DANTE ALIGHIERI SOCIETY in Cambridge, MA:
Dr. Anna Rocca appointed as the Chairperson of the Cultural Activities Committee; new internships available for Salem State University (SSU) students of Italian!

Dr. Anna Rocca has been appointed as the new Chairperson of the Cultural Activities Committee by President Anthony Cassano of the Dante Alighieri Society. During her two-year term, Dr. Rocca will be responsible for developing and presenting cultural programs, events, and activities consistent with the purposes of the society. The first cultural event has been scheduled for April 24, 2016 and it will launch the collaboration between the Dante Alighieri and the PIB-Italian Professionals in Boston. On this occasion, Professor James Pasto from Boston University will present the screening of a documentary on Italian immigration in Boston, particularly in the North End.

Dr. Rocca’s new responsibility will further advance the partnership between SSU students and the Dante Alighieri Society. In addition to teaching and cultural internships available to SSU students of Italian, a new internship will be implemented in the fall 2016 semester: SSU students will have the opportunity to work at Cambridge Community Television and take free classes offered at CCTV. Additionally, students will be able to use CCTV professional equipment and computer labs and to do BeLive and CCR shows on Channel 9. Fredy Javier Rodriguez will be our first intern in fall 2016.

About the Dante Alighieri Society: in Italy, the Society was founded in 1889 by a dedicated group of men of letters with the aim of promoting Italian culture and language throughout the world. From its very beginning the Dante Alighieri Society received an enthusiastic welcome, particularly among the many Italian communities that had established themselves throughout the world. There are currently over 450 “Dante Societies” around the world with the number continuing to grow. In 1989, the centenary year, the Dante Society became part of the national committee for the promotion of Italian culture abroad. As such the headquarters in Rome is constantly in search of ways to be in closer contact with the Dante Societies on the five continents.

The Dante Alighieri Society of Massachusetts is a non-profit organization whose objective is to promote and foster Italian language and culture by: helping to develop an appreciation of Italian achievements in the arts, literature, science, and industry; promoting the study of the Italian language; and promoting a spirit of understanding among people through the arts and other cultural activities.
¿Qué pasa? Quoi de neuf? Novità? Department News Abounds

Translation
On Saturday, March 5, 2016, WLC students and faculty participated in an interpreter-training workshop with nearly 50 candidates for MA State Certification as court interpreters. Dr. Leonor Figueroa-Feher, the Manager of the Office of Court Interpreter Services for the Massachusetts Trial Court, led an all-day series of activities designed to prepare candidates for the MA State written and oral examinations. Dr. Figueroa-Feher offered detailed advice and strategies for preparing for the exams. Developed by the National Center for State Courts (NCSC) “Language Access Services Section” (LASS), these exams are currently administered in close to 39 states nationwide as part of the interpreter certification process. By implementing these exams, the MA Office of Court Interpreter Services is able to offer interpreters a credentialing process that matches national trends in state court certification guidelines. The office anticipates the eventual collaboration of Massachusetts with Maine, Connecticut, Rhode Island and Vermont on projects related to exam administration, training opportunities and reciprocal credentialing.

If you are interested in a career as a translator, sign up for any of the translation courses offered as part of WLC’s Certificate in Translation. Fall 2016 offers FRE 352, ITL 354 and SPN 450.

Talk on Poetry Translation
On April 28, 2016 Peter Thabit Jones will be on campus to present Poetry in Other Voices: Some Shadows

Mr. Thabit Jones, from Wales, is the author of thirteen books. His work has been translated into over twenty-two languages. He is the Founder and Editor of The Seventh Quarry Swansea Poetry Magazine and the accompanying The Seventh Quarry Publishing Press. He is the co-author, with Aeronwy Thomas, of the Dylan Thomas Walking Tour of Greenwich Village, NY. He is the recipient of the 2016 Ted Slade Award for Service to Poetry (The Poetry Kit, UK.), the Eric Gregory Award for Poetry (The Society of Authors, London), The Society of Authors Award, The Royal Literary Fund Award (London) and an Arts Council of Wales Award.

While on campus he will address certain problems that may arise when a poet’s work is translated into other languages. These issues can be particularly demanding when the poetry is very sound-textured, ‘musical’, such as the work of Dylan Thomas, who used Welsh-language sound devices in much of his English-language poetry. There will be a translation workshop, which will allow participants to respond to aspects of chosen poems.

Study or Work Abroad
The countdown toward our Spanish Summer Immersion program has started. On May 21st, Dr. Serra and a group of 15 SSU will embark on a four week program at the Universidad Latina in Heredia, Costa Rica. They will earn six credits in Spanish, participate in nature excursions, cultural activities and community service. Some of the students will advance in their world languages major, others will complete their minors or initiate it, and some of them will culminate their foreign languages requirement during their stay in Costa Rica.

Three SSU students have applied to the Teach English in Spain grants awarded by the Spanish Ministry of Education. Upon graduation, they will live in Spain for a year paid by the Spanish Government. If interested, check the following website: mecd.gob.es/eeuu/convocatorias-programas/convocatorias-eeuu/auxiliares-conversacion-eeuu.html

And keep your eyes open for the WLC Immersion Summer program in Spain in 2017 in our next edition of Lingua Franca!

Spanish Club
Great fun with the Spanish Club this semester. We had tertulias, movie nights and danced! We have had WLC Majors and Minors, Honors Program participants, Members of LASO and International students! Hope you can join us next semester.

Promoting Language Study
During Spring Break faculty from the department participated in “Language Week” celebrations in both Gloucester High School and Peabody High School. Rayanne Menery, Abdelkrim Mouhib, and Elizabeth Blood visited Gloucester while Kenneth Reeds spoke in Peabody.

Abdelkrim Mouhib speaks in Gloucester
Faculty News

Michele C. Dávila Gonzalves
Michele C. Dávila Gonzalves was the Invited Guest Speaker of the Spanish Section of the New England Modern Language Association Annual Convention presenting “De aquí y de allá: vertientes de la poesía puertorriqueña trasatlántica” (From Here and Over There: Transatlantic Puerto Rican Poetry), on April 17, 2016.

Kristine Doll
In addition to chairing a session on translation and reading her own poetry and translations at the Massachusetts Poetry Festival (April/May 2016), Kristine Doll served as the guest editor of Six Catalan Poets, a special edition on translation for The Seventh Quarry Poetry Magazine (Swansea, Wales UK, 2015). http://www.nuvol.com/noticies/six-catalan-poets

Dr. Doll also published “My Father’s Birds,” Bird Poems. East and West. (Eds. John Digby and Hong Ai Bai. New York: The Feral Press, 2015, 52) as well as numerous translations into English of contemporary Catalan poetry through the University of Barcelona (http://goo.gl/5MIYrc). Doll’s poetry has also been recently translated into Korean (Korean Expatriate Literature. Seoul: Yoon Ho Cho, 2015). Dr. Doll will read locally at the Grolier Poetry Bookstore in Harvard Square on April 26, 2016.

Anna Rocca
At the 2016 Northeast Modern Language Association (NeMLA) Conference, in Hartford, PA, as the NeMLA French and Francophone Language and Literature Director, Dr. Anna Rocca organized and chaired the French Special Event: novelist and filmmaker Fabienne Kanor’s performative reading entitled “Le là d’où je viens.”

Dr. Rocca also proposed, organized and chaired two panels: “Maghreb and Modernity” and “Africa: From Migration to Homecoming.” She also presented a paper entitled: “Azza Filali: Vulnerability and Disorientation in Pre- and Post-Revolutionary Tunisia.

