



# Lingua Franca

*Graduate Student Newsletter*  
*Spring 2015*

**PURDUE UNIVERSITY**  
*School of Languages and Cultures*

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LINGUA FRANCA  
SPRING 2015



Teixeira and Úsuga with Spring 2015 participants.



With Professor Carroll during the Recognition Ceremony.

# THE SANDRA CISNEROS LATINAS I TELL YOU MY STORY PROJECT

***Berenice A. Carroll Feminism,  
Peace, and Social Justice Award  
2015***

*"I always tell people that I became a writer not because I went to school but because my mother took me to the library. I wanted to become a writer so I could see my name in the card catalog." Sandra Cisneros*

**By Sandra Úsuga**

The *Sandra Cisneros Latinas Project* was created last year by PhD Candidates Esther Teixeira and

Sandra Úsuga as an alternative for the graduate students in literature to develop extracurricular activities and connect Purdue with the community through literary studies. Everything started when *OPD Program* Coordinator invited us to get familiar with the services they offer to the Latino community. We anticipated a big opportunity to design a community service learning project which could link the OPD's ideology and practice with our academic field.

## Why Sandra Cisneros?

We named this Project the *Sandra Cisneros Latinas- I Tell You My Story Project* in honor of one of the most prominent Chicano writers, Sandra Cisneros, who is a source of inspiration and model for many of the Latino women participants of the *Opening Doors Program*. Cisneros' fictional work is used as a bridge to link the author's story to that of the participants since all of them are also of Hispanic origin. Cisneros' life story and literary work advocate for equality and women's rights. Her works also cover concerns with Chicana identity, poverty, and the impact and continuous challenges of growing up in between two cultures.

## How does it work?

Throughout a total of ten sessions every semester, our project finds ways to empower participants through activities based on a series of readings, presentations, and creative writing exercises. One of the more significant activities is the *I Tell You My Story Session*. This session's main purpose is to reinforce the importance of reading and having access to education in order to improve their lives. Participants have come up with very creative and moving stories of life and deep reflections about gender roles in society, and different ways to promote gender equality at home in what seem as *simple* everyday practices.

Up until now we had mainly worked with our own and OPD's resources to carry out this project. However, April 9th, 2015 was a very happy day for our project since it received **the *Berenice A. Carroll Feminism, Peace, and Social Justice Award 2015***. This is an annual award that aims to foster and recognize students' projects related to feminist studies, peace studies, and other social justice issues. This is very meaningful not only for the prosperity and endurance of the project in the future, but also because the award came with a cash prize which will allow us to achieve some of our short-term plans with its participants including: providing free books and materials for them, covering expenses for a field trip to the National Museum of Mexican Art in Chicago, and finally starting a mini-library for the ODP participants and their families for future consultation.

*Note: The Opening Doors (ODP) in Lafayette is a school readiness program that seeks to strengthen the leadership skills of parents with children of ages 0 to 5. The curriculum is based on the premise that education, solidarity, and inclusion leads to social change. This practice - known as popular education - also draws from real life experiences of the participants.*

# STUDENT SPOTLIGHT

## CARMEN MARTÍN-QUIJADA

By Laís Oliveira Ribeiro

► When I was asked to interview an SLC student for the *Lingua Franca*, I knew who this person would be: Carmen Martín-Quijada. This Chilean poet has several publications and is the winner of the 2007 Poetry Contest of the Universidad Finis Terrae.

Among all the activities a graduate student and teaching assistant has to cope with, Carmen found time to talk to me in between classes. Although, we have been taking classes together, we had never had the chance to talk about her experiences as a writer. I venture to say that Carmen the poet is a little more timid than Carmen the student. It was a brief, yet a very pleasurable talk. I focused this interview on her book *Trinaje*, which came out in 2013.

### WHEN DID YOU START WRITING?

I started writing when I was 14 or so. I had a diary I would write in, but the book as a project started when I was about 20 years old.

### WHOSE IDEA WAS IT TO PUBLISH A BOOK?

It was mine. I needed to release it from my system. The writings were there, but they didn't have any shape. They were just texts randomly organized.

