



# Lingua Franca

Graduate Student Newsletter

Fall 2014

Purdue University  
School of Languages and Cultures



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## **Message from the New President**

Dear Colleagues,

We had a wonderful Fall 2014 semester. The School of Languages and Cultures offered us some great extracurricular opportunities through job hunting and professionalization workshops, as well as Faculty Colloquia. Next semester could be even more exciting with your help. The Graduate Student Committee has some proposals to make our graduate school experience more interesting.

First of all, we would like to invite you to submit abstracts for a Graduate Student Colloquia. This is an attempt to create a space where we can practice presenting in a friendly environment. Besides, it would allow us to establish a dialogue between student presentations and talks given by our professors at Faculty Colloquia. Your presentation could be about anything: a paper that you wrote for a class, an essay that you submitted for publication or even some part of your dissertation or current research.

Secondly, SLC's 15th annual Graduate Student Symposium is coming up in March 2015 and we encourage you to consider submitting an abstract for it as well. This year's theme is Mind, Body and (Con)text: Cognitive Approaches to Literature and Linguistics. Katie Ayers and I are co-charing the symposium and with the help of other graduate students, we hope to put together a successful event. I also strongly encourage you to get involved in the symposium subcommittee to gain hands-on experience on the organization of such academic events. We will be more than delighted to have you on board, so do not hesitate to contact me if you are interested. Thanks to those who are already helping out with it.

Happy holidays to everyone!

Felipe Fiuza

ffiuza@purdue.edu

### **Graduate Student Committee**

**President: Felipe Fiuza**

**Vice-President: Boris Yelin**

**Secretary/Treasurer: Daniel Jones**

**PGSG Senator: Robert Vest**

**Webmaster: Cezar Medeiros**



## Hispanic Linguistics Symposium (HLS) 2014

By Antonio Martín Gómez

PhD student in Spanish Linguistics

From November 13th to 16th, 2014, the Department of Spanish and Portuguese at the School of Languages and Cultures hosted the 2014 Hispanic Linguistics Symposium (HLS). The HLS is a yearly conference on theoretical and applied linguistics related to Spanish and Portuguese speaking worlds. In this year's edition, 200 delegates from the US, Canada, Puerto Rico, and Europe, presented their most recent research in several areas including: Phonology and Phonetics, Syntax and Semantics, Language Acquisition, Variation and Change, Heritage Languages, Pragmatics, and Sociolinguistics. The invited keynote speakers were Dr. José Camacho (Rutgers University), Dr. Laura Colantoni (University of Toronto), Dr. Anna María Escobar (University of Illinois-Urbana Champaign), and Dr. Juana Liceras (University of Ottawa).





The organizing committee members, Dr. Alejandro Cuza, Dr. Lori Czerwionka and Dr. Daniel J. Olson, were assisted by the graduate students of the Spanish Linguistics program.

Hosting the HLS 2014 benefited the graduate students in several ways: they hosted an international academic conference, met well-known and developing scholars in the field, and had the opportunity to share their research. A number of students from the School of Languages and Cultures presented their work at HLS, including Fernando Llanos, Lauren Miller, César Gutiérrez, and Heather Offerman, who all did an excellent job sharing their research with the academic community. Overall, the atmosphere was very stimulating and enriching. Thanks to everybody for your time and efforts that helped make the HLS 2014 a resounding success!



Here's the link to the conference: [http://www.conf.purdue.edu/landing\\_pages/hls/](http://www.conf.purdue.edu/landing_pages/hls/)  
Also, the facebook page HLS2014 has some great photos of our grad students attending, presenting, and working at the conference. Below is a list of all the grad students who volunteered at the conference or by hosting presenters at their homes.



