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

An Information Service for SSILA Members

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

Volume 30, Numbers 3-4   **The SSILA celebrated its thirtieth year!**   **Happy 30th Year, SSILA!**

CONTENTS

CORRESPONDENCE

Rising Voices - Hótȟaŋiŋpi

This selection of scenes from the 2012 Lakota Summer Institute shows the hard work of language revitalization that is taking place in the Lakota community.

Diane Garey
diane at florentinefilms.org

http://www.youtube dot com/watch?v=I_F1VWvioLQ

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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, events, and publications. Please take an 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: ssila_editor at hotmail dot com.

Many thanks,
KS Rolph

NEWS AND ANNOUNCEMENTS

Dear Editor,

Below is a call for submissions of recently published descriptive grammars for the Georg von der Gabelentz Award, organised by the Association for Linguistic Typology in 2013. Could you publish this call in the next SSILA Bulletin?

Thank you in advance. In case of any doubts, please don't hesitate to get in touch with me.

Best regards,
Hein van der Voort

Georg von der Gabelentz Award 2013

Submissions are invited for the second Georg von der Gabelentz Award, for a grammar published between January 1, 2009 and December 31, 2012.

The award will be made at the 10th Biennial Conference of the Association for Linguistic Typology in Leipzig, August 15-18, 2013.

The Gabelentz Award was established to encourage and honour achievements in the field of documenting the world's linguistic diversity through the writing of reference grammars.

To be eligible, a grammar must provide a systematic, accessible, comprehensive, original, insightful and typologically well-informed account of the workings of the language being described, generously exemplified with natural data. Though the normal expectation is that it would deal with a hitherto little-described language, outstanding grammars of better-known languages or dialects thereof may also be considered, if they achieve major breakthroughs in a comprehensive understanding of the language. Grammars may be written in any major language, subject to the availability of a sufficient and geographically balanced set of jury members able to read the language.

Entries will be judged by a committee of half-a-dozen or more distinguished linguists, including a number of judges who have themselves written major reference grammars, but also typologists, and other categories of grammar users. The chair for the 2013 award will be Hein van der Voort. Prize winners for the Gabelentz award will receive support for travel, accommodation, and registration at the ALT conference in Leipzig, as well as a collection of reference grammars and other works donated by major publishers in the area. They will also present a plenary lecture setting out the typologically most interesting aspects of the language.

Any grammar published between January 1st 2009 and December 31st 2012 will be eligible, provided that it meets the conditions above and that the author is a member of the Association for Linguistic Typology. Grammars which have been submitted for the Panini Award (for a grammar dissertation) can be submitted again for the Gabelentz Award provided that they have been substantially revised and published by an academic publisher. Grammars which win the Panini Award cannot be submitted at a later date for the Gabelentz Award. All submissions for the Gabelentz Award need to be published by an academic publisher.

Entries are normally submitted as a PDF file with embedded fonts. Hard copies can be sent in exceptional circumstances only (e.g. if the publisher does not agree to a PDF version being submitted, or if the author is not in a position to make a PDF version, for whatever reason) and with prior agreement by the chair of the committee. If hard copies are submitted, the exact number of copies to be submitted will vary according to the size of the committee, but a minimum of six copies is to be expected. Submitted hard copies remain the property of the members of the jury. The deadline for submissions is January 15, 2013.

Submit nominations at:

http://www.linguistic-typology.org/awards.html#Gabelentz

The address for submissions for the 2013 Gabelentz Award is:

Hein van der Voort
Museu Paraense Emílio Goeldi

CCH-Linguística
Av. Perimetral, 1901 - Terra Firme
CEP: 66077-830, Belém, Pará, Brazil
gabelentz2013 at gmail dot com

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Call for Papers – 6th Annual Oklahoma Workshop on Native American Languages

The Center for Tribal Studies at Northeastern State University
Tahlequah, Oklahoma – April 13-14, 2013

Deadline: February 5, 2013

The Center for Tribal Studies at Northeastern State University in Tahlequah, OK, announces its 6th annual Oklahoma Workshop on Native American Languages. OWNAL focuses on descriptive studies of indigenous languages of the Americas. This weekend workshop takes place at the end of the 41st Annual Symposium on the American Indian (April 10-13, 2013).

