



the PORTUGUESE NEWSLETTER

The American Association of Teachers of Spanish and Portuguese

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M. LUCI DE BIAJI MOREIRA, editor

DESTAQUE

Emily Spinelli
Executive Director of the AATSP

por

M. Luci De Biaji Moreira



Destaque, continued on pg. 2

FROM THE EDITOR

A AATSP está comemorando o Centenário de sua criação e a *Portuguese Newsletter* se orgulha de fazer parte das celebrações e dessa associação que encoraja o diálogo, o ensino e a pesquisa em espanhol e português. O Centenário marca também a saída de Emily Spinelli como Diretora Executiva. À frente da AATSP por muitos anos, Emily deu um novo impulso à associação, estabilizando-a fi-

nanceiramente e expandindo o setor pessoal e de publicações. Enquanto a ausência de Emily será certamente sentida, novos rumos direcionarão a associação no novo milênio, com a escolha de Sheri Spaine Long como a nova Diretora Executiva. Em nome da *Portuguese Newsletter*, aproveitamos para agradecer a Emily pelos anos de dedicação e, ao mesmo tempo, parabenizar Sheri pelo novo posto.

Em *Destaque*, Emily Spinelli fala sobre os desafios e as realizações em sua carreira. Em *Agenda*, anotamos mais um passo para o reconhecimento de português, com a criação do National Examinations in World Languages (NEWL®), um esforço do Instituto Camões, da comunidade lusa e do American Councils for International Education. Confir!

Luci Moreira



DESTAQUE

Emily Spinelli

por

M. Luci De Biaji Moreira

LM – Could you tell the Portuguese Newsletter readers a little about your career and how you ended up becoming the Executive Director of the AATSP?

ES – My teaching career was quite varied prior to becoming the Executive Director of the AATSP. I began my career by teaching both Spanish and French at the middle-school level, but then returned to the university and received my MA and PhD in Spanish from Ohio State University while teaching as a graduate assistant there. I then taught Spanish and French in a college-preparatory high school and Spanish at the community-college level. However, I spent most of my teaching career at the University of Michigan-Dearborn where I taught courses in all levels of Spanish language, literature, language of business, culture and civilization, as well as foreign language methodology. During my tenure at UM-Dearborn, I published several college-level Spanish textbooks, including *Encuentros*, *Interacciones*, and *Mejor Dicho* as well as the manual *English Grammar for Students of Spanish*. I also published articles and reviews in scholarly journals and served as the Editor of *Foreign Language Annals* from 2000-2005. Throughout my career, I was very active in professional organizations and served on the Board of Directors of several language organizations. I served on the Executive Council of the American Council on the Teaching of Foreign Languages (ACTFL) and was the 1999 President of that organization. I was also

the 2004 President of the AATSP and served as the Vice-President of the Joint National Committee on Languages-National Council on Languages and International Studies (JNCL-NCLIS). As a result, when the position of Executive Director of AATSP became open, it was almost a natural next step for me to apply for that position and I was fortunate enough to be chosen for it.

When most people receive the title Professor Emeritus/Emerita, they enter into retirement. However, I entered into the most active and productive part of my career

LM – How your life has changed since you became an Emerita Professor?

ES – I retired from the University of Michigan-Dearborn in order to accept the position of Executive Director of the AATSP. Upon my retirement the Board of Regents of the University of Michigan granted me the title of Professor Emerita of Spanish. When most people receive the title Professor Emeritus/Emerita, they enter into retirement. However, I entered into the most active and productive part of my career.

The change from faculty member to Executive Director was a huge challenge involving a lot of travel, interacting with individuals from the fields of education, government, and business, and overseeing a large non-profit. Because of my varied career patterns including teaching at a variety of levels, writing, publishing, and editing scholarly books and articles, and presenting at numerous conferences and other venues, I felt prepared for the challenge and actually enjoyed it.

LM – Since you became Executive Director, the AATSP has dramatically changed in organizational and financial terms, without necessarily increasing the dues and registration. Among other 'behind the scenes' improvements, the number of staff has increased, the webpage is really well done, and the Association is in good standing. This is undoubtedly a remarkable merit of the administration. Could you elaborate your vision and how you accomplished all this?

ES – Obviously, I did not accomplish this alone. There were a number of very hard-working and effective staff members in the National office who helped with the increase in membership and member services, budget management, the annual conference, and the increase in the use of technology. We worked as a very effective team, communicated with each other constantly to improve all aspects of the organization. In addition, I was able to hire a number of new coordinators, di-



Destaque, continued from pg. 2

rectors, and editors of AATSP programs and publications who worked with me to improve these facets of the AATSP. Secondly, we did not accomplish the changes overnight. We worked very hard for a number of years to move the organization forward so that it was stable financially and provided numerous member benefits.

I have to confess that I simply do not understand why Portuguese is not more widely taught in the US despite the fact that it has been labeled a critical language and is eligible for federal funding within a number of key programs

LM – Can you tell the readers of The Portuguese Newsletter any anecdotal story or stories related to Portuguese since you became Executive Director of the AATSP?

