FROM THE EDITOR

A Portuguese Newsletter do inverno de 2012 convida você para a leitura da entrevista com o professor, pesquisador e ‘navegador’ Claudio Hulet, em Destaque. Muitos anos se passaram desde seu ‘draft’ para a Segunda Guerra Mundial e de sua formatura pela University of Michigan em 1954. O mundo passou por tantas transformações… como ele mesmo conta, um computador, há alguns anos, valia mais do que um carro! O professor Claude, aposentado há vinte anos, inspira-se nos grandes navegadores portugueses e na literatura de cordel do Nordeste do Brasil para suas atividades intelectuais e, assim, continua em plena atividade. Vale a pena ler sua entrevista.

Margo Milleret, em Ponto de Vista, faz-nos refletir um pouco mais sobre o ensino de português nos Estados Unidos e analisa a situação de nossos professores e como eles são preparados para a profissão.

A Portuguese Newsletter traz também notícias sobre conferências, novos livros, prêmios literários, novos filmes. Solicitamos aos colegas que continuem enviando informações sobre suas universidades para os próximos números.

Luci Moreira

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LM - Professor Claude Hulet, could you tell the Portuguese Newsletter readers a little about your career? How did you become interested in Portuguese, and how did you end up working with both the European and Brazilian variants of Portuguese?

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CH - In my last year at the University of Michigan as a major in Spanish and French, Portuguese was offered for the first time and I enrolled in it. Since there was no textbook, the professor ordered for each of us (six Spanish majors) a copy of the Brazilian novel, *Olhos nos Lágrimas do Campo*, by Érico Veríssimo. The teacher began by opening the book and reading eight or ten lines aloud. We would then read it aloud in unison with him several times, after which he would explain all the difficult points of grammar. He would then read a passage again. We would then read it with him again in unison. We would repeat this procedure several times. He would then ask each individual to read the text aloud. Our homework was to read the passage aloud several times knowing what we read. Our daily assignment was to read the following segment of the text aloud and study it the same way. As time went by, the segments were longer and by the end of the semester we had studied and hopefully absorbed a considerable part of the language of a contemporary Brazilian novelist. I must say that I loved Portuguese from the start.

In the Army Air Corps in World War II, I graduated from the Army cryptographic school and was sent to Brazil, where I served for two years and a half in the U.S. airbases in Natal and Recife. On my own initiative I wrote and gave a course in English on the local radio, ZYB-5. Following the war, I took my Master’s and Ph.D. degrees in Spanish, with a minor in French, at the University of Michigan.

After graduating from the English Language Institute at the University of Michigan, after completing my B.A. degree, the Cultural Division of the Department of State designated me to be the director of the bilingual center in Curitiba, Brazil, but I was drafted and entered the Army. Following my discharge from the Army Air Force, I was hired by the Department of State to be the director of the Instituto Guatemalteco Americano in Guatemala City.

While teaching Spanish and Spanish-American literature at Washington University in St. Louis, I attended a lecture by Érico Veríssimo then the Director of the Letters and Science Division of the Pan American Union. I spoke with him after his lecture. I did so with a great deal of trepidation because I had not seen or heard Portuguese in a number of years. As we talked, much of my long forgotten Portuguese welled up and came to the surface. Érico Veríssimo spent almost an hour trying to convince me to become a professor of Portuguese. He was so enthusiastic in his insistence that he convinced me, and I set about to prepare myself. I read everything that I could find in and about Brazilian literature. My efforts paid off and I was subsequently hired by UCLA to teach Portuguese. Seven years went by, however, during which I taught Spanish and Spanish-American literature because the professor of Portuguese at that time, who had been at UCLA for many years, did not want anyone else to teach any of his courses. That was a great disappointment for me, even though I was perfectly at home teaching in Spanish. Once I was finally designated to teach Portuguese and Brazilian literature, I put myself to work to continue my research in the field and to prepare the courses, which ultimately became chapters in my three volume Brazilian Literature. In the meantime I had read a considerable amount of Portuguese literature. I found it not only interesting, but also necessary as background to my work in Brazilian literature.

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"I was the first member of the Department of Spanish and Portuguese to have a personal computer, which I bought for almost the equivalent of the price of an automobile in those days."

