

SPANISH & PORTUGUESE STUDIES

University of Florida
College of Liberal Arts and Sciences
Fall 2014

Message from the Chair

Dear friends, faculty, students and alumni of SPS –

Greetings from Gainesville! As the classrooms fill up and the temperatures start to cool down (albeit slowly), we realize that it's that time of year when we pull together our updates and news to share with all of you. Amidst the ins and outs of our day-to-day business – classes, grading, research, advising, etc. etc. etc. – it's easy to lose track of our larger mission. But as you'll see in these pages, the students and faculty in our department are constantly and consistently engaged in a number of impressive endeavors, from exciting research to exhilarating class development, from community service to creative publications.

I have promised myself to keep this letter short, since what is most interesting to you I'm sure is what's inside

these pages. But I want to highlight the fact that this year is especially exciting for us because, in addition to the great group of new Masters and Doctoral students that joined us this fall, we also welcome two new tenure-track faculty members to our ranks: Dr. Emily Hind, Associate Professor of Spanish with an emphasis on Mexican Studies (Literature, Film, Culture, Politics, History); and Dr. Jorge Valdés Kroff, Assistant Professor of Spanish linguistics, who specializes in psycholinguistics, especially sentence processing in bilingual and second language speakers. These faculty members are profiled in this Newsletter, so be sure to read more about their experiences and interests, and you'll see why we are so pleased to have them join our SPS family.

I also need to ask for your help. I am in the process of developing a series of video modules for our students

in lower division Spanish and Portuguese classes, to explain to them what our department offers in upper level coursework and to showcase the benefits of continuing language study. These modules will feature short (2-minute) testimonials from our alumni, both graduate and undergraduate, who use Spanish and/or Portuguese in their lives, and explaining how their degree from SPS helped them to do this. We're looking for alumni of all ages, all degrees, and all current professions – as long as your language use is an important part of your life today. If you think you might be able to contribute a short video, please contact me at glord@ufl.edu – we'd love to have your participation!



As always, please don't hesitate to reach out to me if you have any questions or comments. We love to hear from you. You can keep in touch with us on our webpage (www.spanishandportuguese.ufl.edu) or on our Facebook page ("University of Florida – Spanish and Portuguese Alumni and Friends"), or by calling (352.392.2016), writing (PO Box 117405, Gainesville FL 32611), or email (glord@ufl.edu).

Best wishes for a productive and enjoyable fall to you all.

Gillian Lord

IN THIS ISSUE

Messages from

the Graduate Coordinator, Spanish.....	2
the Undergraduate Advisor, Spanish.....	2
Portuguese Program Report.....	3
Poems from SPS.....	2, 7, 8, 10
Study Abroad Programs.....	4-6
Faculty News.....	6-7

Previous Students Updates	7
New Faculty	8-9
"From Your Victim, Gabriel"	9
Shifra Armon Articles	10-11
Spanish Curriculum Updates.....	1

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 2013–2014 academic year.

Degrees Conferred and Professional Placement (when applicable):

Paola Arboleda (PhD) – University of Houston
Verónica Dávila (MA) – pursuing doctoral studies
at Northwestern University
Ana María Díaz Collazos (PhD)
Esmeralda Duarte (PhD)

María Fionda (PhD) – University of Mississippi
Heather Kaiser (PhD)
Alicia Mercado-Harvey (PhD) – New College of Florida
David Miller (MA) – pursuing doctoral studies at University of Reading
Roberto Weiss (PhD) – Stetson University

Students Admitted to PhD Candidacy:

Osmer Balam
Carlos Bertoglio
Yanina Becco

Claudia Costagliola
Andrea Villa
Monica Wilinski

Outstanding Graduate Students of the Year, as elected by the faculty: Dámaris Mayans-Ramón (Spanish Linguistics) and Andrea Villa (Spanish & Spanish American Literature)

Study Abroad Instructors: Dámaris Mayans-Ramón (SPS in Barcelona), Antonio-Sajid López (SPS in the Dominican Republic) and Yanina Becco (SPS in Valencia)

Research Awards:

SPS Doctoral Summer Awards: Osmer Ballam, David Vásquez
Language Learning Research Grant: Osmer Balam
Sigma Delta Pi Graduate Research Grant: Dámaris Mayans-Ramón
AATSP Máximo Nivel Summer Scholarship in Guatemala: Adrienne Fama
Center for Latin American Studies Travel/Research Grant: David Vásquez

UF Graduate Teaching Award: Antonio-Sajid López

SPS Awards for Cooperative Leadership in Teaching: Hans Duque (Spanish lower division), Roberto Weiss (Spanish upper division) and Patricia Infantino (Portuguese)

CES, CLAS, and GSC Travel Grants: Antonio Cardentey Levin, Meagan Day and Ana María Díaz Collazos

Sigma Delta Pi Initiates: Antonio Cardentey Levin, Hans Duque, Dámaris Mayans-Ramón

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

From the Undergraduate Advisor in Spanish:

Dr. Greg Moreland

The 2014-15 academic year brings with it a changing environment for those of us involved in the teaching of languages. Perhaps the biggest challenge is the nationwide trend of declining foreign language enrollments. We are currently experiencing this at the University of Florida, and are developing strategies to deal with the new landscape. Curricular reform is one way to address the issue, and in Spanish we have developed a wide variety of new courses to meet student demand. For example, we have introduced a Certificate in Spanish for the Professions (described elsewhere in the Newsletter). We anticipate strong and sustained undergraduate student interest in the courses that constitute the Certificate.

At the same time, we in SPS have taken full control of the Foreign Languages Across the Curriculum program, and fashioned a very interesting line-up for 2014-15. The fall semester featured “Latin American Immigration: Image and Identity Construction in Films and Television (Antonio-Sajid Lopez); “Narco Cultures” (Marcela Murillo); and “Tourism in the Spanish-Speaking World” (Greg Moreland). Spring 2015 features a repeat of the “Tourism...” course, as well as “Introduction to the Art of Public Speaking in Spanish” (Valeria Jepson) and “Creative Writing in Spanish” (Alberto Escudero).

