It has been my pleasure to serve as acting head while Department Head Amalia Gladhart enjoyed a well-deserved sabbatical.

Romance languages is an engaged, intellectual community of dedicated scholars and educators. Our members are involved in the arts, social justice action, community organization, advocacy, journalism, and other media. We collaborate across languages, nationalities, regions, departments, and ranks.

We are known on campus for being excellent instructors in small class settings where undergraduates can actually get to know their instructors, can make personal connections, and are free to explore, on a human level, the aesthetic, ethical, political, and spiritual dimensions of cultural production in the Romance languages, beginning from their first year of language study. We are scholars and educators who focus on language pedagogy, sociolinguistics, comprehension among languages, translation, internationalization, multilingualism, diaspora, migration, globalization, colonialism, imperialism, social justice, and power, among many other areas of focus. We are a department rich in talent of many kinds: academic, creative, and otherwise.

As a unit we represent many countries, cultures, languages, and traditions: We hail from Argentina, Bolivia, Brazil, Cameroon, Chile, Colombia, Ecuador, France, Iran, Italy, Mexico, Peru, Romania, Spain, Turkey, and the United States. We speak, in addition to French, Italian, Portuguese, and Spanish, a host of languages, including Arabic, Fe’e Fe’e (Bamileke), German, Hebrew, Romanian, Quechua, Russian, Turkish, Catalan, Euskera, Hungarian, Gallego, Finnish, and Occitan.

We are a department known for innovation. In particular I would like to mention the Spanish for Heritage Learners program, directed by Assistant Professor Claudia Holguín Mendoza. Holguín and her team of instructors have, in three short years, built an undergraduate program in Spanish language and culture for students who have learned Spanish in the home, in the community, or in a Spanish-speaking country. These students, whose needs differ significantly from those learning Spanish as a second language, can take three years of course work in which Spanglish is not only an object of instruction, but a valued medium of instruction, a practice pioneered here by Holguín and her instructional team.

The translation studies working group on campus includes an active group of Romance languages colleagues including Professor Amalia Gladhart (currently on sabbatical working on translation projects), Professor Karen McPherson, and Senior Lecturer Amanda Powell. They have developed a graduate certificate in translation studies that will add a new dimension to our graduate programs and attract more graduate students interested in translation.

This year we had the pleasure of welcoming a new group of masters and PhD students, as well as a visiting assistant professor in Spanish linguistics, Luz María Hernández, who came to us directly after defending her thesis at the University of Minnesota. We also welcome our new graduate assistant Lena Cottam, who is working together with business manager Herlinda Leon and undergraduate assistant Zach Lazar to ensure that Romance languages runs smoothly as a unit.

As you will read in the pages that follow, the past year has brought great things in terms of research, teaching, programming, and student opportunities for study abroad. We had an active year for programming. In addition to a full complement of visiting speakers, our graduate students were instrumental in organizing an interdisciplinary Graduate Symposium, Outbreak/Breakout, which took place in October. Our Spanish heritage language team hosted the Symposium for Spanish as a Heritage Language in February.

It continues to be a pleasure to teach and conduct research here in Romance languages.

David Wacks  
Acting Department Head, Professor of Spanish
Reflections on Lorca from Seville
By Eliza Hallriet

One of Spain’s most famous literary figures, Federico García Lorca, was known for his passion for Andalusia, his home region in southern Spain. He masterfully wove things symbolically “Andaluz,” such as flamencos, gitana culture, and orange blossoms, into many of his plays and poems. I had the opportunity to read one of Lorca’s most well-known plays, Bodas de Sangre, in SPAN 353 Introduction to Narrative before coming abroad, and then again during my semester in Seville. The first read was a great introduction to Lorca, but it wasn’t until I read the play while abroad that I truly understood and appreciated the intricate sensory details in the work. From the beginning of the play, Lorca’s passion can be observed through descriptions of the landscape and flowers. On my excursions throughout Andalusia, I was able to see firsthand the unadulterated beauty of the region that Lorca was surrounded by as he grew up, and how it influenced the settings of his plays. Even though Bodas de Sangre was not set in Seville, it was impossible not to Immense myself in the intense sensory experiences of the city and connect them to the play. With its loud cobblestoned alleyways and fragrant orange trees, Seville served as a sensory parallel to the setting of Bodas de Sangre, and my experiences in the city changed the way I analyzed Lorca’s work.

