

SPANISH & PORTUGUESE STUDIES

University of Florida
College of Liberal Arts and Sciences
Fall 2012

Message from the Chair

¡Saludos! Here in Gainesville we are well into another Fall semester, and the Department of Spanish and Portuguese Studies continues to flourish.

There is no doubt that our department, our College, and the entire University of Florida are feeling the effects of the nation's economic troubles. We face the reality of reduced faculty and staff, and we continue to manage the results of cuts to the funds we use to purchase supplies and support faculty travel. We cannot deny that we are frustrated by these shortcomings, and we continue to hope funding will improve. At the same time, I prefer not to dwell on these discouraging facts, and turn towards what we do well, and what our future can hold for us.

First and foremost, we offer Prof. Jason Rothman hearty congratulations on his promotion to Associate Professor with tenure! We also celebrate, albeit with heavy heart, Prof. Reynaldo Jimenez's last year before retirement. We will miss Reynaldo on both a personal and

professional level, and we dedicate a portion of this year's newsletter in tribute to him and to all he has given our department. As you will also see in these pages, our department has had another productive year. Our faculty continue to produce excellent research, and to share our work with the professions. At home, we are



doing exciting things with new class development, study abroad programs, invited speakers, and other extracurricular events you will read about in these pages.

Finally, although lean times like these are disheartening, they afford us the opportunity to examine our mission, both within UF and beyond the walls of the academy. We know that there will always be students who, like many of us, are passionate about Spanish and Portuguese and want to major in these areas, or pursue advanced degrees and perhaps wind up in academic professions. But we also recognize that there are those who specialize in other fields, while still valuing the study of languages. We want to hear stories from our friends and alumni — not just from those who found academic careers in Spanish or Portuguese, but also from the others whose lives have taken different turns or whose true passions may lie in other fields but who maintain a spark of passion for languages. We see a large number of students coming through our basic language program to fill their requirement and I think we have a lot to offer them. We need to find ways to reach them and to show them how continued study of Spanish and Portuguese will benefit them long-term.

I would love to hear from you! Please contact me directly (glord@ufl.edu, 352.273.3749), find us on our webpage (<http://www.spanishandportuguese.ufl.edu>), or reach out to us through our Facebook page (University of Florida – Spanish and Portuguese Alumni and Friends). Let me know what you find most valuable about our department and where you see our strengths in the future, academically and beyond.

Best wishes to you all for a happy, successful and productive academic year.

Gillian Lord

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From the Undergraduate Advisor in Spanish:

Dr. Greg Moreland

The return to campus for the Fall semester felt a bit different this year. Why? Because for the first time since 2001, I did not participate in any type of summer study abroad activity. However, I was able to visit Panama during Spring Break. Seeing the Panama Canal in person had been one of my life-long dreams, and now I can cross it off my “bucket list.”

The 2012–13 academic year finds us with a solid number of majors and minors in Spanish. We continue to explore potential changes to both, in an effort to boost enrollment. With that in mind, we conducted a Spring 2012 survey of students in Spanish courses at the 1000-, 2000-, 3000- and 4000-levels. One of the more noteworthy findings is that undergraduates are quite satisfied with their experience in Spanish at UF. Many commented on the high quality of their instructors, and almost 75% stated that they “never had trouble getting into a Spanish class.” This is good news in that it demonstrates we are both meeting demand and providing the small-class setting so crucial to language learning. At the same time, it reveals that we can still grow our enrollments at all levels. Respondents to the survey also indicated significant interest in the expansion of our curriculum. Two highly-desired courses are “Spanish for the Health Professions” and “Service Learning in the Spanish-Speaking Community,” both of which we have been able to offer recently. Others frequently mentioned include “Translation/Interpretation,” “Advanced Conversation,” “Cultural Studies” and “Spanish for Education” (or “Teaching of Spanish”). We will continue to investigate the possibilities of expanding our list of course offerings to meet the demands of an ever-changing society.

As always, if you graduated with a Major or Minor in Spanish, we would truly like to hear from you. You can e-mail me (moreland@ufl.edu), like us on Facebook or stop by and visit in person. A trip down memory lane in Gainesville is always a rewarding experience. We would love to see you back on campus!

From the Graduate Coordinator of Spanish:

Dr. Luis Álvarez-Castro

I am very pleased to report the many outstanding accomplishments achieved by our graduate students during the academic year 2011-2012.

Degrees Conferred and Professional Placement (when applicable):

Carrie A. Bramlet (MA, University of Virginia)
Meagan M. Day (MA)
Jacob W. Firestone (MA)
María Gavidia (MA)
Rebecca A. Halloran (MA)
Katherine M. Honea (PhD, Austin Peay State University)
Delano S. Lamy (PhD, SUNY Geneseo)
Anne Lingwall (MA)
Cynthia L. Moore (MA)
Francesc J. Morales García (MA)
Gerardo Muñoz (MA)
David Vásquez (MA)
Sarah L. Zahler (MA)

Outstanding Graduate Students of the Year, as elected by the faculty: Sarah L. Zahler (MA), Gerardo Muñoz (MA), Tiffany Judy (PhD), and Roberto Weiss (PhD)

Study Abroad Instructors: Claudia Costagliola (SPS in Santander), Matthew Michel (ISA internship in Salamanca)

Instructors Selected for UF Humanities Course ‘What Is the Good Life?’: Matthew Michel and Alexander Torres

UF Graduate Teaching Award: Diego Pascual

Colombia “nos”

Andrea Villa

Inevitablemente cautiva
de tradiciones caducas,
te miraste en la distancia
queriendo volar.

Entre voces de ensueño,
corazones orquídeos,
montes esmeralda,
valles de ilusión.

Desdibujaste Arieles
Y despertaste en Macondo;
Tierra quimérica
De ruptura y tradición.

El insomnio del olvido
te regresó a tus orígenes
a tu soledad inherente,
tu esencia, tu razón;

Y en la inefable Pasión
que nos une,
vivimos para soñarte
Colombia “Tú”
Colombia “nos”.

