

# Profession of Spanish & Portuguese Studies

University of Florida  
College of Liberal Arts and Sciences  
Fall 2013

## Message from the Chair

Dear friends, students and alumni of the Department of Spanish and Portuguese Studies –

I enjoy writing this letter for our annual newsletter, as it provides me the opportunity to reflect on the previous year's challenges and accomplishments, and to share with you those things that most enthuse me about being part of this department. At this time last year we were still feeling the negative effects of the economic downturn. This year, although times are still lean, things are beginning to look up. And while we still face a situation of reduced faculty and staff, we are making the most of the resources we do have to move our department forward.

We were thrilled to learn recently that an anonymous donor had made a substantial gift to our department's Enhancement Fund, a spendable account that allows us to – as the name implies – enhance our teaching and research. The funds from this generous donation will be used by our faculty and students to support study abroad, invite speakers to campus, and help our graduate students carry out their research more effectively and efficiently. This news was an excellent way to kick off our new academic year in great spirits.

We are also excited to start the new academic year with two new faculty members. Dr. Jesse Gleason has joined our department to take coordinate our large lower division Spanish and Portuguese programs. Although she has just arrived, her enthusiasm

and her expertise have already been made apparent and we look forward to the work she will do with us. Dr. Valerie Trujillo, a recent PhD graduate of our program, also joins us this year as a Visiting Assistant Professor of Hispanic Linguistics. On the student side of the department, we welcomed a promising class of ten new graduate students to our Masters' and Doctoral programs in literatures and linguistics. These students come from all over and bring a vast array of previous experience with them as they begin their coursework with us. Welcome to you all as well!

Many of you are familiar with the work we do regularly in our research and teaching, and we continue to do that – and do it well. Our faculty have published a dozen books and over fifty articles and scholarly reviews over the past year, in addition to presenting our work at scores of conferences in the U.S. and abroad. We serve on editorial boards for journals all over the world, and hold important positions with other prestigious organizations. We continue to teach hundreds of language students each year, and are serving our growing numbers of majors (the number of Portuguese majors jumped 45% over the last year!) and minors with innovative courses each semester. But we are also involved in some new ventures you may be interested to learn about.

You might have heard of UF-Online, the University of Florida's new fully-online four-year degree programs, which will begin in Spring 2014. Our department is involved

in this endeavor, since some of the degrees being offered require at least two semesters of a foreign language. So we are in the process of developing Beginning Spanish classes for these online-only degrees. This is a new adventure for us, having never offered beginning language instruction entirely online before, and we are treading carefully to ensure that the high quality of our language programs is not compromised by the lack of face-to-face time. Dr. Gleason is spearheading this initiative, and we look forward to seeing the results.

Another curricular development we are excited about is the creation of our new Certificate in Spanish for the Professions. The 12-credit certificate program will allow those students majoring in professional or other fields to acquire the specific Spanish skills and cultural understanding that they will need to be successful in today's world, while furthering their overall communicative proficiency. The certificate is going through the approval process now, but we anticipate offering specialized courses for business, health professions, legal professions, translation and education within the next year. I hope to have updates for you in next year's newsletter!



Finally, we are working to increase awareness of and interest in our Spanish and Portuguese majors, both locally on campus and through social media. We have completely redesigned our departmental webpage ([www.spanishand-portuguese.ufl.edu](http://www.spanishand-portuguese.ufl.edu)), which we hope will make it more user-friendly and more attractive to our potential students at all levels. We also continue to update our Facebook page (University of Florida – Spanish and Portuguese Alumni and Friends), so be sure to check us out, and feel free to leave us comments there. Finally, this semester we hosted our first "Major Event" to inform language students about the possibilities for and advantages of majoring in Spanish or Portuguese. Dr. Moreland has more to say about that later in this newsletter – it was an exciting event so be sure to read his update.

And so with that, I leave you to peruse the rest of our news and updates. As always, thank you for your continued support of our department and your ongoing commitment to the study of Spanish and Portuguese. Best wishes to you all for a happy, successful and productive academic year.

*Gillian Lord*

Gillian Lord

## IN THIS ISSUE

### Messages from

the Graduate Coordinator, Spanish.....	2	Graduate Student News.....	8
the Undergraduate Advisor, Spanish.....	2	Alumni News.....	8, 9
Portuguese Program Report.....	3	Oral History.....	9
Finita, la Gringa.....	3	Focus on Faculty: Jesse Gleason.....	10
Study Abroad Programs.....	4-6	Student Awards.....	11
Faculty News.....	6, 7	Sigma Delta Pi.....	11

## 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 2012–2013 academic year.

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

Mabel Cardec (MA)  
Jennifer Cabrelli-Amaro (PhD) - US Air Force Academy  
Sophia Durand (MA)  
David Giancaspro (MA)  
Donna Gillespie (PhD) - College of DuPage  
Carlos Enrique Ibarra (MA)  
Tiffany Judy (PhD) - Wake Forest University  
Andrew Long (MA)  
Diego Pascual y Cabo (PhD) - Texas Tech University  
Diana Pedraza Leal (MA)  
Martha Pennock-Schaub (MA)  
Adrián Rodríguez Ricelli (MA)  
Whitman Suárez Páez (MA)  
Ana María Solís (MA)  
Valerie Trujillo (PhD) - University of Florida  
Diana Wade (MA)

**Outstanding Graduate Students of the Year**, as elected by the faculty: Spanish Linguistics: David Giancaspro (MA.), Osmer Balam (PhD), and Spanish & Spanish American Literature: Antonio Sajid López (PhD)

**Study Abroad Instructors:** Andrea Villa (SPS in Santander), Antonio Sajid López (SPS in the Dominican Republic)

**Instructors Selected for UF Humanities Course ‘What Is the Good Life?’:** Yanina Becco, Matthew Michel, Alexander Torres

**SPS Awards for Cooperative Leadership in Teaching:** Martha Pennock-Schaub (lower division), Antonio-Sajid López (upper division)

**CES, CLAS, and GSC Travel Grants:** Jennifer Cabrelli-Amaro, Antonio Cardentey, Ana María Díaz Collazos, Becky Halloran, Tiffany Judy, Diego Pascual y Cabo, Adrián Rodríguez Ricelli, and David Vásquez Hurtado

**FLAS Study Abroad Scholarship:** Hans Duque

**SPS Doctoral Research Grants:** Claudia Costagliola

**Sigma Delta Pi Initiates:** Ana María Díaz Collazos, David Vásquez Hurtado

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

**You can help!** SPS is always looking to expand our collection of music, art, books and film. Your gift in any amount can help us acquire much-needed teaching materials. See back page for details.

