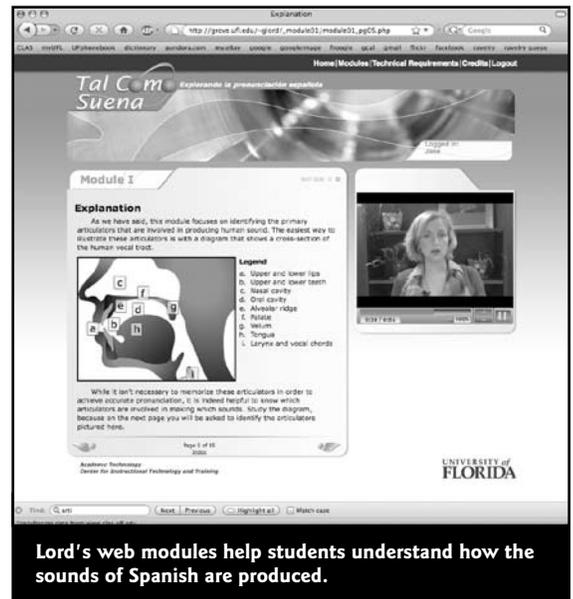


## Focus on Faculty: Dr. Gillian Lord

The first thing a native speaker of any language hears in conversation is how the words sound. In Spanish, a slight nuance of the letter 'll' can identify the speaker's country of origin; the speed and rhythm of a sentence can convey social class or ethnicity. When second-language and native speakers come together, pronunciation can open doors or close them. Was that 'carro' or 'caro'? Did he say 'pagar' or 'pegar'?

Dr. Gillian Lord's interest in second-language stress patterns, the topic of her dissertation, began when she attended a wedding in Mexico and heard the groom (an American) vow to love his wife through "tiempos prospéros," rather than "tiempos prósperos." A small thing, and yet a moment of discomfort for the bride, and perhaps for his new in-laws. Years earlier Dr. Lord had experienced one of those peak moments in language learning when a cab driver in Madrid asked her what part of Spain she was from. Another small thing, and yet speaking in a way that does not instantly identify you as 'the other' allows access to cultural experiences beyond those available to tourists or observers of the target culture. While the debate rages on in the United States about assimilation vs. multiculturalism, many second language learners would like nothing more than to move easily and effectively between cultures, confident that they won't be betrayed by a mispronounced vowel or a stray accent.

Dr. Gillian Lord is working hard to help UF students achieve a near-native pronunciation that will open doors for them. As director of intermediate Spanish and specialist in second-language acquisition, Lord has developed a series of on-line pronunciation modules where students can learn exactly how the sounds of Spanish are produced, hear those sounds, learn to distinguish between similar sounds, practice producing those sounds, and get feedback. Often students fear being embarrassed or laughed at when they speak Spanish, so they remain silent. There is also a pervasive myth that a strong Southern accent in English is an impediment to good pronunciation in Spanish. With the new modules, featuring animated diagrams that illustrate how the sounds of Spanish are articulated, students can work on their



Lord's web modules help students understand how the sounds of Spanish are produced.

own with a toolbox of instruction, input, explanation, practice, and assessment. This helps not only with pronunciation but also with listening comprehension, and it builds confidence, making students more willing to speak in class and beyond.

Dr. Lord points out that pronunciation is a field that needs development. The American Council on the Teaching of Foreign Languages Oral Proficiency Guidelines mention in passing that pronunciation is a potential problem area, but there are few pedagogical materials on the topic and very little research being done. She suggests that several decades of classroom methodologies that focus on communicating meaning may have had the effect of sidelining pronunciation. Those methodologies were themselves a response to previous methods that perhaps excessively emphasized grammatical precision and ignored people's real desire to simply communicate in another language. She is hopeful that the pendulum is swinging back toward the center where conveying meaning accurately, effectively, and gracefully shapes the tools we offer our students.

Why aren't there more materials to teach pronunciation? Unlike grammar, which is perceived to be a body of knowledge, pronunciation is seen as a kind of talent or aptitude that one either has or doesn't have. So while students easily process corrections of grammar, somehow having their pronunciation corrected feels

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# Undergraduate Highlight: Study Abroad in Santander

In 2006, Julianne Crapps, a self-admitted shy person with only one semester of beginning Spanish under her belt, surprised everyone by boarding a plane for 6 weeks of study abroad in Santander, Spain.

