

Seal Update: Massachusetts Is Going Blue! Continued

all who value multilingualism as a vital college and career readiness skill. In particular, foreign language teachers and programs will benefit from the transformative effect that Seal implementation in a district represents. We are already seeing, in this third year of the pilot, the inter-district collaboration resulting from the process. When well adopted, participating in the Seal means that districts set proficiency targets, assess their students to see if targets are being met, and make any changes to teaching or programming to do better next year. It is an exciting process that focuses on what the student can do as a result of programming and related too.

The Seal Pilot in MA has already created resources, pathways and templates for Seal implementation across the state, even as the legislation was being considered for passage. The Seal Workgroup Google Group currently has almost 90 members and at least 70 districts participating. In year two of the pilot, more than 700 Seals were awarded last spring. We invite any district to become part of our Pilot by going to languageopportunity.org, watching our October 6 Webinar overview on the home page, joining our Seal Workgroup Google Group on the Pilot Page, and coming to our electronic GoToMeetings the fourth Monday of the month at 7 pm. You'll receive updates through the Google Group and can ask questions the same way. The more the merrier! Come join the movement!

¿QUÉ PASA? QUOI DE NEUF? NOVITÀ?

Department News Abounds

Department News:

International Business/World Languages Collaboration: The university has approved a double major track that will allow students to complete both the BS in international business and the BA in world languages (French, Italian or Spanish interdisciplinary concentrations) in four years. Students will be allowed to "double dip" up to 18 credits, allowing several advanced language courses to count towards the international business major elective courses and a number of the international business major courses to count as interdisciplinary electives in the world languages major. Both the management and world languages and cultures departments hope that this will attract more students to the two

programs and will better prepare international business students for global careers. The new double major track will launch in fall 2018.

Italian Film Festival: On behalf of the Consulate General of Italy in Boston, Dr. Rocca organized and presented for the first time the 2017 New England Contemporary Italian Film Festival at Salem State. Sponsored by world languages and cultures and the Italian Club, the three-night film festival is free and open to public. Salem State is



Dr. Sherf receives her award

one of the four New England universities, together with UMASS Boston, Brandeis University, and Northeastern University, that has been selected to host the 2017 Italian Film Festival (see the Consulate General of Italy website: usicboston.it/).

Sabbaticals: Dr. Blood and Dr. Sherf will be on sabbatical in spring 2018. Prof. Blood will be working on a French to English translation of a book by a Franco-American author, while Dr. Sherf will be working on publications related to the teaching of foreign languages and the Seal of Bilingualism.

Faculty News:

Dr. Nicole Sherf was honored with the Massachusetts Foreign Language Association's Distinguished Service Award. Congratulations Nicole!

Dr. Kristine Doll read her poetry and translations (English/Catalan/Spanish) at The Yale Club in New York City on November 17. Her most recently published translations can be found in the Loch Raven Review (Baltimore, MD).

Dr. Blood has had two articles accepted for publication this year. Her interview with Franco-American author Rhea Côté-Robbins “On Being a French Heritage Woman in America Today: An Interview with Author Rhea Côté Robbins” will be published in the May 2018 issue of the AATF’s French Review journal. She also co-authored an article with Dr. Elizabeth Duclos-Orsello (Interdisciplinary Studies Department) about French-Canadian influence in Salem’s Point neighborhood entitled “The Point: A Franco-American Heritage Site in Salem, Massachusetts / La Pointe: site de patrimoine franco-américain à Salem, Massachusetts” which will be published in the online bilingual Encyclopedia of French Cultural Heritage in North America / *Encyclopédie du patrimoine culturel de l’Amérique française*.

In spring 2018, Dr. Rocca will chair two panels and present new research at both the Women in French (WIF) Conference, Tallahassee, FL, and the Northeast Modern Language Association **(NeMLA) Conference, Pittsburgh, PA**. Also, during summer 2017, she presented at a conference on African women and photography at the Institute of Commonwealth Studies, University of London, UK.

Dr. Serra contributed a chapter titled “El corazón helado de Almudena Grandes: algo más que una novela sentimental” to the book *Almudena Grandes. Memoria, compromiso y resistencia*. Helena Talaya y Sara Fernández (ed.) Editorial Valparaíso, 2017. (211-232). Dr. Serra also participated in the Annual Conference of the International Association of Hispanic Feminist Literature and Culture in Santo Domingo, DR, with the paper: “Inconformismo y resistencia: El olivo de Iciar Bollain (2016).”

