

# SPANISH & PORTUGUESE

University of Florida, College of Liberal Arts and Sciences Fall 2011

## Message from the Chair

### Keep in touch!

We love to know what our students, alumni and friends are up to. You can contact our department at 352.392.2017 or send me an email at glord@ufl.edu. And if you're on Facebook, be sure to 'like' our page, "UF Spanish and Portuguese Alumni and Friends," so we can stay in contact.

Dear colleagues, alumni, students and friends:

As I sit down to write this message to you, a popular Spanish refrain keeps running through my thoughts: *"A mal tiempo, buena cara."* The best translation I can find for this *refrán* is "When the going gets tough, the tough get going" although that doesn't seem to convey the true sentiment. . . It's more than just putting on a happy face, I think, it's doing our best to make the most of an otherwise difficult situation. My point is that the past year has been a difficult one from a budgetary perspective. We saw more cuts from the state legislature, resulting in less funding reaching the university, and thus the College of Liberal Arts and Sciences has begun yet another academic year facing a significant deficit.

But in the meantime, as the proverb says, we have done our very best to continue with our mission and to support each other in our efforts. And over the past year I believe we have done very well, so this note focuses on our accomplishments and successes, rather than dwell on the negative. First and foremost, I am thrilled to report that Drs. Luis Alvarez-Castro and Martín Sorbille have been granted tenure and promotion – ¡felicidades

to you both! We are also excited about welcoming Dr. Víctor Jordán, who earned his Ph.D. with us a few years ago, to our faculty. In his position as Lecturer of Spanish, Víctor now teaches a variety of courses and coordinates part of the Lower Division Spanish Program. ¡Bienvenido! Additionally, this is an ideal opportunity to recognize Dr. Reynaldo Jiménez's years of service as our Spanish Graduate Coordinator. He has stepped down from that post and left it in the able hands of Luis Alvarez-Castro. *Mil gracias*, Reynaldo, for all your hours of hard work with the graduate side of things. Finally, it is a bittersweet pleasure to thank Dr. Geraldine Nichols for her dedication to our department over the years, as she prepares to retire in Spring 2012. We wish you the best of luck, Geraldine, and *te echaremos de menos*.

The Department of Spanish and Portuguese Studies remains vibrant and strong, in the classroom and beyond. We owe these successes to the dedication of our students, faculty and staff, and to the generosity of our donors, who make these programs and activities possible. Over the past academic year we brought ten different speakers to campus, some from U.S. institutions and others from abroad.

These guests enlightened us with lectures and classes on topics ranging from Spanish poetry to Catalan music. The graduate student organization in our department, Organización de Estudiantes Graduados de Español, organized their international interdisciplinary colloquium for the seventh year in a row, while our faculty hosted two day-long symposia – one celebrating the 100<sup>th</sup> anniversary of Spanish poet Miguel Hernández's birth, the other exploring the works of Miguel de Cervantes.

In spite of decreasing enrollments across the college, enrollments in Spanish and Portuguese classes are on the rise, and the number of majors and minors are steadily climbing, even as our resources are decreasing. This year we added a "Spanish for Health Professions" course, which filled up within 24 hours of registration opening. That tells us we're on to something in terms of meeting students' demands, and preparing them for an increasingly global society. We are also expanding our offerings in Portuguese, and are adding an "Introduction to Portuguese Linguistics" in the spring.

In the summers, we continue to send our students around the world on study-abroad programs to Argentina, Brazil and Spain. This year we've added a new program to send lower-proficiency students to the Dominican Republic, where they will take intensive language courses and engage in community service.

At the graduate level, we welcomed sixteen new students into our M.A. and Ph.D. programs this fall, and are excited about the energy and intellect they bring. And our graduates continue to find jobs at high-caliber institutions, thus going on to make us proud.

So in spite of the difficult times we face, we have risen to the challenge and embraced the opportunity to be resourceful, creative and inspiring. I have every confidence that our programs will continue to thrive and that we will continue to put our best foot forward.

¡Adelante!

Best wishes for a happy and productive year,  
Gillian Lord



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## Old Friends

We reached out to our old friends on *Facebook* to ask about their news, what was meaningful to them about their time with us, how they have used their language skills, and how they keep up their Spanish in their everyday lives. Here's what some of them told us!

### Vinodh Venkatesh, MA 2007

(Ph.D. UNC Chapel Hill 2011, currently Assistant Professor at Virginia Tech University) "The Introduction to Graduate Studies class, taught by Dr. Avellaneda, in particular was instrumental in preparing me for this profession. I still have my course pack with information on publications, professional organizations, and best practices that I consult to this day. That, in addition to all the mentoring and advice I received in Gainesville, has made all the difference."

### Fatima Baig, BA 2010

"I learned everything I know in class and was able to teach Spanish when I graduated. I taught 6-9th grade kids and everyday with them was interesting. I love to turn on Spanish radio. Whether they are playing a song, having a morning chat, or discussing gossip, I love to listen in. Also, I love going on forums online to practice my Spanish anonymously. I hate to go a bit religious, but (the Prophet) Muhammad said that if you know one language, you are one person. But when you speak two languages, you are four. Being able to communicate didn't

just allow me to order food or ask the time in another language, but made me learn about different people and their cultures around the world and understand them in a way I wouldn't have before. In return, I learned more about my culture that I wouldn't have understood without seeing it from that other angle. In addition, I can surf the web, comment on posts, and enjoy music that I never would have before. Not to mention, many traditional (and delicious!) recipes online exist without decent translations, but I can read and cook them anyway."

### Maria Lobo, BA 2011

A Spanish speaker and Portuguese major, María got a job at the Latin American desk of ESPN in Bristol, Conn.