## Student HLS volunteers

Tatiana Artamónova

Mara Barbosa

César Gutiérrez

Ana Jessica Hernández

Eric Follett

Norma Garrido

Charles Lam

Fernando Llanos

Julio López Ortero

Daniela Marinho Ribeiro

César Medeiros

Lauren Miller

Carmen Octavio

Heather Offerman

Heidi Parker

Jorge Peña

Josh Perry

Miguel Ángel Rincón

Maria Yakushkina

Boris Yelin

Antonio Martín Gómez





## Teaching Culture outside the Classroom: Day of the Dead

By Tatiana Artamónova

PhD Candidate in Applied Linguistics



As language teachers we face a challenging task of teaching culture in our classrooms. However, the resources we have for doing that (e.g. textbooks and video materials) will never touch our students the same way a firsthand experience of an authentic event will. Throughout their careers, every Spanish instructor has had to give a presentation on the Day of the Dead, a Mexican holiday that honors the deceased and celebrates their life.

But talking about it in class or having students read about it in a textbook is not the same as participating in such a rich tradition. For this reason, I felt compelled to encourage my students to attend the yearly Day of the Dead celebration hosted by Purdue's own Latino Cultural Center. This year it took place at the CoREC where Purdue students and local community members gathered for this cultural and educational experience. There was delicious food, great music, and crafts



Numerous student organizations set up beautiful altars dedicated to the famous departed people. The altar I made had a lot of information on the origin of the Day of the Dead and its contemporary celebration as I wanted my students to have an opportunity to understand the event better. I really enjoyed participating in the Day of the Dead and my students' comments show that they did, too.

"I found the Day of the Dead to be very intriguing and unique. I had never heard of the Mexican holiday before coming to Purdue. Seeing all the different booths set up around the gym definitely gave me a better understanding of the Day of the Dead and even Mexican culture as a whole. Walking around and seeing all the displays while enjoying authentic Mexican food, I felt fully immersed in the Mexican culture. My favorite part was finding out who each booth chose to commemorate and learning all the different components of each Day of the Dead booth. ... I thoroughly enjoyed my first Day of the Dead experience."



"The Day of the Dead celebration this past Thursday was really neat. The altars that were displayed looked very nice, and the crafts seemed to be a huge hit. It really helped me understand just how different Día de los Muertos is from our American Halloween. ... I felt more like I was actually participating the celebration rather than just being there as a guest. It was a great learning opportunity and I would gladly do it again!"

"When learning inside a classroom, even without knowing it, a student will have certain stigmas towards the information being presented. A way to combat these stigmas is having an educational opportunity for students outside of the stereotype learning environment. Doing this frees the minds of the students to learn even without realizing it. This was the case for me going to Día de los Muertos. ... I was able to show up, eat a delicious cultural meal, bring friends along with me, and learn at my own leisure. The crafts were fun as well as other activities such as face painting, and altars set up almost had the effect of bringing the culture to West Lafayette. "

"Being in a Spanish language class you never get to really experience some of the things you might if you were studying abroad. Attending the Day of the Dead program gave me the opportunity to learn more about the culture, not just the language. I was able to observe the altars that were made, a few that were made in memory of well-known people like Robin Williams, John Purdue, and Neil Armstrong. ... I have had some small experiences with Day of the Dead, but none like this. I was not only able to create paper flowers, sugar skulls, or masks, but I was also able to learn the reasoning behind doing so. ... Learning about everything was fun, but my favorite experience from the Day of the Dead event was decorating the sugar skulls. ... Besides, now I can say that my Spanish instructor painted my face. This was a great experience and I do plan on attending next time."





## **Interview with Prof. Cara Kinnally**

**By Alba Rivera**

**Ph.D student in Latin American Literature**



Dr. Kinnally received a combined Ph.D. in Hispanic Literatures and American Studies from Indiana University in 2013. Her M.A. in Literatures in Spanish is from Indiana University in 2007, and her B.A. in Spanish and English is from Augustana College in 2005. She taught courses in the Department of Spanish and Portuguese as well as the Department of American Studies at Indiana University before coming to Purdue.

### **Where are you from originally?**

Aurora, Il.

### **What is your main area of research?**

I guess if I had to say 19th century Mexican/ Mexican American; exchanges between Mexican and Mexican American Writers.

### **What made you interested in doing that?**

In a really broad sense, I'm interested in looking at how Nation is created; the creation of cultural identities.