WHAT’S IN A NAME? FRENCH-CANADIAN THÉRIAULT FAMILY ASSOCIATION TO VISIT SALEM

by Elizabeth Blood

Many of us have taken advantage of new technologies to explore our ancestry through DNA tests or genealogical research online, but genealogical research has been a passion for many for quite some time and it is a particular fascination for those of French-Canadian descent. Most French-Canadians and many Franco-Americans (U.S. descendants of French-Canadian immigrants) can trace their ancestry to a short list of founding families, or “familles souches,” who established the French colonies in Canada in



Dr. Blood and Dr. Duclos-Orsello with Guy Thériault.

the 17th century. Each of these families today is represented by an association or organization that unites descendants of their surname to celebrate and explore their shared heritage.

In August 2018, Salem State will host the annual meeting of members of the Association des Familles Thériault d’Amérique (associationtheriault.org), an organization based in Québec and dedicated to bringing together Canadian and American descendants of the first Thériaults to immigrate to North America from France. Members all trace their ancestry to these 17th century French colonists, though the spelling of their names may vary, as spelling was inconsistent and often altered as the Thériault descendants spread from Acadia through Québec, across Canada, and into the United States. The Thériault association also includes those named Therriault, Theriot, Thériot, Thério, Therrio, Therriot, Terrio, Terriot and other spellings, as well as their descendants who may have married into other family names. The association publishes a newsletter containing historical and genealogical information about famous Thériaults and organizes social gatherings and trips for members interested in exploring their ancestry.

This summer, hundreds of Thériaults will descend upon the North Shore to visit Franco-American heritage sites in Salem and Lawrence, two cities that were home to many French-Canadian immigrants in the early 20th century, including a good number of Thériaults! The group will be based at Salem State, staying in the dorms and holding a number of events on campus, including a reception in the Salem State library archives, a talk by Dr. Blood and Dr. Duclos-Orsello (Interdisciplinary Studies) on French-Canadian immigration to Salem, and a trolley tour highlighting Franco-American sites in Salem,

What’s in a Name, Continued on page 4

as well as several group dinners and a special Catholic mass to celebrate the group's French and Acadian heritage.

As the majority of the association members are Francophones, the group will also need students to volunteer to help translate at check-in and during some of the activities. If you speak French and are interested in volunteering the weekend of August 10-12, 2018, please contact Dr. Blood (eblood@salemstate.edu).

Are you of French-Canadian ancestry? Find your family association at fafq.org/english

To learn more about French-speaking Canada, consider our French Summer Program in Québec or register for FRE 362 "Québec: Culture and Literature" to be offered in fall 2018!

A FEW WORDS ABOUT SERVICE

by Nicole Sherf

I often say that the discipline of foreign languages is the most underfunded, the least aligned with state and national standards and, generally, the least understood by non-foreign language district administrators of K-20 programming. In my Methods classes, we discuss how language teachers need to learn to be strong advocates for well-aligned, long sequences of language study in their school, district and state since it is generally not high on the list of school priorities to strengthen or lengthen foreign language programming. Language teachers need to be at the table at all district committee meetings to ensure that the needs of foreign language programming are made clear. If we are not at the table, we run the risk of being taken off the table.

As our profession is making an exciting shift to proficiency-oriented programming, fueled by the national Seal of Biliteracy movement, an amazing variety of resources are being created at the national level to support strong programming. Professional development at the district level is rarely foreign language specific unless it is contracted directly by and for the department. For this reason, in my view, departmental participation in foreign language conferences and seminars, such as those offered by the Massachusetts Foreign Language Association (MaFLA), is essential for teachers to be able to plug into the newest resources, materials and



Dr. Sherf with MAT in Spanish students Kristen Duhamel, Laurie Smith, and Martha Abeille

Dr. Elizabeth Blood and I presented on a variety of topics and our colleague, French and Arabic teacher Dr. Abdelghany was elected to the Board. My Methods students attended the MaFLA Conference as part of a course requirement and attended a variety of sessions and events. Though there were more than 700 people in attendance at the conference, there was, as there is every year, a strong Salem State contingent of faculty, and current and former students.

