Greetings from the new LLC Chair!

Since it is a matter of public record, I might as well confess that I arrived at UAlbany in the fall of 1988, which now makes me the second longest serving unretired member of our department. You might therefore think that stepping into the role of Chair would bring with it few surprises. For example, I was fully expecting to be spending a sizeable portion of my time shuffling papers through a very bureaucratic system, and this has turned out to be largely the case. However, as I read sabbatical reports, signed off on conference travel and fellowship and grant applications, reviewed proposals for new courses, looked over the proposed schedule of classes for the spring, approved funding for student awards, outside speakers and extracurricular events (and on and on and on!), I gained a new appreciation for the myriad activities that take place under the LLC umbrella and especially for the amazing research, teaching and service work of my faculty and staff colleagues. You can see a sampling for yourself in the following pages. I want to take the opportunity to thank them for all they do, and to wish all members of the department past and present, and all of our friends reading this newsletter, the very best for the New Year.

If you want to learn more about the department, please contact us at our department email language@albany.edu, by phone 518-442-4100 or drop by the LLC Office in Humanities 235 in person. Feel free to check our website regularly for the latest events and news (www.albany.edu/llc) and join us on Facebook (www.facebook.com/uallc). If you’re in the area, feel free to join us for our events—you’re always welcome. Finally, keep in touch. We enjoy hearing about your latest happenings too.

Best regards,

Cynthia Fox
LLC Chair, Languages, Literatures and Cultures

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.
Spanish lecturers and University in the High School (UHS) liaisons Leonardo Correa and Dora Ramirez organized the annual Spanish UHS Day on October 25, 2017. Ninety high school students from around the state who are enrolled in UHS Spanish classes participated in this Spanish immersion experience. The Spanish Day was full of language and cultural activities including a scavenger hunt, a spelling bee, language and cultural knowledge games, and a Tango lesson following a demonstration by the UAlbany Tango Club. One of the highlights of the day was the native speakers Q&A activity where students had the opportunity to interact with native speakers representing 10 different Spanish speaking countries. The event was a great success and is a unique opportunity for UHS students to experience the richness of Spanish, the variety of Hispanic culture, to practice language skills, to interact with students from other schools, and to feel part of the LLC family. Pictured below are some activities of the day.

In July, 2017, eleven UAlbany students took the opportunity to study and explore Italy for four weeks with Italian Professor Patricia Keyes. The students spent their time studying and practicing the Italian language in class and within the Roman markets, restaurants, shops and streets, and then moved north to spend their last week exploring Florence and Venice. Among the highlights of the trip were visits to the Coliseum, Vatican, Forum, as well as the Senate and the Chamber of Deputies in Rome; the Uffizi Gallery and the Galleria dell'Accademia in Florence, the Basilica of St. Francis in Assisi, as well as the Doges Palace, Rialto bridge, and the Basilica of San Marco in Venice. The picture here was taken in Florence at the Piazzale Michelangelo.

University in the High School (UHS) lecturer and French liaison Véronique Martin led a day-long workshop for New York high school French language teachers on 11/3/17. Twenty-six French teachers and seven presenters participated. These annual UHS teacher conferences are conducted in French, Italian and Spanish for the teachers of these languages. The same day her counterparts in Italian (Maria Keyes) and Spanish (Leonardo Correa and Dora Ramirez) also held their teacher workshops. Teachers from high schools offering UHS college courses across NY State participate in these annual UHS teacher conferences, benefitting from the target language immersion, teaching discussions, exchanges of best practices, and sharing of resources.
Song Project for FRENCH 399: TRANSLATION AND WRITING

This is an experimental course taught by Susan Blood, based on the premise that students can contribute to the curriculum by locating French-language materials in areas that relate to their own interests, academic or other.

One of the students enrolled this semester, Hugo Stern, has lived and studied in both France and the US. When he was living in Strasbourg, he tutored a French student in English. He decided to work with English-language rap music which the French student already knew. Here's what Stern reported:

"After 3-4 months she had her oral interview for a prestigious international school. She scored an 18/20 on her orals, however her written score was only 14/20. I noticed it was easier to convey a message using a song as there are examples of complicated grammar or expressions that look bizarre to foreigners."

