EDITOR’S NOTE
José Augusto S. de Miranda and 
Mª Carolina P. Muller

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"Critical Reflections in Critical Times "
by Prof. Priscila Farias (UFSC) and Prof. 
Leonardo da Silva (IFSC)

INVITED RESEARCHER PROFILE
"An Afro-Brazilian Atlantic" by 
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ONGOING RESEARCH
Ph.D. candidate Bruno de Azevedo

CREATIVE CORNER
#BlackLivesMatter

AND MUCH MORE...
We are pleased to announce the July/August 2020 PPGI newsletter. In this edition, Prof. Priscila Farias (UFSC) and Prof. Leonardo da Silva (IFSC) reflect about the creation of their 9 episode podcast “Teaching in Critical Times”. Also in “In the News” section, Prof. Isadora Moura Mota from Princeton University shares her research on how “Africans and their descendants resisted, reshaped, and influenced the political history of the Brazilian empire” during the 19th century.

In addition, we bring an interview with Portuguese novelist and poet, José Luís Peixoto.

In the faculty profile section, we have Prof. Rosane Silveira describing how the academic staff have been working to organize and adjust to the upcoming virtual semester in the current pandemic scenario.

The issue also features Marina B. Borgmann da Cunha (Alumni Profile) recounting her experience at PPGI and Harvard University; and Ph.D. candidate Bruno de Azevedo delineating his current research (Ongoing Research section).

Our Creative Corner is dedicated to the #BlackLivesMatter movement featuring authors James Baldwin and Maya Angelou.

A lot has happened around us in the last months and we are all trying to find the best way to adapt to the abrupt changes. But in times of fear, one thing is certain: when we hold hands, we become stronger.

Enjoy your reading and don’t forget to wear the mask!

José and Maria
As language researchers and educators, our main interest has been on understanding - both theoretically and pedagogically – the development of critical consciousness in the teaching – learning process. Our practices are grounded on the premise that teaching a language is a political act and that it should contribute to the promotion of action aiming at social justice. During the context of the Covid-19 pandemic, we have witnessed an increase of already-existing social problems. Additionally, in conversation with other educators, who work at either schools and/or universities around Brazil, we came across narratives of challenges and difficulties these professionals have been facing in this new context. In fact, our own experiences as educators reflect these and/or other challenges and were also a motivation for reflection. If we understand that the teaching-learning process does not take place in a vacuum, we can say that it cannot be seen as detached from the reality we live in. But how could we contribute to this reality? How to promote critical consciousness development and critical dialogue when we can’t even leave our homes?

With the intent of contributing to the critical reflection of educators and bridging the gap between theory and practice, we came up with the idea of creating podcasts to discuss topics that seemed to be critical for the current sociopolitical and educational scenario. With the sponsorship of the US Brazil Exchange Alumni fund for projects in the context of Covid-19, and the support of UFSC and IFSC through a Projeto de Extensão, we were able to invite scholars and educators from different parts of Brazil and from different areas of study to discuss identity, mental health, inequality and access to education, technology, among other issues. We produced a total of 9 episodes, which are available for free in different streaming platforms, such as Youtube and Spotify. This has been a great opportunity for us to be in touch with several critical perspectives to teaching and learning not only through the dialogue we have created with our guests, but also with our listeners.

For instance, after a few episodes were out, other actions took place such as producing videos with responses to questions we have received from the audience, amplifying the goals and implications of the project. Thus, we would like to invite you - in case you haven’t had the chance to do so yet - to engage in critical reflection with us by listening to the episodes and also by being in touch with us through our social media platforms. Your feedback will be greatly appreciated, and we hope it may help us in the process of continuing the project with a second season of episodes. After all, in a context of constant change in which new challenges are posed for educators and researchers on a daily basis, the show - and critical reflection - must go on!

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In the last few months, Brazilians have watched a full-blown pandemic unfold with disproportionate implications for afro-descendant populations. Particularly deadly among the poor, the swift spread of Covid-19 has highlighted ingrained racial and social inequities, eliciting debates about the pervasiveness of a kind of racism that dates back to slavery. Brazil’s reckoning with its past, an important step towards building a healthier democracy, has now extended into discussions about historical memory and representation. As monuments fall and historical heroes face popular scrutiny all over the world, it has become clear that history is always an unfinished exercise. Rather than a fixed narrative, it is rather an ongoing effort to interpret the past based on questions we ask in the present. And if we are to write a history of Brazil that is also accountable to black lives, then it is important that Afro-Brazilian experiences come to the fore.