### Delana Cooper, BA 2010

"I am the only Spanish representative in our FL offices of a local debt company. :-)"

### Becky Williams (UF employee, Spanish student 2009)

"I used the Spanish I learned at UF to serve in the Peace Corps in Honduras. When I arrived

I already had enough skills to speak to my host family before training even began. I'm now applying to be a Big Brother/Big Sister to a Spanish-speaking child. I'm also looking for other ways to keep up my Spanish. Most recently I picked up *Harry Potter y la Cámara Secreta* and am reading it every night."

### Isabel Sans, MA 2003

"Yo llevo en Montevideo un año y medio. En la Facultad de Agronomía empecé a editar tesis de posgrado y la revista científica. Hoy tengo un contrato como asistente académica del decano, y además ocuparme de la comunicación institucional. Entré al equipo interdisciplinario de la Universidad de la República "Pensamiento crítico en América Latina y sujetos colectivos", una nueva experiencia con 30 docentes y estudiantes de trabajo social, sociología, psicología, agronomía, filosofía y ciencias de la comunicación, dedicado a estudiar las elaboraciones teóricas en el continente en su relación con movimientos sociales, sindicatos y cooperativas. Y me integré a un equipo de TV Ciudad, para producción periodística de un programa de análisis del carnaval desde distintos puntos de vista, coincidentes con las preguntas pendientes en las conclusiones de mi disertación."

## Graduate Student News:

The *Organización de Estudiantes Graduados de Español* organized several activities last Spring. They held the 6th Colloquium on February 17-19, with more participants, attendees and speakers than in previous years. We enjoyed interesting panels as well as talks by our special guests: Alfredo Suppia, Betina Gonzalez, George Esenwein, Pedro Guijarro-Fuentes y Pepa Ubeda.

At the end of that semester they published the 2011 issue of the online academic and literary magazine *Sin Frontera*. Go to <http://ufsinfrontera.com> to read an interview with Geraldine Nichols, stories by Alejandra Costamagna, Betina González and Lina Meruane, as well as academic articles such as "Menem's Argentina" and "Luis Cernuda and Identity in a Globalized World".

All summer long OEGE continued to offer a Spanish conversation space for all students, advanced or not, who want to improve their proficiency with the language. This activity continues this semester, with about 12 students attending each session.

In the first part of academic year 2011-2012 OEGE volunteers responsible for welcoming the new graduate students were extraordinarily busy. All the newcomers, both national and international, were given a warm welcome.

**¡FELICITACIONES!** The *Feria Internacional del Libro (FIL)* in Guadalajara, México, named

SPS graduate student **Giovanna Rivero** one of the best kept secrets of Latin America.

In an interview with La Razón, Bolivia's national newspaper, Giovanna says, "first of all, this

is a beautiful day, and sometimes I feel like it's enough to have a day like this, after you work so hard. But looking to the future, I realize that this could open doors, that more publishers may take an interest in my work. I hope so. The reason why *FIL* names these 25 writers is precisely to improve their opportunities to publish, so that they are no longer well-kept secrets; to broaden the readership". Last year Rivero published *Tukzon*, a novel that was very well received by both Bolivian and international critics.



## The Muses' Corner

### CONFUSIÓN

**En palabras de la abuela**  
**Cuando tuve su tutela**  
Clara Sotelo

¿Cómo nos pueden  
hablar así del mal,  
si el bien no aguanta  
en casa del general?

¿Es este mundo loco  
en el que habitamos  
un infierno que alberga  
sólo desengaños?

El que tiene bienes  
convence a otros  
que su puesto de jefe  
del cielo viene.

O, ¿Es el dolor causado  
por desamparo, regalo  
de un padre creador  
que nos ha amado?

(Aunque no aguanta  
la sogá del ahorcado  
en casa del que habla  
del buen mercado.)

Y ¿cuáles son las gracias  
que nos adornan, si ...  
además de pecadores,  
el diablo ronda?

Dicen que es neutral  
y no peca de avaro,  
el político que hubo  
su lote de lo robado.

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## From the Undergraduate Advisor in Spanish:

Dr. Greg Moreland

Fresh off a summer study abroad experience of my own—I took an Advanced Portuguese class at the UNISUL in Florianopolis, Brazil—the Fall 2011 semester finds me back in Gainesville with my batteries recharged and looking forward to teaching, advising and orienting Spanish students at the University of Florida. The number of Spanish majors, following a slight dip, has resumed its upward trend. As for Spanish minors, the numbers grow every year. We have now surpassed 200, which constitutes the largest group of minors in the College of Liberal Arts and Sciences. This trend is especially positive in that many of these Spanish minors, so pleased with their experiences in the classroom on campus and abroad, subsequently choose to major in the language. Students have also enthusiastically filled new courses we now offer at the advanced level, among others, “Spanish for the Medical Professions,” “Marketing and Advertising in the Spanish-Speaking World,” and “Contemporary Music in the Spanish-Speaking World.”

As always, if you graduated with a Major or Minor in Spanish, we would like to hear from you. You can e-mail me ([moreland@ufl.edu](mailto:moreland@ufl.edu)), like us on Facebook (Spanish and Portuguese Studies at UF), or stop by and visit in person. Remember: once a Gator, always a Gator. We would love to see you back here on campus!

## From the Graduate Coordinator of Spanish:

Dr. Luis Álvarez-Castro

I am very pleased to report the many outstanding accomplishments of our graduate students during the AY 2010-2011.

### Degrees Conferred and Professional Placement (when applicable):

Raciel Alonso (MA)  
 Jannefer Coleman (MA)  
 Rosa Maria Castañeda (Ph.D., Fort Hays State University)  
 Melanie D'Amico (Ph.D., Indiana State University)  
 Dorian Dorado (Ph.D., Louisiana State University)  
 Carmen Guerrero (Ph.D., Lee University)  
 Francisco Salgado-Robles (Ph.D., University of Kentucky)  
 Belkis Suárez (Ph.D., Mount Mercy University)

**Outstanding Graduate Students of the Year**, as elected by the faculty: Becky Halloran (MA), Claudia Costagliola (MA), and Jennifer Cabrelli Amaro (Ph.D.)

