Dear Friends of Romance Languages,

This is the last year of my appointment as head of the Department of Romance Languages. Three intense and exciting years have passed since I was appointed in July of 2008. I must say that it has been a very gratifying experience to serve in this capacity, and now more than ever I feel proud of being part of an energetic, dedicated, and generous group of professionals.

This year I am pleased to introduce new faculty members who are teaching for us or joining our ranks next year. We have a new supervisor of second-year French language instruction, Brian Barnett (PhD, 2008, Indiana University at Bloomington). Brian comes with outstanding credentials and his impact on our French program is already noticeable. Also in French, Irina Armianu (PhD, 2010, Rice University) has joined the department as visiting assistant professor to teach courses on contemporary French literature this and next year. Finally, Claudia Holguín Mendoza (PhD, 2011, University of Illinois at Urbana-Champaign) will join us next year as a specialist in applied linguistics to teach in our program for Spanish heritage learners.

In November of last year, our graduate students organized a wonderful and successful conference “Dis/placing Boundaries in the Romance World.” These conferences are a very important step in the process of professionalization of graduate students. I am happy to see that over the years our graduate students continue to meet the challenges of organizing this type of event.

Congratulations to this year’s conference organizers for creating a very successful event.

In the spring of this year, Associate Professor Fabienne Moore and Assistant Professor Tania Triana will coteach a seminar on the “Legacies of the Haitian Revolution.” The class will address the cultural repercussion in Europe, Latin America, and the U.S. of the Haitian revolution (1791–1804). This course will be associated with a series of related events (invited speakers and film screenings). Moore and Triana were awarded a grant from the Office of the Vice President for Institutional Equity and Diversity and from the College of Arts and Sciences to organize these events. It is always rewarding to see teamwork between faculty members with specialization in different languages, as is the case of Moore (French) and Triana (Spanish). Collaboration among the languages we teach is a characteristic of our department.

I am happy to state that our department continues to be a very strong unit, with high enrollments in the three languages, and with inextinguishable energy and incessant initiative to generate a stimulating academic atmosphere. This year we have renewed our discussion on the future of language learning in French, Italian, and Spanish. As we do regularly, but perhaps with more intensity this year, we are exploring novel ways to give our students the best and most useful instruction.

Undergraduate programs are the foundation of our department. I cannot stress enough how important it is for us to make sure that we are offering our undergraduates the best possible education. Knowing more than one language has become a required skill in the global world of the twenty-first century. We need to make sure that our pedagogy and the contents of our programs correspond with the needs of our future professionals. Thus, this year, we are reviewing our undergraduate programs. We are discussing topics such as new technologies in the classroom, online courses, learning in bilingual and bilingual contexts, and new approaches to integrate language, literature, culture, social studies (history and anthropology, for example), and arts and film in our courses. We also want to make sure that our program continues to have a strong humanistic foundation that fosters understanding and love for other cultures. I am very optimistic about the future of our department, and excited about the projects that we are envisaging.

Continued on page 3
Workshop Introduces Students to Francophone Louisiana

Ouauouarou? cadien? Lâche pas la patate? boule de tac-tac?

These words and phrases—buillfrog, Cajun, Don’t give up! and popcorn ball—were used during the eleven second-year French classes at the University of Oregon. During the last two weeks of each session, students completed a culture workshop focusing on francophone Louisiana.

Activities included watching the documentary Bonjour l’histoire (a film created by Louisiana children to explain why French is spoken in Louisiana), reading the Louisiana folktales l’Habitation with the trickster and fool characters of Lapin and Bonki, listening to the Louisiana author Jean Amouroux read his poem Schizophrénie linguistique, comparing the differences between international French and Louisiana French lexicon and syntax, listening to and discussing traditional and modern forms of Louisiana music (Hadley J. Castille’s song 200 lignes), and Feufollet’s Lâche pas la patate? boule—were used during the eleven weeks of each session, students completed a culture workshop focusing on francophone Louisiana.

From left to right: Aubri Bishop, junior, pre-education major; Elizabeth Ashworth, junior, history major; Madison Oldenburg, freshman, prebusiness administration major Schaller, a sophmore undeclared major.

“My past and to introduce them to current language maintenance efforts. This significant was unknown to many University of Oregon students.

“Something I thought that was very important to know was the discrimination and cultural differences that weren’t accepted and all the history behind Cajuns and Louisiana,” said Malee Guarnere, a freshman undeclared major.

“I had never heard of any of it until this class. Also, I feel that it was important to know the different cultures in our country, since it is such an important part of the U.S.”

