

Proposal for an Alliance to Advance Liberal Arts Colleges (AALAC) Faculty Workshop on “Deaf across the Curriculum”

From 9 schools: Barnard, Bryn Mawr, Haverford, Macalester, Middlebury, Oberlin, Reed, Swarthmore, Wellesley

When and where: 29-31 March 2013, Swarthmore College

Coordinator: Donna Jo Napoli (Swarthmore)

The most overlooked minority culture globally is Deaf World, characterized by people who typically share auditory status and always share a modality of language -- sign language. Yet study of this culture can enrich our understanding in theater, dance, psychology, cognitive science, linguistics, sociology, anthropology, education, history, jurisprudence, political science, medical studies, and on and on.

We will come together (arriving on Friday afternoon, leaving on Sunday after lunch) to discuss ways to introduce and incorporate d/Deaf studies into various parts of the curriculum and develop bibliographies and sample syllabi for dissemination.

Saturday morning will open and Sunday noon will close with presentations by Carol Padden. Carol is professor of Communication at the UCSD (a recent MacArthur Fellow), and has devoted her career to looking at d/Deaf issues across the board. She will give a broad overview of the issues on Saturday. Then on Sunday she will evaluate what we have done, with suggestions for future action.

On Saturday morning we will next have presentations by Gene Mirus and Jami Fisher. Gene is assistant professor of ASL and Deaf Studies at Gallaudet University. He specializes in linguistic anthropology, and will discuss how new videophone technology contributes to changing language practices among Deaf users. His presentation reaches out to anthropology, sociology, and education. Jami is the ASL Program Coordinator at the UPenn, where she teaches Deaf culture and Medical American Sign Language, among other things. She will address issues of identity and culture, reaching out to sociology, psychology, pre-medical studies, and language policy and pedagogy.

These three presenters, members of Deaf World, will coordinate beforehand, so they complement one another.

Saturday afternoon participants from the AALAC colleges will lead us in discussions of potential curricular additions to traditional courses in many disciplines. For example, Susan Burch will lead us with respect to history; Deepak Kumar, computer science; Sharon Friedler, the performing arts; Ann Senghas and Jennie Pyers, psychology and cognitive science; Erika Hoffmann-Dilloway, sociology and cultural studies; Donna Jo Napoli, law and ethics; Joan Ostrove, insights about collaboration between hearing and Deaf people. Some discussion leaders are already deeply involved in d/Deaf matters, while others are being good citizens and volunteering to lead us in a very open way. Before coming to campus, participants will list tasks to be done and divide them up appropriately, including gathering ideas of how Deaf matters can be incorporated into existing courses and collecting syllabi of courses that already do this, as well as making a bibliography of available resources and how to access them.

This preparation should allow our discussions on Saturday to go into the kind of depth and detail that will promote efficiency in our Sunday negotiation of revisions of the materials we've gathered and developed. After the workshop, Napoli will send those materials to all participants for additional comments, and then make final drafts for dissemination.

Budget: travel, food, interpreting, administrative costs, stipends

Note: Housing for visiting faculty at Swarthmore College (Ashton House) has already been reserved, so there are no lodging costs.

Travel- Long distance:

Susan Burch (American Studies - Middlebury) \$350
 Erika Hoffman-Dilloway (Anthropology - Oberlin) \$500
 Amber Martin (Psychology –Barnard) \$250
 Gene Mirus (ASL and Deaf Studies – Gallaudet U – outside leader) \$250
 Joan Ostrove (Psychology --Macalester) - \$550
 Carol Padden (Communication – UCSD – outside leader) \$700
 Jennie Pyers (Psychology - Wellesley) \$350
 Ann Senghas (Psychology – Barnard) \$250
 Gail Sherman (English and Humanities – Reed) \$600

Subtotal long distance travel: \$3800

Note: People may find that travel costs more because of rising fuel prices and there might be emergencies where they have to take taxis on their home end. So we ask for a margin of 10% of our travel total, which would be \$380.

New subtotal long distance travel: \$4180.

Travel - Local transportation:

College van rental Friday to pick people up at train station and airport, and Sunday to take them back to the train station and airport. = \$200

Subtotal local transportation: \$200

There are no travel expenses for local participants:

Jodi Cohen (Education – Bryn Mawr)
 Jami Fisher (ASL Program - University of Pennsylvania – outside leader)
 Sharon Friedler (Music and Dance - Swarthmore)
 Deepak Kumar (Computer Science – Bryn Mawr)
 Kristin Lindgren (Writing Center – Haverford)
 Donna Jo Napoli (Linguistics - Swarthmore)
 Richard Webb (Counseling and Psychological Services– Haverford)

Total travel: \$4380

Food (participants plus staff support people plus volunteer interpreters at dinners and professional interpreters at lunches and perhaps at Sat dinner):

Dinner Friday \$2000
 Lunch Saturday \$500
 Dinner Saturday \$2000
 Lunch Sunday \$500
 Dinner Sunday for anyone who leaves late \$500
 (Note: Breakfasts are included in the housing.)

Total: \$5500

Interpreting: We will need ASL interpreters for the sessions on Saturday from 9am to 4pm, and on Sunday from 9am to noon. By law interpreters must work in pairs (shifting off regularly) and they must be paid for their travel time to and from the conference. We will also have a coordinator of interpreting (this is crucial for things to go well – please trust Napoli’s experience with deaf events here). We hope to videotape the workshops, and interpreters charge extra for that. Doreen Kelley will handle it all.

I will try to get interpreting students who need to do volunteer service in order to get their certification to help out informally at the dinner meals on Friday and Saturday and at the performing-arts event on Saturday pm.

Total (for the professional interpreters) \$1500

Administrative costs:

Staff support:

For general help (driving and helping with computer and other tech needs, as well as videotaping the workshop sessions on Saturday and Sunday and for help beforehand as needed) 2 students for 25 hours each @ \$9.00 = \$450. Add 7.65% for FICA = \$34.42

Subtotal: \$484.43

Administrative expenses:

Any mailings that might arise; photocopies for use at the workshop

Subtotal: \$200

Total administrative costs: \$684.43

Stipends:

for outside participant (Jami Fisher): \$1000

for outside participant (Gene Mirus): \$1000

for outside participant (Carol Padden): \$1000

for organizer (Donna Jo Napoli): \$1000 Add 7.65% for FICA = \$76.50

Total: \$4076.50

Subtotal budget: \$16,140.92 (please see addendum)

Addendum:

Mara Mills is an Assistant Professor of Media, Culture and Communication at NYU, which is not an AALAC school. However, she is currently writing a book on deafness and the history of digital signal processing, with a focus on the relationship between "assistive" and mainstream technology. She regularly incorporates deaf matters into her courses, and she would like to participate in this workshop. We believe she could contribute in complementary ways to the rest of us, and we would cover her travel expenses (approximately \$250) only if our budget (and you) allowed it. So we are including her CV.

Email list

sburch@middlebury.edu, erhoffma@oberlin.edu, Sfriedl1@swarthmore.edu,
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rwebb@haverford.edu, dkumar@cs.brynmawr.edu, gene.mirus@gmail.com, asenghas@barnard.edu,
mmills@nyu.edu, amartin@barnard.edu, klindgre@haverford.edu, gsherman@reed.edu,
ostrove@macalester.edu, jccohen@brynmawr.edu

CVs follow. Please forgive the messy formatting. DJN had to do this and she is not clever about these things.

SUSAN BURCH

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SELECT HONORS, AWARDS, GRANTS

Ada Howe Kent grant, Middlebury College (2010)
 Mellon Cluster grant (co-authored with Catharine Wright), "Writing Beyond Borders: an Inter-Genre Collaborative for Faculty," (2010-2011)
 Mellon 23 Workshop grant (Co-authored with Kathryn Morse), "Collaborative workshop on Nature, Race, and Ethnicity: Curriculum and Pedagogy" (2010)
 Fulbright Scholar, Czech Republic (Spring 2004)
 Mellon Seminar Fellowship, Georgetown University (1999)

SELECT PUBLICATIONS

Deaf and Disability Studies: Interdisciplinary Perspectives, Co-edited with Alison Kafer, Gallaudet University Press, 2010.
The Encyclopedia of American Disability History, Editor in-chief, Facts on File, 2009.
Unspeakable: The Story of Junius Wilson. Co-authored with Hannah Joyner, University of North Carolina Press, 2007. Nominated for multiple awards.
Women and Deafness: Double Visions. Co-edited with Brenda Brueggemann, Gallaudet University Press, 2006.
Signs of Resistance: American Deaf Cultural History, 1900–World War II. New York University Press, 2002.
 "Who's Not Here?: Lessons in American Disability Studies," *Radical History Review*, Co-authored with Ian Sutherland, 94 (Winter 2006): 127-147.
 "Beautiful, Though Deaf: The Deaf American Beauty Pageant," In *Double Visions: Multiple Approaches to Women and Deafness*, Gallaudet University Press, 2006.
Sign Language Studies: NAD film series and ASL Preservation, 4, no. 3 (Spring 2004). Contributing editor.
 "Capturing a Movement: Sign Language Preservation," *Sign Language Studies* 4, no. 3 (Spring 2004): 293–304.
The Public Historian: Special Issue on Disability History (Spring 2005). Contributing editor with Katherine Ott.
 "Double Jeopardy: Women, Deafness, and Deaf Education," In *Literacy and Deaf People: Contextual and Cultural Approaches*, Brenda Brueggemann, ed. Gallaudet University Press, 2004.
 "Reading Between the Signs: Defending Deaf Culture in Early Twentieth Century America," In *The New Disability History*, New York University Press, 2001.
 "In a Different Voice: Sign Language Preservation and America's Deaf Community," *Bilingual Research Journal* 24, no. 4 (Fall 2001): 443–67.
 "Transcending Revolutions: The Tsars, the Soviets and Deaf History," *Journal of Social History* 34, no. 2 (December 2000): 393–402.
 "Notes from the Underground: Some Approaches to Soviet Deaf History," *Deaf Studies V Proceedings*. Washington, DC: Gallaudet University Press, 1998: 247–770.
 "Deaf Poet's Society: Subverting the Hearing Paradigm." *Literature and Medicine* 16, no. 1 (Spring 1997): 121–134.

SELECT PRESENTATIONS

"Learning Disability: Institutions, Citizenship, and Identity in American History," invited talk at the Civil Disabilities: Theory, Citizenship and the Body Conference, University of Pennsylvania, March 2011.
 "Dis-remembered: Disability and Removal in U.S. History," invited talk at the State University of New York-Buffalo (Co-sponsored by People, Inc), February, 2011.

