

SPANISH & PORTUGUESE

University of Florida, College of Liberal Arts and Sciences

Fall 2009

From the Chair

Dear Alumni and Supporters,

It has been an exciting year here in the Department of Spanish and Portuguese Studies (SPS), on many levels, and we are pleased to be able to tell you our news in this 2009–2010 newsletter, which has been tirelessly and enthusiastically compiled by Kathy Dwyer Navajas. Thanks Kathy!

Among our faculty news items, one of the most exciting is the promotion of Dr. Gillian Lord to Associate Professor (with tenure). We all admire Gillian for her intelligence and competence, but even more impressive are the good will and team spirit that she brings to our common enterprise. She has truly made herself indispensable. We are also very pleased to announce that we began the Fall semester with two new Assistant Professors, Drs. Ana de Prada Pérez, a specialist in Hispanic Linguistics, and Carina González, who studies 20th-century Spanish-American Literature. You can read more about these exciting young professionals in a separate article in this newsletter. Regarding hiring, I can also divulge that we have been given permission to fill one more faculty position for next year. We see this search as a

strong vote of confidence in our Department, coming as it does in the midst of an economic downturn.

Many additional news items about our faculty's many activities—beyond teaching about 50 upper-division and graduate courses per year on Hispanic Linguistics and Spanish and Spanish-American Literature and Culture—are on display on our departmental website (<http://www.spanishandportuguese.ufl.edu/index.html>), which I invite you to visit from time to time.

Our Department continues to stand out among its peers for the quality of the instruction we provide, the breadth of our course offerings in Spanish, Portuguese, and Catalan (for which we offer three levels), our special track for bilingual speakers of Spanish, our numerous courses in the Foreign

Languages Across the Curriculum series, and our excellent summer study-abroad programs in Spain and Latin America. We are proud of the contribution we make to teaching and service at the University of Florida, and to research and service in our disciplines.

If you are interested in helping us continue to grow and enhance our services, there are several ways to do so. You can contribute to our faculty by providing resources for endowed professorships or lectureships, either of which would enable us to provide more and a greater variety of courses for our students. You can help our graduate program by establishing fellowships or assistantships to help us attract the best and brightest students, or by providing funds for dissertation fellowships, scholarships for research and study abroad, or for awards for excellence. You can help our undergraduates with funds to provide scholarships for study abroad, or to enable us to buy books, films and other media to enhance opportunities for learning here on campus.

As this Newsletter shows, we are vitally interested in you, our alumni and supporters, and would love to hear from you, especially if you can tell us how your studies in our Department have enriched your life. E-mail addresses for all our faculty are found on our website. I would also like to invite you to this year's SPS Student Awards Ceremony, which will be held in 219 Dauer on April 19, 2010, from 3:30 to 5:00. Please let me know if you think you can attend, so that I can greet you personally.

Sincerely,

David Pharies, Professor of Spanish and Chair

SPS Receives \$25,000 Gift

SPS is proud to announce that the Department recently received a generous \$25,000 gift from an anonymous donor. The donation is to be used to enrich the educational experience of SPS students at both the undergraduate and graduate levels. Over the next few weeks, SPS faculty will map out precisely how the money is to be awarded, but it is likely that the primary focus will be on study abroad scholarships for undergraduates and funds for travel and research for graduate students. Needless to say, we are all very grateful for this significant gift, which will greatly enhance our ability to serve our students.

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Dr. Pat O'Connor (Ph.D., 1962), distinguished professor emerita in Spanish theater at the University of Cincinnati, receives an award from Provost Joe Glover at the 2007 Alumni of Distinction Luncheon.

Message from the Undergraduate Advisor in Spanish: Dr. Greg Moreland

It is truly amazing how time flies. Someone asked me recently, “How long have you been the undergrad advisor in Spanish?” I replied, “Five or six years.” A few days later, while searching for information related to a CIBER grant proposal, I was reminded that I have actually occupied the post since 2001! I suppose there are two possible explanations for this mental lapse: either my memory is failing me, or I must still really like being the undergrad advisor! There might be an element of the former, but clearly, it’s more the latter: I do enjoy my job and everyday interaction with UF students of Spanish.

This is an exciting time to be involved with Spanish at UF. The new configuration of languages at the university level has left us in a rather privileged place. Our newly-formed Department of Spanish and Portuguese Studies will afford us

the opportunity to expand in ways that, before, might not have been possible.

I’m pleased to report that our course enrollments remain very solid. Furthermore, the number of students participating in UF (and non-UF) study

abroad programs continues to rise. Our students are reporting that they enjoy the wide variety of on-campus course offerings, and specifically mention SPN 3700 (Introduction to Hispanic Linguistics), SPN 3440 (Commercial Spanish), all SPN 3224s (Foreign Language Across the Curriculum language sections) and the new SPN 3930, a “revolving topics” course that allows us to address timely issues in the Spanish-speaking world through community service.