"I remember lying in bed with my eyes closed, feigning sleep, listening to the whispers coming from the threshold of my bedroom door. "¡Está durmiendo! ¡Está durmiendo!" they whispered. It was the only thing I'd understood all day. I heard the door snap shut and I was left alone, finally. I was tired—tired of not understanding, of not being able to communicate, of being frustrated. Why had I assumed that my limited Spanish would suffice to communicate? Why wasn't it like Spanish class, where I could take an English time-out to get oriented? I felt alone and isolated. I wanted to go home.

Weeks passed and the pangs of culture shock and homesickness gradually subsided. I spent my afternoons with Carlos and Pedro, my

Spanish host brothers, watching Spanish Disney movies or building sand castles at Sardinero beach. Pedro, then 3, had immediately taken a liking to his new American friend, who usually just smiled confusedly at him whenever he spoke. Carlos, 2 years older than his brother, was old enough to be skeptical. Despite the language barrier, every day I grew more comfortable in my strange new environment, learning to use my broken Spanish and hand gestures to communicate.

It was a month into my stay in Spain when Carlos joined me on the couch one evening. No doubt I appeared frustrated, as I was working on some particularly difficult homework. I smiled at him; non-verbal communication was so much easier. He handed me a piece of

paper, on which he had drawn a shark. "Tiburón," he said, pointing to the picture. "Ti-bu-rón," he repeated, emphasizing the pronunciation. I was astonished; the child who always gave me suspicious glares was now attempting to help me learn Spanish vocabulary. Our study session was soon interrupted by my host mother, who beckoned me toward her. "Pedro," she said simply, pointing into his bedroom where she had just returned from tucking him in for the evening. Was something wrong, I wondered? Perplexed and concerned I walked into his small room, where he was looking at me expectantly. "Julianne," he said, outstretching his small arms, "quiero un beso y un abrazo." From that night forward Pedro refused to sleep without a hug and a kiss from his new "sister". I was no longer an outsider, but a member of the family. I had done what I first thought impossible: I had integrated into their culture."

As a result of her experience in Spain, Julianne has become active in promoting study abroad. She was recently featured on UF's website: "As president of UF's Study Abroad Peer Advisors, or SAPA, she now dedicates herself to providing information to students considering studying in other countries."

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## Graduate Students on the Move

### El Coloquio

In October of 2005, the first annual Graduate Interdisciplinary Colloquium on Hispanic Literatures, Languages and Cultures took place in the Reitz Union, organized by more than sixty RLL graduate students with different backgrounds and interests. Every aspect of this two-day conference, called "Language, Nation, and Globalization," was initiated and carried out by grad students, creating a strong sense of professionalism and solidarity, as students worked together on everything from funding to publicity, from snacks to scheduling. Important researchers, professors, and writers working in the United States and abroad participated as keynote speakers in a dialogue that focused on the connections between academic institutions, community and society. Graduate students from across the country attended, sharing their ideas, projects and expectations. In October of 2006 the second Colloquium, "Back to the Past? Discourse and Violence in Memory, Displacement and Identity," took place at Emerson Alumni Hall, incorporating even more graduate students.

The third colloquium "El arte de (con)vivir/The Art of (co)existence," was held in October of 2007 and took place at the Reitz Union. This event was carried out again by grad students and its brilliant result was a clear mirror of their professionalism and commitment with which they worked. "El arte de (con)vivir/The Art of (co)existence" had its roots in a concept expressed by Gina Valdes, "[t]here are many borders which divide people, but for each border



there is also a bridge". This colloquium featured three outstanding keynote speakers: Dr. John M. Lipski (Linguistics, Pennsylvania State University) gave a talk entitled "Cruzando fronteras/cruzando lenguas"; Dr. Tace Hedrick (English, University of Florida) talked about "Gloria Anzaldúa and Gabriela Mistral, Queering the Cosmic Race: Crossing the Bridge between U.S. Latina/o and Latin American"; and Luis Álvarez Castro (Spanish Literature and Culture, University of Florida) gave a talk on "Miguel de Unamuno, los 'papeles de Salamanca' y los límites de la interpretación". The prevalent topics among the numerous presentations included: frontiers; picturing women's voices and silences; language contact; life on the hyphen; language and gender; migration, exile, and diasporas.

### Sin Frontera

Having an online magazine designed by graduate students was a goal that finally materialized in November 2006 when the first issue of "Sin Frontera" appeared, followed by the second in December 2007.

Combining academic articles, essays, opinions and interviews with poetry, narrative, painting and photography, "Sin Frontera" looks to share the space of critical thinking with the voices that constitute the "object of study," and to rescue the creative impulses both inside and out of academia. Thanks to the efforts of a group of graduate students, "Sin Frontera" is becoming a place to collectively work through learning, thinking and creating.

