

**The Society for the Study of the
Indigenous Languages of the Americas**

SSILA BULLETIN

An Information Service for SSILA Members

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Correspondence should be directed to the Editor

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97.1 CORRESPONDENCE

More on UNESCO grants

- From Shanley E. M. Allen (shanley@bu.edu) 11 Oct 1999:

Martha Crago and I also received a letter from the relevant people at UNESCO more than a year ago saying that our application for an Endangered Languages grant was eligible for funding, and we haven't heard from them since. Martha recently did some checking, and found out that apparently the UNESCO person to speak to concerning the endangered language awards is Mr. J. Poth, Division for Languages, Education Sector. His e-mail is <j.poth@unesco.org> and his fax # is (+33 1) 45.68.59.06. (This name and address was obtained by the Director of the Office of International Research at McGill University.) We have just received this information, so have not yet been successful in reaching him. I hope this is useful to others.

~Shanley Allen
School of Education, Boston University
(shanley@bu.edu)

More on Mahala 'woman'

- From Ives Goddard (Goddard.Ives@NMNH.SI.EDU) 19 Oct 1999:

In the correspondence on the regional English term *_mahala_* 'woman' (Bulletin #84, September 11, 1999) uncertainty was expressed about the pronunciation of the word. The Dictionary of American Regional English (so far vols. 1-3, A-O, 1985-1996) records the local pronunciation [m@'heliz] (@=shwa), where [e] is Trager-Smith /ey/ and [i] is /iy/. This /ey/ is probably the old pronunciation in English, and the final syllable shows the word-final "shwa-tensing" formerly widespread in non-standard American English; the other pronunciations in recent dictionaries are spelling pronunciations, as often.

I recommend the DARE to SSILA members. It has lots of data on local words of Native American origin.

~Ives Goddard
Smithsonian Institution
(goddard.ives@nmnh.si.edu)

97.2 POSITIONS OPEN

U of Michigan

- From Richard I. Ford (riford@umich.edu) 11 Oct 1999:

The Department of Anthropology at the University of Michigan seeks scholars for an appointment in Native American Studies. Approval is at the assistant professor level, but more senior scholars may also apply. A Ph.D. in sociocultural anthropology and field research experience focusing on Native Americans of the United States and/or Canada is required. Research knowledge of a Native American language is desirable. Included in the teaching responsibilities of the successful applicant will be an undergraduate course entitled "Native American Peoples of North America." Appointment is to begin Fall 2000. To apply, please send a letter of application, curriculum vitae, and names of suggested referees to Chair, Native American Studies Search Committee, Department of Anthropology, 1020 LSA, 500 S. State Street, Ann Arbor, MI 48109-1382. Fax (734)763-6077. The search committee will begin to review applications after November 1. Women and minority applicants are encouraged to apply. The University of Michigan is a non-discriminatory and affirmative action employer.

Bard College

- From Michele Dominy (dominy@bard.edu) 12 Oct 1999:

Bard College invites applications for a 2-year full-time position with a specialty in linguistic anthropology or applied cultural anthropology, at the Assistant Professor level, effective fall 2000 (pending final approval). Priority will be given to candidates who have conducted field research among small-scale indigenous peoples and with a teaching interest in ethnographic methodologies (including computer applications). Applicants should be broadly trained in cultural anthropology, committed to a strong program of ethnographic research and show promise of significant scholarly contributions. Commitment to undergraduate teaching excellence is requisite. Geographic area can complement or supplement the current faculty. Ph.D. preferred but ABD applications considered. Bard College, a small highly selective liberal arts college located in the Hudson Valley 90 miles north of New York City, is committed to innovative teaching and interdisciplinary and international curricular programs. Applications from women and minorities are invited. Applications must be submitted before November 30th with the possibility of interviews at the AAA Annual Meeting in Chicago for applications received by November 16th. Please send letter, vita, 3 letters of recommendation, a writing and/or research sample, and 3 sample syllabi (an introduction to cultural/applied/linguistic anthropology, an ethnographic methods course, and an upper-level course in your field of specialization) to: Prof. Michele Dominy, Anthropology Search Committee, c/o Human Resources, Bard College, PO Box 5000, Annandale-on-Hudson, NY 12504. AA/EOE

U of Kansas

- From Akira Y. Yamamoto (akira@ukans.edu) 13 Oct 1999:

University of Kansas, Department of Anthropology and the Women's Studies Program, announces a full-time, joint tenure-track Assistant Professor position, contingent upon budgetary approval. The successful candidate must have Ph.D. by the beginning of the appointment. We seek candidates in any subdiscipline of anthropology with a research specialization in areas pertaining to women. Preferred qualifications include a strong research record, including publications, and a strong record of quality teaching. We are especially interested in broadly trained scholars with one or more of the following: research focus on indigenous peoples; familiarity with feminist methodology; familiarity with quantitative and qualitative analyses; and a strong interest in biocultural approaches to the study of women. The successful candidate will be required to teach two courses per year in Anthropology and two in Women's Studies.