SPS Awards for Cooperative Leadership in Teaching: Becky Halloran (Spanish first year), Claudia Costagliola (Spanish second year), and Jennifer Cabrelli Amaro (Portuguese)

CES, CLAS, and GSC Travel Grants: Jennifer Cabrelli Amaro, Ana María Díaz Collazos, Maria Fionda, David Giancaspro, Donna Gillespie, Becky Halloran, Katherine M. Honea, Delano S. Lamy, Alicia Mercado-Harvey, Diego Pascual, and Roberto Weiss

FLAS Study Abroad Scholarship: Becky Halloran (Portugal), and Drew Long (Brazil)

SPS Doctoral Research Grants: Jennifer Cabrelli Amaro, Ana María Díaz Collazos, Donna Gillespie, and Tiffany Judy

Utrecht University Short Stay Dissertation Fellowship: Jennifer Cabrelli Amaro

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

From the Coordinator of the Bilingual Program

Susana Braylan

As each academic year begins, many bilingual students come to my office surprised to find out that there are classes

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specifically designed for their needs. The Spanish-English Bilingual program at SPS was created over 20 years ago, mainly through the efforts of Professor Reynaldo Jiménez, to address the needs of students whose exposure to the



Susana Braylan on her Goldwing motorcycle

Spanish language has been predominantly outside the classroom. From its inception, the program proved to be an asset to the department, given the large Hispanic student population at UF and their growing interest in improving their language skills. I have coordinated the Bilingual Program since 1997, during which time we have seen rising enrollments, thanks to the growing Hispanic population and to the

recognition among these students that their future employment opportunities will benefit from maximizing their bilingual skills. However, in recent years, our enrollments plateaued, and I came to realize that increasingly, these now third-generation students lack even the basic language skills needed to start in our program. At the same time, given their background, our standard Beginning Spanish track is not suitable for them either. Our Bilingual Program was in need of a major redesign to accommodate this new wave of students, a redesign that was based on published research and, crucially, best practices of other leading Bilingual programs. This summer, I received a Faculty Enhancement Opportunity (FEO) award and spent most of my summer redesigning both the 2000 - and 3000 - level Bilingual classes. I met with professors at other institutions in Florida, reviewed several of the most popular grammar and reading books published specifically for Heritage speakers, one online program that looked promising, and, finally, created and developed a new program that I hope will be a bridge to draw in many of the students that, previously, we were unable to place successfully in our program. It will be exciting to see the results of these efforts.

The Day and the Night

Osmer Balam

Outside, the rain whispers colors to the night
Train of its steps speeds and speaks of a star
A glitter she'll never see or taste again.
She imagines what the lawns and the world look like.

Recoiled near a street light, she watches the village...
Blotches of sleeping gray anticipate the waking earth.
She thinks of tomorrow, blue, silvery green on her fingertips
Diamond tears on leaves, swaying, dying into life.

Sunlight beauty is almost mythical to her
She sips of the little light she snatches here and there.
Black sky is a giant cloud plummeting into water
Thirst unquenched, she looks at her empty cup

She then speeds frantically with the falling rain,
Into rivers of thoughts, a garden she'll never see.
She walks through that delicate ribbon of light
Her footsteps sink into swampy shadows of futility

Bright vase of dreams break into unwanted silence
Tonight, cool water runs along the solitary roadsides
Blades of grass laugh, soaked, shuffling their shirts.
Excluded, the night merely imagines and takes a picture

And wonders...

What it would be like to kiss her lover's lips once again.

News from the Portuguese Program

The Portuguese Language Program

With interest in Brazil still increasing due to the booming economy there and the nation's selection to host both the World Cup of soccer (2014) and the Summer Olympics (2016), enrollments in Portuguese also continue to rise. Besides filling two sections of Beginning Portuguese, we now also easily fill two sections of the intensive Introduction to Portuguese and Brazil (a.k.a. Portuguese for Spanish Speakers) in the Fall. The intermediate composition and conversation courses are operating at capacity as well. Last Spring Jennifer Cabrelli Amaro, Ph.D. candidate in Hispanic Linguistics, taught an inaugural Introduction to Portuguese Linguistics to 25 students. We hope to be able to expand our offer as demand continues to grow.

Portuguese Goes Hybrid Fall 2012

This Fall, we have begun to implement the hybrid model of instruction, which has been used in beginning Spanish for several years, by using Pearson's MyPortugueseLab. Libby Ginway, with the help of Gillian Lord,

designed the new curriculum, in which students go to class three days a week and do online work for the other two. This delivery allows us to focus class time on real interaction and communication.

Celpe-Bras Proficiency Exam

Each Spring, with the help of Mary Risner at the Center for Latin American Studies, Libby Ginway administers the Celpe-Bras, a proficiency exam designed and corrected by Brazil's Ministry of Education. Students' proficiency is rated as intermediate, high intermediate, advanced and superior. In Spring 2012, Richard Sansone of Valencia College came to UF to help evaluate the oral portion of the exam. We are happy to report that UF students taking the test fared well on the exam. Congratulations!

New Instructors

We welcome a new group of instructors this year. Sarah Benton, who is pursuing a joint Master's degree in Latin American Studies and Urban Planning, is teaching POR 1130. Cris Kopper, who is from Porto Alegre and doing a law degree at UF, is teaching POR 1131. Gabriel Ferraz, recent UF Ph.D. in

Musicology, is teaching POR 3010 and the intermediate course POR 3243. Hired as an adjunct to replace Charles Perrone during his full sabbatical, he will be teaching a course in Nationalism and Brazilian Music, along with a one-credit course in Business Portuguese in Spring 2013.

Brazilian Portuguese Club

One of the longest-standing student organizations at UF is the Brazilian Portuguese Club, whose growing participation encourages us all. Students and guests continue to flock to the Bate Papo (Conversation Hour) on Wednesday afternoons at 5 PM in front of the Orange and Brew. We are pleased that the club plans to be active again this academic year, under the leadership of José Pérez and Monika Czekalska.

Invited Speaker

Professor Luca Bacchini came to UF to give a talk in Italian to colleagues and aficionados of that language on Sept. 17th. He then gave another talk in Portuguese for Libby Ginway's nineteenth-century Brazilian literature class. The special session also attracted colleagues from the Latin American Collection at Smathers Library and the History Department. Bravo!

Study Abroad Programs

Rio

Libby Qinway and Charles Perrone

The summer program in Rio de Janeiro, partnered with Georgetown University and IBEU—Instituto Brasil Estados Unidos, continues to attract students. Summer 2012 was yet another successful experience. In addition to a faithful cadre of Gators, including students from Spanish and Portuguese Studies, twenty-eight students from twelve different universities participated. Students took language classes in the morning and explored culture in the afternoon sessions,



In the Mercado de la Esperanza, Santander

La magia de Santander

Clara Sotelo

Con las palabras del poeta santanderino José del Río Sainz Pick, saludé a la ciudad a mi regreso este verano. “Otra vez, Santander, aquí me tienes, descansando en la paz de tu bahía.” Nunca se sabe cuándo se va a volver... y siempre se agradece poder regresar, especialmente, si te han acogido bien. Y allí, frente al agua azul-rosa del atardecer cántabro, me sentí privilegiada y lo reconocí con alegría. Muchos buscan en Sevilla o Granada la magia de lo español, y ¿por qué no? Tienen mucho. No obstante, Santander también tiene su magia.

