Luiz Fernando Valente – I became interested in foreign languages when I was quite young, at the instigation of my maternal grandfather, who wanted me to follow on the footsteps of one of his nephews and become a diplomat. I started learning French and English when I was ten years old, and realized at an early age that foreign languages came naturally to me.

Destaque, continued on pg. 2
me. When I was eleven I enrolled in English classes at the Instituto Brasil-States Unidos (IBEU), and a couple of years later I also began taking additional French classes at the Alliance Française to complement the French that I was studying in school. By the time I was fifteen I was fully fluent in both languages. My years at IBEU awakened in me a deep interest in all aspects of US culture. As a teenager I used to go regularly to the US Embassy in Rio de Janeiro to attend lectures, watch films, and read at the Thomas Jefferson Library. So the idea of studying in the United States was always present. My rather protective mother wasn't keen on my coming to the United States as an exchange high school student, so we agreed that I'd wait until I was college age. I did very well in the Brazilian vestibular [entrance university examination], and actually started university studies in Brazil at the same time that I was applying to come to the United States through a program of the Institute of International Education (IIE), which was run by IBEU. During my first university year I was one of three students in Brazil selected to participate in that IIE program. I had told the IIE that I'd prefer to attend a school in New England. I'd studied American literature and was intrigued by nineteenth-century writers, such as Nathaniel Hawthorne and Herman Melville. Coincidentally, I received an offer of admission from Bowdoin College, which was Hawthorne's Alma Mater. During my undergraduate years at Bowdoin I would spend a considerable amount of time at the college's beautiful Hawthorne-Longfellow Library, which honored two of the college's most distinguished literary alumni.

Brown wasn’t as wealthy as it is now, but we had a great esprit de corps and were constantly looking ahead towards new projects and improvements to our academic programs.

LM – You have been at Brown since 1972, either as a graduate student or as a professor. What are some of the most impactful changes that you’ve seen in your department since then?

LFV – I came to Brown to do a PhD in Comparative Literature after turning down admission offers from Harvard and the University of Illinois. I was quite young – barely twenty-one – when I started graduate school, and felt that the smaller size of Brown, combined with its strong programs in Comparative Literature, English and French, suited me best. In college I’d majored in French though I took so many English and American literature courses that the English Department mistakenly assumed I was an English major, and gave me a prize as the “best scholar in English literature and original composition” – I love the rather quaint description of these prizes – during my senior year. When I began my doctoral studies, my plan was to complete my degree and return to Brazil to teach American and English literature. There was no Portuguese department at Brown at the time. Portuguese was a very small operation within of what was then called the Department of Spanish, Italian and Portuguese. The only faculty member in Portuguese was a young Assistant Professor named Nelson Vieira, who taught language and introduction to literature courses. So I improved my competence in Brazilian literature, which originally was my third area of interest, besides English and French, by taking independent studies and kind of following Nelson around. During summers I served as his assistant in the Bilingual Institute, a federally supported training program for schoolteachers in bilingual programs, which Nelson organized and directed. When I left Brown for a job at Providence College – again thinking that I’d work there for a few years and then return to Brazil – the new Center for Portuguese and Brazilian Studies and Bilingual Education had been recently established at Brown, the brainchild of Nelson and [Professor

continued from pg. 1
of English] George Monteiro, a first generation American of Portuguese descent who had been a Fulbright professor at the University of São Paulo in the late 1960s and early 1970s. The Center brought together faculty from various departments in the Humanities and Social Sciences who had research and teaching interests in the Portuguese-speaking world. During my years at Providence College, I remained in touch with the Brown group and would attend as many events in the Center as my busy schedule as a young professor, still in the process of completing his dissertation — those were the days when it was possible to be hired for a full time position without a completed dissertation — permitted. When I came back to teach at Brown in the early 1980s, the undergraduate program was already very strong, the master's program was solidly established, and we were beginning to plan for the establishment of a full-fledged doctoral program, which finally came into being in 1991, the same year when we changed our status from a Center to a Department. Those were very exciting years. We didn't have a lot of space in our cramped yellow house on the Manning Walkway and Brown wasn't as wealthy as it is now, but we had a great esprit de corps and were constantly looking ahead towards new projects and improvements to our academic programs. I was given the coordination of the undergraduate concentration during my second year on the faculty, developed an undergraduate honors program during my third year, and played a very active role in the establishment and growth of what has become an internationally recognized and indeed one of the premier doctoral programs at Brown.