My scholarship examines Brazilian nineteenth-century history from the point of view of the enslaved. It addresses slavery both as lived experience and as a topic of historical knowledge, focusing on how Africans and their descendants resisted, reshaped, and influenced the political history of the Brazilian empire. To be sure, as a centralized monarchy led by emperor D. Pedro II (1840-1889), Brazil largely followed the path of state-led gradual emancipation starting in the 1870s. Nevertheless, a longer history of slave activism reveals that Afro-Brazilians included immediate abolition in the national political agenda since the mid-1800s, claiming a place as abolitionists in their own right.

Drawing from the fields of African Diaspora studies and the social history of slavery, I study how the enslaved struggled for freedom in Brazil by seizing upon emancipation as a transnational phenomenon. Ideas and news from distant lands traveled fast through black networks of communication linking Brazil, for example, to the United States and Britain. In the 1850s and 1860s, one can clearly see the development of a geopolitical imagination among people of African descent in the context of Britain’s crusade against the slave trade and the American Civil War.

(continued on the next page)
My point of departure is an analysis of black subversive renderings of British abolitionism in the aftermath of the 1850 ban on the slave trade to Brazil. I explore the impact of slave trade abolition on Afro-Brazilian political culture through the experiences of *africanos livres* - Africans rescued from illegal slave ships by the British Royal Navy - and the analysis of slave rebellions sparked by expectation of British material aid. Afro-Brazilian engagement with British antislavery thus emerges as a window into the networks of oral transmission and shared memory that constituted the transatlantic politics of emancipation in Brazil.

Likewise, I approach Brazil as a forgotten battleground of the American Civil War (1861-1865). My research explores little-known armed confrontations of Union and Confederate vessels along the Brazilian coast, slave flight to North American ships, as well as the circulation of news about the U.S. Emancipation Proclamation to understand how the war changed the context of Afro-Brazilian struggles. As news about wartime events spread via the sea and the newspapers, the enslaved reimagined the sectional conflict as a war against slavery everywhere it still existed, including Brazil. Literate slaves often took to reading the papers out loud for their peers, sparking massive slave uprisings in Maranhão (1861), Minas Gerais (1864) and Pará (1865). U.S. emancipation in 1865 also drove the Brazilian imperial state to retrench in the face of widespread fear of slave unrest, Union plans of black colonization of the Amazon, and Confederate projects of relocating their slaves to Brazil.

Emperor Pedro II deliberately closed Brazil’s borders to African Americans despite welcoming almost 20,000 white Confederate immigrants in the 1860s, therefore enforcing a notion of racial frontier with lasting implications for both black geopolitical literacy and their enfranchisement in post-abolition Brazil. In sum, my research traces how Afro-Brazilians brought the trajectories of the Lusophone and Anglophone Atlantic together, offering an alternative story about what abolitionism actually meant. More than solely the cause of reformers or modernizing elites, it was also a radical grassroots movement originating in Brazil.

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An Interview with José Luís Peixoto

José Luís Peixoto is a novelist and a poet, winner of Prémio José Saramago (2001), Prémio Oceanos (2016), among others. Peixoto’s works are currently translated in more than 20 languages. In this interview, conceded to PGI’s Ph.D student José Augusto Miranda — who was privileged to participate in an online poetry workshop with the author, organized by Templo de Poesia of Portugal — he talks about his first contact with literature, issues that encompass the creative process, as well as his future plans.

What was your first contact with literature and what has engaged you to start writing?

I was born in a small village in the south interior of Portugal of about one thousand inhabitants. Literature was not an ordinary topic. It was at home, by the influence of my two older sisters that I had the first contacts with books and reading. Also, there was an itinerary library that would come once a month. It consisted of a van that would park in the main square of our village. I had my first experiments with writing on my teen years. My older sister was the first reader of those texts. She was very supportive.

Since you write in prose and verses, is there any favorite one when it comes to creating? What about the readers’ response?

