

NEH Application Cover Sheet (TR-254023)
Media Projects Production

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INSTITUTION

Public Radio International, Inc. (PRI)
Minneapolis, MN 55401-2097

APPLICATION INFORMATION

Title: *The World in Words*

Grant period: From 2017-04-01 to 2018-03-31

Project field(s): Languages, General; Journalism

Description of project: PRI is seeking renewed support for The World in Words, our distinctive online and on-air feature focused on entertaining and informative stories of language around the globe. NEH funding would support 26 original podcasts (15-30 minutes in length) examining a broad range of language-related topics, along with 26 related shorter segments (3-7 minutes) to be broadcast within the award-winning daily global news program, PRI's The World. In addition, NEH funding will support The World in Words' expanding online presence, multimedia content including 6 short videos, and a live event, all designed to encourage greater listener engagement, interactivity, and social media sharing.

BUDGET

Outright Request	235,226.00	Cost Sharing	109,423.00
Matching Request	0.00	Total Budget	344,649.00
Total NEH	235,226.00		

GRANT ADMINISTRATOR

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**Public Radio International (PRI)
Request to the National Endowment for the Humanities
Media Projects: Production Grants - “The World in Words”
August 10, 2016**

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PUBLIC RADIO INTERNATIONAL (PRI)
Request to the National Endowment for the Humanities
Media Projects: Production Grants – “The World in Words”
Project Narrative – August 10, 2016

A. NATURE OF THE REQUEST

Public Radio International (PRI) requests a Production Grant of \$235,226 over 12 months in renewed support for **The World in Words**, our distinctive online and on-air feature focused on entertaining and informative stories of language around the globe. A grant at this level would support 26 original podcasts (15-30 minutes in length) examining a broad range of language-related topics, along with 26 related shorter segments (three to seven minutes) to be broadcast within the award-winning daily global news program, *PRI’s The World*. In addition, NEH funding will support *The World in Words’* expanding online presence, designed to encourage greater listener engagement, interactivity, and social media sharing. The total budget for this project is projected at \$344,649 over one year.

B. PROGRAM SYNOPSIS

The World in Words originated as a regular segment on language produced by Patrick Cox, the head of *PRI’s The World’s* language desk. Since its launch in 1996, *The World* has regularly included language-related stories within its daily editorial agenda — war and peace, democracy and dictatorship, globalization and localization — all reported through the prism of language. In 2008, *The World* established a language desk to coordinate this coverage, with senior reporter/editor Patrick Cox focusing exclusively on language: reporting, editing and producing interviews, as well as hosting a weekly podcast. In broadcast and podcast segments, the feature has covered many different types of stories — from an extended look at graffiti from ancient to modern times, to a brief history of French speakers in Maine; from an exploration of how babies acquire language, to how language and culture play into online phishing schemes — in many different styles: newsy, sound-rich, conversational, whimsical.

Beginning in 2014, a grant from the National Endowment for the Humanities has provided additional resources to allow Cox and *The World* to deepen the humanities content of a select number of *The World in Words* segments and podcasts. Through consultation with an advisory team of scholars, they have been able to apply more academic rigor to these pieces than is possible in the day-to-day news production process. The scholars have suggested topics, advised on approach and content, answered questions, and occasionally are interviewed for the air. NEH funds have also enabled *The World in Words* to expand its online presence to increase interactivity and engagement, such as a series of Facebook chats that accompanied a multi-part series on translation.

Today, The World in Words has evolved from an on-air segment occasionally expanded into a podcast, to a digital-first production that is created as a podcast episode and edited into shorter pieces for on-air broadcast. The lively, intimate podcasts have built a loyal following, averaging over 100,000 downloads per month, while the on-air segments reach *The World’s* weekly national audience numbering over 2.8 million.

C. HUMANITIES CONTENT

An examination of language can provide a window onto many facets of life and society. The World in Words uses the lens of language to explore history and current events, and to illuminate issues ranging from human rights, to politics, to social justice, to cultural heritage. For example, very few Americans paid attention to Arabic before the terrorist attacks of 9/11. Since then, the language has been associated with anti-American rhetoric and violence, and there have even been reports of passengers speaking Arabic being stopped from boarding U.S. airlines.¹ The World in Words looked at who is learning Arabic in the United States these days, and why.² Another recent podcast considered the controversy over whether or not bilingualism helps to stave off memory loss and other effects of an ageing brain.³ And a segment last fall explored why some conservative Catholic bishops weren't happy about the Pope's switch from Latin to Italian as the language of official doctrine.⁴

Some of the recurring themes underlying The World in Words coverage include:

- **Language preservation and revitalization:** innovative attempts to revitalize and reclaim minority languages.
- **The rise of English as global language:** how it affects both English and the languages it is replacing.
- **Spanish in the United States:** the effect of the Spanish language on the U.S., and the effect of the U.S. on the Spanish language.
- **Bilingualism and bilingual education:** everything from the rise of the dual immersion schools in the U.S. to bilingual tensions in countries such as Canada.
- **The origins of language:** when and how did humans first develop language, and what can the evolution of language tell us about the history of humankind?

¹ <http://www.cbsnews.com/news/arabic-speaker-detained-from-flight-because-passenger-complained/>

² <http://www.pri.org/stories/2016-07-14/some-people-are-trying-fix-arabic-languages-image-problem-us>

³ <http://www.pri.org/stories/2016-03-02/bilingual-better>

⁴ <http://www.pri.org/stories/2015-10-22/when-rome>

Specific topics to be covered in the upcoming season include, among others:

- **On the Move: the Contested Terms of Migration:** From “expat” to “refugee,” from “migrant” to “guest worker,” this segment will look at the sometimes controversial question of what people on the move are called and call themselves.
- **He, She, It, They: Down the Rabbit Hole of Gender:** Gender is not only about biology or social identity – it’s also about grammar. This four-part series will explore why grammatical gender can be just as complex as sociological gender.
- **Bimodal Bilingualism:** The hearing children of deaf adults typically acquire both a spoken and a signed language as they grow up. Two languages in the same brain will always influence each other, but is it the same when one language is signed and the other is spoken? What can studying bimodal bilingualism tell us about the human capacity for language?
- **Language or Dialect:** What is the difference between a language and a dialect? The answer can be tricky. Sometimes, the difference is what a government wants to call them.
- **The Hunt for a Proto-World Language:** Language must have given early hominids tremendous evolutionary advantages over their competition – but how did this adaptation first evolve? This story will focus on the linguistic hunt for the genesis of all language, and how the recent discovery of a gene named FOX2P might bring us closer to solving an ancient mystery.
- **New Mexican Spanish:** Due to the vagaries of politics, history and geography, the Spanish spoken in the more rural parts of northern New Mexico and southern Colorado has remained relatively isolated from other variations for the past 300 years. The result is a unique dialect, known as New Mexican Spanish, which retains elements of 16th century peninsular Spanish that are no longer spoken anywhere else.
- **What Animals Have to Say:** Language is one of the hallmarks of being human. But is there evidence for the underpinnings of language elsewhere in the animal kingdom? What can animals teach us about our own verbal communications abilities? Researchers are exploring these questions in the wild and in the lab, using animals we might expect (like monkeys) and not expect (like seals and frogs).

Attachment 3 provides descriptions of all of the humanities-focused segments and series we are proposing for this project. This includes 21 short treatments outlining our approach to each of the themes and issues to be explored, an overview of the four-part series on language and gender, and one full-length treatment that illustrates how a story will typically unfold over a broadcast segment. The work samples included in Attachment 6 offer examples of how we expand on a topic or story in the podcasts, and demonstrate the range of subjects and variety of approaches we take to the topics.

D. CREATIVE APPROACH

Over the course of a year, the World in Words production team of Patrick Cox and Nina Porzucki produce approximately 35 World in Words podcasts and an average of one piece per week for national broadcast. PRI is requesting support from the NEH to focus on 26 selected topics with a strong humanities angle for more in-depth research and preparation, with the input and assistance of the scholar/advisers. These topics will be examined at length in 15 to 30 minute podcasts that will include interviews with our advisers and other experts, related reports, and/or other original produced content. Afterwards, the team creates shorter excerpts or edited versions of the segments to be aired within the daily broadcast of *PRI's The World*.

Over the past year, with support from our current NEH grant, PRI has been working to build out The World in Words as a “content vertical” within PRI’s recently redesigned and re-launched web site, PRI.org. In 2013, PRI transitioned the site from its former role as a companion to our broadcast programs to an open-source mobile and socially-integrated media platform. Since that time, work has been ongoing to enhance the site as a content-rich digital/social/mobile platform designed to inspire conversation, engagement, and community on important global issues. On the broadcast and in their podcast, Cox and Porzucki direct listeners to check out the web site for additional content and engagement opportunities, including video clips, slideshows, additional audio, and exclusive social media content.

For example, to accompany a series on language revitalization, PRI’s social media team asked Facebook and Twitter users, “What is your linguistic heritage?” Cox and Porzucki discussed this question (and their own linguistic heritage) in a podcast episode recorded in front of a live audience at the New York Public Library. The episode’s title, “From Ainu to Zaza,” trended on Twitter that day (#AinutoZaza).

For the new series of stories, the team plans on creating maps to illustrate questions such as “What genders does your native tongue use?” and “What words describe ‘economic migrant,’ ‘refugee’ and ‘ex-pat’?” They also plan to commission six original videos related to podcast topics, employing a variety of styles: conventional news report, personal narrative, explainer using animation, stop-motion, etc. For example, a look at the origins of the term “Ms.” could incorporate “women on the street” interviews asking women how much they know about where “Ms.” came from, followed by an animated title-heavy history of the term — how many people initially resisted it, and why it was eventually accepted. This would end by listing a series of words that still seeking broad acceptance — Latinx, hir, zhe — and perhaps a same-sex couple emoji [<http://www.pinknews.co.uk/2015/04/09/hooray-the-gay-emoji-youve-all-been-waiting-for-have-finally-arrived/>]. In addition to adding another dimension to our storytelling, video is a good way of raising visibility and encouraging viral sharing. The two videos commissioned for the language revitalization series were viewed more than 67,000 times on Facebook alone.

The production team will also build on the podcast’s well-established Facebook presence — which has more than doubled in the past 18 months to 5,367 likes — to create a home on social media for people to gather and talk about language. Cox, Porzucki and/or their guests will facilitate conversations, set up Q&A sessions and chats, and build a foundation for those interested in language stories. The hope is that, through this community, the most engaged and knowledgeable listeners will provide additional ideas and content that can be incorporated into future pieces and podcasts.

Building off the success of the live event with the New York Public Library, *The World in Words* will again stage a “live” podcast, related to one of the proposed topics, recorded in front of an audience at a venue in a major American city. Like the episode recorded at the NYPL, this event will comprise several stories on a theme, an interview, and music. The resulting recording will be released in podcast form and excerpts will be included in *The World’s* broadcast.

E. AUDIENCE AND DISTRIBUTION

The World in Words broadcast segments will be heard by *The World’s* national broadcast audience, currently estimated at over 2.8 million listeners per week [Arbitron Fall 2015]. *The World* is carried on 350 public radio stations across the country, including nine of the top ten markets. People also access the program’s content through streaming audio, podcasts, mobile apps, and third party content aggregators such as Flipboard. *The World* is the primary content source for PRI’s web site, PRI.org, which currently averages 1.4 million unique visitors a month. *The World’s* full program podcasts receive an average of 350,000 downloads per month.

Through their placement within a daily news program, *The World in Words* broadcast segments will reach a broad general audience that might not tune into a show focused exclusively on humanities and culture. These listeners will be directed to the podcasts and web site to find longer treatments of the subject and additional content on these and related topics. Digital content will be designed to enable easy sharing via social media and to encourage listener feedback and participation. Podcasts are also available through the Apple iTunes store and the iTunes U iPhone/iPad app, and promoted via Facebook and Twitter. The stand-alone *World in Words* podcast is among PRI’s most popular special-topic podcasts, averaging more than 100,000 downloads per month.

F. PROJECT EVALUATION

PRI uses a variety of measures to assess *The World’s* overall impact and effectiveness, including evaluation of audience reports gathered from industry ratings, tracking of station carriage, monitoring of listener feedback, and regular editorial reviews among the production partners. For this project, we will call on our advisers to review and evaluate our humanities-focused

pieces, addressing the depth and accuracy of the content, and the degree of success achieved by the program in presenting coverage that is informative, compelling and accessible.

G. RIGHTS AND PERMISSIONS

Rights for any copyrighted materials used in the program (sound clips, archival materials, etc.) are cleared in advance of broadcast, on a case-by-case basis.

H. HUMANITIES ADVISERS

The following individuals have committed to serving as advisors if NEH funding is awarded. See Attachment 5 for résumés and letters of commitment.

- **David Bellos / Princeton**
Professor of French, Italian and Comparative Literature
Prominent translator; author of *Is That a Fish in Your Ear? Translation and the Meaning of Everything*
- **Jacqueline Toribio / University of Texas at Austin**
Professor of Linguistics
Co-director of the “Spanish in Texas” project
- **Yaroslav Gorbachov / University of Chicago**
Assistant Professor of Slavic Linguistics
- **Lynne Murphy / University of Sussex**
Professor of Linguistics
Author of popular blog, “Separated by a Common Language”
- **Philippe Schlenker / New York University**
Global Distinguished Professor of Linguistics
Director of Research, Institut Jean-Nicod, Centre national de la recherche scientifique, Paris
- **Ron Smyth / University of Toronto**
Professor Emeritus, Linguistics

I. MEDIA TEAM

Patrick Cox, *The World's Language Desk*. Patrick Cox has been a reporter and editor with *The World* since 1998. He has reported from more than 20 countries in five continents. Long before he formally started the language desk, he was reporting on language issues: how Serbia, Croatia and Bosnia were creating their own distinct languages during the breakup of Yugoslavia; how English-speaking Quebecers adopted French words and constructions; how the language of eating differed from one tongue to the next. Cox has won several national awards, including (twice) the premier radio award from the Overseas Press Club. He has reported or edited

several series, including on global obesity (2005), the mental health problems for Hiroshima's survivors (2007), and changes in social class around the world (2012). Before joining *The World*, Cox reported for public radio stations in Portland, OR and Boston.

Nina Porzucki, Producer and Co-Host. Porzucki joined *The World's* newsroom as a producer in 2013 after working as an independent producer/reporter. She's reported for *PRI's The World*, NPR, and Vox Tablet. In 2011, she reported on African traders living and working in southern China as NPR's Above the Fray Fellow. Prior to her work as a reporter, she had a penchant for joining corps; first the Peace Corps where she served in Romania and then traveling around the U.S. collecting oral history recordings for the public radio program, StoryCorps.