## From the Undergraduate Advisor in Spanish:

Dr. Greg Moreland

The 2013-14 academic year brings with it some of the “old” and a bit of the “new.” We continue to serve our hundreds and hundreds of students in Spanish—Majors, Minors and those just taking a few classes with us. We continue to offer a wide variety of stimulating courses and wonderful study abroad programs. At the same time, we continue to expand our curriculum—a new Certificate will soon make its debut—and provide additional outside-the-classroom experiences, as described in other parts of this newsletter. A recent example was the “Major Event,” held in September at the Pugh Hall Ocora, aimed at encouraging UF students to major or minor in Spanish or Portuguese. More than 250 undergraduates, primarily from 2000- and early 3000-level SPN and POR courses, spent quality time with a variety of faculty members, graduate students, and advanced-level Spanish majors. They obtained information by visiting seven tables, featuring undergraduate advisors, study abroad program directors, representatives from student organizations and the Language Learning Center, and our special guest Darcy Lear, [www.darcylear.com](http://www.darcylear.com), a career coach for language students. They also enjoyed music, pizza and beverages, and six lucky students took home nice raffle prizes. The event was a big success, and we plan to repeat it in the future.



Greg Moreland speaks to potential Spanish majors at Major Event

# News from the Portuguese Program

## New majors and minors

The number of Portuguese majors has nearly doubled since last year, quite unlike comparable majors in the College. Minors also continue to join us at an increased pace, especially from the Colleges of Business and Journalism.

## The Bate-Papo

The conversation hour of the Brazilian Portuguese Club had a great year, expanding its membership and activities. We were able to utilize the growing number of Brazilians on campus, thanks to programs such as *Ciência sem Fronteiras*, to increase students' access to native speakers. Furthermore, we increased our cultural immersion activities, which has created lasting friendships between Portuguese students and Brazilian exchange students. The club is off to another great year under new President **Carol Movschowitz**, who is already planning the year's first *churrasco*, Brazilian style cookout.



Charles Perrone at the Major Event

## Celpe-Bras

Celpe-Bras is the Portuguese Proficiency Exam administered by the Brazilian government. Its rating system includes Intermediate, Advanced Intermediate, Advanced and Superior. We rate the Portuguese FLAS scholarship recipients, graduate and undergraduate, as well as Portuguese majors and minors, or anyone who wishes to enroll.

Libby Ginway and Richard Sansone of Valencia College serve as the raters. The written exam takes two and a half hours, and the oral portion is a 20-minute interview. We had two students place at the Advanced level, three at the Advanced Intermediate level and one at the Intermediate level.

## Celpe-Bras Results for Spring 2013

**Ana Szogi**, Advanced MALAS

**Alyssa Peavey**, Advanced Intermediate MALAS

**Anastacia Matkovski**, Portuguese minor

**Caitlin Schroering**, Intermediate MALAS

## New TAs in Portuguese 2013-2014

**Marco Araújo**, PhD student in Political Science

**Patricia Infantino**, PhD student in SPS

**Sarah Benton**, Master of Arts in Latin American Studies (MALAS)

## 2012-2013 Portuguese language instructors: POR 1130-3010

**Gabriel Ferraz**, adjunct instructor, PhD Musicology

**Cristine Kopper**, Master's candidate in Comparative Law

**Sarah Benton**, student in dual program, M.A. in Latin American Studies and Urban Planning

## FLAS [Foreign Language Area Studies] for Portuguese Undergraduates:

Academic Year 2012-13:

**Jasmine Bensinger** (Portuguese) undergrad

**Carley Fuller** (Portuguese) undergrad

## MALAS

Academic Year 2012-13:

**Alyssa Peavey** (Portuguese)

**Caitlin Schroering** (Portuguese)

**Ana Szogi** (Portuguese)

## FLAS recipients Academic Year 2013-14

**Dylan Attal**, Undergraduate

**Michelle Blanck**, MALAS

# Finita, la Gringa

Finita la Gringa is an interactive iBook where learners can follow Finita's adventures, play in and explore her world, and learn Spanish at the same time. Please visit <https://www.facebook.com/finitalagringa> to learn more about Finita!

Cari Jiménez, M.A. is an adjunct lecturer at University of Florida and Santa Fe College. <http://spanishandportuguese.ufl.edu/>

Dr. Stephanie Cox is a visiting assistant professor of French, Francophone and Cross-Cultural Studies at Carleton College. <http://apps.carleton.edu/profiles/scox/>

The idea for Finita came up around the time when Cari Jiménez and Stephanie Cox spent their lunch breaks together chatting about their life experience: Cari grew up in Cuba and Stephanie in France, and now they were teaching language and culture in an American school. They are both passionate about teaching, and sharing with their students their experiences learning another language and culture.

When Cari talked about her childhood, Stephanie imagined her stories in pictures. As avid readers of comic books, they decided that one day they would create a comic book based on Cari's experiences in Cuba and her life in the U.S. By the time they got around to it, Finita had developed into a great character full of life and warmth, and technology had leapt ahead, so they decided that an iBook would be a fantastic way to engage readers with Finita's stories and with Cuban life.

Based on their teaching experience engaging language learners, they decided that Finita la Gringa would be interesting, and useful to teenage and young adult readers (high school



and college). However, Finita la Gringa is also a book for readers who wish to continue practicing and learning Spanish on their own.

In this project, Cari is the writer and Stephanie, the illustrator. Together, they tell the story of Finita Delgado who grew up in Havana, Cuba and emigrated to the U.S. as a young girl. The story begins when she is a college student and a professor's comment makes her review and revise her identity as a Cuban immigrant. With the encouragement of her friends, she embarks on a personal quest to find her origins and redefine her identity.



# Study Abroad Programs

## UF in Rio de Janeiro, Brazil

Dr. Libby Ginway and Dr. Charles Perrone

The summer program in conjunction with our counterparts at Georgetown University was again held at the Instituto Brasil Estados Unidos. 2013 was another successful experience. Headed by a diverse crew of Gators, twenty-six students from twelve different universities participated. Students took language classes in the morning and explored culture in the afternoon sessions, hearing presentations by several local artists and academics. The overall theme was “Brazilian Song and Speech,” with particular attention to literary representations and musical themes. Charles Perrone co-directed the program with Michael Ferreira from Georgetown. On the first Sunday in Rio, everyone was happy to see Brazil defeat Spain for the Confederations Cup, one year in advance of World Cup 2014! Summer 2014 will be an exciting time with the whole world watching the tournament in Rio and other cities. In 2013, the big news was the week-long visit of the Pope!

Students in Rio de Janeiro



Students enjoying Rio



### Christine Casey, participant in 2013 Rio Language and Culture Program:

The UF-Georgetown Program at IBEU [Instituto Brasil Estados Unidos] in Rio de Janeiro exposed me to not only what it was like to live in a different country but immerse myself in an entirely new culture. My favorite part about Rio was the wide variety of things to do. There are always the spectacular beaches and famous nightlife but you still have the historical downtown and botanical gardens. I also loved that you live with a host family for the duration of your stay, not only improving your Portuguese but experiencing Brazilian culture and home life. I quickly found myself wishing that I had chosen to stay longer than 6 weeks, something I never would have imagined for myself. The classes provided by IBEU immensely improved my Portuguese and allowed me to learn about an aspect of Brazil that unfortunately I wouldn't have the time to experience myself. This program provided me with an experience that I will never find anywhere else and wouldn't hesitate to recommend it to anyone that asked.