We have already seen the fruits of our 2013 “Major Event,” attended by more than 250 undergraduate students. Participation

Since You Asked

Charles A. Perrone

The question that continues to haunt me
is whether I should settle for a broad
general answer
or insist on painstaking detail in the reply
to my inquiry
regarding the art of choice to grasp
this cosmic plan
such as plain words in a swirl or sounds
twirling upward
or paintings of kings and queens of
limitless domains
even panted athletes deigning to stake
us to a lead
only to overcome dust and all in the
ray-filled race
toward a kitchen of knowledge with
its pots and pans
aching to cook up recipes dishes plates
or commonplace
grub to assuage the hunger of those
whose pains
are simply taking too long to dissipate
or somehow
skate around the nagging issue of
survival on this
pale blue dot.

and reaction was so positive that we repeated the gathering in fall 2014. Students once again visited a variety of tables in the Pugh Hall Ocora, where they gathered information on the Major/Minor/Certificate and study abroad opportunities, and interacted with students and faculty members in both Spanish and Portuguese. We feel that more frequent outside-the-classroom contact with our students will nurture a stronger sense of community and help spur further interest in the study of language and culture.

News from the Portuguese Program

Dr. Charles Perrone and Dr. Libby Ginway

Last Spring a diverse group of talented students completed their degrees in Portuguese and moved onto other endeavors. The Hauptman medal for best major was awarded to Jasmine Bensinger, a double major with Psychology, who intends to become an international counselor using both her Spanish and Portuguese skills. Bryan Weaver, also a double major (Physics) got a summer FLAS award to study in Rio de Janeiro on the UF program during summer B session. Professor Libby Ginway was co-director this time, while the program aide/teaching assistant was Patricia Infantino, a graduate student in SPS. Besides Gators, there were students from the Universities of Harvard, Stanford, Wisconsin-Milwaukee, New Mexico, Illinois, Texas, Ohio State, Columbia, Georgia, Oregon, and Georgetown, again co-sponsor of the program through their Latin American Consortium. It was one of the most exciting years ever

because the World Cup of soccer was held in Brazil last summer. To the dismay of SPS constituencies, Brazil lost their semi-final game and Argentina lost the final. In 2016 the summer Olympics will be in Rio, so more sports-minded students should be enrolling in Portuguese classes in the interim. Former SPS TA Andrea Ferreira is teaching Luso Brazilian Civilization this year as well as a FLAC section in conjunction with the Anthropology class, Peoples of Brazil.

Portuguese major Katerina Resek (December '13) applied for the Fulbright English Teaching Assistantship in the fall of 2013, and then moved to New York where she interned with the Brazilian Endowment for the Arts. In September she found out that she won the Fulbright grant which offers a unique experience of teaching English at a federal university in Brazil while also pursuing a creative project.

She hopes to fuse her interest in film and Brazilian culture by making a documentary while in Brazil.

The Global and Minority Science Fiction Workshop

Libby Ginway and Terry Harpold (English) organized the Global and Minority Science Fiction Workshop, with scholars from the UF departments of Classics, English, and SPS, including our own Luis Álvarez Castro. Supported mainly by the Center for Humanities in the Public Sphere, Harpold and Ginway hope to continue to involve students and faculty in dialogue about the global implications of technology and science fiction. As part of the workshop Anabel Enríquez Piñeiro, a Cuban science fiction writer and scholar, gave the evening keynote address on Cuban women SF writers and talked to Victor Jordán's bilingual class about her own work.

Read her interview with Susana Bralan below!

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.

Entrevista a Anabel Enríquez Piñeiro

Anabel Enríquez Piñeiro, autora cubana de ciencia ficción, presentó un discurso a principios de octubre sobre "La imagen de la mujer y la identidad femenina en el género de ciencia ficción y fantasía en Cuba". A continuación, algunos de sus puntos de vista:

¿Cuándo comenzaste a interesarte por la ciencia ficción?

De niña leía cuentos de hadas y veía animé japoneses con historias de robots y seres futuristas. Me gustaban mucho y, a eso de los 11 años empecé a leer novelas para adultos y descubrí la ciencia ficción literaria; tenía que ayudarme a entender con un diccionario de términos médicos. Leyendo "Una Leyenda del Futuro" vi que su autor era de Santa Clara, como yo; lo conocí cuando tenía 15 años y, a partir de ese encuentro, él me ayudó a entender el género. Mi primer trabajo publicado, cuando tenía 16 años, fue un ensayo sobre la obra de ese autor, Agustín De Rojas.



Anabel Enríquez Piñeiro

¿Qué crees tú que lleva a las mujeres a escribir ciencia ficción? ¿Qué libertades, posibilidades, esperanzas les ofrece?

Cuando era niña, tenía un juego de tacitas y platos que colocaba boca abajo sobre una caja e imaginaba tener el tablero de mando de una nave espacial. Eran los años 80, cuando el "boom" de la carrera espacial que marcó a mi generación. Aparecieron más mujeres interesándose en el género en Cuba. En esos años leíamos a Julio Verne, la literatura de aventura, lo que generó una suerte de interés por un mundo exótico accesible a los niños y niñas. La presencia de la mujer en ciencia ficción muestra los intereses de las mujeres en su temática, estética, etc. que hace que el género crezca y madure.

¿Crees que los nuevos estudios y avances en inteligencia artificial han tenido influencia dentro de la nueva ciencia ficción? ¿El ser humano va a tener participación en la ciencia ficción del futuro?

El tema de inteligencia artificial en ciencia ficción se hace cada vez más recurrente, pero ya antes en los 50, antes del descubrimiento de la tecnología, se hablaba de eso como posibilidad. Ya existía la idea del ciber-cerebro que controla la nave y ahora se volvió más recurrente desde los 80 y la consolidación del ciberpunk como estética. La idea es que esa inteligencia artificial va a controlar al ser humano y existe ese miedo, el mismo miedo al Otro, que leemos en Frankenstein. Entonces se la ve como un ente femenino y, por consiguiente, peligroso e incomprensible. Hay ejemplos de esto en la literatura cubana y anglosajona. La inteligencia artificial como mujer es un estereotipo que se refuerza en los 90; es un elemento hostil en vez de una mujer débil.

¿Cómo ves tu futuro literario ahora que vives en los Estados Unidos?

En Cuba escribí más artículos y críticas que narrativa porque del 2007 al 2010 hice guiones de series de televisión que absorbían mucho tiempo. Escribí series juveniles de deportes, animados y películas para TV. Y ahora sigo escribiendo ensayos porque me encanta la investigación y espero poder dedicar más tiempo para crear los nuevos universos que tengo en la mente.