Dr. Pamela Munro will deliver a keynote address on Saturday. Dr. Munro received her A.B. in History from Stanford University and her M.A. and Ph.D. in Linguistics from the University of California, San Diego, and is a Distinguished Professor of Linguistics at UCLA. Munro's research focus is the grammar of indigenous languages of the United States and Latin America; she also publishes on slang, endangered languages, dictionary making, the Wolof language of Senegal, linguistic fieldwork, and other topics in general linguistics. Her publications include dictionaries and grammars of the Mohave, Cahuilla, Chickasaw, Kawaiisu, Wolof, and San Lucas Quiaviní Zapotec languages, as well as many papers in books and journals on these and other languages, plus five dictionaries of student slang. Munro's Fall 2012 and Winter 2013 courses at UCLA focus on the Imbabura Quichua language of Ecuador and the Garifuna language of Belize. Along with her collaborator Mrs. Catherine Willmond, Dr. Munro was awarded the 2010 Leonard Bloomfield Book Award for *Let's Speak Chickasaw, Chikashshanompa' Kilanompoli'*.

After the Saturday workshop session, participants will have the opportunity to attend a Powwow that brings together well-known fancy dancers and local Oklahoma tribes. Participants are also invited to arrive in time for the Indigenous Language Revitalization and Documentation Workshop that precedes OWNAL; this year's theme: 'Immersion for Native Languages.' The revitalization workshop occurs on the Thursday evening and Friday preceding the workshop (April 11- 12, 2013).

Questions may be submitted to Brad Montgomery-Anderson (ownal.nsu@gmail.com). OWNAL registration: $50, $30 for students. (This fee is primarily a fundraiser for the

symposium; it also pays for refreshments and a catered lunch. Make checks payable to NSU with 'Center for Tribal Studies-OWNAL' in the memo).

Registration should be sent to:

Northeastern State University
Center for Tribal Studies-OWNAL
600 N. Grand Ave.
Tahlequah, OK 74464

Talks are 20 minutes in length, followed by 10 minutes for questions.

Abstracts should be between 300-500 words. Contact details, institutional affiliation, and title (professor, student, or independent scholar) must be included. Poster presentations are especially encouraged from students and researchers early in their careers who want to present work-in-progress or receive more individual feedback than allowed for by the 10-minute discussion in the paper presentations. Please submit an abstract following the guidelines for paper presentations. State whether you plan a 'poster presentation' under the title. Poster presentations should follow the LSA poster presentation guidelines at:

http://www.lsadc.org/info/meet-poster.cfm.

The program committee will announce the presentation schedule no later than February 20. Abstracts may be submitted via Easy Abstracts at the link below.

http://linguistlist.org/easyabs/OWNAL2013

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3rd International Conference on Language Documentation and Conservation
University of Hawai'i – February 28 – March 3

Sharing Worlds of Knowledge
E KOMO MAI (WELCOME)!

The 3rd International Conference on Language Documentation and Conservation (ICLDC), "Sharing Worlds of Knowledge," will be held February 28-March 3, 2013, at the Hawai'i Imin International Conference Center on the University of Hawai'i at Mānoa campus.

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.

Plenaries and Master Class Abstracts

Plenary Talks

Nicholas Evans: *The web of words and the web of life: reconnecting language documentation with ethnobiology*
There are many reasons to see linguistics and biology as connected sister fields. Both draw their inspiration from the stunning diversity in their respective worlds, developing evolutionary accounts of change and diversification, and the dialogue between historical linguistics and evolutionary biology has been going on since the famous correspondence between Darwin and Schleicher in the 1860s. A substantial part of any language is devoted to the description of biological phenomena, so that we cannot give a complete account of how any language functions without examining how it represents these in its vocabulary, grammar and phraseology. And, in an era when there is increasing appreciation of how much small-scale speech communities know about the natural world that have yet to be 'discovered' by mainstream biology, the study of little-documented languages is a natural key to unlocking the full dimensions of Traditional Ecological Knowledge.

Despite the natural affinity between these two fields, the potential for fruitful collaboration has waned in recent decades. Compared to the heyday of interaction from the 1960s to the early 1980s, when studies of ethnobiological terminology flourished under the aegis of Berlin and his colleagues, representative journals like *Ethnobiology* now contain negligible amounts of linguistic material.

Dr. Evans is Head and Professor at the School of Culture, History and Language at the College of Asia and the Pacific, Australian National University. A preeminent researcher on endangered Australian and Papuan languages, he documents not only their grammars and song traditions, but also the reciprocal effects on each other of language and culture. In 2011 Professor Evans was named a fellow of the British Academy, the UK's foremost academy recognizing scholarly distinction in the humanities and social sciences. His most recent key publication is *Dying Words: Endangered Languages and What They Have to Tell Us* (Oxford: Blackwell, 2010).

Nainoa Thompson: *Title TBA*

The Master Class series

Linda Barwick: *Documenting Ethnomusicology*

Music in one or another of its myriad and constantly developing forms is found in all known human cultures. This workshop will provide a broad overview of the closely intertwined human capacities for music and language, areas of disciplinary overlap (and disjunction) between (ethno) musicology and linguistics, and a summary of the academic history of (ethno)musicology. We will also discuss methods and tools for musicological documentation, and workflows for creating, documenting, annotating and providing local access to musical recordings created during fieldwork. Prospective participants are invited to contact the presenter beforehand with any particular questions they may wish to discuss with the group, and come prepared to share aspects of their actual or planned research pertaining to music and other performing arts.