## UF in Santander, Spain

Michael Lattanzi

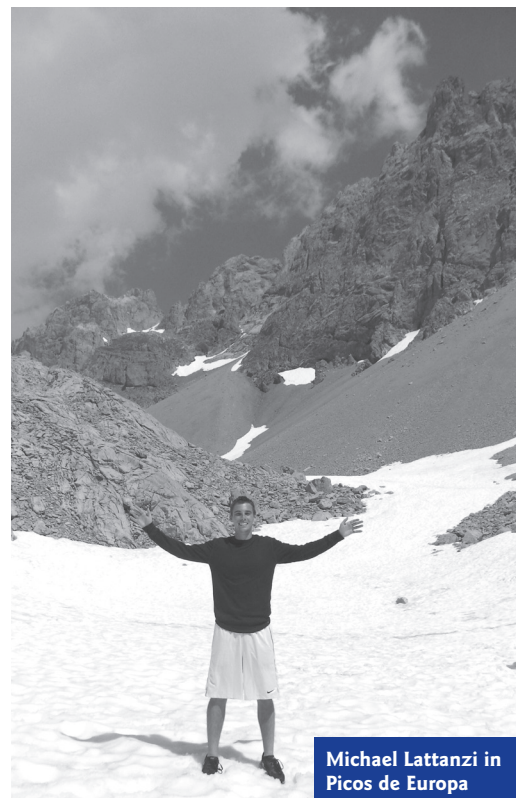
“¡Miguelito, despiértate!” I heard, just as I did every morning, yelled from the kitchen by my *mamá* as I lay in bed still trying to wrap my head around where I was. I was in Santander, Spain studying abroad, living out a dream that I have had ever since I decided to study Spanish. Despite running the risk of staying in bed too long, which would result in my *mamá* coming into my room and lecturing me on how people from the United States sleep too much at night (not my fault that we have yet to adopt the siesta), I could not help but reflect on the journey that I was going through and hope that I was not dreaming.

It all began at the end of June, when my classmates and I stepped off our long flights from the U.S. to arrive in Madrid, completely unaware of what we were about to experience. After making our initial adjustments to Europe which included a lack of public restrooms and free water at restaurants, not to mention the fact that we were in a place where not everyone spoke English (what?!), we began to embrace the rich culture that surrounded us. Several days later, we departed for Toledo, where we were greeted by a panoramic view of the old city, which took our breaths away. We walked in awe through the cobblestone streets of Spain's beautiful former capital and began to realize what lay ahead of us in this amazing country.

As we embarked on our bus ride to Santander, our home for the next six weeks, the anticipation began to build. Upon arrival at our university each of us was called with our roommate to go meet our families. Upon hearing our names, my roommate and I cautiously stepped off the bus, with no idea what to expect. Our host mother immediately bombarded us both with kisses while our host sister stood at the side and smiled. Within the first few days I fell in love with my host family and Santander; I knew at that moment that my time abroad would be unlike anything I had ever experienced before.

Daily life was very different from that of the U.S. between the meal schedule, siesta, and late nights, but in time we all embraced it. On several weekends, we

*Continued on next page*



Michael Lattanzi in Picos de Europa

## Study Abroad Programs *Continued*

had planned excursions to Picos de Europa, Potes, San Sebastian, and Bilbao, which were always memorable. On weekends without planned excursions I went with several friends to several cities including Santillana del Mar, Comillas, Barcelona, and Rome, each of which was more breathtaking than the last.

So, as I began to get out of bed and realize that what I was experiencing was indeed real, I was speechless. There are certain things in life that you think you want so badly, but when the moment finally arrives you are met with disappointment. On many occasions during my time in Santander I thought that I was dreaming because it was so perfect, with every moment being more amazing than the last. I could not be more thankful for the time I spent abroad, for the people I met, the experiences I had, and the things I learned, all of which will last forever.

### UF in Seville, Spain

Randi Spitko

Living in Seville, Spain for six weeks this summer was the one of best decisions I have ever made. As a Spanish minor, I absolutely love Spanish culture but I did not have any idea what the culture was even like before I went abroad.



Randi Spitka and Michelle Moody

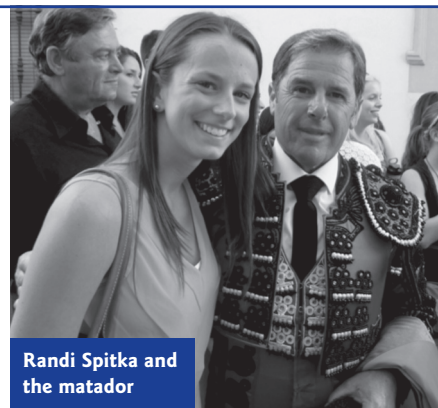
I lived with a host mom and her 90-year-old mother, in the small neighborhood of Triana. I had about a thirty-minute walk to class each day from my house, which I absolutely loved. Every time that I walked somewhere, I noticed new things, whether it was a new *heladería* to buy gelato or a different park to walk through. Every day was an adventure in Seville.

When we got an offer to go to a bullfight while we were there, I was very unsure. All I could picture in my head was how cruel it is and I didn't understand how anyone could enjoy watching the *matadores* (bull fighters) kill the bulls as a "sport." However, my host mom told me that we absolutely had to go to experience such an important part of Spanish culture. So we bought tickets...

Before going, we learned all about the bullfights – the rules, strategies, and what exactly was going to happen. Before entering the arena, we stood outside and waited to meet the *matadores* and I actually got to take a picture with one of them.

After entering the arena, I was very nervous but I had nothing to worry about. The event was not nearly as bloody or gross as I imagined and I actually enjoyed it. Spanish people surrounded me and they were all very excited and enjoying the bullfight so much. I learned all about how they actually work and I stayed until the end of the event, which was surprising to me because I didn't think I would be interested in staying for all six bulls.

Although before this event was "cruel" to the bulls in my eyes, I definitely was immersed in the Spanish culture that night. I didn't have any hesitations and I enjoyed every second of it. If I had not gone to the bullfight, I would have missed out on a very important part of the Spanish culture and my experiences definitely would not have been the same.