I was able, as department chair, to raise close to half a million dollars for the enhancement of activities in the department.

LM – You served as Chair of the Department of Portuguese and Brazilian Studies for nine years. What were some of the unique challenges you faced as Chair? Which challenges most surprised you? What brought you most gratification as Chair?

LFV – I served as chair during a very exciting time for the department and Brown University. With our undergraduate program growing steadily, we had been provided with an additional faculty line as a condition for my assuming the chairmanship. Due in part to our success in placing our students in good jobs, our doctoral program was attracting some of the strongest candidates nationally, many of whom went on to tenured or tenure-track positions at major research universities. Two years before I started my first term as chair, Brown had embarked on an ambitious program to hire one hundred additional faculty members while doubling its endowment under the leadership of President Ruth Simmons, the first African American and the second woman to be appointed president of an Ivy League university. I happened to be Chair of the Brown Faculty [which is the equivalent of Faculty Senate Chair at other universities] when Simmons was hired in 2001, and thus had the opportunity to participate in the early stages of the conception of Simmons’ “Plan for Academic Enrichment.” Special attention was paid to the Graduate School, with the financial packages for doctoral students becoming competitive with the best in the nation. Through the generosity of alumni and parents, I was able, as department chair, to raise close to half a million dollars for the enhancement of activities in the department. This was additional money for lectures, conferences, grants for undergraduate and graduate students, etc. Furthermore, despite any differences of opinion, our department continued to be a very congenial community, as our faculty has always been able to go beyond any initial disagreements to build a consensus and implement what is best for the department. But there were challenges. The 2008 financial crisis meant that we needed to identify savings and tighten our belts. Among other constraints, for a while we were not allowed to use our largest departmental endowed fund, which was nominally “under water” according to state regulations. (With Brown influence the law was changed and access to the funds returned after a one-year gap.) By definition, faculty members are very independent, so it was hard to make everybody understand that we all needed to contain our travel expenses, for example. But in the end everybody agreed about what had to be done and worked together towards our common goals. What brought me most gratification was to see our undergraduate programs, including the Brown-in-Brazil Program, thrive, and the doctoral program become firmly established once and for all. I left the chairmanship six months after Ruth Simmons had been succeeded by Christina
Paxson as President of Brown. Thus my tenure as department chair overlapped almost completely with Simmons’ tenure as President. While Chair I had the pleasure to continue working closely with Simmons, and, in fact, did two major projects for her between 2003 and 2005.

LM - During your time at Brown, you’ve been the mentor for many students who’ve gone on to become scholars in their own right. How do you feel about your former pupils and those whose lives you’ve influenced now that they’re your colleagues, sharing conferences, and research?

LFV – It’s extremely rewarding to see my former students well established, recognized for their research and appointed to leadership positions in a variety of top colleges and universities, and in various professional associations. Each time one of them publishes a new book, receives an award, is promoted, is appointed department chair, my colleagues and I are obviously very proud. We think of them as part of the Brown “family,” wherever they may now physically be. It’s also a pleasure to be able to collaborate with former students in the organization of conference panels, and the preparation of collective books or special journal issues. Recently I’ve been collaborating with Rob Newcomb (University of California at Davis), who’s fast establishing himself as one of the premier young scholars in the field of Portuguese and Brazilian Studies. I’ve also collaborated closely with Rex Nielson (Brigham Young University), with whom I share many interests, on a couple of occasions, with an additional collaboration planned for the winter of 2017.

LM – Could you tell us a little bit more about the Brown-in-Brazil Program that you have directed since 1985?