The foreign language teachers of MA are fortunate that even though there is no representation of, or advocacy for foreign languages within our Department of Education, MaFLA is a strong state organization that has stepped up to the challenges of leading the state's K-20 teachers in professional development and advocacy efforts. MaFLA is an all-volunteer non-profit organization that depends on the service of its Board as well as the active participation of its members. I have had the privilege of serving on the Board in a variety of capacities since 2004 and it has taught me much of what I now understand about what it means to be a professional. I am fortunate that, as the program coordinator of the language teacher preparation programs at Salem State, I have been able to actively involve my students in attending, presenting, writing for and serving on the Board of MaFLA either as Board member or as Advocacy Intern.



Dr. Sherf with graduate and undergraduate students at the MaFLA conference

I was honored and thrilled to accept the Distinguished Service Award at this year's Business and Awards Luncheon at the end of the 2017 Conference. I accepted it in the name of all the amazing Board members with whom I have had the pleasure to serve over the years. In our Board meetings and conference preparations and the like, as a Board, we continually discuss the fact that all the amazing advocacy and professional development opportunities, all the writing and presenting possibilities, and all the legislative endeavors, represent a well-coordinated team effort. I have been so blessed to be a part of this hard-working and dedicated team that has grown together, faced challenges together and created amazing opportunities together in service of the teachers and the programs of our state. As an added thrill, MAT in Spanish student Kristen Duhamel was honored at the same Luncheon with the Helen G. Agbay New Teacher Graduate Study Award which came with a \$500 scholarship!

ITALIAN CLUB'S BUSY FALL 2017

This semester, under the new leadership of President Cody Miller and officers Javier Rodriguez, Danielle Fiandaca, Raela O'Donnell, and Anthony DiVirgilio, the Italian Club has been busy bringing Italian culture and language to



Salem State's campus and beyond!

On October 4, after the tremendous success of previous semesters, the club decided to continue to host Annual Paint Night.

On October 14, they sponsored a guided trip to the Isabella Steward Gardner Museum of Boston providing free entrance and transportation to anyone who joined them.

On October 25, November 5, and November 15, together with the world languages and cultures, the club sponsored the 2017 New England Italian



Italian Club Officers at the Isabella Steward Gardner Museum: President Cody Miller, Javier Rodriguez and Anthony DiVirgilio

Film Festival at Salem State University, free and open to the public.

Lastly, on November 16, they hosted a Study Abroad in Italy Night in collaboration with the Center of International Education and the AIFS Study Abroad Program to share experiences and financial information on study abroad programs in Italy.

THE SPANISH CLUB HAS ALSO BEEN BUSY! AND WANTS YOU TO JOIN THEM!

The Spanish Club has been active this semester under its new Executive Board. The new officers have been working to promote the Spanish language and culture as a whole on campus.

In addition to weekly meetings, the Spanish club hosted two Zumba nights with Latin American music. Many students attended the successful events.

On December 4, the club will be hosting an end-of-the-year gathering to celebrate the holidays and the club's success. The event will take place in Viking Hall 123, Central Campus at 7 pm. This will be an opportunity for all students to meet the Spanish Club, faculty from the world languages and cultures department, and other language students. The musician and music instructor Julio Barre will be giving a guitar performance at the event. All students are welcome!



THE DAY MARIA CAME: NOTES ON THE HURRICANE IN PUERTO RICO

by Michele C. Dávila

I know what a hurricane is. I saw Hugo in 1989, a category 3 hurricane that passed through the northern part of Puerto Rico. My home is on the northern part of the island, in Bayamón, the metropolitan area. The two-story house is made out of blocks of cement, very secure. I remember being scared by the incredible sound of the wind and rain, seeing sheets of corrugated metal flying like paper, the trees without leaves or centennial trees broken, no water and telephone for a week, and no electricity for two. I also remember the candles, hurricane lamps, playing cards and table games with the family, neighbors helping each other with food and taking away the trash. Scary, but not bad.