Randi Spitka and the matador

### UF in the Dominican Republic: International Service Learning

Kathy Dwyer Navajas

Our service learning program in the Dominican Republic fills a need for programs that are academically rigorous, committed to both cultural and linguistic fluency, and that benefit both the participants and the communities that host them. Our aim was an enhanced immersion experience in which the students would spend less time being tourists and more time engaged with the community. To the traditional forty five hours of class time, excursions, and the homestay, we added thirty six hours of community service and a process of reflection. We chose the Dominican Republic because:

- its proximity to Florida makes the program financially accessible to more students;
- few Dominicans speak English, so our students speak more Spanish;
- its geographical isolation means our students remain in a Spanish speaking environment;
- it offers many opportunities for service work

In 2013 we expanded our course offerings and tripled our enrollment! Antonio Sajid López, a doctoral candidate in SPS, taught *Cultura Dominicana*, which included history, literature, popular culture (music, baseball, carnival), and social issues. Accelerated Intermediate Spanish, which combines two semesters of intermediate Spanish into one six-week session, was offered again. Many students found the community service work so compelling that they did more than the thirty six hours required—some did over fifty hours!

During the program in 2012, we had realized that the students needed more preparation to be effective in the service work, so that they would be a real help, not just a friendly presence. While the service supervisors assured us that any effort was welcome and warmly appreciated, the students wanted to give more than they felt they were able to. So for 2013 we decided to partner

**You can help!** Your gift of \$1200 will help a student experience one of these life-altering programs. See back page for details.

*Continued on next page*



## Study Abroad Programs *Continued*

with Acción Callejera, an NGO that works with street children, and which focuses on intervention, prevention, and advocacy. For nine months we worked to match the needs of the community with the experience and interests of UF students eager to serve.

Our volunteers did important work this summer, much of which involved serious rethinking of expectations and recalibrating to the reality of what they encountered: How to teach the notes of a piano to a homeless Haitian shoeshine boy who barely speaks Spanish and who can't read in any language? How to work on math in a classroom with both six and eleven year olds, all at different levels? What to do when fights break out? Where to begin with three brothers, aged seven, nine and thirteen, who have never been to school? With lots of support, the volunteers did the best they could, identifying their shortcomings and working to overcome them, finding the courage to keep going. They studied and sweated and collaborated. They came home transformed by the struggle and by the love they got in return.



Daniel Sherer; Antonio Sajid Lopez; Kathy Dwyer Navajas; Danielle Jordan: trying on Carnival costumes at the home of the artisan



CJ Hall teaches piano to two Haitian boys at Acción Callejera

For 2014 we are going to concentrate our volunteer efforts on literacy work, in order to make a more significant contribution, without imposing a North American framework on a Dominican reality. We are working with colleagues at UF and in Santiago to prepare lessons for pre-k age kids, older children, and adolescents who can't read or write. It could be a perfect exchange: the kids are fluent in Spanish and our UF volunteers are not; we can read and write and the kids cannot. This program will continue to evolve, in dialogue, like dance partners refining our steps.

## All the World's a Stage

Dr. Shifra Armon

The buzz in theater studies lately is all about performance, which is a wonderful lens through which to teach Spanish *comedia*. This semester I am running two performance-based courses: a 3-credit class on Golden Age theater, and a 1-credit course focusing on Miguel de Carvajal's 1557 play, "Los indios en la Corte de la Muerte" [The Indians in the Court of Death]. Pictured here are three students from theater course performing Calderón de la Barca's *El gran teatro del mundo* which takes quite liter-

ally the metaphor of *theatrum mundi*, the notion that 'all the world's a stage'. In this scene, newborn Beauty and Wealth have just entered the World. After receiving the appropriate props to play their roles, it is up to them to perform well or poorly as they make their way from *cuna* [cradle] to *sepulcro* [grave].

In the one-credit course, Carvajal's play gives voice to the anguish of the indigenous peoples of the New World, who plead with Death to either remove their Spanish taskmasters from power or allow the Christianized natives to die. The play takes the form of a trial, but no verdict is reached. The students of SPN 3224 are collaborating to compose and perform an original conclusion to the trial scene.



Left to Right: Wendy Escobar as *Mundo*; Carley Anderson as *Hermosura*; and Ruth Sequeira as *Rico* staging a scene from Pedro Calderón de la Barca's c.1645 *El gran teatro del mundo*.

## Faculty News

Jessi Elana Aaron traveled to Albuquerque, New Mexico in September to present at a conference entitled Celebrating Varieties of New Mexican Spanish. Dr. Aaron, who has published several articles on New Mexican Spanish, was one of four specialists on Spanish in the US to be invited to discuss research on Southwest Spanish and its impact in the field of Hispanic Linguistics and in linguistic theory in general. The conference also included a keynote presentation on code-mixing by Rena Torres Cacoullas, a poster session, and a film screening of Mapa del Corazón, which high-

lights the collection of the database of New Mexican speech that Dr. Aaron and other scholars have used in their research.

This past academic year Luis Álvarez-Castro directed an undergraduate honors thesis by Ms. Emet Anceaume on "Visiones de la inmortalidad en *Niebla y San Manuel Bueno, mártir*, de Miguel de Unamuno," and he was recognized by OEGE as 'best literature professor of the year.' On the research front, Luis co-edited a collective volume on *Heroism in 19th-Century Hispanic Literature* that

includes essays presented at a conference sponsored by SPS in the spring of 2012. Additionally, he published two articles on historical memory and the Peninsular War (1808-1814); the first one included in a monographic issue of *Hispanic Issues on Line*, and the second one in a collective volume edited by the Universidad de Cádiz, Spain. He also presented papers at conferences in Lexington, Kentucky, and Paris, France. Finally and more importantly, this past year was very special to Luis as he got married!

## Faculty News *Continued*

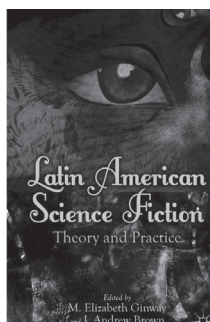
**Shifra Armon** visited the Cervantes Institute of Tel Aviv, which was hosting an exhibit on



the life and writings of José Gervasio Artigas (1797–1850), regarded as a revolutionary hero in Uruguay and Argentina. Shifra also delivered a paper entitled, “I Do: How

Baroque Spanish Women Writers Do Marriage Plots,” at the Renaissance Society of America in San Diego, and attended the Cervantes Society of America conference, held at the Instituto Cervantes in Chicago. Shifra published one review for *Romanische Forschungen* entitled Xon de Ros and Geraldine Hazbun’s *A Companion to Spanish Women’s Studies* (Tamesis, 2011, 404 pp.), an excellent collection of essays that covers all periods from medieval to 21st Century. She also contributed a chapter entitled “(Des)cifrando voluntades: Códigos de la masculinidad en la corte austríaca española” to Mechthild Albert, ed., *Sociabilidad y literatura en el Siglo de Oro* which was published in the Biblioteca Áurea Hispánica series (Madrid and Frankfurt). Finally, “*The Dancing of an Attitude: Inconstancy as Masculine Virtue in Lope de Vega’s El perro del hortelano*” appeared in *Comedia Performance*, a new journal devoted to the staging of early modern drama.