To visit the Journal, go to: <http://plaza.ufl.edu/daniae/sinfrontera/index.html>.

# In Search of the Balance

The demands of graduate studies, research, and teaching often leave little time for other pursuits such as family, community involvement, arts and sports, which balance the life of the mind with that of the soul, the heart and the body. But here in SPS we have a vibrant commitment to live our passions fully both on and off campus. Here's how we do it:

- We are committed to **having fun**. At least once a year we have a departmental **canoe excursion**. It's a chance for the folks who come to Spanish and Portuguese Studies from all over the world to spend a day in paradise with their loved ones and colleagues paddling together and sharing lunch. In the last five years only one canoe has capsized and we haven't lost anyone, although we did have to haul back one pair of paddlers being blown toward Cancún. We've paddled the Santa Fe, Alexander Springs, Rainbow Springs, Silver Springs and the Gulf of Mexico. We've exclaimed in every Romance language over every

form of bird, bug, reptile, mammal, fish and flora found in north central Florida.

- We are committed to **creativity**. At Wild Iris Books, a local independent bookstore, graduate students and faculty from SPS read their work in the recital series called "**Arroz con Poesía**," and revel in the pleasure of the word shared in community. The first "Arroz Con Poesía," in November of 2005, was standing-room only, and after the most recent one in April of 2008, we're beginning to think it's a movement, not just an event!



Volunteering at St. Francis House

- We are committed to **service**. Since the Fall of 2005 over sixty of our faculty, grad students and friends have prepared meals each semester for the homeless at the **St. Francis House** in downtown Gainesville. Every night of the year some group from the community makes dinner for up to 35 residents at the shelter, and then they sit down and break bread with them. It's a chance for us to combine the cuisines of our varied cultures, to share our bounty with those less fortunate than we and to hear their stories and better understand their struggles, their needs and their humanity.

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## Visiting Professors to the Rescue

In the wake of faculty losses and ongoing budget restrictions, SPS continues to fulfill its commitment to high-quality course offerings with the help of visiting professors from three continents.

In the fall of 2007, **Dr. Sylvia Truxa**, from the University of Padua in Italy, taught two undergraduate courses on twentieth century writing in Spain. In the spring, **Dr. Alicia Genovese** offered an undergraduate course on Spanish American Women Writers and a graduate class on Contemporary Spanish-American Poetry. **Dr. Álvaro Leiva**, from the University of Michigan, taught five undergraduate courses on Latin American

literature and culture. Both Genovese and Leiva have roots at UF. Genovese (M.A. 1988, Ph.D. 1996) has since become an important voice in Argentine poetry. Leiva (M.A. at UF, 2001; Ph.D. at FIU, 2005), a widely-published poet in his native Chile, has taught at five different universities in the U.S. We deeply appreciate the willingness of all three to put their other commitments aside and join us in the classroom, giving students an opportunity to engage new perspectives, and offering us an infusion of energy and collegiality. Not only did they teach and do committee work with us, they also canoed the Silver River and served a meal at the St.

Francis House with us!

This fall we welcome for two semesters **Dr. Ignacio Rodeño**, who will teach Latin American literatures and a graduate seminar on the theory and practice of Autobiography in Latin America, Spain and the U.S. Born in Bilbao, Spain, he holds a Ph.D. in Hispanic Linguistics and Literatures, as well as a Certificate in Latin American Studies. His main area of expertise is Autobiography and Narratives of the Self in Latin America, Spain and the U.S., with a special emphasis in theory as well as transnational and transatlantic perspectives.

*Bravo to the visiting professors!*

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### *Pronunciation, continued from page 1*

very personal. Students who have not had much exposure to Spanish struggle with the new sounds, and when corrected, they too often retreat into silence and a sense of defeat. Instructors, intent on creating a positive learning environment, back away from correcting pronunciation unless the mistakes are generalized or extreme.

How can we convince both teachers and students that pronunciation can indeed be

learned and can be changed? That's where Dr. Lord steps in, bringing her expertise with technology. Here at UF, she trains graduate students in technologies that offer the shy student a forum for expression and the fearful student help with pronunciation. She teaches new instructors to effectively model pronunciation and to allay fear of correction, even and especially at the beginning levels of Spanish. She incorporates new technologies such as podcasting

and audio blogging in her classes, allowing her students to focus on their pronunciation and to work together with their peers to become more aware of the problematic aspects of Spanish phonology. The graduate students who take her classes become proficient in all the most recent technologies, and many of her intermediate and upper-level undergraduate students have said they wished they had seen her modules before their mispronunciations had become

habits.

