

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 -- <<--

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**SSILA BUSINESS**

Dear Colleagues,

Below, please find Linguistic Society of America registration information followed by our SSILA Annual Meeting sessions. The meeting promises to be engaging and informative; we look forward to seeing you there.

Karen Sue Rolph, Editor, SSILA

**THE SOCIETY FOR THE STUDY OF THE INDIGENOUS LANGUAGES OF THE AMERICAS  
Annual Meeting, Pittsburgh, Pennsylvania, January 6-9, 2011**

Grand Pittsburgh Downtown Hotel  
600 Commonwealth Place  
Pittsburgh, PA 15222

**Plenary Speakers:**

- Barbara Johnstone (Carnegie Mellon University): "Speaking Pittsburghese: The social history of Pittsburgh speech."
- Janet Pierrehumbert (Northwestern University): "Example-based learning and the dynamics of the lexicon."
- Ted Supalla (University of Rochester): "Rethinking the emergence of grammatical structure in signed languages: New evidence from variation and historical change in American Sign Language."

**Registration for the Annual Meeting in Pittsburgh**

Preregistration closes 20 December 2010 at 11:59 p.m. (EST). Technical support for preregistration will not be available after 5:00 p.m. (EST) on 20 December 2010. Discount preregistration fees will be charged to individuals registering online before 20 December. Onsite fees will be charged to those registering for the meeting after December 20.

Registration Fees can be found online at: [https://lsadc.org/whatsthis.cfm?ID=REGISTRATION\\_CATEGORY](https://lsadc.org/whatsthis.cfm?ID=REGISTRATION_CATEGORY)

As in previous years, members of SSILA will be able to register at the LSA web site and receive LSA member registration rates by entering the SSILA access code: SSILA2011.

<http://www.lsadc.org/meetings/registration1.cfm?type=ssm>

**Reservations at the Grand Pittsburgh Downtown Hotel**

Phone: 412-281-0482 x4007 / 1-800-821-1888 x4007

Email: [housing@visitpittsburgh.com](mailto:housing@visitpittsburgh.com)

[https://resweb.passkey.com/Resweb.do?mode=welcome\\_ei\\_new&eventID=2942958](https://resweb.passkey.com/Resweb.do?mode=welcome_ei_new&eventID=2942958)

LSA has reserved a block of rooms for LSA attendees. Use this link to make reservations at the Grand Pittsburgh Downtown Hotel at the LSA conference rate of \$99 per night (single king or double queen).

There will be a \$25 surcharge for each additional person in a room. Executive level rooms with additional amenities, including complimentary morning breakfast and afternoon hors d'oeuvres in the Executive Lounge, are available for an additional \$25/night.

It is important that SSILA members use this link if reserving a room online, or mention the Linguistic Society of America rate when reserving by phone, in order to take advantage of the special concessions the LSA has negotiated for attendees. These include the advantageous sleeping room rate, complimentary guest room internet for the duration of the meeting, and complimentary access to the hotel's fitness center.

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## SSILA Annual Meeting Preliminary Schedule

### Thursday, 6 January

- *Grammatical explorations of Cuzco-Bolivian Quechua*. (4:00 to 7:00 pm) — **Susan E. Kalt** (Roxbury Community College) Evolution of L1 in the bilingual mind: The case of Cusco-Collao Quechua; **Ellen H. Courtney** (University of Texas at El Paso) The acquisition of evidential meanings: Insights from Quechua; **Marilyn S. Manley** (Rowan University) Evidentiality, epistemics, and mirativity in Cuzco Quechua; **Antje Muntendam** (Radboud University Nijmegen) Topic and Focus in Bolivian Quechua; **Liliana Sánchez** (Rutgers University) A minimal approach to peripheral domains and informational structure in Quechua; Discussion.

- *Semantics*. (4:00 to 7:00 pm) — **Karen Lichtman** (University of Illinois) Kinship Terms in Q'anjob'al; **Carrie Gillon** (Arizona State University) Mass and count in two languages: Innu-aimun vs. Inuttut (Labrador Inuktitut); **Tanya Slavin** (University of Toronto) How an instrumental suffix can form psych verbs; **Christian Koops** (Rice University) Cherokee ground phrases; **Rosa Vallejos Yopán** (University of Oregon) Voice and the polyfunctionality of Kokama –ka; **Swintha Danielsen** (University of Leipzig) The grammaticalization of adpositions into valency increasing verbal affixes in Arawakan languages.

- *Meet and Greet Reception* (8:30 to 10:00 pm) — Here is an opportunity to socialize with colleagues and friends.

### Friday, 7 January

- *Syntax and Semantics*. (9:00 am to 12:00 pm) — **Ryan Denzer-King** (Rutgers, The State University of New Jersey) The Role of Animacy in Blackfoot Subobviative Marking; **Luis Oquendo** (Universidad del Zulia) The tense and the aspect in the Caribbean languages: Japreria, Yukpa and Ye' Kwana; **Sidi Facundes** (Thammasat University and Univerdade Federal do Para), **Brandão Ana Paula** (University of Texas at Austin), **Angela Chagas** (Universidade Federal de Campinas) Verb Classes in Two Arawak Languages. (11:00 am); **Melvatha Chee** (University of New Mexico) Autonomy and Information Packaging in the Navajo Verb Stem: Polysynthesis & Polysemantics; **Indrek Park** (Indiana University) Compounding as a syntactic process in Hidatsa; **John Boyle** (Northeastern Illinois University) Incorporation in Mandan.

