING 101.

Morphosyntax of Indigenous Languages (CLC) LING 212

Morphological structure and meaning in Canadian Indigenous languages including how best to represent lexical meaning and form in a dictionary, how new words might be coined, and how these languages with their complex morphology and verb systems might be taught to adult learners. Prerequisite: LING 101 or LING 111.

Piikishkweetak eñ Michif: Introduction to Michif - LING 311 This course provides an introduction to the Michif language and its varieties as spoken in western Canada. The course addresses both linguistic and aspects of the language, as well as methods and tools that can be applied for the purposes of language revitalization. The linguistic component describes the history, development, and current status of the language. Other topics include a description of the sound system and basic structure of the language. Students will also gain practical experience in current models of language revitalization, with an emphasis on the Master-Apprentice language learning model.

Techniques for Endangered Language Documentation (CLC) INT-D 318 Provides Canadian Indigenous language speakers with the technical skills needed to digitally archive their languages in a database or on the web with text, sound, images, and video. These digital resources can be incorporated into interactive multimedia resources for access by community-based learners and second-language teachers.

Introduction to Language and Literacy Development EDEL 306 This course provides students with the background in language and literacy development needed to work with Indigenous children from diverse language and literacy backgrounds. The focus is on planning for language teaching and supporting Indigenous languages in the classroom.

Teaching Indigenous Languages Through Cultural Arts EDEL 496/595 Students will be exposed to Indigenous art and craft forms that can be incorporated into the language-learning environment. A strong emphasis will be placed on practical classroom application of the art forms, and on strategies to sustain, preserve, and protect Indigenous ways of knowing inherent in Indigenous languages and traditional practices. Elders with expertise in Indigenous cultural arts and fluent in their language will serve as resources in the class.

Block II Courses, July 18-27, 2012

Phonetics of Indigenous Languages (CLC) - LING 211 Recognizing, transcribing, and producing speech sounds using the International Phonetic Alphabet (IPA); problems in phonetic analysis, elementary acoustic phonetics, techniques for describing the sound system of Canadian Indigenous languages. Note: Not to be taken by students with credit in LING 205. Prerequisite: LING 101 or LING 111.

Sentence and Discourse Patterns of Indigenous Languages (CLC) - LING 213 Types of sentence and discourse patterns in Canadian Indigenous languages; attention to real language use across different genres (e.g. traditional stories, conversation, personal narratives, oratory and ceremony) so that students can go on to collect and transcribe samples of

language in context rather than word list or sentences in isolation. Prerequisite: LING 101 or LING 111.

Building A Community Dictionary Cover-to-Cover LING 311 Provides Canadian Indigenous language speakers with the technical skills needed to collect and create a community dictionary. Various dictionary formats will be discussed including digital, online, and paper formats including sound, images, and video as parts of the dictionary. Students will receive hands-on training in creating dictionaries.

Community Language Archiving - LING 311 Provides speakers and other community members with an understanding of best practices in designing, creating and maintaining a language archive within their own community. Includes issues around digitization of older resources (print and audio/video), controlling access to sensitive materials and developing a user-friendly interface to the archive. Models of indigenous language archives from around the world will be examined.

Language Policy and Planning for Indigenous Language Communities (CLC) - INT D 311 Language use and attitudes about language within the socio-cultural context of Canadian Indigenous communities; addresses issues surrounding the health and survivability of Indigenous languages in different types of family, community, and school contexts; special attention given to Indigenous language advocacy at the family, band, and international levels. Training in effective grant-writing techniques included. Prerequisite: LING 101 or LING 111.

Second Language Acquisition: Teaching Indigenous Languages in an Immersion Context - EDEL 461 / EDEL 595 The course addresses current principles underlying second language teaching and learning in an immersion context. Foundations in oral language learning, methods, and strategies will be discussed in relation to children and adults learning an Indigenous language as a second language. Prerequisite: EDEL 395 or other introductory language arts methods course or consent of the instructor.

Developing Classroom Materials and Curriculum for Indigenous Languages - EDEL 462 / EDEL 595 Provides teachers with practical tools and hands-on experience in developing a wide range of material for Indigenous language classrooms and will improve their ability to use the language for communicative purposes. Grounded on research on effective language pedagogy and second language acquisition, this course will focus on holistic approaches to teaching language. Prerequisite: EDEL 395 or other introductory language arts methods course or consent of the instructor.

Using Literacy and Drama in Indigenous Language Education EDEL 496 / EDEL 595 Explores the potential of drama as a means of developing Aboriginal languages and literacies. Students will participate in various forms of drama and experiment with different strategies in the planning of learning experiences. Prerequisite: An introductory language arts methods course or consent of instructor.

Community Linguist Certificate

The Community Linguist Certificate (CLC), offered through CILLDI and awarded by the Faculty of Arts, provides linguistic analysis and language documentation training to speakers of Canada's Aboriginal languages who are interested in working towards the preservation of their languages. CLC holders might:

- lead community-based language projects
- produce dictionaries and grammars
- develop new vocabulary items
- oversee place-naming projects
- hold orthography and literacy workshops
- transcribe and archive personal stories and community histories
- build language databases and websites
- write grant proposals for community-based language projects.

For more information and to register, please visit:

<http://www.cilldi.ualberta.ca/>

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3rd International Conference on Language Documentation & Conservation

Call for Proposals – Deadline August 31, 2012

The 3rd International Conference on Language Documentation & Conservation (3rd ICLDC) is tentatively scheduled for February 28-March 3, 2013, to be held at the Hawai'i Imin International Conference Center on the campus of the University of Hawai'i at Mānoa in Honolulu.

The theme of the 3rd ICLDC is 'Sharing Worlds of Knowledge,' which highlights the interdisciplinary nature of language documentation, as language encodes knowledge from diverse areas of life. We hope you will join us!

By popular demand, the 3rd ICLDC will be a full day longer than the previous two conferences. The conference program will feature an integrated series of Master Class workshops. An optional Hilo Field Study (on the Big Island of Hawai'i) to visit Hawaiian language revitalization programs in action will immediately follow the conference (March 4-5). This year's conference theme, "Sharing Worlds of Knowledge," intends to highlight the interdisciplinary nature of language documentation and the need to share methods for documenting the many aspects of human knowledge that language encodes. We aim to build on the strong momentum created by the 1st and 2nd ICLDCs to discuss research and revitalization approaches yielding rich records that can benefit both the field of language documentation and speech communities. We hope you will join us.

Topics

We especially welcome abstracts that address the conference theme of the interdisciplinary nature of language documentation. Language encodes knowledge from many facets of life: kinship, science, taxonomy, material culture, spirituality, music, and others. We encourage presentations on documenting these topics through the lens of endangered languages.

We are also seeking abstracts on the science of documentation and revitalization. Documentation is usually portrayed as a means of collecting language data, and revitalization is generally seen primarily as a kind of applied work directly benefiting communities. However, each of those domains is a genuine area of research, and we welcome presentations that treat documentation and revitalization not merely as activities, but also as domains requiring theorization in their own right. In addition to the topics above, we warmly welcome abstracts on other subjects in language documentation and conservation, which may include but are not limited to:

- Archiving matters
- Community experiences of revitalization
- Data management
- Ethical issues
- Language planning
- Lexicography and reference grammar design
- Methods of assessing ethnolinguistic vitality
- Orthography design
- Teaching/learning small languages
- Technology in documentation – methods and pitfalls
- Topics in areal language documentation
- Training in documentation methods – beyond the university
- Assessing success in documentation and revitalization strategies

Abstract submission

Abstracts should be submitted in English, but presentations can be in any language. We particularly welcome presentations in languages of the region discussed. Authors may submit no more than one individual and one joint (co-authored) proposal.

Abstracts are **due by August 31, 2012**, with notification of acceptance by October 1, 2012.

We ask for **abstracts of no more than 400 words** for online publication so that conference participants will have a good idea of the content of your paper, and a **50-word summary** for inclusion in the conference program. All abstracts will be submitted to blind peer review by international experts on the topic.

We will only be accepting proposal submissions for papers or posters. Please note that the Advisory Committee may ask that some abstracts submitted as conference talks be presented as posters instead.

Selected authors will be invited to submit their conference papers to the journal *Language Documentation & Conservation* for publication.

Scholarships

To help defray travel expenses to come and present at the conference, scholarships of up to US\$1,500 will be awarded to the six best abstracts by (i) students and/or (ii) members of an endangered language community who are actively working to document their heritage language and who are not employed by a college or university. If you are eligible and wish to be considered for a scholarship, please select the appropriate "Yes" button on the proposal submission form.

Presentation formats

Papers will be allowed 20 minutes for presentation with 10 minutes of question time.

Posters will be on display throughout the conference. Poster presentations will run during the lunch breaks.

To submit an online proposal, visit our Call for Proposals page:

<http://nflrc.hawaii.edu/ICLDC/2013/call.html>

Additional information:

<http://nflrc.hawaii.edu/ICLDC/2013/>

Feel free to contact us at icldc at hawaii dot edu

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United Nations Permanent Forum on Indigenous Issues: Announcing the 2014 World Conference on Indigenous People

In accordance with paragraph 8 of resolution 65/198 the main objective of the World Conference on Indigenous Peoples is to share perspectives and best practices on the realization of the rights of indigenous peoples and to pursue the objectives of the United Nations Declaration on the Rights of Indigenous Peoples.

Resolution 65/198 invites the President of the General Assembly to conduct open-ended consultations with Member States and with representatives of indigenous peoples within the framework of the Permanent Forum on Indigenous Issues, as well as the Expert Mechanism on the Rights of Indigenous Peoples and the Special Rapporteur on the Rights of Indigenous Peoples, in order to determine the modalities for the meeting, including the participation of indigenous peoples in the Conference.

The three UN mandates specific to indigenous peoples – UN Permanent Forum on Indigenous Issues, UN Expert Mechanism on the Rights of Indigenous Peoples and the UN Special Rapporteur on the Rights of Indigenous Peoples –

have also initiated discussions on the World Conference in line with resolution 65/198.

The Permanent Forum welcomed the opportunity and responsibility for playing a central role in the preparations of the World Conference.

SSILA READERS PLEASE NOTE:

The permanent Forum welcomes the initiatives of the Government of Mexico and the Fund for the Development of the Indigenous Peoples of Latin America and the Caribbean to host the Latin American and Caribbean preparatory meeting on the World Conference in 2012.

The Permanent Forum welcomes the invitation extended to indigenous peoples by the Saami Parliament of Norway to attend a preparatory meeting to be held in Alta, Norway, in 2013 to consolidate indigenous peoples' strategies and inputs for the World Conference.

Please visit the U.N. website for more information:

<http://social.un.org/index/IndigenousPeoples/WorldConference.aspx>

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RECENT PUBLICATIONS

Long-awaited Ute Reference Grammar

Ute Reference Grammar, by T. Givón (2011) (University of Oregon) J. Benjamins, Amsterdam, 441 pp.