ES – Some two years ago I was privileged to be able to participate in a day-long site visit to a Dual-Language Immersion Program in Portuguese in the state of Utah. I was visiting a third-grade classroom and at that point the teacher was completing a lesson on social studies taught in Portuguese. She asked the students to complete a paired activity related to what she had just taught. Unfortunately, on that day there was an odd-number of students in the classroom and

one girl was left without a partner. The student was devastated because she really wanted to participate in the activity. So, she went up to the teacher and arranged a solution to her problem—by speaking entirely in Portuguese! She suggested that she be allowed to complete the activity by creating one group of three participants. The teacher agreed and the group of three completed the task. I was totally impressed by the fact that this non-native, third-grade Portuguese student was able to solve a problem in the target language. And I was an immediate convert to Dual Language Immersion. If only all US students had the opportunity to participate in such a dual language immersion program and learn a second language!

LM – What are your best accomplishments related to the Portuguese language in the Association?

ES – I think that our efforts to increase the presence of Portuguese within the AATSP have resulted in considerable progress in a number of areas related to the Portuguese language and Luso-Brazilian cultures.

- The number of high school students and teachers participating in the National Portuguese Examinations (NPE) has increased significantly during the past three years. The NPE is currently undergoing reorganization and new efforts for publicity and test development will be seen during the next year.
- The number of sessions included in the annual AATSP conference that are devoted to Portuguese and Luso-Brazilian culture has more than doubled over the past decade

and the embassies and consulates of the Portuguese-speaking world are providing speakers and events at the conference.

- Phi Lambda Beta, the Portuguese honorary society for undergraduates, has recently undergone a restructuring and is increasing the number of its chapters and student honorees.
- The AATSP engages in advocacy on behalf of Portuguese programs independently and with JNCL-NCLIS (Joint National Committee for Languages-National Council for Languages and International Studies). Because of these advocacy efforts Portuguese was named a critical language some five years ago and thus became eligible for federal funding in key areas.
- Last but not least, The Portuguese Newsletter is still published in print form and sent to those members who teach Portuguese or Portuguese and Spanish.

I think that the accomplishment of which I am most proud is the current financial stability of the AATSP and the increase in membership, programs, and publications

LM – Is there anything you wanted to do or to see in the area of Portuguese that still needs to be done at the AATSP and will be left for the next Executive Director?

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ES – Obviously, I would like to see an increase in the number of AATSP members who teach Portuguese and Luso-Brazilian cultures. If membership related to Portuguese increases, then there will be a parallel increase in participation in those AATSP programs devoted to Portuguese. This is an area that will need the special attention of Sheri Spaine Long, the next Executive Director of the AATSP.

LM – What do you think of the status of Portuguese programs nationally since you started your career?

ES – Currently, Portuguese ranks as Number 11 in the number of languages other than English taught in the United States. While the enrollment in Portuguese courses and the number of Portuguese programs has increased slightly over the years, the increase in enrollment and the number of programs is obviously

not commensurate with the number of Portuguese speakers worldwide. I have to confess that I simply do not understand why Portuguese is not more widely taught in the US despite the fact that it has been labeled a critical language and is eligible for federal funding within a number of key programs.

LM – You are Emerita at the University of Michigan - Dearborn, have several Spanish textbooks (with several new editions), have many articles published, and you're very active in several language associations. You will be retiring soon from the AATSP. What do you see as the greatest accomplishments in your career?

ES – I think that the accomplishment of which I am most proud is the current financial stability of the AATSP and the increase in membership, programs, and publications. In reality, all members of the AATSP played a role in this accomplishment

Destaque, continued from pg. 3

through their belief in the importance of the organization and their commitment to maintaining their membership and participation in AATSP activities and programs.

LM – You have an extraordinary academic experience and expertise that still has a lot to offer to the profession. What are your plans after you leave the association in this historic moment of the Centennial celebration of the AATSP in Salamanca?

ES – Immediately following the 2018 conference, my husband and I will tour Spain with family and friends. We're looking forward to showing our grandchildren the highlights of the country. After that I plan to continue my work with other language organizations as a volunteer helping out with their publications and conferences. And I plan to escape the cold, gray Michigan winters by spending more time at our house in Florida! □

PONTO DE VISTA

Carta de agradecimento a John Travolta Joseph D. Pecorelli, *Indiana University Bloomington*

Prezado senhor ator John Travolta,

Escrevo estas linhas para expressar a gratidão que lhe devo por ter me inspirado a aprender a língua portuguesa.

Imagino que, agora mesmo, o senhor esteja lendo esta carta, pensando: *I don't speak Portuguese and I'm not sure why this popped up when I Googled myself.* Explico. No mês de dezem-

bro de 2002, eu estava na casa do meu melhor amigo, assistindo ao seu filme, *Phenomenon* (Jon Turteltaub, 1996). Para ser sincero, eu não estava gostando muito do filme e não estava prestando muita atenção ao diálogo e às interações entre os personagens. Contudo, sendo muito *nerd* e, além do mais, muito apaixonado pelas línguas estrangeiras, comecei a assistir seriamente quando George, o protagonista, enfrentou o desafio

de aprender a língua portuguesa em menos de meia hora, utilizando duas ferramentas incrivelmente modestas: um dicionário bilíngüe e um livro de gramática. E conseguiu!

Até aquele momento, eu nunca tinha considerado o fato de que a língua portuguesa era tão semelhante à língua italiana, à qual mantinha e mantenho uma afinidade ampla, por causa da minha herança cultural e ét-



Ponto de Vista, continued from pg. 4

nica. Mas, ao ouvir “A última flor do Lácio” saindo da boca de seu personagem, eu me encasquetel com ela, embora, meu caro senhor, sua pronúncia fosse menos que perfeita, digamos. Muito menos, francamente. Mil desculpas.