“Another important thing was some of the language differences between French spoken in France and French spoken in the United States,” said Kathleen Kearns, a junior anthropology major.

“The common differences were that the French speakers will encounter the language in America rather than in France.”

According to Barnett, the workshop was made possible, thanks to the financial support of the Centre de la Francophonie des Amériques. He considered the workshop to be a success and is looking forward to developing upper-level courses focusing on the francophone communities of the Americas.

Schaller, a sophmore undeclared major.

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Continued from page 1

As I write these lines, sad news was delivered to me: Perry “Jack” Powers, professor emeritus of Spanish, passed away very recently. When I came to the UO twenty years ago, Jack was already retired. However, his presence and spirit were still well alive in our department. It has been an honor and a pleasure for me to be able to know him for many years. He was a true Romanes language scholar, interested in all aspects of the literatures and cultures of each one of the Romance languages. He was also a genuine humanist, with an absolute faith in education. Generously, he established a fund for scholarships to support undergraduate students’ education. We will miss Jack very much, and we send our condolences to his family.

I want to thank the friends and donors of the Romance languages department for their continuous support of our work through their generous gifts and endowments. The events that we are able to bring to the university community, as well as the scholarships that we are able to provide to our students, enormously benefit our educative mission. Let me express my gratitude for your support. To the friends and alumni of Romance languages, please consider supporting us. You could change for the best the life of a Romance language student.

I would like to finish by thanking my colleagues and staff for their support during my three years as head of the department. Without their hard work, enthusiasm, and initiative, Romance languages would not be among the finest units at the University of Oregon.

Leonardo García-Pabón
Professor of Spanish, and Head

Graduate Conference

On November 19–20, 2010, the department hosted Displacing Boundaries in the Romance World, the biennial Romance languages graduate student conference. This brilliantly successful event included eleven panels with participants coming from fourteen different universities in the United States and Europe.

In addition, three distinguished keynote speakers presented their work in plenary sessions. Professor Norma Bouchard from the University of Connecticut spoke on “Promises and Challenges of Transnationality in the Era of Migration”; Professor Alfredo Sosa-Velasco from the University of North Carolina at Chapel Hill gave a keynote address on “Cultures of Memory from the Periphery in Spain”; and Professor Arthur Saint-Aubin from Occidental College presented on “The Causes and Consequences of Racial Visibility or Erasing the Border Between Black and White: The Case of Haiti and Touissant Louverture.”

The conference program concluded with a lively roundtable discussion with all three keynote speakers and conference participants, moderated by University of Oregon assistant professor Pedro García-Caro.

“I come away from this conference moved and heartened. This is the new generation of Romance scholars, an obviously vibrant and extremely talented generation. I know that you will all agree with me that the level and sophistication of discourse in the conference sessions was impressive. It has been wonderful to see how the widely varying areas and subjects of research covered in the papers came into the productive dialogue and resonance with one another. I was also struck by how the papers I heard all seemed to be grounded in a fundamental acknowledgement of the importance of doing the kind of work we do. The message was clear: our work, however disparate the approaches and topics, has to do with the political and environmental and social realities in which we are living and engages with deeply important and lasting questions of ethics and human-neness and humanity. This gathering makes a strong argument for the relevance—or I’d go further, the necessity—of our disciplines. You students have made a strong argument for the vital role of higher education and have shown how intellect and imagination can and must complement each other to enrich our own lives and those of the future as well as of our era. I wish you all the best in your future endeavors.”

We will miss Jack very much, and we send our condolences to his family.

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Professor of Spanish, and Head
**Visiting Assistant Professor of French: Irina Armianu**

A Romanian-born scholar, she graduated from Alexandru Ioan Cuza University where her interest in philology, both Romanian and French, focused on rhetorical studies and modern novel discourse.

Her interest in researching on French studies was continued when Irina was awarded a graduate fellowship at Rice University. The research area of French studies has been continuously expanding from its original boundaries of French and Francophone language and culture. These new horizons have been always a part of the mainstream, problematic of French studies, but now they seem to have a very clear definition as French thought, French cinema, or feminist studies. In Houston Irina had the opportunity to further expand her academic education and research topics. Her doctoral thesis, “Literature and cinema: the case of Jean Cocteau,” reflects her focus on both literary aesthetics and film studies.

Her appointment as a visiting scholar at the University of Oregon gave her the opportunity to continue and develop pedagogical and research skills. She has been granted the opportunity to teach culture and language courses within a friendly and highly professional language department. During her first quarter here she brought a strong commitment both to independent and collaborative research in planning undergraduate courses. As a part of this commitment she pursued articles and reviews on contemporary France as well as a publishing project of her doctoral thesis.