Cox and Porzucki will call on *The World's* editorial and production teams to assist in reporting and producing the podcast and broadcast segments for *The World*, create original online content, and promote the segment on air and through social media. For example, Monica Campbell, who leads *The World's* coverage of immigration and immigrant communities in the U.S., provided a story on the resurgence of bilingual education in American schools; and as part of a reporting trip to Haiti, correspondent Amy Bracken reported on a village school which has joined a movement to teach children in their native language, Creole, rather than French.

J. PROGRESS

PRI is requesting support for a third NEH-funded series of The World in Words. Since our first NEH award in May 2014, with NEH support, we have produced 35 podcasts exploring a wide range of topics from the mental advantages of being bilingual, to the secret language of Turkey's LGBTQ community, to the history of seafaring slang. We have examined several topics in depth through extended series on the origins of place names, the effects of translation on the English language, and language revitalization around the world. All of the podcasts and segments are available for listening on PRI.org (<http://www.pri.org/programs/world-words>). Throughout the project, our academic advisers have provided invaluable service as expert sources and interviewees, offered feedback and evaluation of completed pieces, and suggested topics for future coverage.

K. WORK PLAN

If funded, this project is expected to run from April 1, 2017 to March 31, 2018. Over the course of the one-year project, at the requested level of funding, we would produce 26 on-air segments/series and 26 podcasts on the topics described in Attachment 3 (Treatments), along with complementary online content including transcripts, multimedia elements, and opportunities for interactivity. Patrick Cox will consult several times with each adviser during the preparation and reporting phase of each segment. In some cases, advisers may be interviewed on air. Finally, as with our previous NEH grants, we will ask our advisers to evaluate the content and provide feedback to improve our coverage in the future.

L. FUNDRAISING PLAN

If an NEH grant is awarded, PRI will immediately commit the remaining funds needed from the PRI Program Fund to ensure the project’s completion. In turn, we believe that expanding and deepening the humanities content of *The World in Words* will present an opportunity for PRI to solicit additional restricted funding from new prospects with interests in language and the humanities. PRI will also explore corporate underwriting opportunities related to the segments and online extensions. NEH funding is essential to our ability to dedicate the additional resources needed to engage the advisors, plan and produce the identified segments and podcasts, and develop the companion web extensions and new online content.

M. ORGANIZATION PROFILE

Celebrated as a driver of innovation in public media, **Public Radio International (PRI)** was founded in 1983 to diversify and expand the content available on public platforms, enabling U.S. listeners to “hear a different voice” and to connect with one another and the larger world. PRI’s mission is to serve audiences as a distinctive content source for information, insights and cultural experiences essential to living in our diverse, interconnected world. PRI leads by identifying critical unmet content needs and partnering with producers, stations, digital networks and funders to develop multi-platform resources to meet those needs. In addition to *The World*, PRI co-produces *Studio 360* and *The Takeaway* with WNYC/New York Public Radio, and distributes such hallmarks of radio excellence as *Afropop Worldwide*, *Science Friday*, and *Living on Earth*. Since 2004, PRI has received funding from the National Endowment for the Humanities to produce “American Icons on Studio 360,” a series of hour-long programs and feature segments that examine classic works — of literature, music, film, architecture, design or visual art — that have achieved the status of an “icon” in American culture. The goal is to help listeners understand the history and context of the original work, the conflicts and controversies surrounding its creation and its interpretation, and the enduring and evolving impact it has had on American culture. The series’ hour-long program on “*Moby-Dick*” received a prestigious George Foster Peabody award, one of radio’s highest honors.

PRI’s The World is a co-production of PRI, the **BBC World Service**, and **WGBH Radio/Boston**. Our partnership with the BBC World Service enables us to tap into the largest broadcast news gathering operation in the world. WGBH is one of the leading public broadcasters in the U.S. — with 11 public television services, three public radio services, and local and national productions — and the single largest producer for PBS, including many of the network’s best-known series such as *Nova*, *Masterpiece*, and *Frontline*.

In 2012, after many years as production partners and frequent collaborators, PRI formalized a new strategic relationship with WGBH, becoming an affiliated company of WGBH. Under this agreement, PRI remains a Minnesota not-for-profit 501(c)(3) corporation and is governed by its Articles of Incorporation and its Bylaws filed with the state. WGBH is the sole corporate

member of PRI; however, PRI retains operational independence and maintains its own Board of Directors, which includes at least one director nominated by WGBH. The PRI CEO is a member of the WGBH executive team and, as a result, reports jointly to the WGBH CEO and to the PRI Board. Other PRI executives work in close cooperation with their WGBH counterparts, but report to the PRI CEO.

PRI develops its own annual operating budget. After consultation with PRI management and recommendation from PRI’s Board of Directors, WGBH must approve PRI’s annual operating and capital budgets and any modifications thereof.

PRI’s The World is a PRI-owned production that is housed at dedicated studios at WGBH in Boston. PRI pays WGBH for administrative services and occupancy costs out of the show’s annual production budget. Responsibility for personnel decisions, editorial control, budgeting, fundraising, and securing other revenue to support the production all rest with PRI, subject to the provisions of the Affiliation Agreement noted above. As a podcast and segment within the daily program, *The World in Words* will be fully under the editorial control of PRI.

N. LIST OF MATERIALS TO BE USED BY THE PROJECT

Please see Attachment 4 for a bibliography of source materials for this project.

O. PRELIMINARY INTERVIEWS

Patrick Cox and his team have consulted with the advisers to develop the list of topics and draft treatments for the humanities-based segments, and background interviews were conducted with potential sources in order to prepare the treatments for the series on language and gender. No other interviews for the new series have been conducted to date.

PUBLIC RADIO INTERNATIONAL (PRI)
Request to the National Endowment for the Humanities
Media Projects: Production Grants – August 2016
“The World in Words”

ATTACHMENT 3: Treatments

For our third NEH-funded season of The World in Words, we are proposing 26 new topics to be treated in bi-weekly podcasts and companion on-air segments. Provided below are one full-length treatment that illustrates how a story will typically unfold over a segment; an overview of the four-part series on language and gender; and 21 short treatments outlining our approach to each of the themes and issues to be explored.

FULL-LENGTH TREATMENT

On the Move: the Contested Terms of Migration

Human history has been a constant journey: Out of Eden, out of Africa, across the sea. Today, the world is experiencing a migration crisis. Hundreds of thousands risk their lives trying to get to Europe. A vocal segment of Americans are clamoring to ‘build a wall.’ And the UK’s Brexit is seen as a way to keep out foreigners. Movement around the globe, and the terms of that movement, are passionately debated—as is the *terminology* of that debate.

When a Briton goes abroad, he or she is a hero. When someone else tries to come to Britain, he or she is a villain.¹

Take the term ‘expatriate’ or, more commonly, ‘expat.’ It’s used by people the world over to describe themselves. There are clubs and websites devoted to expat life. Newspapers like The Telegraph and The Wall Street Journal feature expat blogs and columns. Yet the term ‘expat’ is freighted with baggage.

Who has the right to call themselves an expat? The label is usually taken to mean a westerner, usually white, often well-off. Expats see themselves as explorers, destined for exciting foreign lands, perhaps a former colony of the British Empire. They are travelers by choice, privileged; they retain the option of going home. But why aren’t expats just called ‘migrants’ or ‘immigrants’? These terms seem to be reserved for other people: people moving by necessity rather than by choice, coming from the developing to the developed world. Or maybe terms such as ‘migrant’ or ‘immigrant’ are simply reserved for the *Other*: the people who aren’t us.

¹ Mohsin Hamid, ‘Why Migration is a Fundamental Right,’ The Guardian, 11/21/14. <http://bit.ly/2a0jof9>

If you see those 'expats' in Africa, call them immigrants like everyone else.²

The different usages perpetuate a hierarchy of migration, says Mawuna Remarque Koutonin, editor of SiliconAfrica.com. 'You should expect that any person going to work outside of his or her country for a period of time would be an expat, regardless of his skin color or country. But that is not the case in reality; expat is a term reserved exclusively for western white people going to work abroad.'³

Turn the tables, and 'migrant' also comes under scrutiny. As thousands fled the war in Syria last year, and headlines screamed about a growing crisis in Europe, questions started to emerge about why these people were being called 'migrants.' The question was important, according to linguist Charlotte Taylor, because by referring to people this way, European leaders could justify inaction 'by dismissing many of them as "economic migrants" who are less deserving of help.'⁴ In August of 2015, Al Jazeera News announced that it would no longer use the word 'migrant.'

*The umbrella term **migrant** is no longer fit for purpose when it comes to describing the horror unfolding in the Mediterranean. It has evolved from its dictionary definitions into a tool that dehumanizes and distances, a blunt pejorative.⁵*

Pointing out that the majority of people coming to Europe via dangerous sea crossings and other routes were doing so to escape war, Al Jazeera said it did not wish to help create a climate in which politicians could avoid 'calling those drowning in the Mediterranean what the majority of them are: refugees.'⁶ That term—'refugees'—was what the news organization would use going forward.

Al Jazeera's announcement helped fuel similar debates in both France and Italy: *migrants* vs. *réfugiés* in French, *migranti* vs. *rifugiati* in Italian. In France, as elsewhere, the debate has included a discussion of the legal definitions of 'refugee' and 'asylum-seeker,' and the issue of how one differentiates between those fleeing persecution in war zones, and those who are 'merely' seeking a better future.⁷

While the terms of the debate differ from place to place, the vocabulary of migration is contested everywhere. Go to the Netherlands, and it's not the word 'migrant' that's the problem. Instead, it's the word *allochtoon*, and its counterpart, *autochtoon*. The latter refers to

² Mawuna Remarque Koutonin, 'Why are white people expats when the rest of us are immigrants,' The Guardian, 3/13/15. <http://bit.ly/2981UYs>

³ Ibid.

⁴ Charlotte Taylor, 'Migrant or refugee? Why it matters which word you choose,' The Conversation, 9/14/15. <http://bit.ly/1O8AjJo>

⁵ Barry Malone, online editor, Al Jazeera English, 8/20/15. <http://bit.ly/1E7aRja>

⁶ Ibid.

⁷ Romain Herreros, 'Comment l'État fait la différence entre réfugiés et migrants économiques,' Le HuffPost, 9/23/15. <http://huff.to/29ZRPku>

Dutch 'natives': if both a person's parents are Dutch, they are *autochtoon*. By contrast, *allochtoon* applies to people who live in the Netherlands but who have at least one non-Dutch parent or grandparent. In practical terms, it means 'not Dutch.' It's also commonly used to mean 'not white.'

*The everyday usage of the term allochtoon tends to stretch to anyone with a non-Western background, giving it more of a racial effect, raising the bar to ever becoming autochtoon, or 'native', and reinforcing the 'natives' capacity to control who does or does not get recognized as genuine 'insider.'*⁸

The children and grandchildren of *allochtoon* are also given this moniker, despite being born and raised in the Netherlands. It's a label that's hard to shake, and many say it's divisive and racist. 'It doesn't matter how well-integrated one is in terms of language and general cultural competence,' says sociologist Robert van Krieken. 'As long as one looks Turkish or Moroccan or Surinamese, one remains an *allochtoon*, a non-native.'

Earlier this year, Dutch parliamentarians called on the government to reconsider official use of *allochtoon*. Sadet Karabulut, a Dutch politician of Kurdish descent, was one of them. Sadet says the distinction between natives and non-natives doesn't make sense. 'There are people of the second and third generation [of immigrants]' she says, 'who are doing very well and wondering: when do I actually become Dutch?'

In Germany, a different term has had a lasting effect on whether or not newcomers became integrated into German life. In the 1950s and 1960s, the German 'economic miracle' created a demand for cheap labor, and foreign workers were recruited from southern Europe, Turkey and North Africa. These *gastarbeiter* (literally 'guest-workers') were brought to Germany on short contracts, with the idea that they would come as 'guests,' work, and then go away again. But that's not the way it happened. Large numbers of them stayed, and eventually brought their spouses and children to join them, too.

*The fact that they were never seen as permanently migrating did a lot of harm to not only the migrant communities but overall integration and social cohesion. They were always seen as outsiders.*⁹

The word *gastarbeiter* itself served to keep a generation of immigrants at arm's length; it signaled that integration was never the goal. And while the days of the *gastarbeiter* are over, their children and grandchildren have a designation of their own. *Auslander der zweiten generation* means a 'second generation foreigner,' and the label extends to the third generation, too. A similar situation holds in France, where the term *immigrant* is often used to

⁸ Robert van Krieken, 'Why the Dutch word "allochtoon" should be abandoned.' <http://bit.ly/29NgTZV>

⁹ Ingrid Piller, Professor of Applied Linguistics and author of *Linguistic Diversity and Social Justice* (2016), unpublished 2016 interview with Carol Zall.

refer to people born and raised in France who are the children or grandchildren of immigrants with roots in North Africa.

Less well known are the historical German terms *aussiedler* and *auswanderer*. An *aussiedler* was someone who went east to settle, usually as part of an entire community, in places like Russia or Romania. The *auswanderer*, by contrast, went west—often to America. The distinction between these two groups was until recently enshrined in German law; ethnic Germans who had moved east—*Aussiedler*—had a right to return and claim German citizenship, while those who went west did not.

The idea of ‘return’ is the basis for another sobriquet, this one Portuguese. The *retornados* were the former Portuguese colonists and their descendants, who returned en masse to Portugal in the 1970s after its African colonies became independent. Numbering in the hundreds of thousands, the *retornados*—literally, the ‘returned’—had a legal right to come back, but did not receive a warm welcome. Many were penniless, having been forced to leave their money and possessions behind in Africa.

When we returned in 1976 even our own family members did not want to know us. I was told, ‘You left us because it was not good enough for you here with us and did not come back -- now you should make it on your own like you wanted to before.’¹⁰

The arrival of the *retornados* in Portugal precipitated a housing shortage, and the influx of nearly a million people also represented competition for jobs in an already poor economy. And although most of the *retornados* were white and ethnically Portuguese, they were resented by the local Portuguese population, and blamed for the sins of Portugal’s colonial past. Like the guest-workers in Germany, they were unwelcome and resented, albeit for different reasons; and like *gastarbeiter*, the word *retornado* became a derogatory term that signaled—and contributed to—a lack of social integration.

Not all of the rhetoric around migration is unfriendly. In recent years, the buzz in Germany has been around the concept of *willkommenskultur*, or ‘welcoming culture.’ Originally coined a few years ago as a way to attract much-needed skilled workers to Germany, the term has been repurposed in the context of the ongoing refugee/migrant debate in Europe. As Angela Merkel opened Germany’s doors to refugees in the summer of 2015, the conversation in Germany focused on how to receive the newcomers. People ‘really talked about how German culture needed to change,’ says linguist Ingrid Piller, ‘to become a welcoming culture—*willkommenskultur*—change the culture to welcome newcomers, welcome refugees.’¹¹ As Syrians poured into Germany that summer, says Piller, the mood was euphoric. Germans were

¹⁰ *Retornado* statement quoted in Stephen Lubkemann, ‘Unsettling the Metropole: Race and Settler Reincorporation in Postcolonial Portugal’ in C. Elkins and S. Pedersen, eds., *Settler Colonialism in the Twentieth Century: Projects, Practices, Legacies*.

