



Field Methods  
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From H. Russell Bernard (ufruss@ufl.edu) 25 Feb 2002:

This is to let readers of the SSILA Bulletin know about a journal that I edit, called FIELD METHODS. It's a quarterly, published by Sage. It was previously called CAM, the Cultural Anthropology Methods journal, but now is for a broad audience across the social sciences. For more information, including a complete list of the contents of back issues, please go to our web site at:

[http://www.acadimage.com/Field\\_Methods/](http://www.acadimage.com/Field_Methods/)

and click on FM Index.

You'll also find a list of the board of editors at the site. I think you'll see from that list how broadly we've defined the idea of field methods.

FM is indexed by Psycinfo, Psyclit, and Psychological Abstracts, and is also now available online to members of institutions that subscribe.

I hope SSILA members will consider FM as an outlet for scholarly writing about research methods. We publish articles on the real how-to of sampling, data collection, data analysis (including visualization methods), and data presentation. Whatever the epistemological and ideological differences that divide us, the methods we use for collecting and analyzing data belong to all of us.

--Russ

Bernard

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Florida

(ufruss@ufl.edu)

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158.2 INTENSIVE KAQCHIKEL LANGUAGE COURSE

From Judith M. Maxwell (maxwell@tulane.edu) 25 Feb 2002:

This summer I will once again direct a six-week Kaqchikel Maya Intensive Language and Culture Course ("?Oxlajuj Aj"). The dates will be June 17- July 28.

The course teaches non-Maya to speak a Mayan language, Kaqchikel. The instructors, all native speakers, also hold teaching certificates and have some university training. The program provides a unique opportunity for non-Mayan scholars to interact with Mayan teachers. Students in the Kaqchikel program are typically graduate students, though advanced undergraduates have participated from time to time.

We try to limit the size of the course, as we aim for a one to one student-teacher ratio. The ideal class size is 10 first-year students, with a leavening of 2-3 second-year students.

The language is taught using a fully contextualized approach to language learning. A textbook is provided to allow students to read and review vocabulary, to work ahead, to view units that can not be taught during the time limits of the course; however, the language is acquired experientially. Afternoon sessions are geared to an anthropological approach to Mayan (Kaqchikel) culture.

The course begins with 2 weeks in Antigua Guatemala, the old colonial capital. With the cooperation of the Universidad San Carlos (USAC, the national university), we hold classes in the facilities of the Antigua extension branch of USAC. The third week of the course is held in Tecpan, Guatemala, a Kaqchikel city next to the pre-Columbian Kaqchikel capital, Iximche. Here we are guests of the municipality and hold classes in the municipal building. The fourth and fifth weeks are held at a small town on Lake Atitlan where students and teachers are housed in a hotel that we have exclusively at our disposal during this time.

More details are on my web-page:

<http://www.tulane.edu/~maxwell>

The application form posted there can be used (but note that the dates on it are incorrect; the correct dates are those given above). I must receive applications by the end of March.

--Judith

Maxwell

Tulane University, New

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158.3 FAMSI GRANTS

From jessica crank (jessica@famsi.org) 27 Feb 2002:

Readers of the SSILA Bulletin should be aware of the grant program sponsored by the Foundation for the Advancement of Mesoamerican Studies, Inc. (FAMSI). The Foundation was created in 1993 to foster increased understanding of ancient Mesoamerican cultures, and we aim to assist and promote qualified scholars who might otherwise be unable to undertake or complete their programs of research and synthesis. Projects are supported in the disciplines of anthropology, archaeology, art history, epigraphy, ethnography, ethnohistory, and linguistics, as well as in related fields. Grants are made on an annual basis.

