Greetings from LLC! As usual LLC faculty are busy pursuing a broad range of research endeavors and engaging in activities on and off-campus which serve our students, the local community, and our profession. Below are some highlights. I hope you will take a few minutes to read the following pages on the work being done in LLC.

This spring the university is looking to strengthen its commitment to internationalizing the UAlbany student experience, both to better prepare students for global citizenship and to make them more competitive professionally. We look forward to developing conversations with the UAlbany community regarding this goal and toward a resulting strengthening of our programs.

LLC faculty continue to streamline, redesign, and enhance our pedagogies, courses and curriculum in order to keep them interesting, current, and of value to our students. Last year we undertook major revisions to the Spanish, Russian, Arabic, and German Programs and are currently revising the Portuguese Program. This summer we are offering two advanced online Spanish courses, one for Spanish in the health professions. Next fall the Portuguese Program will be offering an intensive course geared to speakers of Spanish. Over the past year Portuguese has started a Portuguese Club, a Portuguese Table and a community-based project connecting Brazilian-heritage children in the community with students of Portuguese. Spanish also has a new course, Spanish for Community Engagement, and this spring is offering a new topics course, Sports in Spanish Film and Literature, as we look to further build aspects of our LLC programs which specifically address either an increased student understanding of cultural difference or the application of an LLC language to professions other than teaching. The French Program now offers a testing site for the EU-recognized certification Diplôme supérieur de français des affaires conferred by the Paris Chamber of Commerce and Industry, and offers a course to help students earn the certification. Student enrollments in Italian have remained strong and have expanded in Arabic. In a pilot project this spring beginning French and Spanish classes reduced their class size to 19 and have engaged students in hands-on technology projects in our Center for Language and International Communication (CLIC).

National searches for two full-time lecturers to start fall 2016 are underway, one in Portuguese and one in Hebrew. We look forward to the energy, enthusiasm and new ideas that we are sure these new hires will bring to LLC.

We also want to extend congratulations to Associate Professor Ilka Kressner who over the summer got word of having received tenure and continuing appointment here, to graduate students Yaima Centeno and Ashley LaBoda who received their PhDs this fall, and to our four graduate students who recently went ABD (details within).

We look forward to hearing from you and if you’re nearby, seeing you at our events which are open to the public, as we encourage going deeper into the languages, literatures and cultures we love. Visit www.albany.edu/llc and join us on Facebook www.facebook.com/uallc for information on seminar series, foreign language films, language tables and other special events.

Best wishes,
Maurice Westmoreland, LLC Chair

**LLC Mission Statement**

The Department of Languages, Literatures and Cultures helps students to develop communication skills in foreign languages — speaking, listening, reading, and writing — and also to understand the linguistic phenomena, literatures, and cultures common to the speakers of those languages. The department regards proficiency in foreign languages as not only a professional and intellectual asset, but also as the key to effective citizenship in a globalized and multicultural world.
University in the High School (UHS) Director Deb Privott shared, “Participation in the University in the High School Program’s annual workshops is an integral part of the UHS experience. Teachers are asked to come together and share creative ways to enhance their classroom experiences. The workshops are one way in which we support the teachers in the preparation and delivery of their UHS courses while monitoring the functionality of the program.” The annual workshop also serves as a space to share classroom experiences and the latest trends in teaching resources available to teachers. Amalia Roma-Circensi, who teaches Italian at Union Endicott High School says, “My colleague Angelo De Michele and I attend the Italian Workshop every year. To us it is not only a responsibility toward UAlbany and the UHS Program, it is a pleasure and an occasion for excellent professional development targeted to our needs: teaching and sharing a passion for a language and a culture. The part of the day we love the most is the roundtable. Over the years we have become a sort of family and we love to share our ideas, thoughts, strategies, plans, successes and also failures. We are open to input from our colleagues and we often brainstorm and ask questions no one else can help us with because of our subject. Being native speakers of Italian gives us an advantage, but listening to our colleagues and college students reminds us of the difficulties and challenges our students face every day in the language classroom. We find these workshops helpful and we look forward to attending the next one!”

Nathalie Martineau, a LOTE (Languages Other than English) teacher at Lake George Central School District shared the “…workshop is a good opportunity to stay updated with Albany’s requirements and … a great space to exchange ideas and new activities with colleagues. I teach French 4 in Lake George Junior and Senior High School. I especially found useful suggestions related with teaching the subjunctive and using short movies to direct conversations using past tenses. I learn new ways to use technology efficiently each time I attend.” Jeff Brown, an Averill Park High School French teacher comes back every year “…because the UHS French teacher workshop is designed specifically for us. Véronique solicits ideas from us so the presentations and teaching suggestions are relevant and practical. Being able to focus an entire day on the needs of French teachers is a great benefit for people like us who are isolated professionally.”