According to Dr. Lord and others also doing interesting new research, it is never too late to refine and improve one's pronunciation. If you pronounce "carro" and "caro" alike, help is now available with the on-line modules! Before you go out into the world and say something that embarrasses you, explore <http://grove.ufl.edu/~glord>, and when someone takes you for a native speaker, send us your story!

# The Latest Lizard: The Anole

The anole is a slender, climbing lizard with adhesive toes, an inhabitant of tropical and subtropical America. Anoles are diurnal - becoming active as soon as the sun warms their body. In the wild they live only one to two years.

—adapted from [www.hilozoo.com/animals/AR\\_anole.htm](http://www.hilozoo.com/animals/AR_anole.htm)

The mysterious local affinity between journalism and lizards has manifested once again in a new publication called “The Anole,” which, like its namesake, appears to be diurnal: copies fly off the shelf as soon as they see sunlight, and while the five adhesive toes of the anole help it climb trees, the five languages that come together in “The Anole”—Spanish, French, Italian, Portuguese, and English—promise it an ascendant place here in subtropical America, alongside “The Alligator” and “The Iguana.”

Editors Lindsay Smith and Verónica Jordán are members of the Hispanic Communicators Association (HCA), which puts out a newsletter they wanted to improve. Some HCA members wanted to write for “The Alligator,” the local independent student newspaper, but were told that in the interests of objective reporting, they did not have Hispanics writing about Hispanics (a policy they have since changed). Lindsay and Verónica felt that one’s culture should not be a professional barrier, so they decided to start a new multilingual publication with a multicultural focus. They wanted to cover local events and larger issues, and to broaden the horizons of UF students by encouraging immersion experiences abroad and providing a space in which to publish articles in Romance languages as well as in English. Superior quality of writing was and continues to be the principal criterion for selection.

The first “Anole” to see the sun was in

September of 2007, and since then there have been three more. While the first issue had articles only in Spanish and English, subsequent issues have added French, Italian and Portuguese. There are 9 people consistently involved, but each issue is the result of 15-20 people’s work, thus widening the circle of collaborators. “The Anole” covers a lot of ground, from an exposé of exploited immigrant workers in Florida, to reviews of local restaurants, travel articles, updates on the use of slang, movie reviews, poetry and short fiction, interviews with professors and writers and opinion. While people increasingly turn to the internet for news and more, print is still dominant in Gainesville, according to Lindsay and Verónica. They distribute “The Anole” at targeted sites on campus, as well as in local Hispanic restaurants.

One of the editors’ goals is to give students an opportunity to use the languages



they study  
to engage  
those cultures  
and then to  
publish their work,

to take seriously what they are learning in class and then to take the next step—out into the world. To that end they have sought the support of professors, who are always happy to provide more incentives for their students. A published piece in a multilingual magazine is sure to catch the eye of someone sifting through undergraduate résumés, says Lindsay. And these journalism students are serious! In 2007–2008 several new publications started up and then fizzled, but the editors of “The Anole” have lots of ideas for the future.

A new goal for 2008 is to switch from the current twice-a-semester newsletter format to one glossy color edition per semester, with even more articles. To augment their funding through the Hispanic Student Association, they are now seeking advertisers. This is where you can help! While in the wild anoles live only one to two years, “The Anole” is growing stronger and flexing its throat. This “Anole” has lots more to say, and with your help, it will exceed the lifespan of its namesake. Contact the editors at [smithL87@ufl.edu](mailto:smithL87@ufl.edu) or [verojor@ufl.edu](mailto:verojor@ufl.edu).

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## Welcome to New Faculty

**Jessi Elana Aaron** received her Ph.D. in Spanish and Portuguese, with a specialty in Hispanic Linguistics, from the University of New Mexico in 2006. She holds an MA. in Latin American Studies from Stanford University, and a second M.A. in Anthropology from the University of New Mexico. She did her undergraduate work in Spanish and Political Science, also at Stanford University. Her research interests include sociolinguistics, language variation and change, grammaticization and language contact. Her current research focuses on historical morphosyntax in a usage-based perspective. Other interests include the social construction of gender, disability, class and race. She has done ethnographic and sociolinguistic fieldwork in Puebla, Mexico.

**Luis Álvarez-Castro** earned a Ph.D. in Hispanic Philology from the Universidad de Valladolid (Spain) in 2002 and a second Ph.D. in Spanish Literature and Culture from Ohio State University in 2005. His major field of study is 19th and early 20th-century Spanish literature, with a special interest in literary representations of national identity, metafiction, and reader-response approaches to literature.