On a personal note, I encourage those of you who have graduated with a Major or Minor in Spanish to drop me a line (moreland@ufl.edu). Too often, we as faculty members only hear from ex-students when they want a letter of recommendation. We appreciate receiving updates on what you are doing, and how time spent at UF has influenced your post-undergraduate experience. If you find yourself back on campus, feel free to look me up (1B Dauer Hall). I would enjoy speaking with you in person!

The Bilingual Program: An Interview with a Newly-fluent Heritage Learner

By: Kathy Dwyer Navajas and Susana Braylan

Thomas Reynolds is one of those students who inspire teachers to strive for excellence, who help them go home with a sense of accomplishment and get up in the morning with new teaching ideas. Thomas will soon graduate with a major-minor combination of International Relations, Political Science, and Latin American Studies, but one of the achievements of which he is most proud is having become fluent in Spanish while at UF.

Thomas grew up mainly speaking English here in the US, but at home his Argentine mother spoke Spanish to him and his sister. Like many kids who grew up with some exposure to a language other than English, Thomas understood more Spanish than he could speak. He studied French in high school and occasionally traveled to Argentina to visit his grandmother, where he really started thinking about the advantages of fluency in a second language. So when he arrived at UF and discovered the Bilingual Program, designed to teach Spanish to students just like himself, he was thrilled.

According to Thomas, “The Bilingual Program is absolutely critical to a university with one of the biggest Latin American libraries and population of students; it not only helps people become whole again, but it adds to individuals’ value as seen by society.” The Bilingual Program helped Thomas improve his grammar, oral and written communication skills, such that he

not only excelled academically during a semester abroad at one of Buenos Aires’s most prestigious universities, but also regained an important part of himself. In his words, “I was able to unashamedly connect to my family and culture.”

Many heritage learners don’t see themselves as ‘bilingual’ and fear taking classes that are too difficult. Thomas says he understands their fear, but advises them to “try to step outside of your comfort zone and not to expect things to be handed to you. Because it is true that challenge brings more knowledge.” He is quick to add, however, that instructors always help and the classes are not harder than regular Spanish classes.

Fluency in Spanish was critical to the research choices in his major. Thomas explained that his “undergraduate thesis and one research project dealt with a conflict between Argentina and Uruguay. Naturally, most of the sources were in Spanish so had I not taken the bilingual classes, my research would have been extremely difficult and most likely focused on a completely different topic within International Relations.” His research will soon be published in an undergraduate research journal.

For Thomas, new language acquisition not only opens doors to family connections, new cultures, and research

possibilities, it also changes the way one thinks. “When you study languages, new ideas come in and you start thinking how you can learn more. Languages can also help you with psychology or engineering, because you learn a new process of thinking, a more efficient way.” To that end he also studies Portuguese, and thanks to his knowledge of Spanish, he was placed into the Portuguese accelerated program. Unafraid of challenges, he is also learning Arabic. But “even with Arabic, it will not be completely new. Some words between Spanish and Arabic are very similar as they have traded back and forth. Take for example the Spanish word ‘ojalá,’ which comes from the Arabic ‘o Allah’ and beseeches God (Allah) to look favorably upon us or the action desired, expressed by the present subjunctive form of a verb which would follow.” Asked why he thinks learning languages is important, Thomas said that “if students begin learning another language, they will become curious and continue.” Susana Braylan, director of the Bilingual Program, is delighted to see Thomas heading out into the world with new cognitive, cultural and linguistic skills, as she turns to welcome another wave of both fearful and curious heritage learners.

Message from the Graduate Coordinator of Spanish: Prof. Reynaldo Jiménez

Greetings to all, near and far. We have had another exciting year: a strong graduating class, excellent recruitment, great courses and opportunities for graduate students in our study abroad programs.

Our 2008–2009 graduating Ph.D. recipients had successful job searches in a very difficult market:

- Laurel Abreu (University of Southern Mississippi),
- Giada Biasetti (Iowa State University)
- Deicy Jiménez (East Carolina University)
- Víctor Jordán (University of Florida)
- Stephanie Knouse (Furman University)
- Laurie Massery (St. Ambrose University)
- Juan Pablo Rodríguez (Ball State University)
- Alex Quintanilla (Butler University)
- Karina Vázquez (Missouri Western State University)
- Grazyna Walczak (Fisk University)
- Sonia Wohlmuth (University of South Florida)

Ph.D. degrees were also awarded to Christina Stokes and Ericka Gherisi.

M.A. degrees were awarded to Maria Fionda, Claudia Happel, Delano Lamy, Mark McCall, Lucía Montas and Giovanna Rivero.