For Leonardo Correa, LLC lecturer and UHS Spanish Liaison, the UHS teacher workshop is a great opportunity to connect with the teachers who participate in the program all over NY State. The workshop provides a venue to share program updates and make the teachers feel part of the LLC family.
Foreign Films

All are welcome to LLC’s regular medley of foreign language film screenings!

Fall’s offering included: Das Leben der Anderen (The Lives of Others), Der Untergang (Downfall), Joyeux Noel, Im Juli (In July), and Portuguese film, The Assailant.

This spring’s films include: Cinema Paradiso, Ciao Professore!, Big Night, and Un Rêve Américain.

Visit [www.albany.edu/llc/news&events_clubs_tables.shtml](http://www.albany.edu/llc/news&events_clubs_tables.shtml) for a current list of LLC clubs, tables and foreign language films and visit [www.albany.edu/llc/news&events_area.shtml](http://www.albany.edu/llc/news&events_area.shtml) for other local foreign language opportunities.

LLC News

Graduate Student Workshop: Publishing for the Job Search

LLC graduate students gathered with faculty in October to discuss publishing articles in anticipation of the job search. Faculty insights included:

- Even getting shorter papers published is a valuable experience. Smaller goals are acceptable and more feasible when first looking for opportunities to publish. In general, shorter published works on a new graduate’s CV are better than no publications.
- The closer a student comes to graduation, the more emphasis on publishing there should be. Students can start with graduate level journals. Obtaining more prestigious publications is expected following tenure.
- Writing in Spanish opens up outlets outside the US. Spanish and Latin American journals that are not as well known are worth exploring. Publishing in these journals provides evidence that students can effectively communicate in both English and Spanish.
- Some journals take longer than others to make decisions about accepting articles. Authors should wait for a final decision before sending articles elsewhere.
- Presentations at conferences are a good segue into publishing articles.
- In literature publishing once a year is considered reasonable.
- Consistency in publishing is an important quality that shows continued focus and interest in the publications.
- Conference presentations are a practical approach to creating content for future articles.
- When the topic of reviewing books came up, one LLC graduate student, shared that it took nearly a year to review a book, but the industry standard is three to six months. Faculty suggested not overdoing book reviews, that a maximum of three is a good number. More with little or no published articles may indicate a lack of initiative. Students should be careful and aware of the quality of books they agree to review and not sacrifice quality for quantity.
- What employers are looking for in a candidate has more to do with the potential a person has to offer. The best approach to take with anything, whether an article, book review or conference presentation, is to do every body of work as though it is your best.
The Portuguese Language Club held its first meeting October 2015. Its board is composed of students taking Portuguese and Brazilian undergraduates. At the inaugural meeting students discussed the goals of the club, shared ideas for future events and then participants divided into two teams to play Pictionary in Portuguese. The meeting concluded with everyone looking forward to future gatherings of the club.

In fall Italian Club took a trip down to Little Italy in New York City, a place that was the start of many different aspects of Italian American culture today. The day started at the Italian American Museum with a tour and presentation on the history of Little Italy and Italian culture. Afterwards the group went to Café Palermo, a small restaurant that has been in business for over 40 years and has consistently voted to have the best cannoli in all of New York. Participants were then given the opportunity to explore Little Italy in small groups to really get a feel for the area, trying authentic Italian foods ranging from gelato to pasta. Club member Andrea Bartolotta shared, “The experience was unforgettable…it was a wonderful event that allowed everyone to understand what the Italian culture was about in all aspects, ranging from food to traditional wedding dresses.”
LLC’s Seminar Series brings the world of research to the university community, from faculty to LLC majors and minors, to anyone who is interested. Visit [www.albany.edu/llc/news&events_main.shtml](http://www.albany.edu/llc/news&events_main.shtml) for more information about upcoming seminars. All are welcome. Our Fall 2015 guest speakers included:

**September 2015**
Francisco Moreno-Fernández
Instituto Cervantes at Harvard University
“El español en los Estados Unidos”

**October 2015**
Andrés Enrique Arias
Univeritat de les Illes Balears, Spain
“Testing contact-induced change in Spanish of Mallorca. Insights from a historical perspective”

**November 2015**
Luis Cuesta
University at Albany
“The Sport Body in the Quest for Regaining Lost Youth in Wenceslao Fernandez Florez’s ‘El ladrón de glándulas’”