LM - Almost 40 years after the publication of your pioneering book Brazilian Literature, do you see a trend in the teaching of literature in the United States? Would it be fair to say that there is a great-
er focus on cultural studies than on literary theory? What are your thoughts on this?

CH - I researched, organized and published the first bibliographies of Latin American literature in English, two volumes in the 1960s. One on poetry and the other on prose. That was done before the use of computers. As a matter of fact, I was probably the first person to use the Engineering Department's computers to do word processing, using punched cards to input the material. Also, for 10 years I served as the editor of the annual Hispania “Report on the Dissertations in the United States and Canada.” Later I was the first member of the Department of Spanish and Portuguese to have a personal computer, which I bought for almost the equivalent of the price of an automobile in those days.

Since the 1960s, when I published my pioneering work, Brazilian Literature, everyone has come to realize that considerable change has taken place in the teaching of literature. In the first place, it has become much less interested in the works of literature themselves and much more concerned with literary theory, along with non-literary cultural activities. Overall, these new courses are thematically more heterogeneous and, unfortunately in my view, have for the most part abandoned the sequential presentation of the development of literature, our literary heritage, through time.

LM - As a graduate student at the University of Illinois, Urbana-Champaign, the Symposium on Portuguese Traditions held at the University of California, Los Angeles, was the first conference I ever went to present a paper in the United States. This was back twenty years ago and I was very impressed at the time with the diversity of the scholars in Portuguese-speaking world. Are you still in charge of the Symposium? How has the Symposium changed over the years?

CH - In 1978 I founded the international Symposium on Portuguese Traditions, which I organized and administered for 33 years running. Its purpose was to gather scholars, along with community representatives of the Portuguese-speaking world, to get to know each other and to present papers on their respective professional interests. A selection of papers presented in the Symposia was published in the journal, Encruzilhadas Crossroads. The 33rd Symposium took place in 2010.

I organized and presided over an international symposium honoring the anniversary of the Semana de Arte Moderna Brazilian literary and cultural event of 1922. I invited a well-known poet from Brazil as the capstone of the event, and I also had voice and audio technical teams from the Voice of America record the event for transmission to Latin America. The final session was followed by a stupendous buffet I located in the class-enclosed entrance to the Schoenberg auditorium. All participants were invited.

I also organized and arranged for an international symposium to honor Rubén Darío which I put in a beachfront hotel in downtown Santa Monica.

LM - Do you have any unusual, interesting, funny or just a curious story or stories to tell the readers about all these years you have been active as a Professor and scholar, in both variants of Portuguese, European and Brazilian? How would recruit Brazilian students to come to the U.S.?

CH - For several years I was the Assistant Coordinator, and later Coordinator x of the UCLA Brazil Student Leader Seminar. In that capacity, I spent one month in Brazil each year, visiting 13 different universities, from the south to the north of Brazil to choose the Brazilian university students who would participate in my Seminar the upcoming school year. The purpose of the Seminar was to acquaint talented Brazilian University students with United States civilization and culture. The Brazilians would be housed with their American counterparts in the dormitories and they would attend the seminars and other cultural activities I especially organized for them. All aspects of American life were covered in the seminars. The students would arrive from Brazil through San Juan, Puerto Rico, then considered the showcase of Latin America. Prior to return to Brazil, the students visited Berkeley, New York and Washington, DC. In Berkeley they had an opportunity meet student leaders of those raucous times. In New York they visited points of tourist attraction, as well as museums and were guests for lunch of the Brazilian delegation to the United Nations. In addition to the Smithsonian institution and other museums, in Washington, DC the students visited the library of Congress, met a representative of the House of Representatives and of the Senate in the Congress and were welcomed by a justice of the Supreme Court. They could not leave Washington, of course, without visiting Mount Vernon.

LM - How did you become interested in the Portuguese navigators? What projects are you currently involved in?

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Vasco da Gama project behind me, I intend continue my research on this subject, which has interested me for many years.

LM - What do you consider to be your most significant honors?