Fátima Serra


Student News

Phi Sigma Iota Scholarship
Inducted into the International Foreign Languages honor Society Phi Sigma Iota on April 22, 2015, Thea M. Miller was recently awarded a $1,000 PSI Scholarship. Scholarships are awarded, Thea M. Miller is the first candidate applying to the PSI scholarship. Scholarships are awarded to undergraduate students who excel in the areas of academic performance and achievement and/or extraordinary educational activities related to the field of foreign language study that uphold the ideals of Phi Sigma Iota. With a Major in Biology and a Minor in Chemistry, Physics, and Italian, Thea will be attending during summer 2016 the Florence University of the Arts in Florence, Italy. Her main goal for this trip, she says, “is to take a step back from my intense science curriculum and embrace the language and culture I love. However, taking this step back from science remains beneficial for my future career goals as the advantages of studying different cultures and languages are endless; especially, within the medical field where one encounters people from all lifestyles daily.” In bocca al lupo Thea!

Future Teachers of Italian in the US
Pursuing a BA in world languages and cultures with a concentration in Italian, senior students Lindsay Asaro and Caitlin O’Toole, together with Megan-Michael Powell, minoring in Italian and graduating in May 2016, just submitted their application to the Teaching Assistantships Program in Lombardy, Italy. Students will work part-time as English teaching assistants and get a monthly study scholarship (600/700 Euros) to assist secondary school teachers of English. All of them are supposed to leave to Italy in September 2016. While Lindsay will come back in December 2016, Caitlin and Megan-Michael are planning to stay in Lombardy until the end of June 2017.

We remind SSU students that the Lombardy program called also SITE (Study Intercultural Training Experience) is sponsored by the Italian Government. SITE is an internship opportunity for English-speaking students or recent graduates who wish to get a better understanding of the Italian language and culture, while assisting local teachers and getting professional training on teaching methods. SSU has at least two guaranteed positions per academic year and the program gives possibility for students to take courses at Italian universities and provides exam session to certify knowledge of the Italian language. Students can also reapply for a second year TA experience.

Teaching Assistantships Program in Lombardy, Italy
Lindsey Asaro, BA in World Languages and Cultures-Italian concentration, Caitlin O’Toole, BA in World Languages and Cultures Cultures-Italian concentration, and Megan-Michael Powell, Major in Economy and Minor in Italian, have been awarded an 8-month scholarship (700 Euros monthly) to assist secondary school teachers of English in Lombardy. They will all leave in September 2016. Lindsey Asaro has been assigned to the Zenale-Butinone Tourism Institute in the province of Bergamo; Caitlin O’Toole will teach at the Scientific Lyceum Olivelli-Putelli in the province of Brescia, close to the Alps, and Megan-Michael Powell has been assigned to the Institute of Economy Enrico Tosi in the city of Varese. The Lombardy program called also SITE (Study Intercultural Training Experience) is sponsored by the Italian Government. CONGRATULATIONS Lindsey, Caitlin and Micah!!!

Lingua Franca • Vol 14 • Issue 2
Congratulations to the class of 2016!

Bachelor of Arts in World Languages and Cultures
Marta Marucci (First major: Business Administration)
Cristina Urquhart (First major: History)
Cameron Scully (First major: Philosophy)
Kathleen M. Comeau (First major: Psychology)
Rosa M. Dela Cruz (Spanish)
Genesis Perez (Spanish)
Nadine Rebello Couto
Naomi Mical Deckert
Kelsey Gentle Delaney
Dyanna Martinez
Rafael M. Moreira
Bianca Robinson
Jennifer Lynn Stevens
Ryan Anthony Walsh

Master of Arts in Teaching Spanish
Darcy Bailey DesGroseilliers
Anelbys Bajramovic
Dominic Casselli
Diana Carolyn Newell
Olga C. Pearson
Julie M. Sargent
Armerys J. Suarez
Adam Ryan Weiss
Fanny Maria Zambrano

Arabic Studies Minor
Joe Francis Butera
Naomi Mical Deckert
Sarah Jane McEwen
Yasmeen H Srour

Chinese Studies Minor
Natasha Iris Vazquez
Patrick Charles Dunleavy

French Minor
Elizabeth Alice O’Leary
Makalah Larissa Angeline Moore

Italian Minor
Megan-Michael Christina Powell

Spanish Minor
Allison Michelle Bridgewater
Dorothy Calabro
Diana M. Damon
Lisa Ashley Danca
Jasmill Melisa Delossantos
Matthew Anthony Ford
Courtney Maxine Livingston
Jessica Esmeraldies Martinez
Gabriela Martins
Molly Rose McDonough
Kassandra Morales
Maleeka L Pearson
Rosa Maria Soto
Maria C. Spindler
Katherine Alessandra Thomas
James Brook Tincknell
Francis Lucelys Bremon Moscat
Jamie Marie Desmond
Ashley Christine Speliotis
Ashley Tellis

Arabic Studies Minor
Joe Francis Butera
Naomi Mical Deckert
Sarah Jane McEwen
Yasmeen H Srour

Phi Sigma Iota and Other Departmental Awards

The following list of students and other individuals were inducted into our department’s Phi Sigma Iota Honor Society. It is important to us to recognize their hard work and achievement.

Phi Sigma Iota Inductees
Dr. Severin Kitavov (Faculty)
Dr. David Silva (Honorary)

French
Paige Harris
Christian Lopez
Makalah Moore
Lisa Rusch

Italian
Lindsey Asaro
Caitlin O’Toole

Spanish Graduate
Martha Abeille
Jessica Silva Manzo
Armerys Suarez

Spanish Undergraduate
Angelina Benitez
Alex Bonilla
Gabriella Gonzalez
Fredy Javier Rodriguez-Diaz

Departmental awards
Excellence Awards
Naomi Deckert – Arabic
Ashley Keeler – Chinese
Florentina Turenne – French
Hannah LeClerc – German
Cody S. Mulliner – Italian
Alicia Vizuet – Spanish

Departmental Service Award
Fredy Javier Rodriguez-Diaz
Scott Sumrall
Give yourself more credit: Literally! Interviews with language graduates
By Rayanne Menery Sammataro

If you have taken a language and you are a soon to be graduate, you will be spending the next few weeks working on your resume. My father, who was an executive recruiter and owned a job placement firm, constantly stressed to me that you must send out as many resumes per day as your age. He also stressed the importance of language skills on your resumes. He received hundreds of resumes daily and any candidate who had language skills had their resume immediately placed at the top of the pile. If you are not yet a graduate, it is not too late to also take a new language, or even better yet, declare a minor or a major in a language and give yourself an extra advantage during the job hunt.

As I have taught at Salem State University for almost 17 years now, I have had the privilege of staying close to many of my students. One of my first students was Stephanie Jackson (SSU, ’01). She is now a registered nurse at DaVita Hospital. She has many patients who speak Italian and is constantly asked to help interpret when she is working at the hospital. Another alumna from SSU, Kelly Jean Duggan (’11), is a flight attendant for American Airlines. She told me how much studying Italian has helped her daily on some of her international flights. She said in an interview

There are so many benefits of knowing other languages. The job market is fierce and having something unique on your resume is invaluable. Being able to speak to someone in their native language changes the dynamics of the situation. She has also mentioned that although she was nervous at the beginning of studying Italian she added,

My favorite part about knowing another language is that you are no longer on the outside looking in. Touring a foreign country is one thing, but to be able to speak the language changes your experience. Having the ability to understand and to give back takes you off the bench and onto the field. I have been on the sideline, so I can say from experience that it is much better being in the game.

Another former student, Ryan Sova (’07), said to me

Studying foreign languages has opened up the world for me. My knowledge of Spanish helped me with my first teaching job as a paraprofessional in a 5th grade ELL class. I now teach 3rd grade at a Multicultural Primary School in China. I feel confident that whether I am in China, Italy or one of the many French and Spanish speaking countries that I can communicate with people. Learning languages has brought me to where I am today and I could not be any happier.

Ryan Sova (’07) in China with his students

Recent Graduate Student, Josephine Margiotta (’10, ’15), said to me

Learning a language was always important to me because I knew that in the field of education I would be working with a diverse population of students. I chose to learn Italian because it was spoken in my home. I am happy with my choice of taking a language because it not only helped me to have the ability to communicate with families as needed, but also showed me just how challenging learning a language can be, so I had a similar understanding of English Language Learners in my classroom.