When I learned about category 5 Irma, I called my mother and told her about the possibility of it being worse than Hugo. I also called my brother and told him to take his family to my Mom's home because I knew that his home in the countryside was not safe. They prepared the house as we used to do when my father was alive: take away all the potted plants from outside, bring them inside, move the terrace furniture also inside, buy water and food supplies, and have the batteries, lanterns and candles ready. But Irma came and except for the eastern part of the island, it didn't do major damage. Phew!

When Maria started roaming, another category 5, I became nervous because it seemed that she really would hit the island directly and current islanders had never confronted one so powerful. I called my mother and brother again and they were already prepared because of Irma – it was a matter of getting more potable water and putting the two trashcans for rain water outside to get them filled-up for the expected week without



water. When I realized that the real thing was finally happening, I started to monitor the activity in the news and relaying the information about the hurricane's direction through Facebook and Messenger, which did in fact become the lifeline between islanders and the diaspora. My sister's last message was in the wee hours of the morning of Wednesday, September 20, 2017, before the eye entered the island: "Michele, this is no Hugo. It is much worse and I am afraid. The sound of the wind is terrible." And then, silence.

There was no news for a whole day. I was waiting and waiting and waiting, unable to do anything else. When finally some news started to get out, the impact of the devastation was so immense that people really didn't believe it. No communication, no electricity, no water. I realized I would not hear from my family for maybe a week. That is what I gave myself, a week. For past storms, many people gathered provisions for a week, so that would do. On Friday, miraculously, I received the phone call. My sister could connect through Messenger and told me that they were

all well, and that it had been horrible (a friend compared the sound of the wind to being in front of the engine of a big airliner). The water of the whiplash rain came in through closed windows and everybody huddled on the second floor because they thought the first floor was going to be flooded. This terror lasted one full day.

After Maria passed and everybody started getting their wits about, they slowly realized that the life they had had before wasn't going to return for days, months or even years. The interior of the island, which is all mountains up to 3,000 feet high, was particularly devastated. The infrastructure of the island was very old; the electrical system from the 1920s is not compatible with the new machinery, so everything has to be built from scratch. Another problem is that the power was transferred through old wooden posts, 62,000 of them, that were for the most part broken by the hurricane. That is why it has

been so difficult to reconnect power on the island. Besides, the water is processed through electricity and with that gone, there is no water in many parts of the island, and the 80 percent who now have water is because of generators. The hospitals have been without power or dealing with generators that break down because they are supposed to be used for a limited time only. No oxygen tanks, no dialysis, no system. Doctors are doing emergency surgery with the lantern of their cell phones.

I lost an old dear friend four days after the hurricane and I know it was because of Maria. The official death toll is 51, but there are another 911 people that died of “natural causes” and were cremated before doing any autopsies. This is because the morgues, without power – no refrigeration - cannot keep accumulating the deceased that had been decomposing at an alarming rate due to the perennial heat of Puerto Rico. Some have even buried their loved ones in their patios.

My mother tells me that the worse thing is the incredible heat and humidity with no fans or air-conditioning. Maria sucked the air out of Puerto Rico, and life in the island has reverted to the nineteenth century. Good and bad things have happened: people stealing water, generators and food because they are desperate, and people really talking to each other now that they don't have the usual gadgets, and helping one another.

The situation is multi-faceted and Maria was just the top of a compounded problem: the fact that PR is a colony with a 1917 obsolete US law that impedes the free transport of goods from other countries to the island (foreign ships have to go to Florida to transfer the cargo to American ships and then go to the island, a process that can triple the cost of goods). But there are many other problems, such as the incompetence and corruption of the local government, the stock market and hedge-fund vultures that have bought the debt of the island with sky-rocket interests, the obsolete infrastructure of Puerto Rico's services that had never been updated, the new fiscal group overseeing the economy of Puerto Rico, and of course, the racism which permeates every governmental effort or lack thereof. FEMA's red-tape did not help, although they are the ones now updating the old infrastructure that will support the island in the long run. Big help has come from private groups, celebrities and most important of all, from the diaspora, which is more than five million strong. I have sent eight

packages with food, water, wipes of all kinds, clothes, batteries and solar charged light bulbs. They have all arrived, but many others have not. I have never posted so many times in Facebook with important information for my family and friends in Puerto Rico or signed more petitions than in the past two months.