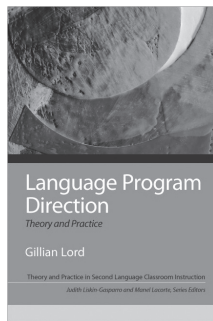
**M. Elizabeth Ginway** and J. Andrew Brown, were the editors for *Latin American Science Fiction: Theory and Practice* (Palgrave MacMillan, 2012), a collection of essays by scholars from Europe, Latin America and the U.S. writing about the science fiction from Argentina, Bolivia, Brazil, Chile, Cuba and Mexico.



Libby Ginway and Richard Sansone

With the help of a course development grant from the Center for Latin American Studies, Libby Ginway also taught a class in Spanish American Science Fiction in the spring of 2013 and a graduate class on a similar topic in Fall 2013 (SPW 6286, Contemporary Spanish American Narrative).

**Gillian Lord** was pleased to publish her book *Language Program Direction: Theory and Practice* in summer 2013, and she hopes that this volume can provide guidance and resources to language program directors at several institutions. Gillian has also continued her work in the acquisition of Spanish, and published a number of chapters and articles over the last year. Last spring she conducted a study into the effectiveness of the Rosetta Stone program to teach Spanish, as compared to our regular classrooms. Data analysis is still underway, but it seems clear to her that the language classes we offer provide guidance and knowledge that simply can’t be replicated by a computer!

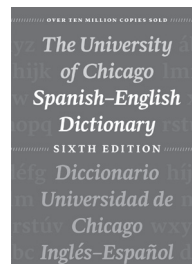


**Greg Moreland** attended the 15th Annual CIBER Business Language Conference (Indiana University, April 2013), where he delivered a presentation on “The Business and Culture of International Soccer.”

**Kathy Dwyer Navajas** was awarded the 2013 UF Superior Accomplishment Award for Community Service.

**Charles Perrone** enjoyed a full sabbatical during academic year 2012–13. In addition to numerous translation projects, including the poetry of Vinícius de Moraes, he finished co-editing a new and expanded edition of *Crônicas Brasileiras: A Reader*, which will appear in summer 2014.

**David Pharies** announces the publication of a new (sixth) edition of the *University of Chicago Spanish-English Dictionary*, of which he was editor-in-chief.



**Ana de Prada Pérez** has been working on a variety of projects in addition to completing her book manuscript on bilingualism in Minorca (Spain). She has been investigating the linguistic consequences of bilingualism both in Minorca and in Florida, and also code-switching – the alternation of languages in which bilinguals engage – in Belize and Florida. Ana and her student collaborators are presenting their work at this year’s Hispanic Linguistics Symposium, showcasing the variety of research on bilingualism carried out at UF. Over the past year Ana has had the opportunity to teach graduate courses on the foundations of Hispanic linguistics and on code-switching. Out of these classes her students have developed several research projects that have been submitted for presentation and publication. At the undergraduate level she taught a course on Spanish syntax and another on bilingualism; students from these classes are also pursuing conference presentations with their class projects.

**You can help!** Your gift of \$5,000 will help fund a faculty member’s research. See back page for details.

## Graduate Student News



Ana María Díaz Collazos en Cádiz

**Carlos Andrés Bertoglio’s** article “La certidumbre de resultar vencido: la filosofía de Schopenhauer en *La Regenta* de Clarín y *Sin Rumbo* de Cambaceres” was published as one of the chapters in *El naturalismo en España: Aproximaciones desde una perspectiva actual*, by Efraim E. Garza, CreateSpace Independent Publishing Platform, 2013.

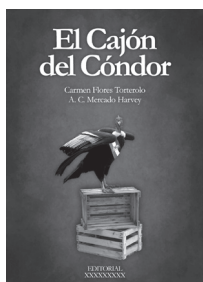
**Ana María Díaz Collazos**, PhD student in Hispanic Linguistics, presented a paper entitled “Historia del voseo en Colombia entre los siglos XVI y XIX: Regiones suroccidental y centro-oriental” at the IX Congreso Internacional de Historia de la Lengua Española, that took place in Cádiz, September 2012.



*Continued on page 8*



## Graduate Student News *Continued*



**Alicia Mercado-Harvey** obtained a two year shared appointment as Visiting Assistant Professor in International and Area Studies at New College of Florida, teaching hybrid courses that combine History and Literature in Modern Latin America and the Iberian Peninsula, as well as the Portuguese Language.

Last October, Alicia published her first novel (co-authored), entitled *El Cajón del Cóndor* (The Condor's Box), in Chile. The novel tells the story of a professional detective, a journalist and a forensic doctor who investigate connected cases that, in the process, unveil the recent political history of Chile.

**Andrea Villa's** article entitled "La autoconciencia de lo abyecto: redefinición de la subjetividad femenina en *Noche* de Alejandro Sawa y *Carne importada* de Eduardo López Bago" was published as one of the chapters in *El naturalismo en España: Aproximaciones desde una perspectiva actual*, by Efraim E. Garza, CreateSpace Independent Publishing Platform, 2013.

**Roberto Weiss'** ongoing research efforts focus mainly on war and representation in literature and film, particularly the cultural production that emerged on both sides of the Atlantic as a result of the Falklands/Malvinas War in 1982. His latest article "La perdida perla austral: Malvinas y el sujeto nacional en la nueva narrativa argentina" will appear in the Argentine cultural journal *Revista Contratiempo* in 2014.



From left to right: Melissa Turnier, Yanina Becco, Carlos Bertoglio, and Andrea Villa at the Major Event

### Diario del Sur. De Trelew a Río Gallegos. *Roberto Weiss, June 2013.*

Voy a la Patagonia para ver si el estar ahí me ayuda a descender el velo neblinoso de la causa nacional que los argentinos venimos construyendo desde hace más de un siglo. Voy al Sur argentino para estar más cerca de la Islas, de aquellas Malvinas que parecen alejarse más y más cada vez que intento acercarme. Quizás la misma contradicción a la que apunta Marcelo Eckhardt cuando le pregunto: ¿Qué se siente ser escritor en la Patagonia? "Lo bueno y lo malo..." –responde un poco sorprendido, como si nunca hubiera pensado en tal dicotomía— "...es que uno está totalmente aislado... innovás, escribís, lees la literatura argentina de otro modo, pero sabés bien que no se te lee..." Pienso en las Islas, tan *a-isladas* también, tan poco leídas, y miro a mi alrededor, veo los pingüinos reyes en la playa, con la mirada puesta en el mar en dirección a Stanley (o Puerto Argentino) como Penélope todavía esperando que alguien regrese. Escucho los jocosos comentarios en un inglés entrecortado de un grupo de jóvenes galeses o argentinos o gales-patagónicos, ¿estoy en Trelew o en Cardiff? Me topo con decenas de ex-combatientes argentinos en cada esquina, todos quieren contarme sus historias, quieren ser escuchados, pregonan ser dueños de secretos, de tesoros perdidos. Esperan con un ansia casi adolescente, *algo*, quien sabe qué. Como si quisieran regresar a esas malditas Islas a las que en 1982 juraron (¿defender?) no volver jamás.