Dr. Barwick is Associate Professor in the School of Letters, Art and Media at the University of Sydney, and Director of the Pacific and Regional Archive for Digital Sources in Endangered Cultures (PARADISEC). She has undertaken ethnomusicological fieldwork in Italy, Australia and the Philippines, and has published widely on Australian Indigenous Music, Italian traditional music, and ethnographic e-humanities. She has a particular interest in working with communities to provide local access to research and in collaboration with linguistic colleagues and song composers, has produced richly documented multimedia publications and archival deposits of various Indigenous song traditions. Recent publications include a monograph co-authored with Allan Marett and Lysbeth Ford, *For the Sake of a Song: Wangga Songmen and Their Repertories* (Sydney: Sydney University Press, in press 2012), and the co-edited volume Italy in Australia's Musical Landscape, eds Linda Barwick & Marcello Sorce Keller (Melbourne: Lyrebird Press, 2012).

Alex Golub, *Documenting Kinship Systems*

Kinship - the relations of nurturance and belonging forged in the course of reproducing human communities - is central to linguistic and cultural conservation. A cultural/ linguistic phenomenon to be sustained in its own right, it is also an important context to be aware of when doing linguistic work. This master class will cover basic information necessary to study within kinship systems. First, we will cover 'classic' kinship theory, including classic taxonomies of kinship terminology (especially 'Hawaiian', 'Eskimo' and 'Iroquois' and 'Omaha' systems - the most common systems), how to create well-formed kinship diagrams (the 'circles' and 'triangles' approach) as well as shorthand notation for kinship systems. We will also discuss the standard method for eliciting kinship systems, how best to record genealogical information in the field, and some tips on the practicalities of kinship research. Finally, we will discuss special topics you might encounter in the field - specialized terms for siblings, dealing with taboos on the names of the dead, teknonymy, ethnonyms, specialized terms for residence, avoidance terms, and so forth.

Dr. Golub is currently an assistant professor of anthropology at the University of Hawaii at Manoa. He holds three degrees in anthropology: a BA from Reed College (1995), and an MA (1997) and Ph.D. (2006) from the University of Chicago. Although broadly trained, he describes his areas of interest as

political, legal, and environmental anthropology. He is an expert on the cultures of Papua New Guinea, and Oceania more broadly. Alex has been at the forefront of anthropologists writing and thinking about the changes digital media have made to anthropology, and the academy more generally. As a graduate student he was on the original creative team of Gapersblock.org, which has since grown to become Chicago's most popular daily website. He is a co-founder of savageminds.org, described by *American Anthropologist* as "the central online site of the North American anthropological community". He also writes occasional opinion pieces for *Inside Higher Ed* and has been quoted in *Rolling Stone, Nature, The Globe and Mail*, and other sources.

David M. Mark: *Ethnophysiogeography: Documenting Categories of Landscape Features*

The landscape is an important domain of human experience and activity. Ethnophysiography seeks to document the folk taxonomy and terminology for landscape features and components, as well as other cultural connections to land and landscape, including topophilia and sense of place. By landscape, we mean the larger components of the human environment, composed of very large features and places-features such as mountains, rivers, valleys, and forests. Voegelin and Voegelin (1957) recognized topography as a fundamental domain for language documentation. Ethnophysiography also includes landscape-scale water and vegetation features. Documenting linguistic aspects of the landscape domain is especially complicated because the landscape has few *bona fide* objects; rather, features are extracted from a continuous landscape in ways that themselves may vary across cultures and language. The use of ontological principles to clarify feature extraction and classification will be discussed.

Dr. Mark is a SUNY Distinguished Professor in the Department of Geography at the University at Buffalo (UB), State University of New York, where he is the director of the Buffalo site of the National Center for Geographic Information and Analysis (NCGIA). Mark completed his PhD in Geography at Simon Fraser University (Burnaby, Canada) in 1977. He is an author of more than 230 publications, and has edited eight books. His research interests include ontology of the geospatial domain, geographic cognition, cultural differences in geographic concepts, geographic information science, and digital elevation models.

Will McClatchey: *Folk Taxonomy*

The Folk Taxonomy workshop will focus on practical collection of biological/environmental terms, and determination of effective classification systems. Several field methods will be practiced. Participants are not expected to have any background knowledge in biological or physical sciences in order to develop a reasonable level of confidence and success. Discussions will describe how to develop collaborations with topical experts and how to work effectively with such experts for mutual benefit. Additional

topics that will be discussed as time permits are: Intellectual property rights, general/"universal" roles of classification, roles of evidence to support dictionaries, databases for folk taxonomy, likely ethical dilemmas, and classifications for specialized categories.