¹¹ Ingrid Piller, Professor of Applied Linguistics and author of *Linguistic Diversity and Social Justice* (2016), unpublished 2016 interview with Carol Zall.

meeting refugees at train stations with bottles of water and chocolate bars, waving signs that said 'Welcome to Germany' in Arabic.

Meanwhile, other European nations viewed Germany's *willkommenskultur* warily, sometimes angrily, concerned that it will put too great a strain on Europe's resources. And in Germany itself, as people wake up to the realities of welcoming and integrating so many foreigners, that welcome has become more tepid. 'What is going to happen, when the new refugees demand more than a tent, a bottle of water and a slice of bread?' asks German journalist Doris Akrap, herself the child of a *gastarbeiter*. Will those who have so enthusiastically embraced *willkommenskultur* continue to support it, or, she asks, 'will *willkommen* be just a slogan on the doormat again?'¹²

Adviser: David Bellos, Princeton University

Potential Interviewees:

Ingrid Piller, Professor of Applied Linguistics, Macquarie University, Australia

Charlotte Taylor, Professor of English and Linguistics, University of Sussex, UK

Mawuna Remarque Koutonin, Editor, SiliconAfrica.com and activist.

Alexandre Pouchard, Journalist, Le Monde, France

Melani Schroeter, Professor of Modern Languages and European Studies, University of Reading, UK

Marie Veniard, Département de sciences du langage Université Paris Descartes, France

Robert van Krieken, Professor of Sociology, University of Sydney, Australia.

Federico Faloppa, Professor of Modern Languages and European Studies, University of Reading, UK

Licia Corbolante, Italian terminologist, Milan, Italy

Mohsin Hamid, novelist and writer

¹² Doris Akrap, 'Germany's response to the refugee crisis is admirable but I fear it cannot last,' The Guardian, 9/6/15. <https://www.theguardian.com/commentisfree/2015/sep/06/germany-refugee-crisis-syrian>

FOUR-PART SERIES

He, She, It, They: Down the rabbit hole of gender

This past January, the American Dialect Society chose ‘they’ as its Word of the Year for 2015. Never mind that ‘they’ has been used in English for more than six centuries—the Society was getting at something new. It was recognizing the increasing use of ‘they’ as a gender-neutral singular pronoun, particularly for a growing segment of the population that doesn’t identify as either ‘he’ or ‘she.’

*While many novel gender-neutral pronouns have been proposed, **they** has the advantage of already being part of the language.¹³*

Singular ‘they’ is a way to talk about people without referring to their biological gender—as in, ‘Sam called, but they didn’t leave a message.’ It’s a way to include people who see themselves as ‘non-binary,’ neither male nor female. But gender is not only about biology or social identity—it’s also about grammar. And grammatical gender can be just as complex as sociological gender.

The English word ‘gender’ comes from the Latin word ‘genus,’ via the Old French ‘genre.’ Its earliest meaning had to do with the idea of ‘class’ or ‘kind’—as in, how we classify nouns. And nouns, as anyone who has studied high school French or Spanish knows, are often divided into masculine and feminine. The practice of classifying our nouns in this way goes back to the 5th century BCE when, according to Aristotle, Protagoras chose to label the different categories of Greek nouns as masculine, feminine or neuter. Apparently even then, it bothered Protagoras that the grammatical gender of a word didn’t always make sense; he was irked by the fact that the words *menis* (anger) and *peleks* (helmet) were classified as feminine, when they seemed to him to have a more masculine sensibility.¹⁴

The rules of gender vary from language to language, and often seem arbitrary, created to frustrate students. Why is the word for ‘table’ masculine in German (*der Tisch*), but feminine in French (*la table*)? And why is *mädchen*, the German word for ‘girl,’ neuter?

In German, a young lady has no sex, while a turnip has. Think what overwrought reverence that shows for the turnip, and what callous disrespect for the girl.¹⁵

It was Mark Twain, writing more than 130 years ago, who complained bitterly about German’s system of gender, saying ‘a tree is male, its buds are female, its leaves are neuter; horses are sexless, dogs are male, cats are female—tomcats included, of course.’

¹³ Ben Zimmer, chair of the American Dialect Society’s New Words Committee, ADS press release on 1/8/2016. <http://www.americandialect.org/2015-word-of-the-year-is-singular-they>

¹⁴ Anne Curzan, *Gender Shifts in the History of English* (2003).

¹⁵ Mark Twain, ‘The Awful German Language’ in *A Tramp Abroad* (1880).

Considering the central role that gender plays in so many languages, it's somewhat surprising to learn that more than half of the world's languages don't have gender *at all*. These include spoken Mandarin, Hungarian, Estonian, Kazakh and Korean. Genderless languages do have words to specify biological gender and gender roles, such as 'man' and 'woman' or 'brother' and 'sister'; but they don't have a system that divides their nouns into different classes.

And then there's the case of English. It *used* to have gender. Old English, a Germanic language, had three genders, each with its own articles and cases. But with the Norman Conquest in 1066 came the conquerors' language, Old Norman French—also a gendered language. Somehow in the ensuing years, the contact between these two tongues gave rise to Middle English, an alchemical process that resulted in a language whose nouns no longer had gender. Linguists debate exactly how this shift took place, but the basic idea is that the mash-up of Old Norman French and Old English created a situation in which people were drawing on both languages—and when they encountered a word that was masculine in one language and feminine in the other, gender became more trouble than it was worth.

At the point where you're not making the distinction every time you use a noun, you or your grandchildren start to forget which arbitrary grammatical class they belong to.... [But] relics of an older, more abstract system of grammatical genders still shine through occasionally, such as the use of she to refer to ships, countries, and abstract nouns like Liberty.¹⁶

English was now what is referred to as a 'natural-gender language,' and all that remained of gender were the masculine, feminine and neuter pronouns: he, she and it. Fast forward eight centuries and those three little words are still causing trouble. With a language no longer encumbered by noun-class, you might think that English-speakers would be happily oblivious to gender. However, you'd be wrong.

In the 1960s and 1970s, second-wave feminism brought with it a new focus on the ways that language can encode sexism and gender bias, influencing attitudes towards gender equality, even in genderless or natural-gender languages. A generation of activists began taking a critical look at the use of pronouns and other practices, raising awareness of how using the generic 'he' or 'man'/'men' to stand for all people injects bias into our worldview at the most basic level. When the generic human is always male, the female is always 'the Other': always the object and never the subject.

The penetration of this habit of language into the minds of little girls as they grow up to be women is more profound than most people, including most women, have recognized; for it implies that personality is really a male attribute, and that women are a subspecies.¹⁷

¹⁶ Gretchen McCulloch, 'A Linguist on the History of Gendered Pronouns,' in *The Toast*, 6/2/2014. <http://the-toast.net/2014/06/02/a-linguist-gendered-pronouns/>

¹⁷ Lynn White, quoted in *Words and Women: New Language in New Times* (1976).

Phrases such as ‘All men are created equal’ were seen in a new light. New options were suggested: using ‘she or he’ instead of just ‘he’; changing the order of pronouns, so that males were not always mentioned first; making substitutions such as ‘chairperson’ for ‘chairman,’ ‘firefighter’ for ‘fireman,’ ‘humankind’ for ‘mankind,’ etc.; and discarding feminized forms such as ‘actress’ or ‘stewardess,’ which often contain implicit notions of inferior status. And of course, there was the championing of the appellation ‘Ms,’ instead of ‘Mrs’ or ‘Miss,’ so that a woman’s marital status or gender orientation would no longer be encoded in her very name. At the time, these ideas were revolutionary. Some thought the changes would never catch on. They thought that ‘Ms’ sounded ridiculous. Women like Kate Swift and Casey Miller, copyeditors and authors who wrote the 1972 essay ‘De-sexing the English Language’ in the inaugural issue of Ms magazine, were considered radicals. They also wrote an essay called ‘One Small Step for Genkind’ in the New York Times magazine, and an influential 1977 book, ‘Words and Women: New Language in New Times.’

We had been sensitized, and from then on everything we read, heard on the radio and television, or worked on professionally confirmed our new awareness that the way English is used to make the simplest points can either acknowledge women’s full humanity or relegate the female half of the species to secondary status.¹⁸

While words such as ‘Ms’ and ‘mail carrier’ are now commonplace, some of the suggestions in the 1970s didn’t catch on. Or at least, they hadn’t caught on until recently. Swift and Miller recommended the use of novel third-person pronouns such as ‘tey,’ instead of ‘she’ or ‘he,’ so as to avoid mentioning gender at all. That suggestion was perhaps a step too far for the 1970s. But considering the coronation of singular ‘they’ as 2015 Word of the Year, it seems that gender-neutral pronouns have finally arrived.

As LGBTQ+ issues have entered the mainstream, activists and bloggers are driving forward the movement to make language more inclusive, and less binary. These efforts have resulted in a plethora of new gender-neutral third-person pronouns—including ‘xe,’ ‘ze,’ ‘ve,’ ‘per’ and of course ‘they.’

Every time someone used ‘she’ or ‘her’ to refer to me, it made this little tick in my head. Kind of nails-on-a-chalkboard is another way you can describe it. It just felt wrong. It was like, ‘Who are you talking to?’¹⁹

College campuses are leading the charge when it comes to non-binary terminology. At some universities it has become the norm for students to include their ‘preferred gender pronouns,’ or PGPs, when introducing themselves. At the University of Vermont, students can choose a preferred pronoun and first name (whether or not it matches their legal ID) when they

¹⁸ Casey Miller and Kate Swift in *Words and Women: New Language in New Times* (1976).

¹⁹ College student Rocko Gieselman, quoted in *The New York Times*, 2/8/2015.

matriculate. And at the University of Wisconsin’s Milwaukee campus, the LGBT Resource Center has created and distributed pocket-sized pronoun charts, for handy reference.²⁰ Meanwhile at Mills College, an all-female institution in California, the student government has changed the school cheer from ‘Strong women! Proud women! All women! Mills women!’ to simply ‘Strong, Proud, All, Mills!’²¹

Jennifer Prewitt-Freilino, a psychology professor at the Rhode Island School of Design (RISD), focuses on gender and diversity issues. She says that students at RISD seem comfortable telling her which pronoun they prefer—a marked shift she’s noticed in the past few years. According to Prewitt-Freilino, the rate at which terminology is evolving is now blisteringly fast. ‘Even *genderqueer*,’ she says, ‘is now a bit outdated.’²² And that’s not to mention the once-radical title ‘Ms,’ which some say is itself in need of a makeover. Replace the ‘s’ of ‘Ms’ with an ‘x,’ and you get ‘Mx’ (pronounced ‘mix’), a new gender-neutral option. ‘Mx’ entered the Oxford English Dictionary in 2015.

The letter ‘x’ is also popular in other neologisms. ‘Latinx,’ for example (pronounced ‘La-teen-ex’), can be used to replace ‘Latino’ and ‘Latina.’ Others have proposed using the @ symbol as a letter, as in ‘Latin@,’ which encompasses both the ‘a’ and ‘o’ endings—but it is hard to know how to pronounce it.

Those who balk at labels such as ‘Latinx,’ ‘Mx,’ or even singular ‘they’ may be interested to know that not all of them are entirely new: ‘they’ has been used as a gender-neutral singular pronoun for 600 years.

*There’s not a man I meet but doth salute me
As if I were their well-acquainted friend*²³

Many observers have pointed out that singular ‘they’ is attested from the earliest English texts, in authors such as Chaucer and Shakespeare, as well as later writers like Byron and Austen. And linguist Gretchen McCulloch points out that it was only in the late 18th century that English speakers were encouraged to use the generic ‘he’ as a universal.²⁴

Gender neutrality may be one route to inclusivity, but some research suggests that it isn’t necessarily the best way to decrease sexism or bias.

²⁰ See <https://uwm.edu/lgbtrc/support/gender-pronouns/>

²¹ Lisa Leff, ‘Preferred gender pronouns gain traction at colleges,’ Associated Press, 11/30/2013. <http://bit.ly/29Auanq>

²² Jennifer Prewitt-Freilino, unpublished interview with Carol Zall, 2016.

²³ William Shakespeare, *The Comedy of Errors*, act 4, scene 3, late 16th century.

²⁴ Gretchen McCulloch, ‘A Linguist on the History of Gendered Pronouns,’ in *The Toast*, 6/2/2014. <http://the-toast.net/2014/06/02/a-linguist-gendered-pronouns/>

Several studies have shown that replacing masculine generics with gender-symmetrical terms, like he/she, led to greater visualization of female actors compared to gender neutral terms, like the singular they.²⁵

In one study, children were asked to read the following sentence: *When a kid goes to school, he often feels excited on the first day.* Others were shown the same sentence, but with either the pronoun 'they' or the phrase 'he or she' instead of just 'he.' When asked to write a story in response to this sentence, only 12% of those who had seen the generic 'he' wrote about a female character; however, 42% wrote about a female character after seeing 'he or she.' Those who saw the gender-neutral 'they' wrote about a female 18% of the time. The implication is that gender-symmetry might be better than gender-neutrality in combating bias. Similarly, the use of a neutral word like 'Congressperson' may still contain the idea of maleness, while the phrase 'congressman or woman' may make women more visible.²⁶

From this point of view, gendered pronouns such as 'he' and 'she' might be an advantage rather than a liability. A genderless language, like Chinese or Finnish, which lacks gendered pronouns, may struggle to find ways to emphasize women or gender equality.²⁷ And while the assumption might be that a genderless language would contain less implicit sexism, this is not necessarily true. In a study of Chinese speakers, for instance, terms that contained the character representing the word 'son' were viewed more positively than words that contained the character for 'woman.'²⁸

Still, many activists see gender-neutrality as the way forward. In Sweden, where there is a cabinet-level government minister devoted to gender equality, the new gender-neutral pronoun *hen* is taking hold. The word was first proposed in the 1960s, as an alternative to *han* (he) and *hon* (she). However, it didn't really gain traction until the 21st century. Now some Swedish nursery schools are using *hen* instead of 'he' or 'she'; and some Swedish children's books, such as the 2012 *Kivi och Monsterhund* ('Kivi and Monster Dog'), use only *hen*. The word was added to the Swedish Academy's dictionary in 2015, conferring additional legitimacy, but the term is still debated.

There are older people and people in rural areas who do not like the word.... I do not think there's another word that has been so controversial in history.²⁹

²⁵ Jennifer L. Prewitt-Freillano, T. Andrew Caswell and Emmi K. Laakso, 'The Gendering of Language: A Comparison of Gender Equality in Countries with Gendered, Natural Gender, and Genderless Languages' in *Sex Roles* (2011).

²⁶ Ibid.

²⁷ M. Engelberg, 'The Communication of gender in Finnish' in M. Heillinger & H. Bussmann, *Gender Across Languages* Vol. 2 (2002) - quoted in Prewitt-Freillano et. al. 2011.

