



the
PORTUGUESE NEWSLETTER

The American Association of Teachers of Spanish and Portuguese

VOLUME 29 NUMBER 1 – SPRING 2016

M. LUCI DE BIAJI MOREIRA, editor

DESTAQUE

Luiz Fernando Valente

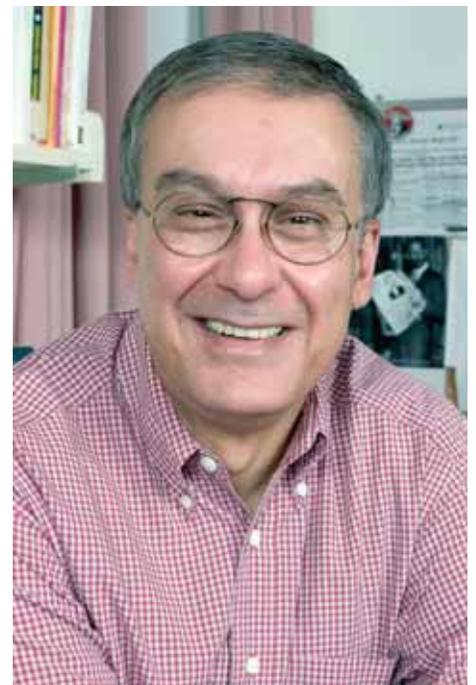
por

Luci De Biaji Moreira

Luci Moreira – Could you tell the Portuguese Newsletter readers a little bit about your career and what motivated you to leave Brazil and pursue a career in the United States?

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

Destaque, continued on pg. 2



FROM THE EDITOR

Em um ano de muitas incertezas econômicas e políticas no Brasil, a *Portuguese Newsletter* se depara com uma petição online contra a retirada da obrigatoriedade do ensino de Literatura Portuguesa da Base Nacional Comum Curricular. A retirada dos grandes mestres da literatura portuguesa com certeza empobrecerá o currículo das escolas brasileiras. <<http://www.peticaopublica.com.br/pview.aspx?pi=BR88426>>.

A *Portuguese Newsletter* apresenta em *Destaque* a entrevista de Luiz Fernando Valente, Professor da Brown University, com detalhes e insights de sua carreira, cuja leitura vale a pena. Em *Ponto de Vista*, Leila da Costa descreve sua experiência com o Teletandem. A *Portuguese Newsletter* ainda traz notícias e publicações do mundo de língua portuguesa.

Luci Moreira

CONTENTS

Destaque	1
Bookstore	7
Ponto de Vista	8
Etc... ..	10
Oxente!	11
Agenda	14



DESTAQUE

Luiz Fernando Valente
Brown University

me. When I was eleven I enrolled in English classes at the Instituto Brasil-Estados 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



Destaque, continued from pg. 2

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

Destaque, continued from pg. 3

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 Dzidienyo 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

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

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 prolific 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

continued on pg. 5



Destaque, continued from pg. 4

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 *Vision 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

LM – 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

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

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.

Destaque, continued from pg. 5

LM – The Department of Brazilian and Portuguese Studies is unique in the nation. Such a department takes more than professors of Portuguese language and literature, but also requires an array of departments, visionary deans and Chairs to create and support it. Could you tell us a little bit of its history and where the department currently stands?

Both internationalization and interdisciplinarity have been integral parts of the university's fabric for several decades

LFV – As I indicated before, the Department started as a Center in the mid-1970s, which brought together Brown scholars in different fields who shared an interest in the Portuguese-speaking world. We were fortunate that Brown was a leader in the first wave of internationalization under President Howard Swearer, who had served as an officer at the Ford Foundation and firmly believed that Brown should become more international. At the same time, the university's flexible administrative structure made it possible for interdisciplinarity to take hold earlier than at other places. Both internationalization and interdisciplinarity have been integral parts of the university's fabric for several decades, certainly long before they became fashionable in US higher education. Our group, first in the context of the Center and then as a department, has been very astute in taking advantage of every opportunity to find the spaces within the university's structure and to implement innova-

tions that have made Portuguese and Brazilian Studies visible and, indeed, unique on the Brown campus and beyond. This has allowed us to grow, slowly first, but certainly steadily. With the exception of one Provost, who departed for a university in the mid-West after a brief stay at Brown (though too long, as far as I'm concerned...), we've also been blessed with a succession Presidents, Provosts and Deans who have supported what we've been doing. But our success has also depended on long hours, hard work and complete dedication to maintain high standards in research and teaching, which have required many personal sacrifices.