Muchas veces nos hablan de una sola cara de la ciudad: Santander la señorial, la fría, la tradicional, la ociosa, la aislada, la costosa —son algunos epítetos comunes para referirse a la ciudad. Esto lo dicen los que no la conocen o la conocen mal. (Cada cual habla de la feria según como le va en ella.) Se necesita tiempo para apreciar bien una ciudad. No me quiero apresurar a catalogarla. Primero quiero conocerla mejor: Entrar en sus rincones, oír las historias de su gente, recorrer los caminos de su historia. Toma tiempo. Puedo, eso sí, decir que he caminado sus calles y he visto mucho de la otra cara de la ciudad: A los africanos en sus negocios de piel, a los hispanoamericanos atendiendo pequeños nego-

hearing presentations by several local artists and academics. The overall theme was “Brazilian Cities,” with particular attention to literary representations and musical themes. Charles Perrone co-directed the program with Vivaldo dos Santos from Georgetown, whose colleague, linguist Michael Ferreira, will work with Perrone on the 2013 edition. UF participant José Pérez, who contributed the photos, returned to become president of the student association, the Brazilian Portuguese Club.

cios de telefonía móvil, sirviendo en restaurantes, cuidando ancianos. Santander se hace cada vez más internacional. Se puede ver el fenotipo de todos los grupos humanos de las Américas y se escuchan los diversos registros del español del continente americano, desde los del Caribe hasta los del Cono Sur. Sin embargo, su identidad sigue en pie. Impacta más el sabor local.

Excepto por su sol—que no se dignó salir a saludarnos hasta entrada la tercera semana, Santander nos ha recibido siempre bien. La paz de su bahía, sus mujeres elegantes y osadas, su exquisita comida, y su gente—más que nada, su gente: nos ha llevado a conocer la ciudad y nos ha invitado a perdernos en el sube-y-baja de sus colinas-vaivén cuyas calles, a veces, te prometen aventura...para encerrarte en su última curva y luego empujarte al punto de partida. Siempre frente al mar. Y hemos encontrado salsa, flamenco, rock... y el goce de ver a nuestros estudiantes terminar un programa de estudios en el que ellos y sus familias españolas afirman hubo un progreso lingüístico. Lo más conmovedor es ver el vínculo que crean con ese nuevo círculo familiar que les preparó una cama en sus aposentos y calentó para ellos un plato en su hogar. Un nuevo hogar, lejano del primero pero igualmente tibio y cerca del corazón, marcado en la piel, en los ojos, y el estómago; conectado en el cerebro por el aprendizaje de esa nueva lengua—que aunque no materna ha servido de tal, y que les ha permitido entender esos actos de aceptación. Después de la separación, la lejanía no ha de borrar el recuerdo; por el contrario, a través del lenguaje se acortará la distancia y una palabra o más habrán de decirse, y una puerta siempre permanecerá abierta.

Durante la visita al mercado “La Espe-



Students happy to be in Rio



Students and favelas

ranza,” en la sección de la pescadería, presencié un diálogo entre los estudiantes y un pescadero: “¿Es ‘el mar’? O, ¿‘la mar’?” dijeron los chicos, tímidamente. El hombre respondió con una pregunta: “¿De qué habláis?” Los chicos repitieron: “La palabra ‘mar’ ¿es femenina o masculina?” Y el hombre: “Bueno, es que se siente, ¿no? ¡Es femenina! ¡Es la mar, claro! ¡No lo sentís? La mar, la mar, la mar ... es femenina. ¡Se siente!” Todo esto mientras subía sus dos manos enroscándolas lentamente frente a su vientre como indicando que le salía de las entrañas. Fue tan intenso que nos miramos, luego a él, y le dijimos: “Sí, claro. Se siente. ¡Es femenina!” Nos había convencido. Luego andaban los chicos repitiendo: “Es la mar.” [Discutimos el asunto del cambio de género en clase. La experiencia les fascinó.] Así, ¡no hay quien no aprenda la lengua!

Queda claro que lo que mejor habla de Santander son nuestros estudiantes. Historias como éstas quedan en su corazón y en su memoria lingüística del español. Ellos lo han dicho. Y, ahora que hemos iniciado el uso del blog para estudiantes en estos programas, no hay más que leerlo para corroborar lo que digo y comprobar que el español de los estudiantes es bueno y, mejor aun, sus observaciones sobre Santander y su experiencia. Os enamoréis también; ¡como yo!

Seville

Ana de Prada Pérez

During Summer A, Professor Ana de Prada Pérez embarked with 14 students on the UF in Seville program: Language and Culture. She had no idea it would be such a wonderful experience. The program takes UF students every summer to this beautiful and charming historical enclave in the South of Spain. The students choose two courses out of the three



C. Sotelo and C. Costagliola with some of their students in front of Casa M. Pelayo, Santander.

Study Abroad Programs *Continued*



Students show their Gator spirit in Seville.

courses offered, one of which is taught by a UF professor, this time Professor de Prada Pérez. The program also includes multiple cultural activities and trips. With this program, Prof. de Prada came to know places she had never visited in her native country. Even better, she got to know her students and came back proud of the intelligent, cultured, inquisitive, and well-behaved UF undergraduates she traveled with and taught for six weeks. The experience was unforgettable both for her and the students. If you want to know more about the program, contact the 2013 director, Prof. Reynaldo Jiménez at jjimenez@ufl.edu

UF in the Dominican Republic: International Service Learning 2012

Kathy Navajas and participants

Eight UF students arrived in Santiago de los Caballeros, República Dominicana, full of hopes and fears, for our first-ever international service learning study abroad program. They had to reach deep inside themselves to push past the fear and to power forward towards fluency. They worked so hard, sweating and studying, riding the roller coaster of culture shock and language learning. Upon their arrival, we picked the students up at the airport and drove them directly to their host families. *Adiós, nos vemos pasado mañana*. Complete immersion after just two semesters of beginning Spanish.

- **My goal before I came here was to improve my Spanish so that I could communicate with people at my school and in the future, and I truly believe that I have done that.**

Our first experience getting around the city was an adventure: the primary modes of transportation are *conchos*, mostly battered Toyota Corollas that carry up to six passengers, and *guaguas*, minivans which seat a seemingly unlimited number of passengers. No AC, no

seatbelts, pedal to the metal, horns blaring—highly efficient public transportation. In minutes you can get anywhere in the city for \$1.