²⁸ R.J. Cherng, C.L. Chang, & J.Y. Chen, 'A new look at gender inequality in Chinese: A study of Chinese speakers' perception of gender-based characters' in *Sex Roles* (2009) - quoted in Prewitt-Freillano et. al. 2011.

²⁹ Lena Lind Palicki, Institutet för språk och folkminnen (Institute for Language and Folklore) in RT news article, 'Gender-neutral pronoun *hen* enters Swedish dictionary,' 7/30/14. <http://bit.ly/29XpGfi>

Other European countries are adopting different strategies that suit their own languages. In Germany, the emphasis has been on symmetry, mentioning both male and female terms (for example, *jeder Bürger und jede Bürgerin*—‘each male citizen and each female citizen’), and including ‘gender fair’ language in job announcements. And Norway has pursued a plan of dropping the feminine suffix *-inne*, as part of a policy to make language more gender-neutral.³⁰

While attempts to unpack linguistic gender bias may still be on the cutting edge for most of us, they’re at the heart of conversations each year at the Lavender Languages Conference, to be held in Nottingham, England in 2017.

*We didn’t have a safe space venue for LGBTQ language work when I started the conference in 1993, and today there are many places where this work is still viewed with suspicion and disdain.*³¹

Lav Langs began more than 20 years ago as a small event for linguistic anthropologists, but has since grown to an annual conference that attracts global interest. Scholars debate such topics as LGBTQ+ discourse, queer linguistics, and hetero/homo-normativity. When the conference was started in 1993, says founder William Leap of American University, ‘very few academic venues were open to in-depth discussion of the relationships between language, gender, and sexuality.’³²

With so much emphasis on gender, it’s easy to forget that many languages have *other* ways to classify nouns. Instead of a masculine/feminine division, many Native American languages instead categorize nouns as ‘animate’ or ‘inanimate.’ In Algonquian languages, for example—which include Blackfoot, Ojibwe, Arapaho and Shawnee—the animate category includes humans, all living creatures, some plants and some culturally significant objects. The ‘inanimate’ bucket contains everything else. As for pronouns, Algonquian grammar does not differentiate between masculine and feminine pronouns in any way.

But what about the Native American approach to *non-grammatical* gender -- to gender identity? Interestingly, hundreds of years ago many Native American cultures saw gender in non-binary terms, recognizing some people as having both male and female attributes and social roles. Different tribes conceived of this idea in different ways: the Cheyenne referred to people who were *Hemaneh* (‘half man, half woman’), while the Navajo had *Nádleehí* (‘one who is transformed’).

Early accounts give us a glimpse of the non-binary world of pre-contact America. The 16th century Spanish explorer Cabeza de Vaca recorded his observations of Indian men who dressed

³⁰ Ute Gabriel and Pascal Gygax, ‘Can societal language amendments change gender representation? The case of Norway’ in *Scandinavian Journal of Psychology* 49 (2008).

³¹ William Leap, Director, Lavender Languages Conference, American University blog, 3/1/16. <http://bit.ly/29KVPnS>

³² *Ibid.*

as women, and in the early 1700s, colonial troops were surprised to find themselves facing female warriors among the Tuscaroras.

*A warrior woman and man in women's clothes were as frightening to Euro-Americans then as they are now.*³³

As Native American traditions gave way to European beliefs, non-hetero-normative gender roles became less acceptable. More recently, however, LGBTQ+ Native Americans have become more aware of the third-gender identities that were once part of their traditional societies. Still, the terminology of the modern queer movement doesn't always feel like the right way to describe gender roles that reach back hundreds of years in Native American society. Instead, many Native Americans have adopted the term Two-Spirit, from the Ojibwe *niizh manidoowag*, as a pan-native label for mixed-gender people.³⁴

*'Two-Spirit' resists a Western definition of who we are and what we should be. [It] marks a return to a tradition that historically recognized more than two genders.'*³⁵

Similarly, other cultures with long traditions of non-binary communities, such as in India and Thailand, are less likely to use western labels like 'transgender.' Terms such as *hijra* in India, and *kathoey* in Thailand, refer to biological males who wear women's clothing and don't identify as men. Traditionally these people were recognized as distinct groups with special status in relation to rituals and social customs. The legacy of these identities brings yet another level of complexity to the language of gender in these countries.

He, She, It, They: A series of four podcasts and broadcast reports about gender, grammar, identity, language bias and pronouns in languages around the world

Adviser: Ron Smyth, University of Toronto

Potential Interviewees:

Anne Curzan, Professor of English, University of Michigan. Author, *How English Works* and *Gender Shifts in the History of English*

William Leap, Professor of Anthropology, American University

Deborah Cameron, Professor of Language and Communication and Fellow, Worcester College, Oxford, UK; editor, *The Feminist Critique of Language*

Gretchen McCulloch, linguist, language blogger and author

Jesper Lundqvist, author, *Kivi och Monsterhund*

³³ Duane Brayboy, 'Two Spirits, One Heart, Five Genders,' Indian Country website, 1/23/16. <http://bit.ly/25YDMTE>

³⁴ Sue-Ellen Jacobs, Wesley Thomas, Sabine Lang, eds. *Two-Spirit People: Native American Gender Identity, Sexuality and Spirituality*, 1997.

³⁵ Zachary Pullin, Chippewa Cree. In 'Two Spirit: The Story of a Movement Unfolds' in Native Peoples Magazine, May-June 2014. <http://bit.ly/1z3gSYb>

Maria Hulth, co-founder, Jämställt (gender equality consulting firm), Stockholm, Sweden

Carmen Rosa Caldas-Coulthard, Federal University of Santa Catarina, Brazil. Co-Editor, *Gender and Language* (journal)

Marlis Hellinger, Co-editor, Gender across languages

Dagmar Stahlberg, Professor of Social Psychology, University of Mannheim, Germany

Jennifer Murray, director, L.G.B.T. Resource Center at the University of Wisconsin, Milwaukee

Genny Beemyn, director of the Stonewall Center at the University of Massachusetts, Amherst

Sabine Lang, Professor of Political Science and Gender, Women, and Sexuality Studies,

University of Washington. Co-editor, *Two-Spirit People: Native American Gender Identity, Sexuality and Spirituality*

Zachary Pullin, Chippewa Cree tribal member; board member, Gender Justice League

Alan Garnham, Professor of Psychology, University of Sussex, UK

Laurel Smith Stvan, Professor of Linguistics, University of Texas at Arlington

Douglas S. Bigham, Assistant Professor, San Diego State University, Department of Linguistics & Asian / Middle Eastern Languages

ADDITIONAL TOPICS 2017 – 2018

Learning Arabic in Houston

(b) (4)



Freestyling

(b) (4)



The Heiltsuk language typewriter

(b) (4)



Bimodal Bilingualism

(b) (4)



Language or Dialect?

Listeners often ask us this: “What is the difference between a language and a dialect?” The answer is tricky. The oft-quoted maxim popularized by Yiddish scholar Max Weinreich asserts that a language is no more than a dialect that is backed by an army and a navy—in other words, by a sovereign nation.

Danish, Swedish and Norwegian are all “languages” because their governments say they are. Most Scandinavians are convinced that they speak different languages even though these three tongues are (mainly) mutually intelligible. Cantonese and Hakka, on the other hand, are “dialects” because that’s what the Chinese government wants to call them, even though linguists outside China tend to categorize them as languages, or “language varieties.”

This is, of course, more than a battle over semantics. In the case of China and other nations that relegate languages to dialect status, it may be a way of saying, “Language policy is a domestic issue, and we don’t appreciate scholars from elsewhere offering guidance.”

So how should we think about languages and dialects? Are there politically neutral definitions that linguists can live with? Or will this aspect of language categorization always be a moveable feast?

Adviser: Lynne Murphy

Potential interviewees:

John McWhorter, linguist Columbia University

Mikael Parkvall, Professor of Linguistics, Stockholm University, Sweden

Mark Liberman, Professor of Linguistics, University of Pennsylvania

Love letters in two languages

Finland's greatest composer Jean Sibelius was a native Swedish speaker. The love of his life, Aino, spoke Finnish first. In their courting letters — and in notes to each other long into their marriage — Jean and Aino both wrote in their native tongues. The letters span several decades and document the highs and lows of the couple's lives: their adjustment to the composer's rise to fame, their Finnish patriotism, the death of a daughter, Sibelius's absence from the family home, their happier later years.

Helena Halmari, who teaches linguistics at Sam Houston State University in Huntsville, TX, has studied this dual-language correspondence. She's a specialist in this type of bilingual communication in which both speakers understand both languages. This is the first time she has come across an extended written example of the phenomenon. But she doesn't think it's unique — especially in bilingual nations such as Finland.

Halmari believes that these letters illustrate the power of the mother tongue. Nearly all of us express ourselves best in the language we first learned. As a native Finn now living in Texas, Halmari says the story Jean and Aino's bilingual correspondence might act as a reminder to monolingual Americans that we undervalue other languages, and those who grow up speaking them, at our peril.

***Adviser:* Jacqueline Toribio**

Potential interviewees:

Helena Halmari, Professor of Linguistics, Sam Houston State University

Erik T. Tawaststjerna, Sibelius Academy, Helsinki

Glenda Dawn Goss, author of *Sibelius: A Composer's Life*

The Hunt for a Proto-World Language

Language must have given early hominids tremendous evolutionary advantages over their competition, but how did this adaptation first evolve?

And when did it evolve? Were the Neanderthals “languaged”? If so, what did their language sound like? Were there clicks? Words? And what, anyway, makes a language a language?

As a unique and complex adaptation, language seems unlikely to have arisen among several human populations at once, which suggests to some linguists that there was once a *single proto-language*. The most popular theory is that some kind of original communication spread from our African descendants, to evolve into the different languages now spoken across the world. It’s a theory that is being tested not just by evolutionary linguists, but also by scientists across several other disciplines.

This story will focus on the linguistic hunt for the genesis of all language, and how the recent discovery of a gene named FOX2P might bring us closer to solving an ancient mystery.

***Adviser:* Yaroslav Gorbachov**

Potential Interviewees:

Christine Kenneally, author of “The First Word: The Search for the Origins of Language”

George Starostin, Linguistics researcher at the Center of Comparative Studies at the Russian State University for the Humanities, and participant in the Santa Fe Institute’s Evolution of Human Languages project

The Accent Reduction Industry

For some new arrivals hoping to break into Hollywood, the first stop isn't a casting agent's couch, but rather the offices of an accent reduction coach. A foreign accent dooms most actors to playing niche roles based on broad stereotypes: the Italian Mafioso, the Russian prostitute, the Pakistani cab driver, the Arab terrorist, the sexy French secretary. But if you are young, determined and well-off enough to afford it, an American accent can be earned in as little as two years.

Today, accent reduction has spread beyond the acting community as an increasing number of foreigners seek to banish bias through mastering the English "r" and "th." This story will take the listener on a tour of the accent reduction industry from LA to Mumbai, and explore the modern challenges of making a living while accented.

Adviser: Yaroslav Gorbachov

Potential Interviewees:

Jane Boston, Head of the International Centre for Voice

Beth Livingston, Industrial and Labor Relations School at Cornell assistant professor of human resource studies, (accent-bias researcher)

Rosina Lippi-Green, author of "English with an accent: Language, ideology, and discrimination in the United States"

David Ley, Professor of Drama, University of Alberta

Penelope Eckert, Professor of Linguistics, Stanford University

How welcoming is the German language?

(b) (4)



Third Culture Kids

As a little girl, Asma Yusha'u grew up in Britain. Her father, Muhammad Jameel Yusha'u was a BBC Correspondent from Nigeria based in the UK. That is how Asma came to attend primary school in Manchester. Muhammad is Hausa and speaks the Hausa language. Asma learned to speak Hausa at home but went to school in English.

One day when Muhammad was visiting Asma's British kindergarten, he tried to record a short interview with her in Hausa. She refused to speak Hausa and replied to his questions in English.

Asma is now 15. Her family has since moved from the UK and they currently live in Saudi Arabia. So how does she feel now about Hausa and other aspects of her Nigerian heritage? Does she think of herself as Nigerian? English? Saudi? Where is home?

The term 'Third Culture Kid' (TCK) is used to describe people who grew up outside of their parent's culture. TCK's are often bilingual and very often multilingual and most definitely multicultural. The term was coined by an American sociologist Ruth Useem in the 1950's. Since then, many terms have popped up like global nomads or 'kikikushijo' in Japanese. In this episode of The World in Words we meet some TCKs and ask them how they define home.

Adviser: Jacqueline Toribio

Potential Interviewees:

Asma & Muhammad Jameel Yusha'u

Myra Dumapias, Executive Director, TCK

Ann Baker Cottrell, Sociology Professor Emerita, San Diego State University

Barbara F. Schaetti, Ph.D., TCK and Principal of Transition Dynamics

Pooja Makhijani, writer who doesn't like the term 'Third Culture Kid'

Losing your mother tongue

An increasing number of people are losing their first language. There are many reasons why. It may be that they speak a minority language that only exists in their immediate community. Or it may be that their schooling is conducted in a different language. Or they may have emigrated to a foreign land. For some, it's a combination of all three situations.

How much people "lose" depends on how long they spoke their mother tongue, whether they have any exposure to it now and whether they are "blocking" their first language due to acute trauma — some Holocaust survivors report this. There are rare cases of people completely forgetting their first language, but far more common are instances of partial language-memory loss, or what linguists call "language attrition."

For those who are young enough, adopting a new language is no problem; the adopted language "becomes" the mother tongue. But for others — teenagers and older — there is no full replacement of one language by another. In every language they speak, they have an accent. Their thoughts are shared between languages.

That can come as a relief, a liberation from old realities: US-based Aleksandar Hemon (native tongue: Serbo-Croatian) and Yiyun Li (Mandarin) are among many novelists who say they find it easier to express themselves in their adopted tongue. But others feel it only as a loss — and they never stop yearning for a linguistic home.

***Adviser:* Jacqueline Toribio**

Potential interviewees:

Aneta Pavlenko, Professor of Education, Temple University, Philadelphia

Monika Schmid, Professor of Linguistics, University of Essex, UK

Barbara Köpke, Professor of Linguistics, University of Toulouse, France

Rev. Milind Sojwal, Rector, All Angels' church, New York (native Marathi speaker)

Cornish: Can a 'dead' language survive?

(b) (4)



How War Changes Language

(b) (4)



Can this sci-fi drama help save a native language?

(b) (4)



What animals have to say

Language is one of the hallmarks of being human. But where did this capacity of ours come from? And is there evidence for the underpinnings of language elsewhere in the animal kingdom? In other words: What can animals teach us about our own verbal communication abilities? Researchers are exploring these questions in the wild and in the lab, using animals we might expect (like monkeys) and not expect (like seals and frogs).