Blood notes that "For anyone unfamiliar with the French grading system, 18/20 is an extremely high grade. Following up on Hugo's lead, I decided to try the exercise in the other direction, using contemporary songs in French. Students in FRE 399 provided the songs, and I learned that there is a fascinating new generation of songwriters currently producing songs in French."

Students surveyed people they know regarding the kinds of songs they listen to, whether they listen to songs in other languages, what they thought of some of the new French songs, etc. We also worked through a corpus of translations in class. Preliminary findings from this exercise are:

- Contemporary French songs are linguistically complex, using some of the most challenging grammatical structures in the language.
- Songs reflect an increasingly multiethnic culture with a fusion of European, African, and Caribbean influences from the French-speaking world.
- Songs show a playful relationship to language. Standard French is mixed with Verlan (slang from the urban banlieues). There is the influence of Arabic and Haitian creole, as well as punning that involves the invention of new words or expressions.
- Students who already know a second language are more likely to listen to music in languages they do not know.
- Language invention is a practice of the current generation.

The French Program at UAlbany has a long history of incorporating song into the curriculum. One of my retired colleagues knew Jacques Brel before the singer became internationally famous. I discovered that most of my colleagues have used song in a variety of ways, to teach phonetics, language levels (high to low), culture, and history. Professor Emeritus Ray Ortali, who was instrumental in founding the UAlbany Emeritus Center, reminded me that he had organized a 2-hour program in April 2012 that the Center presented to the Capital Region community. The program was titled: "A leisurely promenade in the wonderful world of the French chanson, with Carla Fisk, soprano, and Findlay Cockrell, pianist." Professor Ortali picked the songs from among those he had taught throughout his teaching career.

Charles Giglio, Latin Lecturer and UHS Liaison, accompanied his students in July 2017 on a two week educational journey in Italy. Starting in Rome, they made their way south to the Sorrento region, Taormina region, Naples and Pompeii. Highlights of the tour included the Roman Forum and Colosseum, Sistine Chapel, Trevi Fountain, a boat cruise in Capri, the Palazzo dei Normanni in Palermo, Naples, and exploring the ruins of Pompeii. Three days were also spent in the Kingdom of Sicily. Giglio, is pictured here with his Latin students and chaperones in Pompeii, Italy, with Mt. Vesuvius in the background.
In Summer 2017 Portuguese Professor Denise Osborne and seven students from UAlbany experienced four amazing weeks in Brazil. The details of the program were developed by Campus Brasil (São Paulo) along with Osborne, focusing on Popular and Afro-Brazilian culture. This program gives students a unique opportunity to exchange knowledge, develop their skills, and learn about Brazil’s history and current affairs. They visited three cities: Salvador, São Paulo and Rio de Janeiro. In these cities, they visited various NGOs, such as Bahia Street, a program developed by Afro-Brazilian residents of Salvador to help break cycles of poverty, inequality and violence among young black women and girls. They also visited Acervo da Laje, another amazing project, which focused on artistic expressions on favelas. Students also had the opportunity to take Portuguese classes and classes in culture at Mackenzie University, one of the most prestigious universities in Brazil. In an anonymous survey students said about the program:

- “The candomblé ceremony was remarkable. I never thought I would have the opportunity to see something so powerful in person. NGO projects made me feel one with the community.”
- “I definitely came back a better person: filled with knowledge and ready to learn more. I am forever grateful for the experience of making myself uncomfortable in another place and learning my way through it. Being able to view the world through the lenses of another person was eye-opening. Visiting Brazil made me curious about what the rest of the world is like and how interested I am in other cultures.”
- “I have fallen in love with a culture over a course of only a month, and I can only imagine what else I didn’t get to experience. Brazil is such a beautiful place filled with wonderful people and I will return.”

The Brotherhood & Sister Sol, located in New York City, paid a visit to the Portuguese program on November 7, 2017. Bro/Sis is an organization that supports young boys and girls and focuses on achievement education, social justice, political education, and other important issues. Bro/Sis has developed a variety of programs, among them the International Study Program, through which students can visit Brazil and learn about Afro-Brazilian culture. Portuguese Professor Denise Osborne was very pleased to have the opportunity to meet the Sisters Sol (pictured at right), who were visiting our campus for the first time. We certainly hope to welcome these wonderful girls back to our campus in the near future.
LLC News

LLC Open House

LLC held its annual departmental open house on October 24, 2017. All LLC language programs participated, offering information and expertise to students interested in learning more about our languages and cultures. While enjoying free pizza, drinks and T-shirts the 120 participants had time to discuss with faculty the many opportunities the different programs offer. This was a great occasion for students to visit with all the faculty in one place and to enjoy the company of other linguaphiles.