Ute is a Uto-Aztecan language of the northern-most (Numic) sub-family. It is currently spoken on three Indian reservations in western Colorado and eastern Utah. Like most native languages of North America, it is severely endangered, and this book is part of the effort toward its preservation. The description given here is based on 35 years of work on the Southern Ute Reservation in SW Colorado. Typologically, Ute offers a cluster of intriguing features: (a) nominalization of all non-main clauses (ch. 8, 9, 10, 12, 13, 17); (b) strong ramification of nominalization to both subject and object case-marking (ch. 5); (c) pragmatically-controlled word order and second-position clitics (ch. 7); (d) a still-evolving system of pronominal suffixes (ch. 11); (e) clear remnants of a noun-classifier system (the "absolute" suffixes, ch. 3); (f) a constantly expanding system of de-verbal post-positions (ch. 3, 7); (g) several historical layers of passive constructions (ch. 11); and more -- all viewed from a perspective of ongoing historical change. While the book is a description of synchronic grammar as used by Ute elders, it still endeavors to describe a language in the midst of ongoing diachronic change. It is the first of a three-volume set which also includes a collection of oral texts (due 2014) and a dictionary (due 2018). Ute speakers and tribal members on the three Ute reservations may find this volume a step-by-step introduction to both English and Ute grammar -- how words are assembled

of morphemes, how they are combined into meaningful clauses, and how clauses are in turn combined into coherent discourse. General linguists may find here a detailed description of a beautiful language, an account informed by communicative use, language universals, and diachronic change. Descriptive linguists may find here a clear if implicit model of how to write a grammatical description.

Hardbound 978 90 272 0284 0 / EUR 110.00 / USD 165.00
 Paperback 978 90 272 0285 7 / EUR 36.00 / USD 54.00
 For Ute Tribal Members: 30% discount

e-Book - Available from e-book platforms
 978 90 272 8741 0 / EUR 110.00 / USD 165.00

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South Conchucos Quechua: Change and Complexity

Crossing aspectual frontiers: Emergence, evolution, and interwoven semantic domains in South Conchucos Quechua discourse. By Daniel J. Hintz (2011). University of California Publications in Linguistics, Vol. 146. University of California Press: Berkeley.

This book presents a comprehensive account of the grammatical expression of aspect and related semantic domains in South Conchucos Quechua, a language of central Peru. Based on a corpus of naturally-occurring speech, the

approach applied here integrates the description of the synchronic system in South Conchucos with an investigation of cognitive and communicative forces that have shaped aspect and related categories across the language family. Additionally, the aspect system is positioned within a typological framework, supporting certain cross-linguistic tendencies and highlighting properties unique to Quechua.

Daniel J. Hintz
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<http://llaqwash.com/dan>
 Linguistics Consultant
 SIL International

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"Aspect is widely present in most Quechuan languages, but it has been summarily treated or even overlooked in most of the existing descriptive grammars. This book changes that situation completely. It contains detailed discussions of the semantics and the use of aspect in its relation to tense,

modality, evidentiality, etc., and opens up a wealth of unexpected data. ...The historical chapters are a most welcome addition to the grammatical analysis because they are highly relevant for our understanding of the development of aspect in other Quechuan languages and in the Quechuan family as a whole." ---Willem Adelaar, Leiden University

"This book addresses what is perhaps the most challenging area in the study of Quechuan languages: the scores of suffixes that occur between the verb root and person-marking inflection. It not only sheds light on one of these languages, South Conchucos Quechua, but it shows us new ways to investigate such complexities. This book will stand as a landmark in the study of Quechua." ---David Weber, SIL International

Reviews, audio samples, and further information:

<http://www.ucpress.edu/book.php?isbn=9780520098855>

Read online or download pdf (free):

<http://www.escholarship.org/uc/item/6wb842zj>

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Encyclopedic Reference Work – Aboriginal Languages Known to Exist before 1850 in California, Southern Oregon, areas of Baja California and Nevada

California Indian Languages, by Victor Golla (California State University at Humboldt) 2011. University of California Press: Los Angeles and Berkeley.

Nowhere was the linguistic diversity of the New World more extreme than in California, where an extraordinary variety of village-dwelling peoples spoke seventy-eight mutually unintelligible languages. This comprehensive illustrated handbook, a major synthesis of more than 150 years of documentation and study, reviews what we now know about California's indigenous languages. Victor Golla outlines the basic structural features of more than two dozen language types, and cites all the major sources, both published and unpublished, for the documentation of these languages—from the earliest vocabularies collected by explorers and missionaries, to the data amassed during the twentieth-century work of Alfred Kroeber and his colleagues, and to the extraordinary work of John P. Harrington and C. Hart Merriam. Golla also devotes chapters to the role of language in reconstructing prehistory, and to the intertwining of the language and culture in pre-contact California societies, making this work, the first of its kind, an essential reference on California's remarkable Indian languages.

Victor Golla, a leading expert on the native languages of California, is Professor of Anthropology at Humboldt State University. He is the editor of *The Sapir-Kroeber Correspondence: Letters Between Edward Sapir and Alfred*

Kroeber, 1905–1925 and of several volumes of *The Collected Works of Edward Sapir*.

Reviews

"Victor Golla has been the leading scholar of California Indian languages for most of his professional life, and this book shows why. His ability to synthesize centuries of fieldwork and writings while bringing forward new ideas and fresh ways of looking at California's famous linguistic diversity will make this the primary text for anyone interested in California languages."--Leanne Hinton, Professor *Emerita* of Linguistics, University of California, Berkeley and author of *How to Keep Your Language Alive*

"This book is a wonderful contribution that only Golla could have written. It is a perfect confluence of author and subject matter."--Ives Goddard, Senior Linguist, Emeritus, Smithsonian Institution

"Golla is a gifted polymath and California Indian Languages is certainly his landmark achievement, required reading for any linguist, archaeologist, ethnographer, or historian interested in aboriginal California."--Robert L. Bettinger, Professor of Anthropology, University of California Davis and author of *Hunter-Gatherer Foraging*

"The preeminent figure in his field, Victor Golla has written a masterpiece filled with treasures for every audience: Indian communities working toward cultural and linguistic revival; general readers interested in the many cultures of Native California; and scholars in the fields of language, archaeology, and prehistory. The information here is so detailed that it supersedes all previous reference works."--Andrew Garrett, Professor of Linguistics, University of California Berkeley and Director, Survey of California and Other Indian Languages

"This is a truly magnificent work, at once authoritative, comprehensive, accessible to a wide readership, and fascinating. Masterfully integrating linguistic, archaeological, historical, and cultural information, the author describes not just the languages, but also the major figures in the story: speakers, explorers, missionaries, and scholars. It is beautifully written, a great pleasure to read, and difficult to put down."--Marianne Mithun, author of *The Languages of Native North America*.

A CSU Humboldt article about this work is at:

<http://now.humboldt.edu/news/hsu-author-publishes-indian-language-encyclopedia/>

Available in hardcover and ebook (Adobe Digital Editions), apparently at no difference in price (\$90 US, £62 UK).

Amazon.com has a short preview of the contents, including the Table of Contents, the introductory section, a sample of the extensive notes, and the index. Not shown, however, are sample pages from chapters 2 and 3 (history of research, catalogue of languages), which are illustrated with numerous photographs and maps.

For more information, please go to:

<http://www.ucpress.edu/book.php?isbn=9780520266674>

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Southern Mexican Zoquean – Original Descriptions of Highly Endangered Ocotepc/ Tapalapa

A Grammar of Chiapas Zoque, by Jan Terje Faarlund (University of Oslo) 2012. Oxford University Press: USA (256 pages).

This book provides a clear and comprehensive description of the Ocotepc/Tapalapa variant of Chiapas Zoque. Zoque is one of the two major branches of the Mixe-Zoquean language family, spoken in the southern part of Mexico. Until the Spanish conquest in the sixteenth century the Mixe-Zoquean languages covered a large area from Veracruz on the Gulf coast to the border of Guatemala and the Pacific coast. Inscriptions in Zoque from the first half of the first millennium AD are the oldest known linguistic documents in Mesoamerica. The Zoquean area once included the entire heartland of the Olmecs, who almost certainly spoke a proto-Zoquean or proto-Mixe-Zoquean language. The Zoques are thus the most likely direct descendents of the oldest known civilization of Mexico. As a result of a long history of close contact, Zoque and Mayan share areal features, and there are lexical borrowings in both directions, but genetically and typologically they are clearly distinct. The Zoque-speaking area has shrunk considerably since pre-colonial times. In 1982 an eruption from the volcano Chichonal destroyed a central part of the Zoque core area and caused a mass migration of Zoque speakers to parts of Mexico, where Spanish is the dominant language. This record of an unusual and critically endangered language will be a vital resource for linguists of all theoretical persuasions.

Jan Terje Faarlund is Professor of Linguistics and coordinator of research at the Centre for the Study of Mind in Nature, University of Oslo. Before this he was Professor of Linguistics and Norwegian Studies at the University of Chicago, where he remains a research associate. His research interests and publications are mainly in the fields of Scandinavian languages, historical syntax, syntactic theory, language and evolution, and Meso-American languages. His books include *Syntactic Change: Towards a Theory of Historical Syntax*, Berlin (De Gruyter Mouton, 1990) and *The Syntax of Old Norse* (OUP, 2004).

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For more information, please go to:

<http://www.us.oup.com/us/catalog/general/subject/Linguistics/SyntaxMorphology/~/~/dmllldz11c2EmY2k9OTc4MDE5OTY5MzIxNA==>

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Navajo Code Talkers Words List - On the Web

The declassified (June 1945) word lists from the Navajo Code Talkers Dictionary is available online. Please go to:

<http://www.history.navy.mil/faqs/faq61-4.htm>

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Etnolingüística: línguas indígenas da América do Sul – Resources on South American languages

Bill Crocker on Brazilian TV

The popular Brazilian TV show Fantástico (TV Globo) aired last January a piece on the work of the anthropologist Bill Crocker (Smithsonian Institution) among the Canela (Northern Jê, Brazil). Crocker's research, for the past five decades, continues the work of another great ethnographer, Curt Nimuendajú, accompanying closely the lives of several generations of the tribe. The show provides an engrossing (and surprisingly accurate) portrait of an anthropologist's dedication to his work and to the community who welcomed him. The video can be reached through the following link:

<http://www.etnolingustica.org/media:1jan2012>

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“Os Xetá”, a Video Documentary

The documentary “Os Xetá” tells the history of the contact (followed by the almost complete extermination) of the Xetá tribe (Tupí-Guaraní family) with land-grabbing farmers in Paraná, Southern Brazil. The story is a familiar one of

unchecked greed and disregard for indigenous rights; but, instead of taking place in colonial times or in the lawless jungles of the Amazon, it takes place in the 1940s and 1950s in southern Brazil, one of the most “Europeanized” parts of the country. The documentary interviews anthropologists, the linguist Aryon Rodrigues (University of Brasilia), and members of the tribe, including witnesses to the first contacts (when the Xetá were still a hunter-gatherer society inhabiting the forests of northwestern Paraná) such as Tucanambá (one of the last speakers of the language, who died in 2007). Concluded in 2008, the documentary was recently made available online:

<http://www.etnolingustica.org/media:30nov2011>

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LIAMES (Línguas Indígenas Americanas)

The entire collection of the Brazilian journal LIAMES (Línguas Indígenas Americanas) is now freely available online (volumes 1 to 11), in addition to its print edition. Created in 2001 by Lucy Seki (an honorary LSA member since 2010) and her colleagues Angel Corbera Mori and Wilmar da Rocha D’Angelis at the State University of Campinas (UNICAMP), LIAMES (which publishes articles mostly in Portuguese, Spanish, and English) quickly evolved into one of the most important publications in the field. A link to the LIAMES website can be found at the following address:

<http://www.etnolingustica.org/liames>

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Nimuendajú’s Map

The “Ethno-Historical Map of Brazil and Adjacent Regions”, concluded by the ethnographer Curt Nimuendajú in 1944 (based on personal fieldwork and extensive bibliographical research) and published almost four decades later, is still one of the most authoritative sources on the location of extinct and current indigenous tribes in Brazil. The (rather oversized) map was recently scanned and is now available at the Curt Nimuendajú Digital Library:

<http://www.etnolingustica.org/mapa>

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South American Languages in the Media

Two of the most-widely spoken South American languages—Paraguayan Guarani and Aymara—were recently portrayed in English-language media. Back in March, *The New York Times* ran a piece (“An Indigenous Language With Unique Staying Power”) dealing especially with the value of Guarani as a political tool and symbol of national identity in Paraguay:

<http://www.etnolingustica.org/media:12mar2012>

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In Depth Reporting about Bolivian Aymara in *Al Jazeera*

Earlier this month, *Aljazeera* published a report on the situation of Aymara in Bolivia, offering a very informative look into the struggles of the language to stand its ground in a context in which it can still be perceived as a sign of “low class and backwardness,” despite the ascension of Aymara-speaking Evo Morales to power:

<http://www.etnolingustica.org/media:maio2012>

The program is the latest in the series “Living the Language”, focusing on endangered languages, which included programs on two other indigenous American languages: *Ktunaxa* (Canada) and Maya (Guatemala).