### **What about being interested in Spanish in general?**

I studied it from a young age. I went to school in Aurora, and in my high school we had a large Hispanic community. I began to see it as an integral part of American culture. I wanted to study the connections. Latin American and the US are connected as part of a hemispheric community; I enjoyed learning about the history and culture.

### **Is there anything you would recommend to grad students who are about to go on the job market?**

It's never too early to start preparing. Before you go on the job market, it's a good idea to collect your material-- maybe 1-2 years before start collecting evidence of your teaching and research effectiveness, for example-synopsis' of teaching evaluations, student letters, sample syllabi, sample assignments, etc. At the end of each semester update your teaching portfolio.

Preparing your materials – it's helpful to have different versions of abstracts for your dissertation-- short/medium/long. The sooner you start preparing materials-the sooner you can get this ready- seek out help from fellow grad students, professors. Update resumes/cover letters. This is important because if you don't update your resume you may even forget when you did a certain thing. Go to workshops- it's helpful to put on your CV, every time you can document training of teaching or research excellence.



**What was something you liked about Purdue during the interview process? Why Purdue?**

One of the things I really liked about Purdue- People seemed happy; the professors were welcoming, pleasant. I felt a sense of community.

Another thing was the research environment. I was excited about the opportunities Purdue could give provide with their resources, and their robust research agenda.

**What are some things you are thinking about for future research?**

Right now I'm working on finishing my book: current work right now I'm presenting on the faculty colloquium-I'll be presenting a new chapter right, and I'm working on rewriting and editing some of the other chapters.

I'm also interested in women's writing, in the sentimental novel, the transnational connections between the Latin American borderlines with the US, and also the idea of authenticity in two different ways- women/s literature and food/food production. I'm interested in what it means to be authentic in these areas.

**Are there any favorite places or activities that you've found you enjoy here in West Lafayette?**

In the summer and early fall, my husband and I really enjoyed going to the farmer's market in downtown Lafayette.

**A TA Story: We See Names and Faces but We Do Not Know Their Stories**

By Sandra Usuga, Ph.D candidate in Latin American Literature



*"I love trespassing frontiers into the different disciplines of knowledge. I think my book on the Peruvian women testimonies brings my intention of doing that. My book could be read by those interested in testimonial writings, in literature written or produced by women, gender studies, and scholars in the fields of anthropology, sociology and oral history, as well."*



**Dear Reader,** let me introduce you to the character behind the name Eduardo Huaytán, one of SLC's graduate students and teaching assistants. After a brief conversation with Eduardo, I can only describe him as a humanist, a person full of passion for learning, willingness to share his knowledge with others and a very special and humble attitude towards his achievements, experience and life in general.

Eduardo was born in Lima but grew up in a small town in the mountains of Oxapampa, Peru.

Eduardo moved to Lima when he was fifteen and studied literature at Universidad de San Marcos. He later researched women testimonial writings in Peru and obtained a Master's Degree in Gender Studies. His pursuit of knowledge became the primary purpose behind his move to the United States. "This country offers generous financial aid for international students, a lot of access to real-time information, great library services and the opportunity to maintain a balance between your studies and teaching requirements," says Eduardo, talking about the advantages of moving from his home country to the USA. While attending a conference in Boston, Eduardo met Professor Song No, from whom he learned about SLC's literature program. Some of his greatest challenges include the language barrier and the long, cold winters. On the other hand, he enjoys the peaceful nature of the city and living close to campus, which allows him to avoid stress associated with traffic congestion in large cities such as Lima. In his free time he also cooks, bikes and reads. When asked about his most significant achievement, Eduardo says: "My biggest achievement that brings me joy has been sticking to the university life and learning every day. I always learn something new, here for example, I'm improving my English and I'm learning to live in a different culture." Since Eduardo finds testimonial writings and Gender Studies interesting, it is not surprising to find out he has recently published his first literary critique titled *Voice, Wind and Writing: Representation and Memory of the First Women Testimonies of Peru*. He says, "One of the main findings of my book on Peruvian women testimonies was to see the contradictions of people who intend to give voice to those who do not have one, in this case to women, to then notice that the intermediaries can fall into manipulating the discourse and end up somehow reproducing the same exclusion patterns."