No dia seguinte fui a uma livraria e comprei um dicionário bilíngue e um livro de gramática, esperando seguir seu modelo e aprender uma língua inteirinha em menos de uma hora. Não consegui! Estudo português há mais de uma década e ainda me acho aperfeiçoando o domínio da língua. Mas tudo bem, não há muitos que tenham as habilidades que tinha seu personagem fictício.

Atualmente, estou terminando o doutorado em português e dou aulas de português para alunos de graduação. Tenho a sorte e o privilégio de oferecer aos meus alunos o primeiro contato que eles têm com a língua que o George me inspirou a aprender, muitos anos atrás. Sou instrutor de línguas há treze anos e, nesse período, tenho ensinado aulas de italiano, espanhol, português e inglês como segunda língua. Percebi que, dentre todos os alunos de todas as aulas de língua, os alunos de português são os que possuem os motivos mais variados pelos quais decidiram estudar essa língua, em vez de outras. Os alunos de italiano o estudavam porque, muitas vezes, tinham algum parente italiano ou de descendência italiana. Ou gostavam muito do filme “O Poderoso Chefão”. Com poucas exceções, os alunos de espanhol e inglês sempre estudavam as línguas apenas por objetivos utilitários e profissionais.

Mas as razões pelas quais os alunos de português estudam a língua variam das mais profundas e sérias

às mais banais imagináveis, se é que existem razões banais para se aprender uma língua... Alguns estudam política internacional e os intriga o sucesso do ex-presidente populista, Luiz Inácio “Lula” da Silva. Os conflitos entre o governo brasileiro e os grupos indígenas sobre os seus territórios ancestrais levam alguns futuros antropólogos ao estudo da língua. Para outros que enfocam a história e a literatura, a força animadora é a vontade de entender a letra e as metáforas de “Alegria Alegria”, uma música arquetípica do Tropicalismo, o movimento vanguardista e cultural que surgiu durante o final da década de 1960. Fascinam a influência da repressão na produção artística e a reação dos políticos aos detraedores deles. Alguns jogam capoeira. Outros simplesmente gostam de bossa nova e de samba. Ou do single mais recente de Anitta. Pretendem participar no “Show das Poderosas”!

Mas, meu prezado senhor, todos os motivos que levam os alunos ao limiar do estudo dessa língua doce, melódica e esteticamente bonita são legítimos. Servem como sereias que atraem nossos alunos, tal como Ella, a jovem portuguesa que atraiu a atenção de Nate, o personagem representado por Forest Whitaker. Eu me lembro que Ella começou a trabalhar para Nate, como empregada, e Nate queria só aprender as frases mais úteis para se comunicar com ela: “A que horas pode começar?” “Sabe cozinhar?” “Quanto custa por hora?” No fim do filme, o espectador descobre que, eventualmente, eles se casaram e que Nate sabe falar português com uma fluência que nem o George conseguiu atingir.

Prezado senhor Travolta, no ano de 2002 eu não imaginava que, em algum dia no futuro, eu estaria no pon-

to em que estou: na culminação dos meus estudos de pós-graduação, terminando meu doutorado na literatura lusófona e fazendo pesquisa sobre a história da imigração italiana no Brasil. Tudo isso começou com algumas modestas linhas que o senhor recitou num filme que eu nem queria alugar. Um flerte inocente com uma bonita língua se transformou num casamento fiel e infrangível, uma semente que brotou numa flor como aquela magnífica, louvada no poema simples de Olavo Bilac. Repito, qualquer motivo que leve os alunos ao estudo da língua portuguesa é válido e, nós, professores da língua, devemos encorajar e ajudar os alunos a seguirem seus objetivos pessoais. A aula deve funcionar como ponto de partida em que os alunos adquiram as ferramentas necessárias para aprender sobre os assuntos que mais lhes sejam relevantes. Para fazer isso, nos ajuda conhecer nossos alunos como indivíduos e criar atividades e exercícios que incorporem informações que possam aprofundar e personalizar a experiência didática e, principalmente motivá-los. Todos os alunos de português merecem sua própria Ella.

Atenciosamente e com muita gratidão,

Joseph D. Pecorelli

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Joseph D. Pecorelli is currently a Ph.D. candidate in the Portuguese program at Indiana University. He received an M.A. in Portuguese (2012) and an M.A. in Italian (2008) from Indiana University, as well as a B.A. (2004) and M.A. (2006) in General and Applied Linguistics from Ohio University. His research interests include Italian-language literature and the Italian diaspora in Brazil, as well as the perception of immigrants by Brazilian modernists and contemporary writers. jpecorel@indiana.edu



ETC...

UMASS LOWELL

CEPE-EUA/Consulado geral de Portugal em Boston

A Coordenação do Ensino de Português nos EUA (CEPE-EUA), em articulação com o Consulado-Geral de Portugal em Boston e com o apoio do Saab & Pedroso Center for Portuguese Culture and Research da UMass Lowell, da editora LIDEL e da Escola Portuguesa de Lowell, organizou uma oficina para professores de Português (ensino básico e secundário), no dia 24 de setembro. Com o título: "A aula perfeita não existe (?)", Nuno Marques, da editora Lidel, Edições Técnicas, falou sobre ferramentas e recursos para uma aula de português como língua estrangeira. Organizador do evento: Frank de Sousa, UMass Lowell. Informações com: <natalia_melo@uml.edu> ou joão.caixinha@camões.mne.pt>.