A Collection of Traditional Narratives in Kamaiurá (Tupi-Guarani, Brazil)

Jene ramýjwena jurupytsaret/O que habitava a boca de nossos ancestrais (“What inhabited our ancestor’s mouths”) is a bilingual (Kamaiurá/Portuguese) collection of mythical narratives recorded by Lucy Seki, the main expert on the language, since the 1960s. Richly illustrated by Seki’s Kamaiurá consultants, the book was published last month by Rio’s Museu do Índio (maintained by FUNAI, Brazil’s national bureau for Indian affairs), which is in charge of its distribution. Details on the book, including links to read it freely online, video interviews with Seki and a Kamaiurá storyteller, and information on how to obtain a copy, can be found through the following address:

<http://www.etnolingustica.org/seki>

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MEDIA WATCH

Remember Kennewick? U.C. Scholars Sue Top Brass Over 10,000 B.P. Remains, as do Tribes, Claiming Remains Provisions under NAGPRA.

Excerpted from the U-T San Diego, author, Pat Flynn
May, 2012

Three University of California professors took action to prevent de-accession of the remains of two individuals of considerable antiquity, known as the La Jolla Skeletons found several years ago near San Diego.

Twelve Kumeyaay Indian bands in San Diego County filed suit in federal court seeking to have the university turn over the nearly 10,000-year-old remains of a young adult male and a slightly older female to them for traditional burial.

The University of California professors filed a state court action Monday in Alameda County — since removed to federal court in Northern California — seeking to block such a transfer, arguing that there is no evidence that the remains are related to the Kumeyaay and that they should be preserved for future research.

According to news reports, a “carbon and nitrogen stable isotope analysis” of collagen from the bones indicates the two ancient people ate a year-round diet of open-ocean and some near-shore fish and mammals different from that of the Kumeyaay.

The professors say DNA and other testing could open new windows on how human life came to North America and the Western Hemisphere.

For more information, please go to:

<http://www.utsandiego.com/news/2012/apr/24/dispute-erupts-over-ancient-human-remains-found/>

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Our Voices on the Air: Reaching New Audiences through Indigenous Radio

Excerpted from Cultural Survival.org online
April 2012

Languages are Vanishing

Language experts believe that 90% of the world’s estimated 6,000 languages could disappear entirely by the end of this century. Indigenous Peoples face myriad socio-economic pressures and discriminatory policies forcing youth and adults alike to replace tribal languages with the dominant languages of the larger societies in which they live.

Radio is a tool for revitalizing languages

The radio is an ideal tool for preserving and revitalizing languages and cultural practices that are falling into infrequent use. In many Indigenous communities around the world, people already have a radio on daily. Even if they do not, it is relatively easy to create the necessary infrastructure for a community-based volunteer-run station.

Indigenous radio producers’ language revitalization conference

In July and August 2012, Cultural Survival is joining forces with the Recovering Voices Initiative at the Smithsonian Institution to facilitate endangered language revitalization by producing a conference on radio programming in Indigenous languages. “Our Voices on the Air: Reaching New Audiences Through Indigenous Radio” will involve three Smithsonian partners - the National Museum of Natural History (NMNH), the National Museum of the American Indian (NMAI) and the Center for Folklife and Cultural Heritage (CFCH). This project

is supported with internal Smithsonian funds from the Consortium for World Cultures and the Consortium for Understanding the American Experience.

The conference will bring together radio producers from the United States, Canada, Mexico and Guatemala to share resources and knowledge from experiences in their communities. Professionals in the media will also bring their expertise to the discussion. Through speakers, workshops and conversations, radio producers will be able to develop new materials for their community radio programming.

Cultural Survival will use ideas and materials from conference to develop a national radio series that will be broadcast to a wide community and public radio audience. The series will tell the story of the endangerment of the world’s languages, the importance of revitalizing these languages and the vital role that community radio programming can play in revitalizing Indigenous languages. For more information:

<http://www.culturalsurvival.org/>

<http://www.guardian.co.uk/world/2012/apr/22/un-investigate-us-native-americans>

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Published in the Proceedings of the National Academy of Sciences - Linguistic Diversity Linked to Biodiversity

May 2012

Interdisciplinary researchers report that areas with high biological diversity, such as biodiversity hot spots and high biodiversity wilderness areas, are also home to about 70 percent of the world’s languages. The report, published in the Proceedings of the National Academy of Sciences, geographically links the endangered species to endangered languages.

“We looked at regions important for biodiversity conservation and measured their linguistic diversity in an effort to understand an important part of the human dimension of these regions,” said Professor Larry J. Gorenflo of Penn State University.

Hot spots, or regions with an exceptionally high number of species unique to that location and habitat loss of at least 70 percent, comprise 2.3 percent of the Earth’s surface and hold almost half of the world’s vascular plants and terrestrial vertebrate species as well as 3,202 languages, which are almost half of all the world’s languages. Many of these languages are unique to the area and are spoken by few people, leaving them vulnerable to extinction.

The researchers also examined five high biodiversity wilderness areas. These regions cover 6.1 percent of the Earth’s surface and hold 17 percent of plant species and 6 percent of terrestrial vertebrates. The high biodiversity wilderness areas are home to an astounding 1,622 languages.

“What ends up happening when we lose linguistic diversity is we lose a bunch of small groups with traditional economics,” explained Gorenflo. “Indigenous languages tend to be replaced by those associated with a modern industrial economy accompanied by other changes such as the introduction of chain saws. In terms of biodiversity conservation, all bets are off.”

The extinction of these languages would mean the loss of information about rare and fragile environment, as the people living in hot spots and high biodiversity wilderness areas are knowledgeable about the plant and animal life around them. The conservation and protection of these habitats depend greatly on the cultural and linguistic conservation of human inhabitants, while the survival of the people living in these regions depends greatly on the conservation of the environment.

“I think it argues for concerted conservation efforts that are integrated and try to maintain biodiversity and cultural diversity,” remarked Gorenflo.

The researchers do not know why endangered cultures and languages coincide with endangered species, but they hypothesize that the indigenous cultures and languages make wildlife and ecosystemic preservation possible. The researchers intend to continue their exploration of the relationship between biodiversity and linguistic-cultural diversity in hopes that their findings will lead to developing strategies for preserving both.

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Co-occurrence of linguistic and biological diversity in biodiversity hotspots and high biodiversity wilderness areas. L. J. Gorenflo,¹ Suzanne Romaineb, Russell A. Mittermeierc, and Kristen Walker-Painemillad

Proceedings of the National Academy of Sciences (NAS)

<http://www.pnas.org/content/early/2012/05/03/1117511109.full.pdf+html?sid=92843609-f0b2-4cd9-a95d-1a209db00d21>

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You can download the open-access pdf of the paper at:

http://languagemagazine.com/?page_id=3783

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United Nations to investigate plight of US Native Americans for first time

Excerpted from *The Guardian*, UK, authored by Ewen MacAskill, April 2012

The UN is to conduct an investigation into the plight of US Native Americans, the first such mission in its history. The human rights inquiry led by James Anaya, the UN special rapporteur on indigenous peoples, is scheduled to begin on Monday.

Many of the country's estimated 2.7 million Native Americans live in federally recognised tribal areas which are plagued with

unemployment, alcoholism, high suicide rates, incest and other social problems.

A UN statement said: "This will be the first mission to the US by an independent expert designated by the UN human rights council to report on the rights of the indigenous peoples."

Anaya, a University of Arizona professor of human rights, said: "I will examine the situation of the American Indian/Native American, Alaska Native and Hawaiian peoples against the background of the United States' endorsement of the UN declaration on the rights of indigenous peoples."

The US signed up in 2010 to the declaration, which establishes minimum basic rights for indigenous people globally. Anaya said: "My visit aims at assessing how the standards of the declaration are reflected in US law and policy, and identifying needed reforms and good practices."

Apart from social issues, US Native Americans are involved in near continuous disputes over sovereignty and land rights. Although they were given power over large areas, most of it in the west, their rights are repeatedly challenged by state governments.

Most Americans have little contact with those living in the 500-plus tribal areas, except as tourists on trips to casinos allowed on land outside federal jurisdiction or to view spectacular landscapes.

To read the complete article, please go to:

<http://www.guardian.co.uk/world/2012/apr/22/un-investigate-us-native-americans>

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Ancient Cave Paintings found in Central Peru

Excerpted from *Andina agencia Peruana de noticias*

The president of the Cave Art Peruvian Association, Gori Echevarria reported on Thursday the finding of cave paintings depicting humans, animals and geometric figures (circa 8-12,000 years old) in the province of Churcampa, located in the country's central Huancavelica region.

Echevarria said six cave paintings were identified in a 20-meter stone wall in the last days which depict humans in hunting positions. Said “*Quilcas*”, which is the native name for this art form, are red, white and black.

“This finding confirms the great cognitive development of ancient Peru and establishes a reference its pictorial tradition. Most important is the variation and extension of the motifs and scenes,” he said.

The cave in which said paintings were found is located at some 3,200 meters above sea level in Torongana mountain.

efforts that can also raise global awareness about the cultural loss indigenous and traditional communities face.

Genographic Legacy Fund link the scientific side of projects and public participants to the indigenous and traditional communities to establish a shared, positive, and ongoing legacy for the Genographic Project.

The enthusiastic response to the Genographic Project has made the Genographic Legacy Fund a reality. Officially launched in May 2006, the Fund has already been translating that enthusiasm into sustainable benefits for indigenous and traditional communities around the world. Visit the Fund's Community Profiles for a closer look at how different indigenous and traditional communities are preserving their own cultural legacy.

Reflecting the values and missions of the Genographic Project partners—the National Geographic Society, IBM, and the Waitt Family Foundation—the Genographic Legacy Fund is directed primarily towards preservation and revitalization of tangible or intangible indigenous or traditional culture.