**Su Ar Lee** is our new lecturer in Spanish and Portuguese. As a Ph.D. graduate of Ohio State University, she developed her research and teaching expertise in Spanish Linguistics. Her specific research areas include Spanish intonation, stress, prosody, laboratory phonology, phonetics, phonology, Spanish

dialectology and language acquisition. Currently, Prof. Lee teaches both elementary and advanced Spanish classes (Beginning Spanish, Intensive Communicative Skills, Spanish Grammar and Composition and Introduction to Hispanic Linguistics). She also assists Professor Jiménez with the various tasks of the graduate coordinator. Before joining the University of Florida, Prof. Lee taught various Spanish language courses and assisted in coordinating the basic Spanish language program at Washington State University for 5 years. She grew up in Korea and lived in Argentina for more than twelve years, which enhances multicultural education in her classes.

# From the Chair

Dear Alumni and Supporters:

First of all, greetings from the newly established Department of Spanish and Portuguese Studies or, as we like to call it, SPS! Our Department was formed as part of a reorganization within the College of Liberal Arts and Sciences that took place during Summer 2008, an action that we feel reflects the administration's recognition of the special importance of Spanish and Portuguese in our state and nation. We are optimistic that our newly independent status will lead to further investment in our enterprise over the next few years.

Fortunately, SPS has a strong foundation to build on. As the Spanish and Portuguese sections of the former Department of Romance Languages and Literatures, we built a tradition of excellence in our three areas of activity, i.e., teaching, research and service.

We take our teaching duties very seriously, and there are many indications of our success in training and motivating our students. Numbers tell part of the story, since growing enrollments are an indication that students value the material we teach. Last year Spanish and Portuguese enrolled 4794 students, as compared to only 3834 in 2000, a 25% increase in eight years. The increase in majors is even more striking: last year's total of 153 is 80% more than the 85 combined majors registered in 2000. Our productivity at the graduate level has also been impressive, in that over that same period we graduated 55 M.A. students and 24 Ph.D. students, many of whom have gone on to accept positions at universities across the country, including the University of Nebraska (Omaha), Xavier University, Northern Colorado University,

Lee University, and Louisiana Tech University. Our Spanish and Portuguese faculty and graduate students continue to receive student evaluations significantly higher than the College median, and a Spanish teaching assistant has been a winner in our University-wide teaching award seven of the last eight years! All three of our study-abroad programs – Rio de Janeiro, Santander and Seville – were a success last year, and we are proud to report that this year SPS completes its eleventh year as a charter participant in the FLAC (Foreign Languages Across the Curriculum) project, which is heavily supported by the Center for Latin American Studies and the Center for International Business and Research.

Our ranked faculty carry out research in Spanish and Portuguese literature, culture, and linguistics, with sometimes spectacular results. Considering only 2007-08, the most recent year for which we have records, the SPS faculty published 3 books and 33 articles, while reading 35 papers at scholarly venues throughout the United States, as well as in Valladolid, San José, Paris, Antwerp, São Paulo, Queensland and Montreal. Our faculty also carried out innumerable service tasks that are important for the health of our profession, including acting as abstract referees for five different conferences, serving on the editorial boards of 14 different journals, helping decide tenure and promotion cases for other American universities, evaluating candidates for Fulbright fellowships and helping design the National Spanish AP exam for public school students. Another honor for UF is our status as a testing site for the Celpe-Bras Portuguese proficiency exam for non-native speakers established by the Brazilian Ministry

of Education, a test whose only other American venue is Harvard University.

If you have been following the news about UF and the state economy, you know that departmental reorganization is not the only change that we have experienced over the last couple of years. The budget squeeze that has hit the state of Florida has certainly had an impact at UF, and SPS has also been affected, especially in terms of dwindling numbers of faculty. In particular, we were hurt by the tragic losses of two of our senior faculty members, Dr. Félix Bolaños, who died suddenly in May 2007, and Dr. Montserrat Alás-Brun, who contracted an illness that made her unable to continue working. If you are wondering whether you can help SPS through this rough patch, the answer is "of course!" Any gift of any size can be invested toward enriching the educational experience of our students. If you give millions, we can hire a world-class scholar for a named chair in your honor; gifts in the thousands will provide money for study-abroad scholarships or graduate fellowships; gifts in the hundreds and less will enable us to provide monetary awards for our most talented student scholars and teachers, support student initiatives, underwrite student travel to academic conferences and support study-abroad recruitment. We appreciate your gifts, but we are equally interested in your continued interest in our department. Please send us news about yourself for inclusion in our next newsletter, and do not hesitate to drop by when you pass through Gainesville. We would love to see you!