Eduardo plans to continue with his Ph.D at SLC and look for a job in the United States, but more than anything, he wants to remain in the academic atmosphere here and/or in Peru, because learning is what motivates him. It was a real pleasure interviewing such a motivated and knowledgeable person. Thank you Eduardo and good luck with all your endeavors!





## Working Together

### Research Groups

By Tatiana Artamónova  
PhD Candidate in Applied Linguistics

It goes without saying that research is an integral part of any graduate student's life. Each one of us feels the pressure brought about by class research projects and theses/dissertations, as well as conference presentations and publications. All of us are at different stages in our graduate careers and our experiences vary greatly, and sometimes it is less intimidating to do and present research as part of a group. I would like to share my personal experience on the matter. Last year Dr. Lori Czerwionka (Assistant Professor of Spanish and Linguistics), Mara Barbosa (PhD Candidate, Spanish Linguistics), and I worked together on a research project about the development of intercultural communicative competence in the study abroad context. This project also involved several undergraduate students who were able to gain valuable skills of data transcribing and coding. As a result of mutual effort, our work was presented at two conferences on intercultural competence (Fourth International Conference on the Development and Assessment of Intercultural Competence in Tucson, AZ, and Researching and Teaching Intercultural Competence and 8th Intercultural Rhetoric and Discourse Conference at IUPUI in Indianapolis, IN). Furthermore, our paper presented in Tucson has been accepted as an article to appear in the peer-reviewed conference proceedings. Our second manuscript has been submitted to a journal as well. Working on research projects as a group has been a very positive and enriching experience. It has allowed us to share ideas and responsibilities, and we all have acquired new skills and experiences. I think that participation in a research group would be very beneficial to every graduate student. While doing, presenting, and publishing research on one's own is of extreme importance, life in academia will also entail working on collaborative projects, whether related to research, teaching, or service, and it is essential to attain relevant experience.





## **Working Together**

### **Writing Groups**

**By Angela Patricia Pacheco**

**Ph.D candidate in Spanish Literature**

I interviewed Dr. Lori Czerwionka about SLC Spanish linguistics writing group. Here are Dr. Czerwionka's thoughts and suggestions about writing groups.

Writing is one of the most important aspects of graduate school and academic careers. Because it is so important, various types of writing groups are used to support academic writing. Some groups set a time to sit together to write. Other groups check in with each other daily on their writing progress, creating accountability. Our group meets once per week for one hour to provide constructive feedback on a member's written work. The piece of work submitted can be anything related to academic writing (e.g. full or partial drafts of a manuscript, thesis/dissertation chapter, grant application). For the authors, this group provides deadlines, feedback on projects, and motivation to write. For members who review works, they gain experience in analyzing academic writing and observe others go through the dissertation or publication process, for example. These experiences can translate into better writing habits and motivation to write.

The current members of the SLC Spanish linguistics writing group are Tatiana Artamónova, Mara Barbosa, Lori Czerwionka, Daniela Marinho Ribeira, Maria Yakushkina, Boris Yelin. Some of the positive feedback about the group includes:

**"The writing group helps me spot ways to improve my writing that I would not think of otherwise. It not only helps me know what I need to fix but also boosts my confidence when people point out the strengths of my writing."**

**"To me, the most important benefit of being a part of a writing group like ours is having multiple readers. Sometimes when I work on a project for a long time, I get very used to it and even tired of reading it over and over again, and I stop seeing faults in my writing (language or content-wise). In this case, it is very helpful to have somebody else look at it and point out those things to me. Or if I am relatively familiar with the material and what I write makes sense to me, it might not be the case for an "outsider" and having others ask questions or request clarifications contributes to readability and coherence of my future paper."**

**"I think that the writing group has been very useful for me. First, it gives experience with thorough analysis and reading with a "critical" eye (in a good way) the works of others. I put effort in answering the questions and giving feedback on what looks important to me, which makes me think in different directions and outside my area of expertise - and that's great. Also, by reading and discussing different writings, I get to see and compare different styles of writing, e.g. thesis, article. And of course, it gives me ideas for my own projects."**