### WHAT IS YOUR WRITING PROCESS LIKE?

I write in a very slow way... it takes me a lot of time. I write and I just leave it and go back to it. I keep revisiting the writing constantly until I feel that it is done, that it is finished. And sometimes, I keep working on it over and over to the point that I end up going back to the original. So, I always save different copies.

### WHY POETRY?

I don't think one actually chooses it. I think this has to do with one's relation with the language; for me it is just easy to think in poetry. Now, I am trying to write in other genres, but it is very experimental. I like poetic prose. Actually, *Trinaje* has a prose section. There are passages and there is a story between them. I mean... at least it is easier to find a narrative in the prose section, than the possible relation between the poems.

### WHY TRINAJE?

*Trinaje* is a word that came out one day when I was sleeping next to my son. He was little. At that time, my

window was covered with ivy and trees, and there was a nest there. I would always hear the birds trilling and would think about it. What do birds do? They *trinan* (trill). And, as I was thinking about it, the word came out while listening to the *trinaje* of those birds. And I just loved it. Birds have always meant something in my life in many different ways.

### HOW WOULD YOU DESCRIBE YOUR POETRY?

Fragmented. Broken in some sense. I read it and I think, "How can I connect this to other texts?" And I can't.

### WHO INFLUENCED YOUR POETRY?

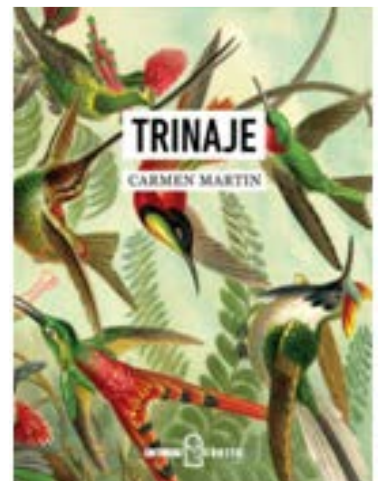
Part of my writing is a lot of reading. I read a lot. I have always been a good reader. I think I started when I was around 13 and never stopped. So, somehow my writing is a response to what I read. There are some poets that I always go back to. One is Paul Celan, the other is Alejandra Pizarnik; she is one of the most important writers I have read in my life. Also, the Chilean poet Jorge Teulier.

**"I would always hear the birds trilling and would think about it. What do birds do? They *trinan*."**



### ARE YOU PLANNING A NEW BOOK?

Yes. With the things I am writing right now. I guess it is going to take a while. Maybe not 10 years\*... I don't know. I've been working on short stories for two months. Also, I have rediscovered some old writings. I read them and approached them differently. I am trying to revisit them and I hope that this will result in another book. I don't know when, but sometime in the future.



\* It took Carmen ten years to publish her first book.

# SECRET PASSIONS OF SLC GRADUATE STUDENTS

By **Tatiana Artamónova**

Coined by an unknown individual and probably meant to instill fear and diligence in the hearts of the newly admitted rookies, one common expression proclaims that "graduate students have no life." It is not always the case. There are students who combine their graduate studies with vibrant lives you might not know about - lives filled with passion and talent. I am lucky to personally know some of these intriguing individuals, and I asked them to share their stories with us.

## **Boris, PhD student in Spanish Linguistics.**

### **Passion: Ballroom Dancing**

For me language and dance are closely interconnected. I began dancing for extra credit for Spanish class in high school, so I began with salsa. I loved being able to understand the lyrics, which made it easier to move to the music and interpret it. Little did I know that near the end of high school I would start ballroom and Latin dancing. My first dance partner and I formed a ballroom club at my undergraduate school, the University of Louisville.



Besides my studies, organizations, and campus work, dance has been an essential part of my life for about ten years. I have been able to partner dance in almost every country that I have visited, and it's always the first thing that I research.

When applying for graduate school, I must admit that my short list consisted of schools that had a ballroom team. I promised myself that grad school was not going to be all about work, or else it would make me miserable. I compete in at least two competitions every semester, which involves at least two lessons every week and many more practice sessions. Also, I have always found my best friends through dance. Just like language, dance is a form of communication that helps form instant bonds between individuals.