Male túngara frogs of Panama produce calls intended to attract females. The calls have two components: a “whine,” and anywhere from 0-7 quicker “chucks.” The more chucks a male produces, the more attractive he is to the females. But males don’t always produce chucks. Why not? Because predatory bats also prefer to eat frogs that produce more chucks. So these males are caught: their sexiest calls are also the riskiest. Although these calls don’t have any semantic meaning, they do show that different combinations of vocal elements produce different responses in other animals.

Seals turn out to be a fruitful group to study when it comes to understanding human speech, music, and rhythm. In fact, some seals are capable of imitating vocal signals. They are more flexible vocally than primates, and they’re more closely related to us than birds (which show incredible vocal mimicry and production capabilities). New work is exploring whether seals are capable of perceiving meter, and whether the vocal repertoire of baby seals develops analogously to humans (from formless (babbling) to shaped signals).

Monkeys produce and pay attention to vocalizations that carry a small variety of meanings (e.g., predators, food sources). They attend to the calls of their own species and of other species (in environments where multiple species are living). It seems that some monkeys can derive information about social familiarity and male-female interactions both within and beyond their own species. This suggests parallels to our own way of communicating.

Adviser: Philippe Schlenker

Potential interviewees:

Vincent Janik, University of St. Andrews

Andrea Ravignani, Vrije Universiteit Brussel, Belgium and University of Rostock, Germany

Mike Ryan, University of Texas, Austin

Claudia Stephan, University of Neuchâtel, Switzerland

Peter Tyack, University of St. Andrews, UK

Catherine Hobaiter, University of St. Andrews, UK

Translating Zappa into German

California-born Jim Cohen today lives in Germany where he performs a vital service: he explains Frank Zappa and his lyrics to the locals.

Zappa, who died from cancer in 1993, needs little introduction to Germans. If anything, the iconoclastic musician was bigger in Europe than in his native U.S. He was especially popular behind the Iron Curtain, where fans sensed Zappa's anti-authoritarianism while not always understanding what he was singing.

Today, there are public monuments to Zappa in Germany, Lithuania and the Czech Republic. But his lyrics do require interpretation. Like these ones: "This town we're in is just a sealed tuna sandwich with the wrapper glued" or, "Call any vegetable, and the chances are good, the vegetable will respond to you."

This is where Jim Cohen comes in. Cohen, who moved to Germany in the 1980s to complete his master's degree in linguistics, gives lectures in German on Zappa and his lyrics. Every summer, Cohen comperes a festival called *Zappanale* in the eastern part of Germany, painstakingly explaining lines like, "Ahh! There's a Howard Johnson's" and "Jerry Lewis had hosted a Telethon." He dissects all Zappa's words—including the infantile, sexist and homophobic stuff. On realizing what some of their favorite songs were really about, Eastern European fans are sometimes slightly horrified. But for those who grew up rebelling against communism, it's a relief and mainly a joy to finally know what they were rebelling in *favor* of.

Adviser: David Bellos

Potential Interviewees:

Jim Cohen, Frank Zappa interpreter (day job: technical translator), Munich

Kelly Fisher Lowe, Author of *The Words and Music of Frank Zappa* (University of Nebraska Press)

Thorsten Schütte, Director of 2016 documentary, "Eat That Question: Frank Zappa in His Own Words"

Anne Applebaum, Author of three books about communist Eastern Europe

Natural Language Processing

(b) (4)



New Mexican Spanish

(b) (4)



Etymology of a wrestling word

“Kayfabe” is a pro-wrestling term that means to never break character. This means that wherever and whenever a pro-wrestler goes outside of the ring, he or she must maintain their persona. This is an almost sacred, firmly-held (if unwritten) code.

Wrestlers have gone to great lengths to keep up the illusion. For example, Nelson Scott Simpson began wrestling in 1984 as *The Russian Nightmare Nikita Koloff*. He legally changed his name to Koloff — and even began learning Russian. For more than a year, he spoke nothing but Russian in public, and pretended that he was learning English.

Another example: Rodolfo Guzman Huerta, known as *El Santo*, was a famous Mexican wrestler who wore a silver mask. He wore the mask for 42 years, never taking it off in public.

Where did the concept and the word “kayfabe” come from? There are many arguments about the origins of the term: Pig Latin, carnival workers, Eastern European wrestling promoters with heavy accents. The World in Words will try to trace the word and the idea back to its origins.

***Adviser:* David Bellos**

Potential Interviewees:

John Darnielle, musician and wrestling fanatic who wrote album about wrestling and kayfabe

José Luis Gómez, former pro-wrestler and current wrestling teacher/coach who founded a lucha libre school in the Pacific Northwest, known as Lucha Libre Volcánica

John Lister, writer specialising in professional wrestling business

Nelson Scott Simpson, pro-wrestler known as Nikita Koloff

Commute across languages

(b) (4)



Martian Speak

(b) (4)



PUBLIC RADIO INTERNATIONAL (PRI)
Request to the National Endowment for the Humanities
“The World in Words” – August 2016

Bibliography

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Makhijani, Pooja [Please Don't Call My Child a Third Culture Kid](#). Wall Street Journal, April 21, 2016

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Shuman, Rebecca. *Schadenfreude, A Love Story: Me, the Germans, and 20 Years of Attempted Transformations, Unfortunate Miscommunications, and Humiliating Situations That Only They Have Words For*. New York: Flatiron Books, 2017

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Kelly, Nataly and Zetzsche, Jost. *Found in Translation: How Language Shapes Our Lives and Transforms the World*. New York: Penguin Group, 2012

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Deutscher, Guy. *Through the Language Glass: Why the World Looks Different in Other Languages*. New York: Heinemann, 2010.

McWhorter, John. *The Language Hoax: Why the World Looks the Same in Any Language*. New York: Oxford University Press, 2014

McWhorter, John, ["What's a Language, Anyway?"](#) The Atlantic, January 19, 2016. Web. August, 1, 2016.

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Byford, Sam, [First Click: Siri and Alexa aren't speaking my language](#). The Verge, March 24, 2016.

Hempel, Jessi, [Siri and Cortana Sound Like Ladies Because of Sexism](#). Wired, October 28, 2015.

Public Radio International (PRI)
Request to the National Endowment for the Humanities
Media Projects: Production Grants - “The World in Words”
August 10, 2016

Attachment 5: Résumés and Letters of Commitment

Media Team

- **Patrick Cox**, *The World's* Language Desk
- **Nina Porzucki**, Producer/Co-host

Humanities Advisers

- **David Bellos**, Professor of French, Italian and Comparative Literature, Princeton University
- **Yaroslav Gorbachov**, Assistant Professor of Slavic Linguistics, University of Chicago
- **Lynne Murphy**, Professor of Linguistics, University of Sussex
- **Philippe Schlenker**, Global Distinguished Professor of Linguistics, New York University
- **Ron Smyth**, Professor Emeritus, Linguistics University of Toronto
- **Jacqueline Toribio**, Professor of Linguistics, University of Texas at Austin

Patrick Cox

(b) (6)

Phone 617-300-2731 office. (b) (6) mobile. E-Mail: patrick.cox@bbc.co.uk

Patrick Cox is Language Editor at PRI's The World. He has worked as a reporter and editor in public radio for over 20 years. At The World, he has reported from more than 20 countries in five continents.

Experience

PRI's The World: a co-production of the BBC World Service, PRI and WGBH **Since 1998**

- Language Editor: manages The World's Language Desk; reports and edits all stories relating to language. Hosts the podcast [The World in Words](#). Also reported special series on Global Terrorism (1999), Hiroshima and Mental Health (2005), Global Obesity (2007) and Social Class around the World (2012).

WBUR-FM, Boston **1995-98**

- News reporter specializing in politics, immigration and welfare reform; stories produced for NPR's *Morning Edition*, and *All Things Considered*

Oregon Public Broadcasting, Portland

1991-95

- News reporter specializing in politics and the environment. Reported stories for *Morning Edition*, *All Things Considered*, *Monitor Radio*, *Living On Earth*, *Crossroads*, and *National Native News*.

Theater Sound Designer, London, UK

1983-87

- Worked for several new writing theater companies, including two years at the Soho Theater Company.

Education

University of California, Berkeley

1989-91

Masters in Journalism

University of East Anglia, Norwich, UK

1979-83

BA in Comparative Literature with Danish

Fellowship

Knight International Press Fellow

1998

Spent seven months in Moldova, Romania and Hungary consulting with radio stations and leading workshops in radio journalism; taught radio journalism at Moldova State University.

Awards

- Overseas Press Club: Lowell Thomas Award for Best radio news or interpretation of international affairs, 2010. Shared with Sheri Fink and David Baron for “Rationing Health: Who Lives? Who Decides?”
- Association of Health Care Journalists: First Place, Radio, 2010. Shared with Sheri Fink and David Baron for “Rationing Health: Who Lives? Who Decides?”
- Overseas Press Club Lowell Thomas Award for Best radio news or interpretation of international affairs, 2008. Jeb Sharp (reporter), Patrick Cox (editor) for “How Wars End.”
- Dart Award for Excellence in Reporting on Victims of Violence, 2006, for “Hiroshima’s Survivors: The Last Generation.”
- South Asian Journalists’ Association: Outstanding Story on South Asians in North American, 2000.
- Massachusetts Broadcaster’ Association: Best Radio Feature, 1998
- Associated Press/Massachusetts: Winner, Continuing Coverage, 1996
- Society of Professional Journalists/Pacific Northwest: Winner, Documentary, 1995; winner, Business Reporting 1994; winner, Government Reporting, 1994; winner, General News Reporting 1992.
- American Women in Radio and Television: Best Feature, Local Radio, 1992.
- Associated Press/Oregon: Winner, Treatment of a Single Subject 1992; winner, Use of Sound, 1992; winner, Feature, 1991.

Languages

- Native English speaker; Danish (near-fluent), some French, Spanish, Norwegian, Swedish. Currently learning Chinese.

NINA PORZUCKI

(b) (6)

EXPERIENCE

RADIO/PODCAST PRODUCER, PRI'S THE WORLD BOSTON, CURRENT

Produces, reports, and edits audio stories for broadcast on *PRI's The World*; duties include pre-interviewing and booking guests, editing interviews, as well as reporting original radio stories for air

Co-produces and co-hosts *The World in Words* podcast; produced a 2016 live event in collaboration with the New York Public Library; co-manages *The World in Words* social media accounts

Writes web stories for PRI.org

WRITER/ RADIO PRODUCER, FREELANCE NEW YORK, 2010 - 2013

Reported and filed news features, which were broadcast nationally on PRI's *The World*, NPR's *All Things Considered*, and *Morning Edition*

2012 Hale Fellow: spent a week in *The World's* newsroom; produced two reported pieces, tweeted, wrote web copy, assisted producers

2011/12 Above the Fray Fellow: selected by the John Alexander Project and NPR for a 3-month foreign reporting assignment in Guangzhou, China; produced a two-part radio and web series on the African immigrant community in China for NPR's *Morning Edition*

Co-founder/Contributing Producer, The Recollective: produced the radio/web series, *Sounds & Echoes: a Musical Portrait of Buffalo, NY* which aired on WBFO in April 2011 during *All Things Considered*; winner of the 2011 Transom Donor Fund, featured on transom.org; produced an audio documentary about the town of Treece, KS which aired on Kansas Public Radio

Per Diem Facilitator, StoryCorps: record, archive, and interview people around the country for the oral history project, StoryCorps

PRINT & ANIMATION COORDINATOR, STORYCORPS BROOKLYN, NY, 8 . 1 0 - 4 . 1 1

Pitched story ideas and facilitated interviews. Edited transcripts of raw interviews into coherent stories for StoryCorps' latest book *All There Is*. Production Assistant for StoryCorps' animations that aired on the 2011 season of the PBS show, *P.O.V.* Managed the distribution of StoryCorps' animated shorts to film festivals and film marketplaces.

MOBILE FACILITATOR/ FIELD PRODUCER, STORYCORPS BROOKLYN, NY 7 . 0 8 - 1 2 . 0 9

Facilitated the interviewing, recording, and archiving of oral history interviews across the United States. Edited rough cuts of interviews for broadcast on NPR. Researched and scheduled local interest interviews at location. Wrote and edited blog copy for the StoryCorps blog.

PROGRAM ASSISTANT, THE NATIONAL BOOK FOUNDATION NEW YORK, NY 9 . 0 6 - 0 6 . 0 8

Helped with the planning of the National Book Awards; wrote website copy, maintained the NBF donor database.

PRODUCTION ASSISTANT, AUTISM THE MUSICAL LOS ANGELES, CA 2006

Integral to the three-person production team, performing a multitude of tasks from buying supplies and researching potential interview subjects to coordinating shoots with the documentary's characters. Logged and transcribed all of the footage. Handled release forms.

STAFF WRITER, TRAVEL NEWS TODAY LOS ANGELES, CA 2004 - 2006

Blogger for Peter Greenberg's (former *Today Show* Travel Editor) website. Researcher Assistant for his book, *The Traveler's Diet*.

EDUCATION

The New School — M.F.A. Creative Writing, Nonfiction 2006 - 2008

University of California, Santa Barbara— B.A. Global Studies & Spanish 1997 – 2002

SKILLS

Reporting, audio recording, audio editing, writing, and blogging. Languages: Spanish, nominal Romanian. Proficient in MS Office, ProTools, FileMaker Pro, Reaper, Amadeus Pro, Adobe Audition, ENPS.

Leslie B. Wolfe

From: David M. Bellos <dbellos@Princeton.EDU>
Sent: Monday, July 18, 2016 3:19 PM
To: Leslie B. Wolfe
Cc: David M. Bellos
Subject: The World in Words

Dear Leslie Wolfe

I am honored and pleased to act as a scholar-advisor for the 2017-2018 season of *The World's* language programming, and undertake to give what support I can to Patrick Cox and Nina Porzucki in their remarkable endeavors.