My family is still without electricity and phone service (my sister keeps calling me through Messenger), but now they have everything else (the water came after two weeks, and the eight-to-three-hour line for gasoline is no more). My brother lost part of his home and FEMA finally came during the last week of October to give him a tarp to cover the roof. Both of my siblings haven't been able to go to work because of the lack of electricity. By the same token, my nieces and nephews haven't been able to return to university yet. My sister is talking about moving to Florida as many Puerto Ricans are doing, and my mother is coming to visit me now in November.

All this turmoil so close to home has made me think more and more about our twenty-first century need for energy and technology. Do we really want to be a generation that depends on electricity and internet for everything we do? Is it really a good thing when you can't continue with your life or work because you don't have power? Are our nightmares more about man-made disasters than natural ones? I wonder.

WORK IN SPAIN

Opportunities to work in Spain:

Auxiliares de conversación: teach English in a Spanish public school: mecd.gob.es/eeuu/convocatorias-programas/convocatorias-eeuu/auxiliares-conversacion-eeuu.html

Beda program: teach English in Madrid and surrounding areas in a Catholic school: ecmadrid.org/en/programs/beda-program

Meddeas program: teach English in Spanish bilingual private schools meddeas.com/language-assistants/

UCETAM program: teach English in Spanish bilingual private schools colegiosbilinguescooperativos.com/auxiliares-conversacion/

CERTIFICATE IN TRANSLATION COURSES FOR SPRING 2018

The following is the list of spring 2018 courses that form part for the Certificate in Translation. Choose as many or as few courses as your schedule permits.

Translation Practicum (language specific, choose one):

SPN450 Spanish - Doll, K. - M 1:10-3:50

Grammar and Style:

ENL306.01 English - Buchanan - M 1:10-3:50

Advanced Grammar:

SPN350 Spanish - Aske, J. – W/F 10:50-12:05

Advanced Writing (choose one):

SPN354 Spanish – Reeds, K. – W/F 9:25-10:40

OR

ENL310 English multiple sections; check listings

OR

ENL311, 314, 316, etc.

Professional Experience or Course in WLC (choose one):

SPN402 Spanish - Serra, F. -T 4:30-6:50

SPN412 Spanish - Aske, J. - TR 4:30-6:50

OR

Sample Professional Courses in Other Fields (choose one):

BIO 201/202

COM 316

CRJ 101

POL 251

SWK101

HEREDIA, COSTA RICA 2018 SUMMER PROGRAM: MAY 20- JUNE 17

Come to Costa Rica with the world languages and cultures department! The adventure includes intensive Spanish study as well as excursions (zip-line, water rafting), museums, pristine beaches, and the friendliness of the Costa Rican people. This abroad experience is a wonderful opportunity for those who cannot go abroad for a full semester or year. Don't miss it!

You can earn six credits of Spanish language, culture and/or literature.

COST: Airfare, tuition, room and meals, adventure excursions—zip-line, water rafting- activities, volunteering and **six credits: \$3,995.** Salem State University fees not included. **Financial Aid Available.**

REGISTRATION: visit: soleducation.com/salemstateuniversity

Contact: Dr. Fátima Serra, fserra@salemstate.edu



Salem State students enjoying "pura vida"

FELLOWSHIP TO TEACH IN POLAND

by Kristine Doll

In spring 2017, I received an Erasmus Plus Fellowship to teach at the John Paul II University (KUL) in Lublin, Poland. I taught several workshops in translation studies to graduate students. In addition to examining current translation practice and theory, we translated several contemporary documents ranging from expressive to informative and operative texts. I found the students' level of enthusiasm and preparedness to be superb, as was their competency in written and spoken English. I very much enjoyed working with them!

During the week both before and after classes, I strolled through new and old town Lublin, sampled the food, listened to music and visited



Erasmus+

the city and the region's museums. I also had the opportunity to spend a weekend in Kazimierz Dolny (a beautiful riverside town just west of Lublin), as well as time in Warsaw, Zamosc (Poland's nod to the Italian Renaissance), Radom, and Skarzysko.

Funded by the European Union, this program is part of larger EU program designed to encourage

development and networking activities in education. Established in 1987, it was originally designed to provide Europe with “bridges of trust” to study abroad. It now allows Europeans to cross borders to learn new perspectives, to collaborate on joint ventures and to benefit from the transfer of ideas and expertise. In January 2015, the Erasmus Plus Program was expanded to include U.S. institutions as partners to EU universities. Salem State was invited to participate in the academic year 2016-2017. SSU has been invited to participate again in 2017-2018.