Dr. McClatchey earned B.S. degrees in Anthropology and Pharmacy from Oregon State University. He worked as a community and consultant pharmacist while earning an M.S. in Ethnobotany from Brigham Young University and a Ph.D. in Botany from the University of Florida. He is Director of Research at the Botanical Research Institute of Texas. His past research has been conducted on ethnobiology in the Southwest Pacific. His current research focuses on hypotheses about: 1) development and distribution of anthropogenic ecosystems, 2) production of traditional alcoholic beverages, and 3) evolution and resilience of artificial ecosystems built to address changing environments. He is active in the Open Science Network developing courses and curriculum in ethnobiology.

Warren Nishimoto: *How to Document Oral History*

Oral history involves more than just turning on a tape recorder and asking an interviewee questions. Careful planning, research, listening, and establishing rapport are basic elements to a successful interview. In this class we will examine the method and value of preparing for and conducting life history interviews with people willing to 'talk story' about their experiences, as well as how to preserve, analyze, and disseminate these stories.

Dr. Nishimoto is director of the UH-Manoa Center for Oral History. For 32 years, he has directed oral history projects focusing on Hawai`i's working people, conducted workshops on oral history methodology, and presented lectures and programs on the Center's work.

Tamara Ticktin: *Documenting Ethnobotany*

How can basic ethnobotanical skills aid linguists in the process of language documentation? Why is this important? In this course we will discuss methods that ethnobotanists use to document plant and animal names and the traditional knowledge associated with them (uses, phenological and ecological information, stories, songs, chants etc). Topics include collection of plants in the field, preparation of voucher specimens, metadata, herbaria, recording of traditional ecological knowledge, as well as a discussion of ethical issues that can arise. We will conclude with a discussion of the importance of collaborations between linguists and ethnobotanists, and the opportunities and challenges this can present.

Dr. Ticktin is an ethnoecologist and conservation biologist, and Associate Professor of Botany Department at the UHM. Her research centers on local and indigenous forms of natural resource management and their relationships to the conservation of biological and biocultural diversity. She has carried out collaborative research in Hawai`i, Asia, Africa and

Latin America and is Senior Associate Editor of the ethnobotany journal, *Economic Botany*.

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Call for Papers – 16th Workshop on American Indigenous Languages – WAIL 16

26-27th April 2013 at the University of California, Santa Barbara

Abstract Submission Deadline: January 30, 2011

We are pleased to announce that the keynote speaker for WAIL 2013 will be:
Spike Gildea, University of Oregon, Department of Linguistics

The annual Workshop on American Indigenous Languages (WAIL) is a forum for the discussion of theoretical and descriptive linguistic studies of indigenous languages of the Americas. WAIL is sponsored by the UCSB Linguistics Department at the University of California, Santa Barbara and presented by the Native American Indigenous Languages Study Group (NAIL), which has been meeting regularly in Santa Barbara since 1990 to discuss issues relating to Native American language and culture.

Anonymous abstracts are invited for talks on any topic relevant to the study of language in the Americas. Talks will be 20 minutes, followed by 10 minutes for discussion. Abstracts should be 500 words or less (excluding examples and/or references) and can be submitted online in .pdf format

at: http://linguistlist.org/easyabs/WAIL2013

Individuals may submit abstracts for one single-authored and one co-authored paper. Please indicate your source(s) and type(s) of data in the abstract (e.g. recordings, texts, conversational, elicited, narrative, etc.). For co-authored papers, please indicate who plans to present the paper as well as who will be in attendance.

For Hard Copy Submissions:
Please send four copies of your abstract, along with a 3x5 card with the following information: (1) your name; (2) affiliation; (3) mailing address; (4) phone number; (5) email address; (6) title of your paper; (7) whether your submission is for the general session or the Special Panel.

Send hard copy submissions to:
Workshop on American Indigenous Languages
Attn: Dibella Wdzenczny or Megan Lukaniec
Department of Linguistics University of California,
Santa Barbara Santa Barbara, CA 93106
Notifications & Contacts
Notification of acceptance will be by email no later than February 28, 2013.

For further information, please contact the conference coordinators, Dibella Wdzenczny or Megan Lukaniec, at wail.ucsb@gmail.com

Call for papers url:

http://www.linguistics.ucsb.edu/wail/call.html

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Call for Papers - Language Endangerment: Language Policy and Planning

Friday, 26 July 2013 at CRASSH, Cambridge

Plenary Speaker
Professor Lenore Grenoble (University of Chicago)

Call for Papers Description

Language policy is where linguistics meets politics. Linguistic legislation serves as a medium through which power is negotiated between different speech communities within a given society.