- **I have opened my mind to other cultures; I now know that everyone does things differently and that just because I do something one way doesn't mean that it is the right way. I think I learned to appreciate other cultures more and have more respect.**

Some of our students worked in a *comedor infantil*. Forty children ages 5-9, two septuagenarian nuns trying to give them hope and teach them skills to work their way out of poverty. Five UF students who want to make a difference, completely overwhelmed by the



rush of small children all talking at the same time the fastest Spanish on the face of the earth.

- **...working with the kids and the sisters at the Comedor Infantil was the most rewarding experience of my life.**
- **Before coming I never considered working with children and now I really want to work with immigration services, particularly with children.**

Others taught English, their first ever teaching experience. They pick up chalk, turn to their students, take a deep breath, and say *Good morning*. This is one of the poorest neighborhoods in Santiago. Garbage and goats in the street. Houses with no roofs. Generations of hunger. There is so much at stake for these kids.

- **I gained a great deal of insight as to what being a teacher is really like. Struggling with the language**

barrier and cultural differences, I was still able to teach the kids something, and they always walked out of the class with smiles on their faces.

Spanish all day every day everywhere. Two hours of class a day to learn two semesters of intermediate Spanish in six weeks.

- **My personal goals are to try to be more dedicated to my studies at the university and not to settle for anything lower than a B.**
- **I have not successfully conquered the Spanish language yet but I intend to see to it as soon as I return.**

Life with the host families, a swirl of visitors and neighbors, food, children and the elders. *Apagones* and the creaking of a fan running on generator power. Hot water? *Ja ja ja*.

- **I hope that I can learn to start thinking more about others who are in need instead of myself all the time.**

It wasn't all "suffer abroad." We also went to the beach, toured Santo Domingo, and experienced an amazing series of waterfalls in a river that cuts through the tropical forest. We visited a world-class museum right in Santiago, went shopping and dancing and to the movies, visited a cigar factory, a coffee producer and historic monuments.

In 2013 we are looking for students at both beginner and advanced levels of Spanish, as well as heritage learners. In 2013 we will offer a course examining Dominican culture for the advanced and bilingual participants, while the beginners will take Intensive Intermediate Spanish, and all participants will again engage with the community to deepen their learning and broaden their world view.



Faculty News

In addition to learning something new every day in his recent role as graduate coordinator, during the past academic year **Luis Álvarez-Castro** had the opportunity to organize a two-day symposium on "Heroism in 19th-Century Hispanic Literature" at UF as well as to present papers at conferences in Louisiana and Spain. In March, Dr. Álvarez-Castro attended the international conference on the Bicentennial of Spain's First Constitution at the University of Cádiz, a beautiful city on the southernmost tip of Spain. He also published two articles – one on the philosophical dimension of metafiction in Unamuno's novel *Niebla* and one on TV representations of the Peninsular War – and two book chapters on Unamuno's poetry and essays, respectively. Last but not least, he contributed a film review of Icíar Bollain's "También el agua" to the SPS graduate students' journal *Sin Frontera*.

In April 2012, **Shifra Armon** spoke at the 6th annual Florida Cervantes Symposium held at the University of Central Florida. Her paper, entitled, "Lipsius's Dogs," explored the limits of neostoic models of masculine virtue in Lope de Vega's palatine comedia *El perro del hortelano* and Cervantes's exemplary novel, "El coloquio de los perros." Dr. Armon was also the recipient of a Rothman Humanities Research grant in summer 2012 that she used to complete a chapter of her book, to be entitled *A Compass of Conduct: Masculinity in Early Modern Spain*.

During Summer B, **Ana de Prada Pérez** worked on her book *Child L2 Acquisition Outcomes in Adulthood: Spanish and Catalan Contact* (under contract, Multilingual Matters) with funding from the Humanities Scholarship Enhancement Fund. This book examines bilingual speech, specifically the outcomes of child L2 acquisition in adulthood, in the domain of subject expression in Catalan-Spanish bilinguals in Minorca, Spain. Minorca is an island on the Mediterranean where the local variety of Catalan is used extensively. Yet, all the speakers know Spanish, even if they don't use it regularly. Thus, it is a paradisiacal area to explore bilingualism. Did you know Catalan is offered at UF? Learn Catalan with us: <http://www.spanish.ufl.edu/catalan/index.html>

Libby Ginway earned a semester free from teaching in the spring of 2012, and during that



time she had an article accepted by *Hispania* and another by *Science Fiction Studies*, did two book reviews and gave three conference talks and contributed a chapter to two separate anthologies of science fiction criticism. She also translated two essays and co-authored one essay for a volume she co-edited with J. Andrew Brown of the Washington University (St. Louis), with the title *Latin American Science Fiction: Theory and Practice*, set to appear in December 2012 by Palgrave.

Over the past year **Gillian Lord** has continued to research in the areas of second language teaching and learning. She published an article in *System* on the use of Twitter in language classes, and two other articles are forthcoming, one about re-envisioning language learning in hybrid environments and the other about the role of explicit instruction in teaching second language pronunciation. Her book, *Language Program Direction: From Theory to Practice*, is going to press this fall. Additionally, she presented her work at three professional meetings around the country, and was accompanied on two of those trips by her then-months-old daughter Kennedy.



Greg Moreland presented "Professor as Student on Study Abroad: What Can We Truly Gain from the Study Abroad Experience?" at the CIBER conference on Building Bridges from Business Languages to Business



Communities, University of North Carolina-Chapel Hill, March 2012.

Charles Perrone earned a sabbatical for 2012–13. His main project during the year will be editing a third edition of *Crônicas brasileiras*, first published by UP Florida in 1970 by two of the current Portuguese faculty's predecessors. Perrone has maintained his busy conference schedule and commitments to diverse national and international publication projects. At the BRASA (Brazilian Studies Association) conference in September, he met Italian Professor Luca Bacchini, also a specialist in Brazilian songwriters, from the Università di Roma, La Sapienza.

David Pharies announces the publication of the sixth edition of the *University of Chicago*

Spanish-English Dictionary (2012). Dr. Pharies was editor in chief of this project, ably assisted by Professor Irene Moyna of Texas A & M University (UF Ph.D. in Linguistics, 2000), Gary Baker (UF Ph.D. in Spanish, 2004), and Meagan Day (current UF Ph.D. student in Spanish). The Dictionary is also now available as an application for Apple products.