In 2001 three FAMSI grants were made to SSILA members for projects in Mesoamerican linguistics:

Kathryn Josserand (\$7,500): Story Cycles in Chol Maya Mythology: Contextualizing Classic Iconography

Terrence S. Kaufman (\$12,000): A Preliminary Mayan Etymological Dictionary

Carolyn MacKay (\$9,750): Documentation of Pisaflores Tepehua

Additional information concerning these and other funded projects is available on the FAMSI website at:

<http://www.famsi.org/grant/2002fund.htm>

For further information about our grant program and other FAMSI activities (including our research and conference facilities) please do not hesitate to contact me or visit our website ([www.famsi.org](http://www.famsi.org)).

--Jessica

Crank

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158.4 INTERNATIONAL MOTHER LANGUAGE DAY CELEBRATED FOR THE FIRST TIME

From Steven Bird ([sb@unagi.cis.upenn.edu](mailto:sb@unagi.cis.upenn.edu)) 21 Feb 2002:

The following press release from UNESCO may be of interest:

Paris, February 21 -- International Mother Language Day, proclaimed by UNESCO's General Conference in November 1999, was celebrated for the first time today with a ceremony at Organization Headquarters.

The event was opened by UNESCO Director-General Koochiro Matsuura who stressed that "by deciding to celebrate mother tongues, UNESCO's Member States wished to recall that languages are not only an essential part of humanity's cultural heritage, but the irreducible expression of human creativity and of its great diversity."

Highlighting the fact that close to 6000 languages are estimated to be spoken in today's world, Mr Matsuura said: "They testify to humanity's astounding ability to create tools of communication, to its perception



It is no coincidence that we have chosen Antigua, Guatemala for the conference. Antigua is the gateway to the thousands of small rural communities where over seven million Mayas, with their distinct identity, survive today. The Mayan peoples have withstood centuries of hardship, oppression and persecution with their cultures and languages largely intact. But now the forces of globalization -- as manifested in national schools, mass media, accelerated migration and a cash economy -- are penetrating the Mayan world, endangering their languages as never before.

In recent years, a movement has sprouted that seeks to recover the Mayas' rightful place in Guatemalan national life. It encourages education and literacy in Mayan languages, and the publication of dictionaries, teaching materials, and diverse forms of Mayan literature, promoting the use of Mayan languages both as a symbol of collective identity and as a communicative medium.

We invite contributions not only from the academic disciplines of linguistics and literature/comparative literature, but also from active practitioners in the field with first-hand experience from which we can learn of the world's threatened languages and their struggle for survival.

We invite you to share your knowledge and experience with us in the beautiful setting of a historic town that has long been a point of contact between diverse cultures and languages. The conference will provide ample opportunity to explore the surrounding area.

FEL conferences, besides being opportunities to discuss issues from a global viewpoint, are working meetings of the Foundation for Endangered Languages (UK), defining our overall policy for future years, and participants need to be members of the Foundation. You may join at the conference, but proposers are strongly urged to join as soon as possible to take full part in the activities leading up to the conference.

Presentations (in English or Spanish) will be 20 minutes, with a further 10 minutes for discussion. Authors will be expected to submit a written paper for publication in the Proceedings in advance of the conference.

Abstracts (which should be in English) should not exceed 500 words. They can be submitted as an attachment in Word format in an e-mail message to <mbrown@saturn.vcu.edu>. They may also be submitted on paper (3 copies) to: R. McKenna Brown, Virginia Commonwealth Univ., International Studies Program, Box 843080, Richmond, VA 23284-3080 USA (fax +01-804.225.3479).

Abstracts should have a clear short title, but should not bear anything



(kristin.denham@wwu.edu) or Mercedes Hinkson (mhinkson@nwic.edu) at your earliest convenience. In addition, please pass this e-mail message on to anyone else who might be interested in the conference.

\* ICHL 2003 (Copenhagen, August 11-15, 2003)  
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From Maj-Britt Mosegaard Hansen (maj@hum.ku.dk) 18 Feb 2002:

The XVIth International Conference on Historical Linguistics will be held at the University of Copenhagen, August 11-15, 2003. General information about the Conference is posted at:

<http://www.hum.ku.dk/romansk/Forskning/forskningsprojekter.htm>

In addition to the general program (to which you are invited to propose a paper), thematic sections will be organized. Speakers interested in these sections are invited to contact the director(s) of the section for further information or to submit an abstract to the director(s) of the section. The deadline for submission of abstracts is 1 March 2003. Additional sections may be proposed until 1 January 2003.