## **Sandra, PhD Candidate in Latin American Literature**

### **Passion: Music**

I've been a music fan since I was very little. Like some Colombian artists say, in many places in Colombia, we learn to dance before we walk and we sing before we speak. I grew up listening to my grandpa play the guitar and sing, as well as dancing salsa with one of my uncles since I was six. Their passion for music remained forever in me. Since then, I've always been involved in choirs, music bands, and dancing groups. I've sung all kinds of parties and music (from pop and rock to bambucos, cumbias, and boleros), I even sang for a funeral home for some time. I have all kinds of anecdotes and great stories to tell

thanks to music. When I came to Purdue, I missed that part of me, and I was lucky enough to find other Purdue students and people from the community who shared the same passion. Right now, I play with a Latin Band called Clave Caribe. Contact me in case you need us to bring some *Sabor* to your parties!



## **Takafumi, MA student in Japanese SLA & Pedagogy**

### **Passion: Breakdancing**

Dancing makes my life vibrant and meaningful. Confidence, energy, creativity, and satisfaction ooze out from the core of my body through dancing. Among the various types of dance, breakdancing is the one that exceedingly attracted and fascinated me. My first encounter with breakdancing was in 2011, when I was in college in New York. My eyes were captivated by the creative and dynamic movements.

Since then, I became a huge fan of break-dancing, and I have been “breaking” for almost four years now. At present, I belong to Purdue Boiler Breakers, and I practice with the enthusiastic and skillful crew.



Currently, I am one of the graduate students as well as a Japanese teaching assistant in SLC, therefore, like other graduate students, I only have limited amount of time to spend on my hobby. By scheduling every hour (or sometimes even minute) and finishing my assignments or work in advance, I make time for my “second life.” It is possible to say that my life was changed by break-dancing, and that I feel reborn when I dance. My passion toward break-dancing grows day by day. Additionally, I get to meet amazing people through my hobby. Thus, I definitely plan on “breaking” as long as possible.

### **Laura, PhD student in Comparative Literature**

#### **Passion: Singing**

When people ask me when I started singing, I always answer that I sang even before I could talk. According to my aunt I would sing when I was given a bath, so I continue the tradition by singing in the shower and sometimes I try to dance there too! (Children, don't try this at home).



I sang in public for the first time in high school and then joined a gospel choir in Madrid when I was finishing my bachelor's degree. When I came to Purdue, I started singing with the Black Voices of Inspiration at the Black Cultural Center and now I am a Heart & Soul member at PMO where I get to sing in concerts, church services, and the Purdue Christmas show! Some people think that it is crazy to commit my time to singing and be involved in other activities apart from grad school, but I can honestly tell you that if I didn't do all these things I wouldn't be myself and I would die of sadness. Some the activities that really make me happy and keep my life balanced.



Music is what lets me express myself outside of writing and classes, and Purdue is giving me the opportunity to do what I like and share my talent.

Here I met a great friend (Massimiliano Giorgini) who is a music producer and invited me to do some collaborations in his studio. Also, Professor Richard Thomas from the Theatre department cast me for his show “Choices” last Spring. Finally, I have just been cast for a musical production at Purdue Theatre for next semester, so mark your calendars to go

see *Betty's Dinner* from September 24th to October 10th with music by Carrie Newcomer!

Although at times it might seem otherwise, graduate student life does not have to be only about school. It is essential to strive for a balanced life. Participate in extracurricular activities, practice your hobbies, and pursue your passions. This way you will stay happy and motivated, and your graduate experience will be more complete. Contact me if you would like to share your secret passion with the world, and I will include you in the next piece to appear in the Fall 2015 issue.