Study Abroad Programs

UF in Barcelona, Spain

Dámaris Mayans-Ramón, Director

UF in Barcelona is a new study abroad program, launched this past summer, for students who want to fulfill their CLAS language requirement. It is a seven-week program led by a graduate student in SPS, in which students take an accelerated beginning course, SPN1134, plus one extra class taught in English: Spanish Civilization and Culture; Spanish Art and Cultural Heritage; or International Business.

The 2014 students, with Director Dámaris Mayans-Ramón, participated in several excursion to Sitges and Codorniu wine cellars and the picturesque town of Cadaquech, Salvador Dali's summer residence. They also toured Barcelona and visited places such as the Picasso Museum, Las Ramblas, and L'horta Labyrinth, a beautiful



Students in Barcelona

historical garden that includes an 18th-century neoclassical garden and a 19th-century romantic garden. From Barcelona, students visited other countries as well as taking trips to Ibiza, Madrid, and Pamplona for Los San Fermín. We are looking forward to repeating and expanding this program for next summer.

UF in Seville, Spain

Andrea Carroz, Student

Every morning on my way to class, I walked with my roommate past architecture and structures that were centuries old. My favorite was la Catedral de Sevilla, the Roman Catholic cathedral of Seville built in 1520. I had the opportunity to soak in the culture, marvel at beautiful buildings, eat the way the Spanish do and become part of the beloved city of Seville in Spain for six weeks. Living in the downtown area gave me access to the most visited parks and museums like Plaza España, el Real Alcázar, the Giralda Tower, Maria Luisa Park as well as many locally owned shops and gelato stands.

Each day highlighted a different event in the Catholic or soccer calendar, a detail in a building I hadn't noticed before, or how the European mindset was different yet familiar to mine. This program focused on the culture and rich history this city has to offer and each day was an adventure.

One day on the way to our host family's home from class, we noticed a huge crowd had gathered and were chanting and celebrating



Andrea Carroz in Seville

the recent win of the Seville soccer team. The parade followed us and a bus filled with the Sevilla soccer team players to a small plaza by our apartment where we parted ways with them as they continued to celebrate the win for hours on end. The night before, when the team actually played, we could hear our neighbors' excitement goal after goal from the apartment buildings opposite us. From this we knew and understood what soccer really meant in Europe.

One of the many aspects of Seville I admire most is the architecture. It was the first thing that struck me when I arrived. I even found a building I decided was my favorite just because of its intricate design. My love for the detailed work put into these buildings was fed every day as I passed this and many other buildings and even more so when I visited the Real Alcázar, an old palace built in the late 12th century. This palace serves as a way to demonstrate how distinct cultures impacted Seville throughout the centuries. As you walk through each room you are transported to another era where handmade crafts were honored because of the labor that brought them to splendor.

Seville is a colorful city and the best way to take it all in is by enjoying and appreciating everything that crosses your path. I was so amazed by the 1920's clothing style for babies, how well-trained dogs were compared to America, and how great it was to see people meeting to grab a cup of coffee and lose themselves in conversation.

This experience opens your eyes to unlimited opportunities and how you view the world. The friendships I made on this trip are everlasting and no one understands how you really feel about studying abroad except the students who lived through it along with you.

UF in Valencia, Spain

Susana Braylan, Director

Also in its first year, UF in Valencia (former UF in Santander) brought 21 students to this beautiful city located on the Mediterranean. In Valencia, students took the first classes that count for the major or minor and were involved in many activities. Valencia offers many attractions, from miles of beautiful beaches, to great architectural styles. The City of Arts and Sciences (Ciudad de las Artes y las Ciencias), a museum complex and architectural masterpiece, provides a prime example of modern architecture. Valencia's International Airport allowed students to travel extensively; they were able to visit Paris, Rome, Milan, and other exiting cities in Europe as well as the



Students show their Gator spirit in Valencia

country of Morocco in North Africa.

Continued on next page

Study Abroad Programs *Continued*

Neena Shueller, student, offers a very personal experience of her time in Valencia.

Soy Neena de Florida y vine a España principalmente para asistir a clases de castellano en la Universidad de Valencia y con la intención de patinar mucho. Al principio, patiné en Madrid durante dos días y descubrí que me divertía mucho patinando en España. Después estuve en Valencia durante seis semanas en las que patinaba todos los días. En Florida normalmente hago el *freeride*, sin embargo aquí en Valencia he mejorado y disfrutado mucho del *freestyle*, ya que la ciudad es muy plana. Me alegro de no poder opinar sobre los hospitales de España, porque he tenido la suerte de no tener que pisar ninguno de ellos. Desde el primer día que llegué, conocí a la gente que patina en Valencia y observé que hay una gran comunidad de *skaters* muy simpáticos. También los amigos que conocí aquí me llevaron a sitios buenisimos que están un poco lejos de Valencia. Estos sitios me parecieron increíbles porque no había patinado nunca en lugares tan grandes como los de las montañas de España. Aunque en la ciudad había muchos transportes públicos, siempre iba por patines porque es la mejor manera de explorar y ver una ciudad. Decidí visitar a mis compañeros de *Original Skateboards* y patinar en la ciudad de Barcelona. Allí fui a un *skatepark* impresionante donde conocí a muchas chicas

que patinaban, y fue raro para mí ya que en Florida no hay muchas chicas que patinen. Al patinar en varios sitios de Barcelona, me di cuenta que es la mejor ciudad en la que he patinado. Parece una ciudad hecha por y para *skaters*, como en un

videojuego. El segundo día que estuve en Barcelona, patiné desde una parte muy alta de la ciudad hasta abajo y me gustó ver tantos lugares mientras bajaba algunas cuestas y hacía el *cruising* por las calles. Para acabar, fue un sitio genial del *freeride* y aunque me caí muchas veces, fue una de las mejores sesiones de patinar en España. Estuve muy contenta en España y quiero volver tan pronto como pueda para seguir patinando con mis amigos de aquí. Patinar en este lugar fue la mejor experiencia de mi vida. Creo que todo el mundo debe venir al menos una vez a este bonito país.