The open house is designed to invite new students to learn more about LLC’s nine language programs (Arabic, French, German, Hebrew, Italian, Latin, Portuguese, Russian, and Spanish), help students explore what they can do with language majors and minors, provide information about language clubs and events, and share information about the fast-track Spanish BA/MA and one-year MA programs, as well as provide information and advising related to spring courses taught in the department. In addition, Study Abroad staff were on hand to discuss the many study abroad opportunities offered by UAlbany and SUNY and to answer any questions related to the study abroad experience.

The theme of the day was Dia de los Muertos (Day of the Dead) with the room decorated with sugar skulls, papel picado, and many colorful decorations, even an ofrenda, the traditional altar with offerings for the dead, this one honoring writers (pictured at right).

The Brown Bag Series in Spanish Linguistics continued in fall 2017. The series has various aims including: providing the opportunity to learn about current and ongoing research by our own faculty and graduate students in Spanish linguistics; making opportunities available for faculty and students to present current and ongoing research and to receive instant critical feedback from a friendly audience (e.g., prior to a conference presentation or job talk); increasing opportunities for students and faculty to participate in regular, critical academic discussions surrounding empirical research in Spanish linguistics; and offering more chances to see, familiarize oneself with, and hone academic presentation and research skills by presenting, observing others in the field, and participating in discussions surrounding important theoretical, empirical, and practical topics.

This semester saw three brown bag presentations. The first, held on September 29, was by lecturers Nyssa Knarvik and Cecily Corbett who presented “We probably have similar interests’: How language distance affects social perceptions of nonnative Spanish.” The second, held on October 27, was by lecturer Cecily Corbett on “Phonetic (non)accommodation by Dominican Spanish speakers.” The third held on November 17, was by lecturer Denise Osborne and associate professor Megan Solon who spoke on “Tracking influence of prior Spanish knowledge on the acquisition of Portuguese phonetics/phonology.”

The Brown Bag Series in Spanish Linguistics will continue in Spring 2018 with a call for papers going out in late December/early January. Please consider sharing your research and/or joining us for the fascinating presentations and lively discussions. The series is open to anyone (to present or to attend) with a focus on Spanish Linguistics.

LLC wishes everyone a fantastic new year filled with every good thing!
LLC News

LLC Fall Seminar Series

Thanks to seminar series coordinator Lotfi Sayahi there were again excellent LLC Seminar speaker presentations on a variety of interesting topics this fall. Following the speakers’ presentations, students and faculty engaged in the type of active discussion that further enhances their knowledge on diverse research topics.

- **9/6/17**  Shana Poplack (Professor, University of Ottawa, Department of Linguistics)
  “Myths and Facts about Code-Switching and Borrowing”

- **10/5/17**  Gonzalo Aguiar Malosetti (Assistant Professor of Spanish and Portuguese, SUNY Oswego)
  “Matter and Memory: Reasserting the (Political) Present in Eduardo Coutinho’s Edificio Master (2002) and Lkeber Mondonça Filho’s Aquarius (2106)”

- **10/25/17**  Megan Saltzman (Associate Professor of Spanish, West Chester University)
  “Everyday Forms of Control and Resistance in the Battle for Public Space in Barcelona”

- **12/06/17**  Beth M. Bouloukos (Senior Acquisition Editor, The Amherst College Press) “From Proposal to Bookshelf (and the Cloud)”

On October 11, 2017 in conjunction with the LLC International Film Festival Italian Professor Olimpia Pelosi gave a talk entitled "Italian-Born Filmmakers in Latin America between Modernity and Postmodernity: An Overview." It gave an overview of the most renowned Italian-born Argentinian filmmakers (such as: Mario Gallo, Federico Valle, Luis Amadori, Mario Emilio Soffici, Marco Bechis, Daniele Incalcaterra), operating in Argentina between 1910 and 2012.