IV ENCONTRO DE POETAS DA LÍNGUA PORTUGUESA

O IV Encontro Internacional de Poetas da Língua Portuguesa aconteceu em setembro de 2017 no Museu da República, Rio de Janeiro, e rece-



above: AATSP president Cheryl Fuentes-Wagner; president-elect, Bill Van Patten, and Executive Director Emily Spinelli at the Plenary Session

beu autoridades e poetas de Angola, Brasil, Guiné-Bissau, Moçambique e Portugal. O evento culminou com o lançamento da antologia comemorativa *Todos os Tons da Poesia*, que apresenta 299 poemas de 133 poetas dos países lusófonos.

VIII ENCONTRO DE CINEMA NEGRO

O oitavo Encontro de Cinema Negro Zózimo Bulbul aconteceu no Centro Afro-Carioca de Cinema, em setembro, homenageando o fundador do festival – Zózimo Bulbul, com mais de oitenta filmes de cineastas negros e negras do Brasil, África e Caribe. Entre os destaques nacionais estão as estreias do primeiro episódio da série "Fé Menina", do Coletivo Mulheres de Pedra e o filme de Mariana Campos e Raquel

Beatriz "Tia Ciata", uma das figuras mais influentes para o surgimento do samba, no Rio, no século 19. Paralelamente, na mostra educativa, foram exibidos filmes de sucesso nacional, como *Abolição* (1988), de Zózimo Bulbul, sobre os 100 anos da Lei Áurea. Mais informação: <<http://www.jb.com.br/cultura/noticias/2017/08/30/encontro-de-cinema-negro-comeca-com-recorde-de-inscricao-de-filmes/>>.

AATSP Conference In Chicago July 6-9, 2017

The AATSP conference in Chicago celebrated its first 100 years with more than 250 conference sessions, workshops, opening and final plenary sessions, business meetings, and other events. The opening plenary session (AATSP Programs and Publications: Celebrating our Achievements" was a panel composed of directors, editors, and coordinators of AATSP programs and publications. The panel focused on the achievements without forgetting the future needs of the profession. The closure celebrations will be in Salamanca in 2018. The photos on pages 6-7 capture many of the moments of the 2017 conference. q



above: participants at the AATSP conference appreciation dinner



Etc, continued from pg. 6



counter clockwise from above, at the 2017 AATSP conference
photo 1: John Maddox, Mary Risner, Paul Chandler, and Rachel Mamiya Hernández.
photo 2: L. Moreira, Leila da Costa, and Mércia Flannery.
photo 3: Analia Tebaldi, Fausta Bosccci, and Milton Azevedo.
photo 4: Rachel Mamiya Hernández and Megwen Loveless.
photo 5: John Maddox, Martha Vásquez, and Megan Villanueva.
photo 6: Leila da Costa, Sílvia Ramos-Sollai, and Viviane Moore.
photo 7: Bill Rivers and May Risner.





TRIBUTE TO

RUSSELL HAMILTON

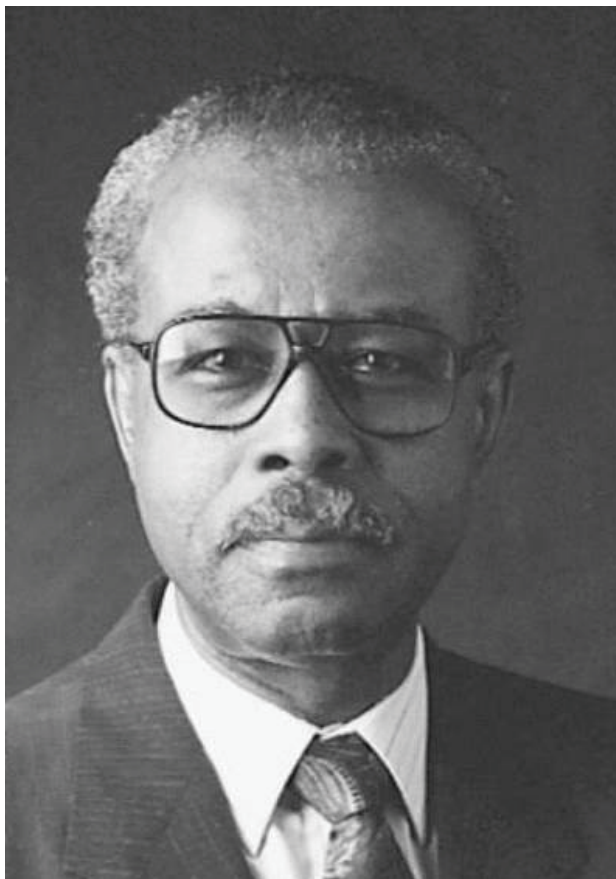
Professor Russell Hamilton was born in 1935 and died on February 27, 2016.

Among his many achievements and accolades, he was featured in *The Portuguese Newsletter* of spring of 2007. His life, accomplishments, and grace enlightened many of us forever. In his honor Vanderbilt University established “The Russell G. Hamilton Scholarship Program.” *The Portuguese Newsletter* invited three scholars to remember him (see the following page).