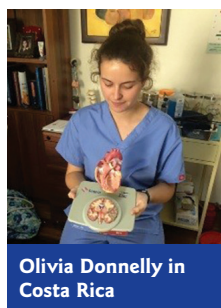


Neena Shueller shreds downhill in Valencia

UF in Costa Rica: Medical Service Learning

Cari Jiménez, Director

This summer an amazing and passionate group of students traveled to San José, Costa Rica, led by Cari Jiménez, to participate in a service learning program designed to increase students' linguistic ability and cultural competence in the medical field. The program had two vital components: a Spanish for Healthcare course that enabled students to articulate and understand conversations in Spanish related



Olivia Donnelly in Costa Rica

to medical situations with the appropriate medical expressions, terminology, and cultural understanding; and a Service Learning opportunity in a local medical clinic that enabled them to conduct basic functions related to the medical environment in Spanish: patient interviews, medical history, vital signs/physical exam, and communication of diagnosis and treatment. At the end of the six week program the students created a presentation explaining

and reflecting on their experience and a medical digital guide. To see an example go to <http://issuu.com/shannonkelly94/docs/guia2/1>

In their own words:

Olivia Donnelly: "This experience was very interesting. I learned a lot about medicine, illnesses, and treatments. While I was observing the doctors, they taught me about their jobs in Costa Rica and about the human anatomy. For example, Doctor Campos taught me about the places in the chest to listen to the heart. It was very interesting and educational. I believe that I've learned more in the clinics than I ever can in a classroom. Also, I was able to assist the doctors and patients by taking vitals. I am thankful to have had this opportunity to grow as a person and as a student."

Shannon Kelly: "I now have a broader worldview and a new perspective on life. I have embraced and learned about another culture and have a deeper appreciation for the blessings in my life. I learned about the important concept of reciprocity and how the server can benefit just as much as the person whom he or she is serving. I have made friendships with people from many different countries that I will cherish forever. This trip has inspired me and I am now confident about my future in a medical setting."

UF in the Dominican Republic:

Sarah Vittoe, student, blogs about her experience!

May 11, day 1

I generally have a very good sense of direction, but here the streets are all over the place. To get around we take something called a *concho*. It's a car with a decal on it, but you pay a flat rate of 20 pesos per person (around \$0.50), and they follow a set route, and then you tell them where to stop. The *conchos* were quite the experience, because you don't sit one person to a seat. You squeeze 2 people into the passenger seat, and then 4 in the back. There is a very good chance you

will be crammed up against a total stranger. And that is normal here. All of the drivers on the streets take the driving laws as suggestions. People swerve in and out of traffic, squeeze their way in between lanes, pull out in front of you, and we've even seen people drive down the opposite lane if it were more convenient. Pedestrians jay-walk like crazy, and cross right in front of cars. I am SOO glad I don't have to drive at all while I'm here.

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

Study Abroad Programs *Continued*

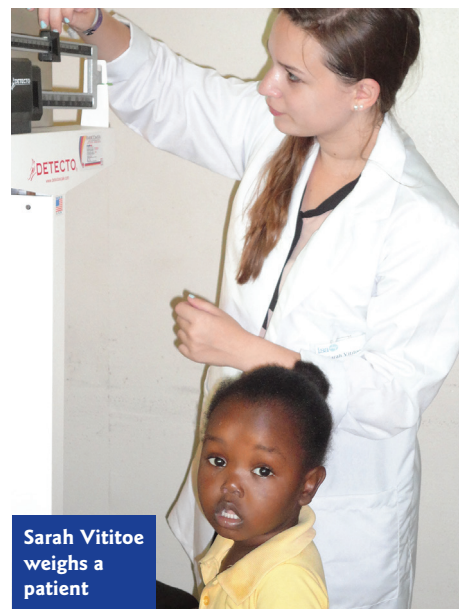
May 13, day 3

When I went to the office this morning, I got a white lab coat and a name tag to wear in the clinics. My partner Jane and I took a *concho* and arrived at this tiny little building that had a waiting room, a pharmacy, and two exam rooms. The whole clinic was probably the size of my parents' living room and kitchen back home. Once the doctors came, we got to observe their consultations. It was very interesting to listen to the doctor, because she took much more time with each patient than they would in the US. Also, instead of just making small talk, and then getting down to business, she would have full conversations with her patients about different aspects of their life, work, marriage, and things like that. It wasn't one-sided either. The patient would tell the doctor all about their life, even things that seem personal to us Americans, and the doctor would share just as much personal information about her life.

May 29, day 18

When I got into the *concho* this morning, there was a little family that had a mom, a dad, a four-year-old son, and a 2-year-old daughter. The little boy was absolutely adorable, so I said hi, and tried to make some small talk

with him. He was shy, so the dad apologized, and we started to talk. They asked what I was studying here, and I told them how I was here to learn Spanish. The wife looked at me very kindly, and told me how great it was for me to be here studying Spanish. The husband said he thought my Spanish was very good. I know that seems like a small compliment to receive, but it made my entire trip. When I first got here to the DR, I remember being so nervous because I was afraid that I wasn't going to know enough Spanish to be able to communicate with anyone. The last Spanish class I had was in my junior year of high school, and I just started my sophomore year in college. I had absolutely no confidence with my Spanish, and was worried that people would judge my "gringa" accent. At the very beginning, I understood less than half of what I heard, and I felt like I was completely in over my head. Here I am not even 3 weeks later. I tell funny stories to my host family, and I understand the majority of what they say. My grammar and vocabulary have improved immensely. I've learned a lot of medical words in Spanish. I've even started thinking in Spanish a little bit. And today I had a complete conversation with an absolute stranger. I understood almost everything he said, which is incredible for



me. The fact that he even complimented me on my Spanish, and expressed such gratitude toward me for attempting to learn Spanish in the first place just fills me with joy. Today's conversation with them validated my entire experience abroad. I've learned so much, I'm adjusting to the new culture, and I've gotten to meet some amazing people. This journey has been so incredible already, and I'm not even halfway done.

Faculty News

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

Dr. Luis Álvarez-Castro has resumed his teaching and administrative duties at SPS following a year-long sabbatical. During this time he finalized a book manuscript on Miguel de Unamuno's metafictional literature—already accepted for publication by the University of Salamanca Press—and developed a new book project that explores the impact of Spanish imperialism on late nineteenth-century fiction. As part of his effort to rescue little-known fictional works from the period he specializes in, he has recently published critical editions of Luis Bonafoux's *El avispero* (1892) and Eugenio Antonio Flores's *Trata de blancas* (1889). Finally he presented his latest research at international conferences in Canada and Spain.