Views from Below:
The Underdog in Contemporary Latin American and Spanish Films

Ilka Kressner organized the two-day conference Views from Below. The Underdog in Contemporary Latin American and Spanish Film (October 5-6, 2017). Thirteen colleagues from three different SUNY and CUNY campuses participated. The research topics approached the subject of the underdog from a variety of methodological, theoretical and geographical angles. In addition to individual presentations, the event included a workshop dedicated to strategies to locate films and visual images from Latin America and Spain, a student panel organized by graduate students of the Department of Languages, Literatures and Cultures, and a final round table discussion related to the specificities and challenges of the teaching of film in our diverse disciplines. The roundtable participants represented the areas of Film Studies, English, Sociology, Political Sciences, and second language acquisition. This event was made possible thanks to a Conversations in the Disciplines (CID) grant (The State University of New York), and generous support from the Department of Languages, Literatures and Cultures. For a list of participations and presentations see: [https://scholarsarchive.library.albany.edu/latinfilm/](https://scholarsarchive.library.albany.edu/latinfilm/)

The UAlbany Tango Club enjoyed its weekly meetings this fall on Mondays from 7-8:30pm. This semester, they danced in the brand new Dance Studio in the newly constructed and opened Campus Center Annex (pictured at right). The club provided a tango demonstration for the UHS Spanish Day program, dancing tango to modern music. The club concluded the semester with a milonga (tango dance party) on the last day of classes.
Events & Films

LLC International Film Festival

LLC’s International Film Festival spanned the month of October 2017. Students, faculty and community members are always welcome to gather together to enjoy our films and participate in the Q&A time following the films. The six films, featuring five of LLC’s nine languages currently offered, were:

- The Way He Looks (Portuguese)
- The Maid (Spanish)
- Almany, Welcome to Germany (German)
- Gente de Bien (Spanish)
- Where Do We Go Now? (French)
- The Legend of 1900 (Italian)

The German Program also offered these additional films:
- 09/19/17 - The Harmonists
- 11/7/17 - The Wave
- 12/5/17 - Joyeux Noel

The Portuguese Program provided these additional activities to the campus and local communities:
- 11/14/17 – Multilingual Karaoke
- Era Uma Vez
- 09/30/17 - Dia da Arvore
- 10/14/17 - Dia da Crianca
- 10/28/17 - Bichos

The Project Era Uma Vez (Once Upon a Time) has just celebrated its 18-month anniversary. In this project, students of Portuguese and families and children from the Portuguese-speaking families in Albany and surrounding areas get together to promote Luso-Brazilian culture and the Portuguese language. This semester (Fall 2017), there were three amazing meetings. In all meetings, students of Portuguese participated, either playing traditional games with the children, reading stories, or helping them to work with small arts and crafts. Everything in Portuguese. For instance, during the meeting of September 30, 2017, a Portuguese student, Jason Boivin, along with his two children, had lots of fun with the children by playing the game “Batata Quente” (Hot Potato). In October 14, 2017, we celebrated the “Dia das Crianças” (Children’s Day) with a number of fun games. A student, Emily Beato, played a traditional Brazilian children’s game called “Lencinho na mão,” and another student, Leslie Xicohtencati, played another children’s game called “Alerta Cor.”

Era Uma Vez has helped students of Portuguese feel more involved in their learning since they have unique opportunities to interact with native speakers in a meaningful and transformative way. Denise Osborne is grateful to the CHEER fund whose financial help has made it possible to buy materials for art work and water.
Ilka Kressner’s (Spanish) article, “Especulaciones sobre gelatina de plata: El poder de la indeterminación fotográfica en Nadie me verá llorar de Cristina Rivera Garza” was accepted for publication (Chasqui). She also had published the comprehensive book review of The Cambridge History of Latin American Women’s Literature, edited by Ileana Rodríguez and Mónica Szurmuk (Recherche littéraire/Literary Research, 33, Summer 2017). The article for Chasqui is due to appear in the Spring 2018 edition.

Megan Solon (Spanish) and Spanish graduate students Nyssa Knarvik and Joshua DeClerck had their paper, “On comparison groups in heritage phonetic/phonological research: The case of bilingual Spanish vowels” accepted for publication. It will appear in a forthcoming issue of Hispanic Studies Review.