CH - I am honored to be a member of the Academia Brasileira de Letras and of the Sociedade de Geografia de Lisboa, as well as having received the Machado de Assis Medal from the Academia de Letras, and the Ordem do Rio Branco Medal and the Ordem do Cruzeiro do Sul Medal from the government of Brazil. I am also especially honored by the festschrift, Tradições Portuguesas - Portuguese Traditions In Honor of Claude H. Hulet (Portuguese Heritage Publications of California, San José, California, 2006), organized and edited by Francisco Cota Fagundes and Irene Maria F. Blayer.

CH - As to my professional career, just like life itself, it has had its ups and downs, but all told, I could not have chosen a more satisfying and fulfilling one. For that I feel very fortunate. My advice to the new generation of Portuguese teachers is to persist, be determined, be alert to the possibilities that present themselves, and from among those that you see at each turn, choose the one that sparks your curiosity. The road may not be straight, but you will be fulfilled and happy with your profession.

CL - I did not know which came first, my interest in the Portuguese navigators of the 15th and 16th centuries or my activity as a member of the U.S. Coast Guard Auxiliary, under whose auspices I took courses in navigation and meteorology. I became particularly interested in the Portuguese discoveries that over some 80 years in the north Atlantic and south Atlantic culminated in the voyages of Bartolomeu Dias and Vasco da Gama, which opened the sea route between Europe and India. (Incidentally, I just completed a small book on the subject.) My first public report on the Portuguese explorations was in 1998 when I was invited to present a paper on Vasco da Gama in Lisbon at the international conference of that year on the famous Portuguese discover. I upgraded that long published paper in 2005 and added a series of maritime charts depicting Portuguese Exploration in the 15th and 16th centuries in the north and south Atlantic prior to the rounding of the Cape. That version was deposited in the Sociedade de Geografia de Lisboa. I revised that study again in 2005, redrawing the maritime charts to properly represent the triangular nature of the Portuguese voyages involved, as well as to more precisely depict details of the act of rounding the Cape of Good Hope by the voyages of Bartolomeu Dias in 1479-1480 and Vasco da Gama in 1497-1499.

As to my current projects, during the several years that I traveled throughout much of Brazil, I was fascinated by literatura de cordel that I found in the northeast, and over the years I accumulated a small library of the little pamphlets. Now that I have the

Claude Hulet is an Emeritus Professor at the University of California, Los Angeles and retired in 1991. In addition to the honors listed above, Professor Hulet is the author of innumerable articles related to Portuguese and Spanish, as well as several books.

Selected publications:
- The Great Vasco da Gama Secret. How the West African Routes Created by the Portuguese Navigators of the 14th and 15th Centuries Led to Gama’s Conquest of the South Atlantic Ocean, which Opened the Maritime Trade Route Between Lisbon and India (1497-1499). (In Press).
OXENTE!

2011 AATSP Election Results

The winners of the fall elections for President-Elect and the Representatives to the Executive Council are the following:

President-elect (automatically President in 2013)
Laura Zinke, McClintock High School, Tempe AZ

College / University Representative
Bill VanPatten, Michigan State University, East Lansing, MI

Portuguese Representative
Margo Milleret, University of New Mexico, Albuquerque, NM

Secondary (9-12) Representative
Cathy Soud, The Bolles School, Jacksonville, FL

João Almino

O escritor e diplomata João Almino recebeu o Prêmio Passo Fundo Zaffari & Boubon, com Cidade livre (Editora Record). O prêmio, concedido a cada dois anos para o melhor romance em língua portuguesa publicado no Brasil no período, foi entregue na sessão de abertura da 14a. edição da Jornada Nacional de Literatura de Passo Fundo (RS). O evento, que está em seu trigésimo ano, agregou mais de cinco mil pessoas.

Thomas Skidmore Award

Paulo Fontes is the winner of the 2011 Thomas E. Skidmore Prize, sponsored by the National Archive, Rio de Janeiro and BRASA. He is the author of Um nordeste em São Paulo: trabalhadores em São Miguel Paulista (1943-66), (Rio de Janeiro: Fundação Getúlio Vargas, 2009) and is the winner of the first Thomas E. Skidmore Prize, sponsored by the National Archive, Rio de Janeiro and the Brazilian Studies Association. The $5,000 prize is to support the translation of the book so that it can be published in English. The prize, endowed through a generous donation of the Skidmore family, recognizes historical works on twentieth-century Brazilian history. The first prize competition considered books covering the period 1930-64 that had been published in Portuguese between 2004 and 2010.