Her ultimate goal, after completing her graduate studies, was to become a friendly companion for her students and to give them the liberty of critical thinking. Not only was she pleasantly surprised by her students’ eagerness to understand French society and French cultural values but also Irina was offered methodological and professional guidance from many professors in the Romance languages department.

It follows from the above that her plan is to continue her research on cinema and to extend her attention on visual arts. Theater and painting as much as photography will probably constitute an extremely interesting field of research, strongly related to the nineteenth-century French novel, as illustrated by writers like Zola or Balzac.

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**Undergraduates Abroad**

**ANGERS: Allez en France!**

This past spring I had an opportunity to study abroad in Angers, France, for eighteen weeks. The only way to describe my time abroad would be to say that it was one of the best experiences of my life. Angers, located in the beautiful Loire Valley, has the perfect feel to it. It’s not too big and not too small, but if we ever needed a dose of the big city, Paris was only a train ride away.

My host family was wonderful and we got along really well, but their cooking was probably one of the best things about them. I looked forward to every Sunday that had the best food in the world. I got to experience so much more of the French cities and culture than I had ever expected.

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**Our undergraduate majors and minors travel the world**

Of the majors and minors in the Department of Romance Languages who have graduated in the last four years, these percentages show how many have studied abroad:

**MAJORS:**

- French: 75 percent
- Italian: 85 percent
- Romance Languages: 62 percent
- Spanish: 70 percent

**MINORS:**

- French: 62 percent
- Italian: 88 percent
- Spanish: 53 percent

Compare this to the majors and minors outside the Department of Romance Languages who have studied abroad in the last four years:

- Non-RL majors: 16 percent
- Non-RL minors: 18 percent

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**Fall Forum**

The Department of Romance Languages MA Students’ Fall Forum took place on October 15, 2010. An audience of graduate students and faculty members gathered in 129 McKenzie Hall to listen to seven second-year MA students present papers based on their summer readings.

The event was organized like an academic conference with papers grouped into two consecutive moderated sessions. Papers addressed works by Luigí Pirandello, Mongo Beti, Osmane Sembene, Pedro Almodóvar, Francisco de Quevedo, Luís de Góngora, Emma Pardo Bazán, Mercedes Caballeiro, Rosalind Castro, Antonio Machado, Siugin Bolivar, and Andrés Bello. The final fifteen minutes of each session were devoted to discussion, with questions from the audience.

Attendees were impressed by the scholarly research and professional presentation of these papers. The Summer Reading and Fall Forum have proven to be very successful additions to the MA program.
expulsion yet, perhaps, with a chance to turn back—shades of Vonnegut’s Galápagos, with its apocalyptic premise and misreading brochures. Overuse of natural resources places the Galápagos at risk, as another guidebook puts it, of “too many tourists ‘loving’ the islands to death.” The authors of The New Key to Ecuador and the Galápagos wrote, “We do realize that we are promoting tourism to the Galápagos with this book, while at the same time lamenting the increased numbers of tourists. Our hope is that appropriate quotas are enforced and that tourists to the Galápagos respect the animals and land while contributing to the benefit of the park.”

Ecologically, the threat of looming catastrophe is hardly far-fetched. The islands have seen huge increases in settlement and in visitors, as well as in problems caused by over-fishing. In 2004, some 108,583 people visited the islands. In April of 2007, the government of Rafael Correa declared an emergency in the Galápagos; in June of that year, UNESCO declared the archipelago “endangered.” Some 15,000 colonists now live in the Galápagos, more than double the estimated 12,000 living there in 1990. The Galápagos evoked in Alicia Yánez Cossío’s Más allá de las islas/Beyond the Islands are both real and unreal. Blending humor and social commentary, Yánez Cossío uses the islands’ isolation and the overwhelming ‘encirclements’ surrounding them (evolutionary biology, ecotourism, pirate stories) to address issues also present within mainland Ecuador. She draws on the history and folklore surrounding the Galápagos, including varying accounts of their discovery and settlement, their scientific importance, and the place of the archipelago in world tourism. The setting is not accidental, as these specific islands invite readers to think about change and evolution (and about chance and accident) in particular ways. At the same time, the narrative treatment of the islands is not limited to a strictly realistic representation. The name of the islands appears only twice in the novel—one of those times in the Latin name of the Galápagos hawk.