It is important to give yourself the credit on your resume, be confident during your job interviews and let the prospective future boss know your language ability. There are many jobs out there for language speakers especially in the medical, hospitality, tourism, security and teaching fields. If you have not yet taken a language, now is the time. Get in the game as Ms. Duggan said, and give yourself credit. To the Senior Class of 2016: good luck on your job search!
“The only career I ever wanted”: An interview with French alumna
Dr. Cynthia Lees ’74
by Elizabeth Blood

EB: Tell me about your experience at Salem State.

CL: I graduated from SSC in 1974 with a BA in French and a minor in Secondary Education. Twelve students graduated in French that year. The French professors were very supportive—I especially remember Henri Urbain, William Clark, Paul Madore, and Evelyn Simha; the latter two professors graciously invited the French majors to their homes.

EB: Why did you choose the major in French?

CL: I decided to become a French major because of my high school French teacher, Mlle. Ellen Cowing, at Wakefield High School (MA). She was a Franco-American from Maine, and she dedicated herself to inculcating in her students a love of all things French. She spoke only French in class, and we read the classics—by Molière, Racine, Corneille, and many others—as juniors and seniors. To say that she was demanding is quite an understatement.

EB: And later, you decided to become a French teacher and you went on to become a college French professor. Tell me about your current position.

CL: I teach at the University of Delaware where I offer courses in French cinema, prose fiction, poetry, theater, women writers of Montreal, and French for the professions. I also teach pedagogy courses in our Foreign Language Education major and serve as its Academic Advisor. I serve as the French Sequence Supervisor (for multi-section courses at the beginning and intermediate levels), French minor advisor (we have close to 70 minors), and Coordinator of Foreign Language Education.

EB: Are there any highlights from your career in teaching that you can share?

CL: There have been many “best” moments in my career. In the early days, I taught K-12 French and Spanish in northern Maine, and the enthusiasm of those young learners filled my life with joy. Later, in Miami, Florida, at a private school, my middle school students (all 67 of them) performed scenes from the opera Carmen as a spoken play with costumes borrowed from a Miami flamenco dance company.

EB: That’s awesome. Do you have any advice for today’s Salem State students who might want to become teachers?

CL: My advice for new French teachers? Teach hard and teach well. Keep our expectations high. Bring the world into your classroom. If you have a talent—mine was dance and theater—get involved in extra-curricular activities. Being Drama Coach or choreographer of student performances enabled me to roll up my sleeves and to be involved with students in a different way. I’ve taught for 40 years, and seeing my UD students become teachers themselves reminds me that this is the only career I ever wanted!
Jobs for qualified translators are on the rise, with expected employment growth of 46 percent from 2012-2022 (U.S. Department of Labor Statistics).

Our Certificate in Translation will give you the knowledge, skills and experience to begin a career in the field of translation.

Complete 18-21 credits of coursework in translation studies (WLC 300 and WLC 501), plus advanced coursework in English and a target language (Spanish, French or Italian). Many of the courses can overlap with major, minor or general education requirements.

For more information go to salemstate.edu/translation
April 23: A Literary Holiday
By Kenneth Reeds

April 23rd is a holiday. A historical coincidence occurred on this date 400 years ago in 1616. In England, William Shakespeare died. At the same time, Miguel de Cervantes died in Spain. Generally speaking, both authors are considered masters; if not the masters, of their respective languages. Considering the role of colonialism in the spread of English and Spanish, the coincidence expands when we consider that the mestizo author Garcilaso de la Vega—half Spanish, half Inca—also died on this date in 1616. Indeed, April 23rd seems to be wrapped in English/Spanish literary connections.

In celebration, UNESCO declared April 23rd World Book and Copyright Day. While the second part of the official title is less romantic, the first embraces reading and books as an essential part of world culture. Madrid was the first city to be declared World Book Capital in 2001. This was a natural choice because for years Spain had celebrated this date. Around the country, bookstores offer discounts and it has become customary to give a book as a gift to your loved ones. Anyone who has tried to shop in late December in the United States knows that at times it feels that our holidays have sacrificed too much of the moral and community for the mercantile and material. Indeed, in this case, money is being made, but that it is upon the back of encouraging cultural production and reading somehow makes the tradeoff less burdensome.

In my house last year our family traded books and we enjoyed the unwrapping. The second-best part was explaining to each other why one book or another made us think of our loved one; there is something special about connecting a text with a person. Without a doubt, though, the best was reading poems out loud from Shel Silverstein’s classic Where the Sidewalk Ends. Published soon before I was born, I remember first my parents reading these same poems with me and then, once able to do it myself, spending hours deciphering the words. Perhaps one of my greatest discoveries was the value of reading the poems out loud; the verses were so much easier to understand this way. To share this with my son was, in a succinct anecdote, a definition of happiness.

Just as books are a reflection of our lives, tales about texts are a mirror image of life. In Berlin you can walk down Unter den Linden Boulevard and come across Bebelplatz. This square is located in the city’s center and always had a cultural connection. It was originally named after the nearby opera, but in 1933 this relationship with culture turned sinister. After several days of gathering books from nearby university libraries, Nazis and their sympathizers burnt some 20,000 in the plaza’s center. This was, of course, simply another step towards the horror that these people would bring to both Germany and the larger world. However, the Germans have recognized its importance and, today, the plaza has been rebuilt in an austere and sobering aesthetic. The architecture draws the visitor to the only feature which is a glass-covered hole in the center. Underneath you can see empty shelves with enough space for 20,000 books. The words you’ll find are a quote from Heinrich Heine’s 1821 play Almansor:

“It was only a prelude, whenever they burn books, they will ultimately burn people”.

The fact that an author could write, more than one-hundred years earlier, something so appropriate is a testament to the written word. It is important to see ourselves in those flames’ light and shadows as we commemorate this power.

Of course, the base for the whole idea of a day to celebrate books is not entirely true because in 1616 England followed the Julian calendar and Spain the Gregorian. This means that Cervantes and Shakespeare did not really die on the same date. Furthermore, evidence points to Cervantes dying on the 22nd and the 23rd being the date of his burial. These are the historical facts and, as usual, the fiction is more attractive and closer to what we’d like to feel. It is now time to give a book to someone you love. It is now time to go read.

WORLD BOOK DAY
APRIL 23RD
World Class Poetry.
By students in Fátima Serra’s SPN 402 Introduction to Spanish Literature II

The Spanish Generation of ‘27 is the last generation of authors before the outbreak of the Spanish Civil War, which would wipe out almost totally the cultural and literary life of Spain for its duration and most of the following dictatorship. This generation is also considered the best poetry generation of Spanish literature, with incredible figures like Federico García Lorca and Rafael Alberti. Some, like García Lorca, were killed; others like Miguel Hernández were put in jail; and most of them left to exile.

The poets of the Generation of ‘27 cultivated different styles of poetry but they all liked to work as a group and were friends. They balanced tradition and renovation. They felt close to the vanguards and to the previous generations. They did not reject the previous movements or styles. Instead, they respected and admired them as well as the authors that developed them. For instance, they admired the great poet of the 19th century Bécquer and the classics: Manrique, Garcilaso, San Juan, Fray Luis, Quevedo, Lope de Vega and, above all, Góngora.

Thanks to their synthesizing intention, the Generation of ‘27 is considered the richest and most admirable moment of all the Spanish poetry.


In SPN 402 Introduction to Spanish Literature II, we read, discussed and enjoyed some of the different styles that the Generation of ‘27 cultivated:
- Poesía vanguardista (Avant-Garde Poetry)
- Poesía pura (Pure Poetry)
- Poesía popular (Popular Poetry)
- Poesía neoaromántica (Neo-Romantic Poetry)
- Poesía social (Social Poetry)

Students felt inspired and they wrote their own ‘27 creations:

Naomi Deckert
Type of Poetry: Dadaísta (Part of the Avant-Garde Poetry)
This poem was originally written by cutting up two quotes and rearranging them (a classic Dadaist method of writing poetry). Once the poem was formed I put my own spin on it. It is about the struggle of the developing world.