**Study Abroad Instructors:** Donna Gillespie (UF in Santander), Carrie Bramlett (ISA internship in Salamanca)

**Travel Grants:** Carrie Bramlett, Jennifer Cabrelli Amaro, Ana María Díaz Collazos, Katherine Honea, Heather Kaiser, Delano Lamy, Diego Pascual y Cabo, Valerie Trujillo, and Roberto Weiss

**FLAS Study Abroad Scholarship:** Alicia Mercado-Harvey

**NSF Research Grants:** Ana María Díaz Collazos and Diego Pascual y Cabo

**Departmental Research Grants:** Jennifer Cabrelli Amaro, Ana María Díaz Collazos, Tiffany Judy, Heather Kaiser, Diego Pascual y Cabo, Alexander Torres, and Valerie Trujillo

**UF Graduate Teaching Award:** Belkis Suárez

**SPS Awards for Cooperative Leadership in Teaching:** Donna Gillespie (Spanish first year), Francisco Salgado-Robles (Spanish second year), and Jennifer Cabrelli Amaro (Portuguese)

**To all our graduate students, including the sixteen who just joined SPS, we offer our collective thanks and wishes for continuing success.**

## The Muses' Corner *(Continued from previous page)*

### El pronombre y los fantasmas

Ana María Díaz Collazos

Este verano estuve en Colombia, buscando en los archivos casos de “vos” para un estudio lingüístico, raros en lo escrito. Después de leer muchos documentos judiciales, en mis ojos la sangre se superponía a la tinta y al lenguaje: una violencia inmemorial y una traición que cambia de la colonia a la república. Un hombre es condenado por injuriar al rey en 1808, y en 1830, por alabarlo. En mis sueños, regreso a los archivos. Una indígena me observa. Hombres

barbados me vigilan sobre sus caballos. Ojos de fantasmas rodean la búsqueda con un hálito de vida implacable.

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### From *Efimeras Instancias*

Antonio Sajid

Inesperada policromía de recuerdos en el pecho, congestión de dolores en clave sol y una pequeñísima lumbre que a lo lejos sigue apuntando hacia el rabo del milenario caracol.

Pero has llegado muy callada, en silencios, a clavar tu aguijón de pena en mis espíritus. Te maldije oculto tras ayer, te bendije abierto por tardío... ¡ay, de mí que ahora te abrazo! Y la fuerza de macho no me sirve, no me sirven las bocas ni las jarras de néctar que libé. Solo el silencio, el maldito silencio de saberte inocente pero esquiva.

<http://www.lulu.com/spotlight/antoniosajid>



## SPS HAPPENINGS ON CAMPUS

### Florida Cervantes Symposium at UF

On April 8 and 9, 2011, the Department of Spanish and Portuguese, with support from the Center for the Humanities and the Public Sphere and the Cervantes Society of America, hosted over 100 UF students, faculty and community members for the Fifth Annual Florida Cervantes Symposium. Invited speakers came from five Florida Universities as well as universities in California and Pennsylvania. The keynote address on "Cervantes and Animal Studies" was delivered by the Vice President of the Cervantes Society of America, Dr. Adrienne Martín (UC Davis). Another distinguished guest was Professor Anne Cruz, of the University of Miami, whose research on nuns is breaking new ground in feminist studies. Symposium-related events also included a round-table discussion, a graduate-student panel, a poster display and a special exhibit of Smathers Rare Books and Manuscripts called "The Beast in the Book." The Symposium closed with a concert of Early Iberian Music performed by the Alachua Consort featuring Sephardic music as well as a *Sinfonía* composed by Portuguese Jewish composer Leonor Duarte.



Undergraduate Researchers and their posters at the Florida Cervantes Symposium (l to r) Leilana Martínez, Jenna Hanks, Dana Odukoya, Angelique Pinault

## VISITAS

- In February we welcomed Elias Torres Feijo, professor of Galician-Portuguese philology at the University of Santiago de Compostela. He visited classes and gave a talk about the influence of Portuguese literature on Spanish literature at the end of the 19th and the beginning of the 20th century.



- In March we had a visit by Professor Graciela Montaldo, Professor and Chair of the Department of Latin American Iberian Cultures at Columbia University. She gave a talk entitled "*Microviolencias: del tango a la represión en la Argentina.*"

- On April 27, 2011, Spanish Secretary of Science and Innovation Ms. Cristina Garmendia visited UF. The Secretary and a small group of Spanish government officials had traveled to Florida in order to attend the launch of space shuttle Endeavour, whose cargo included Spanish scientific equipment. At UF, the Spanish delegation met with researchers interested in fields of study related to Spain, including several representatives from SPS.

- In Spring 2011, Prof. Perrone taught an updated version of a general-education class on Portuguese Globalism with the support of the Center for European Studies. As part of the course material, two distinguished guests came to participate in class and to give vibrant lectures: Prof. Ana Paula Ferreira from Minnesota and Prof. Fred Moehn of the Institute of Ethnomusicology in Lisbon.

- María Camí Vela (Ph.D. 1995), now a full Professor at the U. of North Carolina in Wilmington, returned to UF to give a lecture on "Mujer, inmigración e identidad en 3 films realizados por directoras catalanas." She has published numerous articles and three books; her path-breaking



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Spanish Secretary of Science and Innovation Ms. Cristina Garmendia (center) visits UF.



*Mujeres detrás de la cámara: Entrevistas con cineastas españolas de la década de los 90*, received the Film-Historia 2001 Award for its contribution to film and cultural studies.



**Cristina Rabaza, a pre-med and journalism major, prepares the dough.**

- On October 25th grad student Dàmaris Mayans Ramón, from Alicante, Spain taught Elisabet Liminyana Vico's students how to prepare "Coca amb tonyina", a tuna empanada from the south of Catalunya. 15 students kneaded dough and made the fillings at Elisabet's house, all while speaking Catalan.