Taken in the context of the multiple threats posed by settlement, tourism, and climate change, the novel’s title suggests that tenable, sustainable solutions can be achieved only by somehow reaching beyond present realities and terms of debate. This is perhaps even truer today than when the novel was first published in 1980. Unlike the natural history or tourist literature about the islands, Yánez Cossío’s novel focuses on the human population. Pablo Ospina writes that an analysis of photographs in illustrated books or tourist guides reveals that 98 percent of nature photographs while only 2 percent include people—generally tourists. This, he argues, creates the impression that the islands are uninhabited and that visitors will find a reserve entirely dedicated to preservation (“islas enteramente consagradas a la protección de la naturaleza”). By contrast, the novel links the islands as an ‘island’ in an array of place of isolation or refuge and eventual renewal with a consideration of the creative process and its importance in individual identity. In Yánez Cossío’s rewriting of the archipelago, the greatest destructive force is not environmental degradation but human intolerance.

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I’m not going to lie. Study abroad is not just a wonderful journey full of adventures and life-changing encounters. It’s more like an intense obstacle course that hits you at the physical, emotional, and mental level. Being in class more than twenty hours a week, in French, and living life outside of class, in French, I’ve learned can kind of beat you down. I’m learning so much from it and I’m learning a lot about myself, but sometimes it’s just a little too much..."

This is an entry from my blog that I wrote at the two-month marker of my study-abroad experience in Poitiers, France. As I continued through the year, I encountered moments of triumph and moments of absolute failure that, looking back now, were probably the most important and defining. Living and studying abroad is a difficult journey, but doing so makes of you the most worthwhile adventures I have ever embarked upon. I was ready to jump into the unknown with my eyes wide open, and what I found when I took the plunge was an experience I could never have possibly anticipated..."

As of winter term 2011, our department housed: 104 French majors 18 Italian majors 101 Romance languages majors 428 Spanish majors 351 minors (French, Italian, Spanish combined) Number of students who attended drop-in advising in the Luis Verano Undergraduate Advising Office during the 2009-10 academic year: 1,015. by Alex Bontecou

Faculty and Student Achievements

In fall 2010, Barbara Altman and Karen McPherson copyrighted FR150, Cultural Heritage of France, as well as a Freshman Interest Group (FIG) called “Vive la France!” Twenty-three FIG students (pictured at right) enrolled in both FR150 and Humanities 101, which explores Greek and Roman culture. The FIG met weekly with Karen and Barbara to discuss connections between the two courses, discover more about the I/O, and learn skills for succeeding as students. Highlights of the term included a French lunch at Barbara’s house, a holiday party at Karen’s house, and a field trip to Portland, where we toured the Gordon Biers cooking school and visited the Portland Art Museum. At the art museum, a docent led us through the Greek and Roman sculpture collections and the students themselves played docents for the permanent collection of French Impressionist and Post-Impressionist paintings and sculptures. Many of the FIG’s students are already taking French language courses or will take them soon. They are all already enthusiastic Francophiles!

Cecilia Enjuto Rangel received an Oregon Humanities Center teaching fellowship and a Sheryl K. Coleman and Margaret E. Guittée Teaching Fellowship for a new course she proposed to teach in spring 2012 or winter 2012, depending on the department’s need. The course is in Contemporary Poetics: Spain and Latin America Through Its Poets and she plans to bring four to five speakers to campus to talk with representatives from the many campus resources available to them, such as the Career Center, the Office of International Affairs, and the College of Education, as well as with faculty members from our department. The fair provides a one-stop event for our students who are planning ahead academically and professionally.

I think that I can safely say that my experience has exceeded all of those expectations. Thanks to the amazing people I met and the incredible experiences I had, I came back from France a changed person. I have gained new perspectives and a whole new confidence that I didn’t have before. Once I realized that I was capable of going to university, partying, traveling, finding an apartment, paying bills, and man-handling French bureaucracy, all in French, I realized that I could handle just about anything!..."
Massimo Lollini has been selected as principal investigator for a 2010 National Endowment for the Humanities Digital Humanities Level II Start-Up Grant ($50,000) to work on The Oregon Petrarch Open Book.

He published one article on “Poetic Inspiration and Ethos in Petrarch’s Epistola 11” for his dissertation project titled, “Rerum cognoscere causas: Renaissance and Early Modern Poetics.” This fellowship is awarded annually to three recipients chosen from all disciplines across campus. The award gives the recipient the opportunity for a year in place of a graduate teaching fellowship, which means he can work on the dissertation full-time without teaching. In keeping with the spirit of the project, his work is in both French and Italian. He is a medievalist, and his research focuses on the Franco-Italian epic tradition, which flourished in northeast Italy, or Lombardy, during the thirteenth and fourteenth centuries.