[Readers of the SSILA Bulletin will be especially interested in the following sections. --Ed.]

1. NORTH AMERICAN & SIBERIAN LANGUAGES. Organized by Michael Fortescue (mf@cphling.dk) and Una Canger (una@hum.ku.dk). Invited plenary speaker: Scott DeLancey (Univ. of Oregon).

-- This section will be concerned with diachronic aspects of the native languages of North and Central America plus those of Arctic/Sub-Arctic Eurasia. Particular emphasis will be laid on problems of diachronic semantics. Anyone engaged in lexical reconstruction of languages for which historical documentation of any great time depth is limited knows how useful the mapping out of common directions of semantic change -- beyond the known pathways of grammaticalization -- would be for their endeavors, but they look around in vain for a general theoretical framework or for comparable data that is not biased towards the culturally-specific arena of the better-known European languages. Somewhere in the extensive territory between universal pathways of core grammaticalization processes and the unpredictable idiosyncrasies of culturally specific semantic change there must surely be common tendencies that manifest themselves again and again. Knowledge of these would help the researcher facing concrete problems of reconstruction to distinguish between more and less likely directions of change. It is hoped that papers presenting the results of diachronic investigations from the language areas covered by this session will contribute to throwing light on this general problem.

8. DELIBERATE LINGUISTIC CHANGES: WHEN, HOW, AND HOW OFTEN? Organized by Sally Thomason (thomason@umich.edu).  
--Historical linguists have always known that speakers can deliberately and consciously alter their speech -- teenage slang is perhaps the most



obvious example -- but the standard belief is that such changes are fairly trivial. Lately, however, more and more examples of changes in which speakers deliberately alter their language's structure and/or lexicon in nontrivial ways have come to light. There are clear cases from a variety of settings, mainly (but not exclusively) from language-contact situations; the specific situations range from formal language planning to identity-emphasizing changes in small preliterate cultures. Contributions that explore these issues are invited. Preference will be given to papers that offer new and well-documented examples. The ultimate goal is to understand the circumstances under which deliberate changes occur in the course of language history; this workshop will, with luck, move us toward that goal.

12. THE DIACHRONY OF WRITING. Organized by Sxren Wichmann (wichmann@correom.uson.mx).

--The purpose of this session is to explore the question of how different writing systems have developed over time. The contributors are encouraged to consider the hypothesis that developments towards greater phonological transparency may arise as a consequence of contact among different languages or dialects, as a response to the need of setting the language or dialect of the scribe off from other competing languages or dialects, and, conversely, that some systems may resist changes towards a greater phonological transparency because of the lack of competition among languages. This hypothesis is to be seen as an alternative to the evolutionist view that writing systems will somehow automatically tend to develop in the direction of the alphabet. The organizer not only welcomes papers on general issues concerning the development of writing but also papers that investigate local variations in particular systems.

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158.6 WEBSITES OF INTEREST

\* Address of Ken Hale memorial site  
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From David Nash (a100913@anu.edu.au) 18 Feb 2002:

The January 2002 issue of the SSILA Newsletter (p.6) gives the following

URL for the Ken Hale memorial site that I maintain:

<http://www.anu.edu.au/linguistics/nash/aust/hale.html>

This actually links to the bibliography page. To go directly to the general Hale page you should use:

<http://www.anu.edu.au/linguistics/nash/aust/hale/>



Many thanks in advance!

--Eleanor Culley  
Anthropology Department and Electronic Text Center  
University of Virginia

(mec6u@cms.mail.virginia.edu)

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158.7 E-MAIL ADDRESS UPDATES

The following additions or changes have been made to the SSILA mailing list since the last Bulletin:

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Emkow, Carola.....c.emkow@latrobe.edu.au  
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