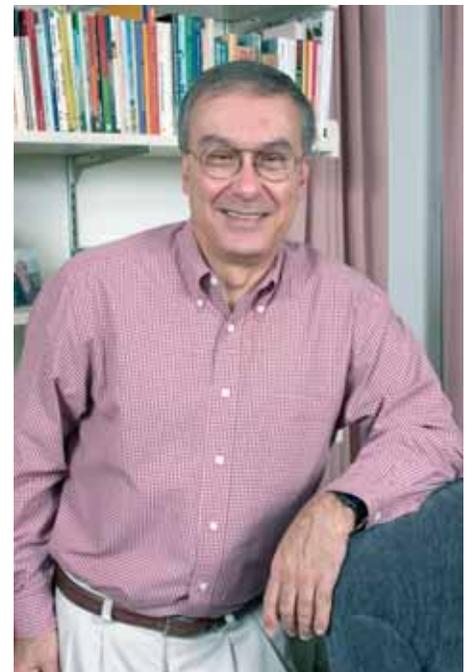
LM – What are your future plans? What advice would you give to new graduate students and junior scholars?

LFV – I keep being asked if and when I plan to retire, but I prefer to believe that I still have some productive years ahead of me. I have several research projects going right now, on Euclides da Cunha, on Brazilian poetry and on Brazilian intellectual history that should keep me busy for a while. I'm also currently involved in eight dissertations in Portuguese and Brazilian Studies and Comparative Literature. And I'm absolutely energized by my teaching. Brown attracts excellent students both at the undergraduate and graduate levels, so it's a joy to be able to teach them. I love being in the classroom. Teaching and research have been such an important part of my life that I wouldn't know what to do without them! Seriously, as long as my health is fine, I plan to continue active for a while even though I must confess that the temptation to sell my house in Providence, and retire either to

there will always jobs for the best people, and cream rises to the top

the coast of Maine or to Rio de Janeiro haunts me... As for advice to graduate students and junior scholars, these are indeed challenging times with fewer jobs and ever more stringent demands for promotion and tenure. It may sound trite, but to them I say, become the best teachers you can be and remain focused on your research. And be patient. The academic world moves slowly and it may take you some time to move into your dream job and to establish yourselves in the profession. But there will always jobs for the best people, and cream rises to the top.

q

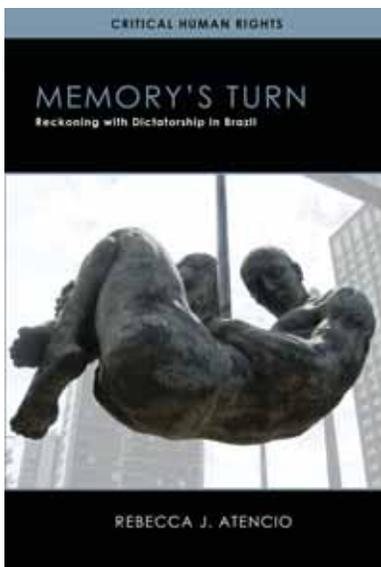




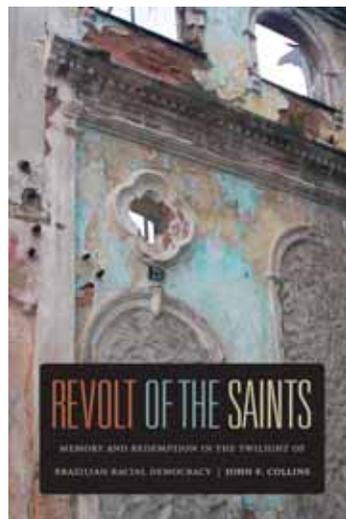
THE BOOKSTORE

BOOKS

Memory's Turn: Reckoning with Dictatorship in Brazil, by Rebecca J. Atencio, was published in 2014 by University of Wisconsin Press. The book is on postdictatorial memory construction in Latin America.