**You can help!** Your gift of \$25,000 will fund one of our graduate teaching assistants for one year. See back page for details.

Voy a la Patagonia para confrontar las versiones populares y escolares y las versiones testimoniales de los que estuvieron en las Islas en el 82 con mi impresión crítica de extranjero, y ver también cómo se construyó este espacio ignoto en las representaciones ficcionales de la Guerra. Me siento en Malvinas aunque nunca llegue a pisar las Islas. Sin teléfono ni internet, porque ya es tarde y está todo cerrado, sin gente o vehículos a la vista encaro hacia

Ruta Nacional N°3 que me llevará de Trelew (Provincia de Chubut) a Río Gallegos (Provincia de Santa Cruz), 1,116 Km. Giro a la izquierda en la calle Captain Lewis Jones, sigo hasta Avenida Hipólito Yrigoyen, paso la calle Gaucho Bonifacio Luna y viro ligeramente a la izquierda en la calle C. Fairchild, ¿dónde estoy? Perdido entre piratas ingleses, presidentes argentinos, gauchos malvineros e inventores galeses tengo la sensación de estar purgando alguna culpa olvidada. Forzando la vista en la oscura noche patagónica alcanzo a divisar el herrumbrado cartel de mi ruta: "RN 3". Suspiro hondo, al fin, voy por buen camino. Al margen del cartel alguien ha ingeniosamente revertido las siglas: "NR: Nunca Retornarás del viaje al fin del mundo".

## Alumni News

**Erica Fischer (Ph.D., 2010)** returned to Mexico after passing her qualifying exams. She was there for 4 years, working on her dissertation and teaching as a part-time instructor at the State University of Chiapas (UNACH) and the ITESM. After graduating with her PhD in 2010, she immigrated to Canada, where she has been working full-time for a Canadian company as director in university recruitment ever since. This semester Erica has returned to academia and is teaching at two universities in Halifax, Nova Scotia: Saint Mary's and Mount Saint Vincent.

**Lucía Montás Ríos (M.A., 2009)** worked for four years as a lecturer, teaching Spanish at the University of Tennessee – Chattanooga. This fall she has begun her doctoral studies at the University of Kentucky's Department of Hispanic Studies.



Cindie Moore with the Association of Mam Christian Women for Development members

**Cindie Moore (M.A., 2011)** has worked, since graduation, with a women's association in Guatemala called La Asociación de Mujeres Cristianas Mam para el Desarrollo (the Association of Mam Christian Women for Development). The association has three principal activities: (1) a micro-loan program; (2) health outreach; and (3) sponsorship of schools and scholarships. Cindie serves as a liaison between the association and North American churches. Additionally, she leads U.S. groups to Guatemala to learn about the association's activities. Cindie says that "the members of the association are bilingual in Spanish and Mam, but speak no English. All of the work is transacted in Spanish. My experience at SPS is critical to my new activity."

**Dr. Marcos Protheroe (B.A., 1987)** received his doctorate in Spanish Studies from the Universidad de Puerto Rico in June 2011, after defending his dissertation "Náufragos y sobrecruzadores: modos discursivos en una muestra de documentos sobre procesos de indigenización del siglo XVI." He is currently the Spanish Instructor at Arkansas Early College High School, a statewide, closed

*Continued on next page*

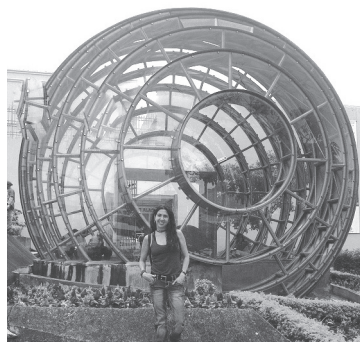


## Alumni News *Continued*

circuit, interactive television, distance learning program. He recently conducted a workshop about his program at the Arkansas Curriculum Conference in Little Rock.

**Francisco Salgado Robles (Ph.D., 2011)** has recently accepted a position at The City University of New York (CUNY), where he is an Assistant Professor of Spanish and Linguistics, after two years as the Coordinator of the Lower Division Spanish Program in the Department of Hispanic Studies at the University of Kentucky. Francisco continues to investigate the effects of different learning scenarios (i.e., traditional classroom, study-abroad, bilingual immersion, community service, and web 2.0 technology settings) in the development of second language Spanish. In this past year, he has presented his research at national and international conferences, and his work has been published in various venues, including *Relingüística Aplicada*, *Revista de Estudios Hispánicos*, *Boletín de Filología de la Universidad de Chile*, and *Revista de Estudios de Lingüística Aplicada*.

**Mary Beth Sanchez (M.A., 2009)** moved to Colombia after completing her M.A., where she participated in various consulting projects before joining Open English, one of Latin America's largest, fastest-growing ESL learning opportunities, as their head of teacher recruitment and contracting. Mary Beth is still with Open English but has relocated to Athens, GA, where she is pursuing a Ph.D. in Education at the University of Georgia.



Belkis Suárez en el Museo Nacional de Costa Rica en San José

**Belkis Suárez (Ph.D., 2011)** is working as an Assistant Professor of Spanish at Mount Mercy University, where she also directs and coordinates the recently created Spanish Program. In addition to her language and literature courses, Belkis designed and taught two new courses: Spanish for the Professions and Conversation, and Cinema and Culture; she also directed the Study Abroad Program in Costa Rica during the summer. This year, she was awarded a scholarship in order to do research about the movie industry in Venezuela, and presented a paper entitled "La política de la violencia o la violencia política en el cine venezolano" at the NeMLA Conference in Boston. Belkis has also organized two internacional panels: "Cine y estado en Venezuela: una relación intensa, extensa e histórica", at the 2013 LASA Conference in Washington DC, and "Representación y nación en la memoria democrática del cine venezolano," which will be at the 2014 LASA Conference in Chicago. In October 2013 she participated in the Global Issues Series 2013-2014 event organized by Mount Mercy University, presenting a paper about cinema and statehood in Venezuela: "Venezuela's Unique Path to Socio-Economic Development: the Case of Film Industry".

**Eric Thau (M.A., 1992)** is Associate Professor and Chair of Spanish at University of Hawaii at Manoa.

**Valerie Trujillo (Ph.D., 2013)** is presently a visiting professor in the Department of Spanish and Portuguese Studies at the University of Florida. She received her Ph.D. in Spanish with a concentration in Hispanic linguistics from the University of Florida in the summer of 2013. Her dissertation was entitled "Listener and speaker effects on dominant language perception and language ratings among heritage speakers in New Mexico." Her research focuses on heritage language maintenance and acquisition, second language acquisition, and heritage speaker phonology and syntax. Valerie's current projects include research on the learning preferences of heritage learners and research on the lexical benefits of overhearing a language in childhood.