I feel that most ideas already come in the shape that they will have. Poetry and prose have such distinctive vibes, there is no risk that they mix up. I don’t have a favorite. Each genre brings something different and important to my life. As far as readers are concern, my experience is that the market is way more open to prose. The sales of fiction are usually bigger than the ones of poetry. But I’m not sure about what conclusion should we take out of that fact.

It’s been very difficult for many readers to concentrate during the pandemic. Has the recent scenario affected your creative process?

On a first phase, I could only write poetry. Maybe because the texts are usually shorter and because they demand a different approach. Also, I used this time to develop some projects that I had on my mind for a while. That’s the case of a website devoted only to travel writing. That is an area that has been more and more important to me and it was very useful to create this site that I called Viagens para Ler (Travels to be read).

https://www.joseluispeixotoenviagem.com/

Once you said in an interview (on Instagram) that reading and writing are synonyms. Can you develop your statement a bit further?

I believe that the competences that one uses to write are the same that one also uses to read. On one hand, there’s the need for interpretation that is fundamental on both activities. On the other hand, there is much more creativity in reading than most people usually think.

Could you share with us your future plans? Is there any work you intend to publish in Brazil anytime soon?

Still in 2020, I will be publishing a new poetry book. Almost all of those poems were written in the period of the pandemic. It will be published at the same time in Portugal, Brazil and, on Spanish translation, in Mexico. Meanwhile, I’m working on a new novel.

José Luís Peixoto has a new poetry book entitled “Regresso a casa” (Editora Dublinense) coming out in Brazil on August 31.
I began my second semester as the PPGI coordinator feeling confident I had already understood the regular cycle of activities that was ahead of me for 2020.

Little did I know that I was about to experience a unique time in our lives: the covid-19 pandemic. The school year had just started when we began to hear about the possibility of having to close the office and interrupting all classes. At first, it seemed all too exaggerated, too distant, and I, like most of my colleagues, was making plans to make-up for a few weeks of classes that had to be postponed. Our inexperience made us think we were in control and we would be able to fix things quickly.

It took me about a month to realize we were wrong. And after that, I felt lost. My daily routine was upside down, both at work and at home. All that precious time I had spent organizing my life for the semester, making schedules for the family, making plans for the office routine became useless.

After a few days of bewilderment, I got my act together and started drafting new plans. Together with the wonderful team of PPGI (Valdete, Adrielly, Raryssa and Caroline), I started learning how to manage our chores from home, and, most important, how to communicate our needs, or fears, our frustrations. We had to learn so many things, so fast: virtual desktop; webconferencing; digital signature; Google Meet; RPN platform; Zoom; YouTube channel; VPN access, YouTube Studio, playlists; webinars, digital certificates; Google Drive storage; Google Class; remote learning, remote assessment, shared spreadsheets; shared folders, shared files... Sharing our lives and our jobs on WhatsApp and e-mails!

So much learning in such a short period of time! Once we had recovered from the tons of new information, we started acting.

We had so many plans on how to improve information access, how to improve PPGI visibility in the graduate scenario, and we finally had some time to put these plans into practice. We updated and revamped the PPGI website, we created online procedures to receive documents from regular students, special students and MA and Doctoral candidates; we created a protocol to run MA and Doctoral defenses online; we created a protocol to assist faculty and students to offer online events; we finalized the version of the PPGI catalog; we started to explore the social media to bring visibility to PPGI events and achievements.

Our Colegiado never stopped working either. Over the past month, we also managed to accomplish a goal that was past due: we drafted our first edital de seleção adopting a policy of affirmative action and a set of procedures to handle online applications.

As you can see, the pandemic has caught us all by surprise, but has also showed to us that we are capable of reinventing our ways of doing things, provided that social distancing does not mean being isolated from each other. A good talk, even if through WhatsApp or Google Meet, has helped us get along while we wait for our normal life to resume. As the song says: The show must go on!
Well, as my beloved English teacher, Mr. Thomas Booth, used to say, let’s start from the very beginning, which is always a good place to start.