- "Making History: the Encyclopedia of American Disability History Project," Plenary presentation for the Society for Disability Studies, June, 2009.
- "Unspeakable: The Life Story of Junius Wilson," Distinguished scholar in Disability studies series, The University of Illinois-Chicago (Fall 2006)
- "Reading Bodies: American Deaf Beauty Pageants," invited guest lecture, University of Minnesota—Morris (Spring 2005)
- "Examining Race and Disability History," paper for *State of the Field: Disability History*, an invited panel for the Organization of American Historians, Seattle, WA (Spring 2009).
- "What's the Sign for Sex? Changing Views of Language, Gender, and Historical Identity in America's Deaf Community," paper for the Berkshire Conference of Women's Historians, Minnesota, June 2008.
- "Race, Disability, and the Body Politic: The Story of Junius Wilson", paper with Hannah Joyer for Civil Rights and the Body in the American South, University of North Carolina-Chapel Hill (Winter 2008)
- "Placing Deaf and Disability History: Intersections and Interpretations of Community," paper for the Society for Disability Studies, Seattle, Washington (Summer 2007).
- "Finding Junius Wilson: an Historical Approach," paper with Hannah Joyner for the Narrating Deaf Lives Conference, Washington, DC (Fall 2004).
- "How to be Beautiful, Though Deaf: Deaf Women's Bodies as Cultural Capital," paper for the Society for Disability Studies, Washington, DC (Summer 2003).
- "The Eugenic Challenge: America's Deaf community, 1880–1940," paper with Brian Greenwald for the Deaf History International Conference, Paris, France (Summer 2003).
- "Deaf Contests for Equality and Acceptance in the Early Twentieth Century," paper for the Organization of American Historians Conference. Los Angeles, CA (Spring 2001).
- "Double Vision: Women and Deafness in American History," paper for the Challenging (Rhetoric: Feminism s) and Rhetoric(s) Conference, University of Minnesota, Minneapolis, MN (Fall 1999).
- "Notes from Underground: Soviet Deaf History," paper for the Deaf Studies V Conference, Gallaudet University, Washington, DC (April 1997).

Jody Cohen

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 Bryn Mawr College
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 Bryn Mawr, PA 19010
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 Elkins Park, PA 19028
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 jccohen@brynmawr.edu

EDUCATION

1993 **Ph.D. in Reading/Writing/Literacy, University of Pennsylvania**, Graduate School of Education, Philadelphia, PA
 Honors: Merit Fellowship; graduated *with distinction*; Preston Memorial Book Award

1980 **Master of Arts in Writing, Brown University**, Providence, R.I.

1976 **Bachelor of Arts, George Washington University**, *with distinction*

PROFESSIONAL EXPERIENCE

Bryn Mawr College/Haverford College, Bryn Mawr, PA

1995-present **Senior Lecturer/Lecturer, Education Program**

2010-present **Undergraduate Admissions Committee**

2010-present **360 Interdisciplinary Program Faculty and Steering Committee**

2002-present **Praxis Steering Committee**

2002-2010 **Faculty Mentor, POSSE Program**

2008-2010 **Researcher, Learning for Leadership and Change**

2007 **Teacher, Inside-Out Prison Exchange Program**

2004-2005 **Researcher, Peer teaching assessment project**

1999 - 2001 **Facilitator, HHMI Summer Institutes for K-12 Teachers**

University of Pennsylvania Graduate School of Education, Philadelphia, PA

1990-1997 **Instructor: Secondary English Methods**
Co-Facilitator: Seminar in Teaching and Learning for high school teachers

Research Associate, Center for Urban Ethnography
Practitioner-Researcher, Adult Literacy Evaluation Project

Research for Action, Philadelphia, PA

1993-1998 **Co-Founder and Director**

Principal Investigator and Project Team Leader on local and national qualitative research and evaluation projects. Highlights include:

- * Ms. Foundation Collaborative for Healthy Girls/Healthy Women, designed and implemented action research program with urban middle school girls
- * American Association of University Women, conducted qualitative research on strategies that support success for middle school girls
- * Philadelphia Education Fund, conducted qualitative research and evaluation of district wide school reform, including implementation of standards, local and national reform programs, and professional development initiatives
- * Philadelphia Urban Systemic Initiative, conducted research and evaluation of math and science education reform funded by National Science Foundation

Collaborated with the Philadelphia School District, including program evaluation, professional development, and curriculum development.

K-12 Teaching Experience

- 1987-1989 **Greene Street Friends School**, Philadelphia, PA
Taught 6th grade, all subjects.
- 1986-1987 **Robert Louis Stevenson School**, New York, NY
Taught high school English.
- 1980-1985 **New Lincoln School**, New York, NY
Taught middle and high school English and Social Studies;
created Writing Program across the curriculum.

AWARDS AND NATIONAL GRANTS

- 2006 Roslyn R. Schwartz Teaching Award (May, 2004), Bryn Mawr College
- 1998 MacArthur/Spencer Foundations Professional Development Research and Documentation Program. Awarded grant for three-year study on teacher leadership
- 1997 Ms. Foundation Collaborative for Healthy Girls/Healthy Women. Awarded grant for three-year action research project with middle school girls: Gold Award for *Girls in the Middle* (Council on Foundations and Communications)

RELEVANT PUBLICATIONS AND PRESENTATIONS

Cohen, J. and Lesnick, A. (under review). Beyond "Open-Mindedness": Practices for Deepening Understandings of the Myth of Meritocracy in Teacher Education Classes. In Gorski, P. et. al (Eds.), *Overcoming Social Justice Bottlenecks: Strategies for Teaching Critical and Difficult Concepts in Teacher Education*, New York: Teachers College Press.

Cook-Sather, A., Cohen, J., & Alter, Z. (2010). Students Leading the Way toward Social Justice Within and Beyond the Classroom. *Equity & Excellence in Education*. Vol. 43, Issue 2: 155-172.

Cook-Sather, A. and Cohen, J. (April 2009). Creating More Culturally Responsive Classrooms: Underrepresented Students as Pedagogical Consultants in Student-Directed Professional Development. Presented at the American Educational Research Association. San Diego, CA.

Cohen J., Lesnick, A., & Himeles, D (2007). Temporary Anchors, Impermanent Shelter: Can the Field of Education Model a New Approach to Academic Work? *Journal of Research Practice*, Vol. 3, Issue 2.

Cohen, J., Allen, C., Davis, H., Darling-Hammond, E., Bowers, B. and Lai, L. (2006). Learning from learners: Student voices and action research. In D. Alvermann, K. Hinchman, D. Moore, S. Phelps and D. Waff Al (Eds.), *Reconceptualizing the Literacies in Adolescents' Lives*, 2nd Edition. New York: Erlbaum Associates.

Cohen, J., Hayes, E., Inozil, N., Mendell, S. & Srivastava, P. (2005). Identity Matters in class: Conversations in mixed company. In N. Peters-Davis and J. Shultz (Eds.), *Challenges of Multicultural Education: Teaching and Taking Diversity Courses*. Boulder, CO: Paradigm Press.

JAMI N. FISHER
jami@sas.upenn.edu
 ASL Program Coordinator
 University of Pennsylvania
 611 Williams Hall/ Philadelphia, PA 19104

PEDAGOGICAL INTERESTS AND GOALS:

My current research interest focuses on the intersection of ASL language learning and teaching with Academically Based Community Service (ABCS) experiences. The ASL program at Penn is involved in ABCS in two ways: locally—at the Pennsylvania School for the Deaf—and internationally—at the Siena School of Liberal Arts in Siena, Italy. Inquiries into how these service experiences expand students' academic and linguistic growth and collaborations with deaf people inform course development as well as academic research.

2005-Present

*Lecturer, American Sign Language
 University of Pennsylvania, Penn Language Center/School of Arts and Sciences*

OTHER PROFESSIONAL EXPERIENCE:

September 2010: Reviewer for National ASL Standards: Reviewed and provided feedback to National ASL Standards developed by the National American Sign Language Teachers Association in accordance with the ACTFL guidelines for foreign language teaching and learning.

January, August 2010: ASL Photo Model and Native Signer Consultant: Served as model for several photos and gave detailed feedback and explanations for sign choices and variations to Dr. Donna Jo Napoli (Swarthmore College) and Dr. Rachel Sutton-Spence (University of Bristol) for their paper titled, "Word Order in Sign Languages" to be published in *Sign language. An international handbook (HSK - Handbooks of linguistics and communication science)*, ed. by Roland Pfau, Markus Steinbach & Bencie Woll. Berlin: Mouton de Gruyter.

March 2009: ASL/Educational Consultant for the film, Universal Signs. Developed lesson plans for K-12 and university discussions and assessments of the film, Universal Signs.

January 2008: External Curriculum and Program Reviewer at Montgomery College, Rockville, MD
 Conducted an on-site visit of the American Sign Language Program. Met with Vice Provost, academic deans, ASL and World Languages Program Coordinators, instructors, and students, reviewed program scope and sequence, curricular materials, and Program course sequencing in the college catalogue to make recommendations for programmatic reform.

PROFESSIONAL PRESENTATIONS:

October 2011: University of Pennsylvania, Preceptorial on ASL and Deaf Culture: Presented a workshop on American Sign Language and topics of interest pertinent to American Deaf Culture and Deaf history. Facilitated discussions based on previously assigned readings and topics and issues presented during the lectures.

September 2011: University of Pennsylvania Medical School: Deaf Culture Doctor-Patient Awareness. Presentation on Deaf culture and communicating with Deaf patients in medical settings given to all first-year medical students and selected medical faculty. Topics discussed: Deaf cultural tendencies and differences as relevant to medical and healthcare professionals; communication strategies; interpreter interactions and obligations.

June 2007- June 2011 : University of Pennsylvania: Deaf Culture/ASL Awareness presentation to Pediatric Oncology/Critical Care Nurse Practitioners. Annual presentation given to expand cultural and practical awareness of deaf people in a medical setting. Topics of presentation and discussion: Deaf cultural differences, controversies among and related to d/Deaf people, language acquisition and development, issues to be aware of when working with Deaf patients (or patients with Deaf family members). Included facts on culture, law, and Medical ASL terminology.

May 2011: Borough of Manhattan Community College: Conference on Language, Culture, and Society: "Who is Gallaudet? Trends in and Reactions to the Traditional and Typical Deaf Experiences" Recent public confrontations between deaf and hearing students at traditionally deaf-serving Gallaudet University have brought the deaf-centered language and culture dyad and fears of its devolution or loss into the forefront of deaf educational and cultural discussions. Micro and macro educational, linguistic, and cultural implications of a shifting deaf experience are explored vis-à-vis the deaf-hearing tensions at Gallaudet and beyond.

November 2009-2011: University of Pennsylvania Medical School: Deaf Culture/ASL Awareness presentation to first-year Medical students: Recurring presentation for Medical students learning ASL. Follows same topics as similar medical awareness presentation for nurse practitioner students, with amendments made for applications for future physicians.

October 2010: University of Pennsylvania: Deaf Culture/ASL Awareness for Temple University Medical students.: Presentation for Medical students learning ASL. Follows same topics as similar medical awareness presentation for nurse practitioner students, with amendments made for applications for future physicians.

March 2010: CIBER Business Language Conference: The Emerging International and Domestic Deaf Markets: A New Program of Study for Business Language Teaching and Service-Learning Projects. Co-presentation with Miriam Grottanelli de Santi, Director of Siena School for Liberal Arts. Presentation to business language audience elucidating details on a program for American and international Deaf cultural opportunities for applied business/service-learning education in a study-abroad, immersion setting.

February 2010: University of Pennsylvania: Deaf Culture as it relates to Cochlear Implant/Bioengineering Technologies. Guest lecturer to BE 225, Engineering and Technology in Medicine. Presentation and interactive discussion covering Deaf culture and its affect by Cochlear Implant and other bioengineering technologies.

February 2010: University of Pennsylvania: Deaf Culture as it relates to Societal Constructions of d/Deafness. Guest lecturer to Disability Narratives course taught by Dr. Heather Love, Department of English. Presentation and interactive discussion covering Deaf culture and its interface with societal constructions of deafness as disability.

March-April 2008: University of Pennsylvania, Preceptorial on ASL and Deaf Culture: Expanded on the previous two-session preceptorial to a 3-session workshop on American Sign Language and topics of interest pertinent to American Deaf Culture and Deaf education. Facilitated discussions based on previously-assigned readings and topics and issues presented during the lectures.