Libby Ginway, on sabbatical for the academic year 2014-15, is synthesizing and expanding her broader research findings into a major single-author book, which will serve to compare and contrast the science fiction production of the two most populous and influential coun-

tries of Latin America: Brazil and Mexico. She will consider one of the most interesting and evocative aspects of Latin American science fiction, the ways in which these national literatures conceptualize the human body in futuristic contexts, primarily through its original transformations and manifestations of gender, its amalgamation with mechanical and electronic devices, and its distortions into monstrous beings.

Greg Moreland attended the 16th Annual CIBER Business Language Conference, hosted by Brigham Young University (April 2014) in Park City, Utah. He gave a presentation entitled "Marketing and Advertising in the Spanish-Speaking World."

Kathy Navajas was awarded a professional development leave for the Spring of 2015 to develop a volunteer manual in collaboration with Acción Callejera in the Dominican Republic. The immediate goal is to have participants in our International Service Learn-

ing program arrive well prepared. This manual and the pre-departure workshop will provide useful phrases for the classroom, games, methodology, and pertinent cultural information to help them be effective teachers of reading and writing in Spanish even as they are learning to improve their L2 skills with the help of the kids they teach!

Charles A. Perrone saw the fruits of his last sabbatical come to fruition: *Crônicas Brasileiras: a Reader* (Univ. of Florida Press, 2014), co-edited with two colleagues from Massachusetts. In late summer and fall, he had a busy travel schedule, travelling to the UK for the Brazilian Studies Association conference, twice to São Paulo to deliver keynote addresses at seminars on the internationalization of knowledge and literature, to the University of Iowa, and to UCLA for invited lectures.

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Faculty News *Continued*

Andrés Avellaneda (SPS, Emeritus) has been appointed once again by Argentina's Ministry of Foreign Affairs to teach Latin American literature in its National Foreign Service Institute (ISEN). A second edition of his book, *El habla de la ideología. Modos de réplica literaria en la Argentina contemporánea*, was published in March by Press of the Universidad de Buenos Aires (EUDEBA). He wrote a prologue to the second edition of Daniel Balderston et

al. *Ficción y política. La narrativa argentina durante el proceso militar* (1987), also published by EUDEBA this past September. He was invited to present a paper at the Jornadas Cortázar (National Library, Buenos Aires, August 25-27), organized by the Ministry of Culture and the Presidency of Argentina to commemorate the centenary of Cortázar's birth. His contribution was titled "La literatura no nació para dar respuestas: Cortázar escribe lo político."

Updates

Giovanna Rivero (ABD) was awarded \$1,000 as a finalist for the Madelyn Lockhart Dissertation Fellowship and the AAW Emerging Scholar competition through the UF Center for Women's Studies and Gender Research for her dissertation proposal "Resurrección del Sujeto Político en Tres Novelas Mexicanas del Siglo XXI". Her essay *Hambre, comunión y excreción: Una lectura biopolítica de El huésped* will be included in the Revista Alba de América, Vol. 34, published by the Instituto Literario y Cultural Hispánico in California. It will be available in October of 2015 and will be presented in the annual conference organized by the California State University Dominguez Hill, this time in Buenos Aires. Giovanna was also delighted to participate with Antonio Cardeney and Alexander Torres in an all-SPS panel on "Gradaciones Afectivas Negativas en las Generaciones Post-Dictaduras" at LASA this year.



Giovanna Rivero holds her Madelyn Lockhart Dissertation Fellowship certificate while posing with Victoria Condor-Willimas

Ana María Díaz Collazos (PhD 2014) had her dissertation accepted for publication by the German publisher Mouton de Gruyter. The dissertation is entitled *Desarrollo sociolingüístico del voseo en la región andina de Colombia* (Sociolinguistic Development of the Voseo [usage of "vos"] in the Colombian Highland). The work integrates qualitative and quantitative methods to analyze second person forms in a corpus of letters, court cases, novels, plays and poetry, for a total of almost 9000 examples. It is expected to appear in September of 2015.

Whitman Suárez (M.A. 2013): After I graduated from the University of Florida I came to the University of Texas at Austin. This is my first year in the PhD program in Iberian and Latin American Linguistics in the Department of Spanish and Portuguese. I have developed research in code switching in heritage Spanish speakers in the United States. I am also working on a project in San Andrés, a Colombian island with a very interesting linguistic scenario where Spanish, English, and Creole are spoken by the native speakers of the island. As I look back I have really good memories from my experience at UF, thanks to the wonderful people at the department, and my friends. There are many things that I miss from Gainesville but its humidity is definitely not one of them!

Diana Pedraza (M.A. 2013): Upon graduation with my M.A. in Hispanic Linguistics at the University of Florida I went back to my home country Colombia for one semester, and then returned to the United States to pursue my PhD. I am currently a second semester PhD student of Iberian and Latin American Linguistics at the University of Texas at Austin, where I was awarded a fellowship for

Matrimonio

Carlos Bertoglio

Incluso si me abrazas
desde este mismo instante
con tenaces palabras.
Incluso si te arriesgas
a adentrarte secreta
en las horas lóbregas
de las tardes silentes
que aun no hemos vivido.
Incluso si en un rapto
de rabiosa impostura
te fundieras conmigo...
me moriría solo.
Y nadaría a oscuras
en la inevitable profundidad
de la más privada de las pesadillas.
Sí, quiero.

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

my first and last year. So far my research has focused on the phonetics of English-Spanish early bilinguals in the US, and more recently on early bilingual children with language impaired disorders. Even though I am very happy here, I miss my friends and professors from my dear UF.

Cindie Moore (M.A. 2011) works with an indigenous women's association in Guatemala. Among its activities is a micro-loan program. Many groups of women who participate use their loans to start cattle businesses. The association, in partnership with Heifer International of Guatemala, offered classes this year on best practices for raising cattle. Heifer International helps low income individuals around the world help themselves.

Alicia Genovese (PhD 1992) continues writing and teaching in her native Argentina. Her latest achievement is the publication of a "personal anthology" – *El río anterior*, a compilation of some of her favorite poems from her past poetry. Soon, her book of essays *La doble voz*, based on her PhD dissertation, will be reprinted.

Introducing Dr. Emily Hind

The Cognitive Benefits of Uncertainty

This will be the first of what we hope will be many Florida winters for Dr. Emily Hind, who has spent 8 years at the University of Wyoming. Emily specializes in Mexican Studies, but is also a true believer in L2 (and L3 and L4) education and in mentoring graduate students for success as researchers, teachers, administrators, and colleagues.