The next Skidmore Prize will be awarded in 2013 and will consider works published in Portuguese between 2006 and 2012 covering the period 1964-85.
PONTO DE VISTA

Training for Portuguese Program Development

Margo Milleret

University of New Mexico

There is good news regarding the growth of Portuguese enrollments in the USA since 1998, according to the Modern Language Association’s enrollment report of 2009. In 1998 the national enrollments at the post-secondary level were 6,926 and by 2009 they had risen to a record 11,371 (16). Thus, the recent gains may be short term if instructors are not prepared to invest in maintaining and building their Portuguese courses. This article, then, reports on my inquiry into the existing infrastructure in the USA that is available to train graduate students and faculty to conduct Portuguese program development.

The results of my 2009-2010 survey of Portuguese study in the USA that is available to train graduate students and faculty to conduct Portuguese program development.

For this reason, I decided to conduct a small, sample survey of instructors in Portuguese during May-June of 2011. Of 74 instructors queried in 29 states at public and private institutions, I received 43 responses or 58% return rate on my sample. Here are the results of that survey. When asked to mark the tasks that comprise the building and maintaining of a Portuguese program, 100% marked gain support from the administration; 93% recruit students and organize cultural events; 88.4% advertise classes; 86% collaborate with cultural centers or institutions, and 81.4% develop a study abroad program. Other tasks mentioned were sponsor a language table or honor society, send out publicity, foster common ground with Spanish colleagues and faculty in other departments, conduct fund raising, and evaluate the program. When asked if they had received formal or informal training in graduate school, the results echoed my investigations of department web sites: 22% stated they had received training and 78% stated they had not. I followed up by asking if formal training in program development was needed for gradu-
ate students and the results indicate that 81.4% - yes and 18.6% - no. The results for the question about the need for training of faculty were more unequivocal: 100% -yes.

Each institution had its own identity and culture and to be successful instructors must learn how to function in their own specific environments.

These figures are not particularly surprising when examined in light of the available information for Portuguese program development. According to my research, from 1925-2011 there have been at least 15 studies published about enrollments in Portuguese, in addition to those conducted by the MLA. From 1967-2011 seven studies in books or journals have addressed the “how-to” of program development and of those the most notable were Bobby Chamberlain’s collection of 1979, the special issue of Luso-Brazilian Review (2003), and the recent issue of the on-line Portuguese Language Journal (2010). If PhD programs and scholarly writing have not provided instructors with the information they need, then how have they gained the knowledge to be successful program developers? My survey responses indicated graduate students learned through informal observation and participation in cultural activities, bate-papos, and by watching what faculty did. Many mentioned the important role of serving as teaching assistants in which they learned about teaching and curriculum development.

When addressing their learning as faculty members, respondents indicated that 90.7% learned by trial and error, 67.4% from mentoring of a colleague, and 53.5% from conferences. Faculty also suggested that they observed other programs and spoke informally with colleagues at other institutions.

From this sample survey I have concluded that training is needed, yet what can be taught and in what format or formats? The survey results suggest that not all aspects of program development can be taught since there are differences between institutions in terms of location and type. Each institution had its own identity and culture and to be successful instructors must learn how to function in their own specific environments. Some features of institutional knowledge can be identified as common to all higher education, such as the importance of knowing who makes budget and enrollment decisions and who will be a likely ally for the Portuguese program. Nonetheless, the internal workings of higher education are usually locally driven and must be learned on site. What features of program development are common across the USA and can be taught to faculty and graduate students? The long list of tasks outlined earlier in this essay and that comprise program development represent a wide range of activities that require an extensive skill set to accomplish. Respondents to my survey mentioned administration and management skills, diplomatic and negotiating skills, supervisory skills, marketing skills, the ability to set priorities, and lastly to keep a balance between research, teaching, and service obligations and life at home. To reinforce the complexity and variety of skills needed, two respondents mentioned that they had benefited from the skills and information they learned from MBA programs.

The formats for training indicated as most useful to those answering the survey were workshops, national conferences, a web site, and publications. Respondents mentioned the need for direct and hands-on training through a combination of vehicles so that faculty could discuss and share experiences. There was also a concern that a one-time event, such as a national conference, would not be adequate. That is, there is a need for a permanent resource, such as a web site. Finally, respondents mentioned having workshops in the summer and using professional organizations as sponsors of the workshops.