In the year 2000, I decided to apply for a Master’s program in English at UFSC. Being accepted and with professor J.R. O’Shea as my advisor, I engaged in a project that for many reasons was difficult, not only because I lived in Blumenau but also for the fact that at that time I worked full time, except for Tuesdays and Thursdays, when I drove to Florianópolis at 5 a.m. to attend classes. Nothing seemed to be impossible, I had one of the best mentors and could not miss this precious chance. Being 20 years younger than now, I am happy to remember those days, when mornings were still night, and Joe Rega, my colleague in studies, distracted me and kept me awake while driving to Florianópolis. So many Sufi stories and loud Gospel songs were shared during those early journeys that it was always a pleasure.

Among all people I think especially of Dr. O’Shea who gave me fundamental academic support and I cannot sufficiently express what I owe to his extraordinary knowledge in Shakesperian studies. The core of my thesis was Shakespeare in performance with emphasis in King Lear. At that time there was a big Brazilian production of the play, with Raul Cortez performing the King, being directed by Ron Daniels, from the Royal Shakespeare Company. I had the chance to meet Daniels, and he was kind enough to read and comment my thesis, personally providing controversy upon which I have drawn.

The core of my thesis was the play King Lear by William Shakespeare and some different productions starting from the Elizabethan period in England when the play was originally released, followed by a detailed examination of King Lear directed by Ron Daniels in 2000-2001.

Now moving a bit further to Harvard University:

The year was 2008, a cold and snowy morning, 10 or 12 of January if my memory does not deceive me. I was in Boston, MA, and of course could not miss the chance to visit the famous Harvard University. A friend of mine took me to the W.E.B. Du Bois Institute for Afro-American Research at the Hutchins Center. The entrance of the place was being painted and receiving new furniture, and if I recall it now, it was kind of messy, but I couldn’t care less, so delighted to be at this amazing place. Inside, next to the entrance, to the right side, there was a glass door and behind it what looked like a small Japanese garden. A pair of old metal framed glasses was strangely on the sand, near a rock, in that same garden. Two men were hanging frames with some large photos of African American writers. They had tags that I imagined would later be attached to each of the pictures.
All of a sudden, a short man came from behind a closed door yelling something in French: “Je pense que j’ai perdu mes lunettes! Oh, mon Dieu!” meaning that he lost his glasses. I looked at him and pointing to the Japanese garden, said with my precarious French: “Sur le sable!” (Remember that I am from that old generation who learned French at school). The man, who was Canadian, started to talk in French, probably explaining how he left the glasses at that unexpected place, but with my poor knowledge of the language, I could not understand him. While he was leaving, two older ladies, peeking from the front door, and seeing how I look, made a question: “Wo ist der Harvard Square?”, to which I reply (since my German is a bit better than my French): “Zwei Blocks rechts” (“very close, two blocks to the right”). The man who was hanging the photos, and probably impressed by the woman who could speak two foreign languages, and giving me more importance than I deserved, asked me who was the person depicted in the frame. “Langston Hughes” was my answer. To make this story shorter, I then noticed that there was a man observing me all the time. Ops! He came closer and with a serious face asked me: “Who are you?”. Feeling very embarrassed, I said “I am nobody. Sorry!” He replied: “Are you a nobody, too? Then there’s a pair of us!” To my relief he was reciting a poem by Emily Dickinson. He introduced himself as being professor Charles Ogletree, from Harvard Law School, aka professor “Tree”. As it happened many times, he thought I was German, and when I said I was Brazilian, Professor “Tree” said he was in Rio for a conference and had some friends there, and loved the country. I then explained I was from the South, had German parents which matched my unexpected appearance for a Brazilian woman. I was invited to visit Harvard Law School next day, which I did. Ogletree taught law to Barack and Michelle Obama, among many others, during three decades at the law school.

I also learned that he was one of the mentors of Barack Obama, at that time competing along with Hillary Clinton for a nomination by the Democratic party for the presidency of the United States. As we all know, Obama was chosen to represent the democrats, was elected as president not only once but twice, and the rest is history.

As for me, to my great pleasure and honour, I was invited to join a teaching staff for Summer Youth Program at the Charles Hamilton Houston Institute for Race and Justice at Harvard Law School, which I gladly did for two years. During this period I taught Literature to those who wanted a chance to access the privileges to ensure that perhaps a scholarship would be facilitated for them. The Program, created by Professor Charles Ogletree in 2005, creates pathways for the excluded, mostly the poor and the black, and find ways to identify and amplify their voices in an increasing multi-racial society.