THE RUSSELL G. HAMILTON SCHOLARSHIP AT VANDERBILT UNIVERSITY
Vanderbilt University will invest \$125 million into one of the most extensive graduate student scholarship programs in the nation and an innovative graduate student leadership institute. Both the scholarship program and the leadership institute will be named for the influential late Vanderbilt scholar and Graduate School dean Russell G. Hamilton. The Russell G. Hamilton Scholarship program will ultimately cover the full tuition of approximately 100 graduate students across every school and field at Vanderbilt. A result of the scholarship program will be increased demographic diversity and equity within the Graduate School.

Hamilton, who retired in 2002 and passed away in 2016, was a scholar of Portuguese language and Brazilian and Lusophone African literatures and the first African American to serve as an academic dean at Vanderbilt. He played a crucial role in increasing the university's recruitment and retention of minority graduate students and faculty. Additionally, he expanded financial aid for graduate

students and established a graduate student travel grant program to help students present their work more broadly—priorities reflected in the new initiatives that bear his name. [October 2, 2017] <<https://news.vanderbilt.edu/2017/10/02/bold-125-million-investment-supports-landmark-graduate-student-scholarships-and-leadership-institute>>.





TRIBUTE TO

RUSSELL HAMILTON

(CONTINUED FROM PAGE 8)

MONICA RECTOR

Professor Emerita
University of North Carolina,
Chapel Hill

Portuguese was not Russell Hamilton's first language. He grew up in New Haven, surrounded by a community from Cape Verde and from them came his initial knowledge about the language, which became so perfect that he could have been considered a native. As this first contact was Afro-Portuguese, his heart remained especially close to the cultures of Cape Verde, Angola, and Mozambique, countries he had a chance to live in and explore more profoundly. In 1964, Hamilton received his doctoral degree in Portuguese from Yale University, and later on became the first black dean at Vanderbilt University. He was the first in many areas, bridging gaps and facing challenges with a smile. From students to authorities, people connected with him in classroom and beyond and his home was an extension of his working place. The magic feeling that will always remain with us is gentleness: a gesture, a word, reaching out when doors seemed closed. Heaven must be rejoicing!

REGINA SANTOS

Assistant Director
Portuguese School, Middlebury
Language Schools

Professor Hamilton visited the Portuguese School (Middlebury Language Schools) with Cherie Hamilton, his wife, during the summers of 2004, 2006, and 2008. At the school, he conducted lectures on Lusophone African Literature, and also on the Portuguese language etymology, which incited the students' curiosity, as they were able to learn the origin of words such as 'samba' and 'quilombo'. Both Mr. and Mrs. Hamilton lived and conducted research in Brazil, as well as in Portuguese-speaking countries in Africa. Their inspiring presence and vast knowledge and understanding of Brazilian culture, as well as of the African diaspora, through a highly-academic approach, but yet accessible language, were a great asset to our program, developing the students' culture; sensibility, and fostering their interest in learning more about postcolonial literature and African writers. We miss him.

EARL FITZ

Professor of Portuguese and Comparative Literature
Vanderbilt University

Although Russell Hamilton came to Vanderbilt University as a Dean, he nevertheless remained deeply committed to the study of Portuguese and of its many global literatures and cultures. A great advocate for our discipline, Russell worked tirelessly with our students and served on many of our doctoral committees. He was a kind and generous man and never turned down a request for help. Russell and his wife, Cherie, enjoyed having people over to their house to savor the wonderful dishes they had prepared from their travels in Africa and the far reaches of the Portuguese-speaking world. We remember Russell as a dear friend and colleague and as a true pioneer in the field of Luso-African scholarship. He is greatly missed.

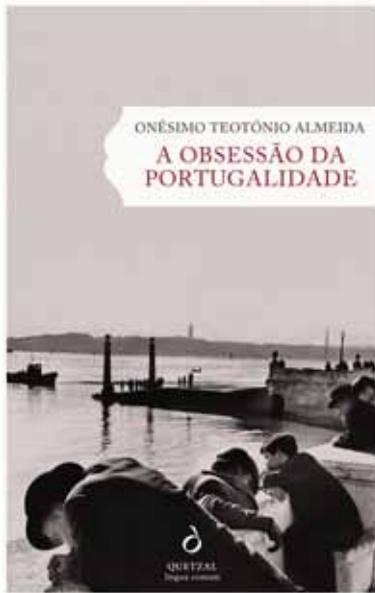




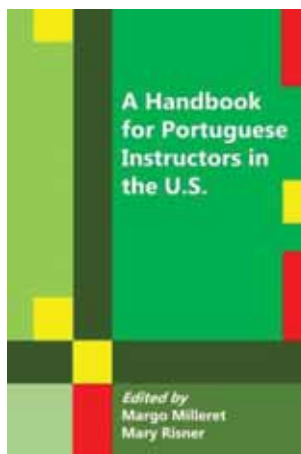
THE BOOKSTORE

Books

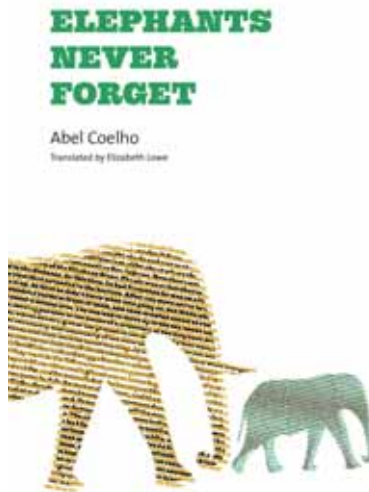
A obsessão da portugalidade, de Onésimo T. Almeida, foi publicado pela editora Quetzal, Lisboa em 2017. Trata-se de um conjunto de ensaios críticos sobre língua, identidade, lusofonia e saudade.