SPS welcomes the new class of students who entered our graduate program in the Fall 2009: Carrie Bramlet (M.A.), Claudia Costagliola (M.A.), Ana María Díaz Collazos (Ph.D.), Stephanie Gates (M.A.), Donna Gillespie (Ph.D.), Alicia Mercado-Harvey (Ph.D.), Jon Ander Merino (Ph.D.), Michel Matthew (M.A./Ph.D.), Diego Pascual y Cabo (Ph.D.), Luisa Quiroga (Ph.D.), Giovanna Rivero (Ph.D.), Jake Wolinsky (M.A.), Maria Fionda (Ph.D.) and Delano Lamy (Ph.D.).

Graduate Student News and Events

SPS graduate students organized and hosted the Fourth Annual Interdisciplinary Colloquium on Spanish and Latin American Literatures, Linguistics and Cultures, with more than 50 participants, including six international and 32 from non-UF universities.

SPS graduate students and the Organización de Estudiantes Graduados de Español (OEGE) continue to excel in their various endeavors, among them the on-line journal *Sin Frontera* and the “Tertulia al Mediodía,” where they present and discuss their ongoing research.

Heather Kaiser won two grants to support her linguistic research in Uruguay, one from Sigma Delta Pi, a national Spanish honorary society, the other from the College of Liberal Arts and Sciences

Two SPS graduate students, Juan Pablo Rodríguez and Andréa Ferreira, won 2008–2009 Graduate Student Teaching Awards in a University-wide competition. Juan Pablo teaches Spanish and Andréa Portuguese. Additionally, Andréa was rated first among all winners, so she received the Calvin A. VanderWerf Award as best University of Florida Teaching Assistant of the year.

Maria Fionda and Verónica Tienza-Sánchez taught in Spain last summer in the Santander and Salamanca Study Abroad Programs, respectively. Katherine Honea has been selected to teach in the Santander program in the Summer of 2010.

To all these graduate students, our collective thanks and wishes for continuing success.

Learning to Speak: Big Changes in the Lower Division Language Program

By: Kathy Dwyer Navajas

While the stated goal of most language learners is to speak the target language, research shows that even assertive university students with dedicated instructors speak the language for an average of only seven seconds per class period! Teaching methods have changed dramatically over recent decades, from a focus on accurate comprehension and production of the written word to more communicative approaches to language learning. A dizzying array of new technologies offers even more tools for language learners to practice written production, listening and reading comprehension. But what about learning to speak? Seven seconds on average per class is not enough.

The lower division language program in Spanish has risen to the challenge by adopting a new approach and a new textbook published by Pearson: *Anda Elemental* and *Anda Intermedio*. Now all four semesters are carefully integrated and use the same approach, which focuses on getting students to talk. The grammar presentations are adequate but not excessive, and the students use class time to practice in pairs and small groups. Fewer topics are covered in each semester,

but students have more opportunities to master the structures that are presented.

Professors who teach advanced classes with a mix of native and non-native students have long observed the silence of the latter in class and their insecurities when expressing complex ideas in Spanish. Students themselves, in immersion experiences abroad, report realizing that they had been taught a lot about Spanish, but had not learned how to communicate effectively.

In the new *Anda* program, students have a wealth of opportunities to practice and gain confidence and competence. Both culture and technology are well-integrated—built in rather than added on to an older grammar-driven textbook.

Dr. Gillian Lord, who now directs the entire lower-division language program, involved many of the instructors who teach that level in the search for a new program that would be well-articulated across the four semesters and would offer helpful methodological pointers for novice instructors and lots of ancillaries to support the core material. She initially selected 35–40 textbooks, then chose twelve at the beginning and intermediate levels for further review. Two instructors were recruited to review each textbook, leading to two finalists for each level. The publishers were invited to campus to make presentations and answer instructors' questions; Dr. Lord selected *Anda*, to great popular acclaim. After only one semester with *Anda*, our students are already showing greater achievement in all five C's: communication, cultures, connections, comparisons and communities. ¡Todo anda bien!

Portuguese News

By: Charles Perrone and Elizabeth Ginway

Study Abroad

Dr. Charles Perrone directed the Rio Program in Language and Culture in 2008 and 2009, with over thirty students heading down to Rio de Janeiro. The year 2010 will mark the third year of partnership with Georgetown University faculty and students. Students from all over the country continue to choose this popular program, now in its twenty-ninth year.

On Campus

- Garrett Johnson, this year's Brazilian Portuguese Club president, received the Alfred Hower travel award for travel to Rio de Janeiro to attend the 2009 Summer program.
- Double major Lewis Curtwright, now a Master's student in business, will go to Brazil as a Rotary Scholar in 2010.
- Andréa C. Ferreira, a Master's student in Latin American Studies, taught first-year Portuguese for our department. Nominated for a university-wide graduate teaching award by the lower-division coordinator, Ferreira was not only chosen as the winner, but also garnered the prestigious Calvin A. VanderWert Award. After this exciting news, she received a full scholarship from UF's Department of History, where she is currently pursuing doctoral studies in Brazilian history, while finishing her Master's thesis on Machado de Assis with Dr. Elizabeth Ginway.
- The teaching assistants for 2009–2010 are Quinn Hansen and Sharon Barkley, both of whom are currently completing their doctoral degrees in UF's Program in Linguistics. Quinn is focusing on syntactic aspects of Portuguese, while Sharon is writing about Portuguese language acquisition.
- Students from the program participate in a local group of Capoeira, a Brazilian martial art with West African roots.