## Celebrating Creativity

Sometimes we get so busy studying and teaching language, literature and culture that we hardly remember that we also generate language, literature, and culture. On Sept. 10, 2011 we did remember, and what fun we had at the departmental talent show, a celebration and sharing of our creative impulses! Graduate students, faculty, friends, and loved ones came together to sing, dance, display crafts and photography, and eat. Our Colombian colleagues were the heart of the celebration, sharing talents of every kind. We had it all: guitar, drum, and quena; jewelry and fabric arts; homemade empanadas; old songs and new. Even the kids shared their musical and artistic talents! We all enjoyed those few hours of pure joy and collegiality.



**Claudia Costagliola and Diana Pedraza, artists**



**Whitman Suárez and Clara Sotelo**

## From the Portuguese Language Coordinator and Rio program director:

*Libby Qinway*

With interest in Brazil increasing because of its booming economy and the mega-events of the World Cup (2014) and the Olympics (2016), enrollments in Portuguese are on the rise as well. In addition to filling two sections of "Beginning Portuguese," we now also regularly fill two sections of "Portuguese for Spanish Speakers" in the fall, and ever-increasing enrollment in our composition and conversation course. We are particularly grateful to our talented instructors Cabrelli, Ph.D. candidate in SPS and Rosana Resende, Ph.D. in Anthropology; and also to our student assistant, Rachel Moura, MA student in Journalism.

Outside of our courses, we see this growing interest in Brazilian Portuguese in other ways as well. In spring 2011, several Latin American Studies scholarship students took the Celpe-Bras Portuguese Proficiency Exam. As in previous years, we expect them to pass with Intermediate or High Intermediate skills. And students continue to flock to the Bate Papo (Brazilian Portuguese Club Conversation Hour), this year with a record breaking 30 some students at the first meeting. Our summer program in Rio de Janeiro, in conjunction with IBEU, continues to thrive as well. Last summer a total of 34 students from over 10 different universities participated. Students worked on their language skills in the morning and explored culture in their afternoon course; this year the theme was "Favela-Sertão," examining the policies regarding the low-income communities in Rio and issues of internal migration. With the help of the Center for Latin American Studies, our

program was evaluated by Professor Orlando Kelm of the University of Texas, Austin, and while he made a few suggestions, he concluded that *Vocês estão de parabéns* ["You are to be congratulated"]. The program will continue in 2012 under the directorship of Dr. Perrone and with the theme of urban culture and "The Cities of Brazil."



**Students on the Rio program studied urban issues and challenges faced by migrants to the city. Here they are standing in front of the police headquarters in one of the many low-income housing areas to be pacified as the city prepares to host the 2014 World Cup and 2016 Olympics.**



## Faculty News

**Luis Álvarez-Castro** had quite an eventful year: in the summer of 2011 he was awarded tenure, promoted to associate professor, and appointed as graduate coordinator of Spanish. He also received a Faculty Enhancement Opportunity that allowed him to complete a book manuscript on Unamuno's metafiction. Additionally, he published a handbook on *Los indefinidos en español* and coedited the travel narrative *Memorias de un estudiante inglés en la Guerra de la Independencia*.



Ana De Prada at the Study Abroad Fair, representing our program in Seville.

### Gillian Lord

It's been just over a year since I began serving as department chair, and in that time I have learned a great deal about our department and our university and, believe it or not, I am thoroughly enjoying the administrative side of things. My research has slowed down somewhat, but I have published two articles on the use of technology in second language learning and teaching in the past year, and continue to work on a few other projects as I am able. I am finishing my manuscript for a Practical Guide to Language Program Direction, which will be published by Pearson Professional Series next year. And last but not least, this past June I gave birth to our third daughter, Kennedy, so she and her sisters keep me quite entertained in my otherwise free time!

### Kathy Navajas

Last summer our International Service Learning program in Guatemala was cancelled because we only had 3 applicants, and so Gillian Lord and I spent much of the summer designing a new International Service Learning program in the Dominican Republic for the summer of 2012. We found that the students most interested in service work mainly had beginner level Spanish, and so we redesigned it for them. Students will spend 6 weeks of Summer 'B' living with families, sweating, and doing service work in Santiago de los Caballeros, as they complete an intensive course in Intermediate Spanish and a project based on their work in the community. We are really excited about this program, which completes our SPS offerings abroad for students at every level. It will be UF's first International Service Learning program.

### Geraldine Nichols

I did a lot of traveling and speaking last year, starting with a week's seminar on Miguel Hernández at the Universidad Internacional Menéndez y Pelayo, in Santander, Spain. It was a thrill to be able to return to Hernández's poetry, and to talk about his surprisingly strong presence in the United States. Paco Ibáñez gave a concert as part of the seminar--who can forget his "Andaluces de Jaén"?--and the seminar participants were able to chat with him all week, since we were all lodged in the storied Palacio de la Magdalena. It was moving to return to Santander, where I had studied one summer (at the same university) as a rising junior in college, and had first fallen in love with Spain. In September, I participated in the Inauguration of the Academic Year in Catalan Studies, in Lleida (Lérida), Spain, exchanging ideas with other academic directors of Catalan studies in universities from India to Chile to Cuba. In December, I gave the keynote address (in Catalan!) at a conference in Palma de Mallorca. It was in honor of the writer Carme Riera (past visiting professor at UF), who had been named Mallorcan Author of the Year. And in June, I gave a plenary address at an international conference on *Gènere, Desenvolupament i Textualitat*,



The popular mayor of Santander serves up food to SPS students at a local festival.

at the Universitat de Vic. And to round out an amazing year, an honor: election as a Corresponding Member of the Reial Acadèmia de Bones Lletres de Barcelona.

I want to use these pages to say goodbye to many of you, since I retire in May (2012): adiós con el corazón, que con el alma no puedo, as the song says... I have loved challenging you and imbuing you with some of the joy I derive from thinking deeply and feeling intensely about... well, I hope you can fill in the blank! I have lots of causes and passions, and I hope they've inspired you, just a little.