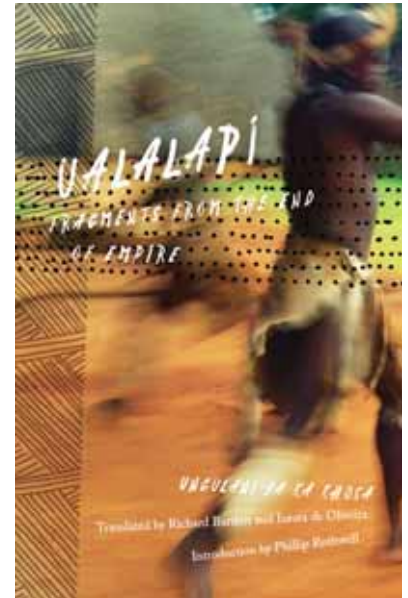
A Handbook for Portuguese Instructors in the USA, edited by Margo Milleret and Mary Risner, was published by Boa Vista Press in 2016. It is designed as a resource for instructors of Portuguese in higher education. The book has contributions of fourteen scholars.



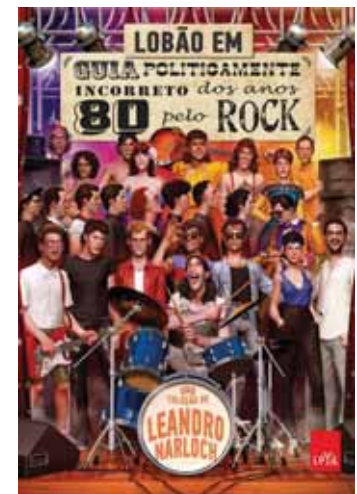
Elephants Never Forget, de Abel Coelho (2010), foi traduzido por Elizabeth Lowe e publicado pela editora Tagus em 2017. O romance lança um olhar a Moçambique pós-colonial e às vítimas da guerra pela independência e da guerra civil.



Guia politicamente incorreto dos anos oitenta pelo rock, de Lobão, foi publicado pela editora LeYa em 2017. Lobão, através de farpas, ironia, e polémica, revive as amizades, as parcerias, as derrotas, as decepções, as drogas, a baixa autoestima, as gravações ruins e, ao mesmo tempo, as grandes canções que marcaram a história do rock nacional e da década de 1980.



Ualalapi: Fragments from the End of Empire, by Ungulani Ba Ka Khosa (1987), was re-published by Tagus Press in 2017. The book is considered one of Africa's hundred best books of the twentieth century.



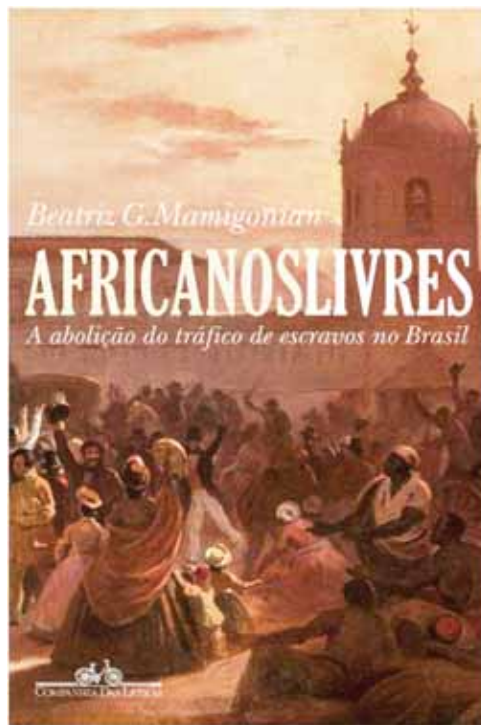


Bookstore, continued from pg. 10



A luta contra a corrupção: a lava-jato e o país marcado pela impunidade, de Delton Dallagnol, foi publicado pela editora Saraiva em 2017. O autor narra histórias de sucesso e fracasso no combate à corrupção no Brasil.

A Children's History, by Sérgio Luís de Carvalho, was translated by Inês Lima and published by Tagus Press in 2017. The book narrates the history of Portugal from the time of the ancient Lusitanians to the contemporary moment, intended for elementary to high school children.



construção da cidadania e a conciliação entre democracia e república de um regime que respeite os valores da liberdade, da igualdade civil e do bom governo.

Africanos livres: a abolição do tráfico de escravos no Brasil, de Beatriz Gallotti Mamigonian, foi publicado pela editora Companhia das Letras em 2017. A autora toma a lei de 1831 como o eixo narrativo, ao qual se sobrepõe a análise da experiência dos ex-escravos, de sua administração pelo governo imperial e dos efeitos do contrabando.