Yours ever

David Bellos
Meredith Howland Pyne Professor of French Literature, Princeton University

David Michael Bellos

Meredith Howland Pyne Professor of French Literature, Professor of Comparative Literature and Director of the Program in Translation and Intercultural Communication, Princeton University

Education:

Westcliff HS for Boys (Essex), 1956-1962
Dillmann-Gymnasium, Stuttgart (Germany), Fall 1962
Exeter College, Oxford, 1963-1967 (undergraduate)
Exeter College and Magdalen College, Oxford, 1967-1971 (graduate)

Degrees:

BA Hons in French and Russian, 1967; MA, 1970; D.Phil. 1971

Employment:

Fellow by Examination, Magdalen College, Oxford, 1969-1971
Lecturer in French, University of Edinburgh, 1972-1982
Professor in French, University of Southampton, 1982-1985
Professor of French Studies, University of Manchester, 1985-1996
Professor of French and Comparative Literature, Princeton, 1997-

Administrative appointments:

Head of Department of French and Chair of the School of Modern Languages. University of Southampton, 1983-1985
Head of French Studies, University of Manchester, 1986-1988
Chair, Romance Languages and Literatures, Princeton, 1999-2001; French and Italian, 2001-2002
Director, Program in Translation and Intercultural Communication, Princeton, 2007-

Prizes and distinctions

1988: Chevalier dans l'ordre des Palmes Académiques
1988: IBM-France Translation Prize (for *Perec's Life A User's Manual*)
1994: Prix Goncourt de la biographie (for *Georges Perec. Une Vie dans les mots*)
2005: Man Booker International Translator's Award (for translations of Ismail Kadare)
2015: Officier dans l'ordre national des Arts et des Lettres

Selected Publications:

Is That A Fish in Your Ear? Translation and the Meaning of Everything. London: Particular Books, 2011. Paperback, as *Is That A Fish in Your Ear? The Amazing Adventure of Translation*, 2012. Also New York: Faber & Faber, 2011. French translation, Flammarion 2012; Spanish translation, Ariel, 2012; German translation, Eichborn, 2013; Korean translation, Memento Publishing, 2015; Chinese translation, Rye Field, in progress
Balzac Criticism in France, 1850-1900. Oxford: Clarendon Press, 1976.
Balzac. La Cousine Bette. London: Grant & Cutler, 1981.
Leo Spitzer, *Essays on Seventeenth-Century French Literature*. Translated and edited by David Bellos.. Cambridge UP, 1983. Paperback, 2009

- Old Goriot*. Landmarks in World Literature. Cambridge UP, 1987. Hebrew translation. Tel-Aviv: Or-Am Publishers, 1992
- Georges Perec, *Life a User's Manual (La Vie mode d'emploi, 1978)*. Translated by David Bellos. London: Harvill, 1987. Also Boston: Godine, 1987.
- Georges Perec, *W or The Memory of Childhood (W ou le souvenir d'enfance, 1975)*. Translated by David Bellos. Boston: Godine, 1988. New edition, 2003.
- Georges Perec, *Things. A Story of the Sixties (Les Choses. Une histoire des années soixante, 1965)*. London: Collins Harvill, 1990. New edition, 2003.
- Georges Perec, *"53 Days" ("53 jours", 1989)*. Translated by David Bellos. London: Harvill, 1992. Also Boston: Godine, 2000.
- Georges Perec. A Life in Words*. Harvill, 1993. New edition, Harvill Secker, 2010. Also published in French as *Georges Perec. Une vie dans les mots*. Seuil, 1994.
- Ismail Kadare, *The Pyramid (La Pyramide)*. Translated from the French of Jusuf Vrioni by David Bellos. Harvill Press, 1996. Also New York: Arcade, 1996. New edition, 1998.
- Ismail Kadare, *The File on H (Le Dossier H)*. Translated from the French of Jusuf Vrioni by David Bellos. Harvill Press, 1997. Also New York: Arcade, 1997.
- Jacques Tati. His Life and Art*. Harvill Press, 1999. New edition 2001. Also published in French as *Jacques Tati. Sa Vie, son œuvre*. Seuil, 2002.
- Fred Vargas, *Have Mercy on Us All. (Pars vite et reviens tard)*. Translated by David Bellos. London: Harvill, 2003. New York: Simon and Schuster, 2005.
- Tzvetan Todorov, *Hope and Memory. An Essay on the Twentieth Century (Memoire du mal, tentation du bien. Essai sur le XXe siècle)*. Translated by David Bellos. Princeton UP and Grove Atlantic, 2004.
- Fred Vargas, *Seeking Whom He May Devour: Chief Inspector Adamsberg Investigates*. Translated by David Bellos. Harvill Press, 2004. New York: Simon and Schuster, 2006.
- Ismail Kadare, *The Successor*. Translated by David Bellos. Edinburgh: Canongate, 2006.
- Ismail Kadare, *Agamemnon's Daughter. A Novella and Two Stories*. Translated by David Bellos. New York: Arcade, 2006,
- Ismail Kadare, *The Siege*. Translated from the French of Jusuf Vrioni by David Bellos. Edinburgh: Canongate, 2008.
- Hélène Berr, *Journal*. Translated and introduced by David Bellos. London: MacLehose Press, 2008.
- Georges Perec, *Thoughts of Sorts (Penser/Classer, 1985)*. Translated and introduced by David Bellos. Boston: Godine, 2009. Also London: Notting Hill, 2011.
- Romain Gary, *Hocus Bogus (Pseudo, 1976)*. Translated and introduced by David Bellos. Yale UP, 2010.
- Romain Gary. A Tall Story*. London: Harvill Secker, 2010.
- Georges Perec, *the art & craft of approaching your head of department to submit a request for a raise*. Translated and introduced by David Bellos. London: Vintage, 2011. Also as *The Art of Asking Your Boss For A Raise*. New York: Verso Books, 2011.

Yaroslav Gorbachov
Assistant Professor
Department of Linguistics
University of Chicago
1115 E. 58th Str.
Rosenwald Hall #229C
Chicago, IL 60637

3 of August, 2016

Mr. Patrick Cox
Language Editor
The World in Words
Public Radio International

Dear Mr. Cox:

I hereby commit to work for The World's language programming as an advisory scholar, should funding be secured. This letter grants PRI permission to use my name in the pre-production development of this project and in seeking financing for this project in the years of 2016 and 2017.

Respectfully,



Yaroslav Gorbachov

Yaroslav Gorbachov

Education	PhD (June, 2007) 2000 – 2007 Harvard University, Dept. of Linguistics Cambridge, MA
	BA (Diploma) in the Russian Language and Literature 1989 – 1993 Novosibirsk State University Novosibirsk, Russia
Additional (non-degree) programs	Lithuanian Language Summer Course (<i>Vasaros liuanistikos kursai</i>) July 2002 Vilnius University Vilnius, Lithuania (<i>Vilniaus Universitetas</i>)
Dissertation	“Indo-European Origins of the Nasal Inchoative Class in Germanic, Baltic and Slavic” (advisor: Prof. Jay Jasanoff)
Languages	Modern: Russian (native), English, German, Polish, Czech, Ukrainian, Lithuanian; structural knowledge: Bulgarian, Bosnian/Croatian/Serbian, Swedish Old: Old Church Slavonic, Old Russian, Old English, Old Norse, Gothic, Sanskrit, Avestan, Hittite, Luvian, Latin, Greek, Old Irish, Tocharian, Phrygian
Appointments	Assistant Professor Jul 2014 – to date University of Chicago, Dept. of Linguistics Chicago, IL Jul 11 – Jun 14 University of Chicago, Dept. of Slavic Languages and Literatures Chicago, IL
	Lecturer in Slavic Languages Jan 08 – Jun 11 University of Chicago, Dept. of Slavic Languages and Literatures Chicago, IL
	Teaching Assistant in Linguistics Fall 2007 Harvard University, Dept. of Linguistics and Extension School Cambridge, MA
	Teaching Fellow in Linguistics 2001 – 2007 Harvard University, Dept. of Linguistics Cambridge, MA
	Lecturer in Linguistics 1994 – 2000 Novosibirsk State U., Dept. of Humanities Novosibirsk, Russia
Current research	Balto-Slavic and Proto-Slavic accentology; Slavic <i>Auslautgesetze</i> ; prehistory of the Slavic and Baltic tense-aspectual and voice contrasts; PIE origins of Slavic and Baltic verbal categories and verb classes
Publications (selected)	<i>Indo-European Origins of the Nasal Inchoative Class in Germanic, Baltic and Slavic</i> ; under contract with Brill (expected date of publication 2017)
	2016. The Proto-Slavic Genitive-Locative Dual (Evidence from West and South-West Slavic) (<i>Journal of Slavic Linguistics</i> , accepted)
	2015. The Dual Treatment of *-oi in Slavic Revisited (<i>Balkanistica</i> 28, pp. 75-99)
	2014. The Origin of the Baltic Inchoative in -sta-. An Overlooked Proto-Baltic Sound Law (<i>Indogermanische Forschungen</i> 119, pp. 21-53)

2014. A Diachronically-Motivated Typology of the Early Historical Slavic Verb (*Slavia Iaponica*, vol 17, pp. 33-75)

2008. Nine Observations on the Old Phrygian Inscription from Vezirhan *Kadmos* 2008, vol. 47, pp. 91-108

Working papers

2007, editor (with Jeremy Rau, Keith Plaster and Patrick Liu), *Harvard Working Papers in Linguistics*, vol. 12, Department of Linguistics, Harvard University

2005, editor (with Andrew Nevins and Jeffrey Bourns), *Harvard Working Papers in Linguistics*, vol. 11, Department of Linguistics, Harvard University

Invited lectures (recent/selected)

2013. A Diachronically-Motivated Classification of the Early Historical Slavic Verb keynote address to the 2013 annual meeting of the Japan Society for the Study of Slavic Languages and Literatures, Tokyo, March 29

2012. Rodion Shchedrin's *The Sealed Angel* invited pre-concert lectures for Chicago Chorale, Chicago, November 16 and 17

2012. Evolution of Russian Church Slavonic 15th Midwest Medieval Slavic Workshop, University of Chicago, April 20

2011. Proto-Slavic Laws of Final Syllables and the Auslaut Treatments of the *i*-diphthongs. University of Chicago, February 14

Other professional experience

interviews for *The World In Words* international news show

(a co-production of the BBC, WGBH and PRI, <http://www.pri.org>)

October 08, 2014

Russian curses are inventive, widely-used – and banned

May 19, 2014

Russian leaders have tinkered with their alphabet for centuries, but with the letter ë, they have a fight on their hands

Slavic etymology consultant for the *American Heritage Dictionary of the English Language*

2010 Houghton Mifflin Co. Boston, MA

Interpreter and Translator (English and German)

1993 – 2000 Siberian Civic Initiatives Support Center (SCISC) Novosibirsk, Russia

1994 – 1996 TACIS / IFCD Brussels, Belgium (EU) Dublin, Ireland

Awards and grants (selected)

2007 – *LinG Award* (awarded by the Harvard College Linguistics Group in grateful appreciation and recognition of excellence in teaching undergraduates)

2005 – *Graduate Society Fellowship*

2004 – *Award for Excellence* for the best paper presented by a PhD candidate or a recent recipient of a doctoral degree at the XVI Annual UCLA Indo-European Conference (awarded by the Friends and Alumni of Indo-European Studies (FAIES))

Leslie B. Wolfe

From: Lynne Murphy (b) (6)
Sent: Wednesday, August 03, 2016 5:29 PM
To: Leslie B. Wolfe
Subject: Re: Materials needed for NEH application

Dear Leslie,

Please consider this email my letter of commitment for the role of Advisory Scholar for the current PRI bid to the NEH to support The World in Words.

Please let me know if you need other confirmation of my willingness to serve in this role.

Best wishes,
Lynne Murphy

—

M. Lynne Murphy
Reader in Linguistics and English Language
University of Sussex
Brighton, UK

aka Lynneguist
<http://separatedbyacommonlanguage.blogspot.com>

M Lynne Murphy

English Language and Linguistics
School of English
University of Sussex
Brighton BN1 9QN

office phone: 01273-678844

M.L.Murphy@sussex.ac.uk

EDUCATION

Doctor of Philosophy in Linguistics, University of Illinois/Urbana-Champaign, 1995

Thesis: In Opposition to an Organized Lexicon: Pragmatic Constraints on Lexical Semantic Relations

Master of Arts in Linguistics, University of Illinois/Urbana-Champaign, 1990

Bachelor of Arts in Linguistics and Philosophy, University of Massachusetts/Amherst, 1987

ACADEMIC APPOINTMENTS

2000–present University of Sussex

Reader (2012–), Senior Lecturer (2004–12), Lecturer (2000–04) in Linguistics

1997–1999 Baylor University, Waco, Texas

Assistant Professor of English, Coordinator of Linguistics BA degree programme

1993–1997 University of the Witwatersrand, Johannesburg, South Africa

Senior Lecturer (1997), Lecturer (1993–96) in Linguistics

RESEARCH FUNDING (current)

National Endowment for the Humanities Public Scholar Grant, \$50,400

For completion of book *How America Saved the English Language*

Leverhulme/British Academy Small Grant, £3,620

British and American Dictionary Cultures

Higher Education Impact Fund, £2,090

For conference on Public Linguistics, June 2016

RESEARCH: SELECTED PUBLICATIONS [sole author unless otherwise noted]

Books

2012 Steven Jones, MLM, Carita Paradis, & Caroline Willners. *Antonyms in English: construals, constructions and canonicity*. (Cambridge Studies in English Language). Cambridge UP. [171 pp.]

2010 *Lexical meaning* (Cambridge textbooks in linguistics). Cambridge UP. [256 pp.]

2010 MLM & Anu Koskela. *Key terms in semantics*. London: Continuum. [249 pp.]

2003 *Semantic relations and the lexicon: antonyms, synonyms and other semantic paradigms*. Cambridge UP. [304 pp.]

Recent journal articles

2016 British English? American English? Are there such things? *English Today* 32.2, 4–7.

2016 (Un)separated by a common language? *English Today* 32.1, 56–59.

2015 MLM, Steven Jones & Anu Koskela. Signals of contrastiveness: *but*, oppositeness and formal similarity in parallel contexts. *Journal of English Linguistics* 43:3.227–49.

2013 What we talk about when we talk about synonyms. *International Journal of Lexicography* special issue on synonymy, ed. by Frederic Dolezal. 26:3. (In press for Sept 2013: 10K words)

Recent conference papers

- Jul 2015 Separated by a common politeness marker: *please* in American and British English. International Pragmatics Assn Conference, Antwerp, 26-31 July.
Jul 2015 The politics of please in British and American English: a corpus pragmatics approach. Corpus Linguistics 2015. Lancaster, 21–24 July.

SELECTED RECENT MEDIA WORK

Magazine articles and guest blogs

- May 2016 (Un)separated by a common language? *Cambridge Extra*.
<http://cup.linguistlist.org/journals/unseparated-by-a-common-language/>
Sept 2015 Do you speak American? [cover story with pull-out] *Lingo: the language magazine for young people*. Issue 3.
Apr 2015 Language and dictionaries. *The Skeptic* 25:3 [two pages].
broadcast radio and television
June 2014 *The Verb* (BBC Radio 3). Feature piece on American and British dictionaries. Originally broadcast 6 June.
Sept 2013 *Fry's English Delight* (BBC Radio 4). Commenting on Noah Webster's role in spelling reform in America. Originally broadcast 2 September.
online media/podcasts
Apr 2016 Please (featured interview). *The Allusionist* podcasts 33 and 34 (Radiotopia).
<http://www.theallusionist.org/please>
Jan 2016 The Lexicon (featured interview re *maths*). *Relatively Prime* podcast
<http://relprime.com/thelexicon/>
July 2015 Little Tiny Words (lecture). *The Odditorium* podcast 16.
<http://oddpodcast.com/portfolio/little-tiny-words/>

SELECTED PRESENTATIONS

- Sept 2016 Conference dinner speech (British and American Englishes). Society for Editors and Proofreaders, 27th annual conference. Birmingham, 11 Sept.
May 2016 I love *the*. Boring Conference, Conway Hall, London. 7 May.
Feb 2016 Down with Romance (languages)! Catalyst Club, Brighton, 11 Feb.
Nov 2015 Annual Thanksgiving luncheon talk (British and American Englishes). English-Speaking Union, Chichester, 27 Nov.