Old Friends

- Danielle Calin, former president of the student-run Brazilian Portuguese Club and the Hauptman Medalist for Portuguese, is currently attending the University of Pennsylvania's program in anesthesiology.
- Portuguese minor Carol Reyes won a teaching Fulbright and is now teaching English in Taiwan.

Student Voices

Garrett Johnson, President of the Brazilian Portuguese Club and Portuguese major: In the Department of Spanish and Portuguese at UF, I have learned a lot about the language and culture of a very beautiful part of the world about which I previously knew little. I've learned a new mode of communication, opening many opportunities, introducing me to new people and friends, and turning me into a well-rounded student with international experience. As I will soon finish the program, I hope that many others will come to know and love the language that has captured my heart. Despite my accomplishments and success in the program during my short time at the University of Florida, I still have a lot to learn. However, as UF has given me a great boost, I look forward to my future experience with Portuguese and Brazil, como o país sempre vai ficar no meu coração.

Reuben Lufriano, August 2009 graduate with a degree in Health Science from the College of Public Health: The Spanish and Portuguese courses I took at UF as an undergraduate student were extremely enjoyable, and significantly improved my knowledge of both of these languages. Moreover, these classes provided me with a much better understanding of both Hispanic and Brazilian culture. I hope to use my knowledge from these classes to better serve Spanish and Portuguese-speaking patients as a future physician in the state of Florida.

New Faculty: ¡Bienvenidas!

Carina González graduated from the University of Buenos Aires where she specialized in Modern Latin American Literature with a focus on Southern Cone Literature. She earned her doctoral degree in 2007 from the University of Maryland. Her dissertation "Wandering Virtues: Chaos and Eccentricity in Juan Rodolfo Wilcock" explores the creation of a new textuality derived from cultural displacements throughout the Atlantic. She focused her research on "migration writings" and analyzed the emergence of a transnational narrative based on the incorporation of external discourses such as technology, entropy and mass media. Her articles and reviews have appeared in academic journals such as *Signos Literarios*, *Romance Review* and *Hispanérica*. Several reflect her ongoing interest in Latin American nineteenth-century literature and the narrative transformation of urban space. Her recent essay, "Interruption of the National: Technological Utopias of Pre-Globalization," will appear in *The Enigma of Arrival: New Modernities in the Third World*, Purdue University Press (2010). She is currently working on the final manuscript of her book entitled: "Ficciones enrarecidas. Dispersión y



desaparición de Juan Rodolfo Wilcock." She has taught several courses in Colonial Studies, Latin American narrative and Literary Theory at the University of Pittsburgh. Her main areas of interest are Transatlantic Studies, Migrations and Literary Theory.

Ana de Prada Pérez's primary research interests are bilingualism, including early second language acquisition, and language contact examined through the lens of theoretical linguistics. Her studies focus on syntactic and phonological processes in Spanish-Catalan and Spanish-English bilingual speech. Her dissertation project, entitled "Subject expression in Minorcan Spanish: Consequences of contact with Catalan," guided by Dr. Almeida Jacqueline Toribio (University of Texas at Austin) and funded by the National Science Foundation, investigated subject expression in Spanish in contact with Catalan in Minorca, Spain. She is a native of Valladolid, Spain, where she received a Bachelor of Arts in English Philology. During her undergraduate studies, she was an Erasmus exchange student at the Manchester Metropolitan University. De Prada Pérez received her doctoral degree in Spanish Linguistics with a minor in Linguistics



from The Pennsylvania State University.

Elisabet Liminyana Vico received her M.A. in Pedagogy (2005), and has done research toward a doctoral degree in Interdisciplinary Studies in the Humanities, with a specialty in Contemporary Literature. Both degrees are from the University of Girona. She has a B.A. in Catalan Philology and another in Spanish Philology, both received in 2004. She was a lecturer in "Didactics of Catalan Language and Literature for Children" at her alma mater, after which she founded and developed a Catalan Studies program for the Instituto Cervantes in Leeds, England (2005–2008) and the University of Leeds (2006–2009). She combined the teaching of Catalan and Spanish at the Instituto Cervantes of Leeds and Algiers (2008) and at the Metropolitan University of Leeds (2008–2009). Now at UF, she hopes to begin the doctoral program in Spanish in Fall 2010. Her field of interest is women's writing in early twentieth century Catalonia and Spain, with a focus on the social construction of modernity, gender and identity.