Recently I was told that the great professor, who influenced so many, was diagnosed with Alzheimer’s disease, and is no longer teaching, according to Law School. I here express my deep sadness for a brilliant dear friend and mentor, who was so kind to invite an unknown and humble person like me to join such a prestigious group of studies on race and justice.
Hi, everyone. My name is Bruno de Azevedo and I am a PhD Candidate at this program and a member of NEL – *Núcleo de Estudos em Leitura* – supervised by professor Lêda Tomitch. The research I have been carrying out is interested in investigating multitasking, or to be more precise, whether listening to music is detrimental to reading comprehension of hyperlinked texts. When I tell people the topic of my research, I hear diverging opinions, such as ‘I definitely cannot do that, but my son can’, or ‘only with no lyrics’, or even ‘it depends on the type of music’. Indeed, it depends. A lot of aspects depend and have to be considered when designing a study of this type. For instance, I want to make sure participants choose a song they like for the experimental section, after all, we only listen to music we enjoy. Another example is the use of songs with lyrics, taken that people inhibit instrumental music. In addition to that, aspects such as working memory capacity and socioeconomic status of participants should be taken into consideration. I strongly believe this work has a great contribution not only to the applied linguistics and psycholinguistics field, but also for education, especially with the strengthening of online reading and media multitasking during the pandemic. Last, but definitely not least, my advisor and I invited the brilliant professor Ingrid Finger, from Universidade Federal do Rio Grande do Sul to join forces in this work. Therefore, this piece of research is advised by Professor Lêda M.B. Tomitch and co-advised by professor Ingrid Finger.

Well, I guess that’s it for now. I can tell you more about my research at my Doctoral Studies in Progress (hopefully in 2021!).
"...We know that we, the blacks, and not only we, the blacks, have been, and are, the victims of a system whose only fuel is greed, whose only god is profit. We know that the fruits of this system have been ignorance, despair, and death, and we know that the system is doomed because the world can no longer afford it—if, indeed, it ever could have. And we know that, for the perpetuation of this system, we have all been mercilessly brutalized, and have been told nothing but lies, lies about ourselves and our kinsmen and our past, and about love, life, and death, so that both soul and body have been bound in hell.

The enormous revolution in black consciousness which has occurred in your generation, my dear sister, means the beginning or the end of America. Some of us, white and black, know how great a price has already been paid to bring into existence a new consciousness, a new people, an unprecedented nation. If we know, and do nothing, we are worse than the murderers hired in our name.

If we know, then we must fight for your life as though it were our own—which it is—and render impassable with our bodies the corridor to the gas chamber. For, if they take you in the morning, they will be coming for us that night.

Therefore: peace.
Brother James"
Still I Rise (1978)
Maya Angelou

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I’ll rise.

Does my sassiness upset you?
Why are you beset with gloom?
’Cause I walk like I’ve got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I’ll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops,
Weakened by my soulful cries?

Does my haughtiness offend you?
Don’t you take it awful hard
’Cause I laugh like I’ve got gold mines
Diggin’ in my own backyard.

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I’ll rise.

Does my sexiness upset you?
Does it come as a surprise
That I dance like I’ve got diamonds
At the meeting of my thighs?

Out of the huts of history’s shame
I rise
Up from a past that’s rooted in pain
I rise
I’m a black ocean, leaping and wide,
Welling and swelling I bear in the tide.

Leaving behind nights of terror and fear
I rise
Into a daybreak that’s wondrously clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.
I rise
I rise
I rise.
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E-book organized by professors Roberta Pires de Oliveira (DLLV/PPGI) and Sandra Quarezemin (DLLV/PPGLin).

PPGI alumnus Rafael Zaccaron has contributed with a paper.