El tercer mundo
Adiós a desarrollar
Crecer las necesidades de los países
En un clima no legítimo.
Abordar cambio
La mente puede rechazar.
El mundo hoy
Sabe tus deseos.

Angelina Benítez.
Type of Poetry: Social Poetry
The Dust Bowl, also known as the Dirty Thirties, was a period of severe dust storms that greatly damaged the ecology and agriculture of the US and Canadian prairies during the 1930s; severe drought caused the phenomenon. The Dust Bowl forced tens of thousands of families to abandon their farms. https://en.wikipedia.org/wiki/Dust_Bowl

Polvo
Polvo.
Un tiempo sin agua, sin dinero, sin amigos,
Un tiempo donde hay solo enemigos.

Polvo.
Falleció la cosecha…
Pienso con la sospecha:
¿Dónde está mi comida?

Polvo.
Cerraron casi todos los bancos,
Pensábamos que fueran estancos.
¿Dónde está mi dinero?

Polvo.
Despedimos, finalmente, a nuestra casa,
Los niños sin idea de qué pasa.
¿Dónde está la felicidad?

La ruta 66 nos prometió esperanza,
Pero solo encontramos la desesperanza.

Día a día buscamos trabajo,
Pero nunca nos escogieron,
Tal vez tendremos cuando en el sur estemos.
¿Cuándo vendrá la justicia?

En un tiempo cambiante,
¿Qué será constante?
El Polvo.

Kenneth Hyland
Type of poetry: Social Poetry
Kenny tells us: It’s about my mother and I, and our constant struggle between my sexuality and her ignorance. I relate my lifestyle (being gay) with that of my sister (being vegan). By this I mean that becoming a vegan is a major lifestyle change, a change that my mother can easily accept, whereas my mother has a harder time understanding my lifestyle.

Yo soy Estey
Te dije cuando me gradué,
que yo, tu hijo, soy gay.
Pensaba que me ibas a aceptar,
como una madre debería actuar.
Tres años más tarde,
me acusas de confrontarte.
¿Cómo debo yo reaccionar?
Yo he sido así,
es la vida para mí.
Yo no me puedo cambiar.
Es similar a mi hermana,
en que ella es vegana.
Esa vida ella elige.
Él es Adán, y yo Estey.
Gabriela Martins
Type of Poetry: Pure Poetry.

This type of poetry tries to capture the pure essence of objects and beings, what is not subject to time and space, but remains eternal and immutable. Writers often try to capture the essence of poetry, their inspiration, their love or their muse. Gabriela’s poem tells as of the essence of ‘inner light’of the poet. Which of the above is her inner light?

Su Luz

Sin dirección marcha por el camino
El camino conduce a ninguna parte
¡Marchando en el oscuro!
Busca dirección, ojos cerrados,
¡Camino sombrío!
Quebrantado corazón, alma abierta,
Ojos abiertos, luz encuentra.
¡Marchando en la luz!
Hay dirección, hay propósito
Su luz conduce por el camino
¡Camino iluminado!

Neily Rodriguea
Type of Poetry: Neo-Romantic.

Neo-Romantic poetry’s theme is love. The poet expresses his/her experiences and ideas of love. This is Neily’s versión of love:

Amor

Amor, es aquello que nos mantiene juntos,
Capaz de desafiar a todo el mundo,
Capaz de sacar lo mejor de mi.

Amor, es aquello que nos mantiene fuertes,
Capaz de tumbar cualquier frontera,
Cada vez que te miro a ti.

Amor, es aquello que es sincero,
Amor, es aquello que te respeta
Amor, es aquello que te hace feliz.

Why Study Arabic?

By Louissa Abdelghany

Welcome!

We invite you to join the growing community of Arabic learners and give Arabic study a try. Here are some reasons why students choose to study Arabic:

• Arabic is the 6th most commonly spoken native language in the world. Arabic is the official language of over 20 countries with well over 300 million native speakers. These speakers are largely concentrated in the Middle East, but there are minority groups of native speakers throughout the world. It is also an official language in the UN, the Arab League, the Organization of the Islamic Conference, and the African Union.

• Arabic is the liturgical language of Islam. In addition to the millions of native speakers, many more millions know Arabic as a foreign language, since, as the language of the Quran; it is understood by Muslims throughout the world.

• Arabic speakers are in high demand and low supply in the western world. With the growing importance of the Middle East in international affairs, there is an extreme shortage of workers in the west who are versed in Arabic language and culture. Knowing Arabic is a significant asset, one that makes you more marketable in a variety of fields: business, industry, education, finance, journalism, translation, international law, consulting, and foreign services.

• There are financial incentives for learning Arabic. The U.S. government has designated Arabic as a language of strategic importance. The National Strategic Language Initiative instituted in 2006 promotes the learning of Arabic among Americans through numerous scholarships and supported learning opportunities. These include support for language courses from beginning to advanced levels, study abroad programs, intensive instruction opportunities, teacher exchanges, and professional development.

• Arabic speaking nations are a fast growing market for trade. Initiatives to integrate the Arab world into the global economy are opening up numerous potential new business opportunities. The Arab region with its rapidly growing population provides a huge export market for goods and services. With a GDP of over 600 billion dollars annually, the region also has much to offer the world market. In order to do business effectively, one must understand the language and culture of the people with whom one hopes to negotiate and conduct trade.

• Learning Arabic would increase international understanding and promote global communication. Only 9.3% of Americans are fluent in English and another language--compared to 52% of Europeans fluent in their native language in addition to at least one more language. Arab civilization has made significant contributions to the world in areas including medicine, arithmetic, algebra, geometry, music, philosophy, poetry, and astronomy. Learning Arabic will open up your world, introducing you to this rich civilization. It will help you better understand and appreciate a region that is often misrepresented and oversimplified in the mainstream media.

If you are not sure about whether or not Arabic is the right language for you, please feel free to contact Dr. Louissa Abdelghany at labdelghany@salemstate.edu. We will do our best to answer your questions and help you fit Arabic into your other academic plans at Salem State University.
Come to Costa Rica with us! You can earn six credits for Spanish language, culture and literature at the Elementary, Intermediate or Advanced Level.

The adventure excursions — zip-line, water rafting — museums, pristine beaches, and the friendliness of the Costa Rican people make this experience a wonderful opportunity.

**COST:**
Airfare, Tuition, Room and Meals, Excursions, Activities, Volunteering and 6 credits of Spanish Language, Culture/ Literature: $3,895

Financial Aid Available

For more information, contact Dr. Fátima Serra: fserra@salemstate.edu

Visit salemstate.edu/costarica
Learn/Study Abroad in Morocco

By Aziz El Madi

Two Salem State University Students participated in Service Learning Research Projects sponsored by the non-profit organization Volunteer Morocco and are improving the quality of life for those living in rural villages. Jimmy Elliot, with the supervision of Aziz El Madi, a member of the faculty of Chemistry at Salem State University, collaborated with Dr. Said Boutaleb from the Department of Geology at Ibn Zohr University located in Morocco and performed water quality field work in two Moroccan regions: Imsouane and Shtouka. Underground water pollutants were studied in both regions. The work done in 2013 was presented by Jimmy Elliot at the Environmental and Sustainability Symposium for Chemistry at Bridgewater State University. Amine Mesnaoui participated in a service learning water quality research project during June 2014 where he conducted independent water quality research as a means to address contamination of polluted water that impacts the health of the communities living in southwest Morocco. While in Morocco, they also volunteered in rural health clinics in the Atlas Mountains. We wish both young men the best as they will be graduating in May.

Volunteer Morocco improves the self-sustainability of underprivileged communities and their members in southwest Morocco by facilitating healthcare access, education, farming technologies and assisting in the formation of micro-enterprises. Volunteer Morocco carries out its operations by offering volunteer opportunities to university students as well as others interested in volunteering in Morocco.