- *Historical Linguistics*. (9:00 am to 12:30 pm) — **Ashley Carter** (Northeastern Illinois University) Positionals in Mandan: a diachronic analysis; **Catherine Rudin** (Wayne State College) Phonological and lexical differences between Omaha and Ponca; **Justin Spence** (University of California, Berkeley) Post-contact dialect convergence: The case of Oregon Athabaskan; **Eric Campbell** (University of Texas at Austin) The development of causative morphology from motion verbs in Chatino; **Catherine Callaghan** (Ohio State University) Utian Infixation and First Person Plural Pronouns; **Eduardo Ribeiro** (University of Chicago) On the inclusion of the Karirí family in the Macro-Jê stock: additional evidence; **Pierric Sans** (Université Lumière Lyon 2) Reviewing proposed evidence for a Macro-Jê link for Bésiro (a.k.a. Chiquitano) of Bolivia: The case of nasality.

*Annual Business Meeting and Presidential Address* (2:00 pm) SSILA President **Richard A. Rhodes** (University of California, Berkeley) The value of 19th Century Ojibwe sources.

- *Philology*. (3:00 pm to 3:30 pm) — **Patricia A. Shaw** (University of British Columbia) The “Nootkian” (Mowachaht/Muchalaht) Lexicon of Jewitt 1824.

- *Discourse Syntax*. (3:30 pm to 5:00 pm) — **Marianne Mithun** (UC Santa Barbara) Tagging modality: Intermingled epistemic and interactive functions of Mohawk tags; **N. Louanna Furbee** (University of Missouri, Columbia, and CDIT (Mexican Non-Profit- *Centro de Documentación del Idioma Tojolabal*), Evidentials and the Analysis of Tojol-ab'al Maya Interviews; **Scott AnderBois** (University of California, Santa Cruz) Topic and Assertion in Yucatec Maya Attitude Reports.

- *Discourse/Diversity*. (3:30 to 5:00 pm) — **Olga Lovick** (First Nations University of Canada) Talking like a Raven: Figurative language in Upper Tanana Athabaskan; **Tania Villamizar** (Universidad de Los Andes) The Visit as Ritual of

Interaction Communicative in the Mancomunidad Timote; **Femmigje Admiraal** (Universität Leipzig, Institut für Linguistik), **Swintha Danielsen** (Universität Leipzig, Institut für Linguistik), **Franziska Riedel** (Universität Leipzig, Institut für Linguistik) The Baure language group: cultural and linguistic diversity.

### Saturday, 8 January

- *Phonology*. (9:00 am to 11:30 am) — **Andrea L. Berez** (University of California, Santa Barbara) Two Ahtna intonation unit cues: Syllable pacing and pitch reset; **Siri Tuttle** (University of Alaska Fairbanks) Word stress, rhythm and prominence in Minto Athabascan songs; **Linda Lanz** (Unaffiliated) VOT in Iñupiaq velar and uvular stops; **Christian DiCanio** (Université Lyon 2, Dynamique du Langage) The Phonetics of Glottalized Consonants in Ixcatec; **Laura Tejada** (University of Southern California) Floating and Spreading Tones in Sierra Juárez Zapotec.

- *Syntax*. (9:00 am to 11:30 am) — **George Aaron Broadwell** (University at Albany, State University of New York) Three kinds of compound verb in Copala Triqui; **Amy Dahlstrom** (University of Chicago) Argument structure of Algonquian AI+O verbs: thematic roles and morphosyntax; **Alan C. L. Yu** (University of Chicago), **Ryan Bochnak** (University of Chicago), **Tim Grinsell** (University of Chicago), **Christina Weaver** (University of Chicago) Some puzzles in pronominal agreement in Washo copular construction; **Paul Kroeber** (Indiana University) Pronominal clitics in Hanis and Miluk Coosan; **Lucia Golluscio** (Universidad de Buenos Aires and Consejo Nacional de Investigaciones Científicas y Técnicas, Argentina) Converbs in Vilela.

- *Haas Award Lecture*. (11:30 am to 12:00 pm) — **Lynda Boudreault** (University of Texas at Austin) Serial Verb Constructions in Sierra Popoluca (Mixe-Zoquean).

- *Symposium: Minority Language Contact*. (2:00 pm to 5:00 pm) — Opening statement; **Lev Michael** (University of California, Berkeley) The phonological consequences of long-term language contact in the Andean-Amazonian transitional zone; **Claire Bower** (Yale University) Loans in the basic vocabulary of PamaNyungan languages; **Eduardo Rivail Ribeiro** (University of Chicago) Mapping Tupí loans in Macro-Jê languages; **Richard A. Rhodes** (University of California, Berkeley) Cree-Ojibwe language contact; *Break*; **Nicholas J. Enfield** (Max Planck Institute - NL) Nearly symmetrical language contact in an upland basin of central Laos; **Patience Epps** (University of Texas at Austin) Language contact among foragers of the northwest Amazon; **Ed Vajda** (Western Washington University) Adstrate influence between Siberian languages under Russian rule; Closing statement.

- *Morphology and Morphophonemics*. (2:00 pm to 5:00pm) — **Marcia Haag** (University of Oklahoma) Morphological class as primary arbiter of word formation: Choctaw and Cherokee; **Carmen Jany** (California State University, San Bernardino) Nominal compounding as a productive word-formation process in Chuxnabán Mixe; **Marie-Lucie Tarpent** (Mount St Vincent University) Tsimshianic L-plurals and the structure of Penutian roots; **Thomas Wier** (University of Chicago) Tonkawa prosodic morphology and prosodic rule blocks; **Gabriela Perez Baez** (Smithsonian Institution) Morphophonemics of the Potential Aspect in Juchitán Zapotec; **Analia Gutierrez** (University of British Columbia) Vowel-consonant metathesis in Nivaclé (Matacoan-Mataguayan).