Where varieties are endangered, language policy often takes the form of specific ideologies that underlie language planning strategies. As such, its goals may be specific and practical in nature, such as orthographic reform, or more emblematic, such as measures for the promotion and protection of vulnerable languages.

However, language policy issues are imbued with a powerful symbolism which is often linked to questions of identity, with the suppression or failure to recognize and support a given endangered variety representing a refusal to grant a 'voice' to the corresponding ethnocultural community.

This conference will consider how and whether the interface between people, politics and language can affect the fortunes of the endangered linguistic varieties involved. Can policy really alter linguistic behaviour, or does it merely ratify changes already underway within the speech community? Do governments have a moral obligation to support endangered languages? Should linguists play a role in shaping language policy and, if so, what should that role be? When policy decisions are at odds with the will of the speech community, which will triumph?

We welcome papers on a range of related topics including the association of revitalization campaigns with political movements (parasitic pragmatism or beneficial cooperation?); the relationship between language policy and language planning (complementary or conflicting?); 'top-down' vs. 'bottom-up' language policy; and models for analysing and evaluating the outcomes of language policy.

Abstracts: (200 words maximum) to be submitted via email to the organisers by April 1st 2013.

Conveners

Mari Jones (Department of French/Peterhouse, University of Cambridge) mcj11 at cam.ac dot uk

Christopher Connolly (Peterhouse, University of Cambridge) christopher.connolly at cantab dot net

The conveners are grateful for the support of The Centre for Research in the Arts, Social Sciences and Humanities (CRASSH) at the University of Cambridge.

Administrative assistance: conferences@crassh.cam.ac.uk

Please visit the website at:

http://www.crassh.cam.ac.uk/events/2163/

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Explore the NEH Funded Cracking the Maya Code

The NEH funded this PBS Nova Project featuring hieroglyphic script, carved on monuments, painted on pottery, and drawn in handmade bark-paper books. Read Maya hieroglyphs carved on an eighth-century stone monument, and hear them spoken aloud.

http://www.pbs.org/wgbh/nova/ancient/cracking-maya-code.html

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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 welcomes the opportunity and responsibility for playing a central role in the preparations of the World Conference.

SSILA READERS PLEASE NOTE:

The permanent Forum welcomed 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

MEDIA WATCH

Museum of the American Indian Website on Astronomy and Maya Mathematics

The Smithsonian's National Museum of the American Indian launched a bilingual website dedicated to Maya knowledge.

Please visit the site at: http://maya.nmai.si.edu/

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Congress Said to Be Taking Action - Oklahoma Schools Try to Keep Native Languages Programs Alive

Excerpted from: *New America Media on* December 7, 2012

Original Article was by Lynn Armitage in *Indian Country Today Media Network,* December 6, 2012

On September 13, the U.S. House and Senate introduced bipartisan legislation to continue funding that will help keep Native American languages alive and spoken throughout our country's tribal communities. The Esther Martinez Native American Languages Preservation Act, first funded in 2008 and set to expire at the end of this year, has funneled more than $50 million into tribal language programs.

Impassioned sponsors of the bill understand the crisis facing Native American languages today. Many languages are endangered and could very well disappear in the next decade if something isn't done to pass them on to younger

generations.

Language advocates agree that it would be a tragedy to lose even one more Native language, as each language carries with it the rich history, values, wisdom and spiritual beliefs of a tribe. As one indigenous language instructor recently: "Our language is the number one source of our soul, our pride, our being, our strength and our identity."

According to the Tulsa World, six Native languages once spoken in Oklahoma have disappeared and 14 are endangered. In this state with numerous tribes and languages, there is a strong effort in public schools and some universities to keep Native languages thriving.

One survey says nine different Native languages are taught in up to 34 public schools, K-12, all over Oklahoma: Cherokee, Cheyenne, Chickasaw, Choctaw, Comanche, Kiowa, Osage, Pawnee and Ponca.

Desa Dawson, director of World Language Education for the Oklahoma State Department of Education, says 1,355 elementary and high school students in Oklahoma are taking Native American language classes this year as their world language requirement.

Dawson, who speaks Spanish fluently and knows a few Native words (for hello and thank you), says the biggest challenges facing language education in the schools are a lack of teachers fluent in tribal languages and a lack of language textbooks. "Teachers make their own materials, and sometimes tribes furnish what is needed in the classroom."

One success story comes from the Sac & Fox Nation from Stroud, Oklahoma. Dawson says the tribe had fewer than five people who spoke Sauk, their native tongue, as their first language, and they were all more than 70 years old. The tribe started a special program in which aspiring teachers of Sauk were schooled by Native speakers 15 to 20 hours a week. As a result, four more teachers have become fluent in Sauk and a language program is being developed for the local high school to help grow even more speakers.