Since its first US college student trip in 2007, Volunteer Morocco has planted more than 5,500 trees, organized 30 rural health clinics in remote areas of Southwest Morocco and delivered health services to more than 1,500 patients, distributed school supplies to Riad Village Elementary School, and coordinated and delivered $295,000 worth of medical equipment to hospitals and surrounding clinics in Southwest Morocco. There are also opportunities during the service learning program to experience amazing food, sights, hiking, beaches, surfing, shopping, and culture.

On our website, there is quite a bit of information on the program and service learning trip experiences, www.volunteermorocco.org. If you are interested, please take a look at this video. It was created by students that participated in Volunteer Morocco Service Learning Program during the winter 2015 session: https://goo.gl/Hcn2OT

December’s Crowdfunding Leads to More Departmental Support for Study Abroad - Thank you donors!

By Elizabeth Blood and Kenneth Reeds

For years, it was anecdotally thought that learning a language while living abroad was more efficient than simply studying at home. This commonsense belief in the power of immersion was confirmed by a study in 2004 that compared groups of native-English speakers trying to learn Spanish. One group stayed at their home university in Colorado while another went abroad to Alicante, Spain.

Unsurprisingly, the study reached the following conclusion: students who spent a semester studying in Spain were found to have made greater gains in oral proficiency and in several aspects of oral fluency compared to those who studied at their home university in the United States.

Of course, the benefits of study abroad are not limited to language acquisition. Other research has shown alumni of these programs to be more interculturally sensitive, quicker to find employment after graduation, possessing a better sense of self-esteem, and more likely to earn higher salaries.

It is with benefits like these in mind that faculty in our department joke with students that we’re proud to be the place that follows our welcome to Salem State with the advice that it’s time to “go away”.

Study abroad statistics at our university, unfortunately, are difficult: Approximately 1% of Salem State students study abroad. Compare that to their peers at private universities in Massachusetts: 30% of Salem State students study abroad, 46% of students at Bentley University, and 50% of students at Boston College.

Our students work hard to pay for their education. It is inspiring to see them so dedicated to achieving their dream of a college education, but the cost of education is a burden for many who have to work multiple jobs, take out large sums in student loans, and often have family responsibilities in addition to their school work. For many, the thought of studying abroad for a summer or a full semester—let alone a full year—seems to be an impossible dream.

Not only is there the additional cost of travel and tuition at another institution, but also they must give up the income they are earning from their jobs while abroad. Financial concerns are the number one reason our students do not study abroad.

Conscious that money is such an obstacle between a student’s desires to spend a semester outside the US and making that dream a reality, every year the world languages and cultures department provides $1,000 in support of study abroad. In December 2015 we participated in a university-wide crowdfunding effort with the goal of raising money to expand this support and thanks to generous donations we have been able to provide an additional $500 to each major who plans to spend at least a semester abroad during the 2016-2017 school year.

Thank you to the donors who made it possible for more of our students to go away to learn language, become more internationally aware, more attractive to employers, and—most importantly—to fulfill their dreams.

Lingua Franca • Vol 14 • Issue 2
The HOPE Award
By Michele C. Dávila and Kristine Doll

Each spring the world languages and cultures department holds an essay competition exploring the dynamic relationship between community and humanitarian service, education and leadership, particularly in the context of how these can improve our world. The contest is open to students who are majors or minors in the department. Essays are written in English or any of the languages represented by the department (Arabic, Chinese, English, French, Italian, and Spanish).

This year the students were asked to submit essays that responded to the following quote by Roger Bacon: “Knowledge of languages is the doorway to wisdom”. This year’s entries were especially difficult to judge due to the quality of the essays. The committee decided to award three prizes and an honorable mention. The first prize, an award of $150.00 and publication in our newsletter

Knowledge of Languages is the Doorway to Wisdom
By Samantha Trullo

Roger Bacon said, “Knowledge of languages is the doorway to wisdom”. Without it, the flame of compassion within our hearts would blow out and darkness would take over. Human interactions between cultures would cease to exist and war and hatred would take over. If people cannot express their emotions through some type of verbal or nonverbal communication, how can we understand one another? Our words are worth their infinite weight in salt so there is nothing in the world that is more important than language for it is how we truly understand each other.

We use letters to make words, words to make sentences, and sentences to express some sort of information. These letters and words make up different languages that people speak and these languages are the fundamental building blocks to societies and people’s personalities. Language, both verbal and nonverbal, is how we articulate our wants, needs, and emotions. It is how two people have a conversation and how a nation starts a revolution. Humans need language to unite with one another; this is where wisdom starts. The more we know, the more we can start learning languages sooner so that it becomes second nature. I remember when I was about 16, I was going to school in Somerville, Massachusetts and worked in Au Bon Pain’s Harvard Square cafe just one town over in Cambridge. If you didn’t already know, the Cambridge and Somerville areas are home to many people of different origins and languages. From the international students at Harvard University to the immigrant and first-generation American high school students, culture was never lacking. When I was at work in Cambridge, I interacted with patrons from all over the world. People from China, India, France, Italy, and other distant lands would come in with groups of family and friends to explore a new place for fun or in search of a university to embark on the next milestone of life. I even worked with many Nepali and Cape Verdean men and women who brought new languages into the workplace. When I was at school too, I was surrounded by so many different cultures and languages. At any given moment of the day, you could walk down the crowded hallways and hear five or six different dialects before you made it to your next class. Many of the friends I made both in school and at work taught me new perspectives and knowledge through their personalities, cultures, and, most of all, language.

Why is any of this relevant? Aside from the obvious necessity of progress and relationships with others, knowledge of other languages creates new opportunities for people. It can be the defining factor for a job promotion or school application. Multilingualism shows that you have the dedication it takes to do something so important. Unfortunately, students will complain about the tedious language requirements in high school and college. The joy of learning another language is lost forever when it becomes a chore and not a passion. However, this is where the problem starts; people don’t want to learn languages because the neuroplasticity that we have as infants and young children is spent due to the overwhelming stress of school. Students need to start learning languages sooner so that it becomes second nature. This is where wisdom starts. The more we know, the more we can achieve which will lead to changing the world one thing at a time. Wisdom starts with communication and communication comes about through conversations. It all starts with language. With that, we can open the door to an infinite amount of possibilities.

Lingua Franca, is awarded to Samantha Trullo for “Knowledge of Languages is the Doorway to Wisdom”. Second prize goes to Nicolle Schwartz for “What Language Do You Think In?” with an award of $75.00 and publication in Lingua Franca. Third prize goes to Alex Rose for “Language: A Large Component of Culture” with an award of $50.00. An Honorary Mention is awarded to Vanessa Cunha for “Language: A Gateway to Wisdom.” Thank you to all who participated!
Being multilingual isn’t just a good feature to include on one’s resume, it can be life changing. Certainly being multilingual opens a lot of doors when it comes to job opportunities but that’s not all it is good for. Being multilingual makes traveling easier, it’s helpful to be able to ask for and receive directions and even can be a good conversation starter. It can also be useful for your health; in the medical journal Neurology, a study was published in 2013 stating that Alzheimer’s or dementia was delayed an average of 4.5 years for the participants in the study that were bilingual. Being multilingual can also help with creativity and expressing one’s self better because it allows a person to explain a concept in many ways. Most importantly, learning languages can permit us to connect more deeply with one another.