### Sunday, 9 January

- *Syntax*. (9:00 am to 11:30 am) — **Chris Rogers** (University of Utah) Guazacapan Verb Classes; **Michael Barrie** (University of Ottawa) Configurationality in Onondaga; **Michael Barrie** (University of Ottawa), **Gabriela Alboiu** (York University) Aspect, Mood (and Tense) in Onondaga: A Feature Geometric Approach; **Kirill Shklovsky** (Massachusetts Institute of Technology) Tsel'tal Unnegatives; **Aaron Sonnenschein** (California State University, Los Angeles) Giving in Colonial Valley Zapotec.

- *Nominals and Coordination*. (9:00 am to 11:30 am) — **Erica Sosa** (Northeastern Illinois University) Mandan Nominal Structure: Expanding the DP; **George Wilmes** (Independent scholar) The Structure of Relative Clauses in Mandan; **Anne Schwarz** (James Cook University) "Possession" in the Language of the Secoya (West Tucanoan); **Anna Berge** (Alaska Native Language Center, University of Alaska Fairbanks) A Comparison of Conjunctive Coordination in Inuktitut and Aleut; **Honore Watanabe** (ILCAA, Tokyo University of Foreign Studies) Coordinate Constructions and Coordinators in Sliammon Salish.

## CORRESPONDENCE

The Smithsonian's Department of Anthropology conducted six staff video interviews, one of which was of linguist Gabriela Perez-Baez. Dr. Perez-Baez talks about how she got into the field of linguists, her education, and how she is compiling a Zapotec dictionary. You can view the interviews at: [http://anthropology.si.edu/video\\_interviews.html](http://anthropology.si.edu/video_interviews.html)

Dr. Perez-Baez's interview is the fifth of the six posted online.

P. Ann Kaupp, Head  
Anthropology Outreach Office  
National Museum of Natural History  
kauppa at si dot edu  
(202) 633-1917  
<http://anthropology.si.edu/outreach/outrch1.html>

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Dear Colleagues,

I am currently helping on a bibliographic update of Indigenous peoples of Panama. Does anybody know if *Revista América Indígena: órgano oficial del Instituto Indigenista Interamericano* is available through another organization or name online, or if there is an index available?

Thanks in advance,  
Milton Ricardo Machuca, Ph.D.  
Pitzer College  
machuca at pitzer dot edu  
(909) 607 – 2691

## 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 programs 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

We are very pleased to announce the first of a series of new resource sites, "Tools for Linguistic Anthropologists", a blog and archive for the latest information about audio, video, and other tools we use in our field:

<http://kit.linguisticanthropology.org/about/>

The site currently includes articles by Mark Sicoli and Robin Shoaps and links to useful websites from Bartek Plichta, Andy

Kovolos, and the American Folklife Center. More articles and suggestions for links are very welcome. We are particularly interested in pieces talking about how you use particular equipment in the field.

See Mark Sicoli's piece on Video Recording for an example of what we have on offer.  
<http://kit.linguisticanthropology.org/2010/10/28/video-recording/>

We will be posting a permanent link to this site on the official SLA Website under the Resource tab shortly.

Congratulations and many thanks to our Digital Content Editor, Leila Monaghan, and our Webmaster, Alex Enkerli, for all the work they did to design this terrific site and get it running. Thanks also to J. Dickinson, Robin Shoaps, Mark Sicoli and Debra Spitulnik for their input. We hope that SLA members and their students (especially those preparing grant applications and purchases for their first major fieldwork project) will not only find this site useful but will also contribute to updates over time.

Best to all,  
Kit Woolard  
President, SLA  
<http://kit.linguisticanthropology.org/about/>

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## **XXXIII Congreso Internacional de Americanísticas Congreso Internacional (Italia - Perugia) 2-9 de mayo de 2011**

**Call for Sessions Deadline:** October 31, 2010  
**Call for Papers Deadline:** December 15, 2010

El XXXIII Congreso Internacional será el ámbito en que alrededor de 200 investigadores de las disciplinas americanísticas se reunirán para confrontarse, hacer el punto de la situación y trabajar juntos sobre los escenarios en transformación que acontecen en las Américas pero que afectan a todo el mundo.

El congreso se articulará en 20 sesiones, que abarcarán temas muy diferentes, entre ellos, temáticas históricas, antropológicas, arqueológicas, artísticas, etnomusicales, literarias, políticas y sociales de gran interés no sólo para los expertos en materia, sino también para quienes, en la construcción de una sociedad cada vez más multicultural, no quieren quedarse inertes dentro de un conocimiento superficial sobre la diversidad que representa el "Otro".

El interés hacia el "Otro" desde siempre estimula el hombre al conocimiento y al acercamiento a las diferentes realidades humanas. La Americanística tiene como objeto privilegiado de estudio a la civilización americana: con este término indicamos las culturas que se desarrollaron en el continente americano antes de la llegada de Colón, algunas de las cuales todavía sobreviven intentando encontrar un espacio propio

dentro de un mundo siempre más orientado hacia el modelo llamado “occidental.”

### **Guidelines and Sessions of the Congress**

El Congreso, organizado por el Centro Studi Americanistici “Circolo Amerindiano” Onlus, se desarrollará en Perugia (Italia), del 2 al 9 de mayo de 2011.

La organización se reserva la facultad de prolongar la duración del Congreso más allá de las fechas establecidas y de designar, además de la de Perugia, otras sedes. Las lenguas oficiales del Congreso son: español, francés, inglés, italiano, portugués y todas las lenguas amerindias. Ulteriores sesiones, aparte de aquellas ya indicadas pueden ser propuestas a la Secretaría del Congreso hasta el 31 de octubre de 2010. La aceptación de nuevas sesiones queda bajo la tutela del Comité Científico del Congreso. Cada sesión comprenderá de 3 a 6 ponencias. Los trabajos tienen que ser inéditos y deben ser presentados personalmente. Sólo se puede presentar un trabajo por ponente. La duración máxima de cada ponencia es de 20 minutos, a menos de que la organización comunique un cambio. Todos los gastos de viaje, alojamiento y comidas están a cargo de los participantes.