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.



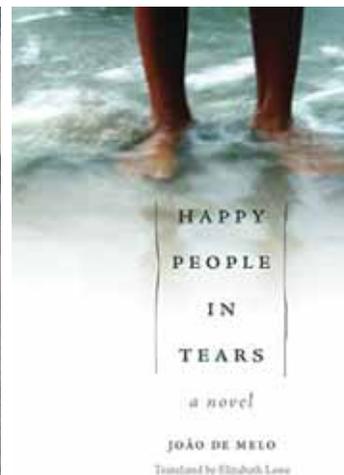
Writers of the Portuguese Diaspora in the United States and Canada: An Anthology, by Luis Gonçalves and Carlos Matos (eds.), was published in 2015 by Boavista Press. Contributors include, among others, George Monteiro, Katherine Vaz, and Paulo da Costa. The anthology brings together fiction, poetry, 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.

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.

Outras 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.





PONTO DE VISTA

“O projeto Teletandem Brasil” *Leila da Costa, University of Miami*

Em 2010 tivemos o nosso primeiro contato com o Projeto Teletandem* Brasil: Língua estrangeira para todos – www.teletandembrasil.org, da UNESP - Universidade Estadual Paulista, coordenado pelo Dr João A. Telles. Fizemos algumas interações entre estudantes do curso de português intermediário da Universidade de Miami e estudantes de Letras da Unesp, campus de Assis, no interior do Estado de São Paulo. 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 tivéssemos 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 negocia-

ções 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 compararem e marcarem 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, nissel), 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-



Ponto de Vista, continued from pg. 6

truídas e produzidas, como também construir novas generalizações. O professor-mediador dos grupos, no entanto, tem um papel importante ao orientar os interagentes para que evitem esta circularidade na construção de generalizações sobre identidade nacional e discursos de gênero, dentre outras.

Descreveremos um exemplo dos nossos dados sobre discursos de gênero. Em uma interação sobre o governo brasileiro, um telecolaborador, que é da universidade americana e de origem latino-americana, surpreende-se. O participante invoca os discursos tradicionais do papel feminino na sociedade como progenitora responsável pelos filhos e se frustra ao saber que o Brasil é governado por uma mulher. Tal posição causa estranhamento ao parceiro da universidade brasileira. Os divergentes discursos de gênero dos telecolaboradores transnacionais não só causaram um estranhamento entre eles, mas também parece terem afetado a aprendizagem, pois romperam as expectativas que tinham um do outro, demonstrando a diversidade do outro telecolaborador.

Um segundo exemplo é sobre identidades nacionais. A parceria se constitui de outro telecolaborador da universidade americana, de origem latina, apreciador de rock, que toca em uma banda de rock. A interação se dá com um parceiro da universidade brasileira, que possui uma mistura étnica afro-brasileira e alemã, com forte influência de ambas as etnias, inclusive no sobrenome. Os dois têm em comum o gosto pelo rock e um amplo conhecimento sobre rock. Durante as interações destes telecolaboradores, notamos a surpresa mútua dos parceiros quando as características de um e

de outro eram reveladas. O telecolaborador da universidade brasileira se surpreende, pois suas expectativas não incluíam um estudante de origem venezuelana estudando em uma universidade americana. Na verdade, todos os estudantes da universidade brasileira se surpreenderam, pois o grupo da universidade americana continha 15 estudantes de origem latina e 2 americanos.

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

O primeiro ponto de aprendizagem é o da diversidade que existe na Universidade de Miami e na cidade de Miami, com respeito a etnias e imigrações latino-americanas (existentes também em outros pontos dos Estados Unidos em épocas mais recentes). Há, também, estudantes latino-americanos que passam curtos períodos em Miami ou em outros locais dos Estados Unidos, cursam a universidade e depois regressam a seus países de origem. A surpresa e a aprendizagem do telecolaborador da universidade americana de origem venezuelana é que seu parceiro é de origem africana e alemã, fala alemão e não aprecia um ritmo local como o samba, mas aprecia rock, que é global e muito popular internacionalmente entre os jovens. Nesta parceria, os interagentes aprenderam não só sobre diversidade interna no que se refere ao conceito de identidade nacional como também sobre a fragilidade, a heterogeneidade, o fluido e o transitório do conceito nação-estado na atualidade global.