Memórias de Carlota Joaquina, de Marsílio Cassotti, foi publicado pela Editora Planeta do Brasil em 2017. Com base em documentos históricos o livro traz revelações sobre a vida de Carlota Joaquina, desde o casamento, aos dez anos, a intrigas políticas da corte no Brasil e em Portugal.



O pecado original da república: debates, personagens e eventos para compreender o Brasil, de José Murilo de Carvalho, foi publicado pela editora Bazar do Tempo em 2017. O tema central da obra é a



THE BOOKSTORE (CONT.)



1499: O Brasil antes de Cabral, de Reinaldo José Lopes, foi publicado pela editora Harper-Collins em 2017. O livro apresenta, através de estudos arqueológicos, o Brasil anterior à chegada de Cabral, que, longe de ser um vazio primitivo, tinha populações densas e tradições artísticas vibrantes em plena Amazônia.



Histórias da gente brasileira: Colônia (volume 1), de Mary del Priore, foi publicado pela editora LeYa em 2016. O livro inclui Tiradentes, D. Pedro I e outros, mostrando o Brasil colonial e como as pessoas se vestiam, onde moravam, o que comiam, o que faziam para se divertir e outros fatos que normalmente não aparecem nos livros de História.



Histórias da gente brasileira: Império (volume 2), de Mary del Priore, foi publicado pela editora LeYa em 2016. O livro traz reflexões sobre a formação das grandes cidades, ajudando a explicar as diferenças regionais que marcam o país.

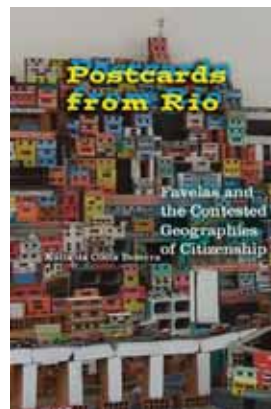
Histórias da gente brasileira: República (volume 3), de Mary del Priore, foi publicado pela editora LeYa em 2017. O livro aborda a primeira etapa da República por meio das memórias



daqueles que viveram as mudanças políticas, econômicas, sociais e comportamentais pelas quais o Brasil passou, entre 1889 e 1950.

Tarsila Do Amaral: Inventing Modern Art in Brazil, by Stephanie D'Alessandro and Peter Oramas, was published by Yale University Press in 2017. The book explores the innovative Brazilian painter Tarsila do Amaral and her influence on the modern art of Brazil.

Modern Brazilian Portuguese Grammar: A Practical Guide, 2nd Edition, by John Whitlam, was published by Routledge in 2017. Part A covers traditional grammatical categories such as agreement, nouns, verbs and adjectives. Part B is organized around language functions covering all major communication situations.



Postcards from Rio: Favelas and the Contested Geographies of Citizenship, by Kátia da Costa Bezerra, was published by Fordham

University Press in 2017. The book examines the complex relationship between citizenship and urban space in contemporary Rio de Janeiro.

Bookstore, continued from pg. 12



CINEMA

“Como nossos pais”, dirigido por Lais Bodanzky, 2017.



A partir de uma surpreendente revelação feita por sua mãe, que vai levá-la a questionar toda a sua vida, Rosa inicia uma busca pelo que é verdadeiro. O filme conquistou o prêmio do público do Festival de Cinema Brasileiro de Paris; foi premiado no Festival de Cinema de Gramado,

conquistando os principais prêmios: Melhor Filme, Melhor Direção (Lais Bodanzky), Melhor Atriz (Maria Ribeiro), Melhor Ator (Paulo Vilhena), Melhor Atriz Coadjuvante (Clarisse Abujamra) e Melhor Montagem (Rodrigo Menecucci).

q

OXENTE!

AATSP BOARD OF DIRECTORS

Congratulations to the following newly elected Board of Directors!

President Elect: Martha Vásquez; San Antonio Independent School District; San Antonio, TX

College / University Representative: Carlos Benavides; UMassDartmouth; North Dartmouth, MA

Secondary (9-12) Representative: Adriana Aloia; Westlake High School; Thornwood, NY

Portuguese Representative: Rachel Mamiya Hernandez; University of Hawaii; Honolulu, HI

DISTINGUISHED SENIOR LECTURER

Leonor Simas-Almeida foi promovida a Distinguished Senior Lecturer no Departamento de Estudos Portugueses e Brasileiros da Brown University. Parabéns!

APOSENTADOS

Nelson H. Vieira (Brown University) e Charles Perrone (University of Florida) acabam de se aposentar. Que desfrutem muito esta nova fase de suas vidas!

NEW MINOR

The College of Charleston has approved their minor in Portuguese and Brazilian Studies, an initiative of L. Moreira and M. Del Mastro, Chair of the Dept of Hispanic Studies.

NEWL® PORTUGUESE

Cinquenta e cinco estudantes de onze escolas diferentes, fizeram pela primeira vez, em abril de 2017, o exame NEWL de língua portuguesa da American Councils for International Education (confira em Agenda).

O Coordenador do Ensino de Português nos EUA, João Caixinha, acredita que esta iniciativa seja uma grande vitória para a língua portuguesa e para a comunidade educativa. “Será, sem dúvida alguma, uma oportunidade para muitos alunos nos EUA verem agora reconhecidas e certificadas as suas aprendizagens em língua portuguesa”. q



AGENDA

NEWL® PORTUGUESE

The American Councils for International Education (AC) is pleased to introduce the National Examinations in World Languages (NEWL®), a series of online language proficiency assessments in critical world languages: Arabic, Korean, Portuguese, and Russian.