Send letter of application, curriculum vitae, and three letters of recommendation to: Search Committee Chair, University of Kansas, Department of Anthropology, 622 Fraser Hall, Lawrence, KS 66045-2110. Initial review of applications will begin on January 18, 2000, and continue until the position is filled. University of Kansas is an EO/AA

U of Pittsburgh (2nd language acquisition)

- From Constance T Tomko (connie+@pitt.edu) 14 Oct 1999:

The Dept. of Hispanic Languages and Literatures, Univ. of Pittsburgh, has a tenure-track position, beginning Fall 2000, at the beginning Assistant Professor level, for a specialist in applied linguistics with a particular focus in second language acquisition and foreign language teaching methodology. Women and members of under-represented minority groups are especially encouraged to apply. The candidate will be expected to develop a strong research and publications record and teach at the graduate and undergraduate levels. The Ph.D. in hand is required by Fall 2000. Native or near native fluency in Spanish is essential. Application deadline: December 3, 1999. Search committee will conduct interviews at the MLA meeting in Chicago.

Send letter of application, CV, transcripts of all graduate coursework, three letters of recommendation, and samples of writing to: Susan Berk-Seligson, Search Committee Chair, Department of Hispanic Languages and Literatures, 1309 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260. Tel: 412/624-5245; fax: 412/624-8505; e-mail: sberksel@pitt.edu. The University of Pittsburgh is an equal opportunity, affirmative action employer. This position is subject to budgetary approval.

U of Wisconsin-Madison (American Indian student services coordinator)

The University of Wisconsin-Madison is seeking a Coordinator, American Indian Student Academic Services. Housed in the College of Letters and Science's Office of Student Academic Affairs, the American Indian Student Academic Services (AISAS) Program addresses the social, cultural and academic needs of American Indian students. Among its primary objectives are

assisting incoming students with the transition to college, providing a “welcoming” experience at the University of Wisconsin-Madison, and connecting incoming, transfer, and continuing students to student services and advising. In addition to collaborating with the American Indian Studies Program, multicultural academic programs, and the UW Admissions Office to attract and retain students of color, AISAS also helps maintain ongoing communication with American Indian communities throughout Wisconsin.

A Bachelor’s degree is required; a Master’s degree in higher education, counseling, advising or related area is preferred. One year demonstrated experience working with students in a higher education or equivalent setting and a demonstrated knowledge of issues affecting American Indian students in higher education are required; the ability to work collaboratively and with diverse constituencies, and well developed communication skills (written, oral, electronic) are essential. This position is full-time and is available January 1, 2000. Salary level is dependent on qualifications with a minimum salary of \$32,300. The deadline for applications and nominations is November 15, 1999.

Applications and nominations should be submitted to: Betty Brattrud, Search and Screen Coordinator, U of Wisconsin-Madison, College of Letters and Science, B12 Bascom Hall, 500 Lincoln Dr, Madison, WI 53706 (tel: (608) 262-4852 or (608) 262-2644; fax: (608) 262 5093; e-mail: brattrud@facstaff.wisc.edu). Applications should include a statement of interest in the position, a resume, and three letters of reference. Questions should be directed to Betty Brattrud at the address above. Unless confidentiality is requested in writing, information regarding applicants must be released upon request. Finalists cannot be guaranteed confidentiality. The University of Wisconsin-Madison is an affirmative action, equal opportunity employer.

97.3 UNESCO LANGUAGE SURVEY

- From Martha Ratliff (martha_ratliff@wayne.edu) 8 Oct 1999:

I am sure that many of you have heard of the UNESCO survey of the world's languages. A brief description of the project appears below. They have asked for the support of the LSA in conducting their survey, specifically in the gathering of detailed information on endangered languages. I urge those of you who are in a position to fill out one or more of UNESCO's questionnaires (one questionnaire per language) to volunteer to do so by contacting them at [<unescopy@eurosur.org>](mailto:unescopy@eurosur.org) and requesting that copies of the questionnaire be sent to you. They depend on the help and cooperation of us all.