Information for Applicants

The Genographic Legacy Fund awards grants on an annual basis for community-driven projects directly preserving or revitalizing indigenous or traditional culture.

Funded projects have included documenting a traditional language, oral history, or ceremony; creating culturally-specific educational materials and programs; establishing a local museum or archive; inter-generational knowledge sharing; and preserving significant sites and artifacts.

To be eligible for funding, projects must be community-driven and deliver a positive, tangible, and timely benefit that is sustainable after GLF funds have been expended. Projects must also show a strong level of local community involvement in their planning, governance, and implementation.

Time Line

Funding decisions are made on an annual basis. Submissions for annual review will close at midnight US Eastern Time on June 15th of each year for the duration of the Genographic Project or until otherwise modified. Award announcements will occur in mid to late November in coordination with the GLFSC, the Genographic Project and receiving groups.

For more information, please go to:

https://genographic.nationalgeographic.com/genographic/legacy_fund.html

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Wenner Gren Foundation - Grant Programs

The Foundation has a variety of grant programs for anthropological research and scholarship that are open to applicants irrespective of nationality or country of residence. Guidelines, eligibility and application information are listed below.

Grants for Doctoral Students

A variety of the Foundation's grants support students enrolled in doctoral programs leading to a Ph.D. (or equivalent), including grants for dissertation research. There are also fellowship programs for doctoral students from countries where anthropology is underrepresented and where there are limited resources for educational training.

Grants for Post-Ph.D. Scholars

Grants are available to scholars with a doctorate include individual research grants, a limited number of writing fellowships, training for scholars from countries where academic training in anthropology is limited and awards to encourage collaborative research between international scholars.

Grants for Non-U.S. Scholars

All of the Foundation research grants are available to students and scholars regardless of nationality and place of residence. Alongside this, the Foundation has some specific programs to support students and scholars in countries where there are limited institutional and financial resources for anthropology.

Conferences and Workshops

Grants are available to bring international scholars together to develop anthropological knowledge and debate. Grants are made for amounts up to \$20,000.

Other Programs

In addition to its grant-making programs, the Wenner-Gren Foundation provides specialized programs as well as a variety of sponsored activities that are making important contributions to the development of the discipline.

Institutional Development Grant

The Institutional Development Grant (IDG) supports the growth and development of anthropological doctoral programs in countries where the discipline is underrepresented and where there are limited resources to support academic development.

Wenner-Gren Symposia and Publication Series

The Foundation has convened over 130 international symposia on topical issues in anthropology. The themes chosen reflect the diversity of the discipline, and scholars from across the globe have participated. These symposia have led to a number of landmark publications and continue to be published as supplementary issues of the journal, *Current Anthropology*.

Current Anthropology

The Foundation founded *Current Anthropology* in 1961 and continues to sponsor its publication today. It is one of the leading international scholarly journals in the field, publishing

articles, reports, interviews and book reviews as well as discussion and commentary.

Historical Archives Program

This program helps preserve the history of anthropology by assisting senior scholars (or their heirs) with the expense of preparing their personal research collections for archival deposit.

For more information on applying, please go to:

<http://www.wennergren.org/programs/>

FEDERAL GRANTS

National Science Foundation (NSF) – Documenting Endangered Languages (DEL)

Grants Call – deadline next cycle: September 15, 2012

At least half of the world's nearly seven thousand currently used human languages are about to be lost. About three hundred of these languages now have fewer than one hundred native speakers. These endangered languages constitute an irreplaceable treasure, not only for the communities who speak them, but also for scientists and scholars.

- The great variety of these languages represents a vast, largely unmapped terrain on which linguists, anthropologists, and cognitive scientists can chart the full capabilities-and limits-of the human mind.
- Each endangered language embodies unique local knowledge of the cultures and natural systems in the region in which it is spoken.
- These languages are among the few sources of evidence for filling in the record of the human past.

Since the discipline of linguistics is a responsibility both of the National Science Foundation and of the National Endowment for the Humanities, addressing the imminent loss of linguistic knowledge is a major concern and a priority for both agencies.

Recent advances in information technology can magnify the effect of prompt and coordinated fieldwork. These advances make it possible not only to document endangered languages before they fall silent, but also to integrate and analyze that body of knowledge in unprecedented ways. Computerization of speech and universal Internet access is transforming the practice of linguistics in the area of endangered languages.

- Linguists will be able to work from the same data sets rather than from informally collected data.
- The data will be searchable in a large variety of ways. For example, finding ALL occurrences of a particular phoneme in a database will become feasible.
- The recorded sounds of a language will be available. Linguists will be able to check written transcriptions;

they will be able to focus more attention on such matters as intonation in syntax.

- Interoperable digital repositories will be created.
- Interoperability will drive the development of a unified ontology for linguistics, eventually replacing inconsistent descriptive terminologies.

The endangered languages belong to highly divergent language families, which often present the most extreme cases of language differentiation.

- This wider range of data will enable linguists to achieve much greater time depth, for example, in using the comparative method to construct proto-languages.
- It will enable linguists to test more precisely claims about linguistic universals and about what humans can learn.
- It will enable computer scientists to test known computational methods and statistical computational tools, and to develop new ones.

Documenting Endangered Languages (DEL) is a joint funding program of the National Science Foundation and the National Endowment for the Humanities to develop and advance scientific and scholarly knowledge concerning endangered human languages. Made urgent by the imminent death of roughly half of the approximately 7000 currently used human languages, DEL seeks not only to acquire scientific data that will soon be unobtainable, but to integrate, systematize, and make the resulting linguistic findings widely available by exploiting advances in information technology.

Principal Investigators (PIs) and Applicants for Fellowships (Applicants) may propose projects involving one or more of the following three emphasis areas:

1. Language Description

to conduct fieldwork to record in digital audio and video format one or more endangered languages; to carry out the early stages of language documentation including transcription and annotation; to carry out later stages of documentation including the preparation of lexicons, grammars, text samples, and databases; to conduct initial analysis of findings in the light of current linguistic theory.

2. Infrastructure

to digitize and otherwise preserve and provide wider access to such documentary materials, including previously collected materials and those concerned with languages which have recently died and are related to currently endangered languages; to create other infrastructure, including workshops and conferences to make the problem of endangered languages more widely understood and more effectively addressed.

3. Computational Methods

to further develop standards and databases to make this documentation of a certain language or languages widely available in consistent, archiveable, interoperable, and Web-based formats; to develop computational tools for endangered languages, which present an additional challenge for statistical tools (taggers, grammar induction tools, parsers, etc.) since they do not have the large corpora for training and testing the models used to develop those tools; to develop new approaches to building computational tools for endangered languages, based on deeper knowledge of linguistics, language typology and families, which require collaboration between theoretical and field linguists and computational linguists (computer scientists).

Accomplishing the goals of the DEL program may require multidisciplinary research teams and comprehensive, interdisciplinary approaches across the sciences, engineering, education, and humanities, as appropriate. Interdisciplinary research combining the expertise of scientists expands the rewards of language documentation. In each emphasis area, DEL encourages collaboration across academic disciplines and /or communities. For example, a DEL project might pair linguists with computer scientists, geographers, anthropologists, educators and others as appropriate. Examples of community collaborations might include scholars working in well-defined partnerships with native speaker communities. DEL also encourages investigators to include in their projects innovative plans for training native speakers in descriptive linguistics and new technologies which support the documentation of endangered languages. The DEL program is also interested in contributing to a new generation of scholars through targeted supplements, which support both graduate and undergraduate research experience. DEL gives high priority to projects that involve actually recording in digital audio and video format endangered languages before they become extinct.

Proposed projects may range from a single investigator working for six months to a team of investigators working for three years.

Documentation is a key complement to language revitalization efforts, but DEL does not support other aspects of projects to revive or expand the actual use of endangered languages. Tribal groups interested in the full range of language revitalization activities should also contact the Native Language Program of the Administration for Native Americans in the Administration for Children & Families of the U.S. Department of Health and Human Services (http://www.acf.hhs.gov/programs/ana/programs/program_information.html).

For more information about NSF – DEL grants, please go to:

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=12816

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HHS GRANTS CALL FOR 2013

Native American Language Preservation and Maintenance - Esther Martinez Initiative- Through the Department of Health and Human Services HHS-2011-ACF-ANA-NL-0140

Application Deadline for year 2013: 01/31/2013

(Be certain to check details online, this grant program is subject to modification).

The Administration for Children and Families (ACF), Administration for Native Americans (ANA) announces the availability of fiscal year 2013 funds for community-based projects for the Native American Language Preservation and Maintenance - Esther Martinez Initiative. The purpose of ANA grant funding is to promote economic and social self-sufficiency for American Indians, Alaska Natives, Native Hawaiians, and other Native American Pacific Islanders from American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands. The Esther Martinez Initiative provides funding to support three-year projects being implemented by Native American Language Nests, Survival Schools, and Restoration Programs in accordance with P.L. 109-394.

Statutory Authority

This program is authorized under 803C of the Native American Programs Act of 1974, 42 U.S.C. 2991b and 2991b-3, as amended by the Esther Martinez Native American Languages Preservation Act of 2006, Public Law 109-394.

Description

The Esther Martinez Initiative supports the revitalization of Native American languages to ensure the survival and continuing vitality of these languages and the culture of native peoples for future generations. Immersion and Restoration grant funding is awarded in accordance with the Esther Martinez Native American Languages Preservation Act of 2006 to Native American language nests, survival schools, and restoration programs.

Funding Foci

- *Language Nest Projects:* Providing instruction and child care through the use of a Native American language and ensuring a Native American language is the dominant medium of instruction.
- *Language Survival School Projects:* Working toward a goal of all students achieving fluency in a Native American language & academic proficiency.
- *Language Restoration Programs:* Using immersion techniques to provide instruction in at least one Native American language and working towards the goal of increasing proficiency and fluency in that language.

Award Range - 8 grant awards expected, from \$100-300K

Applicant Eligibility

All applicants applying for a grant under this Funding Opportunity Announcement must include a detailed description of the current status of the Native American language to be addressed by this project and provide a description of any existing Native American language programs. It is preferable that information provided about the current status of the Native American language be from data collected within the past 36 months. Applicants without an existing language program should provide an explanation of the barriers or circumstances that have prevented the establishment of a community Native American language program.

ANA requires that applicants applying for grants to carry out the purposes of a language survival school (see Section I. Definitions) must submit a certification (see Section I. Definitions) demonstrating that the applicant has at least three years experience operating and administering a Native American language nest, Native American language survival school, or any other educational program in which instruction is conducted in a Native American language.

Eligible applicants include Federally Recognized Indian Tribes; consortia of Indian Tribes; incorporated non-Federally recognized Tribes; incorporated non-profit multi-purpose community-based Indian organizations; urban Indian centers; National or regional incorporated non-profit Native American organizations with Native American community-specific objectives; Alaska Native villages, as defined in the Alaska Native Claims Settlement Act and/or non-profit village consortia; incorporated non-profit Alaska Native multi-purpose community-based organizations; non-profit Alaska Native Regional Corporations/Associations in Alaska with village-specific projects; non-profit native organizations in Alaska with village-specific projects; public and non-profit private agencies serving Native Hawaiians; public and private non-profit agencies serving native peoples from Guam, American Samoa, or the Commonwealth of the Northern Mariana Islands (the populations served may be located on these islands or in the United States); tribally controlled community colleges, tribally controlled post-secondary vocational institutions, and colleges and universities located in Hawaii, Guam, American Samoa, or the Commonwealth of the Northern Mariana Islands which serve Native Pacific Islanders; and non-profit Alaska Native community entities or tribal governing bodies (Indian Reorganization Act or Traditional Councils) as recognized by the Bureau of Indian Affairs.