The idea for the Brown-in-Brazil Program was originally developed by my colleagues Anani Dzizdienyo and Nelson Vieira while I was still teaching at Providence College. I came on board when I moved to Brown, was appointed a co-director when the program was formally approved in 1984, and became sole director in 1991, when we moved the program from its original site at the Federal University of Bahia to its present site at the Catholic University of Rio de Janeiro. The program was designed as a high quality academic program for students with serious interest in Brazil and a strong command of Portuguese. Originally it was to serve as a bridge between the intermediate and the advanced levels of our undergraduate program at Brown, but from the very beginning we accepted interested students from sister institutions, who met our more stringent than usual criteria for admission. The requirement for strong language preparation has enabled Brown-in-Brazil students to take courses and perform at a high level side-by-side with Brazilian students, rather than creating an enclave where students are placed in courses especially designed for foreign students.

LM – You have published more than seventy articles in your career in professional journals, book chapters, etc. Do you have any specific advice for being so prolificus that you would like to share with young scholars?

LFV – I’ve always had more than one project going at any given time even if some of them are relatively small in scope. I always advise my mentees that once they complete and submit an article, they should immediately forget about it, and start working on something else because the evaluation process takes time. Also, I advise them to think of their conference presentations as potential articles or book chapters, and to write them as such even if they have to cut them fit the time constraints of a panel or, conversely, they plan to expand them into a larger piece later. I try to instill in my doctoral students the concept of research and teaching as complementary and mutually enriching. In my experience, neither can exist without the other.

LM – In 1983 you defended your dissertation on Guimarães Rosa. In 2011 you published a book on Guimarães Rosa (and many other articles on him in between). This was a great accomplishment of your career in 2011; how has Guimarães Rosa’s work resonated throughout your career?

LFV – Guimarães Rosa and Faulkner have been two beacons in my career as a scholar, and much of
what I do ultimately goes back to my reading of these two authors. As an undergraduate I had been very interested in Structuralism, and my honors thesis was, in fact, a structuralist reading of Albert Camus' novels. As I began to delve more seriously into the works of Guimarães Rosa and Faulkner during the summer between my graduation from college and the start of graduate school, it became clear to me that these two authors could not be properly approached with the methods of analysis I had been utilizing. I began to veer towards theories focused on the reader, under the influence of critics like Wolfgang Iser and my own Brown advisor, Arnold Weinstein, who had authored a book entitled V ision and Response in Modern Fiction, which I devoured during a couple of rainy spring days. My original interest in reader response has expanded in broader directions, as I've incorporated theorists such as Dominick LaCapra, Paul Ricoeur, and, to some extent, Walter Benjamin in developing a kind of reading model that approaches literary texts less as representation and more as a process of transformation, which remains critically aware of the inextricable connections between literature and history.

we've also been blessed with a succession Presidents, Provosts and Deans who have supported what we've been doing

L.M – How do you see the future of Portuguese language and literature scholarship and instruction in the US? Why is Portuguese still considered the 'tail of the Spanish kite' in many universities? Do you have any wise words about maintaining a growing, solid, and respectable program like the one at Brown? Your university has played an important role in translating Portuguese authors to English, bringing more visibility to Portuguese. Is this a way to bring awareness to Portuguese as a whole?

LFV – The current and future status of our profession has been an ongoing concern of mine and others', which we plan to highlight on an APSA-sponsored panel at the 2017 MLA Convention in Philadelphia. We need to find the right balance between not becoming insular or closed upon ourselves while also rejecting a subaltern position as a mere extension of Spanish. It's really a matter of cooperating with our colleagues in other fields while insisting that our separate but equal identity be acknowledged and appreciated. The field of Portuguese, Brazilian and Afro-Lusophone Studies has grown to such an extent that it is now able to support several nationally and internationally recognized journals, as well as vibrant professional associations such as BRASA and APSA. Our presence in the MLA and its affiliate organization, the ADFL, has expanded and solidified during the tenure of Executive Director Rosemary Feal, who has supported us strongly and ensured more space for us at the MLA convention, in the governance of the association, and on the editorial board of PMLA. The relationship with the AATSP has been more complicated. Though I encourage all the graduate students to join, to participate in the annual conference, and to submit articles to Hispania, for some reason young Portuguese and Brazilian Studies scholars have regrettably been deserting the AATSP. I'm honored, therefore, to be part of the Higher Education Committee of the AATSP, which has paid close attention to the situation of Portuguese and tried to encourage scholars in our field to become more active in the association. Outside of the context of the professional associations, I'm pleased to notice several viable proposals for expanding the field while maintaining our identity and at the same time opening new avenues of cooperation with our colleagues in related areas, such as a stronger presence in Comparative Literature and World Literature programs, as well as the new initiative in Iberian Studies led mainly by Brown-trained scholars like Rob Newcomb (University of California at Davis), Pedro Pereira (Ohio State University), Tom Harrington (Trinity College), and others. Translation is an important additional way of opening up our field. My Brown colleagues and I strongly encourage our doctoral students to get involved in literary translation.