In November 2010, Fabienne Moore gave three talks on her current book in progress. She discussed representations of colonialism in Chateaubriand’s (1768–1848) at the Oregon Humanities Center in October; she was invited to give a talk at the University of Oregon Lifelong Learning Institute. In November, she was invited to present a paper titled “reprise de la mémoire de la guerre en Amérique du Sud: la littérature-fiction” at the American University in Washington, D.C., and she was invited to give a talk at the University of Oregon in December 2010. She is also continuing her work on Lise Mba Ekani, MA candidate in Romance Languages, for her dissertation project on “littérature-fiction” and will appear as a part of the project contributors to the creation of a database that allows easy access to literary works by Bolivian women in the last ten years (stories, novels, testimony, poetry, and essays). Texts from alternative publishers, including handwritten manuscripts in circulation, are also part of this project.

These publishing channels have strong political views as well as sound feminist and Andean motifs. The selected books are now available on the shelves, in the catalog, or are still being processed. This activity is co-sponsored by the department of Romance Languages and Literatures, and the Romance Studies organized in honor of his receipt of the 2009 La corónica Italian Book Award for the most monograph published on Mediaeval Romance Languages, literatures, and cultures. In December 2010 he delivered a workshop at the University of Princeton on “Current Trends in Romance Languages and Literatures, and Cultures.”

Lise Mba Ekani, MA candidate in French, is proud to announce her first book in the world of research publication. Her paper proposal entitled “Ecrire la violence coloniale. Ousmane Sembène et la transgression du silence” has been accepted and included in the program for the thirty-seventh annual African Literature Association Conference, that is being held April 13–17, 2011, at Ohio University, Athens, Ohio. The paper analyses the power of language versus imposed silence, as well as the ways in which that power operates as the saine quo non condition for the survival of the colonized. Building on Frantz Fanon’s theorization of violence and on Agamben’s concept of biopower, the contention of the presentation will be that African fiction translates history and opens avenues for re-invention of the future. Last but not the least, Ms. Akiota, “Kotala Fatou Diome: poétique de l’ici et l’ailleurs entre écriture du souvenir expériences du temps,” has been peer-reviewed, accepted, and will appear as a book chapter in the volume entitled Postcolonial Études and will be edited by Hervé Tchumak and Pierre Fandio, with a foreword by Professor Fabien Khossousi Boulaga and a postscript by Professor Bernard Moural, two leading thinkers in African philosophy and literatures. The edited volume is under revision and forthcoming at Editions Ifrika, the leading publishing house based in Cameroon.

The department is delighted to announce that PhD student Steve McCormick received a prestigious UO President’s Fellowship ($10,000) for his dissertation project titled, “Les Natchez” and “The Danger of Truth” at Princeton University. In May 2010 he participated in a panel of the forty-fifth International Congress on Medieval Studies organized in honor of his receipt of the 2009 La corónica Italian Book Award for the most monograph published on Mediaeval Romance Languages, literatures, and cultures. In December 2010 he delivered a workshop at the University of Princeton on “Current Trends in Romance Languages, literatures, and Cultures.”

Herrmann has made the University of Oregon the venue for screenings of the Aljamiada, y el moro Ricote de Portland titled Los moriscos, la literatura and the Americans with Disabilities Act. This publication will be made available in print and online.

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Please Consider Making a Gift to Romance Languages!

Contributions of any size make a real difference. In this past year, among many other examples, we have used gifts to bring in guest speakers, support visiting faculty members, award prizes to undergraduates, provide refreshments at professional workshops, and support cultural events. Our programs are much richer, thanks to the generosity of our donors!

Checks can be made out to the UO Foundation, Department of Romance Languages, and mailed to the UO Foundation at PO Box 3346, Eugene OR 97403-0346. Another option is to make a pledge to Romance languages when you receive a phone call or letter from the UO Annual Giving Program asking you to make a gift to the university.

We invite you to browse the website for the College of Arts and Sciences (cas.uoregon.edu/index.htm) and the new and improved site for Romance languages (rl.uoregon.edu). Look for updates on current events at rl.uoregon.edu/main/news/shtml.

If you have questions or would like more information about any of our programs, feel free to contact Leonardo García-Pabón at 541-346-4021 (lgarcia@uoregon.edu) or Denise Sorom, associate development officer for humanities, at 541-346-3903 (dsorom@cas.uoregon.edu).