O Projeto Teletandem Brasil proporciona uma aprendizagem sobre a cultura do outro não encadernada em livros. Realiza-se na performance viva e na negociação virtual, com constantes reconstruções, desconstruções e transformações de conceitos pré-construídos e sem muita reflexão crítica, generalizações e suposições. Por meio de tais interações no contexto virtual do Teletandem, 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: Neste artigo fazemos referência aos telecolaboradores usando sempre a forma masculina com sentido indeterminado (masculino ou feminino).

¶



Leila DaCosta received her PhD from Universidade Estadual Paulista (UNESP), Assis and is a Senior Lecturer at the University of Miami.



ETC...

UNIVERSITY OF ARIZONA

"Social and Structural Constraints in Lectal Cohesion", palestra sobre padrões de variação do português paulistano, foi apresentada por Lívia Oshiro (UNICAMP). 6 de abril de 2016.

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.



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

MLA

January 7-10, 2016

The MLA Convention was held in Austin, TX, and included a joint session of the Luso-Brazilian Language and Literature Forum of the MLA and APSA (American Portuguese Studies Association). The session honored Fred Ellison and was entitled "The Development of Luso-Brazilian Studies and Reading Publics". Participants: Charles A. Perrone (University of Florida); Margo Milleret (University of New Mexico); K. David Jackson (Yale University); Adria Frizzi (University of Texas, Austin).

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

The Third International Symposium on Language for Specific Purposes Conference was held at Arizona State University. This initiative incorporates what were previously known as "CIBER Business Language Conferences." Guest speakers: Annie Abbot (UIUC), "Less Specific Purposes for LSP: The Skills Students Need in College"; and Clayton Dube (USC), "China: Doors Opening or Closing? What China's New Normal Means for the Chinese and Americans". More information: <<https://cls.asu.edu/lsp2016/registration>>.



above: participants at SECOLAS

UMASS, LOWELL

November 18, 2015

"The Aesthetic and Ethical Denial of Happiness," lecture by Valter Hugo Mãe (below), Portuguese author and 2015 Luso-American Foundation Writer-in-Residence at UMass Lowell.



24 de março de 2016

"Receita de Samba", concerto de música brasileira com a banda Receita for Samba. Sponsored by the University of Massachusetts, Lowell Dept. of Music and Saab-Pedroso Center for Portuguese Culture and Research.

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-



Etc, continued from pg. 8

alism and its Discontents.” Works explored and critiqued the influence of Enlightenment and post-Enlightenment thought in Latin America and its Diaspora. More information: <<http://lago.tulane.edu/2015/09/11/call-for-papers-2016-lago-graduate-conference/>>.

ACTFL

A ACTFL, realizada em San Diego, contou com painéis nas sessões regulares e na SIG (Special Interest Session). Na foto ao lado, Fernanda Ferreira apresentando seu trabalho.



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: <www.whalingmuseum.org>.

NPE

Teachers who offered the National Portuguese Examination (NPE) in Spring 2016: Sondra Maniatis; Drew Cardinale; Susan Ranft; Kevin Cessa-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 Cornelio Medellin.

q

OXENTE!

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.



above: Milton Azevedo and Laura Callahan

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 Buttermann 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.

below: Steve Buttermann

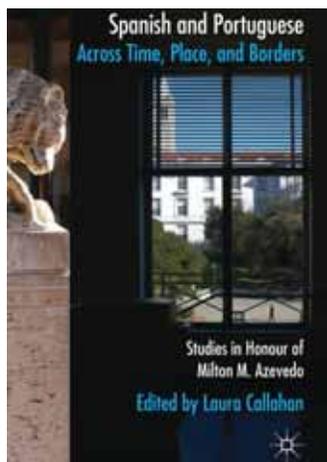


above: Milton Azevedo and contributors celebrating the book published in his honor, Spanish and Portuguese... (see Bookstore)



THE BOOKSTORE (CONT.)