It's great having you as our alumni!  
—David Pharies, Professor of Spanish and Chair

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## Faculty News

In 2007 **Luis Álvarez-Castro** directed the 'UF in Seville' summer program, gave a keynote lecture entitled "Unamuno, the Salamanca files, and the limits of interpretation" at the SPS graduate student Colloquium, taught a seminar on language pedagogy at the Universidad de Valladolid, presented a paper at the International Association of Hispanists Conference in Paris, and was named "Spanish Literature Professor of the Year Award" by the Spanish Graduate Student Association. In 2006 he published a monograph "*La palabra y el ser en la teoría literaria de Unamuno*," and co-edited a volume, *Ángel Ganivet, teatro y poesía*, while still finding time to present papers in Gainesville, San Antonio, Lima, Valladolid and Salamanca.

**Mary Elizabeth Ginway** was acting undergraduate coordinator and study-abroad director for the Rio de Janeiro summer B program. In 2006 she welcomed the director

and academic leader of the official Certificate of Proficiency in Portuguese Language of the Ministry of Culture and Education of Brazil. UF will be one of two sites in the U.S. where candidates can be certified "battle-ready" in Brazilian Portuguese.

**Gregory E. Moreland** helped organize the 2008 CIBER conference hosted by UF in St. Petersburg, where he also gave a presentation entitled "Using 'Languages Across the Curriculum' to Expand the Business Language Curriculum." He served as a faculty consultant for the "ISA in Buenos Aires" 2006 summer study abroad program. At the 2006 CIBER Annual Conference he gave a presentation on "Spanish for Business as the Cornerstone of Study Abroad: University of Florida in Mexico and Spain" and he was the Invited Guest Speaker at the University of Texas-Austin "Languages Across the Curriculum Workshop" in 2006.

**Charles Perrone** did research in Salvador da Bahia in 2007 for his Spring 2008 course "Jorge Amado and Bahian Imaginaries." He was an invited speaker at a roundtable at the Instituto Tomie Ohtake in São Paulo in conjunction with an exhibit on concrete poetry. He was also invited to represent the U.S. at the conference "Mar Aberto", a joint effort of the state of São Paulo and Instituto Cervantes about transatlantic initiatives in poetry. In 2006 he gave presentations at Princeton, Berkeley and São Paulo. His latest book was an edited and co-translated volume, *First World Third Class and Other Tales of the Global Mix* by Regina Rheda (University of Texas Press, 2005). Among his notable publications since 2005, was "ABC of AdeC: Reading Augusto de Campos" in *Review: Latin American Literature and Arts* 73 (Nov. 2006).

# The Muses' Corner

## ORLEANS

*Victor Jordan (graduate student in Spanish)*

El Duque, en aspas, con sus binóculos observa  
al cimarrón que abajo amenaza desafiante;  
éste, rabioso el fierro agita e interroga errante  
¿Por qué ahora sí asomas con toda tu caterva?

El Bayou, melancólico azul, llora su queja  
convertido en un extenso campo de Agramante,  
reposa sobre lluvias sin fétetro el amante  
mientras el alma muda, llora y mira perpleja.

No hay quien las lagunas con el báculo aparte,  
ni quien el retorno de la nueva arca decrete,  
sólo la canción promesa sirve de esperanza.

“Múdate con tus murallas y odios a otro Marte,”  
exige el arroyo y reclama lo suyo: “¡Vete!  
y déjame retornar a mi cauce y a mi danza.”

## Al Amor Oscuro

*Raciel Alonso (graduate student in Spanish)*

Cuando mis ojos rastrean los tuyos  
en vano, algo de mí se desprende: quizás  
la hoja de un otoño interno, la escarcha  
que deja atrás el témpano antártico.

Alguna vez me miraste con el sol de junio  
y yo, hijo del polvo, sólo supe contemplar  
el cielo. Quise hacerte volcán; quise hacerte  
contener erupciones íntimas. Nada

se logra en la tiniebla inerte de la fe  
sin guía—perdí el hambre por la caza eterna.  
Sólo después de mi regreso del delirio aquel  
supe que mi alma poco a poco, como la faz  
helada de la luna llena, mengua y muere.

# Alumni News

**Nicole Bronson** is currently living in Tegucigalpa, Honduras working as a high school teacher. She is employed with the International School of Tegucigalpa (IST), a Christian bilingual school servicing pre-K through 11th grades. Nicole teaches 9th grade Algebra II and Physical Science. Her goal while in Honduras is to become fluent in Spanish. When asked how her time as a Spanish major at UF helped prepare her for this experience, Nicole had two things to say: (1) “Can you believe that they really use all those vocabulary words and weird grammatical structures that I learned in Spanish class?!”; and (2) “La Mesa de Espanol was a great way to get students practicing their conversation skills.” In fact, Nicole has borrowed the idea and started it with some of the Honduran teachers that work at her school in order to practice Spanish! After two years in Honduras, Nicole hopes to return to the U.S. and utilize her Spanish and International Business training as a consultant specializing in Latin America.