March 2008: New York City, NECTFL. "The Shift in Learning Paradigms: The Intersection of Virtual, Collaborative, Authentic, and Online Learning Environments." Co-presenter. Recent developments in technology have created greater opportunities for incorporating virtual, collaborative, authentic and online learning into the curriculum. Our examples from ASL, French and German demonstrated how technologies such as Chats, Wimba, Elluminate, Podcasts, and video recording can be used to both complement traditional classroom activities and extend them to newer levels of reflection and interaction beyond the classroom. An overview of the theoretical and pedagogical implications of online learning environments and computer-mediated communication with regards to teacher and learner roles, learner autonomy, collaborative learning and co-construction, data-driven learning, and authenticity presented.

PUBLICATIONS:

Mirus, G., Napoli, Donna Jo, and Fisher, Jami. (2011). Taboo-terms in American Sign Language (submitted to LINGUA for publication). Unpublished Article.

Napoli, D. J., Mirus, Gene, Fisher, Jami. (2011). Bleached taboo-term predicates in American Sign Language (Submitted to Journal of Linguistics for publication). Unpublished Article.

Fisher, J. a. M., Philip John. (2008). Civil Rights in Deaf Education. In D. DeLuca, Lindgrin, Kristin A., and Napoli, Donna Jo (Ed.), *Access: Multiple Avenues for Deaf People* (pp. 75-98). Washington, D.C.: Gallaudet University Press.

Fisher, L. R., and Fisher, Jami. (2008). The Deaf and the Origin of Hand Signals in Baseball. *National Pasttime: A Review of Baseball History*. 28, 35-39.

SHARON ESCHENBECK FRIEDLER**(Two page edited C.V. 12/27/11)**

PERSONAL: Address: Dept. of Music and Dance
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EDUCATION: 1974 M.F.A. Southern Methodist University, Dance
1970 B.A. Colby College, Art
1970-72 University of Alberta, Dance
1969 Art Institute of Chicago, Visual Art

RESEARCH INTERESTS: Choreography, Dance and Culture, Traditional and Contemporary Dances of Ghana, Dance and Technology, Dance and Gender, Women in Contemporary Dance, Dance and Social Change

PEDAGOGICAL INTERESTS: Dance Composition, Dance History/Theory, Dance Techniques (Modern, Traditional Dances of Ghana), Pedagogy, The Arts and Social Change, Dance Technologies

ACADEMIC POSITIONS:
Swarthmore College

2009-present	Faculty Adviser for Off-Campus Study
2000 – 2010	Stephen Lang Professor of Performing Arts and Director of Dance
1997- present	Full Professor and Director of Dance
1998 – 2000	Humanities Division Head and Director of Dance
1985-1997	Associate Professor and Director of Dance (tenure received 1990)
1993-95	Chair, Department of Music and Dance and Director of Dance

University of Minnesota/Duluth

1983-85	Associate Professor and Coordinator of Dance, Department of Theatre
1981-83	Associate Professor and Head, Department of Theatre (tenure received 1981)
1976-81	Assistant Professor and Coordinator of Dance, Department of Theatre

University of Missouri/Columbia

1974-76	Instructor of Dance, Department of Physical Education
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Stephens College

1975-76	Part-time Instructor (Theatre Dance and Expressive Arts Therapy)
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ADDITIONAL ADMINISTRATIVE POSITIONS:

(Swarthmore College)

1995-present Director,/Advisor The Swarthmore Project

In response to the diminishing resources available in the U.S. for the creation of new works of art, the dance program proposed and the college administration approved this residency program that brings two choreographers and a modest number of dancers to campus for two weeks in the summer. The college provides studio space, housing, as well as an honorarium and transportation allowance for each participant. In exchange, the choreographers and dancers return to the college during the following academic year to present an informal performance and a workshop for the college community.

1985-1998 Co-Artistic Director, Swarthmore Music and Dance Festival

This festival, inaugurated in 1982, was dedicated to demonstrating the myriad interrelationships of music and dance, to stressing the importance of contemporary works in both forms and to providing performance venues where students, faculty and guest artists work together.

CURRENT RESEARCH PROJECT:

An African Dance Reader

This book is for general readers, students, and practitioners in the field. Dr. Kariam Welsh and I will co-edit the writings of contributors from Africa, North America, and the Caribbean. The book will focus on various traditional, neo-traditional, and contemporary expressions and address questions regarding historical development, methodology, and other issues critical to the continuing evolution of African dance performance and scholarship.

Essays will draw on feminist and cultural theory and rely on historical analysis, fieldwork, movement description and personal reflections. As editors, we seek to position African dance in the global arts community where forms of cultural expression produced by peoples across the world are equally esteemed and celebrated, contributing to cross-cultural understanding. We plan an accompanying DVD of dance examples (field research, interviews, and performance footage) linked to and illustrative of the written material.

PUBLICATIONS - Books:

Dancing Female: Lives and Issues of Women in Contemporary Dance

Co-edited by Sharon E. Friedler and Susan B. Glazer, 1997

Harwood Academic Publishers: OPA, Amsterdam.

Anatomy for Dance and Sport

Laboratory manual co-authored with Joann M. Johnson, 1982,

Burgess Publishing Co., Minneapolis.

Invited Papers/Panel presentations:

Over forty papers and panel presentations given during the period 1985-2010 at conferences, seminars, and guest lectures for institutions in the U.S. and abroad.

CHOREOGRAPHY AND STAGE DIRECTION (1974-2010)

Over eighty works for professional and student dancers and actors in concert dance, opera, and musical theatre were created over this period.

Erika Hoffmann-Dilloway
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 Erika.Hoffmann@Oberlin.edu

TEACHING

Oberlin College

Assistant Professor of Anthropology (current)

Mellon Post-Doctoral Fellow (2008)

Courses include: Introduction to Linguistic Anthropology, Language and the Body, and Anthropological Perspectives on Literacy.

Independent readings have included: The Linguistics of American Sign Language and Performance Traditions in American Sign Language

The University of Michigan

Visiting Lecturer in Anthropology (2009)

Graduate Student Instructor for the Department of Anthropology (2002-2007)

Graduate Student Instructor Mentor (2007)

Courses included: Language in Society, Language and Culture, Primate Social Behavior, Introduction to Cultural Anthropology, and Medical Anthropology

Oakland University

Lecturer in International Studies (2005-2008; 2009)

Course taught: Introduction to India

EDUCATION

The University of Michigan, Doctoral Program in Linguistic Anthropology

Ann Arbor, Michigan

Ph.D. received in 2008

M.A. received in 2003

Dissertation title: *Standardization Beyond Form: Ideologies, Institutions, and the Semiotics of Nepali Sign Language*

Four field training in anthropology, language training in Hindi

Oakland University

Rochester, Michigan (1996-2000)

B.A. cum laude with honors in Anthropology with a minor in South Asian studies

Honors Thesis: *National History/Family History: A Kathmandu Case Study*

RESEARCH AND SCHOLARSHIP

Research Areas

Focus on the linguistic anthropology of sign languages, with particular attention to the semiotics of Nepali Sign Language (NSL), the effects of social context on the linguistic abilities of d/Deaf persons who were not exposed to language during childhood or adolescence (homesigners), and emerging writing systems for sign languages.

Refereed Publications

Hoffmann-Dilloway, Erika (2011). *Ordering Burgers, Reordering Relations: Gestural interactions between hearing and d/Deaf Nepalis*. *Pragmatics* 21(3): 373-391

Hoffmann-Dilloway, Erika (2011). *Writing the Smile: Language ideologies in, and through, sign language scripts*. *Language and Communication* 31(4): 435-355.

Hoffmann-Dilloway, Erika (2011). *Lending a Hand: Competence Through Cooperation in Nepal's Deaf Associations*. *Language in Society* 40(3): 385-306.

Hoffmann-Dilloway, Erika (2010). *Many Names for Mother: The Ethno-linguistic Politics of Deafness in Nepal*. *South Asia: The Journal of South Asian Studies* 33(3): 421-441.

Hoffmann-Dilloway, Erika (2008). *Metasemiotic Regimentation in the Standardization of Nepali Sign Language*. *The Journal of Linguistic Anthropology* 18 (2): 192-213.

Selected Conference Presentations

Circulating the Signing Body: Emerging Transnational Deaf Literacies (2011). Mobility Language Literacy: and international sociolinguistics conference hosted by AILA Research Networks on Language and Migration; Applied Linguistics and Literacy in Africa and the Diaspora; and Literacy Studies, together with five South African universities.

Denoting Referents Connoting Persons: Contact Gesture in Nepal (2010). Invited Panel Status from the Society for Linguistic Anthropology. 109th American Anthropological Association Annual Meeting.

What Writing the Body Makes Visible. (2010). Deaf Studies Today! Engaging Practice and Theory, Utah Valley University

Scripts and Signs: Writing "unwritable" languages. (2009) 108th American Anthropological Association Annual Meeting.

I Can See That You Are Deaf: Signing and Belonging in Nepal. (2008) 107th American Anthropological Association Annual Meeting.

Many Names for Mother: The Ethno-linguistic Politics of Deafness in Nepal. (2008) 37th Annual Conference on South Asia, University of Wisconsin Madison.

Standardization Beyond Form: Socialization, Institutions, and the Semiotics of Nepali Sign Language. (2007) 36th Annual Conference on South Asia, University of Wisconsin Madison.

My Mother Doesn't Look like that: Standardization and Syncretism in Nepali Sign Language. (2004) 103rd American Anthropological Association Annual Meeting

Deepak Kumar

Department of Computer Science
 Bryn Mawr College
 Bryn Mawr, PA 19010
 dkumar@brynmawr.edu
 (610) 526-7485

Education

1994 Ph.D. Computer Science University at Bu_alo, Bu_alo, NY
 1988 M.S. Computer Science University at Bu_alo, Bu_alo, NY
 1983 M.S. Instrumentation Birla Institute of Technology & Science, India

Appointments

2004{ Professor Department of Computer Science, Bryn Mawr College
 1995{ Adjunct Faculty Department of Philosophy, Bryn Mawr College
 1993{ Adjunct Faculty Neural & Behavioral Sciences, Bryn Mawr College
 1999{2004 Associate Professor Department of Math. & Computer Science, Bryn Mawr College
 1993{1999 Assistant Professor Department of Math. & Computer Science, Bryn Mawr College

Recent Professional Activities & Awards

1. Vice Chair of IFIP Working Group 3.2 on Undergraduate Computer Science Education.
2. Member of the ACM Education Council.
3. Member of the Advisory Board, Redesign of the Computer Science AP Course, The College Board.
4. Co-PI on Institute for Personal Robots in Education (IPRE), sponsored by Microsoft Research, Bryn Mawr College, and Georgia Institute of Technology, and NSF DUE CCLI Phase II.
5. Member of Editorial Board of ACM Transactions on Computing Education (TOCE).
6. Associate Editor of ACM SIGCSE em Inroads Magazine.
7. Winner of the NEEDS Premier Courseware Award 2005, with D. Blank, L. Meeden, Holly Yanco.

Five Relevant Publications

1. D. Kumar (editor), \Learning Computing with Robots", Text for Introductory Computer Science, Published by IPRE (Institute for Personal Robots in Education), 2009, and 2011.
2. T. Balch, J. Summet, D. Blank, D. Kumar, M. Guzdial, K. O'Hara, D. Walker, M. Sweat, G. Gupta, S. Tansley, J. Jackson, M. Gupta, M. N. Muhammad, S. Prashad, N. Eilbert, A. Gavin, \Designing Personal Robots for Education: Hardware, Software, and Curriculum", In IEEE Pervasive Computing, Volume(7), Number(2), April-June 2008.
3. D. Blank, D. Kumar, D. Xu, \Games, Robots, and Robot Games: Complementary Contexts for Introductory Computing Education", Conference on Game Development in Computer Science Education (GDCSE), February-March, 2008.
4. D. Blank, D. Kumar, J. Marshall, L. Meeden, \Bringing Up Robot: Fundamental Mechanisms for Creating a Self-motivated, Self-organizing Architecture", International Journal of Cybernetics & Systems, Taylor & Francis 36(2), 2005.