THE 2017 NEW ENGLAND CONTEMPORARY ITALIAN FILM FESTIVAL AT SALEM STATE UNIVERSITY

In celebration of the Italian October Heritage Month, Salem State University proudly hosts for the first time the screening of the 2017 New England Contemporary Italian Film Festival. In collaboration with the Italian programs of four Universities in the New England—Brandeis University, Northeastern University, Salem State University, and UMass Boston—the Italian Consulate in Boston presents a selection of films provided by the Italian Ministry of Foreign Affairs in Rome, Italy (see the Consulate General of Italy website: usicboston.it/).

During the months of October and November, sponsored by the world languages and cultures department and the Italian Club, the three-night film festival at Salem State brings you films from both award-winning Italian directors and new young talents. On Wednesday, October 25, we showed the documentary entitled *Le Cose belle*/The beautiful things which has been awarded 25 national and international awards. The directors, Agostino Ferrente and Giovanni Piperno, followed the lives of four impoverished Neapolitan children over a span of around twelve years. The contrast between their hopes at the time they were teenagers and their difficulties of becoming adults tackled the hard reality that many of us have to face in life: that our dreams may not ever come true.

The second movie on Wednesday, November 8, entitled *Il Sole dentro*/The Bright Light, has been recognized as “a film of cultural interest” by the Italian Ministry of Culture. It also received the

support of UNICEF and Save the Children. This is the real story of Yaguine and Fodè, two Guinean teenagers hidden in the cargo compartment of a plane to Brussels. They leave Guinea with a letter written on behalf of all children and young Africans to the members and leaders of Europe, asking for help for schools, food, and health care. This travel intersects with the fictional story of another trip, this time from Europe to Africa, which occurs ten years later. Two teenagers, Rocco and Thabo, victims in Italy of football slavery, leave from Bari and reach Central Africa on foot through the desert.

The third movie on Wednesday, November 15, entitled *Civico Zero*, tackles the unforgiving reality of homeless, vagrants, beggars and migrants with no known address. The film consists of three real stories, each one starring professional actors. The first episode narrates the lives of two young Ethiopians and their child in Rome, who first live in a container and are then constrained to move from town to town to find profitless jobs. The second is the story of an illegal resident from Romania who fights against poverty, social loneliness and depression. The third episode narrates the life of a roman fruit seller at Campo de’ Fiori who becomes mad after his mother’s death and ends up wandering aimlessly throughout the city.

All movies reflect various timely and controversial aspects of contemporary Italian society and culture and all were free and open to the public.

The poster for the New England Contemporary Italian Film Festival is titled "THE NEW ENGLAND CONTEMPORARY ITALIAN FILM FESTIVAL". It is presented by the World Languages and Cultures and the Italian Club at Salem State University. The festival is in honor of the Consulate General of Italy in Boston. The poster lists three movies to be screened:

- Wednesday, October 25, 2017, 3-4:30 pm** (Illiana Campus Center, Veterans Hall 123): **MOVIE: LE COSE BELLE (2013)**. Directors: Agostino Ferrente, Giovanni Piperno. Genre: Documentary in 3D. Synopsis: The attitudes of becoming adults seen through the eyes of four teenagers (2008).
- Wednesday, November 8, 2017, 3-4:30 pm** (Illiana Campus Center, Veterans Hall 123): **MOVIE: IL SOLE DENTRO (2012)**. Director: Paolo Sorrentino. In 3D. Synopsis: Two adventures between Europe and Africa. The true story of Yaguine & Fodè. The story of Thabo and Rocco, victims of football slavery in Italy.
- Wednesday, November 15, 2017, 3-4:30 pm** (Illiana Campus Center, Veterans Hall 123): **MOVIE: CIVICO ZERO (2007)**. Directors: Francesco Maselli, Giuseppe Caporali, Sara Zambini. Genre: Drama in 2D. Synopsis: The homeless, vagrants, those with no known address. Return to wonder: but what can you hope to receive if you do not expect anything?