### **Participation in the International Congress of Americanists**

La asistencia al congreso es libre y gratuita. Sin embargo es necesaria la inscripción al mismo para poder presentar ponencias o para recibir las actas o el certificado de asistencia. El plazo límite para la inscripción al Congreso como ponente es el 15 de enero de 2011.

Para participar como ponente es necesario inscribirse enviando el módulo relativo, que se presentará en este sitio a partir del 15 de diciembre de 2010, junto con la lista definitiva de las sesiones propuestas. El módulo será válido sólo con los datos completos, incluyendo el abstracto de mínimo 400 y máximo 800 caracteres y el curriculum vitae detallado, por adjuntar. El módulo será enviado al coordinador de la sesión a la que se desea participar y, contemporáneamente, a la secretaria del Congreso. El coordinador puede pedir una documentación integrativa, si lo considera oportuno.

La inscripción al Congreso como ponente no es automática; está subordinada a la aceptación del coordinador. Antes del 1 de febrero de 2011 los coordinadores tendrán que comunicar la aceptación o menos de la propuesta a aquellos que la hayan enviado. Una vez que el trabajo haya sido aceptado por el coordinador, el ponente tendrá que efectuar el pago de la inscripción a 7 días de la aceptación, para no ser excluido del programa. Rogamos de avisar a la secretaria de organización del Congreso (convegno@amerindiano.org) los datos del depósito.

Para los ponentes socios, en regla con las cuotas sociales, del Centro Studi Americanistici “Circolo Amerindiano” Onlus durante el año 2010, la cuota se reducirá de un 50%.

### **Program**

El programa definitivo y los horarios del Congreso se publicarán en el sitio [www.amerindiano.org](http://www.amerindiano.org) a partir del 1 de abril de 2011.

### **Hotel Reservations**

Los relatores podrán reservar el hotel consultando la lista de hoteles convencionales con sus respectivos precios, disponible en el sitio [www.amerindiano.org](http://www.amerindiano.org) a partir del 1 de marzo de 2011.

### **Contact Information**

Centro Studi Americanistici “Circolo Amerindiano” Onlus  
Via Guardabassi n. 10 - 06123 Perugia, Italia  
Tel./fax (+ 39) 075 5720716  
<http://www.amerindiano.org>  
e-mail: [convegno@amerindiano.org](mailto:convegno@amerindiano.org)

<http://www.red-redial.net/america-noticia-3746.html>

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### **The 1st Cambridge International Conference on Language Endangerment: Language documentation, pedagogy, and revitalization**

**Call for Papers Deadline:** abstracts due 26, November, 2010  
**On-line Registration** opens 1, January 2011

### **Submission Guidelines**

We welcome abstracts (200 words maximum) for papers (20 minute paper + 10 minute discussion) that include, among other topics, discussion of interdisciplinary approaches and innovative techniques for collecting raw material, presenting metadata, and archiving language materials; teaching endangered languages to both children and adults; and revitalizing language use in homes, schools, and communities.

This conference will bring together academics, students, and members of indigenous communities from around the world to discuss current theories, methodologies, and practices of language documentation, pedagogy, and revitalization.

Most of the world's languages have diminishing numbers of speakers and are on the brink of falling silent. Currently around the globe, scholars are collaborating with members of indigenous communities to document and describe these endangered languages and cultures. Mindful that their work will be used by future speech communities to learn, teach, and revitalize their languages, scholars face new challenges in the way they gather materials and in the way they present their findings. This conference will discuss current efforts to record, collect, and archive endangered languages in writing, sound, and video that will support future language learners and speakers.

Documentation is of critical and immediate importance and is often considered one of the main tasks of the field linguist. Future revitalization efforts may succeed or fail on the basis of

the quality and range of material gathered, and yet the process may be rapid and dependent on conscious decisions by linguists and language workers who may be analyzing the form of a language for the first time and codifying it in dictionaries and grammars. Written documentation of course not only aids the process of standardization but also serves important needs and functions within a community in support of language maintenance such as providing the basis for pedagogical materials in schools and helping to create a community's sense of identity. However, indigenous communities and scholars of endangered languages are beginning to realise that the rapid and often artificial nature of this process can have negative effects - politically, linguistically, and culturally - which feed into issues relating to education and, ultimately, language revitalization.

In addition to the opportunity of sharing experiences with a network of linguists, it is hoped that participants will leave the conference with a new understanding of the topic, innovative ideas for documentation and pedagogy within their own linguistic contexts, and a renewed vigour to implement what they have learnt in their own language situations.

Due by 26, November 2010, send abstracts to:

Dr. Mari Jones (mcj11 at cam dot ac dot uk) and Dr. Sarah Ogilvie (svo21 at cam dot ac dot uk).

<http://www.crassh.cam.ac.uk/events/1332/>

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**Calcul de la référence nominale : langues avec et sans articles of the Fédération Typologie et Universaux du Langage**

**Workshop to be held in Paris, March 4, 2011**

**Call for Papers Deadline:** abstracts due 01, December, 2010  
**Date limite de soumission:** 1er décembre 2010

Journée LSALAA 2011 - Langues avec et sans articles  
Journée d'études du projet Calcul de la référence nominale : langues avec et sans articles  
Salle de conférences, 59 rue Pouchet 75017 Paris.

**Journée organisée par le projet**

Calcul de la référence nominale : langues avec et sans articles de la Fédération "Typologie et universaux du langage" (CNRS FR 2559), 2010-2013

**Plan d'accès**

Conférencier invité :  
Tania Ionin (University of Illinois at Urbana-Champaign)  
L'appel à communications sera envoyé début octobre 2010.  
Vous pouvez vous abonner à la liste de diffusion du projet Langues sans articles - langues avec articles

**Workshop Description**

The workshop is organised by the project "Calcul de la référence nominale : langues avec et sans articles" of the Fédération Typologie et Universaux du Langage (CNRS RRE

2559) which brings together researchers in L1 and L2 language acquisition, sign language linguistics and comparative syntax and semantics.