1

5. with Lisa Meeden: \Trends in Evolutionary Robotics." Book Chapter in Soft Computing Techniques for Intelligent Robotic Systems," L. C. Jain and J. Vogel (editors), Springer Verlag, 1998.

Five Additional Publications

1. D. Blank, T. Balch, D. Kumar, K. O'Hara, M. Guzdial, S. Tansley, \Engaging Computing Students with AI and Robotics", AAAI Spring Symposium on Using AI to Motivate Greater Participation in Computer Science, AAAI Press, March 2008.
2. D. Blank, D. Kumar, J. Marshall, L. Meeden, \Advanced Robotics Projects for Undergraduate Students", AAAI Spring Symposium on Robots and Robot Venues: Resources for AI Education, AAAI Press, March 2007.
3. D. Kumar and J. Turner (editors), \Education for the 21st Century{ Impact of ICT and Digital Resources", Journal of Education and Information Technologies (EAIT), 12(3), Springer, 2007.
4. D. Blank, D. Kumar, L. Meeden, H. Yanco, \The Pyro Toolkit for AI Robotics", Arti_cial Intelligence Magazine 27(1), AAAI Press, 2006.
5. D. Kumar, \The SNePS BDI Architecture" in The Journal of Decision Support Systems, Elsevier

Science Publishers, Volume 16, pages 3{19, 1996.

Collaborators:

Tucker Balch (Georgia Tech.), Douglas Blank (Bryn Mawr College), Ira Greenberg (Southern methodist University), Mark Guzdial (Georgia Tech.), James Marshall (Sarah Lawrence College), Lisa Meeden (Swarthmore College), Keith O'Hara (Georgia Tech.) Stuart C. Shapiro (University at Buffalo), Jay Summet (Georgia Tech.), Stewart Tansley (Microsoft Research), Wojciech Szpankowski (Purdue University), Joe Turner (Clemson U.), Mark D. Ward (Purdue University), Dianna Xu (Bryn Mawr College)

Kristin A. Lindgren

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Writing Program
Haverford College
Haverford, PA 19041
(610) 896-1157

EDUCATION

Bryn Mawr College. Ph.D. in English Literature.

Dissertation: "Troubling Bodies: Narrating Illness and Disability"

Columbia University. M.A. in English Literature.

M.A. Thesis: "The Sister Arts: Text and Image in Virginia Woolf and Vanessa Bell"

Dartmouth College. B.A. in English and Comparative Literature, with distinction in the major. Certificate in Women's Studies.

TEACHING AND ADMINISTRATIVE EXPERIENCE

Haverford College

Director, Haverford Writing Center; Visiting Asst. Professor, 2007-present

Acting Director of College Writing, 2007

Acting Director, Haverford Writing Center, 2001-04

Visiting Lecturer, Writing Program, 2001-07

Visiting Instructor, English Dept., 1994-99

University of Pennsylvania

Lecturer, English Dept, 1993-94.

Bryn Mawr College

Lecturer, English Dept., 1989-92.

Instructor, Writing for College Program, 1993-95.

Harvard University

Assistant to the Director, Harvard Program in English as a Second Language, 1982-83.

PUBLICATIONS

Troubling Bodies: Disability, Narrative, Feminism. Manuscript in progress.

Signs and Voices: Deaf Culture, Identity, Language and Arts. Co-editor with Donna Jo Napoli and Doreen DeLuca. Washington, D.C.: Gallaudet University Press, 2008.

Access: Multiple Avenues for Deaf People. Co-editor with Doreen DeLuca, Irene W. Leigh, and Donna Jo Napoli. Washington, D.C.: Gallaudet University Press, 2008.

SELECTED ESSAYS AND BOOK CHAPTERS

"Writing Deaf Lives." *Biography: An Interdisciplinary Quarterly*. Forthcoming 2011.

"Reconceiving Motherhood." *Disability and Mothering*. Ed. Cynthia Lewiecki-Wilson and Jen Cellio. Syracuse University Press, Critical Perspectives in Disability series, forthcoming 2011.

"Scheherazade Syndrome: Illness and Storytelling." [reprinted] *The Patient: Works from a Symposium*, ed. Harold Schweitzer and Kimberly Myers. Bucknell, PA: Bucknell University Press, 2010.

"Body Language: Disability Narratives and the Act of Writing." *Disability and the Teaching of Writing: A Critical Sourcebook*. Ed. Brenda Jo Brueggemann and Cynthia Lewiecki-Wilson. New York: Bedford/St. Martin's Press, 2007.

"Scheherazade Syndrome: Illness and Storytelling." *Illness in the Academy*, ed. Kimberly Myers. West Lafayette, Indiana: Purdue University Press, 2007.

"Bodies in Trouble: Identity, Embodiment, and Disability." *Gendering Disability*, ed. Beth Hutchison and Bonnie Smith. Rutgers University Press, 2004.

"Birthing Death: Sharon Olds's *The Father* and the Poetics of the Body." *Approaches to Teaching Literature and Medicine*. Ed. Anne Hunsaker Hawkins and Marilyn Chandler McEntyre. New York: The Modern Language Association, 2000.

COURSES TAUGHT AT HAVERFORD (many taught multiple times)

Writing Seminar: Disability and Difference

Writing Seminar: Illness, Medicine, and Storytelling

English 125: Deciphering Disease

English 120: The Rhetoric of Reproduction

English 100: Language, Culture, and Identity

ICP 290: Interdisciplinary Perspectives on Gender and Sexuality

ICP 480: Disability, Culture, and Social Justice

ICP 480: Disability, Gender, and Sexuality

ICP 480: Disability, Visual Impairment, and Visual Culture

Directed interdisciplinary major entitled "Bodies of Narrative"

Reader for senior theses in English, philosophy and anthropology

Curriculum Vitae

AMBER J. MARTIN

42 Main Street
Dobbs Ferry, NY
10522

Phone: 877-730-9612 video phone

Email: amartin@barnard.edu

EDUCATION

Post Doctoral Fellow, Barnard College of Columbia University, 2009-present

Ph.D. Child Development. University of Minnesota, Institute of Child Development 2009

B.S. Child Psychology. University of Minnesota,
Minor: Middle Eastern Studies
2000

DOCTORAL THESIS

Does Age of Acquisition Affect the Relation Between American Sign Language and Mental Rotation?

Ph.D. Advisor: Maria D. Sera, Ph.D. Institute of Child Development

RESEARCH INTERESTS

My research interests focus on the inter-relations between language and cognition. I study how delayed first language acquisition changes or perturbs these relations by studying how users of American Sign Language and Nicaraguan Sign Language develop spatial cognitive skills in conjunction with the acquisition of specific spatial linguistic devices.

GRANTS

NIH/NICHHD Research supplements to promote diversity in health-related research. Creation and Enhancement of Language. Awarded to Ann Senghas and Amber Martin, 2009-2011.

PUBLICATIONS

Martin, A.J. (*in preparation*). Studying the relation between language and cognition: A need for a unifying framework. *Cognitive Critique*.

Martin, A.J., Sera M.D. (2006). Acquisition of spatial constructions by users of American Sign Language and English. *Journal of Deaf Studies and Deaf Education*, 11, 391-402.

Sera, M.D., Martin, A.J. (2005). Developmental relationships between language and cognition. *Journal of Language and Linguistics*, 3, 491-500.

RESEARCH

Language Acquisition and Development Research Laboratory
Barnard College of Columbia University, Ann Senghas, Ph.D.
December 2009- present

Martin

January 2012

2

Psycholinguistics Laboratory, Institute of Child Development
Research Advisor: Maria D. Sera, Ph.D.

Fall 2000- 2009

Perception and Action Laboratory, Institute of Child Development

Supervisor: Herbert L. Pick, Ph.D.
 Laboratory for Developmental Sciences, Harvard University
 Research Assistant for Elizabeth Spelke, Ph.D.

Summer 2004

Language Development, Institute of Child Development

Supervisor: Michael Maratsos. Ph.D.

Fall 2001

Cognitive and Language Development, Institute of Child Development

Supervisor: Patricia Bauer, Ph.D.

Spring 1999- Spring 2000

Minnesota Texas Adoption Research Project, Family Social Science

Supervisors: Harold Grotevant, Ph.D. Manfred Van Dulmen, Ph.D.

Spring 1999- Winter 2000

Institute of Child Development: research assistant,

Project Kids study of relational aggression.

Supervisors: Nicki Crick, Ph.D., Juan Casas graduate assistant

Fall 1998- Winter 1999

RESEARCH CONFERENCES

Age of Acquisition Effects on Mental Rotation, poster presentation,

Theoretical Issues in Sign Language Research, *October 2010*

Age of Acquisition Effects on Language-Thought Relations: American Sign Language and Mental Rotation, poster presentation, Society for Research in Child Development,

April 2009.

Stimuli Rotation Effects on Comprehension of American Sign Language, poster presentation. *Amber Joy Martin, Janette M. Wilsey, Herbert L. Pick.* Society for Research in Child Development, *April 2009*

American Sign Language and the Development of Mental Rotation, paper symposium.

Society for Research in Child Development, *April 2005*

Acquisition of Spatial Relations by Deaf and Hearing Children, poster presentation.

Society for Research in Child Development, *April 2005*

The Acquisition of Signer-View-Dependent Spatial Relations by Users of American Sign Language, poster presentation. Society for Research in Child Development, *April 2003*

ASL and Iconicity, poster presentation. Society for Research in Child Development, *April 2001*

Mara Mills

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 New York, NY 10003
 (484) 477-8444
 mmills@nyu.edu

Positions Held

- 2010- **Assistant Professor**
 Department of Media, Culture, and Communication
 New York University
- 2008-2010 **Mellon Postdoctoral Fellow**
 University of Pennsylvania

Education

- November 2008 **Ph.D. History of Science**, Harvard University
- November 2006 **M.A. Biology**, Harvard University
- June 1999 **M.A. Education**, University of California, Santa Cruz
- June 1996 **B.A. Biology**, University of California, Santa Cruz
- June 1996 **B.A. Literature (Honors)**, University of California, Santa Cruz

Selected Awards and Honors

- 2011 Beaverbrook Visiting Scholar, Media@McGill
- 2010 Irving K. Zola Award For Emerging Scholars in Disability Studies
 Society for Disability Studies
- 2009 Schachterle Essay Prize
 Society for Literature, Science and the Art
- 2009 William Cadogan Essay Prize
 British Society for the History of Paediatrics and Child Health
- 2006 Melvin Kranzberg Dissertation Fellowship
 Society for the History of Technology

Selected Fellowships and Research Grants

- 2011-2012 University of California Institute for Research in the Arts (UCIRA)
 Emerging Fields Major Grant "Arts Inclusion Residency"
 (with Patrick Anderson, Susan Schweik, Georgina Kleege, Cathy Kudlick,
 Heather Love, Darrin Martin, and Victoria Marks)
- 2010-2011 ACLS Collaborative Research Fellowship
 (with Patrick McCray and Cyrus Mody)
- 2010 Residential Research Fellowship: "Critical Disability Studies"
 University of California Humanities Research Institute
- 2010 Mellon Cross-Cultural Conference Fund Award
 (Co-organizer: "Civil Disabilities," to be held March/April 2011)
 University of Pennsylvania

- 2010 Conference Support Grant ("Civil Disabilities")
Philadelphia Area Center for History of Science
- 2009 Population Health Research Grant
Robert Wood Johnson Health & Society Scholars Program at Penn
- 2007-2008 IEEE Life Members' Fellowship in Electrical History
- 2007 Marion and Jasper Whiting Foundation Fellowship
- 2007 Grant-in-Aid for History of Modern Physics and Allied Fields
AIP Center for the History of Physics
- 2006-2007 Lemelson Center Fellow
Smithsonian National Museum of American History
- 2003-2006 National Science Foundation Graduate Research Fellowship
- 2006 American Academy of Otolaryngology Historical Research Grant

Selected Publications

Edited Collections

Co-editor (with J. Tresch), "Audio/Visual," Special Issue of *Grey Room*, Spring 2011.