**Clary Loisel** (Ph.D. 1996) is Associate Professor of Spanish at the University of Montana. He recently published a

translation of Luis Zapata's *La más fuerte pasión*, and has published articles in *República de las Letras: Revista Literaria de la Asociación Colegial de Escritores*, and *Sieteculebras: Revista Andina de Cultura*.

**Lauren Schmidt** received her B.A. in Spanish and Anthropology in May 2004 and her M.A. in Spanish last spring from the University of Florida. She is now beginning her Ph.D. studies in Spanish Linguistics at Indiana University, Bloomington, with main research interests in Second Language Acquisition. Lauren recently had the opportunity to present her paper, “The effects of sharing attentional resources on the production of the copula by beginning learners of Spanish,” at the Hispanic Linguistics Symposium in Western Ontario in October.

**Greg Clemons**, professor of Spanish at Mars Hill College, received a grant to fund a sabbatical leave of absence for the academic year 2007-2008 to prepare a translation of *Crónicas reales* by Manuel Mujica Láinez. He also gave a paper at this year's MLA meeting.

## Highlight on Portuguese

The section has been enjoying continued success in scholarship, teaching, and service. Enrollments are up at all levels; another section of the intensive introduction, for example, has been added in consecutive terms. The department is pleased to welcome back from a well-deserved sabbatical associate professor Elizabeth Ginway, who will take up her duties as lower-division supervisor as well as teach both established and new courses in Brazilian literature. She will continue to guide the local chapter of Phi Lambda Beta, the National Portuguese Honor Society. Both she and Prof. Charles A. Perrone received curriculum development awards from the Center for Latin American Studies, Dr. Ginway for a course on science fiction in the region (Spring 2009) and Dr. Perrone for a course on Jorge Amado and Bahian Imaginaries (Spring 2008), which was taught in conjunction with an exhibition of related materials in Grinter Galleries. Dr. Perrone will soon have completed his term on the executive committee of APSA (American Portuguese Studies Association). He is once again faculty advisor to the UF Brazilian Portuguese Club, whose weekly meetings off campus

continue a 40-year tradition. As director of the UF Study Abroad summer program in Rio de Janeiro in summer 2008, he initiated a consortium with Georgetown University. Three UF majors/minors took advantage of the Alfred Hower Travel Prize to go on the summer program. There were a total of 37 students, most at the graduate level.

On the cultural front, the Portuguese faculty participated in film screenings and musical performances in collaboration with the Center for World Arts. Students from the program participate in and/or organize a local group of Capoeira, a Brazilian martial art with West African roots. Capoeira is an excellent way to get in shape, meet new people and learn about Brazilian popular culture. The Brazilian Cultural Arts Exchange, Inc. (BCAE) offers weekly classes with a student discount. Further information is available at [www.bcaeonline.org](http://www.bcaeonline.org) or 352-256-1833 or 352-871-5376. Information on the summer program in Rio is posted on Dr. Ginway's website at [www.clas.ufl.edu/users/eginway](http://www.clas.ufl.edu/users/eginway), and Dr. Perrone has links to the academic programs on his website at [www.clas.ufl.edu/users/perrone](http://www.clas.ufl.edu/users/perrone).

# In Memory

## Dr. Álvaro Félix Bolaños: 1955-2007

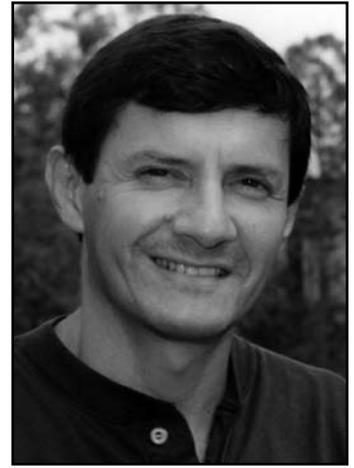
On May 14, 2007 Álvaro Félix Bolaños died as the result of a heart attack while jogging. Félix touched many lives within the university and in the wider community and more than 200 people attended a memorial service in his honor a week later. Several students who spoke evoked the breadth of his intellectual range, his extraordinary commitment to his profession and, especially, his profound humanity and integrity as mentor and advisor to several generations of students. They remembered him as an exemplary figure whose scholarly activity and activism in the university and the profession were of a piece with his commitment to the Hispanic community, local and international. It was this sentiment that inspired him to organize several conferences at UF, to which he invited a diverse group of speakers and performers from Latin America, ranging from politicians to artists to labor representatives of indigenous communities in Colombia and Latin America, as well as local musicians and U.S. academics.