Focus on Faculty: Dr. Luis Álvarez-Castro

By: Dania Abreu-Torres

To say that a concept or a term was established in the 19th century sounds like antiquity. We think of the period as both backward and innovative, in which assumptions, canons and prejudices now considered outdated or simply forgotten ruled philosophical and social thought. But these foundational 19th century concepts still reverberate in the 21st century. Political, social and economic principles that continue daily to shape our technology-filled lives were articulated and developed from the late 18th century on through the 19th, during the period of national stabilization. It is precisely this historical component and its present-day consequences that inspire Dr. Luis Álvarez-Castro to study Spanish literature from this era.

As a young boy, Dr. Álvarez-Castro was an avid reader, so much so that he preferred books to toys as Christmas gifts. So it was natural after secondary school for him to dedicate himself to literature, and to major in Philology, a hybrid field in Spain combining linguistics, history and literature. This hybridization is reflected in Dr. Álvarez-Castro's early publications, *Spanish Verbal Conjugation* (1997), in collaboration with Consuelo Puebla and his master's thesis which he later published as a book—*The Feminine World of Angel Ganivet* (1999). It was through his research on Ganivet that he came to specialize in the work of Miguel de Unamuno, "by accident" according to Dr. Álvarez-Castro. Ganivet and Unamuno were friends, so Dr. Álvarez-Castro was intrigued by the idea of continuing this line of inquiry, which bore fruit as his dissertation and the resulting book, *Word and Being in Unamuno's Literary Theory* (2005).

His approach to these authors, however, is not traditional. He begins with the gaps left by traditional canonical literary criticism. Beyond seeing Unamuno, or any 19th-century writer, as part of a given literary movement, Dr.

Álvarez-Castro addresses the ideological and aesthetic circumstances that surrounded these authors and helped shape our modern understanding of such literary movements. His approach can be theoretical, for example, using feminist or reader response theory, or critical, such as including in his courses and research non-canonical writers who are no less important for being outside the canon. These include Josefa Amar, a proto-feminist from the 18th century, Carmen de Burgos, a journalist and novelist from the beginning of the 20th, Manuel Eduardo Gorostiza, a Mexican-Spanish author of romantic comedies, and Eduardo López Bago, a representative of the so-called radical naturalism movement, among others.

Dr. Álvarez-Castro's goal in both his research and teaching is to engage in innovative readings and analysis. During his five years in SPS, he's become "more daring" in his courses and conference presentations. His new course for the Spring of 2010, "In Search of Spanish National Identity: Enlightenment and Romanticism" goes a little further back than the era that has defined his studies



Dr. Luis Álvarez-Castro

until now and invites students to take a new look at the contemporary significance of the Spanish War of Independence (1808–1814) by studying recent historical novels. The innovation and challenge is in reading the 18th and 19th centuries from a 20th- and 21st-century perspective. It's something akin to "re-reading" the intellectual formation of Spain.

The same issues that inform his research shape his teaching—exploring the interpretive edge. He encourages his students to recognize and analyze the ways in which history and previous literature still resonate in our time and in every country. Dialogue is the essential tool in his classroom, and one that allows both him and his students to excel in research. Given all this, his plans for the future include teaching a graduate course on film and television adaptations of 19th-century novels that, among other topics, will address Buñuel's fascination with Galdós' narrative.

After a one-semester sabbatical, which he devoted to researching and writing several articles, Dr. Álvarez-Castro returns to the classroom in the spring of 2010, full of optimism and renewed interests. For more information about his research and courses, visit: <http://www.clas.ufl.edu/users/lacastro/>.

¡Buen viaje!: Study Abroad in Spain

By: Susana Braylan

We are very proud of our study abroad summer programs in Santander, in northern Spain, and Seville to the south. The Santander Summer A program has grown steadily since 2002, and attracts 20–27 students every summer. Students at the 2000/3000 grammar level have the chance to live with families and experience firsthand Cantabria's food, culture, music, and traditions. They take classes at the

famous Universidad Internacional Menéndez y Pelayo, well known for its second-language courses. They visit notable places such as the Altamira Caves, the Guggenheim Museum of Bilbao, the medieval town of Santillana del Mar, and have three-day visits to the renowned cities of Salamanca, Madrid, and Toledo. They learn about architecture, history, politics and social issues. When they return after six weeks, students have acquired

the skills needed to continue with higher level classes in Spanish, greatly improved their communication skills, made new friends, and gained a deep understanding of the need to accept and understand the world. To find out more about the Santander Study Abroad program, please visit www.spanishandportuguese.ufl.edu/sa-santander.html.

The Muses' Corner Faculty News

¿CONTRADICCIONES?

By: Clara Sotelo

Siempre se puede ser diestro con la mano izquierda

sentirse arriba cuando se está abajo
bajar cuando se sube y caer
cuando se ha llegado muy alto;
entrar por la salida o que te saquen
cuando apenas llegas; te obliguen a quedar
cuando quieres irte y te digan que eres
libre cuando tu alma encierran.