Maria Keyes was invited to be an AP scorer this Summer 2017, to serve as a reader at the College Board's annual AP Reading for the AP exams in Italian. This year the event took place in June in Cincinnati, OH. Keyes says: "This was a rewarding professional experience which allows the participants to form ties with colleagues from other institutions and facilitates the exchange of ideas and teaching methods. It also is a great way to learn the successes and pitfalls of testing.”
In Spring 2017, Ilka Kressner (Spanish) spent several months of her sabbatical in Buenos Aires, Argentina, where she researched contemporary Southern Cone authors working on literature and the environment. She also gave an invited talk at the National University of Montevideo in Uruguay (Universidad de la República, Uruguay) on the portrayals of natural disasters in art. Her essay, “Erupción volcánica en Indonesia, repercusiones literarias en Colombia: El año del verano que nunca llegó de William Ospina,” based on her talk, has just been published in an edited volume on contemporary Latin American literature in Bogotá, Colombia (Diente de León Editores).

This fall she gave two invited lectures: one at the University of Chicago, on Mexican author Juan Rulfo’s narratives. The second lecture on contemporary Latin American poetry and urban space, at the University of Campeche, Mexico, was given via videoconference.

Carmen Serrano’s (Spanish) “Duplicitous Vampires Annihilating Tradition and Destroying Beauty in Froylán Turcios’s El vampiro” will appear in the 2017 edited collection Latin American Gothic in Literature and Culture (Routledge Interdisciplinary Perspectives on Literature). In the chapter she analyzes the understudied short novel El vampiro (1910) by Honduran modernista writer Froylan Turcios. El vampiro syncretizes indigenous beliefs and colonial folktales with traditions found in Gothic-inspired literature to produce a modernista expression of the Gothic. Set in La Antigua, Guatemala, Turcios’s novel reverts to a Latin American era that commemorates colonial traditions and the indigenous past. Yet his novel also articulates feelings of displacement and dread for his contemporary world by evoking haunted spaces featuring a malevolent clergy, a vampire, and revenants, among other ominous creatures. To emphasize the perils of the industrial age on Central American culture, Turcios also evokes Guatemalan folktales and the nahual in the construction of his vampire villain, Fray Félix—a duplicitous priest and vampire in fiery pursuit of the novel’s young heroine. In El vampiro Turcios creates a socio-cultural amalgamated response through his artistic synthesis of the Guatemalan landscape, pre-Columbian worldviews, and local folktales, all of which further inform the novel’s Latin American Gothic identity. Additionally, the elicitation of the vampire and ill-omened doubles in the novel further allegorizes how science and progress, characterized as destructive forces in the text, subvert long-standing religious beliefs, threaten cultural heritage, and destroy beauty. www.routledge.com/Latin-American-Gothic-in-Literature-and-Culture/Casanova-Vizcaino-Ordiz/p/book/9781138234222

In July 2017 Véronique Martin (French) attended a week-long workshop at the Language Center of the Paris Chamber of Commerce (CCIP) on the CCIP’s new professional French diplomas. The French Studies program already offers the opportunity to take the Diplôme de Français Professionnel (DFP) level A2, a French for business exam, each May. French is now looking to expand its offerings of professional French exams to include the DFPA2 Tourism and Hotel Industry next year and the DFPB1 International Relations afterwards. The French Studies Program has also been receiving inquiries about the Test d’évaluation de français (TEF) and is considering offering this exam which certifies that candidates for French university studies, and those wishing to immigrate to Quebec, Canada or France have the necessary proficiency in French.
Alejandra Aguilar-Dornelles (Spanish) organized two panels for the 2017 MACLAS Conference, where she also presented her paper “La máquina de la plantación y la utopía revolucionaria en la narrativa de Mirta Yáñez.” Graduate and undergraduate students from the Department of presented their research papers in both panels. In June 2017 she presented “Contesting Slavery’s Legacy: Memory and Racial Identity in Cristina Ayala’s Poetry (1888 – 1912)” at The Berkshire Conference on the History of Women, Genders, and Sexualities at Hofstra University. Her research on Latin American women writers and activists led her to present in two international conferences during the summer: the eighth meeting of the Congreso Iberoamericano de Estudios de Género (Buenos Aires, Argentina) and the Latin American Studies Association – Southern Cone Conference (Montevideo, Uruguay).