My senior year of high school I participated in an exchange program in which a girl from Spain came to live with me in America for two months, followed by her hosting me in Valladolid, Spain for the same amount of time. After these experiences, my view of languages and thinking had changed drastically. Her name was Silvia and in the emails she sent me before arrival she told me that she spoke fluent English. I couldn’t decide if that was good or bad, on one hand I wasn’t being motivated to speak Spanish, but on the other hand I didn’t have to speak Spanish! The first night she spent in my home I took it upon myself to bombard her with questions I found “urgent”: “So what language do you think in? What language do you dream in? Do you use your bilingualism to eavesdrop on conversations? Will you do my Spanish homework?” Those next two months flew by, we had very few issues communicating and getting along. Nothing earth shattering happened until my first night in Spain. Sitting with Silvia and her parents in their living room I asked her for a blanket, as she brought it over to me her mom laughed the word “friolenta”. I did not know this word, but surely my Spanish dictionary would. Nothing. Well “frio” means cold and “lenta” means slow I thought to myself. This didn’t make any sense. What does slow have to do with being cold? Were they laughing at me? With me? I was too nervous to ask so I laughed it off with them. The next day Silvia’s mom told me that she was throwing me a welcoming party so that I could meet the rest of their family. I was excited until she asked me what I was was going to “estrenar”. My dictionary came up short again and the only word I could relate it to was “estrella” but Silvia’s mom surly wasn’t asking me what I was going to star, so I told her I didn’t know and we moved on.

How could a language with 1,025,109 words not have a translation for friolenta or estrenar or te quiero which Silvia’s mom said to us every night before bed, and so many other words that stumped me over my two month stay? How many untranslatable words were there in Spanish? How many untranslatable words were there in the other 6,500 languages I didn’t know? How much was I missing out on? These questions weighed on me. In America so many of us limit ourselves to one language and even take pride in it. When we travel to other countries we expect them to know English yet we brag about being multicultural. I quickly became aware that knowing a second language was much bigger than being able to order food at my favorite Mexican restaurant that “knowledge of languages is the doorway to wisdom” as stated by Roger Bacon.

The world is made up of languages which are directly coupled with cultures. How can we expect to solve the world’s problems and maladies, understand other people, understand other cultures when so much meaning is lost in translation? It’s not enough to simply get the message across, we need to strive for more if we expect change, if we want more meaning out of life, if want to broaden our patience and problem-solving abilities. It wasn’t until I was forced to navigate quickly between two languages, what seemed like two completely different worlds, that I began to realize how ambiguous everything is. It allowed me to be more open to different worldviews and even empathize better. We need to promote multilingualism especially in our children. Raise them to know many languages, many cultures and many words that do not exist outside certain cultures. We need to let go of the fear that our children will get confused between languages and not reach certain milestones because that is the opposite of reality. Language is a gift that we should all cherish and take advantage of.

Yo entiendo a mi gente pero no solo quiero entender a mi gente.

Work Cited
The Path to Fluency is Sometimes through The Bathroom
By Kenneth Powers

As any language learner will tell you, the hardest hurdle to clear is the embarrassment one feels when trying to converse with native speakers. A few years ago, before my Spanish was even remotely conversational, I was out for a drink with my girlfriend at the time, a 22 year old Argentine woman I had met working in Utah the year before. We got along famously right off the bat and one thing led to another until I was in San Fernando, Argentina, just forty minutes south of Buenos Aires proper, living with this girl and her family (none of whom spoke English) for a few weeks one summer.

At the time I was 24 years old, had just gotten back into school and was minoring in Spanish, which seemed like a good idea, considering the woman I was dating was a native Spanish speaker who spoke little English. My Spanish at the time was, at best, really bad. Her parents spoke even less English than I spoke Spanish. So, needless to say, it was an interesting couple of weeks. Trying to help her father with the barbecue, for example, featured much gesturing, broken Spanglish and little else.

My first night there I was taken out to a bar where smoking inside was allowed and thus began several weeks of culture shock. I asked my girlfriend, in English, where the bathroom was. She gave me a coy look and said “Why don’t you go ask someone?” With an apprehensive smile I agreed and went to find a server to ask. When I came upon the only one I could find, with a big smile I proudly asked “¿Dónde está el baño?” To say I was unprepared for the response I got would be like saying a toddler was unprepared for a graduate-level exam in applied cosmology. A blur of rapid Argentine Spanish and a gesture toward a nearby flight of stairs led me to believe I might just find a bathroom upstairs. So upstairs I went.

As it turns out, Argentina has a vastly different attitude to some things than we do here. I was correct in my assumption that the rapid Argentine Spanish and gesture toward the stairs meant the bathroom was indeed located above my head, but what I may have missed was a warning that the upstairs section of the bar was also, in fact, a dark and (not so) secluded sex area. Full of futons, end tables and couples in varying degrees of undress, I was faced with something of a dilemma as I saw the universal symbol for bathroom on the other side of the room. The room which, as previously mentioned, currently played host to a number of couples doing what could be conservatively referred to as “the nasty”.

I managed to go to the bathroom, the call of nature easily outweighing my embarrassment at picking my way through a room full of people having some horizontal fun, though not the embarrassment I felt at asking if there was another bathroom anywhere. My Spanish was admittedly much worse then it is now, but I had been studying Spanish on and off for years, and conversing when I could with my native-speaker girlfriend, and I still had no chance of finding that bathroom without that gesture toward the stairs. I would have smiled like a fool, said “gracias” and walked away, still needing to use the bathroom.

Actual natural conversation is so difficult to achieve in a classroom that when beginning students are faced with a real need to communicate they freeze up. I still do. My limited vocabulary has the frustrating tendency of disappearing anytime I really need it. There is hope for all of us, though, because to overcome this embarrassment is to surmount the scariest and most difficult segment of the trail to the top of Mt. Fluency. Just remember that the scariest segment is immediately followed by the longest: the trail from Conversational Point to Fluency Peak.

Transnational Orientalisms in Contemporary Spanish and Latin American Cinema
Department Chair Michele C. Dávila Gonçalves recently edited a book that includes not only an introduction and article by her, but also articles from faculty members Fátima Serra and Kenneth Reed.

The book, titled Transnational Orientalisms in Contemporary Spanish and Latin American Cinema looks at trends in recent decades in Spain and Latin America where transnational voices, typically stereotyped, alienated or co-opted in the Western world, have gained increasing presence in cultural texts. The transnational representation of the “Oriental” subject, namely Arabs and Jews, Chinese and other ethnic groups that have migrated to Spain and Latin America either voluntarily or forcefully, is now being seen anew in both literature and cinema. This book explores Orientalism beyond literature, in which it has already garnered attention, to examine the new ways of seeing and interpreting both the Middle East and the East in contemporary films, in which many of the immigrants traditionally omitted from the dominant narratives are able to present the trauma, memories and violence of their exile and migration. As such, this volume explores the representation of those single and doubly marginalized groups in contemporary Spanish and Latin American cinema, analyzing how films from Spain, Mexico, Chile, Brazil and Argentina portray transnational subjects from a wide spectrum of the “Orient” world, including Maghrebs from North Africa, and Palestinian, Jewish, Chinese, and Korean peoples. Once vulnerable to the dominant culture of their adopted homes, facing ostracism and marginalization, these groups are now entering into the popular imagination and revised history of their new countries. This volume explores the following questions as starting points for its analysis: Are these manifestations the new orientalist normative, or are there other characterizations? Are new cinematic scopes and understandings being created? The old stereotypical orientalist ways of seeing these vulnerable groups are beginning to change to a more authentic representation, although, in some cases, they may still reside in the subtexts of films.
Some great films to watch to learn about the Arab world
By Louissa Taha Abdelghany

Everyone loves to go to the movies. But, while watching films is mainly entertaining, it is also an ideal way for understanding the culture of other countries and for accepting the ways of life of other people and communities.

The Arab World is a region that is only united by its name and designation as “Arab World”. This expression masks the fact that Arab people are not homogeneous and that the Arab region is extremely diverse and constantly changing. The 22 countries include more than 22 Arabic dialects and a wide and extensive culture. The feature movies presented in this article open a small window on this diverse and vast region. They offer a glance at its history, background, customs, traditions, as well as its religious, political, and social issues.