The challenge will be to identify and collect information about elements of successful program development that are translatable from one institution to another.

There is one issue yet to be addressed and it probably is the most difficult one. While departments and deans often state that they want excellence in teaching, research, and service, there is little reward or recognition for the service of program development. There is some evidence that faculty who develop their programs have been denied tenure, as pointed out by Suárez (852).
Ponto de Vista: “Program Development”, continued from pg. 7

Some respondents told me that they advise their junior colleagues to research first and develop the program after tenure. If instructors are not required to research for retention, the problem is no less grave. Program development is not recognized as meaningful work and since most teach in departments with other languages, their colleagues may not even understand the creativity and commitment of time that are required to conduct program development. So, there is a gap between what is wanted and needed by institutions and what is rewarded. The way to begin closing the gap is to educate colleagues, departmental chairs, and administrators and to appeal to professional associations, such as the Association of Departments of Foreign Languages (ADFL), to help in that effort.

In conclusion, according to the results of my survey, training is both needed and wanted by instructors of Portuguese. The best vehicles for that training are multi-site workshops and a permanent web site or electronic repository that is updated regularly. Now, the challenge will be to identify and collect information about elements of successful program development that are translatable from one institution to another and then share that information widely with colleagues who attend professional conference workshops. In time, PhD programs in the USA may adopt a more proactive stance with regard to program development and include it in their curriculum. In time, the recognition of program development as a key to maintaining not only Portuguese enrollments but those of other less commonly taught languages, may change the way this important service is recognized and rewarded in post-secondary education. Until that time, something must be done to support Portuguese instructors and their efforts to keep the doors open to students and to expand course offerings. If instructors receive training that relieves them from the feeling that they are “isolated” and “reinventing the wheel” they will be more likely to find success at their institutions and Portuguese enrollments will continue to grow.

GEORGETOWN UNIVERSITY

“O ABC do Português: Projeto de Formação Contínua de Professores de Português como Língua de Herança (PLH)”, pelo quinto ano realizou-se na na Universidade de Georgetown, Washington DC, entre 2 e 3 de dezembro de 2011. Dentre os temas, discutiu-se o ensino de português para crianças e adolescentes filhos de imigrantes lusófonos. A oficina foi conduzida por José Carlos Paes de Almeida Filho (Universidade de Brasília) e Maria José Grosso (Universidade de Lisboa). Informações sobre este e futuros eventos: <portugueselinguadeheranca@yahoo.com>.

ETC...

LIBRARY OF CONGRESS

Symposium: Brazilian Literatura de Cordel

2011 ACTFL Conference
With the theme Empowering Language Educators Through Collaboration, the ACTFL Conference took place in Denver, CO, with more than 600 presenters. The Special Interest Group (SIG) had two panels, in addition to two other regular panels. Milton Chen, from George Lucas Foundation, was the keynote speaker.

The presentation examined the ways in which access to the information society has brought previously marginalized voices to participate in the national conversation, and explores the possible consequences of this emerging digital inclusion.

above: Denise Osborne, Toni Cowles, Ana Maria Lima at the ACTFL conference

UMASS DARTMOUTH
Lecture by Paola Prado (Roger Williams University) “Favela e Roça Online: Digital Inclusion of Marginalized Urban and Rural Areas of Brazil” on December 2, 2011.

MIDDLEBURY COLLEGE
ESCOLA DE PORTUGUÉS
A Embaixadora do Cabo Verde nos Estados, Sra. Maria de Fátima Veiga, ministrou palestra entitulada “Cabo Verde: Uma visão Contemporânea.”

O escritor português Rui Zink participou da Escola de Verão do Middlebury College em 2011, como ‘Escritor Residente.” Rui ensinou um módulo de literatura e fez uma palestra sobre “Humor na Literatura Portuguesa.”

BROWN UNIVERSITY
Lecture by Marion Pinsdorf on “Entrepreneurs North and South: Americans and Germans in Brazil.” She is the author of numerous articles and three books, including German-Speaking Entrepreneurs: Builders of Business in Brazil. September 19.