Current membership in professional organizations

American Dialect Society (ADS), British Association for Applied Linguistics (BAAL), Dictionary Society of North America (DSNA), European Association for Lexicography (EURALEX), International Pragmatics Association (IPrA), Linguistics Association of Great Britain (LAGB), Linguistic Society of America (LSA)

Leslie B. Wolfe

From: Philippe Schlenker (b) (6)
Sent: Monday, July 18, 2016 10:47 AM
To: Leslie B. Wolfe
Subject: World in Words
Attachments: CV-16.07.18.docx

Dear Leslie,

I hereby commit to PRI's *The World's* language programming within the framework of grant proposal submitted to the NEH.

I provide a CV in .doc format, as requested.

Let me know if you need further information.

Thanks,

Philippe

Philippe Schlenker
Directeur de Recherche, Institut Jean-Nicod, CNRS
Global Distinguished Professor, New York University
Advanced Grant Project Leader, European Research Council

Website: <https://sites.google.com/site/philippeschlenkerhome/>

CURRICULUM VITAE

Philippe Schlenker

<https://sites.google.com/site/philippeschlenkerhome/>

EMPLOYMENT:

Directeur de recherche de 1ère classe , CNRS - Institut Jean-Nicod	2012-
Directeur de recherche de 2e classe , CNRS - Institut Jean-Nicod	2007-2012
Global Distinguished Professor, NYU	2008-
Associate Professor with tenure, Dpt of Linguistics, UCLA	2005-2007
Assistant Professor, Dpt of Linguistics, UCLA	2002-2005
Assistant Professor, Dpt of Linguistics, USC	1999-2002
Chargé de Recherches, CNRS, <i>en détachement</i> à UCLA	2003-2007

EDUCATION:

Qualification (<i>professeurs des universités, sciences du langage</i>)	2006
Ph.D, Philosophy, EHESS, Paris	2002
Ph.D. , Linguistics, MIT	1999
Diplôme d'Études Approfondies, Philosophy, Université de Paris	1995
Masters (<i>Maîtrise</i>) in Philosophy, Université de Paris (Sorbonne)	1993
Masters (<i>Maîtrise</i>) in Logic, Université de Paris (Sorbonne)	1993
Masters (<i>Maîtrise</i>) in Economics, Université de Paris	1993

ACADEMIC HONORS, GRANTS AND FELLOWSHIPS (selected):

Title of Global Distinguished Professor at New York University	2008-
NSF Grant on "Formal Semantic and Pragmatic Approaches to Binding Theory"	2006
Ryskamp Fellowship (American Council of Learned Societies)	2005-07
Fellowship from Fondation Thiers, CNRS, France	1996-97
Fellowship from the Harvard Arthur Sachs Foundation	1994-95

RECENT ARTICLES (selected) - Published or accepted for publication

- Schlenker, Philippe: 2015, Donkey Anaphora in Sign Language II: The Presuppositions of Pronouns. In P. Grosz, P. Patel-Grosz and I. Yanovich (eds), *NELS 40: Proceedings of the Semantics Workshop on Pronouns*, GLSA.
- Schlenker, Philippe: to appear, Indexicals. To appear in *Handbook of Formal Philosophy*, edited by Sven Ove Hansson and Vincent F. Hendricks, Springer.
- Schlenker, Philippe: 2016, The Semantics/Pragmatics Interface. In: Aloni, Maria and Dekker, Paul (eds), *The Cambridge Handbook of Formal Semantics*.
- Schlenker, Philippe; Chemla, Emmanuel; Arnold, Kate; Zuberbühler, Klaus: 2016, Pyow-Hack Revisited: Two Analyses of Putty-nosed Monkey Alarm Calls. *Lingua* 171:1-23
- Schlenker, Philippe; Aristodemo, Valentina; Ducasse, Ludovic; Lamberton, Jonathan; Santoro, Mirko: to appear, The Unity of Focus: Evidence from Sign Language. *Linguistic Inquiry*.
- Schlenker, Philippe; Chemla, Emmanuel; Schel, Anne; Fuller, James ; Gautier, Jean-Pierre; Kuhn, Jeremy; Veselinovic, Dunja; Arnold, Kate; Cäsar, Cristiane ; Keenan, Sumir; Lemasson, Alban; Ouattara, Karim; Ryder, Robin ; Zuberbühler, Klaus: to appear, Formal Monkey Linguistics. To appear as a target article in *Theoretical Linguistics*.

Schlenker, Philippe: accepted for publication, Visible Meaning: Sign Language and the Foundations of Semantics. Final version to appear (with peer commentaries) in *Theoretical Linguistics*.

Schlenker, Philippe: to appear, Iconic Enrichments: Signs vs. Gestures [Short Commentary]. To appear in *Behavioral and Brain Sciences*.

“POPULAR SCIENCE”

Primate Linguistics (*Linguistique primate*), lecture [in French], ENS, Nuit des Sciences, June 3, 2016.

Interview with newspaper *Le Monde* on “monkey semantics” for Nathaniel Herzberg’s article “Kraak ou hok: décrypter la langue des singes,” January 20, 2015.

http://www.lemonde.fr/sciences/article/2015/01/20/kraak-ou-hok-decrypter-la-langue-des-singes_4559515_1650684.html?xtmc=schlenker&xtcr=1

Interview with *Scientific American* on “monkey semantics” for Joshua Krish's article “Monkey See, Monkey Speak,” published online on December 19, 2015.

http://www.scientificamerican.com/article/monkey-see-monkey-speak-video/?utm_source=twitterfeed&utm_medium=twitter; corrections appear online at <https://sites.google.com/site/philippeschlenkerresearch/home/monkey-semantics-l-p>

The Case of Sign Languages: Visible Meaning (*Le cas des langues signées: le Sens visible*), 30-minute lecture [in French], ENS, Nuit des Sciences, June 6, 2014.

Towards a primate linguistics? (*Vers une linguistique pour les primates?*), 1-hour lecture [in French], ENS, Nuit des Sciences, June 6, 2014.

La Semantica tra Logica e Cognizione (Semantics between Logic and Cognition). In “*La Scienza del Linguaggio*” (with Luigi Rizzi and Andrea Moro) [in Italian], Festival delle Scienze 2014, Rome, January 23, 2014. Audio version available online at:

http://www.auditorium.com/download_file/podcast/5669398/la_scienza_del_linguaggio.mp3

Collège de France: *Situations et perspectives en linguistique : Langues orales, langues signées*. Invited talk in S. Dehaene’s seminar, 17 juin 2011. Filmed version (in French with LSF interpreting) available at:

http://www.college-de-france.fr/default/EN/all/psy_cog/Conference_du_1.htm

Interview: “Capturing Meaning,” interview to *The New Yorker / France's cutting edge* pp. 65-67, Autrement, 2011.

Television: guest of *Arte Philosophie*, program on “Language” (October 2009 [in French])

TALKS (selected, 2015-2016) (titles in **bold** refer to invited talks at international conferences and workshops)

(Forthcoming) **Keynote address at the annual meeting of the European Society for Philosophy and Psychology**, August 2016, St Andrews, Scotland.

June 2016, **Prolegomena to Music Semantics**, IRCAM Workshop on Emotional Archetypes: Music and Neuroscience, IRCAM. Video available at <http://medias.ircam.fr/x39814e> (Paris, June 9, 2016).

December 2015, **Titi Semantics: Context and Meaning in Titi Monkey Call Sequences** (with Emmanuel Chemla, Cristiane Căsar, Robin Ryder and Klaus Zuberbühler). Contributed talk, Amsterdam Colloquium (December 18, 2015).

May 2015, **Keynote address at FEAST 2015**, Barcelona (“Formal and Experimental Advances in Sign language Theory”).

Leslie B. Wolfe

From: Ron Smyth <smyth@utsc.utoronto.ca>
Sent: Saturday, July 30, 2016 3:58 PM
To: Leslie B. Wolfe
Cc: Cox, Patrick
Subject: commitment to working as an advisory scholar

Dear Leslie and Patrick:

Thank you for inviting me to be an advisory scholar for PRI's The World's language programming. I am happy to commit to doing this should your funding application to NEH be successful. I always enjoy pulling together ideas for journalists, and I have a lot of experience with it; now that I'm retired I have more time for such interesting work.

Sincerely

Ron Smyth
Buenos Aires

Ronald H. Smyth

Department of Psychology, University of Toronto at Scarborough
Scarborough, Ontario, M1C 1A4

smyth@utsc.utoronto.ca

DEGREES

- 1985 Ph.D. in Linguistics, Specialization in Psycholinguistics. University of Alberta, Edmonton, Alberta. Dissertation: *Cognitive Aspects of Anaphora Judgment and Resolution*.
- 1977 M.Sc. in Linguistics, Specialization in Psycholinguistics. University of Alberta. Thesis: *Context Effects in Memory for Information Focus*.
- 1975 B.A. (Honours) in Linguistics. Carleton University, Ottawa, Ontario.

EMPLOYMENT

Associate Professor, Linguistics and Psychology, University of Toronto at Scarborough.

Hired July 1, 1989. Tenured July 1, 1994. Appointed to graduate school as Continuing Member, January 1995. Appointed to the Department of Speech-Language Pathology, Faculty of Medicine, University of Toronto (status only) June, 1996. Retired July 1, 2015.

PREVIOUS APPOINTMENTS

- 1986-9: Assistant Professor, Limited term, Department of Linguistics, Carleton University, Ottawa, Ontario.
- 1983-6: Director, Human Communication Unit, Hotel Dieu Hospital, Kingston. Adjunct Professor, Department of Psychology, Queen's University.
- 1983-6: Adjunct Professor, Department of Otolaryngology, Queen's University.
- 1983: Sessional Lecturer in Linguistics, University of Calgary.

Winner of the 1995/6 Scarborough College Teaching Award.

RESEARCH

My research on language acquisition and processing is concerned with coindexing phenomena: pronoun interpretation, control, verb phrase ellipsis, and agreement. The pronoun research also bears on central questions in artificial intelligence models of focus tracking and reference resolution. I am also engaged in SSHRC-funded research (2 previous grants) on the role of gender and sexual orientation in speech production. With Dr. Rebecca Roeder I have begun a dialect study of the English of Northwestern Ontario and the role of sexuality in the Canadian vowel shift. I am also collecting data on final nasal consonant variation in the Spanish of Buenos Aires, Argentina, and Lima, Peru.

MEDIA INTERVIEWS (*recent/selected*):

From 2011 to 2014 I was the linguistic consultant for the documentary *Do I Sound Gay?*, which is based on my research on language and sexual orientation. I appear several times in the film and I guided the director, David Thorpe, on linguistic issues throughout the entire project. The film premiered at the Toronto International Film Festival in September 2014 and is available on Netflix and DVD. This led to numerous media interviews, including with *PRI's The World*, *PRI* podcast *The World in Words*, the *Boston Globe*, *Washington Post*, *Toronto Star*, among others.

March 2012: Interviewed by *PRI* for a spoken interview that aired on March 1, 2013.
Topic: "Gay speech".

PUBLICATIONS (*recent/selected*)

Articles in books and journals

- Romanelli, Sofia , Menegotto, Andrea Cecilia and Smyth, Ron (2015). Stress perception: Effects of training and a study abroad program for L1 English late learners of Spanish . *Journal of Second Language Pronunciation*, 1(2), 181-210.
- Romanelli, Sofia , Menegotto, Andrea Cecilia and Smyth, Ron (2015). Percepción y producción de acento en alumnos angloparlantes de ELSE en la Argentina. Efectos del entrenamiento y de la inmersión. *Signo y Señal* número 27, junio de 2015, pp 47-88.
- Smyth, Ron and Henry Rogers (2008). Do gay-sounding men speak like women? In Jankowski, B. (editor) *All the things you are: A Festschrift in Honour of Jack Chambers*. Published as *Toronto Working Papers in Linguistics* 27, 2008, 125-140.

Books

- Wiebe, G., Libben, G., Priestly, T., Smyth, R. and Wang, S., eds. (2006). *Phonology, Morphology and the Empirical Imperative*. Taipei: Crane.

Other refereed publications

- Smyth, R. (1986) *Cognitive Aspects of Anaphora Judgment and Resolution*. Distributed by the Indiana University Linguistics Club. 128 pp.
- Smyth, R. (1992). Multiple feature-matching in pronoun resolution: A new look at parallel function. *Proceedings of the Second International Conference on Spoken Language Processing*, Banff, Alberta, Vol. 1, 145-148.

MANUSCRIPTS SUBMITTED FOR PUBLICATION

- Cupit, J., Smyth, R., Leonard, C., & Rochon, E. (2016, under revision). The influence of lexical characteristics on sentence production in older and younger adults. *Applied Psycholinguistics*

MANUSCRIPTS IN PROGRESS

- Smyth, Ron, Desai, Sonam and Atell, Libby. On the relationship between self-perceptions of gender role stereotypes and the “gay voice”.

PAPERS PRESENTED AT LEARNED MEETINGS (*recent/selected*)

- Ganek, H., Nixon, S., Smyth, R., DuBois, G., & Eriks-Brophy, A. (2016, April). A cross-cultural investigation of conversational turn-taking. Presented at The 2016 SAC Conference, Halifax, NS.
- Desai, Sonam and Ron Smyth (2012). Sexual orientation vs. gender role conformity: Accounting for inter-speaker variation in gay-sounding speech. Annual Meeting of the Canadian Linguistic Association (Congress of Humanities), Waterloo, ON.

INVITED LEARNED LECTURES (*recent/selected*)

- 2014: How’s your gaydar? Invited Lecture, Centre for French and Linguistics, University of Toronto Scarborough.
- 2012: Estadísticas y diseño experimental para lingüistas. Invited lecture, Universidad de Mar del Plata, Argentina.
- 2009: Phonetics, gender and sexual orientation. University of Texas, Dallas, October 15, 2009.

Leslie B. Wolfe

From: Toribio, Almeida J <toribio@austin.utexas.edu>
Sent: Thursday, July 21, 2016 10:53 PM
To: Leslie B. Wolfe
Cc: Cox, Patrick
Subject: Re: Materials needed for NEH renewal application
Attachments: ToribioCVshort2016.docx

Dear Leslie,

With this message, I express my willingness to continue in my role as advisory scholar for language programming on PRI's The World, and I have attached here a brief cv, as instructed.

I wish you and Patrick success in this second request for renewed support for the program. I appreciate the opportunity to assist in communicating our shared interest in language to broader audiences.