Professor **Jason Rothman** published an edited volume entitled *Bilingual Youth: Spanish Speakers in English-Speaking Societies* and a new book with departmental graduate student Jennifer Cabrelli Amaro is in press and will be released in November 2012 entitled *Third Language Acquisition in Adulthood*. Additionally, he published or had accepted for publication 10 articles in peer-reviewed journals as well as an additional 10 articles as peer-reviewed chapters in edited monograph collections or handbooks. Several of these papers reflect research done with students from the department who are also co-authors on the publications. He gave over a dozen talks at conferences as well as invited lectures at universities in North America and Europe, including three plenary addresses at conferences. Prof. Rothman continues to be the executive editor of the international journal *Linguistic Approaches to Bilingualism*, an associate editor for the journal *Hispania* and was recently appointed editor of the book series *Issues in Hispanic and Lusophone Linguistics* for John Benjamins Publishing.

Professors Emeriti

In May-June 2012, **Andrés Avellaneda** taught a seven-week seminar in Argentina at the Instituto del Servicio Exterior de la Nación. ISEN, a section of the Argentine Ministry of Foreign Relations, administers a program of professional studies for the nation's future diplomats. Professor Avellaneda developed a seminar on Latin American literature, politics, and society for the program.

Geraldine Nichols finds that the cliché she often heard about retirement is true: she's even busier than before! Aside from yoga classes, she's learning Chinese, registering new voters in Florida, directing her last dissertation, traveling a lot (three trips to San Francisco in the past five months! Another planned to Argentina in December. And China in the spring.). She has also been writing an autobiographical account of how she became a Hispanist, for a collection of such essays to be published in Spain and the U.S. "It has been a challenge to try to pin down and describe those moments that set me on the path that I followed for so many years as a college professor. In the process, I have remembered so many of my students: it's almost as good as having a visit over a cup of coffee!"

Graduate Student News



Claudia Costagliola

Fue un verdadero privilegio ser parte del *Study Abroad Program* este Verano A de 2012, en Santander, Cantabria. Como instructora tuve el lindo desafío de adaptar el programa del curso de manera que pudiera capitalizar al máximo diversos factores que lo hacían tan especial como estar acogidos por una institución de renombre como la Universidad Internacional Menéndez y Pelayo en Santander, integrar las vivencias de los jóvenes con sus familias españolas y también aprovechar todo lo que aprendimos durante las visitas y excursiones a distintos lugares de interés. Es increíble cómo en cuestión de semanas los estudiantes progresaron no sólo en el manejo de una lengua, sino también en la confianza con la que se desenvolvieron a medida que iban internalizando los códigos de una cultura de la cual quedaron encantados. Es muy gratificante darme cuenta que de alguna manera contribuí a esa experiencia que sin lugar a dudas nunca olvidarán.

Ana María Díaz Collazos and **David Vasquez** coauthored, for the first time, a children's novel, *La máquina atroz*, soon to be published by the Hilman Publishing House, in Colombia. The story is about an orphan who grows up in the monastery of San Toribio de Liébana, where he is introduced to the books of chivalry by the friar Blas de Tordehumos. It is a novel that plays with intertextuality and metafiction in order to introduce children into the world of Don Quixote and chivalric literature.

Maria I. Fionda is working as Assistant Professor of Spanish and Supervisor of the Basic Spanish program at the University of Mississippi in Oxford, while finishing her dissertation: "The Effects of Cognitive Abilities and Vocabulary Size on L2 Spanish Clitic Processing."



Alicia Mercado-Harvey presented "Balada da Praia dos Cães e Agosto a invenção do romance histórico policial," as part of the Patrimônio, Comunidade e Globalização Conference in July 2012, at the Instituto Politécnico de Leiria, Portugal.

This past August, at the International Book Fair in La Paz, Bolivia, **Giovanna Rivero** presented her science fiction novel for young adults entitled *Helena 2022: La vera crónica de un naufragio en el tiempo*. "It's a frontier-crossing novel, that is to say, not only can it be read by adults and children, but I wanted to work with different registers without creating friction or a noticeable change in tone. I think I've achieved that," expressed the author. Giovanna was also acknowledged by her country's Ministry of Culture for her contribution to Bolivian literature.



Alexander Torres' short story "El vampiro" and **Antonio Sajid's** poems "El secreto," "Fantasma virtual" y "New Year's Eve 2012" were included in the anthology *Abrazos del Sur Vol. # 3*, <http://elsurvisitaalsur.blogspot.com/2012/03/abrazos-del-sur-2012.html>, a literary project that promotes Caribbean authors who reside in the "southern" diaspora, mainly Dominicans and Puerto Ricans. The anthology is already available in the Latin American collection of the UF libraries.

Diana Wade, representing the students of the Mesa de Español conversation hour, offered guests at the Harn Museum's "Museum Nights" short Spanish lessons. The evening marked the kick-off of the 8th Latino Film Festival in Gainesville as part of their celebration of the Hispanic Heritage Month.

Alumni News

María Guerrero, Ph.D. 2010, completed her Máster en Formación del Profesorado de Educación Secundaria at the Universidad Pública de Navarra, Spain, after defending her thesis entitled *Integrating Process and Product: The Use of Translation in High School EFL Writing*. In addition, she spent the summer in the Basque Country, studying Euskera, "toda una experiencia," in her own words. Maria expects to earn her EGA (*Euskararen Gaitasun Agiria*), the Certificate of Proficiency in Euskera, by next year.

Laurie Massery, Ph.D. 2009, is currently Assistant Professor at Randolph-Macon College, in Ashland, Virginia. She coauthored an article with C. Fuentes, "The role of functional categories in L2 Spanish: Persistence of L1 CP values in IL," which was recently published in *Studies in Hispanic and Lusophone Linguistics*.

Francisco Salgado Robles, Ph.D. 2011, holds a faculty position in the Department of Hispanic Studies at the University of Kentucky. He serves as the Coordinator of the Intermediate Spanish Language Program, supervises the study-abroad programs in Spanish-speaking countries, and directs the Foreign Language & International Economics (FLIE) Program. In addition, as the Coordinator of the Spanish for the Professions Program, he has created and taught a number of new and exciting courses. Francisco was awarded one of only ten Service Learning Course Development Grants across UK's campus. Francisco is currently working on several projects investigating the effects of different learning contexts (i.e., traditional classroom, study-abroad, bilingual immersion, community service, and web 2.0 technology settings) in second language acquisition.





¡Hasta la vista, Reynaldo!

Reynaldo Jiménez is retiring this year and we all wish him the very best in the next stage of his life.

In 1981 Reynaldo Jiménez, then in his 30s, came to Gainesville, FL to begin his career at the University of Florida, in the Department of Romance Languages and Literatures. Reynaldo Jiménez has been accurately described as “a professor who wears many hats.” In addition to his academic research and teaching obligations, he served for many years as the Chief Faculty Reader of the Spanish Advanced Placement Exam, and designed and directed the Spanish for Native or Near-Native Speakers Program, now known as the Bilingual Program. Charming and easy-going, Reynaldo is beloved by friends, colleagues and students alike.