Lecture by Mônica Raísa Shupun on “Aracy de Carvalho e o resgate de ju-deus: trocando a Alemanha nazista pelo Brasil.” Carvalho is editorial member of Cahiers du Brésil Contemporain do Centre de Recherches sur le Brésil Contemporain, Paris, France. November 2.

Lecture by Eduardo F. Coutinho (Universidade Federal do Rio Janeiro) on “Rethinking Identities in Latin America’s Cultural Production.” November 7.

above: Celia Biancone, Denise Osborne, Debora Teixeira at the ACTFL conference

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BOOKS


De sagradas a profanas: a mulher portuguesa na Idade Média e no Renascimento, by Monica Rector (Porto: Edições Universidade Fernando Pessoa, 2011). The book presents the women and their position and function, their importance, image, and identity during Middle Age and Renaissance. The book brings texts either written or inspired by women who challenged the patriarchal norms of the time.

Alguma poesia, o livro de estreia do poeta Carlos Drummond de Andrade, foi relançado em uma edição especial, organizado por Eucana Ferraz, publicado pelo Instituto Moreira Salles em 2010. O livro inclui textos, críticas e anotações, além de um fac-símile do volume que pertenceu ao próprio Drummond, com anotações manuscritas de mudanças que o poeta incorporaria nas edições seguintes. A publicação reúne cartas de amigos e críticos acusando o recebimento do livro, bem como amostras das resenhas e artigos publicados pelos jornais de 1930 e 1931. O texto de apresentação, assinado pelo organizador, traça o percurso de Drummond de 1924 até maio de 1930.
**Uma pedra no meio do caminho: Biografia de um poema**, organizado por Eucana Ferraz (Instituto Moreira Salles, 2010). O livro é uma homenagem aos 40 anos do poema “No meio do caminho” que Carlos Drummond de Andrade publicou em 1967. O livro, idealizado pelo próprio Drummond, reúne textos, charges e ilustrações sobre o poema posteriores a 1967, uma seleção com o que foi dito sobre os versos, texto de apresentação de Arnaldo Saraiva e fortuna crítica do poema em questão.

**Capitães da areia**

O filme, feito em 2011, é uma adaptação do livro de Jorge Amado e dirigido por Goy Gonçalves e Cecília Amado, filha de Jorge Amado.


**Uma longa viagem**

Dirigido por Lúcia Murat, 2011, trata a história de três irmãos. O caçula vai para Londres em 1969, mandado pela família para que ele não entrase na luta armada contra a ditadura no Brasil, seguindo os passos da irmã. É um documentário que trabalha sobre a memória, não somente pela forma como é feita a investigação, mas também sobre o que motivou a morte do terceiro irmão.

**Sonhos roubados**

Dirigido por Sandra Werneck, 2010. Três moradoras de uma comunidade do Rio de Janeiro se prostituem para sobreviver e nesse quadro de absoluta incerteza e total falta de horizontes, elas teimam em amar, divertir-se e sonhar com um futuro melhor.

**Amanhã nunca mais**

Dirigido por Tadeu Jungle, 2011, trata de um jovem médico tentando equilibrar sua vida professional e pessoal.

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**TDM**


**FILMES**

“Meu país”

Dirigido por André Ristum, 2011, narra a estória de um jovem que imigrou para a Itália e vê-se obrigado a retornar ao Brasil muitos anos mais tarde.

“Rio”

Dirigido por Carlos Saldanha, 2011, desenho animado em 3D é uma aventura leve, romântica e cômica sobre assumir riscos na vida.

“Onde está a felicidade”? Dirigido por Carlos Alberto Ricelli, 2011, é uma comédia brasileira, cuja aventura acaba sendo o Caminho de Santiago de Compostela.”
Etc...

(CONTINUED FROM PG. 9)

2011 AATSP CONFERENCE

Highlights of the conference:

For the first time in its history, the 93rd annual AATSP Conference took place in Washington, DC, from July 6-9, 2011. The theme of this year’s conference was Spanish and Portuguese for a New Era: Advocacy, Policy and Programs. The conference sessions and talks concentrated on the conference theme and provided information about how to promote and strengthen our courses and programs to meet the special challenges that confront scholars and teachers of the languages.