**David Pharies** is pleased to report that he survived his first year as Associate Dean for Humanities. In Fall 2010, he taught a course on the history of the Spanish vocabulary at UF, and during spring break 2011 taught a mini-course on bilingual lexicography at Brigham Young University. He is currently preparing the sixth edition of the University of Chicago Spanish-English Dictionary, to appear in 2012.

**Que descanse en paz:** Our dear Murray Lasley died December 22, 2010 at home, surrounded by his loving family and devoted caregivers. Born in Lewisburg, Kentucky on June 5, 1923, he received his education in Lakeland, Florida, and his bachelor's degree from the University of Florida. He served in the 343rd infantry regiment of the 86th division of the Army. He attended graduate school at Columbia University where he received an M.A. and a Ph.D. He returned to the University of Florida in 1956 and was a member of the Romance Language Department (Spanish) until his retirement in 1992. His interest in language led to his lifelong study of words, their meanings, and their etymologies. This lovely man, with a quiet strength and an unending quest for knowledge, was always a teacher. Everyone who knew him loved him.

## Focus on Faculty: Carina González

Sus estudiantes coinciden en encontrar las clases de Carina González “entretenidas” e “interesantes” y de ella piensan que es una mujer “con los pies en la tierra”, “buena oyente”, “entusiasta” y “amistosa”. Dos años atrás Carina llegó a Gainesville para iniciar una nueva etapa en su carrera. Muchos factores se confabularon para que ello ocurriera pero el más importante fue su hermana, la joven y premiada escritora Betina González. Al observar que Carina había postulado a trabajos en varios lugares de los EEUU Betina, que había estado en Gainesville, le recomendó que agregara esta ciudad a la lista. Afortunadamente, Carina siguió su consejo.

De madre siciliana, que admiraba a Eva Perón, Carina González es primera generación argentina. El italiano sin embargo no se habló en su hogar sino el español, con el afán, compartido por millones de inmigrantes en todo el mundo, de asimilarse lo antes posible a su nueva patria.

Oriunda de Palma di Montechiaro, su madre, sin embargo, nunca renunció a la nacionalidad italiana, lo cual hizo posible que ésta se transmitiera a todos sus hijos. Cuando por fin tuvo tiempo de organizar el tan ansiado viaje a Europa, el pueblo natal de su progenitora fue el primero que Carina visitó.

Creció en una familia de seis hermanos, y sus padres no incentivarón el amor por la literatura sino por la música. Desde temprana edad asistió al Conservatorio de Música de Buenos Aires donde aprendió a tocar el piano, la guitarra, el arpa y el clarinete, este último regalo de una amiga. A partir de los 17 años, trabajó como profesora de música en jardines infantiles y escuelas primarias con un promedio de 40 chicos por clase, estudiantes difíciles, víctimas del maltrato o de la adicción a las drogas.

Las palabras las descubrió en la escuela secundaria y en los talleres literarios que se celebraban en el barrio, organizados por Mabel, su profesora de literatura, y en la Biblioteca Pública de San Martín. Su fascinación con las letras la llevó a la Universidad de Buenos Aires, de la cual se graduó con una especialización en literatura latinoamericana. Entre sus profesores contó con intelectuales de la talla de Beatriz Sarlo, David Viñas, Eduardo Romano y Noé Jitrik. Años más tarde, impulsada por el deseo de huir de una Argentina que se abismaba en la política neoliberal del menemismo y que cercenaba la explosión cultural que había prevalecido con la apertura democrática tiempo atrás, decidió partir al extranjero. Su meta era España, pero un aviso en La Nación, de la Fundación Fondo Nacional de las Artes, le cambió el rumbo, y empezó a estudiar en la Universidad de Maryland, institución de la cual obtuvo su doctorado en el 2007. Allí, confiesa Carina, para su asombro y su sorpresa, descubrió Latinoamérica, en la buena compañía de otros estudiantes, provenientes de diversos países hispanohablantes, y de una pléyade de escritores contratados como docentes, tales como el nicaragüense Sergio Ramírez Mercado, y



los mexicanos Jorge Aguilar Mora y José Emilio Pacheco. De este último, su favorito, fue estudiante en cuatro clases, y Carina lo recuerda con especial cariño por su simpatía y generosidad. Pacheco odiaba comer solo y por eso invitaba regularmente a sus estudiantes a compartir con él almuerzo o cena.

Su conexión personal con la experiencia de emigrantes la motivó a internarse en ese territorio, y en él descubrió al argentino Juan Rodolfo Wilcock (1919-1978), personaje multifacético y escritor prolífico, que emigró a Italia a los 36 años de edad. Le atrajo de él, en las palabras de Carina, “lo desafiante de su estética, que nunca es políticamente correcta, que es rigurosa contra la mediocridad y que cuestiona todo el tiempo las instituciones”. En su disertación, titulada “**Virtudes de la errancia: Escritura migrante y dispersión en la obra de Juan Rodolfo Wilcock**”, explora la creación de una narrativa derivada del desplazamiento cultural a través del Atlántico. Su trabajo se enfoca en la obra de Wilcock, cuya escritura, ecléctica, puede verse como una forma de subversión del canon tradicional mediante la incorporación de discursos externos propios de la tecnología, la entropía y la media. Esta experiencia crítica la llevó a trabajar en el libro “**Contra la comunidad: estéticas de la repulsión y políticas del caos en Juan Rodolfo Wilcock**” que acaba de terminar y que espera ver próximamente publicado.

Actualmente Carina está dedicada a un nuevo proyecto, la edición de un libro titulado “**Fuera del canon. Narrativas excéntricas de América Latina**”, relacionado con escritores latinoamericanos marginales y el exilio, en el que se presentarán ensayos sobre el uruguayo Mario Levrero, el cubano Calvert Casey, el mexicano Francisco Tario, la chilena Violeta Quevedo, la colombiana Helena Araujo y el argentino Antonio Di Benedetto, entre otros.