After the Cherokee Nation in Oklahoma learned from a survey conducted 10 years ago that no one under the age of 40 was conversational in their language, the tribe kicked into high gear. It started a language-immersion school, which began as private preschool in 2001, where preschool and elementary students would hear and speak nothing but Cherokee all day.

The University of Oklahoma, through its Anthropology Department, teaches four Native languages: Cherokee, Choctaw, Creek and Kiowa. The emphasis in these courses is on conversation, but students also learn to read and write in the language.

Northeastern State University in Tahlequah, Oklahoma, is doing what it can to keep languages in the state off the endangered list. Through the Department of Languages &

Literature, students can earn a Bachelor of Arts degree in Cherokee language education that will prepare them to become teachers and speakers of the language.

At Southeastern Oklahoma State University in Durant, Oklahoma, students can earn a minor in Choctaw through the English, Humanities & Languages department

To read the complete article, please go to:

http://news.newamericamedia.org/news/view_article.html?article_id=3812ca7258502a15b4ac56ed93d22bda

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Yucatan Begins Campaign Against Human Trafficking - Specifically Dedicated to Those Who Speak Indigenous Languages

Yucatan Times, November 27, 2012
by Raul Ponce de Leon Curmina

Yucatan became the first state in the country to launch a national campaign in indigenous languages against human trafficking. This comes after already starting the works of diffusion, training and prevention of this crime in the Yucatec Maya language. The project will be considered as a model to be replicated among ethnic groups across the country.

Governor Rolando Zapata Bello and President of the National Human Rights Commission (CNDH) Raúl Plascencia Villanueva, headed the start of this crusade, which in its first stage consists of: radio spots and posters translated into 10 indigenous languages, including Maya, Mixe, Mixtec, Nahuatl, Otomi, Purepecha and Tzeltal.

As part of the actions taken by this campaign, the Governor also signed and witnessed the signing of several cooperation agreements between national and state organizations of Human Rights with the three levels of government, this unprecedented event will open the path to training activities and promotion of individual freedom.

One of the actions to be taken on this campaign is to train the interpreters of indigenous languages, the prosecutors, the judicial police and experts from the Attorney General Office to enable them to provide better care of victims, also personnel of INDEMAYA will fulfill the role of dissemination to the indigenous peoples and communities in the state.

In the presence of actress Kate del Castillo, Ambassador of the CNDH against human trafficking, representatives of civil society organizations, educational institutions, senators and deputies, the state governor said that these actions in Yucatan show that there is a full conviction to fight against human trafficking with the full force of justice.

"The worst thing you can do is to act with nonchalance and silence. Prevention is the best way to eradicate this crime; it implies that all of society and government is responsible of

being vigilant and to be aware that only through coordinated actions can we end the scourges that decrease our security and peace."

The event was held in the Convention Center, Yucatan Siglo XXI, where the Governor explained that according to international reports this type of crime has grown worldwide, therefore, he insisted in joining efforts against this modern form of slavery.

Governor Zapata Bello, noted that the indigenous populations are the most vulnerable people in the country; that is why it is necessary to take concrete actions to respond to the cultural reality of their communities, he also praised the efforts made by the CNDH and The National Institute of Indigenous Languages for this campaign.

The original url is at:

http://www.theyucatantimes.com/2012/11/yucatan-begins-national-campaign-against-human-trafficking-specifically-dedicated-indigenous-languages/

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Growing Numbers of Mexicans in the U.S. Don't Speak Spanish as a First Language

NBC Latino on November 29, 2012, by Kristina Puga

The City University of New York's Institute of Mexican Studies is hosting a workshop today called "Mexico's Forgotten Languages," to educate others on the diversity of languages spoken in Mexican communities in the U.S.

According to the U.S. Census Bureau's American Community Survey, the number of Central and South American Indian language-speakers in the U.S. was about 13,500 between 2005 and 2009. However, Leslie Martino-Velez, Associate Director of CUNY Institute of Mexican Studies, who has been studying the Mexican indigenous community for nearly a decade, says that the numbers are most likely more but are hard to precisely decipher.

"It's hard to pinpoint numbers, because one of the challenges of the indigenous Mexican community is that there's a lot of stigma in being indigenous," she says. "So when they come here, they may not say they are indigenous or teach their kids their language and culture."

Martino-Velez says, after so many years of having indigenous members in our community, it's important to create awareness. "They are regular people who actually blend into the community and may be hidden," she explains. "One of the reasons we are doing a program like this is to dispose of the myths and misconceptions of indigenous Mexican people, as well as to expose individuals to the wonderfully diverse languages and cultures within the Mexican community."