We encourage submissions exploring the linguistic means used to establish the reference of a nominal expression, focusing on the following questions:

- What is the role of definite and indefinite articles in establishing the reference of the DP?
- How are the effects of definite and indefinite articles achieved in languages that lack those articles?

We invite submissions for 25-minute presentations (plus ten-minute discussions). Abstracts should be at most 2 pages in length (including examples and references) written in French or English. Abstracts should be sent by e-mail (plain ASCII, rtf, ps or pdf) to: [pcabredo//AT//univ-paris8.fr](mailto:pcabredo//AT//univ-paris8.fr)

Please write the (first) author's name plus the word 'abstract' in the subject line of your message (e.g., 'Dupont abstract'), and include author name(s), affiliation, contact information, and the title of the abstract in the body of the email. For co-authored papers indicate the email address that we should use for correspondence.

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**Conference on Endangered Languages and Cultures of Native America**

Center for American Indian Languages  
On April 22-23, 2011, University of Utah, Salt Lake City, Utah.

**Call for Papers Abstract Deadline:** January 15, 2011  
**Workshop Proposals Deadline:** December 15, 2010

Sponsors: Smithsonian Institution, College of Humanities, and CAIL (Center for American Indian Languages, University of Utah).

**Call for papers:** Presentations are invited on any aspect of American Indian languages, including language documentation and description; language revitalization; historical linguistics; theoretical implications of minority languages; anthropological linguistics; sociolinguistics; text collection and analysis; phonetics and phonology, morphology, syntax, and semantics. Native American participants are especially invited and encouraged to attend.

**Abstracts are invited for:** (a) 20-minute papers or (b) posters. Please indicate your preference with your abstract. Papers and posters can be presented in English or Spanish.

Deadline: for abstracts Jan. 15, 2011. The Program Committee will announce results about Feb. 5.

Abstract guidelines: Abstracts, no longer than one page including references, should include paper title, name of author(s), affiliation. Abstracts will be submitted on line through the LINGUIST List's conference support facility. To submit an abstract, please go to:

<http://linguistlist.org/confcustom/CELCNA2011> .

**Call for Workshop Proposals:** Proposals are also encouraged for special workshops in language revitalization, such as materials development, orthographic issues. Proposals for workshops or discussion sessions should specify which person or persons will lead the discussion, and what the proposed topic/question for discussion is.

Deadline: for workshop proposals Dec. 15, 2010.

**Teacher Workshop:** A concurrent workshop entitled Teaching beginning students how to speak their ancestral language will be held on Friday April, 22nd organized by Marianna DiPaolo of the University of Utah. Participation for this workshop requires pre-registration; available on the conference website [cail.utah.edu](http://cail.utah.edu).

**Special Session on Community Language Programs:** A special concurrent session concentrating on revitalization programs, language classes, technology, orthography, and other community issues will be held on Saturday April 23rd. Authors should indicate if their preference is to present their paper at this session or the main session.

Registration: \$70 for conference participants (students \$35) (tribal elders, no cost). This is used to cover the cost of conference rooms, refreshments and dinner on Friday evening.

There is no pre-registration; registration is in person at the conference, payable by Cash or Check (sorry, no credit card facilities).

Accommodations: University Guest House - 100 yards from the meeting venue (Officers' Club) and from CAIL. To book accommodations, contact the Guest House directly (mention CELCNA):

University Guest House University of Utah  
110 South Fort Douglas Blvd.  
Salt Lake City, Utah 84113-5036  
Toll free: 1-888-416-4075 (or 801-587-1000), Fax 801-587-1001  
Website [www.guesthouse.utah.edu](http://www.guesthouse.utah.edu)  
(Please make reservations early; rooms will be held for the conference only until early March).

Additional information: Contact Jennifer Mitchell:  
[cail.utah@gmail.com](mailto:cail.utah@gmail.com). If you need information not easily arranged via e-mail, please call: Tel. 801-587-0720 during business hours.

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**Symposium on Teaching and Learning  
Indigenous Languages of Latin America**

October 30 - November 2, 2011

Kellogg Institute for International Studies  
University of Notre Dame

**Call for Proposals Deadline:** December 6, 2010

The Association for Teaching and Learning Indigenous Languages of Latin America (ATLILLA) and the Kellogg Institute for International Studies at the University of Notre Dame invite proposals for panels, individual papers, round table discussions, interactive workshops, poster sessions, and technological tools showcases to be presented at the second Symposium on Teaching and Learning Indigenous Languages of Latin America (STLILLA-2011). Proceedings of the Symposium will be published.

The deadline for receipt of proposals is Monday, December 6, 2010. Proposals will be accepted only through the online submission system located at:

<http://kellogg.nd.edu/projects/quechua/STLILLA/proposalform.shtml>

Successful proposals will clearly indicate the relationship of the presentation to the core symposium themes. Presentations should provide an opportunity for symposium participants to engage with some of the challenging and fundamental questions at the intersection of research and the teaching and learning of Latin American indigenous languages. Priority will be given to proposals that address one or more of the following topics:

- Best practices, methodologies, and strategies in indigenous languages pedagogy
- The interplay of research, theory, and practice in teaching and learning indigenous languages
- Languages as vehicles to cultures and the world of living experience
- Language revitalization and documentation
- Distance learning / online courses
- Issues of dialectology and standardization in language instruction
- Impact of language attitudes and ideologies on teaching and learning indigenous languages
- Intellectual, cultural, and political role of indigenous languages in Latin America
- Indigenous languages, cultures, and identity
- Connecting, celebrating and maintaining traditions through teaching
- Assessment and evaluation of indigenous language learning
- Innovative technologies for teaching and learning indigenous languages and cultures
- Effects of language policy and planning on the teaching and learning of indigenous languages
- Language, literacy, and cultural practices
- Issues of bi-literacy and bilingual education in Latin America
- Music/musicology and the teaching and learning of indigenous languages
- Sociolinguistics, applied linguistics, and pragmatics in the teaching and learning of indigenous languages
- Programmatic structure for Less Commonly Taught Language (LCTL) instruction



## General Proposal Guidelines

Proposals and presentations are welcome in English, Spanish or Portuguese. All proposals, regardless of type, must include the following:

- Name and title of the author/organizer, institutional affiliation, and contact information
- Title of the proposed presentation
- Abstract (300 words)
- Indicate any equipment needs for your presentation

Proposals for panels and round table discussions must also include:

- Name, title, and institutional affiliation for each additional participant
- Role or proposed topic to be covered by each additional participant (150 words)
- Indication that all proposed participants have been contacted and have agreed to participate

## Types of Presentation

Presentations may be made in a number of formats, as listed below. You must indicate the proposed format in your submission. The Conference Committee may negotiate the proposed delivery format with the speaker.

### Panel Presentations (75 minutes)

Individuals or institutional sponsors may propose to organize a panel of presentations on a related subject, with each presenter offering a perspective on the topic. Panels may include a chair/moderator, three or four presenters, and a discussant. Depending on the number of panelists, each presenter will be allotted 15-20 minutes to deliver his/her paper, allowing 15 minutes at the end of the panel for commentary by a discussant and/or questions.

Panel proposals must include information on all proposed participants and must indicate that they have been contacted and agree to participate. The individual submitting the proposal will be the sole contact person regarding the panel.

### Individual Papers (15-20 minutes)

Individual paper proposals provide an opportunity to present original contributions to the research, theory, and practice of indigenous language teaching and learning. Submissions should demonstrate an awareness of relevant literature, and clearly indicate the importance of the proposed topic to conference themes.

Upon acceptance, individual papers will be organized into panels of three or four by subject. As described above, depending on the number of participants on a given panel, individual presenters will have 15-20 minutes to deliver the content of their individual papers.

### Round Table Discussions (45 minutes)

Individuals or institutional sponsors may propose to organize a round table discussion on a topic related to symposium themes. Like panels, round table discussions are coordinated by an organizer/moderator, and offer different perspectives on

the proposed topic. However, rather than focusing on the presentation of individual papers, presentation time for each discussant is limited to 5-7 minutes. The majority of the session is devoted to dialogue between the discussants and the audience.

In the best round tables, the speakers are aware of each other's work and views, and they refute or support those views in their own talks. There's real interchange, as well as the chance to go in-depth very quickly. They are time-efficient and encourage audience participation in the discussion.

Proposals for round table discussions must include information on all proposed discussants and must indicate that they have been contacted and agree to participate. The individual submitting the proposal will be the sole contact person regarding the round table discussion.

### Interactive Workshops (45 minutes)

Presenters spend a short amount of time on the delivery of the pedagogical concept, theory or model, and the majority of the session is devoted to direct, hands-on participation by the attendees. Workshops are organized to address a theme, discussion is informal and interactive, and *papers are not presented*.

### Poster Sessions / Technological Tools Showcases

Poster and technological tool presenters will be allocated a time slot within the main symposium venue to showcase their pedagogical and technological tool or model through a poster exhibition or a technological tool showcase. Symposium participants will be able to view displays at their leisure during session breaks.

Poster/technological tool proposals should briefly describe not only the subject matter to be presented, but also how the material will be presented visually.

Proposals will only be accepted through the online submission system and the deadline is December 6, 2010. Each proposal will be reviewed by the Proposal Review Committee.

For more information and to submit proposals go to:  
<http://kellogg.nd.edu/projects/quechua/STLILLA/call.shtml>

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**The first International Conference on Indigenous Place Names** took place in September of 2010 at Sámi University College in Guovdageaidnu Norway. We are waiting for a report from the working group.

The website can be located at:  
[http://www.icipn2010.no/index.php?option=com\\_content&view=category&layout=blog&id=40&Itemid=80&lang=en](http://www.icipn2010.no/index.php?option=com_content&view=category&layout=blog&id=40&Itemid=80&lang=en)

## MEDIA WATCH

### New Language Encountered by Linguists- Koro

Excerpt from the New York Times: Science  
 By John Noble Wilford  
 Published: October 11, 2010

Two years ago, a team of linguists plunged into the remote hill country of northeastern India to study little-known languages, many of them unwritten and in danger of falling out of use.

At a rushing mountain river, the linguists crossed on a bamboo raft and entered the tiny village of Kichang (Arunachal Pradesh). They expected to hear the people speaking Aka, a fairly common tongue in that district. Instead, they heard a language, the linguists said, that sounded as different from Aka as English does from Japanese.

After further investigation, leaders of the research announced last week the discovery of a “hidden” language, known locally as Koro, completely new to the world outside these rural communities. While the number of spoken languages continues to decline, at least one new one has been added to the inventory, though Koro too is on the brink of extinction.

“We noticed it instantly” as a distinct and unfamiliar language, said Gregory Anderson, director of the Living Tongues Institute for Endangered Languages in Salem, Ore. Dr. Anderson and K. David Harrison, a linguist at Swarthmore College, were leaders of the expedition, part of the Enduring Voices Project of the National Geographic Society. Another member of the group was Ganash Murmu, a linguist at Ranchi University in India. A scientific paper will be published by the journal *Indian Linguistics*.