**December 2015**
Olimpia Pelosi
University at Albany
“When Under Arachne's Sign. Weaving the Texture of Feminine Writing: Autobiography, Space, and Construction of the Literary Self in Gaspara Stampa (1523-1554) and Louise Labé (1524-1566)”

**LLC always welcomes your Comments, Feedback and Updates**

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Find LLC on Facebook at:
[www.facebook.com/UALLC](http://www.facebook.com/UALLC)
On January 4, 2016 Spanish major Lindsey Taber was invited by her 10th grade Spanish teacher, Señora Music to discuss her experience being a Spanish major at the University at Albany. “I presented to four tenth grade classes and one ninth grade class. I was eager to present to these grades due to the fact that next semester I will be working with ninth and tenth graders in order to complete my observation hours for my Education Studies minor. I gave a simple presentation of who I am as a student at UAlbany, how the study habits formed in high school can only benefit you in college, and how Spanish as a major can create and provide many opportunities in both the academic and non-academic worlds. I wanted to emphasize to the students that being a Spanish major doesn’t mean you necessarily have to speak Spanish to earn a living, but the skills of knowing a second-language can further you in many different fields, such as Psychology, Criminal Justice and Medicine. I also discussed the connection between my alma mater, South High and UAlbany. I took ASPN 104 and 105 when I was a junior and a senior in high school. I expressed to them that taking these courses in high school allowed me to be that much further ahead in my Spanish learning experience once I went to college. I also told them that the jump into a 200-level course as a freshman in college was difficult, but taking college-level courses in high school prepared me for the workload. Returning to my old high school as a junior in college was an experience I won’t forget. Academically, emotionally, and mentally I am not the same person I was five years ago. Being able to share my varied and incredible Spanish experience at UAlbany and connecting it to the place that started my interest and love of the language was almost surreal. I hope to perhaps return one day as an educator at South High.”

Congratulations to Yaima Centeno and Ashley LaBoda who earned their PhDs in Fall 2015!

On November 16 Yaima Centeno (at right with Maurice Westmoreland) defended her dissertation, “A Sociolinguistic Study of the Liquids in the Spanish Spoken in Guantanamo City (Estudio sociolingüístico de las líquidas en el español hablado en la ciudad de Guantánamo).”

LLC graduate student Ben Mielenz shared his experience coordinating Ban the Box, a GSO-sponsored event. “In addition to my role as a Graduate Teaching Assistant in Spanish Linguistics with the Languages, Literatures, and Cultures Department, I also work with the UAlbany Graduate Student Association, where I have had various roles since beginning my graduate work here on campus in fall 2014. On December 2, 2015 the GSA hosted a panel discussion on the ethical implications of including criminal history questions on college applications. The event was titled, “Ban the Box,” and although I and most of my GSA colleagues see such questions as a barrier to higher education that has a disproportionately negative effect on traditionally marginalized populations, it was our intention that the discussion provide a space for honest dialogue, regardless of whether or not consensus was reached. This issue is particularly salient in light of President Obama’s recent commitment to explore the elimination of criminal history screenings from federal job applications, along with the New York City city-wide precedent of banning the box on all government job applications. Our panel consisted of experts from a number of different disciplines both on and off campus: Dr. Shawn Bushway-Professor with Rockefeller College, Sally D’Alessandro-Director of Student Care Services on campus, Dr. Eric Hardiman-Professor with the School of Social Welfare, Victorio Reyes-English Department PhD student and former Executive Director of the Albany Social Justice Center, Derik Smith-English Department PhD student who teaches literature courses in prisons, Dr. Iren Valentine visited us from the Rensselaer Office of Children and Family Services, and Dr. Oscar Williams-Chair of the UAlbany Africana Studies Department. Neither the panelists nor the audience were able to arrive at any easy answers, but we did come to a few clear conclusions. First, there is a chilling effect that criminal history screenings have on applicants with tarnished records, and this effect has been shown to cause such individuals to leave their applications in limbo and not continue their education. Second, given that UAlbany does not use the answers to such questions to determine admission, there is no reason for the questions to be placed where they are in the application process. Third, formerly incarcerated individuals have paid their debt to society, and the university system in general must be held accountable for increasing equitable and inclusive access to higher education to all groups that create and sustain the diverse fabric of our college community. We do not yet have a consensus as to how we should move forward, but nevertheless, I was very proud and pleased to see so many of our students in attendance at the event engaging in dialogue about how we can make higher education more accessible. I look forward to seeing how the conversation moves forward and hope readers will stay tuned as well.”
María Alejandra Aguilar has been awarded the Middle Atlantic Council of Latin American Studies (MACLAS) Wadysaw Maryan Froelich Research Grant in support of her research project, “Chasing Freedom: Black Criminalization, Leadership, and Writing in Colombia, Brazil, and Cuba.”