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Authors: Prof. Celso Henrique Soufen Tumolo and PhD student Vanessa Rocha

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Deadline: December, 1, 2020
Qualis: A1

Revista Brasileira de Linguística Aplicada
Thematic: Language and Technology in Pandemic Times
Deadline: December, 10, 2020
Qualis: A1

Revista Ilha do Desterro
Thematic issue: Digital resources in English as L2: designs and affordances
Deadline: March, 15, 2021
Qualis: A1

Revista da Abralin
Thematic issue: Procedures and methods for the assessment of speakers of Portuguese as an additional, host, and heritage language.
Deadline: October, 15, 2020
Qualis: A2

Revista Investigações
Non-thematic
Publication in continuous flow
Qualis: B1
More information: https://periodicos.ufpe.br/revistas/INV/announcement/view/525

Revista Diversidade e Educação
Dossié "Sexualidades, currículos e cinema"
Deadline: April 30, 2021
Qualis: B5
More information: https://periodicos.furg.br/divedu

Posgraduate Selection Process 2021
01 September 2020 to 15 October 2020

Master’s and PhD Applicants - more info: https://ppgi.posgrad.ufsc.br/arquivo/8545
Feira do Livro - EdUFSC

A Editora da UFSC (EdUFSC) realizará, de 31 de agosto a 30 de setembro, a Feira do Livro 2020/2. Em razão da pandemia de Covid-19, a feira será realizada em novo formato: totalmente on-line. Na livraria virtual da EdUFSC, estarão disponíveis para compra mais de 300 títulos, com descontos de até 70%.

Livraria virtual EdUFSC: [https://livraria.ufsc.br/](https://livraria.ufsc.br/)

Latinidades – Fórum Latino-Americano de Estudos Fronteiriços

O Latinidades – Fórum Latino-Americano de Estudos Fronteiriços: cultura, arte, literatura e educação busca promover diálogos a partir de correlações conceituais entre as epistemologias do Sul disseminadas pelas seguintes vertentes teóricas: pós-colonialidade/pós-colonialismo, pós-ocidentalismo, subalternidade, descolonialidade/decolonialidade, pensamento fronteiriço e as linguagens/línguas, culturas, artes, literaturas e educação.

[Click here for more information and registration](https://latinidades.org/)

LAEL Webinars (Pontifical Catholic University of Sao Paulo/PUCSP)

LAEL Webinars are a series of video-conferences hosted by the Graduate Program in Applied Linguistics (LAEL) to celebrate its 50th anniversary in 2020.

[Click here for information and registration on the upcoming webinars.](https://www.lael50.com/)

[Click here to watch past webinars.](https://www.lael50.com/)

Seminários Abertos das Letras - UFSM

O evento "Seminários Abertos das Letras" tem como objetivo propor trocas entre alunos, professores e pesquisadores por meio de palestras realizadas virtualmente por pesquisadores e estudiosos da área de Letras de diferentes universidades no Brasil e no exterior.

For more information: [https://www.facebook.com/seminarioaberto/](https://www.facebook.com/seminarioaberto/)
Clube de leitura Leia Mulheres Florianópolis/SC

Leia Mulheres é um projeto de grupo de leitura que tem como foco dar mais visibilidade a leitura de livros escritos por mulheres. Os encontros são mensais. No último encontro o grupo discutiu o livro de Alice Walker, "A Cor Púrpura". O próximo encontro acontece no dia 26/09 e a conversa será em torno do livro "Diário de Bitita" de Carolina Maria de Jesus.

Uma das organizadoras do Leia Floripa é a doutoranda da PPGI, Marília Dantas.

For more information:
https://www.instagram.com/leiamulheresfloripa/

Online Seminars in Psycholinguistics

A series of live talks on experimental psycholinguistics, addressing themes related to language learning and processing. The Seminars are organized by the Language and Cognitive Processes Laboratory (LabLing/UFSC), coordinated by Prof. Mailce Mota (PPGI/PPGL/UFSC), and the Bilingual and Multilingual Language Processing Research Group (Plibimult/UFSC), coordinated by Prof. Pâmela Toassi (POET/UFC), a PPGI alumna. The lives are streamed on PPGI Youtube channel every Thursday, at 1 pm. Past speakers include David Peeters, José Gonçalves, Natalia Resende, Bernhard Angele, Cândido Oliveira, Tim Slattery, Marcus Maia, Roberta Pires, Fabio Alves, and Ana Schwartz. The lives will continue till November 5, with talks by Miguel Oliveira Junior, Garreth Carrol, Érica Rodrigues, Dennis Driege, Márcio Leitão, Christina Bergmann, Peter Ecke, and Leonor Scliar-Cabral.

PPGI Youtube Channel:
https://www.youtube.com/PPGIUFSC/