Sus principales aéreas de interés son Estudios Transatlánticos, Migración, Teoría Literaria y Literatura del Cono Sur. ¿Y su pasatiempo favorito? La fotografía, en papel, y revelada en el cuarto oscuro.



### Sigma Delta Pi

Two of Sigma Delta Pi's 2011 National Honorees merit mention. **Montserrat Alas-Brun** was honored with the **Order of Los Descubridores**, a title which “recognizes exceptional and meritorious service in the fields of Hispanic scholarship, the teaching of Spanish, and the promotion of good relations between English-speaking countries and those of Spanish speech.” **Harry Sieber**, who taught Geraldine Nichols, Shifra Armon and Kathy Navajas while at Johns Hopkins, received the highest honor conferred by Sigma Delta Pi, the **Order of Don Quijote**, which also “recognizes exceptional and meritorious service in the fields of Hispanic scholarship, the teaching of Spanish, and the promotion of good relations between English-speaking countries and Spanish-speaking countries.”



## Farewell and Gracias: Geraldine Nichols

Dr. Geraldine Nichols is not one to rest on her laurels. In her very last year before retiring next May she is teaching a brand new graduate course: **Género y Ciudad: Barcelona**. Since 1979 Geraldine has taught countless graduate and undergraduate students at UF. She has lived out her lifetime love for literature in the classroom, in print, and in dialogue with colleagues around the world. After 30 years, the love is still strong, and Geraldine is always eager to tell you about some amazing book she is reading in Spanish, English, or Catalan—it could be Irish poetry, a US Latino writer, a post Spanish Civil War novel, and it is always Miguel Hernández, the poet whose work first inspired her to give herself to literature and help open that door for others.

Like most of our students, Geraldine began her study of Spanish in high school, where she reports memorizing only three dialogues one year, and then being taught 6 tenses the next year by a German teacher who also

taught Spanish, the first of a series of extraordinary teachers who both pushed and encouraged her, so that after her junior year of college she went to Spain. That may explain why she likes teaching 3000-level courses, where she brings students along by modeling enthusiasm, encouraging them to stretch and to think about things they've never thought of.

She believes it's important to tell students why you do what you do, to live one's life passionately and to share that passion with others. It's about joy, about literature as a source of renewal, the way the same book can speak to you differently at different times in your life, the way the artists channel something that is important to us as human beings, allowing us to see differently, to expand our inner and outer worlds. In fact Geraldine considers herself a lifetime learner, whose students teach her about different cultures and ways of thinking.

Geraldine served as chair of Romance Languages and Literatures from 1993-2003 and she is proud of the changes she initiated. One of her goals was to improve the graduate student experience and to that end she pushed for graduate student raises and funding for their research. She instituted a rigorous calendar for progress and mentoring toward the masters and the doctorate, which helped shorten the time to degree. She founded the study abroad programs in Santander, Seville and Guanajuato, which gave grad students, lecturers and ranked faculty the opportunity to teach UF students in Spain and Mexico. She set up a scholarship for graduate students to collaborate with International Studies Abroad in Salamanca. She instituted Foreign



Languages across the Curriculum (FLAC) to provide opportunities for graduate students to teach a variety of courses. These programs are still thriving! In addition, Geraldine got the department to hammer out bylaws, which helped normalize some of our procedures. And finally, there would be no study of Catalan at UF if it weren't for Geraldine.

Many of our current faculty members were hired by Geraldine, and she cites that as an ongoing urgent need—to hire more faculty so that we can be in the classrooms fulfilling our mission as a land-grant university—educating thoughtful open-minded citizens of the state of Florida.

Geraldine faces retirement with mixed feelings. On the one hand, she looks forward to not being pressed for time, to being with her grandchildren, and to combining her love of nature and food in a new interest in foraging for wild fruits and edibles. She mentions that what draws her to foraging is what drew her to Spanish women's writing—the joy of finding unappreciated bounties. And on the other hand she is very aware that this is the last time she will unlock for her students the magic of Miguel Hernández and Jorge Guillén. She hopes that she will dream about the people who have touched her life, those who journeyed with her in their love of literature and Spanish.



Geraldine Nichols in Palma de Mallorca, with Brad Epps from Harvard and Carme Riera, at the conference in honor of her as *Escriptora mallorquina de l'any 2010*

## Homenaje a Nichols

Kathy Dwyer Navajas, BA 1993

Most of us who teach have memorable teachers in our past, those who modeled for us the joy of learning and who encouraged us to pursue knowledge and share it with others. Some of us had a teacher who changed our lives. Geraldine Nichols did that for me; she welcomed me to the world of big ideas, of critical thinking, of loving language, of living the adventure of lifetime learning. And she gave me permission to have a dream bigger than any I could have imagined for myself.

In 1990 I'd been a small-engine mechanic for 15 years. Recently returned from doing

solidarity work in Nicaragua, I decided to go back to college, to finally learn the language my Cuban mother had never taught me. I was a middle-aged first-generation college student with calloused hands, wary of academia, certain that I wouldn't fit in. But I found that I loved studying, tinkering with texts, making connections, learning the how and the why of poetry and prose, pouring over dictionaries, learning to read and write and talk and think in Spanish. Geraldine Nichols welcomed and encouraged me, and she opened a door for me to imagine myself as part of this world of learning and teaching, a land in which I have become a productive citizen who still rebuilds garden tractors once in a while on the weekends.

Vinodh Venkatesh, MA 2007

The class I took with Dr. Nichols on women in the Spanish Civil War inspired my interest in gender studies in literature. Her passion for the topic instilled in me a critical need to understand and probe the nuances of gender, and to understand how and why narratives and texts hold a place in its formation.