The details of the group are shared here so that others can apply these steps to create their own writing groups. Ideally, all members submit work two times per semester, and all are dedicated to the group. These are the steps:

1. The author emails the writing project to the group a few days before the meeting and includes a cover page with the following information:
  - a. Title
  - b. Purpose (Type of work and audience)
  - c. 3 questions that you want the group to address (e.g. Does the introduction make you want to keep reading? If not, how can I make it more convincing?, Based on the details in the methods, could you replicate the study? If not, what details are missing?).

2. The other members of the group read the work submitted, prepare constructive feedback for the writer, and answer the questions that the writer provided.

During the meeting, the readers follow the prompts of:

- a. **clarification round** (Readers may ask questions of the author to clarify),
- b. **positive comment round** (All readers tell the writer something positive about the work),
- c. **writer's questions round** (Readers respond to the author's question 1, question 2, and question 3),
- d. **other comments, questions, suggestions round**

3. During the meeting, the author is to listen, take notes, and say thank you for the comments. It is best not to debate or discuss reasons for writing certain ideas or sections in certain ways. Following the meeting, the author decides how and if to incorporate the ideas from the group.

The last 5 minutes of the meeting should be used to introduce the work that will be read for the next week

The writing groups are structured around the ideas in Elizabeth Rankin's book, *The Work of*

4. *Writing: Insights and Strategies for Academics and Professionals* (Jossey-Bass Publishers, 2001). These types of writing groups have been successful for groups in which members are from similar disciplines or interdisciplinary groups.

If you want or need support in your writing, do some research on common types of writing groups to see which would suit you best and look for peers to participate with you.



## **5 Tips on Balancing Social and Academic Life**

By Tatevik Gyulamiryan

Ph.D candidate in Spanish Literature

Graduate school requires attention and dedication. Students enrolled in Master's and Ph.D. programs often find themselves trapped in the world of endless work and no social life. However, the right organization of time makes academic responsibilities manageable and even enjoyable. Here are some tips that will help you get the best out of your social and academic life while in grad school.

### **1. Keep a calendar of your activities.**

Keeping a calendar and organizing each activity by each hour helps keep you on top of all homework, readings, exams, grading, etc. You will be surprised to find that there is time for enjoying a social activity with a friend.

### **2. Do not procrastinate.**

Everyone knows that procrastination is our worst enemy, and still most of us put off work until the very last minute. We think we work better under pressure, but we don't understand that pressure leads to stress, unhealthy sleeping and eating habits. Make a priority list, and follow that list.

### **3. Find a study-buddy.**

Working with a friend is an excellent way to combine academic and social life. You can meet at the library, or our brand new Wang Hall, sit with a cup of coffee and read, grade or do homework. This is an efficient way of finishing work on time, and also allows you to socialize with someone who shares similar interests. The newly opened Graduate Student Center (previously the Visitor Center) also provides a study space and a nice atmosphere for working and socializing with fellow graduate students.



#### **4. Work out.**

While you might think that working out wastes an hour of your study life, it is a brilliant way to keep your mind and body healthy when work gets overwhelming. Have you ever gone to bed and your brain won't shut down so you can fall asleep? It is because your brain is tired, and your body is not. Running, going to the gym, signing up for a membership at Group X Works, or Ballroom Dancing are great ways to let your mind rest from work for a while and let your body move after long hours of sitting at the desk. Invite a friend to join you, and move your body.

#### **5. Forget about work for a minute.**

It is so common to get together with friends and discuss work. Forget about work for a moment, talk to your friends about your hobbies, traveling, share opinions about your favorite TV show, what you like to cook and eat... anything that is non-school related. Make a habit of meeting up with friends once a week for an hour and go out for a walk, for coffee, for a drink, for a bowling match or just get together at someone's apartment and play board games.

I hope these tips will help you better balance your social and academic life. Purdue offers excellent amenities to organize your work/study and relaxing time. Knowing how to use them wisely will get you out of grad school without breaking sweat.