A veces se sueña sin estar durmiendo
todo se puede ver con los ojos nublados
lanzar gritos con la boca apretada, y
desbocarse o herirse sin hacerse daño.
Se han cavado discursos sin pronunciar
palabra; en el silencio de los gritos sordos
miedos de felicidad que te espantan el aura
y hasta te hacen reír mientras estás llorando.

Quejumbre domesticada en ecos acallados
ante la cobardía sonora de unos cuantos.

No es raro que muchos se sientan ser
ninguno, y todos creamos que un día
seremos algo, aunque los signos predigan
un espacio lleno de innumerables vacuidades
donde vivir es tener y no cuidar ni compartir
y dialogar es impartir órdenes y dominar.

El vaso sin fondo quedará para los necios
en una plenitud que se erigirá en deshecho
la casa se ve alegre cuando en verdad sufre
una risa nerviosa que devendrá en llanto.
Si al bípodo sagrado de los huevos de oro
con siniestra derecha su secreto del vientre
han de violar, que el ave Fénix nos remonte
lejos y en cenizas su luz nos venga a dar.

Gillian Lord published her book entitled *The Next Generation: Social Networking and Online Collaboration in Foreign Language Learning*, a collection of essays by leading scholars on this cutting-edge topic in second-language acquisition.

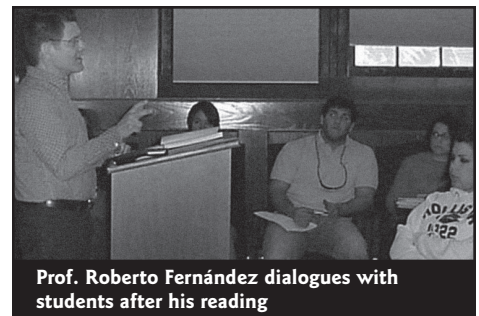
Luis Álvarez Castro received two grants to support his critical edition of the memoirs of Robert Brindle, a British seminarist who witnessed the outbreak of the Peninsular War in 1808 while studying in Valladolid.

Charles Perrone published a new edition of *Letras e Letras da MPB*, with a preface by Augusto de Campos.

Elizabeth Ginway organized a nine-part series of Latin American science fiction films with accompanying lectures by Alfredo Suppia of Brazil's Universidade Federal do Juiz de Fora, Rachel Haywood of Iowa State University, and Andrew Brown of Washington University in St. Louis.

John Lipski of Pennsylvania State University and Armin Schwegler of the University of California, Irvine visited campus and gave lectures on topics in Spanish linguistics.

On March 30 we celebrated the publication of a book of essays honoring Professor Emeritus Andrés Avellaneda for his long and outstanding career. Prof. Efraín Barradas spoke to the audience of colleagues, students, and friends about Avellaneda's years in Puerto Rico, underscoring his impact on the literature of the island. The featured speaker was Saúl Sosnowski (University of Maryland), who gave a talk entitled "Andrés Avellaneda: su letra en la historia." Prof. Sosnowski, a long-time friend of Prof. Avellaneda, delighted the audience by bringing old letters, articles, and commentaries published in newspapers during the 60s and 70s, viewed as early evidence of Avellaneda's social and political conscience and his work as an educator.



Prof. Roberto Fernández dialogues with students after his reading

In April, professor and author Roberto Fernández (FSU) gave a lecture to our students. Professor Fernández is very well known among our bilingual students, as well as students in professor Barrada's class, for his humorous, tender and yet ironic stories about Cuban immigrants. He spoke to a full house of students and instructors about his experience as a bilingual writer, read from his latest work, answered questions, and entertained everyone with tales and stories. Students were happy to have the opportunity to meet one of their favorite authors, an experience that supports their desire to breathe new life into their families' traditions and language. Fernández is the author of *La vida es un special* (1982), *La montaña rusa* (1985), *Raining Backwards* (1988), *Holy Radishes!* (1995), *En la ocho y la doce* (2001) and several short stories including, "Wrong Channel," "The Brewery," "Is in the Stars" and "It's not Easy."

Clara Sotelo published *Mujer de palabra*, a collection of her poems and stories. In November she shared selections from it and sang at the "Arroz con Poesía" reading at Wild Iris Books. Víctor Jordán and Alex Torres, both from SPS, also shared their talents as writers and musicians, respectively. With food provided by Emiliano's restaurant, the evening was a joyful celebration of creativity, collegiality and community.

Voices of Alumni

Dr. Clary Loisel (Ph.D., 1996) reports that he is a Full Professor of Spanish at The University of Montana, and that he spent the fall semester 2009 teaching at the University of Guanajuato in Mexico. He is doing well and sends his warmest greetings.