Denise Osborne (pictured at left) and Megan Solon are working together on a study aiming to investigate the impact of previous languages in the acquisition of sounds in Portuguese as a third language. In Spring 2017, Denise Osborne and Megan Solon, along with research assistants Fanah Ali and Joshua DeClerck, collected data from the Portuguese students at the beginning and at the end of the semester. This semester they are analyzing the data and in February 2018, they will present preliminary results at CASPSLaP (Current Approaches to Spanish and Portuguese Second Language Phonology) at Indiana University. This is a longitudinal study focusing on learners' production and development of sounds in Portuguese. They are especially grateful for the help of Ali and DeClerck, and would like to thank the Portuguese students who participated enthusiastically in this study.

Undine Giguere (German) attended a Women’s Writing Retreat with workshops in journal writing, fiction, storytelling, poetry, and creative non-fiction. Workshop leaders were experienced instructors and authors. In interacting with them throughout the week participants developed their own original works. Her poem referring to the topic of the seminar “Flight” will be included in the 2017 Pyramid Lake Women Writers seminar anthology. She also accepted an invitation to attend a DAAD (German Academic Exchange Service) educational seminar at Brown University, RI, in November 2017 for College/University instructors of German focusing on writing strategies and competence in beginning and intermediate German classes. As the acquisition of writing competence is an important component of successful foreign language instruction, the seminar will use a hands-on approach to examine to what extent textbooks and other content-related subject matter emphasize practical approaches relating to constructive as well as creative writing.

As in previous years, Giguere was invited to be part of the AP scoring team for national and international AP exams in German language and culture. She has now been involved in the AP program for over a decade. The annual, one week comprehensive scoring took place in Cincinnati, Ohio, in June. Participants in the AP Reading:

- Receive training in consistent application of scoring standards, and use the standards to score student responses;
- Interact with members of the AP Development Committee responsible for revising the AP Course Description and developing the exam, giving and receiving information about the current state of teaching and learning in the discipline;
- Discuss achievement, assessment and teaching strategies with college faculty and AP teachers;
- Develop a network of professionals in their discipline that will last a lifetime.

The careful evaluation of students' work is one of the most important aspects of the AP Program. Successful students who receive at least a comprehensive 3 (out of 5, with 5 being the most qualified) will have the prerequisites to enter college level intermediate German classes. AP scoring is also performed for AP classes in French, Spanish and Italian at the same time and location. In the future the scoring will be partially electronically administered and scorers next year will be trained in scoring part of the exam from their home computers.
Seniors Alexandra Harvey and Alicia Carelus will put their experience working with children and their knowledge of the Spanish language into practice as full-time Spanish teachers next year. Harvey, a senior Spanish major and Education Studies minor, interned with the organization Uncommon Schools during Summer 2017 teaching fifth and sixth grade math. Out of that experience, Harvey landed a fulltime teaching job in Troy, NY, which she will start in Fall 2019. While she finishes her coursework and degree at UAlbany this year, Harvey is working as an apprentice teacher at Troy Prep High School where she offers support for the Spanish class and tutors as well as substitute teaches. She also currently serves as campus ambassador for the Uncommon Schools program and as the treasurer for Big Brothers, Big Sisters. She writes of her next steps: “What I look forward to the most about my new job is being able to make real change in the world. I believe that education is a right, and I want to be a leader in making sure that all children regardless of race or socioeconomic status have the opportunity to not only receive a high quality education but also know that there is someone who cares about them and wants the best for them.”

Carelus, a senior Spanish major and Education Studies minor who plans to graduate in December, was accepted early admittance for the highly-selective program Teach for America. Carelus will be placed in southern Louisiana and, though her specific position is not yet finalized, she will likely teach Spanish at the secondary education level. Carelus is currently serving as a campus ambassador for Teach for America and is the president of the campus group Best Buddies. Of her time at UAlbany and in LLC, Carelus writes, “UAlbany has prepared me beyond my expectations of what I thought I needed to learn. All of the education and Spanish classes that I have taken, really have prepared me and helped me see what my future will be like. These classes have taught me about lesson planning, classroom management, as well as reading, writing, speaking and grammar skills for Spanish that I will definitely need when I get to the classroom.”