Since the Fall 2011, **Claudia García (Ph.D., 2007)**, **Grazyna Walczak (Ph.D., 2007)**, and **Karina Elizabeth Vázquez (Ph.D., 2008)** have been co-editing an anthology in honor of SPS's Álvaro Félix Bolaños, prominent scholar in the field of colonial studies, who passed away in 2007. The volume gathers critical essays dealing with the reproduction of the Eurocentric and ethnocentric discourses in Latin America from colonization to the present. Prof. Bolaños is remembered for the passion and commitment he transmitted to his graduate students at the University of Florida. Contributors to the volume are well-known scholars in the area, former colleagues of Dr. Bolaños, as well as former students, now professors, and professionals in the area of indigenous rights. The volume also includes an unpublished article by Félix Bolaños, generously given by his family. The project is in its final stages and publication is anticipated in the coming year.

---

## Chronicling the Immigrant Experience through Oral History

Kathy Dwyer Navajas

In the context of a national debate about immigration reform, and the demand for greater involvement with the community, in the Fall of 2013 I launched a course that would give voice to Spanish-speaking immigrants in our university and local community, and enhance our student's digital literacy at the same time. In SPN 3948: Spanish Service Learning, we study those experiences in film, stories, poetry, and essays, and we follow the debate in the national and international press. Students also work in groups to find an immigrant from a Spanish-speaking country who agrees to be filmed telling his/her story. The students prepare questions that will elicit a narrative on the topic they choose as the focus. In the fall they chose 'work' and in the spring it was 'What they hoped for, what they found'. They film the interviewee, choose photos, maps, and music to include, and then spend several weeks editing what they have into a five minute video, with subtitles in English so that the video is fully accessible to both Spanish and English monolingual viewers. Then we combine the short videos into one longer one tied together by the theme. We work closely with Deborah Hendrix from the Samuel Proctor Oral History Program and with Judy Shoaf in the Language Learning Center, who have been vital and generous partners in launching this project. While giving a voice and a face to this debate that is more often about numbers is in itself a service to the community, students also gather small groups of friends or colleagues, show them the video from the previous semester, and lead a discussion about the immigrant's experience, thus broadening the reach of the video and deepening the dialogue about who is American, about the discourse of inclusion, the history of exclusion, and the motives for leaving the known for the unknown. We've been taking the learning curve on two wheels much of the way, but it's been an exciting ride and we have been well accompanied! To view the videos:

*El trabajo:* <http://www.youtube.com/watch?v=w5l7kKnKajE>

*Lo que esperaban y lo que encontraron:* <http://www.youtube.com/watch?v=SCRhnrX4B4I>

## Focus on Faculty: Jesse Gleason

Dr. Gleason just joined our faculty as the Coordinator of the Lower Division Language Program. She teaches courses on language learning methods and Spanish. Her research interests include discourse analysis, instructional technology, and systemic functional approaches to language and learning.



Jesse Gleason was born and raised in Spring Lake, Michigan. In second grade, because of her Colombian teacher, she fell in love with Spanish, a passion that has only intensified as the years have passed. At the age of 15, with a group of students selected by her high school, she spent six weeks in Spain. A few years later, despite the suggestion of many (including her father), who urged her to study something “practical,” she decided to major in Spanish at the University of Michigan in Ann Arbor. While in college, she had another marvelous opportunity to study abroad, this time in Santiago, Chile, where she spent a full year. After a wonderful year abroad, Jesse had to return to Michigan, where she quickly finished her degree. However, on graduation day, when her name was called, she was nowhere to be found. That same day she was boarding a plane back to Chile, with a one-way ticket in her hands, where she stayed for the next nine-and-a-half years. Some may ask, why Chile? To use Jesse’s own words: “Because of the people, of course. They are amazing, welcoming, lovely human beings, who stole my heart.” An avid outdoor enthusiast, Jesse has taken full advantage of Chile’s breathtaking landscape. And it was mountain climbing that brought her together with her husband, Chilean architect Jorge Rodriguez Irigoyen. Now happily married, they have two young children: Violeta (4) and Simón (2). At home, they speak Spanish to their two little ones, another adventure that continues to kindle Jesse’s interest in education, linguistics, and language learning.

### In her own words

Jesse offered her thoughts in response to several questions we posed:

*You recently completed your doctoral degree. Can you tell me a little more about it and your current research interests?*

My Ph.D. was in Applied Linguistics and Technology from Iowa State University in Ames, Iowa. I am particularly interested in how we can harness technology to create the optimal language learning conditions. With this in mind, my current research focuses on learning Spanish in blended (or hybrid) contexts. I have experience with both quantitative and qualitative research methods, but my passion lies with the quali-

tative. In particular, I do grounded ethnography paired with discourse analysis. Usually, I go into a context (often a classroom, but not always) and just observe what students and teachers are doing. Later, during in-depth interviews, I ask them to reflect on what they have done. This “knowing/doing” is particularly useful for understanding different participants’ worldviews. I have found systemic functional linguistics, a linguistic approach with roots in anthropology and sociology, to be a very useful tool for understanding participants’ language, knowledge, and behaviors.

*What was your dissertation about?*

My dissertation was about the language-content (sometimes called the language-literature) gap. Specifically, I was interested in the third-year Spanish grammar and writing course (e.g., SPN3300) and the types of tasks that teachers were using as learning tools. As many scholars have noted, the ways that we learn languages at the lower-levels often differ notably from the ways that we learn them in the upper-level courses. In this way, I used a technique similar to action research, where I helped a teacher implement new technologies into her classroom. What resulted was a highly rewarding collaborative partnership, which ended up transforming the third-year courses into a sort of “bridge,” paving learners’ transition to the upper-level courses. Specifically, we found that certain types of technology-mediated tasks helped them develop the types of academic discourse that they will need in the 400-level Spanish courses and other advanced target-language-use situations.

*Do you have any ongoing projects or investigations?*

But of course! I am in the process of preparing a presentation of technology-enhanced language learning tasks for the upcoming TBLT (task-based language teaching) conference in Banff, Canada. I am also

working on a presentation for the ACTFL conference here in our very own Orlando in late November. That, in addition to getting acclimated to a new job (plus single-parenting for a semester while Jorge finishes up his grad work in Iowa) are keeping me plenty busy.

*How did you become involved in coordinating?*

That’s a funny question. I would have to say that coordinating just sort of fell in my lap. That said, I have enjoyed the first few months immensely. It has been a delight to meet and get to work with the other coordinators. I am very impressed with their expertise and experience. They are providing me with extremely excellent coordinator models.

*What were your first reactions to our lower-division language program?*

The lower-division programs have been painstakingly and carefully designed and I am in awe of all the hard work that has been put into them, and the amazing integration of technology into the courses. During this first year, I am devoted to understanding exactly how the program works. As an ethnographer, it is my goal to first observe what’s going on here before making changes. This will help me gain a thorough understanding of the program and its constituents.