Recollections from colleagues and friends

From Geraldine Nichols and Andrés Avellaneda

The most constant standout quality of RLJ is that he has always gone out of his way to help students, grads and undergrads, many of whom would otherwise have fallen through the cracks, many of whom his colleagues thought beyond the pale. More than one student finished the PhD thanks to his patience and understanding, and undergrads love him. Reynaldo is generous with his time and empathy: he puts himself in the other's shoes. This may grow out of his own life experience, having been brought to the US from Cuba as a young adolescent through Operation Peter Pan. He has a great capacity to empathize with those who are having difficulties, and he is always willing to go the extra mile, to find a way through the administrative maze in order to help a student. Reynaldo has not a mean bone in his body, in a profession where meanness is not unknown. Reynaldo never lost his Cuban and Latin-American identity. His book on Guillermo Cabrera Infante, for instance, is a piece of impeccable scholarship and a proud affirmation of his roots. His subsequent research has followed this same path of affirmation and exploration of identity. He has always acted in consequence with his beliefs. When he was a graduate student at the University of Illinois, during the tough times of student protests against the Vietnam War, he was one of only two graduate students who dared to tell his professors that he was going to honor the student government call to strike for a day, missing his classes in protest against the war. What has most interested him as a professor and a scholar has been the face-to-face communication of knowledge, the effort to ensure that students leave his class knowing more – and knowing differently – than when they entered.

From Efraín Barradas

I have spent all weekend long sitting in front of my computer trying to write a few words, a paragraph, about my colleague and dear friend Reynaldo Jiménez. I have not been able to come up with anything that I thought was worthy of him. So, I said to myself, what about a sentence instead of a paragraph? Surely you can write one little sentence about Reynaldo. And then it came to me: why not use his words instead of mine? Then it all came to my mind in an instant. I heard his voice in my head, just like I hear it as I approach his office door in Grinter Hall: “¿Qué tal, viejo? ¿Cómo andan las cosas?” Suddenly I realized what Reynaldo has meant for me all my years at UF. He has represented the possibility of going back home to the islands of the Caribbean. I realized that when he speaks to me, his accent in Spanish becomes fully Cuban, that the word “viejo” in his usual greeting is like a small treasure chest where you can find all of our islands rolled up into one single word. So my text about Reynaldo will be just my heartfelt response to his question: “No estoy bien, caribeñista hermano, porque dentro de pronto ya no te tendremos como colega... ¡Pero buena suerte, hermano caribeñista!”

From Antonio Gil

Family, friends, and baseball: three of Reynaldo's loves. It all started in Columbus, where we first worked together at Ohio State University, when we went to watch a Clippers game with friends. Some years later, after we had both made the move to UF, but before the advent of cell phones, my son AJ and I were at a Marlins game in Miami, and we called Reynaldo collect. He took the call, expensive as it was, no doubt because such calls were made only in emergencies. “Wish you were here,” we told him. Since then, whenever AJ and I go to a ballgame, from Miami to Toronto, Reynaldo gets a picture from the park, and a text, “wish you were here,” from us. No more collect calls!

In Reynaldo's own words

Reynaldo offered his thoughts in response to several questions we had on our minds...

¿Cómo se ha relacionado el estudio de la literatura cubana y la caribeña con tu enseñanza?

Por suerte he tenido la oportunidad de dictar cursos en el área de mi especialidad (literaturas cubana y cubanoamericana), tanto a nivel graduado como subgraduado. Dada la escasez de información respecto a Cuba y, en particular, a su producción cultural, estos cursos me han permitido explorar nuevos territorios con mis estudiantes.

¿Qué recuerdos tienes de los estudiantes que han escrito su tesis doctoral contigo?

He dirigido unas ocho tesis doctorales en diversas áreas (desde la novelística cubana de la Revolución hasta literatura contemporánea indígena en México, novela contemporánea colombiana, mexicana y poesía peruana contem-

Continued on next page

It was Dr. Jiménez who suggested that I apply for the one-year Instructorship I was eventually offered at Valdosta State University. From that initial temporary position, I moved into the tenure track at VSU, and was just promoted to Associate Professor, so I will always remember his advice with gratitude. It was such a great experience to share a table with Dr. Jiménez at the SECOLAS conference last spring at the University of Florida. At that moment, I felt a lot of appreciation for Dr. Jiménez, who encouraged me to be determined, organized, and assertive while writing my dissertation.

-Ericka Parra
Ph.D. 2006

(Continued from previous page)

poránea escrita por mujeres) y recuerdo puntualmente cada reunión, cada página revisada, cada tropézón y cada éxito—por parte de mis estudiantes. Lo que puedo añadir es que creo haber aprendido, al menos, tanto como esos estudiantes que hoy en día tienen buenos puestos y continúan publicando y ampliando nuestro conocimiento de la literatura hispanoamericana. Eso me da mucho placer y, sin duda, me mantendrá atento al campo y en contacto con varios de aquellos que, en un momento dado, pidieron mi colaboración.

¿Cómo ves el futuro de los estudios de las letras cubanas/caribeñas en UF?

Pienso que el campo de letras cubanas y caribeñas está en constante evolución, en relación dialógica con EEUU y la academia norteamericana (obviamente también con el resto de Latinoamérica) y respondiendo con vitalidad a todo orden de factores económicos, políticos, culturales y, por lo tanto, espero que se le siga dando atención. Aquí en UF tenemos dos pilares — una colección impresionante en Smathers Library y un Centro de Estudios Latinoamericanos de primer orden — en los que descansa el futuro de estos estudios. Dentro de nuestro departamento el campo tenemos la suerte de contar con el “genio y figura” de Efraín Barradas quien, históricamente, ha atraído y continúa atrayendo a numerosos estudiantes en el campo. Dado el interés en el área por parte de los estudiantes graduados que solicitan ingreso a nuestro programa, sería conveniente un profesor adicional en ésta o en otra área relacionada.

¿Cómo ha sido tu relación con los estudiantes undergrads, especialmente a través de tus cursos de literatura latina?

Ha sido tanto fructífera (creo, para los estudiantes) como interesante y educativa para mí. Quiero decir que, a diferencia de los cursos graduados en la misma materia donde los matriculados ya tienen una historia e identidad personal definidas, a los cursos subgraduados de literatura latina llegan estudiantes de segunda o tercera generación ya sea de inmigrantes hispanos o de latinos nacidos aquí que se preguntan cómo ha sido o cómo fue, cómo es (el substrato de su propia cultura e identidad). La literatura les ofrece una “posible” mirada, tan posible como la de otros discursos. Para ellos, a veces, el contenido de estos cursos resulta a una verdadera revelación con la cual inmediatamente (por mecanismos no siempre fácilmente explicables) ellos se identifican. Otros estudiantes, sin vínculo directo con “lo latino,” igualmente descubren otros espacios culturales que también pueden conectar con su propia experiencia. Entretanto, yo disfruto.