Hallriet studied in Seville, Spain, with the Council on International Educational Exchange Liberal Arts program in the fall of 2015. She is majoring in biology and Spanish with a minor in anthropology. She plans to graduate in the spring of 2017.

Learning in Portugal
By Michaela N. Giancigliani

I remember the smell: jasmine, if you catch the right breeze in the springtime, or salt from the sea in the summer. I remember the burn of lactic acid in my legs after each hill conquered. I remember learning what a “walking city” truly meant. I remember struggling to ask for a shot of espresso in Portuguese, even after countless hours of flashcard practice the weeks before arrival. I also remember the feeling of relief when I had finally mastered the perfect accent when giving a taxi driver directions to my flat. I remember it all, countless memories that will forever paint my existence.

Portugal is a beautiful, coastal country that most people think is part of Spain. And if you tell this to a Portuguese person, prepare for a lecture. Although it is small, it has every landscape imaginable, all within a short distance. In one day, you can drive from a lush forest to a high desert and still make it to the beach for a sunset surf. For some, this isn’t important. For me, it is everything. I wanted a place that was unique and inviting, but also mysterious and unknown. Lisbon was such a pleasant surprise. It is a city suffering an economic crisis, but has mastered the perfect accent when giving a taxi driver directions to my flat. I remember it all, countless memories that will forever paint my existence. It is a city suffering an economic crisis, but has mastered the perfect accent when giving a taxi driver directions to my flat. I remember it all, countless memories that will forever paint my existence.

Of course, studying abroad involves studying. The academic landscape of Portugal is quite different from that of the United States. The workload is relatively light during the semester, but finals week is intense. I had the privilege of taking a cinema class with a well-respected Portuguese film critic and, to this day, I regard it as the best college course I’ve taken. It was worth it to involve myself in the school and try to hard to tackle the language barrier. I took most of my courses in Portuguese, so my language developed quickly.

Studying abroad was everything they said it would be. It was exciting, difficult, strange, and worthwhile. I chose Lisbon for a lot of reasons. It was a yearlong program, something I knew would be a challenge, but one semester was just not enough. I didn’t speak the language, but I learned. I knew I wanted to be in Europe so I could travel, but I ended up staying in Portugal for almost the entire duration. Preparing for a year abroad was hard, but while I was there, time flew. I got to know a city in the oldest country in Europe. I made friends with people from all over the world, connections that I maintain for life. I readily greeted my way through fish markets and metro rides, seamlessly communicating with my hands. And although the language barrier was daunting at first, it became a challenge that I could overcome. The simple summary of my year abroad was that I learned things I could never have learned here. And to be honest, I am still learning.
Faculty Achievements


Gina Herrmann was awarded a National Endowment for the Humanities Fellowship for her book project, Voices of the Vanquished: Spanish Women on the Left between Franco and Hitler. The book is about Spanish and Catalan women’s oral histories that recount and grapple with their participation in antifascist movements in Spain during the Spanish Civil War (1936–39), their fight against the dictatorship of Francisco Franco (1939–1975), their involvement in the French Resistance during World War II (1940–45), and for some, their survival of Nazism. Herrmann will take her fellowship in the 2017–18 academic year.

Massimo Lollini coedited, with Jeff Stager, Lector in Reto: Fixtures of the Reader in Digital Humanities, the fourth issue of the e-Journal Humanist Studies and the Digital Age (September 2015). The issue is devoted to the evolution of reading in the digital environment.

Lollini also organized the panel “Rereading Petrarca in the Digital Era” and one coedited with undergraduate student Pierpaolo Spagnolo (“Rereading Petrarca in the Digital Era”) and one coedited with undergraduate student Rebecca Rosenberg (“Digital Philology and Twittature”).

Lollini organized the panel “Rereading Petrarca in the Digital Era” and Spagnolo at the Annual Conference of the Sixteenth Century Society held in Vancouver, Canada, in October 2015. At the conference, Lollini presented the paper “Lector in Reto: The Oxygen Petrarchan Book as Hypertext”; Spagnolo presented “Thematic Network for a Digital Reading of Petrarca’s Rerum vulgarium fragment”; and Rosenberg presented “Petrarch’s Canzoniere and Twittature.”