We need to find the right balance between not becoming insular or closed upon ourselves while also rejecting a subaltern position as a mere extension of Spanish.
Both internationalization and interdisciplinarity have been integral parts of the university’s fabric for several decades.
Writers of the Portuguese Diaspora in the United States and Canada: An Anthology, by Luis Gonçalves and Carlos Matos (eds.), was published in 2015 by Boavista Press. Contributors include, among others, George Monteiro, Katherine Vaz, and Paulo da Costa. The anthology brings together fiction, poetry, recipes, and memoirs of some Portuguese-Canadian and Portuguese-American writers to narrate the Portuguese Diasporic experience in North America.

Fundamentos do ensino de português como língua estrangeira, de Luis Gonçalves (org.), foi publicado pela Boavista Press em 2016. O livro apresenta trabalhos de autores de países e experiências diversos e que ensinam português com acesso a variados tipos de recursos, conforme o contexto de trabalho.

Revolt of the Saints: Memory and Redemption in the Twilight of Brazilian Racial Democracy, by John Collins, was published in 2015 by Duke University Press. Examining Salvador’s Pelourinho neighborhood, this book draws on state-citizen negotiations of everyday life to detail how residents’ responses to the attempt to market Afro-Brazilian culture and reimagine the nation’s foundations both illuminate and contribute to recent shifts in Brazil’s racial politics.

The American Association of Teachers of Spanish and Portuguese

The Color of Love: Racial Features, Stigma, and Socialization in Black Brazilian Families, by Elizabeth Hordge-Freeman, was published by University of Texas Press in 2015. The book addresses how racial hierarchies and racial features (such as skin color and hair texture) impact family dynamics in Brazil.

Otras terras: Crônicas e ensaios, de Steven Byrd, foi publicado pela editora Sebo Vermelho, em 2016. Trata-se de um livro de viagens contadas através de crônicas e ensaios escritos entre 2002 e 2014 sobre lugares e pessoas.

Happy People in Tears: A Novel, by João de Melo, translated by Elizabeth Lowe and Deolinda Adão, was published in 2015 by Tagus Press (UMass Dartmouth). It was published in partnership with the University Press of New England (UNE) and features a foreword by Onésimo T. Almeida. The book takes the reader on a voyage through five worlds: the island home of São Miguel, mainland Portugal, California, New England, and Canada.

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PONTO DE VISTA

"O projeto Teletandem Brasil"
Leila da Costa, University of Miami


A partir destas primeiras interações logo percebemos, através de discussões e avaliações dos estudantes, que estávamos diante de um projeto que iria trazer muitos benefícios para o programa de português na Universidade de Miami e também para os estudantes da UNESP. Após o término do primeiro semestre, com dez interações de Teletandem, pudemos observar a fluência, a motivação e o entusiasmo dos telecolaboradores ao aprenderem a língua e a cultura de seus parceiros. Estes primeiros resultados contribuíram para que ti-véssemos um primeiro olhar positivo sobre o projeto.

O projeto Teletandem, ou seja, a telecolaboração face a face e virtual com um parceiro nativo ou mais linguisticamente competente na língua alvo, também estudante universitário, com idade e objetivo semelhantes, tornou-se um componente indispensável para o curso intermediário do programa de português na universidade de Miami. Estas interações interculturais/nacionais usando a autonomia (o estudante é responsável por sua aprendizagem) e a colaboração/reciprocidade (você me ensina sua língua e eu ensino a minha a você), com a mediação do professor, convenceram-nos de que o projeto Teletandem havia chegado para ficar.