Peer Reviewed—Published and Forthcoming

- "On Disability and Cybernetics: Helen Keller, Norbert Wiener and the Hearing Glove," *differences* 22, 2-3 (Special Issue on The Sense of Sound, edited by Rey Chow and James Steintrager, 2011): 74-111.
- "Deafening: Noise and the Engineering of Communication in the Telephone System," *Grey Room* (Spring 2011): 118-143.
- "Hearing Aids and the History of Electronics Miniaturization," *IEEE Annals of the History of Computing* (Special Issue on "New Voices, New Topics," April-June 2011): 24-45.
- "Deaf Jam: From Inscription to Reproduction to Information," *Social Text* 102 (Spring 2010): 35-58.
- "When Mobile Communication Technologies Were New," *Endeavour* 33 (December 2009): 140-146.

Book Chapters

- "Do Signals Have Politics? Inscribing Abilities in Cochlear Implants," *The Oxford Handbook of Sound Studies*. Ed. Trevor Pinch and Karin Bijsterveld (Oxford UP, 2011). pp. 320-346.
- "Cochlear Implants After 50 Years: An Interview with Charles Graser," *The Handbook of Mobile Music and Sound Studies*, ed. Jason Stanyek and Sumanth Gopinath. Oxford UP (forthcoming 2012).
- "Medien und Prothesen: Über den künstlichen Kehlkopf und den Vocoder," *Klangmaschinen zwischen Experiment und Medientechnik*, ed. Daniel Gethmann (Bielefeld: Transcript Verlag, 2010). pp. 129-154.

CURRICULUM VITAE

EUGENE R. MIRUS Assistant Professor ('08)

Department of ASL and Deaf Studies
Gallaudet University, Washington DC 20002
Email: gene.mirus@gallaudet.edu
Home page: <http://deafstudies.gallaudet.edu>

Education

University of Texas at Austin, Ph.D. 2008.

Title of Dissertation: *The Linguistic Repertoire of Deaf Cuers: An Ethnographic Query on Practice.*

University of Texas at Austin B.A. in Anthropology, 1995.

Professional Appointments

Assistant Professor/General Studies Program Coordinator (GSR 103) 2008-present.
ASL and Deaf Studies Department, Gallaudet University.

Instructor 2005 to 2008. ASL and Deaf Studies Department. Gallaudet University.

Assistant Instructor August-December 2004., ASL 506, 507, 312k. August-December 2000. January-May 2001, August-December 2001, January-May 2002, August-December 2002. August-December 2003, January-May 2004. University of Texas at Austin.

Research Assistant September 1998 to 2002. Department of Anthropology, University of Texas at Austin. Grant supervisor: Elizabeth Keating.

Instructor Austin June-August 1999. Community College, ASL I.

Visiting Instructor June-August 1998. University of Hamburg (Germany), ASL I.

Research Assistant March 1994 to January 1997, October 1997 to May 1998. Linguistics Department, University of Texas at Austin. Grant supervisor: Richard P. Meier.

Adjunct Instructor January-May 1998. Austin Community College, Continuing Education, ASL I.

Research Associate January 1997 to August 1997. Department of Speech, Language and Hearing Science, University of Colorado at Boulder. Grant supervisor: Brenda Schick.

Instructor January-May 1996. Austin Community College, ASL III.

Instructor September 1995 to March 1996. Interpreter Preparation Program at Austin Community College.

Academic Publications (* denotes refereed publication)

(note: publications below involved my doing data collection, data analysis, and writing with co-authors)

*Meier, R., Mauk, C. Mirus, G. and Conlin, K. (1998). Motoric Constraints on Early Sign Acquisition. In: Eve Clark (ed.), *Proceedings of the Child Language Research Forum, v.29.* Stanford: CSLI Press, distributed by Cambridge University Press.

*Conlin, K., Mirus, G., Mauk, C, and Meier, R. (2000). Acquisition of first signs: Place,

- handshake, and movement. In: Charlene Chamberlain, JillP. Morford, & Rachel I Mayberry (eds.), *The acquisition of linguistic representation by eye*. Mahwah, NJ: Erlbaum.
- Keating, E. and Mirus, G. (2000). Cross Modal Conversations: Deaf Children and Hearing Peers at School. *Crossroads of Language, Interaction, and Culture Conference Proceedings*, Department of Applied Linguistics and TESL UCLA.
- *Mirus, G., Rathmann, C., Meier, R. (2001). Proximalization and distalization of sign movement in adult learners. In: Valerie L. Dively, Melanie Metzger, Sarah Taub, & Anne Marie Baer (eds.), *Signed Languages: Discoveries from International Research*. Washington, DC: Gallaudet University Press.
- *Keating, E. and Mirus, G. (2003). American Sign Language in Virtual Space: Interactions between Deaf Users of Computer-Mediated Video Communication and the Impact of Technology on Language Practices. *Language in Society* 32, 693-714.
- *Keating, E. and Mirus, G. (2003). Examining Interactions across Language Modalities: Deaf Children and Hearing Peers at School. *Anthropology and Education Quarterly* 34(2):115-135.
- *Keating, E. and Mirus, G. (2003). New Technologies and Minority Language Communities: The Deaf Community, Visual Virtual Language and Computer-Mediated Communication. In Thomas Stolz and Joel Sherzer, eds. *MINOR LANGUAGES Approaches, Definitions, Controversies*. Bochum: Universitätsverlag Dr. N. Brockmeyer, pp. 103-120
- *Keating, E. and Mirus, G. (2004). Signing in the Car: Some Issues in Language and Context. *Deaf Worlds* 20: 3 - pp. 264-273
- *Keating, E. and Mirus, G. (in press). The Eyes Have It: Technologies of Automobility in Sign Language. *Semiotica*.
- *Keating, E., Edwards, T., and Mirus, G. (2008). Cybersign: Impacts of New Communication Technologies on Space and Language. *Journal of Pragmatics*.
- Mirus, G. and Franklin, H. (2009). Cued Speech. *Encyclopedia of American Disability History* (Vol. 1, pp. 217-219) Burch, S. (Ed.)
- *Keating, E. and Mirus, G. (2011). American Sign Language in virtual space: Interactions between Deaf Users of Computer-Mediated Video Communication and the Impact of Technology on Language Practices. Reprint in: Bambi Schieffelin (ed.), *Anthropological Linguistics*. Routledge.

Internet Publications

- Keating, E. and Mirus, G. (2002). American Sign Language in Virtual Space: Interactions Between Deaf Users of Computer-Mediated Video Communication and the Impact of Technology on Language Practices. *Language and Culture Symposium 9*
www.language-culture.org/colloquia/symposia/keating-mirus

Films and Videos

- Mirus, G. (2001) One in Many. Producer/Director. (VHS) (2001). In *The Best of Festival of Cinema for the Deaf 2002, Volume #1*. Six-minute documentary about the social isolation of a mainstreamed deaf boy in third grade. Screened at Festival of Cinema for the Deaf. February 28-March 4, 2002. Screened at DEAF-WAY II, July 11 2002.

Curriculum Vitae

Donna Jo Napoli
 Dept of Linguistics
 □Swarthmore College
 □dnapoli1@swarthmore.edu Swarthmore, PA
 for full CV go to: <http://www.swarthmore.edu/SocSci/dnapoli1/djnlinguist.html>

tel. (610) 328-8422□
 fax no. (610) 690 6846

Education

Visiting Scientist, Fall 1973-Summer 1974. Linguistics. MIT
 Ph.D., June 1973. General and Romance Linguistics. (through Dept. of Romance Lgs. and Lits. program A). Harvard U.
 B.A., June 1970. Mathematics. Harvard U.

Employment

Fall 1987-present. Professor, Linguistics, Swarthmore College (chair 1987-2002).
 Spring 2010. Leverhulme Visiting Prof. University of Newcastle, UK
 Previous teaching posts (in reverse order): U. of Michigan, Georgetown U., U. of North Carolina at Chapel Hill, Smith College
 Summer teaching posts: Capital Normal U. in Beijing, China (1997); U. of the Witwatersrand, Johannesburg, South Africa and U. of Stellenbosch in Stellenbosch, South Africa (1995); San Francisco State U. (1994), U. of Geneva, Switzerland (1993); First Australian Linguistic Institute, U. of Sydney, Sydney, Australia and U. of Queensland, St. Lucia, Q., Australia (1992).

Grants and Fellowships

Longroom Hub Fellow, Trinity College Dublin, May-July 2012
 Mellon Foundation curricular grants (1997 and 1995)
 AAUW summer fellowship (1995)
 Leeway Foundation grant (1995)
 NEH Fellowships (1990-1991 and 1979-1980).
 NSF Instrumentation and Laboratory Improvement Grant (1989-1991)
 Sloan Foundation development grant (summer 1988)
 NSF research grant (1981-1983).
 Nederlandse Organisatie voor Zuiverwetenschappelijk Onderzoek, Amsterdam. (summer 1976).

Other Scholarly Experience

Organizer of many conferences from 1977 to the present, on theoretical linguistics and on d/Deaf matters – regional, national, and international.
 Consulting Editor of Probus (1987-present).
 On Editorial Board of Sign Language & Linguistics (1998-2006).
 Associate Editor of Journal of Italian Linguistics (1981-1983), Language (1981-1984).
 Grant Reviewer multiple times for NSF, NEH, SSHRC of Canada as well as ms. reviewer

for multiple publishing houses

Multiple presentations (often as keynote) at the meetings and events of: Società Linguistica Italiana; LSA; LSRL; NELS; NWAVE.; CLS; ESCOL; Linguistics Speaker Series at MIT, Princeton U., U. of Texas at Austin, U. of Geneva, U. of the Witwatersrand, U. of Stellenbosch; New York Academy of Sciences; Milwaukee Linguistics Symposium on Historical Linguistics; Romance Philology Convocation XI; Verb Movement Conference at U. of Maryland; Applied Linguistics Speaker Series at Teachers College of Columbia U.; Cognitive Science Women's Group Series and NSF Visiting Professorships for Women Series panel member at U. of Pennsylvania; and many others

Publications in Linguistics: Books

Author of five books.

1. The two si's of Italian: an analysis of reflexive, inchoative,† and indefinite subject sentences in modern standard Italian. (Bloomington, In.: Indiana U. Linguistic Club, 1976- -a printing of the 1973 dissertation).
2. Predication theory: a case study for indexing theory. (Cambridge U. Press, 1989).
3. Syntax: Theory and Problems (Oxford: Oxford U. Press, 1993).
4. Linguistics: Theory and Problems (Oxford: Oxford U. Press, 1996).
5. Language Matters (Oxford: Oxford U. Press, 2003, also in Korean with Thaehaksa Publishing Co. Second edition is coauthored with Vera Lee-Schoenfeld).