Emily grew up in Kansas in a monolingual family without a passport in sight. Both parents are teachers, but they encouraged her to choose a different professional path, to no avail. While in college Emily saw so many posters around campus about study abroad that she figured it was practically mandatory, so off she went to study in Mexico for six weeks. It was the best thing she'd ever done, and she returned to spend her senior year there and later worked for three years at the Universidad Iberoamericana in Mexico City, an extraordinary opportunity for a US-educated Mexicanist that became the equivalent of other fields' "post doc" study. Her initial experience of being completely lost in a world where she couldn't navigate anything led her to appreciate the cognitive benefits of uncertainty, a kind of wakefulness in response to the chaos of the unknown.

Emily takes into the classroom that affinity for uncertainty. In the pursuit of real engagement, she is unafraid to change the plan, be spontaneous, and improvise. She takes as a compliment what one student offered as a critique—"we never know what we're going to do in class." The alertness and preparation required to be ready for authentic social exchange is what Emily asks of her students. In response, she takes what they say seriously and is willing have the discussion go in a direction she did not anticipate or plan. Teaching



is the most important part of her day, and there must be room for the unexpected and the personal perspectives.

Emily is cautious about specialization, even as she is committed to training specialists. She is

aware of the tension between becoming a professional while keeping tabs on new cultural developments and staying in dialogue with a larger audience. Emily has her eye on the shifting relations between the humanities and sciences, between amateur and professional critics, between the need for specialist discourse and the perils of a shrinking audience. She is paying attention to what literature does, to whom and with whom. She sees fiction as a lab, a way to create and experience other possible worlds. What we do in literary studies is to recycle and renew ideas from other disciplines that then make their way back into what people in the public arena and in sciences are thinking about language, race, gender, sexual orientation and the other issues that we study. According to Emily, while few people may read literature and criticism, the ideas filter back into the public discourse via the newspapers, then to radio and television, because they resonate. A new phenomenon that interests her in terms of its broad popular appeal is graphic novels in Spanish, which she began to take seriously this summer while in Mexico, because they represent a shift in literature toward integrating the visual as a way of competing with images coming at us from all sides and media.

Emily understands the pressures students feel to study something practical, and she encourages them to study literature as a way of becoming broad thinkers and developing the skills they will need in a job market we can't predict. "It's not the degree but what's in our heads," she says. She believes students need to learn to function in a broad range of new environments, and studying literature is a way to cultivate empathy, a skill they will surely need as the century unfolds. At the same time she believes we need to prepare graduate students to function well not only as researchers and teachers but also as colleagues and committee members, as administrators, and techies, to help them develop the emotional skills needed to excel in diverse departments, in other words, how to better do what we in fact spend a lot of our time doing as academics.

Emily reports that she decided to come to the University of Florida because of our reputation as being serious about academics, because we're attracting the best students, and because of the interesting and dynamic colleagues. ¡Muy bienvenida!

Soneto disonante

Clara Sotelo

Se me ha desvanecido un poema fatigoso
Que en lucha con el verbo demente concebí
Y se escurrió entre el silencio escandaloso
De mi mente; me digo que tal vez lo inhibí.

Salió de mi cabeza porque se vio cautivo
En una red de imágenes que aprisa construí
Con bestias sibilinas que encontraban
alivio
Devorando sin pausa obtusos nombres vi

Navegaban adverbios en corrientes ilógicas
Verbos que no tenían acción ni clara esencia
Y adjetivos de absurda figura oximorónica

Por eso, deconstruido en algarazas
deónicas
Y para no ser artífice de seria irreverencia
Se escapó de mi lira enfática y canónica.

Introducing Dr. Jorge Valdés Kroff

Jorge joined SPS this fall as an Assistant Professor of Spanish and Linguistics. He attributes his love of languages and his interest in linguistics to his Hispanic roots and the shifting linguistic landscape around him. He was born in Chile, raised in Miami, and moved to North Carolina during early adolescence. At a young age, Jorge was responsible for interpreting and translating for his mother, a job that he initially disliked immensely, but that ultimately helped him discover that certain people have the ability to effortlessly switch languages depending on who is speaking and in what context a conversation is occurring. He also realized how easy it is for children to learn multiple languages. When his family moved to a monolingual community in North Carolina, Jorge felt different from other kids and refused to speak Spanish for a while. Luckily, his family instilled in him the need to maintain Spanish as a linguistic and cultural connection to his roots. Only during his graduate career did Jorge come to appreciate the linguistic research that supports this notion: extra effort must be taken on the part of parents to protect a minority language in an otherwise majority language environment.

Jorge attended University of North Carolina-Chapel Hill for his undergraduate studies,



Dr. Jorge Valdés Kroff

majoring in Linguistics and International Studies. He jokingly says that he is probably one of only a handful of people who started college with a declared major in Linguistics. UNC also provided many opportunities to study and be exposed to other languages. Throughout his career, Jorge has studied German and American Sign Language. He took an intensive summer course in Icelandic in Reykjavik, Iceland, and lived in Japan for three years as an Assistant English teacher through the prestigious JET program.

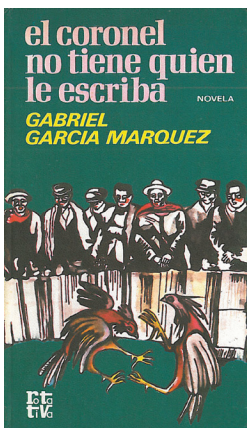
His research interests center on multilingualism in bilingual and second language speakers. He uses experimental methods common in psycholinguistics such as eye-tracking and behavioral methods to focus on auditory comprehension in multilingual speakers. Jorge is

especially interested in the mental processes that aid successful comprehension whenever switches occur between languages in the same conversation, a phenomenon known as code-switching. What Jorge finds interesting is that, although code-switching should be a complicated process which requires real mental effort (it should be simpler to stick to one language during a conversation), it doesn't seem to be effortful nor random. Jorge has been setting up his new language research lab on the second floor of Dauer Hall, a lab which will include a state-of-the-art eye-tracking camera, desktop computers for experimental research, and recording equipment for production studies.

When asked about his professional plans for the next few years, Jorge said that he would like to focus on predictive processes in language comprehension. In other words, what linguistic cues do second language and bilingual speakers use to facilitate comprehension? He believes that bilingual speakers, both early and late, are linguistic sleuths who are able to pick up on very subtle cues that even native or monolingual speakers are not conscious of being present in their grammars. He also hopes to be part of a vibrant and interdisciplinary research community that, working with the same goals in mind, is open to sharing and discussing research which will help to foster new ideas and research projects for the benefit of all. We all welcome Jorge to our SPS department and wish him the best.