Individuals, foreign entities, and sole proprietorship organizations are not eligible to compete for, or receive, awards made under this announcement. Faith-based and community organizations that meet eligibility requirements are eligible to receive awards under this funding opportunity announcement.

For more information, please go to:

<http://www.acf.hhs.gov/grants/open/foa/view/HHS-2011-ACF-ANA-NL-0140>

From there, please scroll down and find modified updates and the guidelines in a pdf.

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NEH & Native Americans

The NEH provides support for a variety of Native American educational, research, and cultural preservation programs. Humanities Initiatives at Tribal Colleges and Universities grants are specifically geared toward supporting the unique populations utilizing these facilities, while grants such as Documenting Endangered Languages allow groups to record features of rapidly disappearing cultures.

A researcher at the University of Wisconsin, Madison, was awarded a Documenting Endangered Languages grant to create a lexical database and dictionary for Potawatomi, otherwise known as Neshnabémwen. Potawatomi is an Algonquian language native to the Midwest, and about a dozen elderly speakers are the only living resources able to help the research team interpret the existing written and recorded documentation of the language. This collaborative effort builds on previous efforts to document Menominee, a related language.

Another Documenting Endangered Languages grant will help a team at the University of Oklahoma, Norman, expand the archives on the grammar, lexicon, and storytelling traditions of the Plains Apache. These data, as well as previous archival material, will then be entered into a central database. Plains Apache is an Athabaskan language; other Athabaskan languages are spoken in northwestern Canada and Alaska. Comparing the grammar and lexicon of Plains Apache with similar features of other Athabaskan languages allows linguists to trace the history of those speakers, including the southern migration of the ancestors of the Plains Apache.

Keweenaw Bay Ojibwa Community College in Baraga, Michigan, received a grant to enhance its core humanities programming by collecting oral history narratives from the elders of the Keweenaw Bay Indian Community. The tribe adopted its constitution in 1936; many of the community elders remember very significant events in their tribal history. These oral histories will be incorporated into Native Studies courses and be archived for future scholarship, as well as the benefit of the tribe.

Salish Kootenai College in Pablo, Montana, has been awarded a grant to create a bachelor's degree in Tribal Historic Preservation in the Liberal Arts Department. The planned course of study features diverse humanities content, including anthropology, English, history, and Native American Studies (Native American arts, crafts, oral tradition, language, and other customs), emphasizing Native American heritage, cultural stewardship, and historic preservation. The goal of

this program is to prepare students for careers in cultural resource management, museums, and academic research.

The Lummi Video Curriculum Project, at Northwest Indian College in Bellingham, Washington, has been awarded a grant to help preserve critically endangered Coast Salish languages. With the funds, the College's Coast Salish Institute will produce a series of videos and print-based curricula to help educators teach the Lummi language and culture. The grant will also fund a conference for language and culture educators from over two dozen tribes to develop similar curricula.

Visit the NEH site and grants database at:
<http://www.neh.gov/news/fact-sheet/neh-native-americans>

GRANT AWARDEES - NSF

NSF Linguistics and Documenting Endangered Languages (DEL) Grantees 2011-2012

Message from the Editor:

Dear Members,

There were a heartening number of dissertation, project and collaborative grants focusing on the Americas in the last award cycle. Linguists are delighted to see a handful of NSF-funded research by doctoral candidates.

Congratulations to the several scholars, whose projects were approved, and this includes a number of you undertaking impressive teaching and training initiatives. We see a strong showing for forms of communication that are not strictly verbalizations, most notably, sign language communications. Grants awarded for Latin American languages show tremendous promise.

If you or your students have research projects underway that are not funded by the NSF, please drop a line to the editor. We are pleased to let our community of readers know about your research, in recognition that many excellent projects go unfunded and underfunded. This includes fine work being undertaken all over the world by scholars struggling to record and figure out how to save disappearing languages.

A few important NSF-DEL grants, not listed here, were granted for languages of the world. For more information on grants beyond the Americas, please visit: the NSF – Documenting Endangered Languages website.

KS Rolph

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NSF Funded Dissertation Research

Award Abstract #1065085

Doctoral Dissertation Research (DEL): *Documentation of Southeastern Tepehuan: A Corpus of Annotated Texts*

Nora England nengland@mail.utexas.edu (Principal Investigator)
Gabriela Garcia (Co-Principal Investigator)

This dissertation project will make an important contribution to ongoing efforts in the field of documenting endangered languages by providing high quality original documentation materials for Southeastern Tepehuan (SET). The project has the dual purpose of providing much needed documentation of naturally-occurring speech in Southeastern Tepehuan or O'odam and of contributing to the linguistic analysis of clause union in this language, one of the least described languages of the Tepiman branch of the Uto-Aztecan family. This research constitutes an important step in data gathering and analysis which will permit comparisons with other Uto-Aztecan and non-Uto-Aztecan languages. The fieldwork period comprises eight months in La Guajolota, Mezquital (Tobaatam) to document different types of communicative events. The project will concentrate on the linguistic annotations and text analysis. Outcomes include 1) a corpus of 15-20 hours of transcribed, annotated, and analyzed SET texts, including audio and video recordings 2) the establishment of an O'odam Documentation Language Committee that will guide, advise and integrate the community in the task of documenting the language, 3) the creation of pedagogical materials for promoting language education and revitalization which will advance the needs of the community by establishing an accessible record of the language and 4) the analysis of clause union in Southeastern Tepehuan in the co-PI's doctoral dissertation.

The project outcomes will not only be of interest to the field of linguistics, but also to the fields of anthropology, archaeology, history, sociolinguistics and related fields by providing oral histories and local knowledge of the Tepehuans. The data, in addition to providing a deeper understanding of the language, can potentially be used to evaluate the models of migration and population of northern Mexico that have been proposed to date. The training of native Tepehuan speakers in language description, including methods and tools, will provide the skills necessary for local language documentation which will have an impact on both the acceptance and use of the resulting materials as well as improve the way people reflect on their own language. Additionally, the collected texts, as well the discussions of grammar, will be used to develop pedagogical grammars and materials in the local bilingual education programs.

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Award Abstract #1053173

Doctoral Dissertation Research: *Speaking Kiowa Today*

Mary Linn mshinn@ou.edu (Principal Investigator)
Amber Neely (Co-Principal Investigator)

Today more than 3,000 languages are endangered and are in risk of being lost forever. Except in extreme circumstances, language death does not occur overnight, but is part of a long process of obsolescence. Languages change as they are spoken less frequently, in fewer domains, and by fewer people.

Despite the recognition that language undergoes structural change during obsolescence, the study of processes involved is still in its infancy. Speaking Kiowa Today constitutes a systematic, in-depth look at language change in one language over four generations.

Kiowa is the only member of its branch of the Kiowa-Tanoan family. It is spoken in Oklahoma by fewer than 100, mostly elderly, speakers. The main goal of this project is to reveal which Kiowa forms are undergoing attrition, the eroding of the linguistic system due to disuse, and which are changing due to contact with English. The next step is to determine consequences these changes have on other parts of the system. The researcher will compare previously recorded data from the generation of fluent 1st language speakers recently passed with "Modern Kiowa" as spoken by fully bilingual elders today, middle-aged second language learners, and young adult learners. The project aims to provide a more comprehensive model for examining language obsolescence. Examining the relatively drastic changes that have taken place in a short time using a multi-generational approach will help pinpoint the moment of "linguistic tip," where the language moves past the point of common usage towards its decline, and will also indicate whether or not tip can be reversed.

This project will describe Kiowa as it is spoken today, and in doing so it will show that Modern Kiowa is not only a system worthy of being described, but the newer forms are not "compromised" or "corrupt." It will illustrate how Modern Kiowa speakers are creatively fulfilling necessary functions within the community today and that the language is still viable and useful. Validating the modern form of the language will contribute to language revitalization within any community by restoring pride to speakers of all types, encouraging curriculum development, and supporting language use in more contexts.

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Award Abstract #1061588

Doctoral Dissertation Research: *Choctaw Language Ideologies and Their Impact on Teaching and Learning*

Sean O'Neill Sean.P.O-Neill-1 at ou.edu (Principal Investigator)
Elizabeth Kickham (Co-Principal Investigator)

Doctoral student Elizabeth Kickham, under the guidance of Dr. Sean O'Neill (University of Oklahoma), will investigate the relationship between language ideologies, learner motivation, and pedagogical method within the Choctaw Language Program, university class, and community class participants. As part of cultural and linguistic revitalization efforts, the Choctaw language is being taught in several secondary schools, universities, and communities, throughout central and southeastern Oklahoma, using both traditional classroom facilities and online technologies. The research seeks to understand the relationships among different forms of language training, fluency levels and attitudes about language use. It will examine the paradox that despite good levels of demonstrated classroom fluency, students rarely use the

language in other contexts even with elder fluent speakers. The methods used to understand student ideas about the importance, utility, and identity functions of the language will involve an iterative process of ethnographic observation of virtual and actual classroom interactions, interviews with participants, and collaboration with community members to interpret data. By bridging the concepts of linguistic performance, cultural performance and language ideology, this research will further understanding of the complexities influencing language learning motivation, language choice, and teaching methods in indigenous language education.

This research will contribute to an understanding of the complex interactions within and the impact of the Choctaw Language Program's language preservation and education efforts and thereby assist them in programmatic development. It will also contribute to a wider understanding of heritage and indigenous language education practices and outcomes within the context of language ideologies. In addition, the research will frame language teaching and learning as modes of linguistic performance, reviving the idea that performance occurs not just in formal or artistic forms, but in everyday interactions in which ideas, values, and identity are presented and community values created and recreated.

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Award Abstract #1064624

Doctoral Dissertation Research: *Documenting information structure in Isthmus Zapotec*

Lenore Grenoble grenoble at uchicago.edu (Principal Investigator)
Juan Bueno Holle (Co-Principal Investigator)

Isthmus Zapotec (ZAI) is a Zapotecan language of the Otomanguean stock spoken by approximately 80,000 people in and around Juchitán de Zaragoza, in southern Oaxaca, Mexico. Although the percentage of residents of Juchitán older than 50 who speak ZAI is quite high (more than 80%), the percentage of children who are growing up speaking the language is much lower, hovering around 50%. Thus, while stable Spanish-ZAI bilingualism has been the norm for several centuries, the language shift from ZAI to Spanish is now occurring very quickly (as is common in the majority of indigenous communities throughout Mexico). Given that the long-term viability of the language is uncertain, it is important to document spontaneous language use in a variety of natural contexts.

The main objective of this project is to document information structure in the language by recording, transcribing, annotating, and analyzing spoken texts from spontaneous life narratives. In addition, native speaker judgments of constructed examples will be elicited. Information structure is understood as the study of the ways that the different components of sentences -- intonation, morphology, and syntax -- are organized by speakers in order to communicate certain kinds of information. Although the available linguistic documentation on ZAI is greater than that of most other Mexican indigenous languages, particularly those outside of

the Mayan language family, no documentation of information structure or discourse phenomena exists for this language. The documentary corpus to be obtained will thus allow for a more complete understanding of the range of constructions that are available to IZ speakers and how they are employed to respond to specific discourse motivations. These materials promise to bring novel data to Mesoamerican linguistics and will provide new grounds from which to evaluate and inform theoretical work on information structure and narrative.