Coauthor of five books:

(with Emily Rando) Syntactic argumentation. (Washington, DC: Georgetown U. Press, 1979) with Teacher's guide.

(with Stuart Davis) A prosodic template in Historical Change: The Passage of the Latin Second Conjugation into Romance (Torino: Rosenberg and Sellier, 1994).

(with Marina Nespor) L'animale parlante (Roma: Casa Editrice Carocci, 2004).

(with Rachel Sutton-Spence) Humour in sign languages: The linguistic underpinnings (Dublin: Trinity College, 2009)

(with Mark Mai and Nicholas Gaw) Primary movement in sign languages: A study of six languages. (Washington, D.C.: Gallaudet U. Press, 2011)

Editor of one book.

Coeditor of five books.

Publications in Linguistics: Articles

67 articles published and 2 forthcoming, plus dozens of book reviews and notices. Most relevant to this proposed workshop are several recent coauthored articles: one on a bilingual approach to reading for Deaf children, one on the ethical issues in educating d/Deaf children, two on issues in Deaf poetry, one on the syntax of sign languages, two in medical publications and one in a religious leaders' publication on language acquisition by deaf children and the ethical issues and responsibilities of medical professionals/religious leaders, one on the evolution of language with respect to the sign vs. spoken debate.

Publications in Fiction -- Picture Books, Children's and Young Adult Novels

over 70 published and several more forthcoming <http://www.donnajonapoli.com>

plus several poems, stories, and essays on children's literature and writing for children

Several awards at the state and national level. Included in here is a bilingual storybook for Deaf

children (coauthored).

Curriculum Vitae
JOAN M. OSTROVE

EDUCATION

Ohlone College, Fremont, California

American Sign Language-English Interpreter Preparation Program, September 2009-December 2010

University of California, San Francisco, California

Postdoctoral Fellow in Health Psychology, 1996-1998

University of Michigan, Ann Arbor, Michigan

Doctorate in Psychology, 1996
Certificate in Women's Studies, 1994
Masters in Psychology, 1991

Williams College, Williamstown, Massachusetts

Bachelor of Arts degree, *magna cum laude*, with Honors in Psychology, June 1987

ACADEMIC EMPLOYMENT

Associate Professor, Psychology Department Spring 2005 – present (on leave, Fall 2008-Spring 2010)	<i>Macalester College</i>
Chair, Women's, Gender, and Sexuality Studies Department Fall 2006 – Spring 2008	<i>Macalester College</i>
Assistant Professor, Psychology Department Fall 1999 – Spring 2005	<i>Macalester College</i>

SELECTED PUBLICATIONS

- Ostrove, J.M., & Coffman, S. (in press). The psychology of love in the context of physical disability: Reframing culture, exposing oppression, narrating resistance. To appear in M. Paludi (Ed). *The Psychology of Love*. Santa Barbara, CA: Praeger.
- Ostrove, J. M., Stewart, A. J., & Curtin, N. (2011). Social class and belonging: Implications for graduate students' career aspirations. *Journal of Higher Education*, 82, 748-774.
- Lytle, L. R., Oliva, G. A., Ostrove, J. M., Cassidy, C. (2011). Building resilience in adolescence: The influences of individual, family, school and community perspectives and practices. In D. H. Zand & K. J. Pierce (Eds.) *Resilience in Deaf Children: Adaptation Through Emerging Adulthood* (pp. 251-278). NY: Springer.
- Ostrove, J. M., & Oliva, G. A. (2010). Identifying allies: Explorations of Deaf-hearing relationships. In S. Burch & A. Kafer (Eds.) *Deaf and disability studies: Interdisciplinary perspectives* (pp. 105-119), Washington, D.C.: Gallaudet University Press.

- Ostrove, J. M., Cole, E. R., & Oliva, G. A. (2009). Toward a feminist liberation psychology of alliances. *Feminism & Psychology, 19*, 381-386.
- Ostrove, J. M., Oliva, G., & Katowitz, A.* (2009). Reflections on the K-12 years in public schools: Relations with hearing teachers and peers from the perspective of deaf and hard-of-hearing adults. *Disability Studies Quarterly, 29*(3).
- Ostrove, J. M., & Long, S. M. (2007). Social class and belonging: Implications for college adjustment. *The Review of Higher Education, 30*, 363-389.
- Ostrove, J. M., & Crawford, D. * (2006). "One lady was so busy staring at me she walked into a wall:" Interability relations from the perspective of women with disabilities. *Disability Studies Quarterly, 26* (3).
- Ostrove, J. M., & Cole, E. R. (2003). Privileging class: Toward a critical psychology of social class in the context of education. *Journal of Social Issues, 59*, 677-692.
- Crawford, D.*, & Ostrove, J. M. (2003). Representations of disability and the interpersonal relationships of women with disabilities. *Women & Therapy, 26*, 179-194.

*Macalester undergraduate co-author

SELECTED PRESENTATIONS

- Ostrove, J. M. (June, 2010). "Look good" and "Be perfect:" How social class, religious, gender, and racial identities inform my work in Disability Studies. Paper presented at the Annual Conference of the Society for Disability Studies, Philadelphia, PA.
- Ostrove, J. M., Oliva, G. A., & Brown, K. T. (June, 2008). Identifying allies: Explorations in the domains of disability and race. Paper presented at the Annual Conference of the Society for Disability Studies, New York City.
- Ostrove, J. M., Oliva, G. A., & Katowitz, A.* (June, 2007). Toward effective interaction: Deaf and hard-of-hearing students' experiences with hearing teachers and peers. Poster presented at the Annual Conference of the Society for Disability Studies, Seattle, WA.

SELECTED AWARDS, RECOGNITION, AND GRANTS

- Associated Colleges of the Midwest Faculty Career Enhancement (FaCE) Grant (\$2090), Spring 2008
- Society for the Psychological Study of Social Issues Grants-in-Aid Award (\$1915), December 2006
- Bush Faculty Development/Perspectives Grant (\$7000), Macalester College, June 2004
- Rackham Predoctoral Fellowship, University of Michigan, 1995-1996

SELECTED SERVICE

- Society for Disability Studies
 Board member, June 2008 - present
 Conference Program Co-Chair, 2009
 Secretary, 2009-2011
- Society for the Psychological Study of Social Issues (SPSSI)
 Undergraduate college teaching award committee (Chair: Spring 2007 and Spring 2008; Member: Spring 2009)
- 2005 American Psychological Association Convention Program Co-Chair, Division 35 (Society for the Psychology of Women)

CURRICULUM VITAE CAROL A. PADDEN

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EDUCATION

1983 Ph.D., Linguistics University of California, San Diego
1978 B.S., Linguistics Georgetown University, Washington, DC

POSITIONS (all at UCSD)

September 2008–present Associate Dean and Faculty Equity Advisor, Division of Social Sciences
July 2001–present Professor Department of Communication
July 1998–June 2001 Professor and Chair, Department of Communication
July 1988 - June 1998 Associate Professor, Department of Communication
July 1983 - June 1988 Assistant Professor, Department of Communication

AWARDS AND FELLOWSHIPS

2010 Fellow, Linguistic Society of America
2008 Faculty Research Lecturer Award
2006 Edward Lyon Founder's Award For Exceptional Professional Contributions toward
Educating Deaf People Rochester School for the Deaf, New York
2006 Edward Allen Fay Award For Significant Publications (with Tom Humphries)
Conference of Educational Administrators of Schools and Programs for the Deaf
2004 Laurent Clerc Cultural Fund Award For Distinguished Service (with Tom Humphries)
Gallaudet University, Washington, DC
2000 Fulbright Distinguished American Scholar Award, Victoria U. of Wellington, New Zealand
1999 Offered fellowship at the Center for Advanced Study in the Behavioral Sciences, Stanford
1992-1993 John D. Simon Guggenheim Fellowship
1990 Outstanding Faculty Award

EXTRAMURAL FUNDING

2009-2010 *Interim Science Director*, NSF Science of Learning Center in Visual Language and
Visual Learning
2009-2010 NSF (with Goldin-Meadow), *The Role of Gesture in Learning*
2009-2014 *Renewal*, NIH (NIDCD) (with Aronoff, Meir, Sandler): *The Emergence of
Grammar in a New Sign Language*
2003-2008 NIH (NIDCD) (with Aronoff, Meir, Sandler): *see above*
2001-2004 US-Israel Binational Science Foundation (with Sandler, Meir, Aronoff): *A Natural
Language of the Deaf and Hearing: Abu Shara Bedouin Sign Language*
1996-1998 NSF: *Foreign Vocabulary in Sign Languages*
1993-1996 U.S. Department of Education (with Ramsey): *Deaf Students as Readers &
Writers: A Mixed-Mode Research Approach*
1992-1994 Spencer Foundation (with Ramsey): *The Teaching of Writing to Young
Deaf Children*
1991-1992 NIH (with Emmorey and Reilly): *Conference on Theoretical Issues in Sign
Languages*
1991-1992 NSF (with Stiles and Goodman): *A Laboratory School for the Study of Human
Development at UCSD*

BOOKS

Padden, C. & T. Humphries (2005) *Inside Deaf Culture*. Cambridge, MA: Harvard U Press.
(Japanese translation 2009)

Humphries, T. and C. Padden (1992, 2004) *Learning American Sign Language*. Boston: Allyn & Bacon

Padden, C. and T. Humphries (1988) *Deaf in America: Voices from a Culture*. Cambridge, MA: Harvard U Press. (Japanese translation 2003; German translation 1991)

Padden, C. (1988) *Interaction of Morphology and Syntax in American Sign Language*. Outstanding Dissertations in Linguistics, Series IV. New York: Garland Press.

Humphries, T., C. Padden and T. O'Rourke (1980) *A Basic Course in American Sign Language*. Silver Spring, MD: TJ Publishers, Inc.

JOURNAL ARTICLES AND BOOK CHAPTERS from 2010 (for the 47 earlier articles, see website)

Sandler, W., Aronoff, M., Meir, I and Padden, C. (in press) The gradual emergence of phonological form in a new language. *Natural Language and Linguistic Theory*.

Meir, I., Aronoff, M., Sandler, W. & Padden, C. (2010) Sign languages and compounding. In S. Scalise & I. Vogel (Eds.) *Compounding*. Amsterdam: John Benjamins.

Kushalnagar, P., Mathur, G., Moreland, C., Napoli, D.J., Osterling, W., Padden, C. & Rathmann, C. (2010) Infants and children with hearing loss need early language access. *Journal of Clinical Ethics*.

Meir, I., Sandler, W., Padden, C., & Aronoff, M. (2010). Emerging sign languages. In M. Marschark & P. Spencer (Eds.), *Oxford Handbook of Deaf Studies, Language, and Education* (Vol. 2). New York: Oxford University Press.

Padden, C. (2010) Sign language geography. In Mathur, G. & Napoli, D.J. (Eds.) *Deaf Around the World*. New York: Oxford University Press.

Al-Fityani, K. & Padden, C. (2010) Sign language geography in the Arab world. In D. Brentari (Ed.), *Sign Languages: A Cambridge Survey*. New York: Cambridge University Press.

Padden, C., Meir, I., Aronoff, M. and Sandler, W. (2010) The grammar of space in two new sign languages. In D. Brentari (Ed.), *Sign Languages: A Cambridge Survey*. New York: Cambridge University Press.