Teacher Rebecca Madrigal, who has been working in a school in Manhattan, specifically with the *Mixteco* students for 14 years, will speak about how the kids respond after moving to the U.S., and a *Mixteco* mom will give her personal account. Daniel Kaufman a director of the Endangered Language Alliance will present his work documenting the different indigenous languages in NY.

"The largest is probably Nahuatl, spread out over the five boroughs," he says, also explaining that a large population from Oaxaca migrated here about 20 years ago bringing the language of *Mixteco* with them. "*Mixteco* is almost like a language family — it has group of languages within it. Each area has its own dialect." He says migration paths are based on area and family and village.

"*Zapotecos* migrated more to Los Angeles than New York," says Kaufman. "Minorities within minorities don't speak out for themselves so it's a big problem in like places like California where there are large settlements of farm workers uncounted by the Census. He says he's heard of entire communities of indigenous Mexicans checking off "white" and some "other," causing a lot of confusion with ethnicity and race. Organizations like *Mano a Mano* have started giving Nahuatl classes to preserve their culture, and *El Centro del Inmigrante* have been giving classes in Spanish and English to the indigenous communities to help them assimilate into everyday American life.

David Escobar, an indigenous activist in northern California, says he's seen a lot of increased immigration of indigenous people over the years.

"You're going to have an increase of indigenous languages and enclaves," says Escobar about what we should continue to expect. "So, the next time you think you see a 'Latino,' keep in mind he or she may or may not even speak Spanish."

See videos at:

http://nbclatino.com/2012/11/29/a-growing-number-of-mexicans-in-the-us-dont-speak-english-or-spanish/

For more on the problem of not speaking Spanish within ethnically Hispanic Communities, see the Associated Press article online:

http://www.utsandiego.com/news/2011/may/28/some-ny-immigrants-cite-lack-of-spanish-as-barrier/

GRANTS

Endangered Language Fund

The Endangered Language Fund provides grants for language maintenance and linguistic field work. The work most likely to be funded is that which serves both the native community and the field of linguistics. Work which has immediate

applicability to one group and more distant application to the other will also be considered. Publishing subventions are a low priority, although they will be considered. Proposals can originate in any country. The language involved must be in danger of disappearing within a generation or two. Endangerment is a continuum, and the location on the continuum is one factor in our funding decisions.

Eligible expenses include consultant fees, tapes, films, travel, etc. Overhead is not allowed. Grants are normally for a one year period, though extensions may be applied for. We expect grants in this round to be less than $4,000 in size, and to average about $2,000.

Eligibility

Researchers and language activists from any country are eligible to apply. Awards can be made to institutions, but no administrative (overhead, indirect) costs are covered.

Deadline

Applications must be received by April 22th, 2013. Decisions will be delivered by the end of May, 2013.

How to Apply

There is no form, but the information requested below should be included in the first page of an electronic document, preferably a PDF file. Email the single file containing all the material to: elf at endangeredlanguagefund.org

Applications must be submitted electronically. No mail or fax applications will be accepted. If you have any questions, please write to our address (300 George St., Suite 900, New Haven, CT 06511, USA) or email to:

elf at endangeredlanguagefund.org

Required Information

Cover Page

The first page should contain:

- Title of the project
- Name of language and country in which it is spoken
- Name of primary researcher
- Address of primary researcher (include email and, if possible, phone.)
- Amount requested
- Present position, education, and native language(s).
- Previous experience and/or publications by the applicant(s) that are relevant.
- Include the same information for collaborating researchers, if any. This information may continue on the next page.

Description of the Project

Beginning on a separate page, provide a description of the project. This should normally take two pages, single spaced, but the maximum is five pages. Be detailed about the type of material that is to be collected and/or produced, and the value it will have to the native community (including relatives and descendants who do not speak the language) and to linguistic science. Special consideration will be given to projects that involve children. Give a brief description of the state of endangerment of the language in question.

Budget

On a separate page, prepare an itemized budget that lists expected costs for the project. Eligible expenses include consultant fees, tapes, films, travel, equipment, etc. Overhead (indirect) costs are not allowed. Estimates are acceptable, but they must be realistic. Please translate the amounts into US dollars. List other sources of support you are currently receiving or expect to receive and other applications that relate to the current one.

Letter of Support

Two letters of support are recommended, but not required. These can be included in the electronic file or sent separately. Note that these letters, if sent separately, must arrive on or before the deadline (April 20th, 2012) in order to be considered. If more than two letters are sent, only the first two received will be read.

Limit to One Proposal

A researcher can be primary researcher on only one proposal.

Acknowledgment of Receipt

Receipt of application will be acknowledged by email.