~Martha Ratliff, Chair
Committee on Endangered Languages and their Preservation
Linguistic Society of America

The World Languages Report project was approved at the UNESCO General Conference (29th meeting) of 1997, and is financed by the Basque Country, by virtue of the Agreement between the Basque Government and UNESCO of 23 July 1997.

The project has three basic aims:

- A complete documented register of all the languages of the world.
- Objective data on the present situation and development of all languages.
- Analysis of the sociolinguistic trends in different geographical areas.

We expect the following tangible outcomes from the survey:

1. A report synthesizing the data collected during the survey, describing the situation of the languages and diagnosing the basic problems of linguistic substitution affecting them. It will also suggest prospective measures for tackling these problems.
2. The creation of an on-line database bringing together the findings of the survey and material from other studies. This database will be able to be updated and will permit the publication of future periodical reports on the state of the world's languages.

Publication of the World Languages Report is planned for the year 2001.

For further information, please contact:

World Languages Report
UNESCO ETXEA
Alameda de Urquijo, 60 ppal. dcha.
E-48011 BILBAO
PAIS VASCO (SPAIN)
Telephone: 34-94-427-6432
Fax: 34-94-427-2548
E-mail: unescopy@eurosur.org
Web: <http://www.unescoeh.org>

97.4 3RD YALE NAHUATL INSTITUTE PLANNED FOR SUMMER 2000

- From Jonathan Amith (jonathan.amith@yale.edu) 12 Oct 1999:

The Nahuatl Summer Language Institute at Yale University is part of a comprehensive project to provide learning and research tools in this language and to bring together experts in the field of Nahuatl language and culture. In addition to discussing the institute's accomplishments to date and its plans for the immediate future, this short report will hopefully encourage scholars who have worked on Nahuatl to contact the institute and perhaps participate in its development.

One of the primary goals of the Nahuatl institute, now in its third year, is to create a learning environment that will meet the needs of a wide range of students-including historians, art historians, anthropologists, linguists, and heritage language speakers. Thus the basic text for the course -- a reference/pedagogical grammar and lexicon of the modern dialect spoken in Ameyaltepec, Guerrero -- is organized to facilitate comparison with colonial Nahuatl and to provide a basic understanding of Nahuatl morphology and syntax that will be of utility to those studying any variant of Nahuatl. Besides receiving intensive instruction in modern Nahuatl (15 hrs/week for 8 weeks) students have attended lectures, workshops, and one-week supplementary seminars by leading Nahuatl scholars from a variety of disciplines. For example, the first institute (summer, 1998) included an intensive 8-week course by Jonathan Amith and three one-week seminars by Michel Launey (U of Paris, VII), Una Canger (U of Copenhagen), and Karen Dakin (UNAM). The second institute was co-taught by Amith and Canger and again included a one-week seminar by Launey, probably the leading authority on Classical Nahuatl. Over these same two years Rolena Adorno (Yale), Luise Burkhart (SUNY Albany), John Justeson (SUNY Albany), Dana Leibsohn (Smith C), Mary Miller (Yale), and Susan Schroeder (Tulane) have offered lectures or conducted workshops.

Given the interest shown during the first two institutes (9 students in 1998 and 13 in 1999), the third institute, during the summer of 2000, will offer an intensive second-year intermediate level of instruction for a five-week period. Instruction will be provided by three leading experts in Nahuatl: Launey, James Lockhart (UCLA), and Luis Reyes (CIESAS, Mexico City). The basic course, to run concurrently, will again be taught by Amith, along with Florencia Marcelino and Inocencio Jimenez, native speakers from San Agustin Oapan. Guest lectures and workshops for this course will be offered by the instructors for the second level and by Louise Burkhart, Michael Coe (Yale), Willard Gingerich (St. John's U), John Justeson (SUNY Albany), and Alan Sandstrom (IPFW).