Padden, C., Meir, I., Sandler, W. and Aronoff, M. (2010) Against all expectations: Encoding subjects and objects in a new language. In D. Gerdts, J. Moore & M. Polinsky, (Eds.) *Hypothesis A/Hypothesis B: Linguistic Explorations in Honor of David M. Perlmutter*. Cambridge, MA: MIT Press.

Linguistic Explorations in Honor of David M. Perlmutter. Cambridge, MA: MIT Press.

ABSTRACTS/PAPERS IN PROCEEDINGS (7 since 1990)

RECENT COLLOQUIA, PRESENTATIONS AND SYMPOSIA (47 since 1998)

Professional and community service:

Member, Board of Directors. Deaf West Theater, Los Angeles, CA. 2007 to present.

Senior science consultant, National Science Foundation Science of Learning Center: Visual Language and Visual Learning (VL2), Gallaudet University, Washington D.C., 2006 to 2009
Co-Chair NIDCD Meeting on Biomedical and Behavioral Research Career Opportunities for Deaf Individuals, October 2002.

Member, Disability Issues Committee. Modern Language Association, 2002-2004.

Editorial Board, *Journal of Deaf Studies and Deaf Education*, 1997-1998.

Member, Board of Trustees, Gallaudet U, Washington, DC 1989-2003. Vice-Chair, 1992-2003.

Member, Committee on Clinical Linguistics, LSA, 1985 -1986; 1988-1989; Chair, 1990-1991.

Member, Board of Directors, Deaf Community Services of San Diego, Inc. 1983 to 1991

ACADEMIC AND PROFESSIONAL SERVICE – much at university level as well as departmental level

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JENNIE E. PYERS

Education

- Ph.D. **University of California, Berkeley**, Developmental Psychology, 2004
Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands, Visiting
 Researcher, Language & Cognition, 2001-2002
Columbia University, New York, Exchange Scholar, Psychology, Fall 2000
 A.B. **Smith College**, Northampton, MA, Art History, Film Studies, 1995
University of Hamburg, Germany, 1993-1994

Academic Employment

July 2006 – present **Assistant Professor**. Department of Psychology, Wellesley College
 2004 – 2006 **POSTDOCTORAL FELLOW**. CENTER FOR RESEARCH IN LANGUAGE, UNIVERSITY
 OF CALIFORNIA, SAN DIEGO, AND THE LABORATORY FOR COGNITIVE NEUROSCIENCE AT THE
 SALK INSTITUTE FOR BIOLOGICAL SCIENCES (2004-2005), AND THE LABORATORY FOR
 LANGUAGE AND COGNITIVE NEUROSCIENCE AT SAN DIEGO STATE UNIVERSITY (2005-2006).

Awards & Fellowships

- Marion Cabot Putnam Memorial Fellowship, Radcliffe Institute for Advanced Study**,
 \$72,000, 2009-2010
American Psychological Foundation/Council for Undergraduate Research Award,
 \$6,000, 2008
Women in Cognitive Science Travel Award, \$3000, 2005
NIH Postdoctoral Fellowship, University of California, San Diego, 2004-2006
Individual National Research Service Award, NIH Predoctoral Fellowship, 2001-2004

Research Interests

Cognitive development; social cognition; spatial cognition; cognitive control; language specific
 and language general effects on cognition thorough the lifespan; the interaction between
 perception, language, and cognition; the role of cognition in language change and language
 emergence; modality specific effects on sign language acquisition; sign languages; the role of
 gesture in signed and spoken languages; understanding bilingualism through the study of bimodal
 (sign-speech) bilinguals.

Selected Publications

- Pyers, J., (in press). Sign Language, in V. Ramachandran (Ed.) *Encyclopedia of human behavior*,
 2nd Edition.
 Pyers, J., Shusterman, A., Senghas, A., Spelke, E., & Emmorey, K. (2010). Evidence from an
 emerging sign language reveals that language supports spatial cognition. *Proceedings of
 the National Academy of Science*, 107, 12116–12120.
 Pyers, J., Gollan, T., & Emmorey, K. (2009). Bimodal bilinguals reveal the source of tip of the
 tongue states. *Cognition*, 112, 323-329.
 Pyers, J., & Senghas, A. (2009). Language promotes false-belief understanding: Evidence from
 Nicaraguan Sign Language. *Psychological Science*, 20, 805-812.

- Emmorey, K., Luk, G., Pyers, J., & Bialystok, E. (2008). The source of cognitive control in bilinguals: Evidence from bimodal bilinguals. *Psychological Science, 19*, 1201-1206.
- Pyers, J., & Emmorey, K. (2008). The face of bimodal bilingualism: Bilinguals produce ASL grammar while speaking English. *Psychological Science, 19*, 531-536.
- Pyers, J., & Senghas, A. (2007). Referential shift in Nicaraguan Sign Language: A comparison with American Sign Language. In R. Pfau, P. Perniss, & M. Steinbeck (Eds.) *Visible variation: Comparative studies on sign language Structure* (279-302). Amsterdam: Mouton de Gueyer.
- Pyers, J. (2006). Indicating the body: Expression of body part terminology in American Sign Language. *Language Sciences, 28*, 280-303.
- Pyers, J. (2006). Constructing the social mind: Language and false-belief understanding. In S. Levinson & N. Enfield (Eds.), *The roots of human sociality* (207-228). New York: Oxford.
- Senghas, R., Senghas, A., & Pyers, J. (2004). The emergence of Nicaraguan Sign Language: Questions of development, acquisition, and evolution. In S. T. Parker, J. Langer, & C. Milbrath (Eds.), *Biology and knowledge revisited: From neurogenesis to psychogenesis* (287-306). Mahwah, NJ: Lawrence Erlbaum Associates.
- Pyers, J. (2003). The expression of mental states in American Sign Language. In A. Baker, B. van den Bogaerde, & O. Crasborn (Eds.), *Crosslinguistic perspectives on sign language research* (249-261). Hamburg: Signum Press.
- de Villiers, J., & Pyers, J. (2002). Complements to cognition: A longitudinal study of the relationship between complex syntax and false-belief understanding. *Cognitive Development, 17*, 1037-1060.
- de Villiers, P. A., & Pyers, J. (2002). Language of the deaf – Sign language. In R. Kent (Ed.), *MIT encyclopedia of communication disorders* (339-343). Cambridge, MA: MIT Press.

CONFERENCE PRESENTATIONS & POSTERS

- Pyers, J., Magid, R., Emmorey, K., & Gollan, T. (2011, November). *The effect of spontaneous production of translation equivalents on lexical retrieval in ASL-English Bilinguals*. Poster presented at the annual meeting of the Psychonomic Society, Seattle, WA.
- Pyers, J., Lu, J., Magid, R., Gentner, D., Emmorey, K., (2011, November). *Acquisition of spatial language in American Sign Language is linked to spatial cognition*. Paper presented at the Boston University Conference on Language Development, Boston, MA.
- Schmidt, E., & Pyers, J. (2011, October). *Understanding the link between sensory perception and knowledge: A comparison of hearing and deaf children*. Paper presented at the biennial meeting of the Cognitive Development Society, Philadelphia, PA.
- Pyers, J., Drennan, L., & Shusterman, A. (2011, April). *Differences in visual perspective taking abilities in older and younger signers of Nicaraguan Sign Language*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec.
- Kocab, A., Pyers, J., & Senghas, A. (2011, April). *The emergence of grammatical markers for questions in Nicaraguan Sign Language: Child or adult driven?* Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec.
- Pyers, J., Emmorey, K., & Choi, S. (2010, September). *Spatial categorization in a spatial language*. Paper presented at the 10th international conference on Theoretical Issues in Sign Language Research, West Lafayette, IN.
- Pyers, J., Dikanovic, M., Grossmith, S., Magid, R., Gollan, T., & Emmorey, K. (2010, July). *Individual differences in the role of gesture in lexical retrieval*. Paper presented at the 4th meeting of the 4th conference of the International Society for Gesture Studies in Frankfurt an der Oder, Germany.

ANN SENGHAS

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 Barnard College
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Education

1995 Ph.D. Massachusetts Institute of Technology, 1990-1995
 Brain and Cognitive Sciences

1986 A.B. Smith College, 1982-1986, *cum laude*
 Major: French Minor: Psychology

Professional Experience in Higher Education

2010- Department Chair, Department of Psychology, Barnard College.

2007- Associate Professor, Department of Psychology, Barnard College.

1999-2007 Assistant Professor, Department of Psychology, Barnard College.

1998-1999 Research staff, Max Plank Institute for Psycholinguistics, Nijmegen, The Netherlands

1995-1998 Postdoctoral Fellow, Center for the Sciences of Language, Department of Brain and Cognitive Sciences, University of Rochester

Academic and Professional Honors

Tow Professorship for Distinguished Scholars and Practitioners, Barnard College, 2011-13

National Academies of Science and Engineering (NAS), *Frontiers of Science* Fellow, 2000

Selected Publications

Flaherty, M. and A. Senghas (2011). Numerosity and Number Signs in Deaf Nicaraguan Adults. *Cognition*, **121**, 427-436.

Kocab, A., J. E. Pyers, and A. Senghas (2011). The emergence of grammatical markers for questions in Nicaraguan Sign Language: Child or adult driven? Poster presented at the Annual Meeting of the Society for Research on Child Development (SRCD), Montreal, Quebec, March 2011.

Senghas, A. (2010). The emergence of two functions for spatial devices in Nicaraguan Sign Language. *Human Development*, **53**, 287-302.

Pyers, J. E., A. Shusterman, A. Senghas, E. Spelke, and K. Emmorey (2010). Spatial language supports spatial cognition: Evidence from learners of an emerging sign language. *Proceedings of the National Academy of Sciences (PNAS)* **107:27** (12116-12120).

Davis, J. I., A. Senghas, F. Brandt, and K. N. Ochsner (2010). The effects of BOTOX injections on emotional experience. *Emotion*. **10:3**, 433-440.

Senghas, A., and M. Coppola (2010). Getting to the point: How a simple gesture became a linguistic element in Nicaraguan signing. In D.J. Napoli and G. Mathur (Eds.), *Deaf Around the World: The Impact of Language*. New York: Oxford University Press (127-143).