# SLC GRAD STUDENTS AT THE CINE LIT CONFERENCE

By **Ángela Patricia Pacheco**

“Cine Lit VIII: An International Conference on Hispanic Film and Fiction” was organized by Portland State University, University of Oregon, and Oregon State University together with the 38th Annual Portland Film Festival on February 19-21, 2015. The School of Languages and Cultures at Purdue presented research on Hispanic film and literature through Professor Patricia Hart who gave a presentation on “Gritos y susurrounds: El doblaje y otras armas cargadas de pasado en el desarrollo del sonido cinematográfico en España.” Professor Hart, who is an expert in Spanish film and literature, and a well-known scholar at the Cine Lit conference, was also the person who encouraged and helped graduate students to present at the conference.

Among these students were Sunyoung Kim, Min Ji Kang, Alba Rivera, and Patricia Pacheco with the following presentations:

Sunyoung Kim: “La imagen carnavalesca en la miniserie televisiva *La Celestina* (1983).”

Min Ji Kang: “Representación de Jimena en *Cantar de Mío Cid*: Desde el texto hasta las adaptaciones cinematográficas.”

Alba Rivera: “The Misrepresentation of ‘Boricua’ Identity and Acculturation on Film in the Screen Version of Esmeralda Santiago’s *Almost a Woman*.”

Patricia Pacheco: “Opening Doors to the Artist’s Imagination about Dreams: The Spanish Film and *Don Quixote*.”



The opportunity to present at an international conference allowed us to obtain insight into current research on film and literature. The conference was also a unique occasion to meet film directors, see their work, and hear their opinions on Hispanic Film, a time to attend film screenings and an opportunity to meet and talk to scholars in the beautiful city of Portland, Oregon.

Photo from: <https://noahgreenarch222.wordpress.com/assignment-2-photoshop-collage/>



# TIPS FOR SLC'S ENTERING GRAD STUDENTS

By Antonio Martín Gómez

**Dear student,** welcome to our graduate program! We wish you a pleasant experience at the School of Languages and Cultures. Below you will find some common tips to help you get the most out of your first year. Our senior graduate students agree on three basic principles of being a good graduate student: you need to know how to organize your time, understand your duties both as a student and as an instructor, and be aware of your mental and physical health.

**Time management** is by far the most important skill in graduate school. Since your productive time during the day is limited, you need to balance your duties as a student and as an instructor to obtain results. Make sure you develop a flexible plan for the week, devoting time to prepare and read for your classes, apart from the time to prepare for the courses you teach. For example, many students use Google Calendar to plan their week and manage any assignments or exams in the near future.

Making a to-do list the night before is also incredibly helpful. This way you will be assigning specific tasks that need to be completed during your work day. Good graduate students do a lot of planning: nobody likes to be overwhelmed at the end of the semester.

**Knowing your duties** is just as important as knowing how to plan your time. Unlike undergraduate school, much is expected from graduate students. You will need to know which duties are yours and how to look for resources within your university. Your language coordinators can give you advice on how to teach effectively as well as which resources are available on campus, such as the Center of Instructional Excellence (CIE).

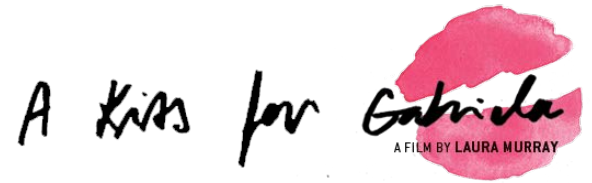
It is very likely that you and other TAs will have to attend meetings while teaching a course: do not miss those sessions since they are opportunities to share your difficulties and get good advice. Get to know your professors during their office hours, and ask them what they expect from your assignments. It is always better to know what needs to be done and how to do it, so you can study and work efficiently and effectively.

Finally, after planning your day and fulfilling your duties, make sure you have a **life outside graduate school**. Graduate programs are intellectually and physically exhausting. To avoid burnout, allow yourself some time during the week to do some physical exercise. The Co-Rec Center has a nice gym and pool not far from Stanley Coulter Hall. Running is another option. But if you do not feel like doing anything at all, you can always clean your house! Like the exercise, you also need to keep a social life. Make an effort to meet people from other graduate programs or student organizations, such as the Latino Student Union (LSU), for example. You will notice that other graduate students are in a similar situation, and they also need to socialize. Remember: no man is an island, so try not to isolate yourself during the course of your study. If you feel depressed, the University has Counselling and Psychological Services (CAPS) that can help you feel better.