From Dr. Alexander Steffanell (Ph.D., 2007)

• El recuerdo más resonante de mi experiencia en UF es el apoyo incondicional que el Dr. Álvaro Félix Bolaños les ofrecía a los estudiantes graduados para que desarrollaran su cultura académica y profesional. El Coloquio continúa rodando gracias al apoyo que el Dr. Bolaños me ofreció cuando le mencioné la idea.

• A un estudiante pensando en una especialización en español, le diría que a pesar de que la economía de los Estados Unidos anda mal, siempre habrá trabajo para los que enseñamos español. El español no solamente ha ido creciendo considerablemente en los EEUU, sino que también ha dado oportunidades laborales.

• Estoy trabajando en Lee University, una

universidad cristiana, que me ha dado mucho apoyo profesional, académico y personal. Continúo trabajando y publicando sobre el periodo colonial latinoamericano, y en estos momentos estoy dirigiendo el Latin American Studies Program en Lee.

From Dr. Karina Vázquez (Ph.D., 2008)

Elegir un recuerdo requiere una tarea de selección y clasificación que no hace justicia a la naturaleza de los hechos recordados; mucho menos a las sensaciones originales. Sin embargo, del orden que resulta de una evocación con un propósito determinado surge algo interesante: los recuerdos pertenecen más al terreno del deseo que al de la memoria. Poco importa cuán fidedignos puedan ser estos si lo que verdaderamente interesa es la emoción que suscitan. Tengo ahora tres imágenes de Gainesville: Kathy Navajas y yo en una canoa, comiendo un sandwich; Andrés Avellaneda leyendo las tres páginas horriblemente escritas con las que llegué a Gainesville; y el abrazo de Susana Braylan la noche anterior a irme de Gainesville en



Claudia García (Ph.D., 2007), Grazyna Walczak (Ph.D., 2008) and Karina Vázquez (Ph.D., 2007) reunite in Missouri.

agosto de 2008. El pasado y el presente tienen un único puente: el deseo, no de volver o de partir, sino de seguir estando. El recuerdo entonces se resume en una placentera sensación de persistencia: las tres páginas iniciales que se transformaron en un libro, y los afectos que continúan creciendo a pesar del tiempo y la distancia. (Karina's book *Fogwill: realismo y mala conciencia* was published in Buenos Aires by Ediciones Circeto this year.)

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La nota alta

Sometimes, out of the blue, we receive e-mails or letters that remind us of what a privilege it is to be an educator. They often come when we are juggling a thousand urgent academic and administrative tasks, and in that moment time slows down and we are filled with the sweetness of satisfaction and gratitude for those who remember us as companions and guides along the way. Here is a sampling of those voices that renew our energies.

To Prof. Kathy Dwyer Navajas in 2008:

This is RS—a former student of yours from 2002–2003. You may remember that I completed an internship at the U.S. Embassy in Panama.

I currently am working as a Regional Manager for Latin America/Caribbean for a large distributor of heavy equipment. We have some great interns, and they made me think about the professors that aided in my development. It's funny how one or two professors can totally change the direction of your life. The Spanish classes I took at UF absolutely altered the trajectory of my life. Instead of going to law school, the original plan, I completed the M.A.I.B. (Masters in International Business) degree at UF and studied for 2 semesters at La Pontificia Universidad Católica de Chile. I fell in love with Chile and stayed for over two years in total, including a year working as Business Development Manager for a Chilean-based company.

I am based in Fort Lauderdale/Miami now, but spend 2 weeks a month in Latin America. I generally travel most often to Chile, Peru, Argentina, Dominican Republic, and Panama—but have been to every Spanish-speaking country in the region with the exception of Venezuela. I have managed to learn Portuguese and also travel to Brasil.

I hope you are well. You, along with other professors, helped to put me in the position that I find myself in today. Gracias.

To Prof. Elizabete Ginway from C.M. in 2008

Obrigado pelo semestre! Senhora—(embora eu ache que neste ponto posso lhe chamar de você)—Somente queria lhe dizer que este semestre foi ótimo. Tudo o que fizemos foi inesquecível. A senhora exigiu muito de nós, e isso fez com que aprendêssemos as coisas certas para falar, escrever, etc. Tomara o próximo semestre Juan e eu possamos praticá-lo em Portugal para não esquecer o que temos aprendido. Quando voltar, eu gostaria de tomar outra aula com você! Obrigada demais.

To Prof. Gilian Lord from H.W. in 2009

I just completed your survey on podcasting use and I wanted to take the opportunity to tell you how highly I think of your research. I first started following you after reading your 2008 article about the collaborative podcasting project. In fact, you were my inspiration in developing and conducting my first (and to date, only) podcasting project! The project dealt with pronunciation for intermediate Spanish learners, but I am currently looking at how I might implement podcasting to work on listening comprehension with my ESL students.

Also, I just received my copy of the 2009 CALICO book you co-edited with Lara Lomicka and I am finding it to be an excellent resource.