If a Grant is Awarded

Before receiving any funds, university-based applicants must show that they have met the requirements of their university's human subjects' committee. Tribal- or other-based applicants must provide equivalent assurance that proper protocols are being used.

If a grant is made and accepted, the recipient is required to provide the Endangered Language Fund with a short formal report of the project and to provide the Fund with copies of all audio and video recordings made with ELF funds, accompanying transcriptions, as well as publications resulting from materials obtained with the assistance of the grant.

Further enquires can be made to:
> The Endangered Language Fund
> 300 George Street, Suite 900
> New Haven, CT 06511 USA
> Tel: 203-865-6163
> Fax: 203-865-8963
> elf at endangeredlanguagefund.org
> endangeredlanguagefund.org

http://www.endangeredlanguagefund.org/request.php

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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

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

Grants Call – deadline next cycle: September 15, 2013

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_inf ormation.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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NSF-NEH Partnership Grant Opportunities

Program Guidelines

Important Notice to Proposers

A revised version of the NSF Proposal & Award Policies & Procedures Guide (PAPPG), NSF 13-1, was issued on October 4, 2012 and is effective for proposals submitted, or due, on or after January 14, 2013. Please be advised that, depending on the specified due date, the guidelines contained in NSF 13-1 may apply to proposals submitted in response to this funding opportunity.

Please be aware that significant changes have been made to the PAPPG to implement revised merit review criteria based on the National Science Board (NSB) report, National Science Foundation's Merit Review Criteria: Review and Revisions. While the two merit review criteria remain unchanged (Intellectual Merit and Broader Impacts), guidance has been provided to clarify and improve the function of the criteria. Changes will affect the project summary and project

description sections of proposals. Annual and final reports also will be affected.

A by-chapter summary of this and other significant changes is provided at the beginning of both the *Grant Proposal Guide* and the *Award & Administration Guide*.

Full Proposal Deadline Date: September 15, 2013

Synopsis

This funding partnership between the National Science Foundation (NSF) and the National Endowment for the Humanities (NEH) supports projects to develop and advance knowledge concerning endangered human languages. Made urgent by the imminent death of roughly half of the approximately 7000 currently used languages, this effort aims to exploit advances in information technology to build computational infrastructure for endangered language research. The program supports projects that contribute to data management and archiving, and to the development of the next generation of researchers. Funding can support fieldwork and other activities relevant to the digital recording, documenting, and archiving of endangered languages, including the preparation of lexicons, grammars, text samples, and databases. Funding will be available in the form of one- to three-year project grants as well as fellowships for up to twelve months and doctoral dissertation research improvement grants for up to 24 months.

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

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NEW MEMBERS AND CHANGES

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

Wesley Leonard	leonardw at sou dot edu
Michael Barrie	mikebarrie at sogang.ac dot kr
Elizabeth Bogal-Allbritten	eba at linguist.umass dot edu
Scott AnderBois	
	scott.anderbois at gmail dot com
Andrea Berez	andrea.berez at hawaii dot edu
Honore Watanbe	honore at aa.tufs.ac.jp
	honore at air.ocn.ne.jp
Natalie Operstein	noperstein at fullerton dot edu
Richard Henne-Ochoa	r.henne at bucknell dot edu
Ernest Migliazza	eraseke at yahoo dot com
David Shaul	wyomingling at yahoo dot com
Michael Everdell	
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Paul Rene' Tamburro   ptamburro at comcast dot net
Ronny Parkerson   randt at parkersons dot net
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Korea 220-090
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Joey Stanley
Joseph.abraham.stanley at gmail dot com
Mateja Schuck   mschuck at wisc dot edu
Jaime Pena   Jpena3 at uoregon dot edu
Chris Koops   ckoops at unm dot edu
Cynthia Hansen   hansency at grinnell dot edu
Michael Hamilton
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Sunghwa Lee   sunghwa at uvic dot ca
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Ellen Contini-Morava   elc9j at virginia dot edu
John Gluckman   johngluckman at yahoo dot com
Lars Kirkhusmo Pharo   l.k.pharo at gmail dot com
Rosa Vallejos   rvallejos at unm dot edu
Anne Schwarz
anne.schwarzbunt at gmail dot com
Jim Armagost   jlarmagost at frontier dot com
Fernando Zuniga
fernando.zuniga at isw.unibe dot ch
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Moira. saltzman at wayne dot edu
Claire Turner   ckturner at inbox dot com

Elizabeth Kaye Nielsen   ekayen at gmail dot com
Verónica Nercesian   vnercesian at gmail dot com
Jeffrey Davis   jdavis49 at utk dot edu
Hyun Kyoung Jung   hkjung at email.arizona dot edu
Susan Smythe Kung   skung at austin.utexas dot edu
Megan Stone
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