UAlbany senior Nicola Breen was accepted for doctoral study in Organic Chemistry in Germany starting next fall. Her interest in doing her PhD in Germany stems from an undergraduate internship summer 2017 at the Max Planck Institute for Coal Research in Mülheim. This private research institute is affiliated with the University of Aachen. Breen is presently enrolled in GER101 and will take 102 in spring 2018. Although English will be used in most of her study and communication, she plans to continue to perfect her German while living in Germany.

Nyssa Knarvik (SPN, pictured with her poster) presented research done in collaboration with Cecily Corbett at the Hispanic Linguistics Symposium at Texas Tech University on October 26, 2017. The title of the research was "Evaluative reactions to nonnative Spanish." The Hispanic Linguistics Symposium is a yearly conference on theoretical and applied linguistics related to the Spanish and Portuguese speaking worlds. Congratulations also to Knarvik who was the recipient of the Dissertation Research Fellowship Award for both the 2016-2017 and 2017-2018 academic years.

Special congratulations to our newest PhD graduates: Dr. Zahir Mumin (7/17/17 Spanish), Dr. Karina Miccio Walker (8/23/17 Spanish), Dr. Evens Domond (11/10/17 French), and Dr. Komla Amegashie (11/29/17 French)!

We are also delighted to announce that PhD students and TAs Tara Feeney, Benjamin Mielenz, and Farah Ali have passed their PhD oral exams.
Graduate Student News

On October 6, 2017 Amber Bradley, Spanish PhD student and teaching assistant, presented her paper, "The Anti-Hero Perspective of Sebastián Silva’s The Maid" at the conference "Views from Below: The Underdog in Contemporary Latin American and Spanish Film" on a panel with another student in the Hispanic Literature MA Program. She also presented the movie The Maid at the Film Festival on October 16, 2017, which was followed by discussion with participating faculty and students.

Farah Ali, Spanish PhD student and teaching assistant, recently attended the Second Language Research Forum at The Ohio State University in Columbus, OH (Oct 12-15), where she gave two presentations: "Pronunciation Development in the Foreign Language Classroom: Evidence from a Semester-long Mixed-methods Study of L2 Spanish Learners," which was presented on behalf of Dr. Megan Solon and herself. This longitudinal study examined L2 learners' perceptions and attitudes about pronunciation as they related to actual pronunciation outcomes. She also presented a paper titled "L1 Use in the L2 Classroom and its Effect on the Acquisition of Verbal Paradigms." This presentation focused on the results of a longitudinal study that investigated the use of the L1 in the L2 classroom and its effect on the acquisition of the indicative/subjunctive distinction as well as the conditional. She also wrote a book review on P. Bakker & Y. Matras (Eds.), Contact Languages: A Comprehensive Guide in Linguist List, posted online at https://linguistlist.org/pubs/reviews/get-review.cfm?SubID=36287517. This edited volume aims to provide an overview of different types of contact languages by means of historically contextualizing them, outlining their communicative functions, and summarizing their most common linguistic features. Additionally, apart from outlining the various types of contact languages, this volume aims to approach these unique linguistic varieties from an historical perspective as well as from a sociolinguistic perspective. Congratulations also go out to Farah as being selected as a Benevolent Association Award recipient for Fall 2017.

LLC always welcomes your Comments, Feedback & Updates  
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For previous issues of the LLC Newsletter, see: 
www.albany.edu/llc/llcnewsletters.shtml
Professor Emeritus Ray Ortali, Publisher, We Love Books, Films & Company, visited FRE399, Translation and Writing, in conference room HU354 to give a presentation on his long career and to play 5 French songs that he has taught. He shared that was the room where he met his future wife when she came to campus for a job interview a very long time ago. (See page 3 for more on the Song Project.)

Professor Emerita Mary Beth Winn received a grant from the William L. Reese II, PhD Emeritus Center at the University at Albany to present her research at the annual meeting of the Renaissance Society of America in New Orleans in March 2018. In a session on animal satire, she will focus on the Loups ravissans, a work composed in 1505 by the cleric Robert Gobin and published in Paris by Anthoine Vérard. Illustrated with two sets of dramatic woodcuts, the text offers a vivid critique of the “ravishing wolves” who have overrun church and state throughout history by means of fraud and deceit. The wolves still roam, and the theological, philosophical, and legal questions raised by Gobin resound today.