See Back Page for Full Poster

THE WORDS *UNIVERSITY* AND *COLLEGE*

by Jon Aske

[The following is an abridged version of a section of Chapter 4 of Part II of the book *Spanish-English Cognates: An Unconventional Introduction to Spanish Linguistics*, by Jon Aske. The section can be read in full here: goo.gl/4N42HD. You may also be interested in the origin of the word Halloween, found here: goo.gl/rXH5CG]

The cognate words Eng. *university* ~ Sp. *universidad* started to be used in the Middle Ages in Europe to refer to institutions of higher learning, where all learning was done in Latin, the universal language of the time for theology, politics, and education. The modern university is much more than that.

The first Western European university arose in Bologna (Italy) in the late 11th century, the second one in Paris (France) in the mid-12th century, and the third one in Oxford (England) in the late-12th century. In Spain, the universities of Palencia and Salamanca date from the early 13th century. The University of Salamanca's claim to fame is that it was the first one to be officially called a university, by royal decree, in 1253.

The universities at both Paris and Oxford were composed of colleges, which were at the time nothing more than residence halls for scholars. The word *college*, and its false-friend cognate Sp. *colegio*, come from Lat. *collēgium*, a noun that referred primarily to 'persons

united by the same office or calling, or living by some common rules, a college, guild, corporation, society, union, company, fraternity' (L&S). The word *college* in Modern English means primarily 'an institution of higher learning that grants the bachelor's degree in liberal arts or science or both' (AHD). This concept is rather alien in Spanish-speaking countries, where it is not common for a university not to grant all advanced degrees, including

master's degrees and doctorates. Thus, the equivalent of going to college in Spanish is *ir a la universidad*.

In Spanish, the cognate word *colegio* used to have the same meaning as *college* did, namely residence hall for a community of scholars who were destined for the study of sciences, arts, or trades under some kind of authority and rules. In some countries they still call this type of residence hall a *colegio mayor*. Nowadays, however, Sp. *colegio* refers primarily to an elementary and/or secondary school, though this word is more common in some countries than others, competing with the word *escuela*, especially when talking about public schools.

The meaning of the word varies somewhat from place to place and from time to time, however. Today, for example, *colegio* is not used in Spain much anymore for the equivalent of high school, for which *instituto* is preferred.



In both English and Spanish, the word *college* can have additional meanings, such as ‘an organized group of professional people with particular aims, duties, and privileges’ (COED). In the U.S., it is used in the term *electoral college*, which is ‘a body of electors chosen to elect the President and Vice President of the United States’ (AHD).

The word *collēgĭum* was derived in Latin from the noun *collēga* ‘partner in judgeship or other office, colleague’. Eng. *colleague* and Sp. *colega* descend from that Latin word. The two can be said to have very similar meanings, at least in theory, since they both refer to ‘a person with whom one works in a profession or business’ (COED). In practice, however, they are not used in exactly the same way.

There are a few other interesting words derived from the stem *collēgĭ* of Lat. *collēgĭum*. From this word, Latin derived the adjective *collēgĭālis*. From it come Eng. *collegial* and Sp. *colegial*, which are also false friends. The main meaning of Eng. *collegial* today is probably ‘marked by camaraderie among colleagues’ (MWC), whereas Sp. *colegial* is primarily a noun meaning ‘schoolchild.’ English also derived the noun *collegiality* from the adjective *collegial* in the late 19th century, which now means primarily ‘cooperative interaction among colleagues’ (RHWU).

Another word derived from *collēgĭum* in Latin was *collēgĭātus*, which meant ‘member of a *collēgĭum* (society, college, corporation)’. From this Latin word descend Eng. *collegiate* and Sp. *colegiado*, whose meanings are also very different from each other.

Going back to the words *university* and *universidad*, these words are derived from the Latin term *ūnĭvērsītās* ‘the whole’, or more accurately its accusative wordform *ūnĭvērsītātem*. This word is formed, in Latin, from the stem *ūnĭvers* that we have seen and the noun-forming derivational suffix *tās* (plus the linking vowel *ĭ*). This suffix was added to adjectives (or sometimes nouns) to form abstract third declension feminine nouns indicating a state or condition. The reason that the accusative form of this word was used is that patrimonial Latin words with the suffix *ītās* descended into Spanish and French through their accusative wordform, which in this case ended in *ītātem*, an ending that in patrimonial words changed to *idad* in Spanish and *ité* in French (English *ity* comes from Fr. *ité*). When additional words with this suffix were borrowed from Latin later on, the same patrimonial suffix was added to them.