## **TA Stories from Study Abroad: Madrid and Cartagena**

By Liana Hakobyan

Ph.D student in Latin American Literature

### **Interview with Boris Yelin, Ph.D student in Spanish Linguistics**

**Could you give us a general description of the Cartagena Program? Also, briefly tell us about the places you visited with the students and other extracurricular activities, if any.**

The Cartagena Live, Learn, and Work Program runs from mid-May to mid-July. The first two weeks consist of daily classes on campus, and then six weeks are spent in Colombia. There are three classes offered. Everyone takes a global business course, which this year focuses on global health campaigns. Additionally, they may choose from Spanish at the 200 or 300 level or a Latin American Culture course. There is also an internship component, which varies from working for a graphic design company to working in the hotel industry to a political NGO, always in accordance with the student's interest. The program usually has anywhere from 15-20 students. Within Colombia, the students were able to visit Barranquilla and Santa Marta, and Aracataca (the birthplace of Gabriel García Márquez) among other places. Also, prior to entering Colombia, the students get the opportunity to explore Panama City, Panama for a day.

**Describe your experience as a TA working on the study abroad program.**

**What were your responsibilities? What did you enjoy most?**

The last time on my program I was mostly shadowing and learning, though I did attend meetings with the director to talk to the employers of the students to track the progress of the student and resolve any potential issues. I was also involved in the planning of activities and excursions for the students, which at times takes a bit of negotiating. I really enjoyed helping with the planning of activities for the students.

**What was the highlight of the trip? If there is anything remarkable, out of the ordinary and funny that happened while you were there, don't feel shy to share.**

While not quite a highlight, the most gratifying realization I had was experiencing study abroad from the other side. Having studied abroad as a student, I never knew exactly how much planning goes into executing a well-run program. Also, it was great to see the students grow in such a short time just as I had during my own experiences as a student.



**How will this experience help you in the future in terms of teaching, job-hunting, and carrier building in general?**

Being second-in-command to the program director will demonstrate leadership experience, administrative capability, and managing students abroad. Also, I function as an interpreter, which is a useful skill to develop

**Can you describe the student experience in a few words?**

The students loved being able to interact with Colombian students their own age. They were all in the global business course together, went on some excursions together, and they also got together to watch the World Cup soccer matches and participate in an Amazing Race sort of activity.

**Any other information that you would like to share?**

I know I have visited many classes, but please share this trip's information with your students. They will have a blast and learn a lot.



Photo of the students at Tayrona National Park, Colombia.



## **Interview with Felipe Fiuza, Ph.D Candidate in Spanish Literature**

**Could you give us a general description of the Madrid Program? Also, briefly tell us about the places you visited with the students and other extracurricular activities, if any.**

We had 37 students that came with us to Madrid last summer. The program consisted of 3 courses, but each student was allowed to choose 2: SPAN 301, Art of el Prado and Spanish Culture and Civilization. Classes were taken both at Nebrija's University and at el Prado Museum. Besides that students took several field trips to both tourist landmarks in Madrid, like Reina Sofia Museum and el Madrid de los Austrias, and in nearby cities, like Salamanca. I think one of the highlights of this study abroad was the opportunity to see the coronation of Felipe VI, king of Spain. I heard some students saying, and I agree with them, that it was like seeing facts become history in front of our eyes.

**Describe your experience as a TA working on the study abroad program. What were your responsibilities? What did you enjoy most?**

In one word: amazing. It was one of the best learning experiences of my life. My role was to give them support, both with organizational issues, like finding the right metro stop, and academic issues, like what a professor meant during class. Besides that I was present in all field trips, always urging them to discuss what we were seeing and learning. What I most enjoyed was visiting La Mancha and seeing the windmills, because they are both important to my favorite novel of all time, Don Quixote.

**What was the highlight of the trip? If anything remarkable, out of the ordinary and funny that happened while you were there, don't feel shy to share.**

Windmills. Well, I liked Don Quixote's Inn too. It was funny to see that there is one Inn representing two different inns that play important roles in the novel.