When the three researchers reached Kichang, they went door to door asking people to speak their native tongue — not a strenuous undertaking in a village of only four bamboo houses set on stilts. The people live by raising pigs and growing oranges, rice and barley. They share a subsistence economy and a culture with others in the region who speak Aka, or Miji, another somewhat common language.

On the veranda at one house, the linguists heard a young woman named Kachim telling her life story in Koro. She was sold as a child bride, was unhappy in her adopted village and had to overcome hardships before eventually making peace with her new life. Listening, the researchers at first suspected Koro to be a dialect of Aka, but its words, syntax and sounds were entirely different. Few words in Koro were the same as in Aka: mountain in Aka is “phu,” but “nggo” in Koro; pig in Aka is “vo,” but in Koro “lele.” The two languages share only 9 percent of their vocabulary.

In “The Last Speakers: The Quest to Save the World’s Most Endangered Languages,” published last month by National Geographic Books, Dr. Harrison noted that Koro speakers “are thoroughly mixed in with other local peoples and number perhaps no more than 800.”

By contrast, the Aka people number about 10,000 living in close relations with Koro speakers in a district of the state of Arunachal Pradesh, where at least 120 languages are spoken. Dr. Anderson said the coexistence of separate languages between two integrated groups that do not acknowledge an ethnic difference between them is highly unusual.

As Dr. Harrison and Dr. Anderson expanded their research, comparing Koro with several hundred languages, they determined that it belonged to the Tibeto-Burman language family, which includes 400 tongues related to widely used Tibetan and Burmese. But Koro had never been recognized in any surveys of the approximately 150 languages spoken in India.

The complete article can be found at:  
<http://www.nytimes.com/2010/10/12/science/12language.html>

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### **American Indian tribes across the U.S. are working to revive their lost languages**

By Patricia Cohen on October 4, 2010  
 Excerpted from *The New York Times*

The Shinnecock and Unkechaug tribes on New York's Long Island have not spoken their native tongues in more than 200 years.

But now, the two Native American nations and Stony Brook University are trying to revive the tribes' lost languages, using yellowed documents like a vocabulary list that Thomas Jefferson wrote during a visit in 1791.

Chief Harry Wallace, the elected leader of the Unkechaug Nation, says that for tribal members, knowing the language is an integral part of understanding their own culture, past and present.

The New York effort is part of a wave of language reclamation projects that have been undertaken by Native Americans in recent years. For many tribes, language is the cultural glue that holds a community together, linking generations and preserving a heritage and values. As one official involved in the effort said, language is “the DNA of a culture.”

In the 1870s, the federal government set up boarding schools to assimilate Native American children, who were often punished for speaking Indian languages. That came on the heels of the Indian Removal Act of 1830, which required Indian tribes to leave their ancestral lands and relocate west of the Mississippi River, eventually to reservations. When older generations of speakers died, there were no new speakers to keep the languages going.

“First we have to figure out what the language looked like,” using primary sources: remembered prayers, greetings, sayings, and word lists like the one Jefferson created, he says. “Then we’ll look at languages that are much better documented . . . short word lists to see what the differences and what the equivalencies are, and we’ll use that to reconstruct what the Long Island languages probably looked like.”

Daryl Baldwin is working to revive the dormant language of the Miami Nation in the Midwest. He taught himself Myaamia



“The proof that this program has been successful is in the fact that the tribe has been awarded an ANA language grant six times,” said Tribal Chairwoman Frances Charles. “Some of the teachers were preschool students at the Lower Elwha Head Start. Our goal has always been to revive and restore the Klallam Language, and we’re doing that.”

“Outreach to both Jamestown and Port Gamble tribes has also been a goal to help revitalize the Klallam language in their communities,” Valadez said. “We’ve been doing this by revitalizing songs, ceremonial speeches, having classes and prayers for community events and protocol speeches at the canoe journeys celebrations.”

“The continued training of new language teachers is fulfilling the dreams of our elders by revitalizing a language on the brink of extinction,” said language teacher Wendy Sampson.

The Lower Elwha Klallam Tribe resides in the Lower Elwha River Valley and adjacent bluffs on the north coast of the Olympic Peninsula just west of Port Angeles, Wash. The original land base was acquired by the United States in trust for the tribe in 1935-36 and these lands were proclaimed as the Lower Elwha Reservation in 1968. Today, tribal lands include about 1,000 acres of land on and near the Elwha River.

You can find this article at:

<http://www.indiancountrytoday.com/living/Tribe-awarded-grant-to-train-middle-school-language-teacher-104774799.html>

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### UCLA is Trying out Indigenous Languages

By Esmeralda Bermudez on October 11, 2010  
The Los Angeles Times

At UCLA and other schools, some students are forgoing French, Spanish and Chinese to try indigenous Latin American languages such as Zapotec, Mixtec and Quechua. Some leap in for the adventure. Others want to get closer to their roots.

Please see the article at:

<http://www.latimes.com/news/local/la-me-indigenous-20101011,0,1180730.story>

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### RECENT PUBLICATIONS

#### Global Language Endangerment and Local Significance

*The Last Speakers: The Quest to Save the World's Most Endangered Languages*, by K. David Harrison

K.David Harrison, who travels broadly visiting remote peoples, is a linguist at Swarthmore College. In his new book, Harrison points out that indifference and lack of understanding about local knowledge are some reasons that indigenous languages are endangered. Harrison explains why local

languages matter, describes “landscape awareness” and what can be done to protect endangered languages. Jared Diamond and Crystal have commented on the book. Theirs and other comments can be found online at various booksellers.

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### The Influence of Language on Perception & Thought

*Through the Language Glass: Why the World Looks Different in Other Languages*, by Guy Deutscher

This work, said to be both erudite and entertaining is authored by linguist Guy Deutscher. Here he re-engages with the idea the culture and language are coupled, making the point that language reflects culture and perception in ways that are profound. Viewed similarly to the Sapir-Whorf Hypothesis, color-use consciousness is discussed, comparing, for instance, blues and greens. The case is made that language may even affect character, connected as language is to our thoughts. Harrison argues for preserving linguistic diversity.