“From your victim, Gabriel”: Remembering Gabriel García Márquez (1927-2014)

Efraín Barradas, Professor of Latin American Studies and Spanish & Portuguese



er friend who had a friend who was a secretary at Columbia University that the next day Gabriel García Márquez was going to lecture in a creative writing class. Immediately we decided to crash the class. When we got there, we found out that many others had the same idea. The fairly large classroom was packed. I sat on the floor, next to the desk where García

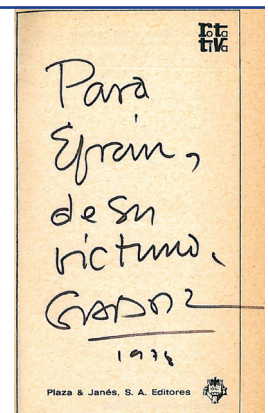
In 1978 I was living in New York City. I had a fellowship that allowed me to finish my doctoral dissertation and work on my first book. Still I had some time to explore the city and meet new friends. One of them informed me that he had found out through another

Márquez was sitting. He did not lecture, but talked very casually about poetry. He cited several poems from memory, but forgot the title of one he liked very much. It was a poem by the great Cuban writer José Lezama Lima. I said the title of the poem out loud. He looked down to the side of the desk to where I was sitting, smiled, and thanked me. After the class was over, we had a brief but wonderful conversation about Caribbean literature and music.

García Márquez knew very well that the following day the number of visitors to the class was going to increase, so he suggested we all met at Macondo Books, a Spanish language bookstore on West 14th Street. So many fans came to the bookstore that it had to be closed. But still, I again could speak with him. He asked me if I was writing a novel. I told him I only wrote criticism. He said that writers were the victims of critics, that I should write poems or short stories instead. I defended literary criticism; I told him that without

critics writers would be working in a vacuum, that critics construct a literary canon. But he insisted on his idea. I knew that he would not convince me. So I got a copy of *El coronel no tiene quien le escriba*, his favorite novel of all that he had written to that date, and he inscribed it: “Para Efraín, de su víctima, Gabriel, 1978.”

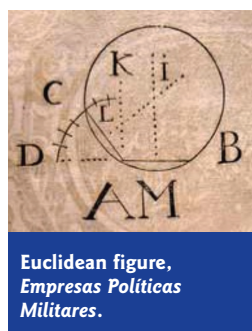
Since then I have treasured the book. Now that García Márquez has died, I have donated it to the Rare Books Collection at Smathers Library. There it will be preserved. I am sure that in the future someone will wonder why he wrote such a strange inscription. I hope this note will make it clear that he was not my victim. But I will always wonder if he was right, if I should have written short stories instead of criticism. Who knows?



Shifra Armon: Rationalism in Early Modern Spain

Rationalism does not rate highly with me as an absolute good. My god is a trickster god, and mine is a more embodied, sense-saturated, serendipitous approach to life. Yet I cringe when I hear the argument that Northern European countries are more “rational” than Mediterranean ones (Weber), or that Spain owes its Age of Reason (Enlightenment, Ilustración) entirely to the French Bourbons who came to rule Spain in 1700. How can one people be more “rational” than another (Elias)? Isn’t it rather that different groups apply their strategies for survival and advancement to different ends? These questions have launched me on a new and exciting intellectual path: that of tracing early Spanish rationalism to Spanish as opposed to foreign sources.

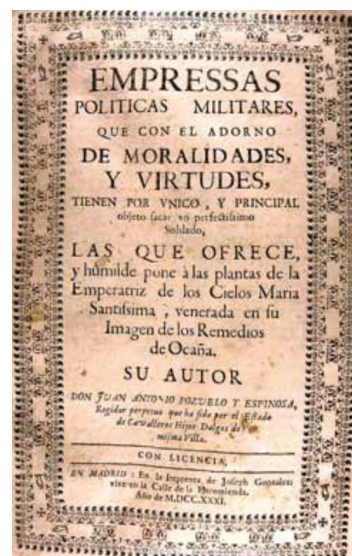
In May and June of 2014 I received a generous research grant from CLAS to explore a curious document housed at the Royal Palace Library in Madrid. The document is a conduct guide for Spanish men of arms published in Madrid in 1731, entitled the *Empresas políticas*.



Euclidean figure, *Empresas Políticas Militares*.

The author, Juan Antonio Pozuelo’s father, Francisco, was a naval hero credited with freeing Veracruz, Mexico from the grip of Dutch and French pirates Michel de Agrammont, Nicholas van Hoorn and Laurens de Graff in 1683. For me, however, the most enticing feature of Pozuelo’s manual is the series of Euclidean figures that he places at the end of each chapter by way of conclusion. I argue that these geometric forms represent an attempt to subordinate Baroque emblematics to a more rational, scientific mode of teaching. Or, as I put it in my proposal, “The presence of mathematical diagrams in the *Empresas* points toward a rationalist pedagogy at odds

with the more traditional Humanist herme-
neutics of emblems.” Having spent five weeks working with Pozuelo’s beautifully preserved text at the Palace library, I am now in the process of writing up my results to share at a conference in Berlin in March of 2015.



Title Page, Juan Antonio Pozuelo’s *Empresas Políticas Militares* (Madrid, 1731).

News from the Royal Palace

The Royal Palace Library is located deep within the Palacio Real in Madrid. It is a beautiful place to work because it used to be the palace music room. The walls are painted in pale rococo colors, and an enormous crystal chandelier sparkles above its rows of reading tables. The Palace Library also serves as a museum that exhibits a collection of rare gifts, sculptures, and paintings that visiting dignitaries have presented to the monarchs over the

centuries. Of course, the royal family does not “own” these treasures; in fact they do not even live in the palace. Instead, they belong to the Spanish patrimony, but, since the library is closed to tours and tourists, few Spaniards or visitors ever get to view them.

The palace library was an interesting place to work this summer because on June 2, the King of Spain, Juan Carlos de Borbón, sud-

denly announced his abdication at age 76, naming his son, Felipe, Príncipe de Asturias, to succeed him. It had been King Juan Carlos who bloodlessly delivered Spain from the nightmare of the Franco dictatorship, which controlled Spain from 1939 to 1975, so his abdication marked a precarious moment for Spanish democracy. However, Spain’s major political parties endorsed the changeover and passed a special

Continued on next page

C.V.