NEWL began as a joint project of AC and the College Board, which offers its full endorsement of the exams. AC is pleased to confirm that through NEWL, US colleges and universities now have a consistent means for granting credit by examination and/or assessing appropriate placement for a number of major world languages using the NEWL Scores. AC developed NEWL to enable students of less commonly taught languages to demonstrate their linguistic abilities through a fair, consistent, and measured high stakes exam.

Currently, NEWL languages are not represented in the College Board AP® portfolio of World Languages and Cultures. Therefore, the College Board recommends NEWL Scores to their member institutions for credit and/or placement, and regards the exams as supportive toward its mission to expand access to higher education for traditional, non-traditional, and heritage students. To learn more about NEWL/ NEWL Portuguese, please visit: <www.americancouncils.org/NEWL> or contact Huma Manati at <newl@americancouncils.org>.

MIDDLEBURY LANGUAGE SCHOOLS

Fellows for Portuguese Teachers. The Portuguese School at Middlebury Language Schools announces the first Portuguese Teachers Fellowships. Applicants must be currently employed as a K-12 language teacher or a graduate teaching assistant. The applicant must also want either to engage in further study of Portuguese, or to undertake the teaching of Portuguese as an additional foreign language. Fellowships cover room, board, and tuition. Deadline: February 1, 2018. More information: <portugueseschool@middlebury.edu>.

Fellows for Peace

The annual Katherine Davis Scholarship for Peace (room, board, and tuition) are intended for individuals with demonstrated interest in one or more of the following areas: international, global, or area studies; international politics and economics; peace and security studies; and/or conflict resolution.

Deadline: December 15, 2017. More information: <kdfellowships@middlebury.edu>.

Middlebury Language Schools also offer the following scholarships:

- Kress Fellowships for graduate students in Art (December 15, 2017).
- The Vermont Language Teacher Scholarship (December 15, 2017).
- Language Schools Scholarships for Students attending Historically Black Colleges and Universities, Hispanic Serving Institutions, or Tribal Colleges (February 1, 2018).

THE PORTUGUESE NEWSLETTER

Submission Deadlines

Spring: February 20

Fall: September 20

The Portuguese Newsletter is a biannual bulletin published each fall and spring by the AATSP. News content can be submitted in English or Portuguese in the areas of applied linguistics, cultural studies, film studies, interdisciplinary studies, language, linguistics, literature, and other topics related to the study and teaching of Portuguese. The *Portuguese Newsletter* accepts the submission of brief creative works and news items related to books, films, and articles; conferences, lectures, and presentations that have taken place during the previous semester; upcoming conferences and events; and activities within Phi Lambda Beta chapters. All submissions and inquiries should be emailed to the Editor M. Luci Moreira (moreiral@cofc.edu).

KFLC

70th Kentucky Foreign Languages, Literatures, and Cultures Conference

April 19-21, 2018

University of Kentucky, Lexington

There will be sessions on Luso-African, Brazilian, and Portuguese Literatures and Cultures; Interdisciplinary and comparative studies with a primary focus on Brazil/Portugal/Luso-Africa; Second Language Acquisition with an emphasis on Portuguese. More information: <<https://kflc.as.uky.edu>>.

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Agenda, continued from pg. 14

100TH AATSP CONFERENCE

The American Association of the Teachers of Spanish and Portuguese is pleased to celebrate the Centennial of its inception. The conference will take place at the University of Salamanca, Spain, from June 25-28, 2018. More information: <<http://www.aatsp.org/?page=2018Conference>>.

Theme of the conference: Looking Forward/Forward Looking: Spanish and Portuguese on the Move!

Conference Strands and descriptions:

FORWARD-LOOKING CURRICULUM

- a) Languages for Specific Purposes
- b) Strategies for integrating the study of literature, film, and culture into all courses including those for novice-intermediate level students
- c) New language-related majors and minors

TEACHING CULTURE

- a) Integration of language and culture; culture as course content
- b) Development of cultural sensitivity through language learning
- c) Standards-based cultural units

IMMERSION EXPERIENCES

- a) Study abroad: model programs; research on language gain through study-abroad
- b) K-12 immersion program models
- c) Creating immersion experiences within a traditional language program



Theme: “Looking Forward/Forward Looking: Spanish and Portuguese on the Move!”

SALAMANCA, SPAIN
 UNIVERSITY OF SALAMANCA
 JUNE 25-28, 2018

If you have a campus mailing address that does not match the address label below, please write your new address on the following form or send an email to Luci Moreira at <moreiral@cofc.edu>.

If you would like to have your name removed, check the appropriate choice.

NAME _____
DEPARTMENT _____
CAMPUS ADDRESS _____
E-MAIL ADDRESS _____
CHANGE MAILING ADDRESS (Y/N) _____
NAME CHANGE (Y/N) _____
PLEASE REMOVE MY NAME (Y/N) _____

RETURN TO: PROF. M. LUCI DE BIAJI MOREIRA
 COLLEGE OF CHARLESTON
 DEPARTMENT OF HISPANIC STUDIES
 66 GEORGE STREET
 CHARLESTON, SC 29424



the PORTUGUESE NEWSLETTER

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