So, how did universities get this name? You won’t be surprised to know that there is a connection with the word *universe*, which comes from Lat. *ūnĭvērsus*, an adjective that meant ‘whole, entire, taken collectively’. It was a

compound formed with the root *ūn* of the numeral *ūnus* ‘one’ and the participle *vĕrsus* ‘turned’, with the linking vowel *ĭ* added in between (*ūn ĭ vĕrs us*). Thus, this adjective meant literally ‘turned (into) one’.

From the adjective *ūnĭvērsus*, Latin derived the noun *ūnĭvērsītās*, which originally just meant ‘the whole’. This word came to be used for ‘a number of persons associated into one body, a society, company, community, guild, corporation’ (L&S), a meaning similar to the one Lat. *collēgĭum* had. When universities were created, these new centers of learning, or guilds or corporations of teachers and of students came to be called, in Latin, *universitas magistrorum* ‘guild of teachers’ or *universitas scholarium* ‘guild of students’ (or, together, *universitas magistrorum et scholarium* ‘guild of teachers and students’). It was a matter of time before these terms were reduced to *universitas*, a term which was then adapted to the local languages by changing its ending to the ending Latin words ending in *itas* typically took, namely *ity* in English and *idad* in Spanish.

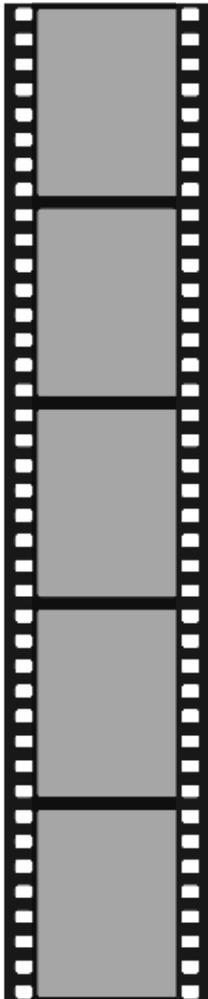
The model of the European university has spread to the whole world, but universities have also changed much in recent times. The focus of learning has shifted in the last 200 years from learning Latin and the seven liberal arts—grammar, logic, rhetoric, geometry, arithmetic, astronomy, and music—that resulted in students then joining one of the three professional faculties, namely medicine, law, and theology. There just is so much more to learn!

Abbreviations:

- L&S: Charlton T. Lewis, Charles Short, *A Latin Dictionary*, perseus.tufts.edu/hopper
- AHD: American Heritage Dictionary
- MWC: Merriam-Webster's Collegiate 11th edition
- COED: Concise Oxford English Dictionary
- RHWU: Random House Webster's Unabridged Dictionary

WORLD LANGUAGES AND CULTURES AND THE ITALIAN CLUB AT SALEM STATE UNIVERSITY PRESENT:

THE NEW ENGLAND CONTEMPORARY
ITALIAN  **FILM**
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 ITALY IN BOSTON**



Wednesday, October 25, 2017, 3-4:30 pm
 Ellison Campus Center, Veteran's Hall 123

MOVIE: LE COSE BELLE (2013)

Directors: Agostino Ferrente, Giovanni Piperno

Genre: documentary 1h 28m

Synopsis: The difficulties of becoming adults seen through the eyes of four teenagers (IMDb).



Wednesday, November 8, 2017, 3-4:30 pm
 Ellison Campus Center, Veteran's Hall 123

MOVIE: IL SOLE DENTRO (2012)

Director: Paolo Bianchini; 1h 45m

Synopsis: Two adventures between Europe and Africa. The true story of Yaguine e Fodè. The story of Thabo and Rocco, victims of the football slavery (IMDb)



Wednesday, November 15, 2017, 3-4:30 pm
 Ellison Campus Center, Veteran's Hall 123

MOVIE: CIVICO ZERO (2007)

Directors: Francesco Maselli, Susanna Capristo, Gioia Benelli

Genre: drama 1h 20m

Synopsis: The homeless, vagrants, those with no known address. Return to sender: but what can you hope to receive if you do not exist? (IMDb)