Another goal of the Nahuatl institute is to develop a set of research and pedagogical tools. Mark Liberman and Steven Bird of the Linguistic Data Consortium at the U of Pennsylvania have provided invaluable assistance in developing a prototype search engine for a web-based Nahuatl lexicon of Ameyaltepec (at <http://www ldc.upenn/hyperlex>) that will eventually comprise over 10,000 entries (Nahuatl to Spanish and English). It will be linked to an electronic version of the reference/pedagogical grammar in an effort to solve a major problem for instructional material in less commonly taught languages: how to provide the grammatical and pedagogical context for a dictionary while furnishing the appropriate lexical base for students to implement the language skills they learn through a grammar. Interactive exercises will accompany each lesson, offering

the possibility of learning Nahuatl at a distance (a preliminary version of this effort can be viewed at <http://www.yale.edu/nahuatl>) The U.S. Department of Education, through its International Research and Studies Program, has granted two years of support to develop these materials for classroom and research use at part of a Nahuatl Learning Environment that will include a lexicon, grammar, exercises, drawings and photographs, and sound files.

Additional support for the Nahuatl Summer Language Institute and the Nahuatl Learning Environment has been provided by Yale University, the Latin American Studies Consortium of New England, and the U of Chicago Center for Latin American Studies through funding from the William and Flora Hewlett Foundation and the U.S. Department of Education.

For more information on the above, including application materials to attend either level of instruction during the summer of 2000, please contact the coordinator of the institute at <jonathan.amith@yale.edu> or visit the institute website at <<http://www.yale.edu/nahuatl>>. Scholars who have worked on Nahuatl and wish to discuss their possible participation in future institutes or in jointly developing resource materials for research on and teaching of Nahuatl are cordially invited to contact the institute.

~Jonathan Amith, Director
Nahuatl Summer Language Institute at Yale University
(jonathan.amith@yale.edu)

97.5 THE BOOK EXCHANGE

- From Willem J de Reuse (rwd0002@unt.edu) 12 Oct 1999:

I am looking for a copy of Wick Miller's *_Acoma Grammar and Texts_*, University of California Publications in Linguistics, Vol. 40 (1965). Does anyone have a copy of this that s/he would like to trade for Eskimo, Siouan, or Athabaskan things? I haven't checked, but I seriously doubt that it is still in print.

~Willem de Reuse
University of North Texas
(rwd0002@unt.edu)

97.6 WEBSITES OF INTEREST

Endangered languages data at IPOLA site

- From Akira Y. Yamamoto (akira@ukans.edu) 13 Oct 1999:

SSILA members may recall that the LSA's Endangered Language Committee carried out a survey of endangered languages. The data obtained in this survey have been updated and at least some of the information is now available at the IPOLA website. It is still under construction but you are invited to check out the information that has so far been posted. The address is: <http://www.ipola.org/endangered/index.html>

I hope members will find it useful.

~Akira Y. Yamamoto
Dept of Anthropology, University of Kansas
(akira@ukans.edu)

97.7 ANTI-CHIEF RESOLUTION TO BE PLACED BEFORE AAA BUSINESS MEETING

- From Brenda Farnell (bfarnell@uiuc.edu) 14 Oct 1999:

The following 2-part resolution will be on the agenda of the Business Meeting of the American Anthropological Association, in Chicago, November 18, 1999 (Thursday). We hope that SSILA members who will be attending the AAA meeting will make a point of going to the Business Meeting to support both parts of this resolution. If they pass, they will be sent to the full AAA membership for a vote in the next general balloting. Thanks so much for your support!

Part A:

We, the members of the American Anthropological Association, call upon all educators and administrators of educational institutions to stop promoting the stereotypical representation of American Indian people through the use of sports mascots. The persistence of such officially sanctioned, stereotypical presentations humiliates American Indian people, trivializes the scholarship of anthropologists, undermines the learning environment for all students, and seriously compromises efforts to promote diversity on school and college campuses.

Part B:

We, the members of the American Anthropological Association, will cease to schedule Annual Meetings in the state of Illinois until such time as the administration and trustees of the University of Illinois, the flagship educational institution of the state, replace their “Chief Illiniwek” symbol with one that does not promote inaccurate, anachronistic, and damaging stereotypes of Native American people, or indeed members of any minority group.

~Brenda Farnell
Dept of Anthropology, University of Illinois

97.8 E-MAIL ADDRESS UPDATES

Culley, Marybeth mec6u@virginia.edu
Fallen-Bailey, Anthea..... afallenb@wvi.com
McGary, Jane jmccgary@teleport.com
Minkoff, Seth A..... minkoff@nmsu.edu
O'Connor, Loretta loc@umail.ucsb.edu
Zavala, Roberto rzavala@darkwing.uoregon.edu