**How will this experience help you in the future in terms of teaching, job-hunting, and career building in general?**

Since my research involves Don Quixote, I would say that the fact that I visited La Mancha was important because now I can better understand its role in the novel.

**Can you describe the student experience in a few words?**

They were just amused to see how little details play a huge role in culture. They kept telling me jokes every time we met, even at different times of the day in the same day, about something that happened earlier. For example, funny stories about what they had for breakfast or how hard it was to order a coffee in the cafeteria. It was also good to watch them improve and learn their way around a different culture.





## Upcoming Conferences for Graduate Students

By Alba Rivera

Ph.D student in Latin American Literature

This is a segment intended to help graduate students in the Spanish Literature field find conferences and other outlets to present their research. Listed below are 5 different opportunities to help literature students find these resources in one place.

**What:** SLC Graduate Student Symposium: Mind, Body and (Con)Text: Cognitive Approaches to Literature and Linguistics

**When:** Abstract submission deadline: January 15, 2015. The conference will be held March 6-7.

**Whom:** slcsymposiumpurdue@gmail.com

**Where:** Purdue University

**What:** Conference on Romance Languages & Literatures

**When:** Abstract Submission deadline: December 30, 2014. The conference will be held April 9-11.

**Whom:** cinciconf@gmail.com

**Where:** University of Cincinnati

**What:** Relocating Identities, Theories and Languages. The 20th Annual Hispanic and Luso-Brazilian Literatures and Languages Graduate Student Conference.

**When:** Abstract Submission deadline: January 31, 2015. The conference will be held April 24-25.

**Whom:** congreso.hlbl.gc.cuny@gmail.com

**Where:** City University of New York

**What:** 13th Annual Graduate Student Conference (Re)Productive City: Bodies, Histories, Labyrinths

**When:** Abstract Submission deadline: February 1, 2015. The conference will be held April 11.

**Whom:** co1394@wayne.edu

**Where:** Wayne State University

**What:** The Form of Affect – XXIII NYU/Columbia Graduate Student Conference

**When:** Abstract Submission deadline: January 15, 2015. The conference will be held April 16-17, 2015

**Whom:** theformofaffect@gmail.com

**Where:** New York University King Juan Carlos Center



## **Research News and Publications from Grad Students**

By Angela Patricia Pacheco

Ph.D candidate in Spanish Literature

### **Chinese Program**

Prof. Wei Hong hosted a professionalization workshop for The First CLTA International Symposium on Chinese Language Teaching and Learning at Indiana University from October 24-26. For the same conference, continuing lecturer Alice Wang, Graduate Instructors Yuhan Huang, Yingying Huang, Sijia Yao, Meng Wang, Siyan Hou and Bailu Li have presented papers on teaching language through culture.



### **Fernando Llanos Lucas**

Llanos, F., Dmitrieva, O., Francis, A. L., & Shultz, A. A. (in press). Temporal and spectral dependencies in the processing of Spanish and English stop consonant voicing. *Issues in Hispanic and Lusophone Linguistics (IHLL)* series. John Benjamins.

### **Conference presentations**

Llanos, F., & Francis, A. L. (2014). Processing of English-accented Spanish VOT by Spanish speakers with low English experience. Poster presented at The 168th Meeting of the Acoustical Society of America, Indianapolis, Indiana.

Llanos, F., & Francis, A. L. (2014). Language switching and sub-phonemic processing in English-accented Spanish. Talk presented at The Hispanic Linguistic Symposium, West Lafayette, Indiana.

Sundquist, J., Llanos, F., & Suarez-Garcia, P. (2014). Tracking the Dynamics of Change in Jespersen's Cycle in Middle English. Talk presented at The 20th Germanic Linguistics Annual Conference. West Lafayette, Indiana.

### **Katherine A. Ayers**

"Re-enactment or Revival? Memory and the Image of Revolutionary Paris in 1944."

Conference: Abiding Cities, Remnant Sites. CUNY Graduate Center, New York. November 13-14, 2014.



## **CREDITS**

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