About 200 sessions, workshops, and academic panels focused on the Spanish and Portuguese languages and Hispanic and Luso-Brazilian literature, film and culture. Electronic poster presentations focusing on research and program implementation, special workshop at the Holocaust Memorial Museum, and graduate credit sessions through New Mexico State University were some of the highlights.

Some of the special events included: President’s welcome reception held at the residence of the Spanish Ambassador to the US; K-8 Awards Banquet with the presentation of scholarships, travel stipends and awards to AATSP members; and three special focus sessions dealing with aspects of the conference theme.

III SIMELP

O Simpósio Mundial de Estudos da Língua Portuguesa realizou-se em Macau, entre 30 de agosto a 2 de setembro na Universidade de Macau. Um dos participantes da conferência foi o professor, filólogo, linguista e escritor Claudio César Henriques, autor de diversos livros de linguística. Em seguida à sua palestra, ele foi entrevistado pela TDM – Teledifusão de Macau.

above: Milton Azevedo at the AATSP Conference

above: J. Malaca Casteleiro (left) and Claudio Cesar Henriques) at the University of Macau

above: Jose Moreira and Mark Del Mastro at the AATSP Conference

above: Emily Spinelli, J. Moreira, and Robert Anderson at the Spanish Embassy Reception
CALL FOR PAPERS

XIII CSIEHLH
O XIII Congresso da Sociedade Internacional para o Estudo do Humor Luso-Hispânico se realizará entre 17 a 19 de Outubro de 2012 na Faculdade de Letras da Universidade de Lisboa. No âmbito deste Congresso haverá um concurso para o melhor texto de humor destinado aos estudantes de pós-graduação no valor de US$500.00 e isenção do valor da inscrição. Os interessados em participar neste evento deverão enviar os resumos das comunicações até o final de fevereiro de 2012 para <xiiiic.humor@gmail.com>.

APSA
O VIII Congresso Internacional da American Portuguese Studies Association (APSA) será realizado na University of Iowa, em Iowa City, IA, de 4 a 6 de outubro de 2012. Os interessados deverão enviar propostas individuais ou para mesas (3-4 comunicações) sobre quaisquer aspectos das culturas e literaturas luso-africanas, brasileira e portuguesa, bem como da língua e linguística portuguesa. Estudos interdisciplinares e comparativos também serão considerados.

Os congressistas deverão apresentar somente um trabalho, mas poderão contribuir para o sucesso do evento em até duas capacidades adicionais, tais como organizador/a, presidente de mesa, ou como participante de mesa redonda. Serão aceitas propostas em inglês ou português.


PLJ
The Portuguese Language Journal invites articles for the special topic on the approaches and practices of assessing skills in Portuguese for Volume #6. Articles may address placement tests, program evaluation, course assessments, or other methods for gauging how students are performing in Portuguese. Papers are welcome from researchers and instructors teaching Portuguese as a foreign/second/third language in the US or abroad. Deadline for papers: April 30th, 2012. Information: <milleret@unm.edu>.

REBECA
A Revista Brasileira de Estudos de Cinema e Audiovisual, REBECA, revista on-line, semestral, abre um espaço para reflexões e troca de ideias, visando a publicação de trabalhos não apenas acadêmicos, mas também de cunho cultural abrangente, criativo e que possibilitem dar visibilidade a questões relevantes da área em contextos sócio-culturais dinâmicos. A revista inclui as seguintes seções:


PLCS

SCHOLARSHIPS AND AWARDS

BOREN AWARDS
Boren Awards provide unique funding opportunities for U.S. undergraduate and graduate students to study in Africa, Asia, Central & Eastern Europe, Eurasia, Latin America, and the Middle East, where they can add important international and language components to their educations. This initiative includes an overseas program available for intensive Portuguese language and cultural study during the fall semester of 2012 in Mozambique. This program will be appropriate for students at all levels of Portuguese (including no previous experience).

continued on pg. 14
The 2012 application deadlines are February 9, 2012. To learn more about the initiative and the overseas program, go to <boren@iie.org> or <www.borenawards.org>.