In November at the Guilderland Public Library Cynthia Fox hosted a screening open to the public of Un Rêve Américain, a documentary film on French Canadian heritage in the US, followed by a dialogue with the audience. The film reflects her ongoing research in Franco-American migration patterns. At the screening she shared some research she and a Canadian colleague have been doing in small Ohio towns, also following the progression of French language and culture in the US over time. Participants shared their personal experiences and insights, asked questions and made new contacts. Professor Fox and Professor Emerita Eloise Brière (pictured together at left) also attended a book launch in Chicopee, MA of Building a Better Life, which gives a historical perspective on Franco-Americans living in western Massachusetts.

In November 2015 German instructor Undine Giguere was invited to a DAAD (German Academic Exchange Service) educational seminar for German college and university instructors. While the topic largely addressed the question of which historical periods and events in German history would be important to focus on for students learning German culture and language, the specific agenda was to explore how and why German language/culture classes could contribute to offering further means of conceptualizing, personalizing and understanding past events in addition to traditional teaching methods of German/European history. With particular focus on the Holocaust and its ongoing impact, participants explored different approaches to teaching, specifically using a graphic novel, Die Suche (The Search), didactically used in Germany and other European countries. The text addresses a personal quest to make the Holocaust, in its wide-ranging dimensions, palpable and memorable for students today. Past events such as Auschwitz or the significance of Dresden before and after WWII could also be instrumental in transmitting and mediating German history to contemporary learners. Since each generation remembers and personalizes the impact of historic events in different ways, discussions centered around how to prevent future catastrophic social and human tragedies by expanding students’ comprehension of such horrific events as a means of eliciting a transfer to contemporary issues.

Graduate Student News

Congratulations to the following LLC graduate students who successfully proposed their dissertations and are now ABD (all but dissertation):

Pamela Alvarado-McNamara: “Language shift, migration and multilingualism: the case of the Triqui people in the United States”


Nyssa Knarvik: “The Acquisition of Spanish Morphosyntax by Advanced English L2 Speakers of Spanish and Heritage Speakers of Spanish”

Jaime Mundo: “El cyborg en el papel: Virtualidad digital en la novela hispanoamericana contemporánea”

In November Jonathan Oliveri presented his paper, ”Vistiendo el género en Beatriz y los cuerpos celestes de Lucía Etxebarria” at Stony Brook’s Graduate Student Conference, Violencia y Narrativa/Narrativas Violentas.

Faculty News

María Alejandra Aguilar has been awarded the Middle Atlantic Council of Latin American Studies (MACLAS) Wadysaw Maryan Froelich Research Grant in support of her research project, “Chasing Freedom: Black Criminalization, Leadership, and Writing in Colombia, Brazil, and Cuba.”
The National Italian-American Foundation (NIAF) invited Maria Keyes to participate in its inaugural meeting of the NIAF on Campus program this year, during the 40th Anniversary NIAF Gala Weekend in Washington DC. Ten professor/student pairs were chosen from colleges and universities throughout the nation to engage in discussions and help design the NIAF on Campus strategy for this year and many years to come. Maria Keyes chose student representative, Michelle LaBarbera, to be a participant in the NIAF on Campus program. The program was created to bring professors of Italian and student leaders together to unify efforts to increase exposure to the Italian language, history and culture, as well as Italian-American history. As Fellows, Keyes and LaBarbera worked with other Fellows during the weekend to determine how NIAF can be a resource to existing groups on campus, invest in the university and surrounding communities, and perpetuate Italian-American culture on America’s campuses.

Portuguese Visiting Assistant Professor Denise Osborne is spearheading a project called “The Luso-Brazilian Study Group” that plans to host a series of exhibits, specialized lectures, recitals, paneled discussions, films and cultural presentations to strengthen academic collaboration between UAlbany, universities and colleges in Brazil and the Brazilian community in the Capital Region. She published an article in October, “The L2 perception of initial English /h/ and /ɹ/ by Brazilian Portuguese” in the Journal of Second Language Pronunciation, 1(2), 157-180 (www.jbe-platform.com/content/journals/10.1075/jslp.1.2.02osb), wrote a book review, “As Herdeiras do Segredo. Personagens Femininas da Ficção de Inês Pedrosa” written by Adão, published in the Portuguese Language Journal, 9 (www.ensinoportugues.org), and wrote a chapter, “A Aplicação de Técnicas de Teatro no Ensino de PLE” (The Application of Drama Techniques in Teaching Portuguese as a Foreign Language) in Fundamentos do Ensino do Português como Lingua Estrangeira, published by Editora BoaVista Press (www.amazon.com/Fundamentos-ensino-portugues-estrangeira-Portuguese/dp/0996051147/ref=sr_1_5?ie=UTF8&qid=1452426337&sr=8-5&keywords=boavista+press). The book was the result of contributions of scholars around the globe and focuses on both pedagogical practices and research.