Department News

Language Circles

There are tremendous advantages for second language students who engage in extracurricular activities that supplement their regular classroom instruction. The Department of Romance Languages, in collaboration with the Mills International Center, sponsors many language clubs that promote language and culturally relevant activities. Language circles meet at the Mills International Center in the EMU.

Circolo Italiano

Mondays 6:00-7:00 p.m.

La Serata Italiana has joined other language circles under the new name Circolo Italiano. Please join teachers and other speakers of Italian for pleasant conversations, board games, film screenings, and other activities.

Le Cercle Français

Mondays 7:00-8:00 p.m.

In fall 2015, more than 100 participants came to Le Cercle Français, whose main goal is to provide students with opportunities to practice and share the skills they obtained in their French classes in a comfortable environment, outside of class, while socializing with other speakers of French (students of other levels, members of the community, and many native speakers from France, Francophone Europe, Africa, the Caribbean). Each meeting of Le Cercle Français is conducted by highly motivated, enthui-astic, and skillful leaders who believe the following:

• Le Cercle Français is a great addition to the language students learn in class.
• Our one-hour gathering with students is as necessary for building academic and social skills as the regular classes.
• Creating a warm and friendly atmosphere where students feel comfortable expressing themselves is our mission.

Hernandez continued from page 3

Sociolinguistics. Another ongoing research project concerns language contact between Nahua and Spanish (coauthored with Ana Iriarte and Florencio Bonifacio). They are using the methodologies of netrogra- phy (from a book published by Robert V. Kozinet in 2009) and virtual ethnography to investigate how young Mexican immigrants, some of whom are living in Minnesota, use Nahua on social networks and how this practice contributes to the use and preservation of Nahua outside of the community of San Miguel Tzinacapan. This study will be a contribution to the field of preservation of indigenous languages. Hernandez has a long history as a teacher of Spanish at different age levels in her home country of Mexico. She worked as an instructor of Spanish for seven years at Luther College in Decorah, Iowa. She was a graduate student in French linguistics at the University of Minnesota, and she is currently teaching courses in the new specialization, language and society, in the Department of Romance Languages at the University of Oregon.

Maureen and Allie (two natives from France and graduate teaching fellow at the UO) cooking French crepes.
Scholarships
Kaya Bauer [Spanish major]

The Perry J. Powers Scholarship has allowed me to work fewer hours per week so that I can hold an unpaid internship at the Brattain House, a family resource center through Springfield Public Schools. At the Brattain House, I work with unaccompanied, homeless youths and many Spanish-speaking youths and families in Springfield schools. This experience is directly related to my academic and career goals, which include pursuing law school to eventually work in public policy to improve access to services for Spanish-speaking families. Overall, this scholarship gave me the opportunity to obtain professional experience that will help me with graduate school admission.

Katalin Plummer, [Spanish and marine biology major]

I was honored to receive the J. W. Logan Essay first prize for the 2015–16 academic year. The essay I submitted was one I wrote while I was studying abroad in Valencia, Chile, and within it I analyzed two short stories, Bocas abierta and Silo un poco, in la mejilla, by Chilean author Alejandra Costamagna. With the award, not only did I gain extra funds to help pay back my supportive parents for their financial aid to help me go to Chile, but I also gained more confidence in my ability to write in Spanish as well as to understand the language enough to analyze literature. I am quite grateful to the Department of Romance Languages for awarding me this prize, and I plan to continue honing my skills as I continue my journey through the Spanish language.

Delaney R. Swinkl [Romance languages major]

I was awarded the Francoise Calin Scholarship through the Department of Romance Languages. This generous scholarship made a huge impact on my ability to study abroad this year, something that will not only get me further in my international studies degree but also in my Romance languages major and my goals to be fluent in both Spanish and French. Without this scholarship, I would not have been able to afford studying abroad and therefore would not have been able to fulfill these dreams.

I used the Francoise Calin Scholarship to help pay my tuition. During fall term, I was a fully active member of the Oregon Marching Band and Alpha Phi Omegas, a coed service fraternity; was enrolled in three 400-level courses; and worked a part-time job. These experiences continue to create opportunities for learning inside and outside the classroom. Thanks in part to the Francoise Calin Scholarship, I was able to spend my time doing things I’m passionate about rather than picking up a second job simply to make ends meet.