Félix came to the United States in 1982, earned a Ph.D. in Spanish Literature at the University of Kentucky, and had a productive career at Tulane University before coming to the University of Florida in 1998. He learned a few days before his death that he had been promoted to full professor here.

Between 1988 and 2007, Félix published two books—*Barbarie y canibalismo en la retórica colonial: Los indios Pijaos de fray Pedro Simón* (1994); *Elites y desplazados en el Valle del Cauca* (2005); a co-edited volume with Gustavo Verdesio, *Colonialism Past and Present: Reading and Writing about Colonial Latin America Today* (2001); more than thirty scholarly articles, eighteen book reviews, and several bibliographical notes. The book he left unfinished when he died, tentatively titled *Reading like Conquistadors: Hispanism and The New Kingdom of Granada's Foundational Narratives*, reflects in a more profound and nuanced way on issues that he had been elaborating since his first monograph.

At the University of Florida, Félix developed Latin American colonial studies in the undergraduate and graduate programs. Since he was himself on the cutting edge of the field, he was able to create courses that reflected the new directions being taken in postcolonial studies. He attracted new graduate students and worked tirelessly to increase the UF library's holdings in the field. He set a very high standard and his commitment helped to raise the level of literary and cultural studies in Spanish at the University of Florida.

Félix asked in many different ways over the years the question that is formulated in the title of his last book: why scholars still read like *conquistadores*, imposing their own grid and interpretations on the reality that lies before them. He drew attention to the differences separating elite sectors of the population (and their chronicles) from displaced groups and their stories; he noted the divergent approaches to knowledge taken by intellectuals and by indigenous communities;



he looked at the treatment of all of these groups by the North American academy. In his unfinished book, he questions with great acuity the very nature of “literary” criticism, asserting that scholars need to place their work—the study of colonial texts, colonial material culture, and history—in a larger context, in order to broaden the public’s understanding of current-day Latin America and Latin American peoples.

He is survived by his wife Lisa, his three children, his family in the U.S. and Colombia, countless students whose thinking he shaped, and many colleagues who miss him still.

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## Retired Faculty

**Dr. Andrés Avellaneda** participated in several international academic events during the summer of 2006. He was the keynote speaker at the Sixth Orbis Tertius International Conference on Theory and Literary Criticism (May 10–12), sponsored by the National University of La Plata, the Argentine Ministry of Science and Technology and the Spanish government. He read a paper titled “Deseos de la disciplina: Viaje etnológico al latinoamericanismo estadounidense”. He was given the title “Distinguished Guest of Honor” (Huésped de Honor Extraordinario) by the President of the University of La Plata. In late July, Dr. Avellaneda was a special guest participant in a round table

on literature and politics organized by the Institute of Literary Studies and the Chair of Introduction to Literature (Universidad de La Plata). In early August, he read a paper titled “Escritores, terratenientes, cabecitas: Discursos de la alteridad en los cuarenta” at the conference “El peronismo. Políticas culturales (1946–2006).” The conference, held at the Instituto Superior Octubre in Buenos Aires, was co-sponsored by the University of Southern California, the Universidad Nacional de San Martín and the Palenque Rugendas Foundation. In the fall of 2006, he was a keynote speaker at the Second Colloquium of Hispanic/Latin American Literatures, Linguistics

and Cultures, University of Florida. He read a paper titled “Discursos críticos y discursos sociales: Los estudios literarios latinoamericanistas en el contexto de los Estados Unidos”.

**María Luisa Freyre**, who on several occasions left her home in Buenos Aires in order to teach Spanish linguistics in our department, passed away in August 2007. Many remember María Luisa as a lively person, a wonderful speaker of both English and Spanish, and above all as a warm and kind colleague.

**Murray Lasley**, RLL professor in Spanish from 1956 until 1992, reports that he is totally blind but

still alive and living independently at his home in Gainesville. He works out at the Living Well gym twice a week, and keeps his mind alert by listening to 2-3 books on tape every week—both fiction and non-fiction, and by keeping up with current events and ideas via talk radio. He is an active member of Holy Trinity Episcopal Church.

**Adolfo Prieto**, RLL professor of Spanish from 1981 to 1996, was named an “Illustrious Citizen” of Rosario, Argentina, where he has lived since his retirement. He reports that he learned of this honor while he was listening to the radio and shaving.

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