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### NEW MEMBERS AND CHANGES

#### Updated e-mail addresses

Juliette Blevins	jblevins at gc.cuny dot edu
Paula Meyer	pmeyer8 at cox dot net
Enrique Palancar	e.palancar at surrey.ac dot uk

#### New members and e-mail

Native American Community Services of Erie and Niagara Counties, Inc.	amadams at nacswny dot org
Analia Gutierrez	analiagutierrez at hotmail dot com
Melvatha Chee	mchee at unm dot edu
Silvana Karin Torres	karinsilvana at hotmail dot com
George Wilmes	george.wilmes at gmail dot com
Karen Lichtman	klichtm2 at illinois dot edu
Femmigje Admiraal	admiraal at uni-leipzig dot de
Marino Mary	mary.marino at usask dot ca

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### University of Utah: Job Announcement

General Linguistics; Language Documentation: Associate Professor, University of Utah, UT, USA

Employer: University of Utah, Department of Linguistics  
<http://www.linguistics.utah.edu>

Job Location: Utah, USA Rank or Title: Associate Professor

The Department of Linguistics at the University of Utah invites applications for a tenured position at the rank of Associate Professor to begin July 1, 2011, pending budgetary approval. Candidates must hold an earned doctorate in Linguistics and show a strong record of sustained research and departmental citizenship.

While the area of primary focus is open, the successful

applicant must have a theoretical perspective on data drawn from an empirical domain including the languages of the peoples indigenous to the Americas, have interests that mesh well with those of the present faculty of the department, college, and university, and contribute actively to the success of the department's research, teaching, service, and outreach missions. Duties of faculty members include sustaining a high-quality research program, mentoring graduate and undergraduate student-scholars, teaching courses which are part of the departmental curriculum, and providing departmental and/or university service.

In addition to the departmental role, the successful applicant will also be appointed as Director of the Center for American Indian Languages (CAIL). One of the primary duties of the appointee is to bring a vision for CAIL's future that builds on, enhances, and augments its current strengths and ongoing successes, and which integrates the activities of CAIL into the larger university community, while continuing and expanding its role in the community. Experience in administration, collaborative outreach, and fund-raising, as well as ability to support and facilitate varying research perspectives, will be considered.

Salary is competitive, and commensurate with abilities and experience. The University of Utah offers a generous benefits package and research support. Review of applicants will begin on November 15, 2010 and continue until the position is filled. A letter of application, a CV, and the names of three references should be sent to the address below. Out of courtesy to applicants and referees, reference letters will be required only at a later stage of the process.

The University of Utah is fully committed to affirmative action and to its policies of nondiscrimination and equal opportunity in all programs, activities, and employment. Employment decisions are made without regard to race, color, national origin, sex, age, status as a person with a disability, religion, sexual orientation, gender identity or expression, and status as a protected veteran. The University seeks to provide equal access for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Evidence of practices not consistent with these policies should be reported to: Director, Office of Equal Opportunity and Affirmative Action, (801) 581-5365 (V/TDD).

Please refer to our website at <http://www.hr.utah.edu/oeo/access/> for more information.

Application Deadline: 15-Nov-2010  
 Application Address: Edward Rubin, Chair  
 Department of Linguistics  
 255 South Central Campus Drive, Ste. #2300  
 Salt Lake City, UT 84112 USA  
 Contact Information: Shantel de Arraiz  
 Phone: 801-585-9785 Fax: 801-585-7351

## Dissertation Abstracts

### *Complementation in Chol (Mayan): A theory of split ergativity*

By Jessica Coon

Dissertation Advisor: Norvin Richards

Massachusetts Institute of Technology, Department of Linguistics and Philosophy

The central claim of this dissertation is that aspect-based split ergativity does not mark a split in how Case is assigned, but rather, a split in sentence structure. Specifically, I argue that the contexts in which we find the appearance of a nonergative pattern in an otherwise ergative language - namely, the nonperfective aspects - involve an intransitive aspectual matrix verb and a subordinated lexical verb. In other words, the nonperfective forms show a disassociation between the syntactic predicate and the stem carrying the lexical verb stem. This proposal builds on the proposal of Basque split ergativity in Laka (2006), and extends it to other languages. I begin with an analysis of split person marking patterns in Chol, a Mayan language of southern Mexico. I argue that the appearance of split ergativity in the language follows naturally from the fact that the progressive and the imperfective morphemes are verbs, while the perfective morpheme is not. Ergative-patterning perfective constructions are thus monoclausal, while progressives and imperfectives involve an aspectual matrix verb and a nominalized embedded clause. The fact that the nonperfective morphemes are verbs, combined with independent properties of Chol grammar, results in the appearance of a split. Next, after focusing on Chol, I survey aspect splits in a variety of unrelated languages and offer an explanation for the following universal: in a language with an aspectual split, the perfective aspect will always retain an ergative pattern (Dixon, 1979). Following Laka's (2006) proposal for Basque, I suggest that the cross-linguistic tendency for imperfective aspects to pattern with locative constructions is responsible for the biclausality which causes the appearance of a nonergative pattern. Building on Demirdache and Uribe-Etxebarria's (2000) prepositional account of spatiotemporal relations, I propose that the perfective is never periphrastic (and thus never involves a split) because there is no preposition in natural language that correctly captures the relation of the assertion time to the event time denoted by the perfective aspect; instead, perfective is the default aspect. The proposal here thus accounts both for the appearance of aspect-based split ergativity without the need for special rules of Case assignment, and also provides an explanation for why we find the splits in certain aspects and not others.