¿Qué le aconsejarías a una persona que está comenzando su carrera académica?

No es fácil contestar esa pregunta puesto que los tiempos han cambiado, la academia (profesión) ha cambiado y continúa cambiando con cierta rapidez. Además, aquellos profesores que están comenzando la carrera ya traen un conocimiento bastante preciso de cómo y hacia dónde “soplan los vientos.” No obstante, deben saber leer las “coordenadas administrativas,” las políticas (no quiero decir “policies”) que están operando en una universidad determinada, lo que se espera de ellos en términos de enseñanza, publicación y trabajo administrativo. Por otro lado, aparte de mantenerse atento a estas cuestiones, hay que entender que más allá de los logros personales uno es parte de un departamento (o facultad) que hoy más que nunca (en humanidades, en particular) necesita de su contribución y compromiso con el proyecto colectivo.

¿Cuáles son tus planes para después de jubilarte?

Empiezo por decir lo que no voy a hacer (con respeto a todos mis colegas): asistir a reuniones departamentales, o universitarias en general. Tengo un trabajo pendiente que me interesa, más por entretenimiento que otra cosa. Está vinculado a un análisis del género de “memorias” recientes y pasadas escritas por cubanoamericanos. En cierto sentido, sería una especie de exploración centrípeta, hacia adentro, hacia la experiencia del “transplante,” de la negociación de identidad en un nuevo espacio. En última instancia, un viaje al revés, hacia mí mismo. Quizás incluya mis propias memorias. Aparte de lo anterior (o posiblemente antes de lo anterior) pienso jugar tenis hasta que “me recojan en la cancha” y disfrutar y viajar con mi familia—que ya incluye nietos.

UNA VERDAD IMPOSIBLE

David Vásquez Hurtado

Hacia tiempo circundaba alrededor de una idea. Era una suerte de revelación originada, según lo creía, en mi inquebrantable fe y en la práctica rigurosa de la oración y el silencio.

No podía pensar en otra cosa. A tal punto llegó mi obsesión que temí haber enloquecido o quizás, haber llegado a la experiencia mística absoluta.

Era una verdad imposible y aterradora. Habría que comunicarla, hacer un manuscrito y que este fuera copiado en cada monasterio. Todo debería saberse de inmediato. Antes, lo comenté con el abad.

Una verdad como esa, me dijo, me llevaría a la hoguera o la consagración en los altares. Sería un hereje relajado al brazo seglar o un santo venerado en los templos y las grutas.

El abad optó por remitir el asunto a Roma, para que el sumo pontífice decidiera si aquello debería ser anunciado a todo el mundo católico o, por el contrario, escondido en la más profunda catacumba bajo la catedral de San Pedro.

La respuesta, sellada y firmada por el mismo Papa ordenaba mi inmediato traslado a Roma para discutir el asunto; el cual, por cierto, debía mantener en absoluto secreto.

Yo estaba dispuesto a retractarme. No habría de morir en la hoguera o sufrir crueles torturas por un asunto que podría no ser más que un delirio fruto de los prolongados ayunos. Qué iba a saber yo, un pobre monje ignorante que había pasado su vida en los campos de uvas del monasterio.

Ni qué decir del abad que ya era muy anciano y solo pensaba en gozar de la vida eterna. Él también estaba muy asustado, quizás hubiera preferido no haber comunicado este asunto a Roma. —Dios nos libre —me decía, angustiado.

Durante el viaje me sumergí en largas e infructuosas cavilaciones en torno a todo este asunto. Al final lo único que se me ocurría era la retractación absoluta, porque sabía de la infinita capacidad de los teólogos para complicarlo todo.

Ya era tarde, no había vuelta atrás. Luego de mucho pensarlo, nos detuvimos, decidimos no ir a Roma. En todo caso al monasterio no podíamos regresar.

Los últimos días del abad transcurrieron en una lejana villa entre corderos y estiércol, y los míos muy lejos de los altares o de la hoguera.

A veces, en medio de los campos de trigo, recuerdo todo este asunto y me resulta muy confuso. Al final mi vida no cambió mucho, pero ahora todo se ve distinto. Gracias a ese desafortunado hallazgo, a esa verdad oscura y maligna, no hay un hombre en la tierra más solo que yo.

New Spanish Courses

This year we offered a number of new and exciting courses in our undergraduate curriculum

Spanish in the Museum

"Spanish in the Museum" was chosen to participate in "Creative B", an initiative that highlights UF's Fine Arts resources in courses offered during Summer B.

"Visual art inspires oral communication," contends SPS Associate Professor **Shifra Armon**. "Who can view a work of art without wanting to describe it, speculate on what is happening, interpret it, and learn from it?" With this conviction, Shifra Armon and 16 UF Spanish students spent Summer B 2012 immersed in the Samuel P. Harn Museum of Art's collections of sculpture, photography, paintings and artifacts from around the globe. When the Unay Pallay weavers of Candelaria, Bolivia, visited the Harn, students met privately with them to discuss indigenous weaving techniques, and the workers collective that they represented. The exhibit "Deep Roots, Bold Visions: Self-Taught Artists of Alachua County" provoked debate over such questions as, "What is Art?" "Who gets to decide?" "What is the role of the museum in society?" Ann Noggle's black-and-white portraits, particularly of elderly women, provided an opportunity for describing human emotions. "A lot of hard work went into preparing each week's public speaking presentations in Spanish," Armon noted, "but the students seemed energized by the visual environment around them. I hope I can offer 'Spanish in the Museum' again next year."



Conversación, cine y cultura

Last summer **Víctor Jordán** taught, for the second consecutive year, a class, for non-bilinguals, entitled "Conversación, cine y cultura." The main objective of the class is



to provide students with the opportunity to converse while expanding their vocabulary and widening their cultural perspectives on Latin America. During the semester each student partici-

rates in a debate, reviews a movie, presents a perspective on a current issue and leads a discussion. Each of these activities is always followed by a question and answer session which often leads into further discussion and exploration of the topic being addressed. The class structure, by providing both challenging and informal ways to use the language, responds to the needs of students who look for ways to practice Spanish during the summer and will benefit from further exposure to issues in the region. In the words of some students: "The movies and discussions opened my eyes to a previously unknown reality in many parts of this region" "The class really facilitated my learning of the language. It was very interactive" "I really enjoyed the fact that I could feel comfortable talking with my classmates."