Proper linguistic documentation and, in particular, the documentation of discourse can be an important tool in forging effective language maintenance efforts in the ZAI community. The recordings and transcriptions will be made available to the community, thereby contributing to ZAI language teaching and learning. The documentation of ZAI oral genres could have an especially positive effect, since local schools lack materials derived from their own oral traditions and/or from naturally-occurring speech.

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Award Abstract #1065082

Doctoral Dissertation Research (DEL): *Research on Tataltepec de Valdes Chatino (cta)*

Anthony Woodbury acw at mail.utexas.edu (Principal Investigator)
John Sullivant (Co-Principal Investigator)

This project will produce a grammar of Tataltepec de Valdés Chatino, a language of Oaxaca, Mexico belonging to the widespread Otomanguean language stock. Tataltepec Chatino is an independent branch among the Chatino languages and as such informs the reconstruction of a proto-Chatino parent language, which in turn will offer insight into the reconstruction of the more remote common ancestor languages, proto-Zapotecan and proto-Otomanguean. A reference grammar of Tataltepec Chatino is highly urgent since the language is now spoken by fewer than two thousand people, mostly over 30 years old, all in the village of Tataltepec de Valdés. The project researches several less commonly-observed traits in its syntax, phonology and phonetics, among them, its word order which is verb-subject-object and its rich system of lexical tone and unusually intricate rules for the interaction of tones. It also will allow for the recording of Tataltepec Chatino speech and Tataltepec linguistic customs which will be a valuable resource for the speakers of the language and their descendents.

The production of this grammar is part of a larger effort at the University of Texas to document and describe the Chatino languages of Oaxaca in a way that places a strong emphasis on speaker training in linguistics, Chatino language literacy, and related areas. To this end, the researcher will continue work with an established team of speaker trainees and also seek out new trainees. Recordings of the language in use, along with transcriptions, translations, and analyses, will be archived in a digital archive, where they will be available to future researchers and community members.

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Award Abstract #1123943

Doctoral Dissertation Research: *A Reference Grammar of Paresi-Haliti (Arawak)*

Patience Epps pepps at mail.utexas.edu (Principal Investigator)
Ana Brandao (Co-Principal Investigator)

The project will produce a reference grammar of Paresi, an endangered Southern Arawak language spoken by approximately 2000 people in the State of Mato Grosso (Brazil). The goals are to advance the linguistic understanding of Paresi and to document the Paresi language and culture by organizing an archive with audio, video and annotated texts of naturally occurring discourse. The grammar will contain a description of basic grammatical phenomena, with special attention to the unusual typological features of the language, for example, Paresi nominal classification system. The basis of the grammar will be the collection, transcription and analyses of a variety of texts. The methods to be used include the recording of natural conversation, observation of oral tradition with focus on storytelling, and direct elicitation.

The grammar will serve as a reference for the production of materials for community language programs. The project will produce a resource not only to the scientific community but also to the Paresi communities by providing them with recordings of their cultural heritage and written texts which will help them to develop pedagogical materials. Speakers will be trained to document their rituals and cultural activities in audio and video. This project will contribute to the development of indigenous language study in Brazil and in United States. Due to the endangered status of Paresi, it is of crucial importance that we provide a descriptive grammar and corpus in order to systematically document the Paresi language and aspects of Paresi culture. The project will contribute to our understanding of the Arawak language family, for which few in-depth descriptions are currently available.

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Award Abstract #1125524

Doctoral Dissertation Research: *Kubeo Grammar*

Lyle Campbell lylecamp at hawaii.edu (Principal Investigator)
Thiago Chacon (Co-Principal Investigator)

This grant supports the fieldwork and research for Thiago Chacon's doctoral dissertation on the grammar of Kubeo (Cubeo), a Tukanoan language spoken on the Uaupes (Vaupés) River and its tributaries along the border of Brazil and Colombia. Despite having approximately 4,000 speakers, Kubeo is in critical condition. The degree of language vitality varies by location: in smaller villages, the language is transmitted to children; in larger villages, the children "refuse" to speak Kubeo, shifting to either Portuguese or Spanish.

The goal of this dissertation research is to provide an in-depth description of the grammar of Kubeo, with particular emphasis on the analysis of the unusual and unique linguistic traits found in this language, such as nasal harmony, unusual properties of tone, a complex system of evidentials, serial verbs, and the noun classifier system. The analysis will contribute to central issues in linguistic typology, increasing understanding of what is possible in human languages and what the limitations with regard to these linguistic features are. The dissertation also will expand knowledge of historical linguistics (language change) and language contact in this region of the Amazon, which has been of particular scientific interest. The dissertation research benefits from and contributes to the commitment of Kubeo people to document and preserve their language and cultural heritage.

NSF Funded University, Tribal, Organizational, and Independent Scholarly Projects

Award Abstract #1127232

Symposium on Teaching and Learning Indigenous Languages of Latin America

Sharon Schierling sschierl at nd.edu (Principal Investigator)
Sabine MacCormack (Co-Principal Investigator)

The Kellogg Institute for International Studies will host the Symposium on Teaching and Learning Indigenous Languages of Latin America (STLILLA) at the University of Notre Dame from October 30 - November 2, 2011. STLILLA will be a major gathering of scholars from the United States and Latin America to disseminate research on diverse aspects of Latin American indigenous languages and cultures.

Within this general framework, of particular importance is interdisciplinary research on Latin American indigenous languages that leads to the documentation and preservation of those that are most endangered. Documentation is critical to the preservation of indigenous languages in the Americas. Approximately half of the 6,000-7,000 human languages currently spoken worldwide are in imminent danger of extinction. Furthermore, the fact is that fewer than 5% of the world's languages are even written. Sharing research and understanding the challenges faced by those who work to document, preserve, and revitalize Latin America's most endangered languages is critical to the preservation of indigenous languages in the region.

STLILLA will promote a global dialogue by creating a forum where US academics can engage with Latin American and indigenous scholars. An important hallmark will be the significant presence of Latin American and especially indigenous scholars, a rare occurrence in US academic settings. Therefore, the conference will open new avenues of cooperation between native speakers and non-native speakers of Latin American indigenous languages. By convening such a broad spectrum of participants, STLILLA will allow people who often work in isolation from each other to compare their approaches to documenting and revitalizing endangered languages. By way of giving this research some permanence

and impact, the conference will also focus on the creation of pedagogical materials from language documentation. This conference will, therefore, be making a significant contribution to preserving the languages and cultures of various indigenous groups, who are among the most underrepresented peoples in our hemisphere.

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Award Abstract #1058096 and 1057725

Collaborative Research: Endangered Languages Catalog (ELCat)

Lyle Campbell lylecamp at hawaii.edu (Principal Investigator)

Helen Aristar-Dry hdry at linguistlist.org (Principal Investigator)
Anthony Aristar (Co-Principal Investigator)

Language loss is one of the most urgent problems facing linguistics, posing scientific, practical, and moral challenges of enormous proportions. Thus it is remarkable that no centralized, up-to-date source of information on the world's endangered languages currently exists. Although there are many sources with partial coverage, none provides all the information needed to support documentation, analysis, education, and revitalization efforts.

The Endangered Languages Catalog project (ELCat) is designed to provide accurate, up-to-date information on the endangered languages of the world, i.e., a definitive catalog of languages at risk. It will correct errors in existing databases and provide new data not available from existing sources, offering this information in an accessible, updatable online format.

The catalog will allow users to assess, not only how critically endangered a language is, but also how much it can contribute to scientific knowledge and how well it has already been described. Thus it will provide information on: (1) the number, age, and location of the speakers, (2) the genetic affiliation of the language, and (3) what descriptive materials and projects already exist. The content of the catalog will be developed by the linguistic research teams at the University of Hawaii and Eastern Michigan University, in collaboration with regional experts. It will be designed so that scholars, community members, and other users can submit and annotate catalog information in many different ways, e.g., via smart phone, as well as conventional Internet applications.

The ELCat website will be a means of raising public awareness and fostering increased research on endangered languages. It will also constitute a resource for communities, whose languages are at risk, providing them with materials to support language preservation and revitalization activities. At the same time, ELCat will contribute to advances in the social and human sciences. The most pressing research priority in linguistics and other cognitive sciences is the documentation of those endangered languages whose disappearance would mean loss of knowledge of the full range of linguistic diversity. By providing information on these languages, ELCat

will not only expand scientific knowledge of human language but also further understanding of human cultures and cognitive abilities.

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Award Abstract #1065620

Karuk [kyh] and Yurok [yur] syntax and text documentation

Andrew Garrett garrett at berkeley.edu (Principal Investigator)
Line Mikkelsen (Co-Principal Investigator)

This project will analyze and collect new information about syntax and texts in two indigenous languages of northern California, Karuk [kyh] and Yurok [yur]; each language has a handful of (elderly) speakers. Existing scholarly literature carefully describes the pronunciation and word formation patterns of both languages, but discourse and word order patterns have attracted relatively little attention. This project will investigate these topics through work with speakers, analysis of existing published and unpublished texts (collected by several linguists over the 20th century), and creation of syntactically annotated text corpora for both languages.

This project is important scientifically for three reasons. First, while indigenous California was linguistically the densest and most diverse areas of its size in the western hemisphere, its languages have mostly not been analyzed in syntactic detail. Second, over the last 1000-2000 years there has been intensive cultural interaction between neighboring Karuk and Yurok, but its linguistic effects have not been carefully studied. Language contact effects tend to be especially conspicuous in syntax; preliminary work suggests that the syntactic correspondences between these two languages will cast new light on the mechanisms of contact-induced language change. A third reason is methodological: it is highly unusual to build syntactically annotated corpora of "small" languages; the results are expected to show researchers throughout the world that this approach can yield interesting syntactic generalizations.

More broadly, this project will be of direct benefit for Karuk and Yurok language learning. Learners in both communities have a good knowledge of vocabulary, pronunciation, and word formation. But they are less familiar with the distinctive syntactic patterns of their heritage languages, and naturally tend to use English patterns. This research will allow for the writing of grammatical descriptions that are useful for learners and teachers, emphasizing aspects of each language that differ from English, and reinforcing linguistic and cultural revival.

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Award Abstract #1125877

RAPID: Documenting Critically Endangered Mojave Bird Songs in Authentic Cultural Contexts

Teresa McCarty teresa.mccarty at asu.edu (Principal Investigator)

Documenting indigenous languages contributes to the understanding of both linguistic diversity and the human potential to subconsciously organize knowledge in a variety of ways. This RAPID proposal documents the last fluent native speaker who has knowledge of the Mojave Bird Song cycle. To date, there is no permanent, high-quality documentation of these songs or of the cultural contexts in which they are performed.

The project entails community-based training and involvement in the in-depth recording, transcription, analysis and archiving of the Mojave language as used in the song and of the song cycle itself. The outcome will be a standing record, carefully documented, which will benefit members of the community who are interested in maintaining this tradition in its authentic form and will be of interest to researchers of Ethnomusicology, Linguistics and Cultural Anthropology.