Lucía Montas, MA, 2009

La Dra. Nichols me enseñó cómo apreciar la literatura, me inspiró a conocer otra cultura y lengua (el catalán). ¡Le doy gracias por todo su apoyo durante mis años de pregrado y la maestría! :) petons!



## Sue Ollman

While the job description of a senior secretary certainly includes being knowledgeable about sound systems, computer programs, immigration law and tenure and promotion requirements, it probably doesn't mention repairing damage caused by leaking air conditioning, fixing a flat tire on a hand truck, or moving furniture. While a senior secretary must handle documents for international students, it's not stipulated that she treat them with infinite patience as they struggle to speak English with a variety of accents. A senior secretary probably doesn't have to attend funerals, cook for the homeless, or go canoeing with the department. Sue Ollmann did all of this during her years with us.

Sue no longer rises at dawn to drive in the dark to Gainesville. When the sun comes up she feeds her chickens, works in her wood shop, and takes peppers from her garden to the local food bank. She laughs as she tells of the day in December of 1992 when she was interviewed for the job by Dr. Gay-Crosier, the chair of what was then the department of Romance Languages and Literatures. He offered her the job and she asked for time to think about it, but with a new semester quickly approaching he urged her to just say 'yes', and she did. The rest is *historia*.

Sue had several roles in our department but the one she most enjoyed was being office manager. She liked the constant changes and

new challenges and she found that helping graduate students expanded her world. Sue insists that the faculty never brought any tensions to bear on the staff, and she applauds the integrity of the department chairs she worked for. But there were some difficult times as well. Sue remembers the sudden death of Professor Bolaños as particularly painful, and when Romance Languages and Literatures was split into two departments. The rocky transition to *Peoplesoft*—the program meant to better manage payroll and budgets—was her most difficult work-related challenge. Sue lived the evolution of information technology. When she started, exams were still being typed up and mimeographed, and when she retired in Janu-



ary exams were being sent off to printing via email, even as the department began investigating options for online testing.

These days Sue turns her formidable problem-solving skills to a pile of hickory lumber, which she plans to shape into fine wooden vessels for loved ones. She remembers 19 years of faculty and 13 new graduate students a year with fondness and she feels grateful for a career of service. We all miss her dearly.

## Spanish for Health Professions

Cari Jiménez graduated from UF in 1993 with a major in Spanish and then completed a Master's degree in Spanish at Auburn University. Her passion has always been technology, and for 15 years she has taught Spanish online as well as face-to-face. Now she is back with us, teaching Spanish for the Health Professions totally on-line. But if you think this is an impersonal one-size-fits-all course, think again. Cari uses the latest technologies to give her students the opportunity and the flexibility to learn. The course is housed in a virtual lab that is open 24 hours, with access to 1-to-1 instruction and a curriculum that accommodates different learning styles and abilities. Cari has learned through her experience designing and teaching professional Spanish courses that, in addition to grammar and specialized vocabulary, health care providers need to understand the difference between 'le dio el patatún' and 'le dio el santo,' and how to effectively treat 'los diablos azules.'

The 35 students currently enrolled in this intermediate-level course are highly motivated and very busy. Most of them volunteer at a clinic or hospital. One student reports that, as a senior who has taken other online courses, she appreciates the technologies used in this class because it "makes it possible for everyone to interact without having to physically meet on campus. Especially in this class, there are varying levels of fluency and I know I have been helped by some native speakers and have also been the helper to people who are slightly less comfortable with Spanish than I am. I really think this is good for people who are extremely busy, which is a lot of premed students, because we can do everything from

home while still being really interactive."

Cari uses many tools to facilitate participation, collaboration, and cooperation: voice web-conferencing, chat, whiteboard and web tours. "Students are in contact with each other almost every day" she says, "and for each module they complete at least 5 communicative activities using [various technologies]. They also consult with me during virtual office hours every week and attend a virtual class via Fuze meeting (a private virtual room) once for each module to learn different aspects of cultural competence." They started the semester discussing Willy Chirino's song "Mr. Don't Touch That Banana" on an oral discussion board and bonding around their own experi-

ences of cultural misunderstandings, which in a medical setting can be potentially dangerous to the patient. In another communicative activity they watched a video about home remedies, collaborated in answering comprehension questions, and then recorded a podcast of their partner's home remedy to share with the rest of the class, which Cari then incorporated into listening comprehension activities to practice different listening strategies.

Students are also getting hands-on experience through this online course. They are required to journal about their volunteer experiences helping Latino patients. At the end of the semester they will create a final video project showcasing how they used the linguistic and cultural information they have learned to effectively communicate and help their patients.

Cari is committed to quality language and cultural training for these future health care providers. "This course is effective, practical and timely in a new era of higher education where language programs must prepare graduates to meet the demands of the global 21st-century job market, regardless of their location and time constraints."

So if you suffer 'un patatún' at some point, be sure to ask for one of Cari Jiménez's students.

# Undergraduate Students Flourish!

Excerpt from the blog of Molly Vidmar: UF in Spain, Santander summer 2011

“Twenty years from now you will be more disappointed by the things you didn’t do than by the ones you did do. **So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.**”

—Mark Twain

**Santander** (May 22): I have officially finished my first week of “studying” abroad. My roommate Gabi and I talk almost exclusively in Spanish and I am very proud of that. We made a rule that while shopping, we can speak English, because if we tried to speak Spanish, we would be shopping for even more hours than we already do.

Santander, Avenida El Sardinero



Classes are challenging. I am amazed at how much I understand though. Even after only a week, I know my comprehension has improved dramatically.

I was also lucky enough to meet a really nice group of Spanish students at the university. They were in Santander for a weeklong English immersion class. It was great to talk to them and see what Spanish people our age do and say. We went to a karaoke bar with them and to the beach at night. The next night, we went out with them for their last night. Now I have several Spanish pen pals!