Lotfi Sayahi gave an invited talk at the Graduate Center as part of the CUNY Sociolinguistics Lunch Series in November 2015. He also published an article as part of a new edited book, Semitic Languages in Contact. In December he was engaged in fieldwork for his linguistics research in Melilla, a Spanish city on the Moroccan Mediterranean coast.


Serrano gave the keynote address “Fear Is a Muse: Breaking Away from the Traditional Canon” at a November 2015 University of Oregon-Eugene graduate student conference, “Outbreak! Breakout. Romance Languages Symposium.” She also presented “Autonomy Brings Misery: Recovering Yaqui History al otra lado” at the annual American Studies Association in Toronto in October 2015.

Professor Henryk Baran became a member of the editorial board of a new Moscow journal, Shagi/Steps: The Journal of Advanced Studies in the Humanities, and continues to publish actively. He regularly travels abroad, attending two conference this fall in Moscow, “Khlebnikov to the Nth degree” and “Publishing activities of the Russian emigration (19th-20th centuries).” He guest teaches, sharing his unique perspective on Russia’s complex political, economic and ideological phenomena and in fall served on a promotions committee.

This fall Professor Mary Beth Winn traveled to Moscow and St Petersburg to visit special library collections for her ongoing research on the publications of Antoine Vérard French books of Hours produced ca. 1480-1530, and the library of Louise de Savoie, mother of King Francis I. Professor Baran, using his scholarly contacts in Russia, helped facilitate her access. She also wrote two articles: “Beastly power, holy justice in late medieval France: from Robert Gobin’s Loups ravissans to Books of Hours in Textual and Visual Representations of Power and Justice in Medieval Manuscript Culture,” ed. Rosalind Brown-Grant, Bernard Ribémont, Anne D. Hedeman. Ashgate, 2015, pp. 191-215 and “Louise de Savoie, ses livres, sa bibliothèque,” co-authored with Kathleen Wilson-Chevalier, in Louise de Savoie, 1476-1531, ed. Cédric Michon, Laure Fagnart, Pascal Brioist. Tours: Presses Universitaires François-Rabelais, 2015, pp. 235-252. Another article on a late 15th-century chanson will appear in a Festschrift in honor of one of the musicologists with whom Winn has collaborated.

Alumni News

Leah Rotella, currently a Student Engagement Coordinator for the Vice Provost of Undergraduate Education at UAlbany, shared what she’s done since graduating.

“While finishing up my MS in Secondary Education to become a certified Spanish teacher, I received a full-time position working on campus and supervising college students. At the same time, I was spending summers doing volunteer work in Spanish-speaking countries with up to 60 high school students. Once I acknowledged I wasn’t going to seek a teaching job right away (due to a newfound love for higher education), I found the perfect opportunity! While in Costa Rica with high school students in summer 2013, I asked the program coordinator of Proyecto Asis – a wildlife rescue center outside of La Fortuna – if and how I could take college students there.

Working with Austin Powers, a friend and fellow LLC alumnus who coordinates UAlbany’s Latin American study abroad programs, we were able to develop the first credit-bearing, alternative spring break program open to all UAlbany students. Twice now I have chaperoned UAlbany students spending spring break volunteering in Costa Rica and experiencing the ‘tico’ (Costa Rican) culture with homestays, and we’re now accepting applications for spring 2016! Having spent time abroad as an undergraduate Spanish major, I understand the value of education abroad as it relates to developing a global perspective, language acquisition, and engaging with other cultures. While the Alternative Spring Break (ASB) Costa Rica program only gives students a taste in one week’s time, I’ve had past participants tell me that because of their positive experience with ASB, they’ve gone on to pursue more study, travel, and volunteer work in other Spanish-speaking countries! While I may not use my Spanish daily, I’ve been given opportunities to supervise more than 200 high school and college students in Costa Rica, the Galápagos Islands in Ecuador and Spain (at times as the sole bilingual chaperone). I love that my Spanish BA is being put to good use.

To students seeking career options involving the use of languages: think outside the box and embrace every opportunity that comes your way! I was fairly confident I’d end up teaching high school Spanish after grad school, but by working in higher education and ‘moonlighting’ as a chaperone for student trips abroad, I still get to work with students, use my Spanish, but don’t have to grade!”
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