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Award Abstract #1065492

Collaborative Research: Documenting Cherokee (CHR) Tone and Vowel Length

Dylan Herrick dylan.herrick at ou.edu (Principal Investigator)

Cherokee, a severely endangered language according to the UNESCO Language Vitality Scale of Intergenerational Language Transmission, is unique among Iroquoian languages in that it alone exhibits lexical tone. Functioning together, tone and vowel length in Cherokee provide the only acoustic cues that distinguish large sets of words. Yet, there are no available resources of corresponding audio and written examples of Cherokee tone and related vowel length for language learners, teachers, or researchers to refer to. The overall goal of this project is to represent both tone and vowel length for each of 9,000 entries in the existing Cherokee Electronic Dictionary on three writing systems: the International Phonetic Alphabet, the historic Sequoyah Cherokee Syllabary, and a commonly used "Near Phonemic Alphabet." Other outcomes include: recorded recitations of each entry by different speakers to present a range of gender and phonetic detail, training for Cherokee speakers and advanced second language learners in documentary linguistics, and the development and pilot testing of materials and lessons that use the electronic dictionary to teach tone in Cherokee language classrooms.

The project will make available the largest searchable dataset on Cherokee prosody in existence, aiding researchers in measuring phonetic characteristics, describing distribution patterns, and testing theories of tone while providing Cherokee language learners a tool for improving their pronunciation and knowledge of the linguistic character of Cherokee. The resulting product may serve as a model for the creation of a documentary linguistics rooted in the expression of an Indigenous community's language and culture, illustrating that language work does not necessarily have to be framed through English.

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Award Abstract #1065510

Collaborative Research: Oklahoma Breath of Life Workshop and Documentation Project

Mary Linn mslinn at ou.edu (Principal Investigator)

According to National Geographic's Enduring Voices: Saving Disappearing Languages, Oklahoma is one of the linguistic hotspots in the world: a place with high language diversity but where the languages are severely endangered and have very little documentation. Although Oklahoma has the highest Native language diversity in the US, all of the thirty-nine languages are endangered. A successful pilot Breath of Life: Silent No More Workshop (BOL) was held at the Sam Noble Oklahoma Museum of Natural History at the University of Oklahoma in 2010. BOL workshops pair participants from communities that no longer have any fluent speakers with a linguist who mentors them in linguistic analysis and methodology. The curriculum is an ideal introduction to the use of archival materials and to the nature of linguistic investigation and documentation. The workshops also foster long-term interaction between linguists and community members, and for the natural development and progression of language skills and documentary work for both the linguists and the community members.

This collaborative proposal has three main goals. First, it seeks to plan and conduct a six-day, two-tiered (beginner and second year levels) Oklahoma Breath of Life in May 2012. This will reinforce the original mentor-mentee partnerships with three communities (Osage, Otoe, and Natchez) and provide for seven more. Partnerships like these lead to the production of grammars, dictionaries, teaching materials, and documented new speakers. Secondly, the OKBOL Workshop will develop language databases for these ten languages from existing archived materials. There is so much more data in linguistic archives than the original collectors were ever able to analyze or publish. This grant will make dormant texts, grammatical elicitations, and word lists usable and accessible to heritage communities and researchers. Third, the unique introduction of data-basing in early stages of linguistics and language renewal teaching will be used to solidify and test the connection between language revitalization efforts and the creation of new linguistic documentation. By drawing on the strength of linguistics as an empirical science and using the latest digital tools, this project has the potential to transform the science of documenting languages, as well as how linguists are trained.

The activities supported by this grant will provide a testing ground for the hypothesis that language revitalization training does result in new language documentation of understudied, supposedly lost languages, as well as the hypothesis that both humanistic and scientific goals can be met in a language revitalization project. Finally, Native American language reclamation projects like this one help to provide an important part of the historical documentation of the United States for all its citizens.

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Award Abstract #1065621

The Máihiiki Project [ISO-639: ore]: Documenting, describing, and revitalizing a Western Tukanoan language

Lev Michael levmichael at berkeley.edu (Principal Investigator)

The Máihiiki Project is a three-year, team-based project that will thoroughly document Máihiiki (ISO 639: ore), the highly endangered language of the Máihiuna people. Máihiiki is spoken in northern Peruvian Amazonia, and belongs to the Tukanoan language family, which has played an import role in recent years in linguistic typology and theories of language contact. The Máihiiki Project's concrete products - including a dictionary, a grammatical description, and a collection of Máihiuna narratives and oral history texts - will serve both scientific goals and objectives set by the Máihiuna people.

Spoken by 90-100 individuals out of an ethnic population of approximately 400 people, Máihiiki is presently highly endangered, and language revitalization a major concern of the Máihiuna people. The Máihiiki Project will train Máihiunas as linguistic researchers so that they can participate fully in the documentation of Máihiiki, and will also develop and test innovative family-based language revitalization techniques with an eye towards applications in other language endangerment situations.

Research on Máihiiki is scientifically important in three ways. First, it will provide crucial data for reconstruction of the proto-language from which the modern Tukanoan languages descended, thereby yielding insights into the cultural history and peopling of the Amazon Basin. Second, because of its geographical isolation from other Tukanoan languages, Máihiiki has not participated in the Vaupés Linguistic Area (VLA), one of the most theoretically important language contact areas in the world, centered on the Brazilian-Colombian border. As a result, Máihiiki can provide crucial insights into which linguistic features characteristic of the VLA originated from the Tukanoan languages that participate in the area, and which features derive from other languages families in the area, such as Arawak languages. This knowledge will allow linguists to better understand what kinds of linguistic features flow between languages in circumstances of intense social contact. Finally, Máihiiki exhibits a number of theoretically interesting grammatical subsystems, including morphological frustratives (i.e. suffixes which indicate that an action failed to be carried out, or failed to realize its intended goal) and a system by which the grammatical relations between nouns and verbs are inferred from context, rather than marked grammatically. These phenomena will allow linguists to better understand the ways in which human languages can vary, including how social and interactional factors are relevant to linguistic structure.

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Award Abstract #1053123

Spatial language and cognition beyond Mesoamerica

Juergen Bohnemeyer jb77 at buffalo.edu (Principal Investigator)

How much spatial information is represented in language? To what extent do languages differ in the expression of geometrical and functional object structure? Is there variation in the role the human and animal body plays as a conceptual model of the structure of objects across languages? Do speakers of all languages employ the same conceptual processes in mapping the structure of the body into that of objects? Does the way the geometrical and functional structure of objects is conceptualized in different languages influence the way spatial relations are identified in these languages? And does the way speakers of different languages talk about spatial relations influence the way they memorize them? This project attempts to find answers to these and similar questions, based on an investigation of the representation of space in 25 languages spoken on five continents.

The overarching question is that of linguistic vs. nonlinguistic determinants of reference frame use in language and internal cognition. Previous research has confirmed the co-occurrence of a bias against relative (observer-projected) frames and the highly productive use of "meronymic" terminologies that are based primarily on object geometry across the languages of the Mesoamerican area. To test the hypothesis that shape-based meronymy, used as a resource in spatial descriptions, is in fact a causal influence in frame use, four non-Mesoamerican languages of South America, Africa, and Asia will be examined. Preliminary reports suggest the presence of Mesoamerican-style geometric meronymy in these languages. The alternative hypothesis, according to which, frame selection is not directly driven by language, but exclusively by non-linguistic factors, will be tested in eight Asian populations. Among Mesoamerican languages, the team will further investigate an unexpected apparent side effect of the predominance of object-centered geometry: the "principle of canonical orientation", which prevents English speakers from saying "The ball is under the chair" when it is placed on top of an inverted chair, may be language-specific.

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Award Abstract #1065469

CoLang: Institute for Collaborative Language Research

Arienne Dwyer anthologist at ku.edu (Principal Investigator)

"CoLang," the Institute for Collaborative Language Research, will be held at the University of Kansas in June-July, 2012. The Institute provides an opportunity for graduate students, practicing linguists, and community linguists to become trained in community-centered language documentation. Two earlier Institutes, formerly called InField, were held in 2008 at the University of California, Santa Barbara, and in 2010 at the University of Oregon. The six-week Institute consists of two parts: the Workshops, which consist of two weeks of intensive workshops on the practice of documentary linguistics, followed by a Practicum, a four-week apprenticeship in the application of linguistic science and technology to on-site empirical documentation (a.k.a. "field linguistics"). The Workshops offer team-taught, state-of-the-art training in linguistic theory and discovery, technology, community

language work, and applied linguistics. The Practicum allows students to implement all of these skills by working with speakers of understudied languages. Three or four language *practica* will be offered in 2012.

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Award Abstract #1052650

DDIG: Kiowa-Tanoan: A Diachronic and Synchronic Study

Melissa Axelrod axelrod at unmc.edu (Principal Investigator)
Logan Sutton (Co-Principal Investigator)

The investigation into the historical relationships, both phylogenetic and areal, between Kiowa-Tanoan and other language families, fills a notable gap in the literature on Native American languages. This dissertation research project aims to produce a comparative-historical analysis of the Kiowa-Tanoan language family which includes Kiowa, Arizona Tewa, Rio Grande Tewa, Picuris Northern Tiwa, Taos Northern Tiwa, Southern Tiwa, Towa, and the extinct Piro. The project both informs and is informed by synchronic analysis of the modern languages of the family. Updated grammatical descriptions of each language provide the groundwork for the cross-comparison of vocabulary and grammatical constructions. This comparison permits a detailed reconstruction of the hypothetical ancestral language (Proto-Kiowa-Tanoan). The focus of comparison centers on the complex systems of verb indexation, number marking, noun classification, and tense/aspect/mood. Evident diachronic changes of the Kiowa-Tanoan language family elucidate numerous aspects of the grammar of the modern languages.

The study takes advantage of all material published to date, extensive unpublished archival material, much of which has not been utilized in previous research, and new consultation with native speakers of the modern languages. The project serves as a comprehensive state-of-the-art summary of Kiowa-Tanoan studies and makes data, previously difficult to access, available to both linguistic researchers and community members where these languages are still spoken. This research provides important insight into Native American linguistics and intends to be a useful resource for researchers investigating the language and ethnographic history of pre-contact North America and for linguists and Native community members in the development of materials for language revitalization and maintenance in the Kiowa-Tanoan speaking communities where the heritage language is being lost.

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Award Abstract #1065619

Integrated Audio-Visual Documentation of Itelmen [itl]

David Koester dckoester at alaska.edu (Principal Investigator)

Itelmen is a highly endangered language spoken natively by fewer than 20 individuals on the Kamchatka peninsula in Russia. The primary goal of this project is to compile

multimedia (audio and video) support for a dictionary of the language. The project will record as much material as possible with the remaining speakers, supplementing small existing collections, and making annotated audio and video recordings available for posterity (both for scholars and for community members) with digital archives in both Russia and the U.S. A component of the project involves the development of software for language archiving and analysis.

Itelmen has many rare typological features, which make these recordings of interest to linguistic scholarship, both narrowly (shedding light on the structure and history of the Chukotko-Kamchatkan language family), and broadly, to the field of linguistics as a whole (especially in the areas of morphology, phonology and typology), as well as related areas such as linguistic anthropology. The project includes training of graduate students in the US and in the field, as well as the training of a member of the Itelmen community in techniques of language documentation and revitalization.