From Palestine:

Amreeka portrays the story of Muna, a divorced Palestinian woman who decides to leave the humiliating life in her occupied homeland of Palestine, and immigrate with her 13-year-old son Fadi to the United States after winning a green card by lottery. The movie is set in 2003 at the start of the American invasion of Iraq. With wit and humor, the director Cherine Dabis depicts the problems of persecution and ostracism Muna and her son face while they are trying to settle and be successful in their new adoptive country. Muna’s positive outlook on life makes the movie enjoyable and inspiring.

From Lebanon:

Caramel is a humoristic film that follows the lives of five Lebanese single women, Layale, Nisrine, Rima, Rose and Lili, each with a different age and background. Despite the various social issues these women confront, the sisterhood and camaraderie they have bring them close together in the confined place of the beauty salon where they meet regularly to talk and confide in each other. This movie is set in the middle of the busy Lebanese capital Beirut. The director Nadine Labaki, who also acted in the movie and collaborated in writing its screenplay, brought to light intimate conversations that revolve around taboo topics like sex outside marriage, virginity, and homosexuality.

From Syria:

The Syrian Bride is set in Majdal Shams, a Druze village located in the Syrian Golan Heights, a region annexed by Israel since 1981, and cut off from the rest of the country. This movie depicts the Salmans family while escorting their daughter dressed in her wedding gown to the boarder of Syria. The bride-to-be is about to get married to a Syrian television star and once she crosses the border she can never return to see her family. Grim, sad and distressing, the movie raises serious questions like occupation, impenetrable borders, walls and forced separation.

From Saudi Arabia:

Wadjda is the first feature film ever directed by a Saudi woman. The director Haifa Al Mansour follows the story of a rebellious Saudi 13-year-old girl named Wadjda who discovers the limitations placed on women in the name of custom and religion in Saudi Arabia. Her rebellion against society is shown through the way she dresses and acts around her friends, and by dreaming to own a bike. Wadjda is determined to ride a bike despite the fact that it is something unacceptable for girls in Saudi Arabia. She decides to enter a Koran recitation contest to win the money she needs and accomplish her dream. While the movie shows the harsh reality Saudi Women have within their society, it also highlights the fact that change is possible.

From Egypt:

Hassan wa Morcus is a controversial movie that came out in 2008 when tension between Muslims and Copts reached its peak in Egypt. The movie addresses issues of intolerance, sectarian violence and religious extremism, and brings up topics rarely discussed in public in Egypt. Despite the gravity and seriousness of these topics, the movie is largely a comedy that ends on a positive note and conveys the strong message of coexistence and acceptance of others.

From Algeria:

The Man from Oran is a drama about Algerian independence, seen through the relationship of two men, Djaffar, a modest idealist, and Hamid, a skilled businessman. The movie raises questions about colonization, revolution and independence, and demonstrates how revolution can be hijacked and sold for power and money.

From Morocco:

Horses of God is a drama about the 2003 Casablanca bombings. Directed by the famous Nabil Ayoush, the movie contemplates the roots of Islamic terrorism, and shows how poverty and hopelessness can lead to acts of terrorism. It follows the lives and destiny of a number of boys stuck in Sidi Moumen, a poor town located on the outskirts of Casablanca. Their fate to embrace terrorism becomes inevitable and frighteningly comprehensible.

From the Levant, to the Gulf, to North Africa, this is merely a small échantillon of Arab films representative of a diverse region filled with history, culture and turmoil.
New Language Requirement for 1 Million: German
By J. Douglas Guy

Imagine a situation where a million people unexpectedly arrive in your homeland in a short period of time. Authorities would have to scurry to provide food, temporary shelter and other accommodations while trying to figure out more permanent solutions to this emergency. While dealing with that crisis, authorities predict another million will be on the way shortly. This is the situation that faced Germany as 2015 drew to a close.

As the violence in Syria and Iraq escalated mid-2015, hundreds of thousands of Syrians, Iraqis and others ran for their lives from the area. This has created the greatest mass migration of human refugees since the end of World War II, all of them aiming to escape the violent threats of the Islamic State or Syrian President Assad for the safety and prosperity of the European Union (EU). For the vast majority of them the goal was getting to Germany. In response to Germany’s horrific treatment of minorities under the Nazi regime, the Basic Law, the Constitution of the Federal Republic of Germany, guarantees asylum to anyone who can demonstrate persecution in their homeland. This guarantee, combined with Germany’s status as the strongest economy in the EU, a 5% unemployment rate and its status as the dominant force in EU politics, made it the go-to destination for these migrants. But getting there was no easy task. Refugees needed to trek overland to Turkey, go by sea to Greece in dangerous watercraft, and then hike overland across the Balkans to the borders of the German-speaking north. In Serbia, Croatia, Czech Republic, Hungary and elsewhere they were frequently met with hostility and barbed-wire fences. As fall descended on Europe and the weather turned, the situation got more critical and life-threatening. At this very significant point German Chancellor Angela Merkel announced that Germany was prepared to permanently take in 800,000 refugees and encouraged accommodations while trying to figure out more permanent solutions to this emergency. While dealing with that crisis, authorities predict another million will be on the way shortly. This is the situation that faced Germany as 2015 drew to a close.

Unfortunately, the pressure of simply processing hundreds of thousands of newcomers has overwhelmed the government. Years of neglect has left Germany unprepared for this urgent need for teachers of German for Foreigners, a subject area that secondary teachers couldn’t even get certified in. They just won’t have enough teachers for over 1 million new students. Well-meaning citizens volunteer locally and teach small groups the rudiments of German, but the government as yet has no plan to address this issue.

With the arrival of 2016, the mood of citizens across the European continent turned decidedly more hostile toward Middle Eastern migrants. Murderous attacks by IS sympathizers at a soccer stadium and concert hall in Paris and the bombings at the Brussels airport and subway reinforced people’s worst fears about migrant Muslims seeking refuge. Other EU member nations refused to follow Germany’s example and accept large numbers of refugees; some refused to accept any at all. In Germany growing anti-immigrant sentiment resulted in a new anti-immigrant party, Alternative für Deutschland, that racked up surprising successes in early 2016 state elections, scoring percentages between 12% and 35% that rival Angela Merkel’s Christian Democratic Union party. To stem the continuing tide of migrants and the mounting anger of citizens, the EU has negotiated with Turkey to cover the expenses of housing migrants in Turkey as long as they are kept there and not allowed to cross the border to the north.

Unless conditions in the Middle East improve radically, Germany can plan on two new minority groups for good: Syrian Germans and Iraqi Germans. And unless they are to remain a permanent underclass, Germany is going to have to teach them German.

Suddenly Germany faces the task of housing and feeding its new residents. Many refugees are highly educated professionals who bring welcome skills to the German job market, but very few of them speak German. They urgently need to learn German, and the migrants need to adjust to a completely new set of cultural norms, foods, standards and practices. Modern Germany considers itself a multicultural nation. Nearly 20% of Germany’s residents have foreign backgrounds, the largest of these groups being two million Turkish immigrants. Turks were not treated well when they first arrived in the 1960’s and 1970’s but they now form the base of Germany’s modern multicultural society, along with foreign workers from Italy, Greece, Poland, the Balkan nations and elsewhere. First generation Turkish immigrants performed menial labor or took factory jobs and were forced to learn German on their own. They were Germany’s first direct contact with Islam. More recent generations have become Turkish Germans with better language skills and more upward mobility. Syrian and Iraqi refugees don’t have 50 years for that to happen: they need schooling in the German language, they need to develop competencies to be ready for school and the workplace and they need it now.
Yes, sir! ¡Sí, señor! Oui, monsieur!

By Jon Aske

Today I would like to tell you the story of three words in three languages that share a common source. The words are English sir, Spanish señor, and French monsieur, all words that you are probably acquainted with. I thought you might find these words' stories interesting. Words have histories and, thus, they have stories to tell. Here is a brief account of the shared and unshared history of these three words, a history that we can trace back more than 2,000 years.