Nessas trocas virtuais, os telecolaboradores internalizam informações sobre a complexa diversidade das múltiplas culturas do seu parceiro.

Foi no ano de 2010 que decidimos fazer gravações em áudio e vídeo das interações de dezoito parcerias, em dez sessões e usá-las para o meu projeto de doutorado, realizado no Programa de Pós-Graduação em Estudos Linguísticos da Unesp, campus de São José do Rio Preto - http://www.ibilce.unesp.br/#!/pos-graduacao/programas-de-pos-graduacao/estudos-linguisticos/apresentacao. Foi, então, na análise daquelas interações, que pudemos verificar, em detalhes e com maior profundidade, as produções, construções e discursos sobre gênero e identidades nacionais; as negociações dos telecolaboradores sobre aspectos linguísticos e discursivos em um espaço virtual e transcultural, no qual o local e o global, assim como a diversidade, coexistem.

Além da aprendizagem linguística referente a aspectos lexicais, sintáticos, morfológicos e fonéticos, observamos a aprendizagem e a negociação de significados sobre aspectos discursivos e culturais, não somente do locutor como também do interlocutor, pois, ao compararmos e marcaremos as diferenças entre as duas culturas, os telecolaboradores também refletem sobre a sua própria cultura.

Nessas trocas virtuais, os telecolaboradores internalizam informações sobre a complexa diversidade das múltiplas culturas do seu parceiro no que refere ao espaço geográfico, a aspectos biográficos, históricos e de procedência étnica (imigrantes ou filhos de imigrantes, cubano-americano, afro-brasileiro, nissei), a áreas acadêmicas, preferências pessoais, posicionamentos políticos e, finalmente, a aspectos discursivos dessas duas culturas que se encontram online, cujos universos podem harmonizar-se, através da negociação (ou não) das diferenças.

Os interagentes e telecolaboradores tanto podem desfazer-se de generalizações (estereótipos) ou ideias sedimentadas, previamente cons-

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O Projeto Teletandem Brasil propicia uma aprendizagem sobre a cultura do outro não encadernada em livros

O Projeto Teletandem Brasil propicia uma aprendizagem sobre a cultura do outro não encadernada em livros. Realiza-se na performance de gênero, com constantes reconstruções, deconstruções e transformações de conceitos pré-construídos e sem muita reflexão crítica, generalizações e suposições. Por meio de tais interações, os telecolaboradores começam a compreender, apreciar e internalizar a diversidade local e global.

Aconselho a todos os departamentos de português das universidades americanas a experimentarem esses contatos transculturais online por meio do contexto virtual, colaborativo e autônomo do Teletandem.

Nota: N este artigo fazemos referência aos telecomunicadores usando sempre a forma masculina com sentido indeterminado (masculino ou feminino).


**Etc...**

**University of Arizona**


**University of Florida**

A produtora brasileira Elisa Tolomelli visitou a Universidade da Flórida no dia 10 de fevereiro. Ela apresentou seu filme mais recente “A floresta que se move”, seguido de discussão.

**SECOLAS**

March 9-13, 2016

The 64th SECOLAS (Southeastern Council of Latin American Studies) took place in Cartagena de las Indias, at Hotel Caribe, with the theme “Legacies of Transcultural Encounters in the Americas”. The keynote speaker was Gene Bell-Villada, (Williams College). More information: <http://secolas.org/en_US/conferences/63rd-annual-conference-cartagena-colombia/>.

**ISLSP/CIBER**

March 17-19, 2016


**UMASS, Lowell**

November 18, 2015


**MINAS GERAIS**

10-11 de outubro de 2015

Nos dias 10 e 11 de outubro de 2015 Diamantina vivenciou mais uma tradicional festa afro-brasileira, “Festa do Rosário dos Homens Pretos – Tradição, Fé e Resistência”. Os tambores e dançarinos misturaram-se ao casario colonial. Evandro Passos e sua Cia. de Dança Étnica fizeram parte do evento.