Santillana Del Mar



**My Love Affair with Spanish** (June 2): The other day, our professor Dr. Ximena Moors compared learning a new language to falling in love. We have to accept the good and the bad, the easy and the hard. We cannot try to change it or ignore what we don’t like about it. We were all getting beyond frustrated with the subjunctive tense because every time we think we understand it, we are taught another structure or exception to the rules. Ximena told us that we must embrace all of the differences, intricacies, and complexities of Spanish or else there is no way we will be able to learn it. We have to love it. I am trying to be faithful to Spanish, but like any relationship, it requires a lot of work and sometimes I want to give up. While I am only in Spain for seven weeks, I hope that this isn’t just a fling. I want to remain faithful to Spanish when I return home and practice as often as I can.

**The Charm of Distance** (June 2): I love people who study abroad because I know that they are brave and strong and adventurous. We all have a huge part of our life in common right now. We are very vulnerable and scared because learning a new language is a very vulnerable and scary thing. It is like a high school

El Peine de los Vientos, País Vasco



class because we all have to talk to each other and we see each other outside of class, rather than UF classes in which no one ever wants to make friends in classes. While I have met many Spanish people and really tried to practice and branch out, sometimes I just need to be around familiar faces, especially after four hours of Spanish classes. The other night, my friend Brenna and I were sitting outside of a little café and sharing a bottle of wine and we nearly forgot that we were in Spain. There are times when I don’t feel like a tourist or foreigner at all; I am just living life. We also made a pact to remember that night of pure satisfaction and simplicity so that when we go home and are caught up with the stress and schedules, we can remember that there is more to life.





**Picos de Europa** (June 7): I am usually dressed in proper attire for our excursion...but our seven mile hike in Picos de Europa was a little different. I wish I could say I brought sneakers to Spain, but they were the first things to go when I was trying to get my suitcase under fifty pounds. The night before the hike, we asked our host family how the weather would be and they insisted that it would be hot. Needless to say, it was one of the coldest days and it rained for about two and a half of our 5 hour journey. I can't complain too much because it was one of the most breathtaking places I have ever been and we all had so much fun. Horses, cows, goats, and sheep grazed freely on the mountains. The sound of cowbells and bawling surrounded us and the air was thinner, but fresh and crisp. I couldn't believe that this was Spain. Spain is so diverse. We pretended to be in *The Sound of Music*, as if being in Spanish mountains weren't magical enough.

*Molly Vidmar is taking SPN 3301 this semester. She went to Cadaques and Figueres in Spain last summer to see the Dali museums and then worked as an intern at the Salvador Dali Museum in St. Petersburg, FL after the Santander program. She is majoring in Art History with a minor in Spanish.*

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## Triunfos lingüísticos: Alex Anderson

Era una tarde anormal en Mendoza, Argentina y digo anormal porque hacía tiempo perfecto y estábamos al final del otoño y el invierno venía más rápido que un guepardo. Mis compañeros y yo teníamos ganas de ir a Las Termas de Cacheuta que también se ubicaban en Mendoza. Aunque todavía quedó una duda, “¿Cómo íbamos a llegar?” Averiguamos que desafortunadamente ya se había ido el último bus del día. Había que descubrir otra manera de llegar. Por suerte, había un mostrador de información. Nos acercamos a la señorita detrás del mostrador. Ella nos dio la tarjeta de un hombre que proveía transporte privada a lugares como Cacheuta. Sin embargo, se creó un problema. ¿Quién iba a llamar? Éramos cuatro gringos y un japonés. En general, es difícil entender español pero aún más por teléfono. Es como los argentinos viviendo sin comer carne, no se puede. De todas maneras, cuando una chica en nuestro grupo nos preguntó, “¿Quién va a llamar?”, le dije que yo lo haría. Recogí el teléfono de la estación de buses y marqué el primer número en la tarjeta. Sonó solamente una vez hasta que oí la voz de una señora diciendo, “Lo siento pero el número que usted ha oprimido no existe. Por favor, intente otra vez.” Colgué el teléfono y estaba un poquito desilusionado porque quería ir a Las Termas y sabía que probable-

mente nunca regresaría otra vez a Argentina. Eché una mirada a la tarjeta otra vez y me di cuenta de que había otro número. De nuevo, recogí el teléfono, marqué el segundo número, y esperaba que el hombre contestara el teléfono. De repente, oí una voz y no fue la de la señora diciéndome que había oprimido el número incorrecto. El señor dijo, “Hola”. Le expliqué que una señorita nos había dado su tarjeta y que mis otros amigos y yo queríamos ir a Las Termas de Cacheuta ahora mismo. Me comentó que en ese momento almorzaba y podría llegar en cincuenta minutos. Le pedí cuánto costaría por cinco personas de ida y vuelta. El precio fue razonable. Le di una descripción de nosotros, nos despedimos y finalmente colgué el teléfono. ¡Qué alivio sentí en esos momentos! Lo había hecho. Fue un momento por lo cual había esperado dos años. Entendí todo de lo que ese hombre dijo. Recordé cuando había empezado a estudiar español. Cuando hablaba con una persona, era bueno si podía entender una palabra cada oración. Ahora todo había cambiado. Podía mantener una conversación real con un hispanohablante nativo.



**Alex Anderson:** Estaba en Isla Negra en Chile fuera de la casa de Pablo Neruda. El Océano Pacífico está en el fondo.

Almorzamos en la estación de buses y lo esperamos. En cincuenta minutos, nos conocimos en la estación y salimos para Las Termas en su camioneta. La llegada del hombre en el momento correcto fue una confirmación. No estaba soñando. Fue algo real. Finalmente vi los resultados de todos los exámenes que había tomado y todos los ensayos que había escrito. Por la primera vez en mi vida, podía decir con confianza que hablaba dos idiomas, inglés y español.

*Alex Anderson actualmente toma SPN3301. Dice que “cuando ocurrió este evento, estaba haciendo un internado en Valparaíso, Chile en El Consultorio Reina Isabel II en el verano de 2011. Trabajaba con diferentes médicos.”*



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