*Do you have any plans for innovation/change in the lower division language program?*

We are soon adopting a web-based Spanish placement exam in order to more effectively place students into the appropriate course given their own level of language ability. We are also currently developing our first fully online Spanish course (SPN1130), which will be launched in spring semester 2014 through UF Online, the university’s new online learning initiative.



# Student Awards Ceremony

April 16, 2013

Friends of Music Room, University Auditorium

## Undergraduate Student Awards

### Hauptman Medal for Most Outstanding Majors

Spanish: Lydia Franzek

Portuguese: Ana Hernández

### Senior Honors Theses

Andreas Christofakis (Gil), Kimberly Ferris (Aaron),

Toni-Ann Miller (Lord), Jack Reiman (Lord)

### McNair Scholars Program

Andrea Hernández (de Prada)

### Study Abroad Scholarships

Dominican Republic: Ava Funk, Larissa Scott

Rio: Elsa Mota

Santander: Marissa Elordi, Michael Lattanzi

Seville: Carla Ginlock, Zinnia Sotolongo

FLAS scholarships (Rio): Dylan Attal,

Mirelis Martínez, Elsa Mota

### Phi Lambda Beta Initiates

Chloe M. Burke, Ana Hernández, Katerina Resek,

Thais Tavera

### Sigma Delta Pi Initiates

Dylan Attal, Renee Cunkle, Patricia Goya, Elizabeth Anne Isiminger, Max Kirkpatrick, Catherine Koubek, Sarah Lambert, Cassandra L. Mall, Michelle Moody, Diana Pineda, Rory Pinsky, Lacie Rosser, Shirley Sigüenías, Stephanie Smith, Keegan Storrs, Amanda Wilder, Walter Winn

### Phi Beta Kappa 2012 Electees

Spanish: Margaret F. Cusack, Catherine A. Koubek, Stephanie Smith

## Sigma Delta Pi at UF

Sigma Delta Pi, the National Hispanic Honor Society inducted nineteen new members at our February 2013 initiation. The initiation also honored long-time Sigma Delta Pi member and supporter, Dr. Reynaldo Jiménez on the occasion of his retirement. Two graduates of our doctoral program, Grazyna Walczak, assistant professor of Spanish at Valdosta State University, and Ericka Parra, associate professor of Spanish, also at Valdosta, drove down from Georgia especially to deliver personal tributes. Other well-wishers' messages were inscribed on an antique scroll that was also presented to Dr. Jiménez during the initiation ceremony.

This year Chapter Beta Rho bids goodbye to Meagan Day, who has served as our president for two years. Thank you, Meagan! Ana María Díaz Collazos, graduate student of Hispanic linguistics, has agreed to serve as this year's president, with the help of Keegan Storrs, an Honors undergraduate Spanish and Linguistics student, who has taken on the dual roles of webmaster and secretary. Check us out on the department's new webpage: <http://spanishandportuguese.ufl.edu/honor-societies/sigma-delta-pi/>.



Shifra Armon with 2012 initiates

## Mi (nueva) vida; sin llaves (quizás)

Víctor Jordán



Ayer se cruzó de improviso:  
"No son necesarias", me dijo,  
en referencia a las llaves,  
(no sus llaves. TODAS las llaves).  
Las que ella había olvidado o,  
quizás,

adrede no había recordado traer;  
ésas que yo le prestaba para entrar  
al lugar de donde sacaría unas copias  
que le permitirían seguir con sus  
labores;

aquellas que cuelgan de llaveros  
que cuelgan de clavijas  
que cuelgan de paredes, TODAS  
esas llaves.

Hoy, sentado en el *Gatorland Café*,  
esperando la revisión  
de las 45000 millas de mi auto,  
imagino un mundo sin el tintineo  
de llaves.

Sin las que sellan las frías vitrinas  
enfrente mío,  
donde se exhiben latas y botellas,  
bolsas y barras.

Las llaves que hace unos minutos.  
dejé en manos de un desconocido.

quien entró mi *Corolla* a su taller.

Y es ahora cuando apenas entiendo  
La mortificación oculta tras el  
comentario:

"Es que no son necesarias".

Y es porque las llaves no abren,  
las llaves cierran,  
siempre cierran.

Clausuran el baúl donde tengo  
ocultos los recuerdos;  
sellan la cajita que salvaguarda las  
cartas que recibía hace años,  
cuando todavía nos escribíamos de  
puño y letra;  
enjaulan los secretos que nos  
envilecen;  
aíslan, separan, prohíben.  
(¡Pero es que es tan evidente!)  
Si todo es asequible, las llaves

"no son necesarias".

Las llaves cierran, no abren  
¡Apenas ahora lo entiendo!

De este instante en adelante  
Aboliré cerrojos y candados,  
A mi casa, sin cerraduras,  
no acudirán pelafustanes ni cacos,  
para cuando ellos lleguen ya no  
habrá lugar;  
estará invadida de amistades y  
conocidos,  
saturada de apertura y porvenir.  
Mis cartas integrarán el libro abierto  
de mi vida (nueva), sin llaves...  
Y ese baúl roído por el tiempo  
no podrá jamás convertirse en caja  
de Pandora:  
no habrán males aprisionados y  
en su interior reposará (quizás) sólo  
lo que ahí quiera permanecer.

## Department of Spanish & Portuguese Studies

170 Dauer Hall

PO Box 117405

Gainesville FL 32611-7405

352-392-2016

352-392-5679 (FAX)

### 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 an email to [glord@ufl.edu](mailto:glord@ufl.edu). And if you're on Facebook, be sure to 'like' our page: "University of Florida—Spanish and Portuguese alumni and friends."



## Thank You For Your Support

☐ **YES!** I would like to support Spanish and Portuguese Studies at the University of Florida.

☐ My Company matches gifts; form is enclosed.

Company Name: \_\_\_\_\_

Amount: (Please circle)

\$1,000    \$500    \$250    \$100    \$50    Other \$ \_\_\_\_\_

### THANK YOU!

If you wish, please specify which area this donation should go to:

Please check one of the following:

☐ You may list my name with those of other donors.

☐ Please do not list my name with those of other donors.

### Credit Card:

Contributions via credit card are gladly accepted. Please call the secure credit card processing operator at 1-877-351-2377 or visit Spanish and Portuguese Studies Fund donation page at <http://www.ufl.edu/appeals/SPS> to make an online gift.

### Check:

Please enclose a check made payable to the University of Florida Foundation.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Degree: \_\_\_\_\_ Year: \_\_\_\_\_

## Keep Your Classmates Up to Date

Please use this form for address changes and to tell us what you are up to.

Alumni updates can be sent via post to the address below, or you can email your updates.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Year Graduated: \_\_\_\_\_

Present Activities: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please complete the above form and return it to:

Christy M. Popwell  
College of Liberal Arts & Sciences  
Office of Development & Alumni Affairs  
PO Box 117300  
Gainesville FL 32611-7300

[cpopwell@ufl.edu](mailto:cpopwell@ufl.edu)  
352-294-1964