Romance Languages Spring Awards and Social

Our annual ceremony was a well-attended, wonderful celebration of our outstanding students and graduates. We extend our heartfelt congratulations to our many scholarship recipients from this last year. In all, five graduate students and six undergraduate students received scholarships. In addition, at least 15 of our graduating seniors were awarded positions as English assistants in France, Italy, and Spain for the current year.

For the first time in the ceremony’s history, our graduating seniors and graduate students joined the Romance languages scholarship recipients. Two of our graduating seniors, Maddie Dunkelberg (BA ’15, Spanish and cinema studies) and Kaela Thomas (BA ’15, French; Clark Honors College), shared with us their thoughts on experiences and skills gained from their studies in Romance languages. You will find Thomas’s address at uoregon.edu/2015/05/21/thomas/.

Other graduating students shared their favorite courses in Romance languages, ranging from first-year Portuguese and Intensive French Grammar Review (FR 320) to Spanish in the United States (SPAN 428) and Seminar: Petrichor and the Digital Era (RL 407), as well as some of their favorite Romance languages memories. Favorite memories included the following:

“Being exposed to so many different points of view and constantly analyzing and criticizing helped me understand myself and my culture better and the world we live in generally.”

“The discussions in my Spanish Heritage Language Program classes with students who were not afraid to talk about the things most important to me.”

“The teachers were very passionate about teaching their subjects.”

We would like to express our sincere thanks to all of you who have contributed to our Romance languages scholarships: Merci beaucoup, grazie mille, ¡muchas gracias! Scholarships remain an essential funding source for many of our strongest students, especially those who wish to study and conduct research abroad. If you are interested in making a scholarship donation, please refer to the last page of this newsletter.

Activities this February included panels with both theoretical and pedagogical proposals, workshops led by Oregon dual-immersion high school educators, as well as the presentation of awards for National Spanish Day. This creative writing contest is sponsored by attendees of the second symposium last year in Texas was coordinated by our own Spanish Heritage Language Program team here at the UO last fall in celebration of Hispanic Heritage Month.

We were very proud to host, in the symposium’s third year, innovators and leaders in the fields of Spanish bilingualism such as Jennifer Leeman of George Mason University, whose research focuses on language ideologies.

Around 150 registered attendees participated and participated at this successful event. Approximately 300 people attended the Bill Santiago public performance “Pardon My Spanglish” The National Celebration of Spanish Day Creative Writing Contest garnered entries from 10 different states and 15 different cities across the United States. Of the five national winners, four were able to attend the symposium to accept their award and read a portion of their winning entry at the ceremony preceding Bill Santiago’s performance.

The symposium began three years ago at Texas Tech University in Lubbock and was spearheaded by Diego Pasosay Cabo, an assistant professor and director of the Spanish Heritage Language Program there. The symposium is an intellectual forum that provides a space where researchers and educators alike develop connections between research findings and heritage language teaching. Participants collaborate toward the implementation of pedagogies that allow heritage learners not only to develop their language proficiency but also reflect on their own identity formation within a context of validation and empowerment.

T his past February, the Department of Romance Languages very own Claudia Holguín Mendez, in her capacity as director of the Spanish Heritage Language Program, hosted the Third Annual National Symposium on Spanish as a Heritage Language. For three days, educators working in the areas of K–12 and university-level Spanish heritage bilingual research and development from every region of the United States participated in this community-oriented academic meeting at the UO.

In addition, we were thrilled to count on Susana Rivera-Mills, the vice provost and dean for undergraduate studies at Oregon State University, whose work centers on topics such as Spanish-speaking communities in the United States. Finally, our guest artist was comedian Bil Santiago, author of Pardon My Spanish, Porque Bécaseu, which is currently used at universities and high schools across the country to stimulate discussions about identity and language through comedy. The symposium was a great way to celebrate the fifth year of our growing program and demonstrated the significant progress we have made in this area in just a few short years.

Thank you to our generous supporters here at the university who made this event possible: the Office of Academic Affairs, the College of Arts and Sciences, the Center for Multicultural Academic Excellence, the College of Education, the Center for Latino and Latin American Studies, the Robert D. Clark Honors College, the Oregon Humanities Center; the Division of Undergraduate Studies, Movimiento Estudiantil Chicano de Aztlan, Latin American Studies Program, the Department of English, and the Graduate School.