Best,
~Jacqueline

Almeida Jacqueline Toribio, Professor of Linguistics Department of Spanish & Portuguese, The University of Texas

ALMEIDA JACQUELINE TORIBIO

Professor of Linguistics, Department of Spanish & Portuguese, The University of Texas, Austin

EDUCATION: POST SECONDARY

- B.A., French and Psychology, Cornell University, 1985
- M.A., Linguistics & Cognitive Science, Brandeis University, 1987
- Ph.D., Cornell University, Linguistics, 1993

APPOINTMENTS: POST DOCTORAL

- Professor, Department of Spanish & Portuguese, University of Texas at Austin, 2009-present
- Affiliated faculty: Lozano Long Institute for Latin American Studies; African and African Diaspora Studies, 2009-present
- Professor, Linguistic Society of America Summer Institute, University of Colorado, 2011
- Associate/Professor, The Pennsylvania State University, 1999-2009
- Assistant/Associate Professor, University of California at Santa Barbara, 1993-1999
- Visiting Scholar, Massachusetts Institute of Technology, 1996

RESEARCH: BIO-SKETCH

- Dr. Toribio's research program examines the ways in which the facts of contact and rural varieties of languages can be brought to bear on issues central to structural linguistics and sociolinguistics. She is perhaps best known for efforts in the area of Spanish-English code-switching, where she has addressed the phonetic, morpho-syntactic, and discursive-pragmatic patterning of this bilingual behavior among diverse speaker populations. A second line of research, examines the speech of residents of rural areas of the Dominican Republic and their compatriots in established receiving communities in U.S. diasporic settings. This research records the incidence and dissemination of unique language structures that serve important functions as indices ethnicity, race, gender, among other social variables. Dr. Toribio's dossier reflects a trajectory towards a 'social' linguistics that focuses attention on the empirical assessment of variability in contact and rural speech forms as a function of individuals and the contexts in which they are embedded; this perspective on language behavior is informed by insights from disciplines across the humanities and social sciences and necessitates diverse approaches to the examination individuals' speech and large representative corpora, to include field, laboratory, and corpus methods.

FUNDING: SELECTION OF GRANTS, CONTRACTS AND FELLOWSHIPS

- National Science Foundation, Doctoral Dissertation Improvement Research Grant; in progress [1], granted/completed [3]
- Longhorn Innovation Fund for Technology; "*Corpus to Classroom: Developing a Pedagogical Interface for the SPinTX Corpus.*"
- Department of Education, National Foreign Language Resource Center: Center for Open Educational Resources in Language Learning. "*Spanish in Texas: Representing and Assessing the Bilingual Experience.*"
- Mellon Foundation; Lozano Long Institute for Latin American Studies. "Language and race in the Dominican Republic."
- Dominican Studies Institute fellowship. "On the social meaning of language among second-and third-generation Dominican-Americans."
- Russell Sage Foundation, New York. "Dominican diaspora and transnationality."
- National Endowment for the Humanities Fellowship; "Syntactic-theoretical perspectives on Spanish-English code-switching."

SCHOLARSHIP: SELECTION

- Bullock, B. E.; Serigos, J.; Toribio, A.J. & Wendorf, A. Accepted. "The challenges and benefits of annotating oral bilingual corpora: The Spanish in Texas Corpus Project." *Linguistic Variation*.
- Frank, J. & Toribio, A.J. Accepted. "Multiple-que constructions in Cuban Spanish: Towards a theory of performance". Under contract for *Cuban Spanish Dialectology: Variation, Contact and Change*, A. Cuza (ed.). Georgetown U.P.
- Bullock, B. E. & Toribio, A.J.. Accepted. "The sociolinguistics of bilingualism." In *An Introduction to Bilingualism: Principles and Processes* (2nd edition), J. Altarriba & R. Heredia (eds.). New York: Lawrence Erlbaum.
- Toribio, A.J. & Durán, Leah. Accepted. Understanding and leveraging Spanish heritage speakers' bilingual practices. Under contract for *Handbook of Spanish as a Minority/Heritage Language*, K. Potowski (ed.), Routledge.
- Bullock, B.E. & Toribio, A.J.. In press. "The benefits of corpora for heritage language studies." In *Advances in Spanish as a Heritage Language*, D. Pascual y Cabo (ed.). New York: John Benjamins.
- Bullock, B.E.; Larsen Serigos, Jacqueline & Toribio, A.J.. In Press, 2015. "The stratification of English-language lone-word and multi-word material in Puerto Rican Spanish-language press outlets: A computational approach." In *Code-switching in the Spanish-speaking Caribbean and its diaspora*, C. Mazak, M. Parafita Cuoto & R. Guzzardo (eds.). New York: John Benjamins.
- Bullock, B.E. & Toribio, A.J. 2015. "An experimental approach to hypercorrection in Dominican Spanish." *Hispanic Linguistics at the Crossroads. Theoretical linguistics, language acquisition and language contact. Proceedings of the Hispanic Linguistics Symposium 2013*, R. Klassen, J. Liceras, & E. Valenzuela (eds.), 251-268. New York: John Benjamins.
- Toribio, A.J. & González-Vilbazo, Kay. 2014. "Operator movement in English-Spanish and German-Spanish codeswitching". In *Grammatical theory and bilingual codeswitching*, J. MacSwan (ed.), 87-119. MIT Press.
- Bullock, B.E.; Toribio, A.J. 2014. "Dominican Spanish." In *Languages and dialects in the U.S.: Focus on Diversity and Linguistics*, M. Di Paolo & A. Spears (eds.). Routledge.
- Bullock, B.E. & Toribio, A.J. 2014. "From Trujillo to the *terremoto*: The effects of language ideologies on the language attitudes of the rural poor of the northern Dominican border." *International Journal of the Sociology of Language* 227: 83-100.
- Bullock, B.; Amengual, Mark & Toribio, A.J. 2014. "The status of s in Dominican Spanish". *Lingua* 143:20-35.
- Bullock, B.E. & Toribio, A.J.. 2012. The Spanish in Texas Corpus Project. COERLL, The University of Texas at Austin. <http://www.spanishintexas.org>
- Bullock, B.E. & Toribio, A.J. 2009. "Reconsidering Dominican Spanish: Data from the rural Cibao." *Revista Internacional de Lingüística Iberoamericana* 14:49-73.

- Bullock, B.E. & Toribio, A.J. 2009. "How to hit a moving target: On the sociophonetics of code-switching." In *Multidisciplinary approaches to code switching*, L. Isurin et al. (eds.), 189-206. Amsterdam: Benjamins.
- Bullock, B.E. & Toribio, A.J. 2009. "Themes in the study of code-switching." In *The Handbook of Linguistic Code-switching*, B. Bullock & A.J. Toribio (eds.), 1-17. Cambridge U.P.
- Anderson, T. & Toribio, A.J. 2007. "Attitudes towards borrowing versus code-switching." *Spanish in Context* 4: 217-240.
- Bullock, B.E. & Toribio, A.J. 2007. "Kreyol incursions into Dominican Spanish: The percept of Haitianized speech among Dominicans." In *Linguistic identity and bilingualism*, M. Niño-Murcia & J. Rothman (eds.), 175-198. John Benjamins.
- Toribio, A.J. 2006. "Linguistic displays of identity among Dominicans in national and diasporic settlements." In *English and Ethnicity*, C. Davies & J. Brutt-Griffler (eds.), 131-155. New York: Palgrave.
- Bullock, B.E. and Toribio, A.J. 2006. "Intra-system variability and change in nominal and verbal morphology." In *Romance Linguistics: Retrospective and Perspectives*, R. Gess & D. Arteaga (eds.), 305-325. Amsterdam: Benjamins
- Zapata, B.; Sánchez, L. & Toribio, A.J. 2005. "Contact and contracting Spanish." *International Journal of Bilingualism* 3-4: 377-395.
- Bullock, B.E. & Toribio, A.J. 2004. "Convergence as an emergent property in bilingual speech." *Bilingualism: Language and Cognition* 7: 91-93.
- Toribio, A.J. 2004. "Convergence as an optimization strategy of bilingual speech: Evidence from code-switching." *Bilingualism: Language and Cognition* 7: 165-173.
- Toribio, A.J. 2004. "Spanish-English speech practices: Bringing chaos to order." *International Journal of Bilingual Education and Bilingualism* 7, 133-154.
- Toribio, A.J. 2003. "The social significance of language loyalty among Black and White Dominicans in New York." *The Bilingual Review* 27: 3-11.
- Toribio, A.J. 2003. "Spanish-English code-switching US Latinos." *International Journal of the Sociology of Language* 158: 89-119.
- Toribio, A.J. 2001. "Assessing Spanish-English code-switching competence." *International Journal of Bilingualism* 5: 403-436.
- Toribio, A.J. 2001. "On the emergence of code-switching competence." *Bilingualism: Language and Cognition* 4: 203-231.
- Toribio, A.J. 2000. "Language variation and the linguistic enactment of identity among Dominicans." *Linguistics: An Interdisciplinary Journal of the Language Sciences* 38: 1133-1159.
- Toribio, A.J. 2000. "Setting parametric limits on dialectal variation in Spanish." *Lingua* 110: 315-341.
- Rubin, E. J. and Toribio, A.J. 1996. "The role of functional categories in bilingual children's language mixing and differentiation." *World Englishes* 15: 385-39.
- Belazi, H., Rubin, E. J. & Toribio, A.J. 1994. "Code-switching and X-bar Theory." *Linguistic Inquiry* 25: 221-237.
- Toribio, A.J. 2001. "Minimalist ideas on parametric variation." In *North East Linguistics Society* 30, M. Hirotani et al. (eds.), 627-638. Amherst, MA: University of Massachusetts.
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- Toribio, A.J. 1996. "Dialectal variation in the licensing of null referential and expletive pronouns." In *Aspects of Romance Linguistics*, C. Parodi et al. (eds.), 409-432. Washington, D.C.: Georgetown U.P.

PRODUCTS: WEB-BASED PUBLICATIONS, EDITORSHIP OF BOOKS, JOURNALS, PROCEEDINGS [MOST RELEVANT]

- Bullock, B.E. & Toribio, A.J. 2013. The Spanish in Texas Corpus Project. COERLL, The University of Texas <http://www.spanishintexas.org>
- Bullock, B.E. & Toribio, A.J. (eds.). 2009. *The Cambridge Handbook of Linguistic Code-switching*. Cambridge U.P.
- Toribio, A.J. (Guest ed.) 2008. *Lingua*. Special issue: Formal approaches to code-switching.
- Bullock, B.E. & Toribio, A.J. (Guest eds.). 2004. *Bilingualism: Language and Cognition* 7.2. Special issue: Bilingualism and linguistic convergence.

TEACHING: COURSEWORK

- UNDERGRADUATE COURSEWORK: On so-called Spanglish; Language and ethnicity; Introduction to Hispanic Linguistics; Spanish Phonetics and Phonology; Spanish Morphology and Syntax; Spanish in the United States; Hispanic Sociolinguistics; Language and Identity
- GRADUATE COURSEWORK: Bilingualism; Sociolinguistics; Syntax; Advanced/Romance Syntax; Language Contact
- PH.D. DISSERTATION SUPERVISION: 20 director; 14 university-external member
- UNDERGRADUATE RESEARCH/THESES: 26 [6 Honors; 4 Intellectual Entrepreneurship Pre-Graduate Program; 1 McNair Scholar; 1 Mellon-Mayes]

PROFESSIONAL/OUTREACH SERVICE [SELECTION]

- DEPARTMENT: Graduate Advisor; Executive Committee; Undergraduate Studies Committee; Graduate Admissions & Financial Aid
- COLLEGE: COLA Promotion & Tenure Committee; LLILAS Grants Committee; COLA Graduate Recruitment Committee; COLA Policy on Curriculum Committee; Departmental Review Chair, Institutional Review Board; Romance Portfolio Committee;
- REVIEWER FOR GOVERNMENTAL AND PRIVATE AGENCIES: National Science Foundation; Guggenheim Foundation; Netherlands Organization for Scientific Research
- REVIEWER, REFEREED JOURNALS: *Natural Language and Linguistic Theory*; *Probus*; *Lingua*; *International Journal of Bilingualism*; *Bilingualism: Language and Cognition*; *Journal of Applied Linguistics*; *Studies in Second Language Acquisition*; *Spanish in Context*; *Studies in Hispanic and Lusophone Linguistics*

Public Radio International (PRI)
Request to the National Endowment for the Humanities
Media Projects: Production Grants - “The World in Words”
August 10, 2016

Attachment 6: Work Samples

The embedded URLs link to the web page for each podcast. Please click on the audio player on the page to hear the audio sample.

Language revitalization from Ainu to Zaza, recorded live at the New York Public Library – June 29, 2016. Web page includes bonus video content.

<http://www.pri.org/stories/2016-06-29/world-words-live-ainu-zaza>

Mix English and French words with French grammar and you have Chiac, a variety of Acadian French that has been spoken for hundreds of years in Canada – April 5, 2016.

<http://www.pri.org/stories/2016-04-04/purists-dont-mix-acadian-french-and-english-it-may-be-helping-french-language>

A Honduran-American asks his father why he let Spanish die in their family – January 28, 2016.

<http://www.pri.org/stories/2016-01-28/ok-dad-why-did-you-kill-spanish-our-family>



Budget Form

Applicant Institution: *Public Radio International*

Project Director: *Patrick Cox*

Project Grant Period: *04/01/2017-03/31/2018*

[click for Budget Instructions](#)

	Computational Details/Notes	(notes)	Year 1	(notes)	Year 2	(notes)	Year 3	Project Total
			04/01/2017- 3/31/2018					
1. Salaries & Wages								
Editor/Reporter	100% @ FY17 rate	100%	\$██████					\$██████
Producer/Reporter	100% @ FY17 rate	100%	\$██████					\$██████
Social Media Manager	50% @ FY17 rate	50%	\$██████					\$██████
Engineer	10% @ FY17 rate	10%	\$██████					\$██████
Financial Manager	5% @ FY17 rate	5%	\$██████					\$██████
2. Fringe Benefits								
Regular/ FT staff	Fringe Benefits calculated @ 21.92%	21.92	\$██████					\$██████
3. Consultant Fees								
Advisors	qty 8 @ \$800 each		\$6,400					\$6,400
Outside Contributors	qty 10 @ \$700		\$7,000					\$7,000
Live Event Contributors	qty 2 @ \$750		\$1,500					\$1,500
Live Event Local Coordinator			\$1,000					\$1,000
4. Travel								
Series: Foreign Travel	qty 5 @ 2,400 each [\$1,400 air, \$500 hotel, \$500 per diem]		\$12,000					\$12,000
Series: Domestic Travel	qty 10 @ avg \$800 each		\$8,000					\$8,000
Live Event: Domestic Travel	qty 4 @ \$850 each [\$500 air, \$250 hotel, \$100 per diem] plus \$100 ground transport		\$3,500					\$3,500