# A KISS FOR GABRIELA

## FILM SCREENING AND DISCUSSION



By **Alba Rivera**

An event titled "Let's talk about sex-work" was organized by the Graduate Student Committee - School of Languages and Cultures and took place on April 21st. The event consisted of a film screening of "A Kiss for Gabriela," directed by Laura Murray who led discussion on the documentary which followed some episodes from the life of a Brazilian politician and former sex-worker, Gabriela Leite. This event took place thanks in great part to the efforts of Esther Teixeira, with whom the SLC Newsletter conducted a short interview to talk about some of the important points and goals of the event.

### **Tell us about yourself.**

I came to Purdue in 2008 for a Master's in Literature. My bachelor was in Portuguese Literature and Linguistics. I graduated in 2004, but I worked as a Study Abroad Advisor for eight years at my first university in Brazil. I also worked as an instructor of Portuguese and Brazilian Literature for students at social risk. My main research interests are feminism and cultural studies.

### **Tell us about the event you put together.**

**What would you like people to know about it and what would you like people to get out of it? Who do you think it is important that this reaches?**

I did not organize this event alone and I do not think I could. The event was organized by the GSC (Graduate Student Committee), and I am especially thankful to Felipe Fiuza and Daniel Jones, as well as Professor Madeleine Henry and Professor Boisseau (Women's Studies) for the support.

I proposed this event with hopes that the ones who attend it will have the chance to widen their views on prostitution and be more open towards talking about it. This is a controversial topic, but we need to

open spaces for discussion as a way to defy the social stigma that surrounds it. Besides, I see this as a way to motivate the graduate students to get involved with university-related activities and to gain experience organizing academic events connected to their research area.

academic herself, she uses that same language to question traditional approaches to prostitution.

Now, is our society prepared to hear a woman say, "I choose to be a prostitute and I am happy with my life choice"?



Esther and Laura Murray, director of the film, at the screening.

### **Why were you inspired to work on this project?**

I have a personal tendency to embrace difficult causes, and I believe that even within feminist theory this is a problematic issue and I felt the need to embrace it. Traditional feminist theory will usually view prostitutes either as victims of patriarchy or objects of the male gaze. And Gabriela Leite arises as an important figure because, as a former

Well, ready or not, Gabriela Leite has gained support of many around the globe, and I believe we should listen to what Leite and other sex workers are saying.

# GOING ON THE JOB MARKET IN THE FALL...

WHO'S FREAKING  
OUT?  
ME. THAT'S WHO.

By **Tatiana Artamónova**

Whether you are starting your job search in the fall or you just finished the first year of PhD (who am I kidding, even if you are a master's student only thinking about PhD), read this, because it is never too early to start preparing for the step (read: a time-consuming, stressful, and highly tedious process) that separates us from finally becoming faculty.

The information and advice below come from five SLC students who were on the market this year. Some did this as a dry run to prepare for the coming year, while others will graduate this semester and will leave Purdue to start their careers as Assistant Professors somewhere else. To gather information related to job search, I came up with 6 questions for my respondents. I grouped their responses and advice according to these questions.

## What was the most difficult aspect of job application process? ?

Staying motivated. Also, writing a perfect cover letter and tailoring it to specific jobs or generally adjusting application materials according to the needs of each job. Writing a teaching philosophy and providing evidence of teaching excellence (student evaluations, awards, syllabus materials, and actual teaching videos) can also be tricky. The difficulty lies in the amount of time it takes to put everything together (due to variations in applications). Start several months earlier.

## What was the most time-consuming aspect?

Writing a cover letter or a teaching philosophy. And tailoring each application to the position advertised which requires researching each department. While most of the documents can be sent to different universities without many changes to them, cover letter needs to be modified for EACH application. It may be done at the beginning and end of the letter, touching upon how you fit the qualifications mentioned in the particular job posting, listing courses you could teach at the department, discussing how you would use specific campus resources to help your students, and which specific extracurricular activities you would like to be involved in. RESEARCH the department (and campus) you apply to!!!