Spanish and Portuguese across Time, Place, and Borders: Studies in Honour of Milton M. Azevedo by Laura Callahan (ed.), was published by Palgrave MacMillan in 2014.

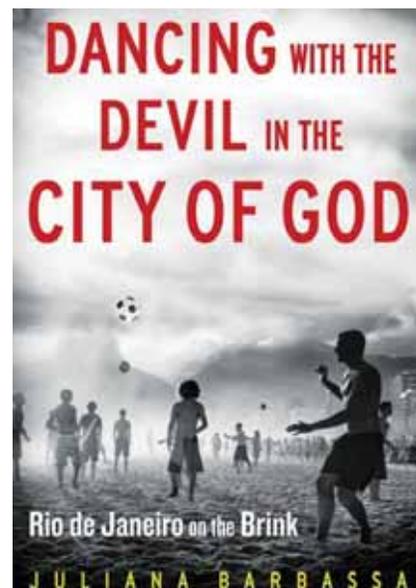


Signo e Desterro, de Pedro Meira Monteiro, foi publicado pela Hucitec em 2016. O livro é uma reflexão sobre a importância de Sérgio Buarque de Holanda para o imaginário do Brasil.

Presos que menstruam, de Naná Queiroz, foi publicado pela Editora Nova Record. A jornalista passou cinco anos pesquisando o sistema carcerário feminino do Brasil e mostra que o sistema trata as mulheres exatamente como trata os homens.

Dancing with the Devil in the City of God: Rio de Janeiro on the Brink, by Juliana Barbassa, was published by Touchstone in 2015. The book is a biography of Rio de Janeiro.

Brazil, by Antonio Tosta and Eduardo Coutinho (eds.), was published by ABC-CLIO in 2015. Part of the Nations in Focus series, the book explores what makes up modern Brazil, including its geography, politics, pop culture, social media, and daily life.



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.

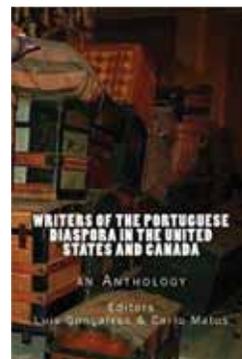
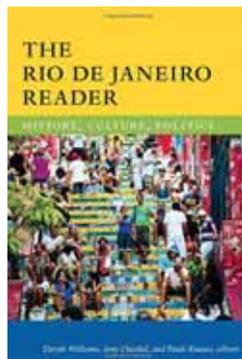
The edge of one of many circles, Festschrift for Maria Irene Ramalho de Sousa, by Isabel Caldeira, Graça Capinha e Jacinta Matos (eds.) was published by Imprensa da Universidade de Coimbra in 2016.

A invenção da brasilidade: Identidade nacional, etnicidade e políticas de imigração, de Jeffrey Lesser e traduzido por Patricia Q. C. Zimbres, foi publicado pela Editora Unesp em 2015. O livro

propõe uma nova abordagem na historiografia sobre os estudos imigratórios no Brasil.

A "Coleção Vaga-Lume" (Editora Ática), de literatura juvenil, lança os dez primeiros títulos com novo projeto gráfico. Mais de 7,5 milhões de exemplares foram vendidos desde o lançamento da coleção, sendo que 3,5 milhões foi o número de cópias vendidas de *A Ilha Perdida*, publicado por Maria José Dupré em 1944, incluído na primeira leva da Vaga-Lume e o best-seller da coleção. A editora acaba de lançar os dez títulos mais vendidos, a seguir:

1. *A Ilha Perdida*, Maria José Dupré; 2. *O Escaravelho do Diabo*, Lúcia Machado de Almeida; 3. *A Turma da Rua Quinze*, Marçal Aquino; 4. *Meninos Sem Pátria*, Luiz Puntel; 5. *Tráfico de Anjos*, Luiz Puntel; 6. *O Caso da Borboleta Atíria*, Lúcia



Bookstore, continued from pg. 12

Machado de Almeida; 7. *Deu a Louca no Tempo*, Marcelo Duarte; 8. *Açúcar Amargo*, Luiz Puntel; 9. *A Guerra do Lanche*, Lourenço Cazarré; 10. *Menino de Asas*, Homero Homem. Mais informações: <<http://m.cultura.estadao.com.br/noticias/literatura,colecão-vaga-lume--que-revolucionou-a-literatura-juvenil--esta-de-cara-nova,1769263>>.