Spanish in the United States

Associate Professor **Jason Rothman**

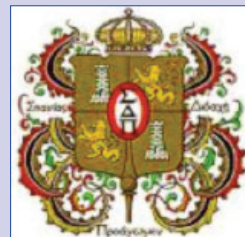


taught a new course last summer, entitled "Spanish in the United States." This course pays homage to the 40 plus million

speakers of Spanish as a native and heritage language in the United States. In many ways, as is true of the Spanish language in the US, the course was a melting pot of colorful hybridization. It covered the history and linguistic profiles of the major Spanish groups represented in the United States, inclusive of the dynamics of their contact with English and even other dialects of Spanish here in the United States. They also discussed issues pertaining to Spanish-English bilingualism, code-switching/mixing, the history of the term and the composition of so-called Spanish, bilingual education and the socio-politics of Spanish in the United States. The students in the course, which enrolled heritage speakers and second language learners of Spanish, were engaged with the material and not only enjoyed the class, but also found it useful. One student commented "This course completely changed the course of my life. I want to make drastic changes in my life now as well as my field of study because I have taken this course, changes that I, before, would have never considered."

Sigma Delta Pi at UF

During National Constitution Week, (September 17 to September 23) Sigma Delta Pi, the National Collegiate Hispanic Honor Society at UF met to update our Constitution. This is the first step in the process of listing the Beta Rho Chapter as an official UF Student Organization. The new status will help attract new members and allow for greater participation in UF student life. The draft Constitution is now circulating, in preparation for discussion and general voting on by the membership. The Chapter is also preparing to adopt a literacy service project. The idea is to organize a community book exchange. A large bookcase in the Dauer Hall lobby would be dedicated for donations of gently-used books, arranged by language. Anyone would be welcome to donate, withdraw, or exchange used books. Other service projects such as tutoring will also be discussed at our next general meeting. To find out more, contact Meagan Day (President), Juan Rivera (Vice-President), Megan Hamilton (Secretary) or Susan Hong (Treasurer). Our faculty advisor is Dr. Shifra Armon.



SPS and SECOLAS

On March 29th–31st, 2012, UF's Center for Latin American Studies hosted the 59th Annual Meeting of SECOLAS, the oldest regional organization dedicated to the study of Latin America in the USA, on the UF campus in Gainesville, Florida. The following SPS alumni and students presented papers at this conference:

Dania Abreu-Torres, Trinity University, "Negociando con la postmodernidad y el neoliberalismo: Ángel y el persistente discurso colonialista de Jacobo Morales."

Raciel Alonso, University of Kansas, "El bicho raro y la Revolución Cubana."

Herlinda Flores, Universidad Veracruzana, México. "Luchando por una democracia: Escritores de los Pueblos Originarios de México."

Claudia García, University of Nebraska at Omaha, "Sin orquídeas ni agua. Colapso ecológico, espacio privado y democracia en Centroamérica."

Natalia Jacovkis, Xavier University, "Ciudad neoliberal, intelectual letrado, y *bildungsroman* en *El muchacho de los senos de goma* (2007), de Sylvia Iparraguirre."

Deicy Jimenez, Gulf Coast State College, "Edelma Zapata: Huellas ancestrales y corporales de una poeta afrocolombiana."

Ericka Parra, Valdosta State University, "Balseros or Immigrants, Dreaming Democracy."

Belkis Suarez, Mount Mercy University, "La mujer en el cine venezolano."

Karina Vazquez, University of Alabama, "El autoritarismo oblicuo: formas de réplica ideológica en los discursos de crítica literaria y cultural en tiempos de democracia (Argentina 1983-2011)."

Grazyna Walczak, Fink University, "El otro lado de la selva: revisión de los procesos modernizadores en dos novelas mexicanas."

Alicia Mercado-Harvey, "Abrir la caja de Pandora: representaciones dictatoriales en la transición chilena."

Francesc Morales, "Cuba dependiente: La crisis de 1808, la renuncia a la reconquista de América y el colonialismo real."

Roberto Weiss, "El *objet trouvé* en la creación poética de Ulalume González de León."



Dania Abreu, Karina Vázquez, Belkis Suarez, and Martha Osorio.
Front: Claudia García.

Catalan Section Activities

The Catalan program continues to be an active presence on campus, under the leadership of Elisabet Liminyana. In addition to the weekly *café català* conversation group, below are some of the past years' activities:

- La Diada, National Day of Catalonia (lecture by Francesc Morales, September, 2011)
- Celebration of La Castanyada (October 28th, 2011)
- Brown Bag Talk "Outside Barcelona: Somatén Armado de Cataluña in the Rural Area" (Francesc Morales, November 30th, 2011)
- Catalan Poetry Reading at the Harn Museum (Elisabet Liminyana read poems by Vicent Andres Estelles, January 12th, 2012)
- Catalan Cooking Night (January 26th, 2012)
- Cultural trip to the Salvador Dalí Museum in St. Petersburg (February 3rd, 2012)
- International Poetry Reading at UF (Pepa Ubeda, February 18th, 2012)
- Workshop and Concert "Afro-Caribbean roots in Gypsy Catalan Flamenco" (Catalan Can Cun Rumba Ensemble, April 5th, 2012)
- Celebration of Sant Jordi (April 25th, 2012)



Elisabet Liminyana



OEGE enjoying gala dinner at the Keene Center

OEGE, the *Organización de Estudiantes Graduados de Español*, organized several activities last spring. Among others, they held the 7th Annual Interdisciplinary Colloquium on Spanish, Portuguese and Catalan Linguistics, Literature, and Cultures on February 23rd– 25th, 2012. The attendees enjoyed interesting panels as well as talks delivered by the Catalan poet and distinguished guest Pepa Ubeda, and by SPS professors, alumni, and graduate students. They celebrated the successful event with a gala dinner and concert at the Keene Center.

The 2012 issue of *Sin Frontera*, an on-line literary and academic journal produced entirely by students, is now available at http://ufsinfrotera.wix.com/ufsinfrotera#!este_numero/cb3i

In this release, the unifying theme is the exploration of the academic and literary response to the global crisis in the twenty-first century. It features an interview with the Cuban film director Manuel Zayas; poems by Pepa Ubeda, Victor Jordan, Pedro A. Aguilera-Mellado, and Carlos Silva, as well as film reviews and academic articles. Congratulations to Andrea Villa, Giovanna Rivero, Alicia Mercado-Harvey, Antonio Sajid, Yanina Becco, Carlos Bertoglio, Elisabet Liminyana, Ana Solís, Gerardo Muñoz, Belkis Suárez, and Andrés Abril, on another excellent issue!

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