**LAGO**

January 28-30, 2016

Tulane University’s Latin American Graduate Organization (LAGO) hosted the 2016 Graduate Conference: “Liber-

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above: Elisa Tolomelli, Mary Ritsner, Andrea Ferreira e Libby Ginway

above: participants at SECOLAS

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Promotion
Ana M. Carvalho was promoted Full Professor in 2015 at University of Arizona. Débora Ferreira was promoted to Full Professor in 2016 at Utah Valley University.

Retirement
Milton M. Azevedo has retired from the University of California, Berkeley in 2015.

Whaling Museum
January 9, 2016
The New Bedford Whaling Museum honored Portuguese language and Portuguese maritime legacy by celebrating the 20th Anniversary of its reading of Moby-Dick. A “mini marathon” reading of the shorter version of the book, adapted in Portuguese by renowned writer and playwright, Tiago Patricio. During four hours readers of all ages were allotted 3-5 minutes to read, to encourage children and youth to read. The event was co-organized by Pedro Carneiro, the Consul General of Portugal in New Bedford, Massachusetts; the Portuguese Studies departments at Bridgewater State University, Bristol Community College, Rhode Island College, Brown University, UMass Dartmouth; and PALCUS. More information: <http://www.whalingmuseum.org>.

NPE
Teachers who offered the National Portuguese Examination (NPE) in Spring 2016: Sondra Maniatis; Drew Cardinale; Susan Ranft; Kevin Cessna-Buscemi; Lisa Almeida; Hilaria Sousa; Maria Fernandes; Sandra Oliveira; Maria Alice de Aguiar; Tania DaSilva; Sarah Amaral; Victor Augusto; MaryLou Freitas; Claudia Decker; Cristiano Liborio; Sophie Bauers; Gregory Lamping; Isabel Claro; Vera Keller; and Cornelia Medellin.

Phi Lambda Beta
The Portuguese Honor Society Phi Lambda Beta, after eighteen years with Luci Moreira (College of Charleston), is now under the direction of James Krause (Brigham Young University).

Distinguished Visiting Professor
Steven Butterman is the 2016 Greenleaf Distinguished Visiting Professor of Latin American Studies & Scholar-in-Residence at Tulane University, Stone Center for Latin American Studies. He is teaching a graduate class on Cultural Representations of Brazilian LGBT.

Oxente!

above: Milton Azevedo and Laura Callahan
below: Steve Butterman

Dancing with the Devil in the City of God, by Juliana Barbassa, was published by Touchstone in 2015. The book is a biography of Milton M. Azevedo for Maria Irene Ramalho de Sousa, by Isabel Caldeira, Graça Capinha e Jacinta Matos (eds.) was published by Imprensa da Universidade de Coimbra in 2016.

The Rio de Janeiro Reader: History, Culture, Politics, by Amy Chazkel, Daryle Williams, and Paulo Knauß was published by Duke University Press in 2016. The book covers a period over 450 years, tracing Rio’s history, culture, and politics.


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ARTICLES

We are starting a section with recently published articles.


CALL FOR SUBMISSIONS

Writers of the Brazilian Diaspora in the United States and Canada: A n A anthology. Editor: Cristiane Soares (Tuffs University) and Luis Gonçalves (Princeton University); publisher: Boa Vista Press. The book will be published in early 2017. For the purpose of the book, writers of Brazilian descent are those writers from Brazil living in the United States and Canada. The editors are looking for original poetry (up to 5 poems), fiction and creative nonfiction (up to 2,000 words). Deadline: October 1, 2016. More information with Luis Gonçalves <Lgoncal@princeton.edu>.