ARTICLES

We are starting a section with recently published articles.

"Bridging Archives: Twenty-five Unpublished English Poems by Fernando Pessoa," by Patricio Ferrari, in *Pessoa Plural*, nº 8, Carlos Pittella-Leite (Guest ed.) (Fall 2015): 365-431.

"Pessoa and Borges: In the Margins of Milton," by Patricio Ferrari. In *Variaciones Borges*. 40 (Fall 2015): 3-21.

"Transcendent Poetic Dwelling: Emerson, Caetano, and an Unpublished English Poem." by Patricio Ferrari, in *The Edge of one of many circles, Festschrift for Maria Irene Ramalho de Sousa*. Isabel Caldeira, Graça Capinha e Jacinta Matos (eds.) Coimbra: Imprensa da Universidade de Coimbra, 2016.

"Portuguese language programs in New England: maintenance and diversification", by Juliana Luna Freire and Fernanda Ferreira, in *Studies in Hispanic and Lusophone Linguistics*, De Gruyter, 2015.



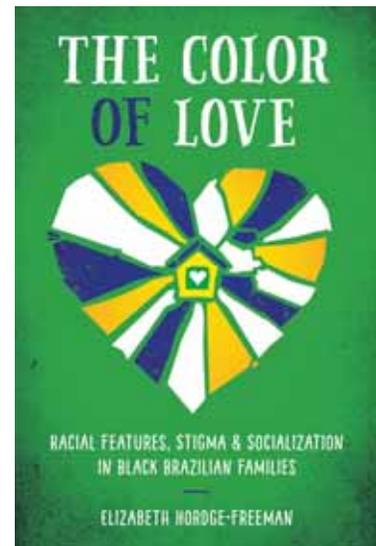
"Pessoa Plural and the Jennings literary estate." A report in Portuguese was published by *Folha de São Paulo*. <<http://www1.folha.uol.com.br/ilustrada/2016/01/1730006-caixa-com-ineditos-de-fernando-pessoa-e-pesquisa-sobre-poeta-e-achada.shtml>>.

FILMS

"Arabian nights", by Miguel Gomes (2015). Based on *One Thousand and One Nights* collection of fantasy tales, with the plot drawing from current event. The trilogy has references to the European Union and austerity suffered by people during the years of 2013 and 2014, with individual stories that take place in several parts of Portugal. (M. Christian R. de Moraga)

CALL FOR SUBMISSIONS

Writers of the Brazilian Diaspora in the United States and Canada: An Anthology. Editor: Cristiane Soares (Tufts University) and Luis Gonçalves (Princeton University); publisher: Boavista 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>.

q





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

O V Encontro Mundial sobre o Ensino de Português, organizado pela AOTP (American Association of Teachers of Portuguese) e da Focus Brasil Foundation—ocorrerá na University of California at Berkeley. O evento, dedicado exclusivamente ao ensino e tradução da língua portuguesa, terá palestras especializadas, mesas redondas e oficinas de trabalho sobre novas e inovadoras estratégias de ensino e aprendizagem de português. As comunicações apresentadas no V EMEP serão publicadas em volume especial. A AOTP está oferecendo duas bolsas de \$500.00 cada, a professores ou estudantes. Palestrantes convidadas: Ana Paula Laborinho (Universidade de Lisboa e Presidente do Camões – Instituto da Cooperação e da Lín-

gua); Marisa Mendonça, Diretora Executiva do Instituto Internacional da Língua Portuguesa; e Edleise Mendes (Universidade Federal da Bahia e Presidente da SIPLE – Sociedade Internacional de Português como Língua Estrangeira). Mais informações: <<http://www.emepsite.com/home>>.

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); Sílvia Julhas (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)

APSA

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.aatps.org/?page=AATSPublication>>.

q



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)



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

Prof. Luci De Biaji Moreira
College of Charleston
Department of Hispanic Studies
66 George Street
Charleston, SC 29424