## How did you manage multiple applications/organizing your materials?

Everybody has their own system, some like digital and some like actual folders. Some prefer to put the jobs on their Google Calendar, in an Excel spreadsheet, or organize real folders by date. Find what works for you! It is helpful to have separate folders for each school. These folders will need to be updated with additional materials when you get to the interview stage.

Interfolio is a very good tool for organizing all the necessary documents. If you upload every cover letter with a title like "Your name CV University name," it will be easy to find it and include it in the delivery with the other necessary documents. (Side note: Don't forget that the department will reimburse you for the cost of joining Interfolio for the first year and for up to a certain amount of delivery costs.) You can also use Interfolio to request your letters of recommendation, after contacting your referees personally first to make sure they are willing. This makes it easy for them to upload their letters and easy for you to attach those to different deliveries. (Another side note: When you're requesting a recommendation via Interfolio, there is a field called "Document title." Make sure you create a title that is specific for each school, like "Professor's last name rec: University name"; otherwise, when your recommender uploads it, you won't know which letter it is!)

## Do you have any general recommendations to make the process easier?

Start your preparation early. Check the shape of your market for the past five years. If possible, go on the market one year earlier to practice applying to jobs. This provides you with real experience, information about other institutions, and also puts your name out there. Check your CV not only for what it contains, but for what is missing and find ways to get relevant knowledge and experience. Also, consider a back-up plan. Whether it is postponing your dissertation defense/deposit and graduation and trying again the following year, or applying to administrative, advising, as well as study abroad positions.

Take advantage of the resources on campus/at SLC (Center for Career Opportunities, professionalization/job application workshops, your advisors). Participate in the mock interviews and do practice job talks. Check out an online blog called The Professor Is In. There is some free, very straightforward advice on every aspect of the academic job search process. Most importantly, stay organized. And always double check to make sure you're sending the right materials to the right school! Have a support group of people who are in the same place as you are. You can share experiences, exchange information/advice, and help each other to prepare for interviews.

**PREPARE  
EARLY.**

## Was there any unusual material asked in any of the job postings or later in the application process?

Examples of unusual materials: essays regarding the mission and goals of the school, statement of faith (for religious schools), videos of the applicant (you) teaching, and very specific requirements for cover letter or teaching philosophy. Some schools do not use interfolio, so some materials need to be sent by regular mail.



I would like to express my sincere gratitude to all five respondents - Daniel Jones, Miguel Rincón, Shannon Becker, Tatevik Gyulamiryan, and Argelia García - for taking time to share their experiences with me and all of us, future academic job hunters.

**Best of luck to us all!**

## If you were starting just now, which advice would you give that "September" you? What lessons did you learn? What would do differently?

Prepare your (generic) materials beforehand! Advance as much as possible on your dissertation because it is what you will use during application to showcase your research and also because job search takes plenty of time, so planning to do a lot of writing at the same time is not wise. Also, consider applying to jobs that fit you or that you fit most and not all the available jobs. This might save you time and money. Do not take anything personally throughout the process, because it almost never has to do with you. And find an effective means of managing anxiety and staying calm (e.g. yoga, running, meditation, Netflix)!

# 15TH ANNUAL SLC GRADUATE SYMPOSIUM

**By *Ángela Patricia Pacheco***

The School of Languages and Cultures held its 15th Annual Graduate Student Symposium on March 6-7, 2015. In this year's symposium, entitled "Body, Mind, and (Con)Text: Cognitive Approaches to Literature and Linguistics," scholars and students from a variety of disciplines in the humanities gathered to share ideas about the study of Linguistics and Literature from a cognitive approach, which invites different disciplines to collaborate.