- Coppola, M., and A. Senghas (2010). Deixis in an emerging sign language. In D. Brentari (Ed.), *Sign Languages: A Cambridge Language Survey*. Cambridge: Cambridge University Press (543-569).
- Senghas, A., A. Özyürek, and S. Goldin-Meadow (2010). The evolution of segmentation and sequencing: Evidence from homesign and Nicaraguan Sign Language. In A. Smith, M. Schouwstra, B. de Boer, and K. Smith (Eds.), *The Evolution of Language: Proceedings of the Eighth International Conference*. Singapore: World Scientific (279-288).
- Coppola, M., and A. Senghas (2010). The path from point A to Point B: How gestures became language in Nicaraguan signing. In A. Smith, M. Schouwstra, B. de Boer, and K. Smith (Eds.), *The Evolution of Language: Proceedings of the Eighth International Conference*. Singapore: World Scientific (385-386).
- Senghas, A. (2010). Reinventing the word. In B. Malt and P. Wolff (Eds.), *Words and the Mind: How Words Capture Human Experience*. Oxford University Press (16-28).
- Senghas, A. (2010). Sign Language. *World Book Encyclopedia*.
- Davis, J.I., A. Senghas, and K.N. Ochsner (2009). How does facial feedback modulate emotional experience? *Journal of Research in Personality*, **43**, 822-829.
- Pyers, J. and A. Senghas (2009). Language promotes false-belief understanding: Evidence from a new sign language. *Psychological Science*, **20**:7, 805-812.
- Pyers, J. E., and A. Senghas (2007). Reported action in Nicaraguan and American Sign Languages: Emerging versus established systems. In P. Perniss, R. Pfau, and M. Steinbach, (Eds.), *Visible variation: Comparative studies on sign language structure*. Berlin: Mouton de Gruyter.
- Senghas, A., D. Roman, and S. Mavillapalli (2006). *Simplemente Único: Lo que la Comunidad Sorda de Nicaragua le Puede Enseñar al Mundo* [Simply Unique: What the Nicaraguan Deaf Community Can Teach the World]. London/Managua: Leonard Cheshire International.
- Senghas, A. (2006). ¿De dónde surgió el Idioma de Señas de Nicaragua? [Where did Nicaraguan Sign Language come from?] In A. Senghas, D. Roman, and S. Mavillapalli (Eds.), *Simplemente Único: Lo que la Comunidad Sorda de Nicaragua le Puede Enseñar al Mundo*. London/Managua: Leonard Cheshire International (24-29).
- Senghas, R. J., A. Senghas, and J. E. Pyers (2005). The emergence of Nicaraguan Sign Language: Questions of development, acquisition, and evolution. In J. Langer, C. Milbrath, & S. T. Parker (Eds.), *Biology and Knowledge revisited: From neurogenesis to psychogenesis*. Mahwah, NJ: Lawrence Erlbaum Associates (287-306).
- Senghas, A. (2005). Language emergence: Clues from a new Bedouin sign language. *Current Biology*, **15**:12, 463-465.
- Senghas, A., A. Özyürek, and S. Kita (2005). Language emergence *in vitro* or *in vivo*? Response to comment on "Children creating core properties of language: Evidence from an emerging sign language in Nicaragua" *Science*, **309**: 5731, 56.
- Senghas, A., S. Kita, and A. Özyürek (2004). Children creating core properties of language: evidence from an emerging sign language in Nicaragua. *Science*, **305**: 5691, 1779-1782.
- Senghas, A. (2003). Intergenerational influence and ontogenetic development in the emergence of spatial grammar in Nicaraguan Sign Language. *Cognitive Development*, **18**, 511-531.

Grant Activity

Ann Senghas (Role: PI) *The creation and enhancement of language*

National Institutes of Health (NIH)/National Institute of Deafness and other Communication Disorders (NIDCD)

The goal of this project is to determine the cognitive, social, and linguistic conditions that give rise to language emergence, specifically in the case of the emergence of Nicaraguan Sign Language.

2009-2014, Renewal 2R01 DC005407

2009-2011, Diversity Supplement 2R01 DC005407-06A1

2008-2009, Bridge grant 2R56 DC005407

2002-2008, Grant R01 DC005407

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English and Humanities, Reed College

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Education:

Ph.D. Princeton University, 1982; M.A. Princeton, 1977; B.A. Barnard College, 1975

Academic Positions:

1981- English and Humanities, Reed College; 1997 -. Professor

1980-81 Visiting Lecturer, Writing Programs, UCLA

1979-80 Visiting Lecturer, English, SUNY/Plattsburgh

1977-78 Teaching Assistant, English, Princeton University

Fellowships and Grants:

Ruby-Lankford Faculty-Student Research, Writing Work: Greenberg and Twentieth Century Women's History," summer 2010.

Murdock Foundation, Faculty Resources Webpage for Hum 110, summer, 2004.

Jewish Women and their Families, 1st Century CE to the Present, Rothschild Summer Seminars in Jewish Studies, IAS, Hebrew U., Jerusalem, June 2002.

Christian Hebraism in the Early Modern Era, Rothschild Summer Seminars in Jewish Studies, Institute for Advanced Studies, Hebrew U., Jerusalem, June 2001.

Jewish Liturgy in Its Historical Contexts, Rothschild Summer Seminars in Jewish Studies, Institute for Advanced Studies, Hebrew U., Jerusalem, June 2000.

Jewish Messianism in Its Historical Contexts, Rothschild Summer Seminars in Jewish Studies, Institute for Advanced Studies, Hebrew U., Jerusalem, June 1999.

Culpeper Mentorship in Technology, 1997.

Visiting Scholar, Department of English, University of Texas/Austin; Spring, 1987.

Mellon Foundation: co-director of Faculty Seminar on Gender in Antiquity and the Middle Ages; Reed College, 1986-87.

NEH Fellowship for College Teachers; "Medieval Historiography: William of Malmesbury." 1984-85.

NEH Summer Seminar, "The Image in Early English Literature." Brown University; summer 1983.

Medieval Academy/NEH Institute Fellowship, Basic Disciplines of Medieval Studies: Paleography; UCLA; summer 1978.

Publications:

"Joanne Greenberg," "Edith Konecky," "Susan Fromberg Schaeffer," "Alix Kates Shulman" in MELUS *Encyclopedia of Ethnic American Literature*, ed. Emmanuel Nelson (Fall 2005)

Tutorial on Thinking and Writing about Literature. The Scholar's Way of Thinking: Student Advantage. <http://acad.depauw.edu/~djp/sa/lit/index.htm>

Review of Joan Ferrante, *To the Glory of Her Sex* in *Chaucer Review*, Fall 1999.

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Portland, OR 97221

503-245-0571 (H)

- "Using the Web in a Traditional Literature Course." Interactive Learning: America's Most Wired Campuses, ed. David Brown. Balton, MA, Anker Publishing: 1999.
- "Saints, Speech, and Authority in the 'Second Nun's Tale.'" Images of Sainthood in Medieval Europe, ed. R. Blumenthal-Kosinski and T. Szell. Ithaca, Cornell U. Press: 1991.
- "Computers and Writing." Proceedings of the Conference on Computers for the Liberal Arts; Reed College, Portland, OR; November, 1985.
- Public Lectures and Conference Papers** (since 1988; 16 before that):
- "Writing Work in the fiction of Paley, Ozic and Greenberg," AJS, Boston, MA; Dec 2010.
- "Joanne Greenberg as a Jewish American Writer," AJS, Los Angeles, CA; Dec 2009.
- "*The King's Persons* as Holocaust Fiction," AJS, Toronto, Canada; Dec 2008.
- "Joanne Greenberg's Epistolary Ethics," PNASA, Portland, OR; April 2005.
- "Revising Manuscripts: New Paleography, New Conclusions;" chair of panel, Medieval Association of the Pacific, PSU, Portland, Oregon; March 28-29, 2003.
- "Representing Mothers in Jewish Fiction," Kol Am Jewish Forum, MJCC, Portland OR. 17 March 2002.
- "American Jewish Literature: Immigrants to Physicists." Seminar for Melton Graduates. MJCC, Portland, OR. Oct-Nov 2001.
- "Jewish Fictions, Jewish Identities," lecture series, Institute of Judaic Studies Beit Midrash, Portland, OR, January 11,18; February 1, 15, 2001.
- "Modern Jewish Literature: Contemporary Images and Issues," Jewish Community Association of Southwest Washington, Vancouver, WA, Jan 10, 2000

- "The Mortal Body in Chaucer's 'Knight's Tale' and Henry of Lancaster's Livre de Seintes Medecines," PAMLA, Portland, OR, November 7,1999.
- "Poetry and Teshuvah," Third Annual Educational Shuk, Mittleman Jewish Community Center, Portland, OR, September 4, 1999.
- "Jewish Messianism: Developments in Recent Scholarship," Institute of Judaic Studies, Portland, OR, August, 1999.
- "Teaching Margery Kempe and Luce Irigaray," International Congress on Medieval Studies, Western Michigan University, Kalamazoo, May 1998.
- "Biblical Allusion in Yehudah Amichai, Zelda, and Dan Pagis." Institute of Judaic Studies, Portland, OR, August, 1998.
- "Metaphors of Illness in Henry of Lancaster's Livre de Seintes Medecines," International Congress on Medieval Studies, University of Leeds, Leeds, July, 1997.
- "Representing Mothers in Grace Paley's Fiction," Association of Communication Studies, St. Louis, MO, April, 1996.
- "Contemporary American Jewish Poetry," Portland Board of Rabbis lecture series, spring 1996; Robison Jewish Home lecture series, summer 1996; 12-week class for 10th grade religious high school.
- "'The Open Destiny of Life: Fate and Character in Contemporary Jewish Fiction,'" Elderhostel lectures, August 1993.
- "Aging in Jewish Literature," Portland Jewish Academy, Jan-Feb 1990.
- "Jewish Women's Voices: The Short Stories of Cynthia Ozick and Grace Paley," Portland Jewish Academy, Jan-Feb 1989.
- "Pagans, Rabbis, and Translation in Cynthia Ozick," Northwest Institute of Judaic Studies Annual Lecture, Portland, OR; February, 1989.
- "New Methodologies in Bible as Literature: Joshua through Kings;" Congregation Agudas Achim, Austin, TX; Jan-June 1988.
- "Style, Syntax, and Subject in Julian of Norwich's Revelations;" Graduate Seminar on Middle English Literature, University of Texas/Austin; March, 1988.

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EDUCATION

- 9/73-1/79 Ph.D., Clinical Psychology, Temple University, Philadelphia, PA
 9/69-5/73 B.S., Psychology, Denison University, Granville, OH

PROFESSIONAL MEMBERSHIPS AND CERTIFICATION

Licensed Psychologist, Pennsylvania Board of Psychologist Examiners
 Listed, Council for the National Register of Health Service Providers in Psychology

PROFESSIONAL ACTIVITY

- 5/84-present **Director, Counseling and Psychological Services**
 7/97-present **Coordinator, Disabilities Services**
 Haverford College, Haverford, PA
 Acting Director, Psychological Services (7/83-4/84)
 Psychological Counselor (9/80-6/83)
- 5/81-present **Private Practitioner**, Psychotherapy, Lansdale and Haverford, PA
- 9/88-1/08 **Co-Convener**, Pendle Hill Group of College Psychotherapists
- Fall, 1998 Instructor, "Jacques Lacan: An Introduction"
 Course sponsored by the Philadelphia Center for Psychoanalytic Education
- 3/78-8/80 Staff Psychologist, The Pathway School, Audubon, PA
 The Pathway School is a residential school for learning disabled and
 emotionally disturbed children and adolescents.
- 1/77-9/77 Psychological Consultant, The Horsham Clinic, Ambler, PA
 Adolescent Unit: testing and evaluations, group therapy
- 9/75-8/76 Psychology Intern, Hanna Pavilion, University Hospitals of Cleveland,
 Case Western Reserve University, School of Medicine, APA-approved

PUBLICATIONS AND PRESENTATIONS

- Webb, R.E. & Widseth, J.C. Thoughts about the current generation of students and their psychological needs. In press, *Journal of College Student Psychotherapy*.
- Webb, R.E. Judgment defeats us: Soldiers fight PTSD for peace within. Under editorial review.
- Webb, R.E., Widseth, J.C., & Ergas, R. Aggression and boundary challenges in intensive psychodynamic psychotherapy. Under editorial review.
- Webb, R.E. & Widseth, J.C. (2009). Traumas with and without a sense of agency. *Journal of Aggression, Maltreatment & Trauma, 18*(5), 532-546. (doi:10.1080/10926770903050993)
- CAPS Study Group 2005-06: P.M. Constantinian, C.A. Guinyard, E.C. Hermosisima, P.D. Lehman, & R.E. Webb (2008). Personal transformation and readjustment in "homecoming." *Journal of College Student Psychotherapy, 22*(3), 50-60.
- Webb, R.E. (2007). Boundary challenges in a regressive psychotherapy. Featured clinical presentation at the winter meeting of the Pendle Hill Association of College Psychotherapists, Swarthmore, PA, 19 September.
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