And thank you, Romance languages colleagues, who brainstormed, organized, read abstracts, designed posters, scheduled rooms, and did everything else to make this event come to life: Heather Quaries (assistant organizer of the Third Annual Symposium on Spanish as a Heritage Language), Alex Zuntenstein, Sebastian Urioste, Macarena Oyuela, Kelley León-Howarth, Nagore Sedano, Amy Costales, Luz Romero, Luz Maria Hernandez, Nathan Whalen, Brandon Rigby, Sayo Murcia, Rafael Arias, Katia Tuscan, Doraí Pérez, Melinda Roettcher, Eva Serfoss, Jordan Clement, Robert L. Davis, Ilkka Gonzalo, Paolo Henriquez, Jeff Contreras, Carrie Reilly, Laurie de Gonzalez, Paula Elister, Leah Middlebrook, Pedro Garcia, Gloria Zabala, Zach Lazar, Linda Leon, and Amalia Gladhart.

SHL faculty members Kelley León-Howarth, Amy Costales, and Heather Quaries with student short story winner of the First Annual National Celebration of Spanish Day Creative Writing Contest, Arturo Longoria from Pasadena Memorial High School in Pasadena, Texas, and SHL program director and SSLS symposium chair Claudia Holguín.

We extend our heartfelt congratulations to our many Romance Languages Spring Awards and Social recipients. Two of our graduating seniors, Maddie Dunkelberg (BA ’15, Spanish and cinema studies) and Kaela Thomas (BA ’15, French; Clark Honors College), shared with us their thoughts on experiences and skills gained from their studies in Romance languages. You will find Thomas’s address at uoregon.edu/2015/05/21/thomas/.

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Alumni, we would love to hear from you.

If you'd like to stay in touch with Romance languages, feel free to call David Wacks, acting department head, at 541-346-0950, or visit our website at rl.uoregon.edu/romance/news. You can also follow us on Facebook at facebook.com/uoromance or on Twitter at twitter.com/uoromance.

Abroad in Italy: A Dual Perspective

By Rosa Myers

Travel has appealed to me for as long as I can remember. I grew up in a science-oriented family: my father is a plant breeder and my mother is a very practical, down-to-earth kind of person who enjoys reading magazines like the National Geographic. So from a relatively early age I was convinced of the importance of learning about different cultures and expanding one's horizons. However, this cultural upbringing also left me with a subconscious belief that the only thing required to adapt oneself to a new culture was the understanding that the difficulties arose from cultural differences.

The first time I studied in Italy it was a fairly traditional study-abroad program; I studied alongside several other American students, who became good friends, and there was a spectacular support structure for the foreign students. It was the happiest time of my life; I had close friends, and for the first time in my life I felt like I was a valued member of a community. On the rare occasions when I ran into an uncomfortable cultural experience, as soon as I realized it was cultural I had no trouble dealing with it.

A year later, I was thrilled to have the opportunity to participate in a considerably more ambitious, yearlong exchange program with the University of Pavia. In many respects, this too was an idyllic experience. I was living in a beautiful Italian palazzo, eating authentic Italian food every day. Yet the very things that had gotten me interested in the program were the same things that made it difficult. Fascinated by Italian culture and history from an early age, I had wanted to have the opportunity to explore it in depth without handicaps. I got my wish, but I was unprepared for how difficult it would be for me to deal with those cultural differences on a daily basis, in no small part because it was now the rule rather than the exception. But the subconscious belief that I had carried with me for so many years, that culture shock was not necessary if one were properly prepared beforehand, made the experience more difficult than it had to be.

With the benefit of a term since I returned to reflect on the experience, I begin to understand what a profound learning experience it was. It taught me more than I ever thought it possible to know about myself, and in the process taught me to be more reflective about why I, and others, react in a certain way to a given situation. It was at times quite painful, as profound learning experiences often can be, but given all that I learned I would not take it back even if I could. It changed who I am and will continue to define me and my future choices.

Rosa Myers is majoring in French and Italian, and doing advanced course work in computer science and linguistics. She studied in Macerata in 2013, and in Pavia in 2014–15. She plans to graduate in spring, 2016 and continue her studies in medieval literature.