IJLL

The International Journal of Language and Linguistics (IJLL) is an open access and double blind peer reviewed international journal published by Center for Promoting Ideas (CPI), USA. The main objective of IJLL is to provide a platform for the international scholars, academicians and researchers to share the contemporary thoughts in the fields of language, literature and linguistics. IJLL publishes in both print and online. On going submissions. More information: <www.ijllnet.com>.
**AGENDA**

**ICALLAS**
August 2-5, 2016
The V International Conference on Afro-Hispanic, Luso-Brazilian, and Latin American Studies will take place at the University of Ghana, Legon (Accra), with keynote speaker Geraldo de León Inawinapi, researcher from Universidade de Trás os Montes e Alto Douro, Portugal. The purpose of this cross-disciplinary conference is to build on the continued dialogue among the various disciplines engaged in the study of issues related to Africa and the peoples of African ancestry in Brazil and the Spanish-speaking world. More information: <http://icallas.tcu.edu/ConferenceMain.htm>.

**EMEP**
19-20 de agosto de 2016

**Florida International University**
30 e 31 de janeiro de 2016
“Perspectives of Teaching Portuguese at Mainstream Schools: Shaping the Curriculum, Instruction, and Assessment”. Palestrantes convidados: Jamie Leite (Utah State Office of Education Portuguese Dual Language Immersion Program); Silvia Juílas (Utah Public Schools); Maria Cueto (Miami-Dade County Public Schools Foreign Language Program); Ivian Destro Boruchowski (Florida International University). Com apoio da AOTP (American Association of Teachers of Portuguese). Mais informações: <http://www.aotpsite.net/#!eventos-da-aotp/evtlk>. (Luís Gonçalves)

**A PSA**
October 13-15, 2016
The Tenth International Conference of the American Portuguese Studies Association will take place at Stanford University. The theme this year is Uncommon Communities, focusing on Lusophone African, Brazilian, and/or Portuguese literatures, cultures, and linguistics, with interdisciplinary and comparative approaches. More information: <http://apsa.us/conference-x>. 

**ILCLA / STILLA**
October 13-15, 2016
The Symposium on Indigenous Languages and Cultures of Latin America is organized in conjunction to the third Symposium on Teaching and Learning Indigenous Languages of Latin America and will be held at Ohio State University. The symposium brings together instructors, practitioners, activists, indigenous leaders, scholars and learners who study indigenous languages and cultures of Latin America and the Caribbean. A peer-reviewed selection of the symposium proceedings will be published in “Alter/Nativas”, journal of Latin American Cultural Studies. Keynote speakers include Luis Cárcamo-Huechante (UT, Austin) and Rodolfo Cerrón-Palomino (PUCP, Perú). More information: <http://clas.osu.edu/ilcla>.

**ACTFL**
A ACTFL estabeleceu parceria com a Associação Alumni em São Paulo, que passará a oferecer todos os exames da ACTFL nas 46 línguas. Além disso, os treinamentos oferecidos pela ACTFL poderão ser realizados no Brasil. (Toni Cowles)

A PN se encontra online at: <http://www.aatsp.org/?page=AATSPublication>.
AATSP - 98TH CONFERENCE
Theme: Open Doors / Portas Abertas / Puertas Abiertas

JULY 8-11, 2016
MIAMI MARRIOTT BISCAYNE BAY HOTEL
MIAMI, FLORIDA

General Opening Session: Eduardo Lolo, Kingsborough Community College of The City University of New York
Keynote Address: Alberto M. Carvalho, Superintendent, Miami-Dade County Public Schools

CONFERENCE PROGRAM AT A GLANCE
*(Conference Program is subject to change)

Friday, July 8
Workshops and sessions (8:30am-5pm)
General Opening Session (10-11am)
President’s Welcome reception (11am-12pm)
AATSP Business Meeting (4:30-5:30pm)

Sunday, July 10:
Sessions (9am-4pm)
Keynote Address (10:30am-11:30am)
Awards Banquet (6-8pm)

Saturday, July 9:
Workshops and sessions (11: 8:00am-12:45pm)

Monday, July 11:
Workshops and sessions (8am-12:45pm)

98TH ANNUAL AATSP CONFERENCE

Theme: “Open Doors / Portas Abertas / Puertas Abiertas”

MIAMI, FLORIDA
MIAMI MARRIOTT BISCAYNE BAY HOTEL
JULY 8-11, 2016
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.

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DEPARTMENT ______________________________________________________
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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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