Thank you so much for the help and inspiration that you have been and continue to be to me in my studies.

To Prof. Geraldine Nichols in 2008

I just had to look you up and write to tell you something I couldn't possibly articulate when I was a student: your courses—I took several—moved me enormously and, in many ways, shaped my career and my identity. I graduated from UF, and became a newspaper reporter, then a national magazine correspondent, then an editor at various titles, some of which you would probably recognize. Most recently, and for seven years, I was the Editorial Director of Latina magazine, the largest magazine for US Hispanic women. On several occasions, I wrote about the importance of learning to speak and read Spanish, but above all realizing that there is a tremendous, inspiring body of work out there that is written in Spanish. You see, before I attended your classes, I had only studied English and American literature. It was you who introduced me to Miguel de Unamuno, Rosalía de Castro and, my favorite, Gustavo Bécquer, whose book of Rimas I still carry with me. Through your classes, I realized that my people...had written and done and

thought beautiful and inspiring and world-changing things—something I'd never been taught in the public schools I attended. That's a long-winded way of my telling you that your courses opened my eyes in a way that profoundly impacted the message I shared with many of my 3 million readers for seven years, and more than anything, the way I regard my past.

To Prof. David Pharies from G.D. in 2009

I hope all is well with you and the SPS. The new web site looks great! I just came across the Fall 2008 edition of the "noticias" newsletter, was reading the articles and was inspired to drop you a line.

I am the only sales associate at my branch who speaks Spanish. Being bilingual has helped me to not only obtain more sales but also to build some solid business relationships as well as personal friendships that otherwise would have never materialized. I wrote to you a few years ago to tell you about the mission trips to the Dominican Republic and Cuba I have taken. I have served as translator on one DR trip, five missions to Cuba and will return in October for my sixth trip. In 2007 I attended the United Methodist Church's General Conference in Havana, Cuba at the invitation of the Cuban Methodist Bishop Ricardo Pereira. The conference is a worldwide event held every four years with delegates from over 35 nations. I was one of the presenters and actually delivered a 30-minute address to more than 1000 people on stage in Havana entirely in Spanish!

To Prof. Clara Sotelo from R.G. in 2004

I wanted to thank you for being a beacon of light. You, throughout the semester, have helped me better understand some of the 'troubling' economic crises occurring globally as a result of globalization. Also, thanks to your interactive way of teaching, I now understand the basic differences between Latin American businesses and American businesses.

I wish you lots of success in your teaching endeavors and hope that you can enlighten, delight, and inform many more students, as you have done with me—keep teaching for as long as you can.

Voices of Alumni continued...

From Lucía Montas (M.A., 2009)

"La vida cobra sentido cuando se hace de ella una aspiración a no renunciar a nada." - José Ortega y Gasset

Cuando abrí mi email y vi el mensaje pidiendo alguna que otra reflexión sobre mi experiencia en UF pensé: tiempo. ¿Cómo podré resumir los últimos seis años de mi vida? Una época donde aprendí, crecí y cambié. En el 2003, yo acababa de recibir el diploma de la escuela secundaria y como muchos estudiantes del primer año, no sabía qué quería estudiar. Sabía que me gustaban dos cosas: leer y escribir. Entonces en el primer mes de mi carrera universitaria decidí declarar la especialización en inglés. Un día mientras me perdía entre la muchedumbre en Burlington, vi un papel que anunciaba un café cultural en dónde iba a ver un profesor que iba a dar una

charla sobre Borges en La Casita (UF Insitute for Latino/Hispanic Cultures). Me intrigó bastante la plática sobre Borges, ya que lo había leído en la secundaria, y creía que sabía todo sobre el famoso autor argentino. Cuando llegué al café cultural conocí a unos de los profesores que iba a cambiar mi manera de pensar y sobre todo mi relación con la literatura. Desde ese momento, decidí que mi verdadera vocación era estudiar literatura en español. Y ahí empezó mi historia...

En los años siguientes tuve muchas oportunidades. Adquirí otros intereses, viajé al extranjero, aprendí una nueva lengua, y al final entré al programa de maestría. Fue aquí donde la pasión ya no bastaba y tenía que encontrar otra manera de relacionarme con la literatura. Los últimos dos

años fueron momentos de desarrollo intelectual y emocional, difícil pero también manejable. Pude romper con mis miedos y mis debilidades y formarme en la persona y la profesora que deseo ser algún día.

Hace unos meses terminé mi carrera en UF y es ahora, desde afuera, que realmente puedo apreciar toda mi experiencia. Todo esto se lo debo a las personas que me ayudaron en mi formación como estudiante y como persona. Ustedes saben quiénes son y se los agradezco infinitamente. Comenzar en un lugar nuevo es difícil, dejar atrás amistades, colegas, bibliotecas... Pero sé que tengo algo valioso. La experiencia, la pasión y las ganas de seguir adelante.



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