**Body, Mind, and (Con)Text:  
Cognitive Approaches to  
Literature and Linguistics**

The symposium attracted variety of scholars coming from Israel and England, different universities in the US, and contributions from Purdue graduate programs as well. Among the keynote speakers were Professor William Croft from the University of New Mexico who presented on "Construal (conceptualization) in Language," Dr. Emily Troscianko from Oxford University who presented on "Individual Minds, Bodies, and the Contexts in Literary Reading," and Professor Mark Bruhn who closed the symposium with his presentation "Thinking Ahead: The Institutional Prospects of Cognitive Approaches to Literature and Linguistics."

The keynote speakers gave inspirational presentations on the understanding of cognitive psychology, neuroscience, and the humanities, in regards to the



current research in linguistics and literature and its impact on the knowledge of the brain and the future of the humanities.

The symposium was highly interactive and promoted discussion in the panels. Overall, it was a wonderful opportunity for sharing ideas and research with other professionals.

The symposium was possible thanks to the funding from the following sponsors:

Vista Higher Learning, Cengage Learning, School of Languages and Cultures, Department of Comparative Literature, College of Liberal Arts, Department of Psychological Sciences, Department of French, Department of German and Russian, Department of Spanish and Portuguese, and Department of Anthropology.

In addition, it was also a tremendous success thanks to the co-chairs Felipe Fiuza and Katherine Roseau who invested much of their time in the organization of the event, as well as the SLC administrators, staff, professors, and the organizing committee, including Adrial Bryan, Valentina Concu, César Gutiérrez, Ana Hernández, Riham Ismail, Daniel Jones, Lauren Miller, Heather Offerman, Patricia Pacheco, Aditi Rayarikar, and Christina Weiler.

# PURDUE'S LANGUAGE HUB PHOTO ESSAY

By **Liana Hakobyan**

Last spring, I took a Documentary Photography class at the department of Arts and Design. One of my assignments was a social documentary in which I had to work with representatives of a certain social group. I decided to photograph the people I work and study with at SLC.

I wanted to shed light on the geographic, cultural, and language diversity of our school from a different angle. The SLC TAs that are part of this portraiture teach or have taught a language that is not native to them. And while each of them has an interesting background story that explains their connection to the language they teach, I will let the photos speak for themselves.



**VALENTINA CONCU**  
**COUNTRY: ITALY**  
**LANGUAGE: GERMAN**

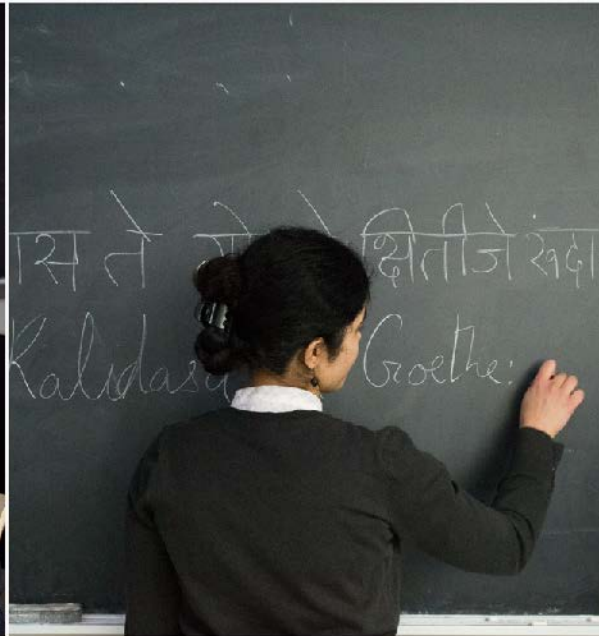
**TATEVIK GYULAMIRYAN**  
**COUNTRY: ARMENIA**  
**LANGUAGE: SPANISH**





**MARIA YAKUSHKINA**  
**COUNTRY: RUSSIA**  
**LANGUAGE: SPANISH**

**ADITI RAYARIKAR**  
**COUNTRY: INDIA**  
**LANGUAGE: GERMAN**



**BORIS YELIN**  
**COUNTRY: USA**  
**LANGUAGES: SPANISH & ITALIAN**



**TATIANA ARTAMONOVA**  
**COUNTRY: RUSSIA**  
**LANGUAGE: SPANISH**

**ESRA COSKUN**  
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