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Award Abstract #1053089

Zinacantec Family Home Sign: Structure and Socialization in the First and Second Generations of a Spontaneous Emerging Sign Language

John Haviland jhavidand at ucsd.edu (Principal Investigator)

Zinacantec Family Homesign (ZFHS) is a new sign language which has emerged spontaneously over the past three decades in a single family in a remote Mayan Indian village in Chiapas, Mexico. It provides a unique opportunity to explore fundamental questions about the nature, origins, and evolution of human language. Three profoundly deaf siblings, their hearing age-mates, and now their infant children, have had contact with no other deaf people nor with any pre-existing sign language. Through periodic video recording of ZFHS signers the project will study (1) formational principles in the emerging structure of the sign language, especially the "portability" of signs; (2) evidence of morphological structure, the emergence of grammatical categories and syntax; (3) potential typological and structural relations between ZFHS and spoken Tzotzil; (4) possible sources for ZFHS sign in Tzotzil co-speech gesture; and (5) the sociolinguistics of the ZFHS speech community, including variation in the first generation and emerging linguistic properties in the second. By combining a detailed linguistic and sociolinguistic analysis of ZFHS as evidenced by adult usage with systematic longitudinal study of the infants' bilingual socialization into language, the project will contribute in a unique way to scientific understanding of how human communicative needs recruit, transform, and structure complementary modalities, both visible and audible, to fashion language itself.

Research on the languages of the deaf, especially as they evolve in "natural" conditions, has an ameliorative contribution to make both to linguistics as a discipline and to the deaf speakers of such languages. More broadly, this research will make a direct contribution to an old question

with resurgent interest: how is human language created, and how does it evolve and structure itself, in different sorts of "speech communities" (even, as in this case, minimal ones) over the time course of successive human generations.

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Award Abstract #1126027

RAPID: Documenting Whistled Speech among Chinantecans

David Yetman dyetman at u.arizona.edu (Principal Investigator)

Whistled speech encodes a spoken language into a language of musical pitch that can communicate across much greater distances than the voice can shout. Whistled languages have arisen in history in cultures with inhabiting landscapes so rugged as to make face-to-face communication economically and physically costly. They have been used by herders and agriculturalists and have even been used by militaries as secret codes, as when the Guanches of the Canary Islands rebelled against the Spanish in 1488. Whistled speech in Sochiápam Chinantec [cso] of Cuicatlán, Oaxaca, Mexico has quickly fallen out of use in the community. It once had a central role in the day-to-day governing of the town where it was used as a channel to carry information across a difficult landscape informing local government authorities and committees of the times and places for meetings and carrying news up and down the mountainsides. Long distance whistled language has now been replaced with walkie-talkies. Today there are only about 25 elder men capable of using the code fluently.

With support from the programs in Documenting Endangered Languages and Cultural Anthropology, this Rapid Response Research (RAPID) award will enable three researchers to carry out the documentation of a disappearing whistled language of Mexico and its cultural contexts of use. To respond to the serious endangerment and the absence of documentation an interdisciplinary team combining a cultural ecologist, an ethnographic linguist, and a videographer will record whistled speech in high-definition video and uncompressed audio, and work with Sochiápam elders to transcribe the recordings. The investigators will host an educational workshop for the community during their work in Sochiápam. The project materials will be useful for the speaker community in their efforts at cultural preservation, the intellectual community to understand how much of a language can remain perceptible when transformed into whistles, and to provide the raw video footage to develop a public television documentary, a valuable tool for educating the U.S. and Mexican publics about language endangerment.

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Award Abstract #1064636

Lenape Language Database Project

James Rementer Lenapelang at aol.com (Principal Investigator)

Bruce Pearson (Co-Principal Investigator)

Nicky Michael (Co-Principal Investigator)

Technology has created the potential for 'talking' dictionaries which have become very valuable resources to the study of indigenous languages. The Lenape (Delaware) talking dictionary was first presented online in 2006. There are currently over 14,000 words of which 5,525 have single word sound files. There are over 1,400 sentence sound files. The current project extends work on this database by increasing the entries, specifically incorporating text files, which include stories and conversations with detailed morpheme-by-morpheme glosses, and improving the display and functionality of the existing language database funded initially under NSF #0214422.

Since the death of the last native speaker in 2002, the website with its database and talking dictionary is the only link connecting Lenape people to their ancestral language. Moreover, given the significance of Lenape (Delaware) in the Algonquian language family, the linguistic analyses presented by the website constitute a useful reference and model for the scholarly community.

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Award Abstract #1160685

Breath of Life Archival Institute for Indigenous Languages

Lisa Conathan lisa.conathan at yale.edu (Principal Investigator)
Leanne Hinton (Co-Principal Investigator)

Breath of Life (BoL) invigorates the study of endangered Native American languages by connecting heritage communities with primary source material that documents their languages, and with linguists who mentor their academic research. The Institute provides much-needed training in linguistics and in research methods in order to facilitate community-driven research and revitalization.

BoL builds durable collaborative relationships between linguists and heritage language learners. These relationships stimulate language learning, teaching and research within heritage communities, often leading to new insights based on previously under-utilized documentation. BoL trains linguists to produce documentation that is more relevant to and useful for community efforts through engagement in the process of identifying, interpreting and using archival documentation. The use of archival material exposes gaps in documentation, allowing future projects to effectively focus their efforts on filling these gaps.

BoL has a direct and immediate impact on the training of linguists, both within the academy and without, and on the use of linguistics in indigenous communities. It greatly enhances the dissemination of previously-collected materials to those most interested in it and, through them, to the larger academic domain. BoL supports ongoing and future community-based language documentation efforts by teaching Native American participants about the importance of language documentation and its relevance to ongoing cultural initiatives. For both

mentors and researchers, BoL demonstrates the critical importance of archiving materials that linguists or community members have collected. Activities that highlight endangered language archives and their central role in language documentation affirm the importance of archives to their larger institutions and to the public in general.

The Breath of Life Archival Institute for Indigenous Languages will take place in Washington, D.C., in the summer of 2013. The Institute will be co-hosted by the Smithsonian Institution's National Anthropological Archives and National Museum for the American Indian, and the Library of Congress.

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Award Abstract #1157867

Archiving the Terrence Kaufman Collection

Anthony Woodbury acw at mail.utexas.edu (Principal Investigator)
Heidi Johnson (Co-Principal Investigator)
Patience Epps (Co-Principal Investigator)

The Archive of the Indigenous Languages of Latin America (AILLA) at the University of Texas at Austin will catalog, digitize, and archive the Terrence Kaufman Collection. Dr. Kaufman is one of the world's foremost Mesoamericanists. His career spans more than fifty years. His research includes most of the language families in a region of great linguistic, cultural, historical, and archaeological importance. Kaufman's vast language documentation work has made important contributions to linguistics as well as to other disciplines. The core of his contribution is the historical reconstruction of proto-languages - the ancestors of modern languages - including Mayan, Mixe-Zoquean, and Uto-Aztecan. This research sheds light on interactions among peoples and the transmission of ideas as well as artifacts. Kaufman and his collaborators have made major contributions to the understanding of the pre-history of Mesoamerican societies.

The collection includes over 100,000 pages of manuscript; 900 CDs of original recordings; 100 boxes of file slips; and 200 digital texts and databases. These materials will be digitized, converted to standard formats, and preserved in AILLA. The collection and the catalog will be available through English and Spanish web-based interfaces. Grammars, dictionaries, and collections of texts can be repurposed for language teaching at all levels. Revitalization efforts are underway for dozens of the languages documented in this collection; these materials will be a treasure trove for such efforts. Kaufman has always promoted the participation of speakers in all aspects of language documentation. He devised practical orthographies for most of the languages of Mesoamerica that make transcriptions and other data easier for non-specialists to use. Many native-speaker graduates of his projects are now teachers, researchers, or directors of institutes who can make immediate use of the resources that will be made available through this project.

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Award Abstract #1160604

American Indian Sign Language Conference 2012 (August 31-September 2 in Browning, Montana)

Jeffrey Davis jdavis49 at utk.edu (Principal Investigator)

This project will organize and coordinate an American Indian Sign Language (AISL) Conference and documentary linguistics workshops in Browning, Montana on the Blackfeet [Amskapi Pikuni] Reservation, August 31 - September 2, 2012. All phases of the Conference will involve collaboration with members of Native American signing communities to document the geographic spread, domains of use, and linguistic status of AISL, currently classified as an endangered language. Sign language linguists, anthropologists, and scholars specializing in documentary linguistic fieldwork will be invited to also participate. Linguistic and anthropology students will assist the project with video recording and photographing presentations, workshops, and main events. The Conference will be widely publicized in academic venues and American Indian communities. A major anticipated DEL research outcome is to identify and involve more individuals who know AISL from Indian nations of the US and Canada. This will be the first occasion since the early 1930s that American Indian signers from different nations will have convened to share their knowledge of history, geography, and culture through signed and spoken language.

Following the Conference, the project PI will apply annotation software for linguistic transcription and analysis (e.g. ELAN). Short video clips and image collages will be produced for the public with longer video samples for the AISL community and researchers. The Conference will showcase efforts to document and describe AISL. The workshops will demonstrate the linguistic transcription and translation processes to produce documentary linguistic materials both accessible and analyzable by people unfamiliar with the languages involved. Project outcomes will be integrated into the research website/digital corpus, maintained at the University of Tennessee. This offers dissemination to a broad audience and contributes to AISL preservation, revitalization, and corpus linguistic research. It is anticipated that these findings will advance our knowledge of the cognitive, cultural, and linguistic underpinnings of indigenous sign languages.

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Award Abstract #1064459

Ichishkiin/Sahaptin (yak): Language Documentation of Natural and Cultural Resources

Janne Underriner jlu at uoregon.edu (Principal Investigator)
Roger Jacob (Co-Principal Investigator)

This project is collaboration between programs of the Yakama Nation and the Northwest Indian Language Institute at the University of Oregon. Each elder of the Yakama Nation holds unique and irreplaceable knowledge of the language, and about specific places and the natural and cultural resources found there. Elders will be recorded speaking to the broad

themes of places and cultural and natural resource management and preservation. To Yakama tribal members, land is not just ground, dirt or soil, it is tiichám. Water is not H2O, or merely something to be adjudicated, it is chiish. Salmon is not just a fish, chinook or Oncorhynchus tshawytscha, it is núsux. The greater importance of these resources, and all that their Yakama names represent, is expanded upon and reinforced in the Yakama language by elders through recollections, stories, songs and ceremonies.

The Ichishkiin language, also called Sahaptin (Sahaptian, Plateau Penutian) is highly endangered, thus this documentation work will not be possible much longer. Products and results of the project include (i) a collection of audio and video recordings of narratives, procedural texts, interviews and conversations related to themes of resources and places that are transcribed, translated and archived; and an annotated subset; (ii) a database of the above recordings and associated analysis; (iii) a catalog of the natural resources of the Yakama Nation -- culturally significant plants, animals, fish, birds, and insects, with text in Ichishkiin and English, and associated recordings and photos; (iv) an archive of all recordings and products; (v) training of speech community members in audio and video recording, text transcription, and data management. The data collected will enrich not only the field of linguistics, but also that of natural and cultural resource identification, use and protection. Training will enhance the community's ability to continue documenting their language and cultural activities.

NEW MEMBERS AND CHANGES

If you are updating your contact information or have changed email addresses, please send updated information to:

ssila2 at gmail dot com