The English word sir can be found in the English language since about the year 1300, towards the end of the Middle Ages. It began as a title of honor for a knight or a baronet, as well as for priests until the 17th century. Originally, sir was a spelling variant of the word sire, which could be found in English since the 12th century. The word became a common respectful form of address a few decades later and it is found as a salutation in letters 100 years later, in the early 15th century.

English got the word sire from Old French. Speakers of a dialect of Old French, the Normans, invaded England in the year 1066 and, because of that, the French language had a tremendous influence on the English language for some 300 years. To this day, we find that close to 30% of English vocabulary comes from one or other variant of French (Norman or Parisian mostly). Most of these French words come originally from Latin. However, the form and meaning of these words may have changed a great deal from what they were in Classical Latin by the time English borrowed them from French 1,000 years later.

Old French sire (and thus English sir and its predecessor sire) come from an earlier Old French form *siaeire, which is the natural derivation of popular Latin *seior, ultimately derived from classical Latin senior, a noun meaning ‘elderly man’, which in Rome meant a man over 45. A variant of Old French sire was sieur, which descended from the accusative form of Latin senior, namely seniorem. We will come back to this sieur later, since it is obviously the second part of the French word monsieur.

The source of all these words, as we just saw, was Latin senior. This Latin word was a comparative adjective (sen-i-or). (In English, older is the comparative form of the adjective old.) Latin senior was derived from the adjective senex, containing the root sen- (sen-ex), meaning ‘old’. This root sen- can be found in other English words, such as senile.

The word senior itself was borrowed into English from written Latin (not through French this time) in the late 13th century. Thus, English sir and English senior come ultimately from the same Latin word (senior). Another word that comes from Lat. senior is Spanish señor, a word that translates as ‘sir’, ‘mister’, or ‘lord’, depending on the context. Spanish did not borrow the word señor from Latin, but it is rather a natural development of Latin senior in a language that, unlike English, is a direct descendant of Latin (just like French, Italian, Portuguese and Catalan are direct descendants from Latin).

As for French monsieur (pronounced [mesje]), which translates as ‘sir’ but also as the title ‘mister’ (‘Mr.’), we have already seen that the sieur part is naturally derived from a particular form of the Latin word senior. The sound changes are the result of word-of-mouth transmission for 1,000 years in what is now northern France. As you can see, French modified Latin words a bit more than Spanish or Italian did. As for the first part, mon, it is nothing but a first person possessive adjective, meaning ‘my’ (it is ultimately derived from Lat. meum, the source of Spanish mi and mio). Thus, monsieur originally meant ‘my lord’. If you are or have ever been a Catholic, you may recognize a cognate of French monsieur in English, namely the word monsignor, which is ‘the title of various senior Roman Catholic posts’. It is a loanword from Italian monsignore (mon-signore) and a cognate of French monsieur. The Spanish equivalent is monseñor and the French equivalent is monseigneur, both calques from the Italian word.

Parallel to monsieur in French is the word madame, which (you may have guessed it) originally meant ‘my lady’, since it is formed out of the parts ma ‘my’ (feminine) and dame ‘lady’. French dame comes from Latin domina ‘mistress of a family, wife, owner, etc.’, which was the feminine form of dominus ‘household master, owner, etc.’, both derived from Lat. domus ‘house’. Like its masculine form, French madame is equivalent to the title ‘Mrs.’ (which is a reduced form of mistress) in addition to ‘lady’. (Eng. mistress is a 14th century loanword from French maistresse which meant ‘mistress (lover)’, ‘housekeeper’, as well as ‘governess, female teacher’.) English borrowed the word madam from French around 1300. In one of the forms of this word, the middle d is typically not pronounced (ma’am). Another meaning for this word (in which the d is pronounced) is ‘female owner or manager of a brothel’, a meaning that it acquired in the late 19th century.

By the way, the source of French madame, namely Latin mea domina, is also the source of Old Italian madonna (equivalent to Standard Italian mia donna), a word originally associated with the Virgin Mary and artistic depictions of her. English borrowed the word madonna from Italian in the 1580’s. Most Americans perhaps think of US entertainer Madonna when they hear this word, however. This is actually not just an artistic name, but one that was given to her by her parents (it is also the name of her mother, a French Canadian).

As you may have guessed, the female name Donna in English also comes from Italian donna, and thus from Latin domina. English prima donna is just a loanword (phrase, actually) from Italian, where it means ‘first lady’. The term was borrowed into English in 1782 to refer to the ‘the chief female singer in an opera or opera company’ (COED). Fifty years later, the English term acquired a secondary sense ‘a very temperamental and self-important person’ (COED), which is probably the first (or only) meaning that most Americans think of when they hear the word.

We should mention that the word for ‘lady’, and ‘Mrs.’, in Spanish is señora, derived from the masculine señor. Both of these words can be used as titles followed by a last name, as in señora García ‘Mrs. Garcia’ and señor García ‘Mr. Garcia’. They can also be used as nouns meaning ‘lady’ and ‘gentleman’ (as in señoritas y señores ‘ladies and gentlemen’).

continued on page 19
Finally, since we have mentioned Latin *dominus* and *domina*, we should mention that the Spanish titles *Don* ‘Mr., Mister’ and *Doña* ‘Mrs.’ are directly derived from those Latin words. Unlike the titles *Señor* and *Señora*, which are used with last names, *Don* and *Doña* are used with first names, as in *Don Juan* ‘lord John’ (the feminine would be *doña* Juana ‘lady Jane’). The term *don juan*, with the meaning ‘philanderer, ladies’ man, womanizer’ was borrowed into English in the 19th century. Its source is the name of a Spanish libertine nobleman, the character in a famous 17th century Spanish play, which was adapted into French and Italian later in the century. It was popularized in English in a poem by Lord Byron written in 1819.

*If you find the stories and histories of words interesting, you may want to sign up for SPN 412 in the fall. It is open for students of Spanish with at least one 300-level course.*

**The First Latino/a Connection Conference 2016 at Salem State**

**By Michele C. Dávila Gonçalves**

On March 26, 2016, Salem State University’s Latin American Student Organization (LASO) organized the first “Latino/a Connection Conference,” inviting dozens of students from nearby institutions to participate in this successful community activity. The conference was based on Raquel Cepeda’s quote: “Being Latino, means being from everywhere, and that is what America is all about.” It started with an introduction at 10:00 a.m. in which the members of LASO explained the origin of the conference and the agenda for the day directing students to rotate among the three sessions planned for them.

One of the sessions was held by Dr. Daniel Delgado from the Sociology Department with the theme: “Who is Afro-Lati@? Who is Latin@?” which focused on the formation of LatinX racial identities in the Americas. The goal was to understand how histories of race have shaped the racial identities for the young generation today. Another session was facilitated by myself with the title: “Latin@ Poetry as Advocacy” in which I presented poetry from the Chicano, Dominican-American and NuyoRican groups in the United States and their importance in dealing with identity, assimilation, racism and social critique. From Rodolfo “Corky” González with his seminal poem “Yo soy Joaquin,” and Sandra Cisneros representing

the Chicano poetry, to Julia Alvarez from the Dominican Republic and the New York Poet’s Café conglomerate represented by Miguel Algarín, Pedro Pietri, Miguel Piñero, and new performative poet Willie Perdomo, among others. Also Elisa Castillo, Director of Counseling and Health Services, talked about the “Familia Latina” explaining household dynamics of Latin@s in the United States and how violence has infiltrated these communities. She proceeded to teach students about preventing sexual and relationship violence on campus. All sessions were well attended and students participated by talking about their own and their families’ experiences.

The day ended with a talk by Frankie Reese, an actress and poet who was in MTV’s “Washington Heights” musical. She sat in a circle with the students talking about not only social problems affecting the community, but also opportunities to become engaged and successful. All meals and refreshments were served during the day, with Twitter comments projected, book raffles and picture opportunities, and the event ended with a dinner and dance afterwards. I applaud this effort to bring the Latin@ community to Salem State and to highlight the importance of networking and solidarity. There was a strong feeling of potential and a desire to become productive members of this country and to help others.
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