Le FORUM

Professor Emerita Eloise Briere was interviewed for an article in the Spring 2017 issue of Le FORUM (a Franco-American publication out of the University of Maine at Orono): “Les batailleurs – Enquête d’un Québécois sur la diaspora franco-américaine” by Simon Couillard (pp. 26-35, see http://umaine.edu/francoamerican/files/2017/06/Le-Forum-Vol_39-1.pdf).

Professor Emeritus Herman Prins Salomon presented at a conference regarding the works of António José Centenário. The conference was held December 11-12, 2017 in Lisbon, Portugal. It was hosted by Faculdade de Letras da Universidade de Lisboa. Salomon gave a presentation on Um precursor inédito de Inquisição e Cristãos-Novos: Os Agravos e Gravames de 1672.

LLC faculty, staff and students enjoyed a relaxing end of the year celebration with treats and lively conversation on Reading Day, 12/12/17, while it snowed lightly outside. It was a good way to come together before exams and grading, learn about others’ plans for the break and wish them the best. Reading Day is the day between the last day of classes and the first day of finals.
Congratulations to Maria Cristina Montoya (PhD Spanish 2011), who received tenure and was promoted to Associate Professor of Spanish Linguistics at SUNY Oneonta.

Evangelo Maniotis received his BA in Linguistics from the University at Albany in 2016 with minors in Japanese and French. Below he describes his experience on The Teaching Assistant Program in France (TAPIF). This is a highly selective program of the French Embassy in the United States.

“I was given the opportunity to work in Nantes, France, as a teaching assistant for the Teaching Assistant Program in France (TAPIF). This program was recommended only to those majoring in French. However, Madame Fox and Madame Martin felt I was eligible with my linguistic level as it was. And so, under their guidance, as well as their letters of recommendation, I sent in an application, and got accepted! Nantes is a fairly young city, with a pretty handy tram system to get me from home to school. I was fortunate enough to get a flat-share in a house with three other Frenchmen. I remember feeling flustered by the French administration, especially since this was my first real step into the adult world, and in another country, at that!

At this point, I'd had roughly nine years of French study under my belt, four of those years having been here at SUNY Albany. Nonetheless, I felt my speech level was lacking, even in spite of my reading and writing level. In Nantes, though, I didn't really have much luxury to shy away. I had to work with the language in all registers, from my banker's quick and heavily jargoned business speech to one of my housemate's slurred patois. I was hiding from company letters and bills, scrunching my nose at all the political debates over the elections, and struggling to get to know one of my joker housemates whose humor I simply could not comprehend.

Fast forward seven months, and I'm expertly traversing the city to work with my banker, the headmaster at my school, and peers for all manner of various squabbles and misunderstandings. I suddenly found myself with a large social group, all with the lingua franca being, well, la langue française!

I have a different home in different countries, some a physical part of my family, and others more spiritual from time spent absorbing the culture. And so, with France added to that collection, I returned to the States feeling more divided in my heart than ever. A sense of uncertainty seemed to taint me as I looked around at a dispersed community of former classmates. But then, just the other day I got a chance to spend time with Madame Fox and Madame Martin, as well as some of my other professors. And they spoke to me, understood me, and advised me. And I felt, in the exchange of now fluent French over matters professional and personal, the certainty of belonging that I never thought could be found in any one country.

I'm still seeking to better myself, as well as better understand my place in the world. But now jobs I never dreamed I'd have access to are within my reach, and I realize just how far I've come in my studies. And I know my community. Indeed, perhaps the certainty of belonging is not towards any country, but to the individuals who understand and inspire me to move forward in any country I live in.


Carrie Kuehl (DA Humanistic Studies, French and Spanish, 1997) introduces a new course this spring, FRE399-Quebec Society and Culture, which offers an in-depth study of the Québécois people through their history, language, politics, arts, traditions, and contemporary society. Students will examine the topics through the lenses of selected literary excerpts and songs from Quebec and will enjoy opportunities to begin to perfect their listening-comprehension, speaking, reading and writing skills while learning about the distinct North American Francophone society and the culture of contemporary Quebec. Pictured is Canadian Street by Carol Spandau.
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