MIDDLING COLLEGE FELLOWSHIPS

KATHRYN DAVIS FELLOWSHIP
Middlebury College is pleased to announce The Kathryn Davis Fellowships for Peace: Investing in the Study of Critical Languages. These 10 fellowships are made possible by a generous gift from Kathryn Davis, to address today’s critical need for increased language proficiency in the United States. The fellowships covers the full cost of summer language study from beginner to graduate levels in Portuguese at the Middlebury College Language Schools (tuition, room, and board).

The Davis Fellowships are merit-based and intended for exceptionally qualified 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. Individuals in other fields, including working professionals, are encouraged to apply if their field of expertise requires them to study Portuguese. The fellowships will be awarded on a competitive basis.

To be considered for the Davis Fellowship, you must both apply for admission to the Portuguese Language School and submit a separate fellowship application by January 30, 2012. More information and application forms: www.middlebury.edu and http://www.middlebury.edu/ls/finaid/fellowships/kwd>.

MIDDLEBURY FELLOWSHIPS FOR MINORITY STUDENTS
In the summer of 2012 the Middlebury College Language Schools will offer scholarships for students enrolled at Historically Black Colleges, Tribal Colleges, and Hispanic Serving Institutions. Recipients of these scholarships will receive funding to cover the comprehensive fee (tuition, room/board) for one summer of language study. Applicants for this scholarship should have strong demonstrated interest in the language—and must have the support of their home institution. More information: <www.middlebury.edu> and <http://www.middlebury.edu/ls/finaid/fellowships/hbcu>.

ANNOUNCEMENTS

DOUTORADO EM ESPANHOL E PORTUGUÊS
A Northwestern University, na região de Chicago, anuncia seu novo programa de doutorado de literaturas e culturas em espanhol e português para o ano letivo 2012-2013. Os alunos admitidos poderão receber 5 anos de financiamento, sendo 2 para bolsa completa, 3 para Teaching Assistantship, além do verão, em que poderão fazer pesquisa em qualquer cidade ou país. Os alunos fazem cadeiras em literaturas de línguas espanhola e portuguesa, mas o projeto de pesquisa poderá ser em literatura brasileira, africana, comparada ou interdisciplinar.


ACLA
The American Comparative Literature Association announces its 2012 conference, which will take place in Providence, RI, on March 29-April 1. The theme of the conference is “Collapse / Catastrophe / Change.” Some of the seminars are: Gazing Back and Moving On: Postwar and Post revolutionary Literature and Film in Luso-Africa, Central America and the Caribbean; and The More It Changes: Change and Permanence in Lusophone Texts. More information: <http://acla.org/acla2012/>.

MONTEREY INSTITUTE
Monterey Institute of International Studies (MIIS) announces the New Master of Arts in Portuguese Language Track for Translation and Localization Management Degree (MATLM) degree program in fall 2012. The Institute’s MATLM program currently offers Chinese,
French, German, Japanese, Korean, Spanish, and Russian language tracks, all paired with English. The translation track develops students’ translation skills, as well as their language and cultural proficiency. The technology track covers translation memory and machine translation, terminology management, software and website localization, process standardization, IT/workflow strategies, and project management. For additional details on the program, visit <go.miis.edu/tml>.

BRASA XI
The eleventh annual BRASA conference will take place at the University of Illinois Urbana-Champaign on September 6-8, 2012. The conference, organized by BRASA and the UIUC (Lemann Institute for Brazilian Studies), will discuss aspects related to the history, literature, language, and culture of Brazil. BRASA also invites applications from graduate and undergraduate students for the Brazil Initiation Scholarship (BIS), a one-time $1,500 travel scholarship to do exploratory research or language study in Brazil in order to expand Brazilian Studies in the United States. For more information: <www.brasa.org>.

ILASSA STUDENT CONFERENCE
The XXXII Annual Student Conference on Latin America, organized by the Institute of Latin American Studies Student Association at The University of Texas at Austin, will be held on February 2-4, 2012.

The conference is an interdisciplinary forum for students involved in Latin American research topics, providing students with the opportunity to present research activities, developing presentational skills, exchanging ideas and information, and meeting other scholars from around the world. The conference is the oldest and largest student conference in the field of Latin American Studies. Information: <www.ilassa.org/conference> or https://www.facebook.com/pages/ILASSA-32-Annual-Student-Conference-on-Latin-America>.
If you have a campus mailing address that does not match the address label below, please write your new address.

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

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