Víctor Jordán

Vivencias vitales

De padre, más de tres décadas;
de hijo, seis;
de hermano – el mayor –,
más de medio siglo.

(Tenencias todas
tranzadas por Tezcatlipoca).

Seis lustros de yerno
y siete de cuñado.
Te-cre-i-ene-te-a y ce-u-a te-ere-o
años de marido
deletreados para acentuarlos
en este currículum de vida.

(Testigo textual de bregas,
logros y heridas)

otras

Algunos quinquenios de sobrino,
nieto y ahijado,
(tiempos truncados por cuestiones
del destino)
No pocos años de primo:
hermano, segundo o tercero,
medio o lejano,
entrevados los de compadre
y padrino.
Algunos de tío, suegro y consuegro
y recién abuelo,
más otros más, trenzados,
de amigo y compañero.

Destrezas

Las de la pasión y la razón,
el llanto y la risa,
el recato y desacato,
la sujeción y rebeldía...

Las del recuerdo y el olvido,
la confianza y el recelo,
la humildad y el fausto,
el quebranto y el perdón...

La de odiar la soberbia,
despreciar la pereza,
estimar la paciencia,
respetar la bondad...

La de honrar el pundonor,
admirar el coraje,
resarcir la desavenencia.
retribuir la lealtad,
soportar la descortesía...

[...]

Apenas tolerante
de la espontaneidad premeditada
y de la premeditación
espontánea...

[...]

Recomendaciones

Por el afecto y la sangre.

News from the Royal Palace *Continued*

“organic law” to cover the contingency of abdication. After two tumultuous weeks of public debate and protests by separatist and republican opponents, Felipe VI was sworn into office on June 19. At 46 years of age, he became the youngest monarch in Europe.

Under the Spanish Constitution, Felipe VI is head of state and commander of the armed forces, but he prefers to exercise his power through diplomacy and personal example. He speaks fluent catalán and supports LGBT

causes. He is also a world-class sailor, having raced for Spain in the 1992 Barcelona Olympic Games. As prince, Felipe defied tradition by marrying Asturian-born Letizia Ortiz Rocasolano, a prize-winning television journalist and celebrity, formerly with CNN. Letizia, a commoner, divorcee, and member of an avowedly Republican family, now bears the title of Su Majestad, Reina de España. Felipe and Letizia have two daughters, Leonor, Princesa de Asturias (age 9) and her younger sister, the Infanta Sofía (age 7).



Palacio Real de Madrid, Spain

Spanish Curriculum Updates

UF Online: Spanish

In the spring of 2014 SPS launched an online version of the Beginning Spanish 1130 and 1131, designed by Dr. Jesse Gleason and William Wilderberg, Distance and Continuing Education instructional designer, with a great deal of support from Cari Jiménez. The courses are currently being implemented and conducted by Cari Jiménez, Ana María Díaz Collazos, and Falcon Restrepo, as part of the UF Online 4-year degree program. The students come from states as far as Kentucky, Missouri, Virginia and New York. Because we believe that communication is at the heart of language, we had to be careful to design a course that could accomplish this, even without face-to-face contact. To that end, the courses take

advantage of the latest technologies in online education, such as a robust virtual language lab powered by Pearson [MySpanishLab](#), and a state of the art course management system, [Canvas](#). The course learning outcomes are focused on authentic language use and communication. In order to achieve these goals the students not only complete online activities in the virtual language lab, but they attend weekly online meetings in groups of 3 or 4 with their instructors. Aside from these meetings, students must also submit weekly collaborative speaking and writing task activities to demonstrate the sociolinguistic skills they are developing. This level of interactivity and engagement replicate the essential charac-

teristics of a communicative classroom where students must participate actively, and build a language community to develop their fluency and proficiency in the target language. The unique characteristics of our language courses set them apart from other online programs. The current instructors are creating a plan for future improvements to the original design by discussing students' responses to the challenges of learning a language online.

In this way SPS is providing quality online education to adults who otherwise would not be able to attend college, and benefit from a more complete liberal arts education.

Certificate in Spanish for the Professions

The Department of Spanish and Portuguese Studies is pleased to offer a new certificate program, beginning this fall, in Spanish for the Professions. The goal of our Certificate is to provide students with the linguistic skills and cultural knowledge necessary for working in an increasingly global community, focusing specifically on the Spanish-speaking world. The coursework we have developed for the Certificate is designed to build cultural background and communicative proficiency, while providing profession-specific language tools and experience.

The 12-credit Certificate consists of four courses at the 3000-level (third year), after students have already demonstrated approximately intermediate proficiency. Required courses include a culture/civilization course, an advanced conversation course; our very popular Service Learning course, either on campus or abroad; and one of our profession-specific courses: Spanish for Medical Professions, Spanish for Legal Professions, Spanish Translation and Interpretation, Commercial Spanish, etc.

Although we have just begun enrollment in the Certificate, we have been offering some of these courses for years. We have already seen lots of interest in the Certificate from both current students who want to supplement their major or minor degrees, as well as from students from other colleges and other majors who recognize the importance of demonstrating their proficiency in Spanish.

We continue to develop more of these profession-specific courses each year, so if you have an idea for a course that would be a good addition to our offerings, please don't hesitate to let us know. Two new courses are highlighted below:

SPN345I – Translation class

As part of this Certificate, we have created a new class called “Introduction to Translation and Interpretation: Theory and Practice.” It is designed to introduce the students to the theories and principles of translation and interpretation. The main goal of this course is to improve both students' writing skills and language fluency through the practice of English

to Spanish translation and interpretation. This course is intensely practical: students work on a variety of translation/interpretation exercises every week (literary texts, letters, legal documents, newspapers, commercial advertisements, and other materials).

SPN 383I – Spanish for the Legal Professions

This course, also part of our certificate, helps students understand legal texts and arguments, write documents and express themselves using legal vocabulary. The class covers a broad mix of practical legal terminology, vocabulary and conversational skills. Special attention is placed on the practice of writing to be used in law offices, courtrooms and similar settings, but speaking skills are also developed through class discussions, presentations and fieldwork. The fieldwork component of the course provides students with the opportunity to gain experience through public service by partnering them with legal agencies that attend to the Hispanic community.



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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. And if you're on Facebook, be sure to 'like' our page: "University of Florida—Spanish and Portuguese alumni and friends."



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