Dear Friends of Romance Languages,

The Department of Romance Languages is home to a mind-bending wealth of talent and energy, and from nowhere is this more evident than from the office of the department head. As you will read in the following pages, we boast a faculty that excels in research, teaching, translation, creative writing, program development, and more. Our graduate students are likewise active in national and international scholarly venues, including publications, and our undergraduates complete degrees in a number of languages, traveling abroad to several continents. The department is a hive of activity, and it is a great source of pride to present to you all we have achieved in the past year, and share with you what we hope to achieve in the future.

In the academic year 2012–13, we will be welcoming two new research faculty members. Mayra Bottaro, a specialist in nineteenth-century Latin American literature of the Southern Cone (Argentina-Chile-Uruguay), will come to us as assistant professor of Spanish from UC Berkeley, where she is completing her PhD in Hispanic literatures. Also, Sergio Rigoletto (PhD ’10, University of Reading) will join us as assistant professor of French and Italian cinema studies, in a joint appointment with the Cinema Studies Program.

Another exciting development is the addition of Portuguese to our offerings. We are hiring two instructors in Portuguese language and Lusophone studies, and will be expanding our course offerings in that area, partnering with current Spanish and Romance languages majors as well as the majors in Latin American studies and international studies, many of whom have an interest in Portugal, Brazil, and the global Lusophone world. There are more than 600,000 Portuguese speakers in the U.S. alone, some 154 million in Brazil, and more than 178 million worldwide, where it is spoken as an official language in nine countries and in more than thirty countries overall. We are excited at the prospect of building our offerings in Portuguese and Lusophone studies and looking toward a minor and eventual major.

The new Heritage Learners of Spanish program is moving full steam ahead under the direction of our new colleague, Claudia Holguín Mendoza, assistant professor of Spanish. Together with a cadre of dedicated career instructors of Spanish, she is moving ahead in developing innovative new courses at the undergraduate and graduate levels that teach U.S. Spanish together with standard Spanish. Holguín and her team are also reaching out to Latino students in Oregon high schools to recruit new students, some of whom will go on to study other Romance languages and graduate with degrees from our department.

Our instructional faculty continues to excel in the classroom and beyond, and bring to Romance languages talents in matters pedagogical, intellectual, and artistic. To name just a few of the many examples, instructor of Spanish Jesús Sepúlveda continues to receive international accolades for his books of poetry, which have been translated into several languages. Instructor of Spanish Amy Costales is author of a series of bilingual children’s books and, along with instructor of Spanish Liliana Darwin López and senior instructor of Spanish Mónica Lara, has been instrumental in developing the new Heritage Learners of Spanish program.

Instructor of Spanish Heather Quarles has collaborated with associate professor of Spanish Robert Davis in developing innovative online language-learning materials with Middlebury Interactive Languages, a joint venture between Middlebury College and K12, Inc. Our students and colleagues are continually enriched by these and varied other achievements.

Our graduate cohort has shown new initiative and energy in creating the Romance Languages Graduate Student Association (RLGSA), which has hit the ground running and already in its first year of existence has organized a series of “Works in Progress” talks featuring the current research of RL graduate students.

Continued on page 2
Maawad Exhibit

In connection with Assistant Professor Garcia-Gano’s seminar Latin American Studies 407, The Americas Are (a) Mine: Natural Exploitation in the American Hemisphere, a Cultural Debate, the Latin American Studies Program, with the support of various UO units, is organizing an exhibit of the work of Mexican photographer David Maawad in Eugene and Portland.

Maawad, born in Oaxaca, Mexico, in 1952, has been documenting the social, cultural, and environmental impact of mining in Mexico over the course of more than thirty years. His black and white photographs capture with astonishing beauty the human dimensions of this economic activity, showing the resilience and strength of Mexican mine workers, but also the difficult conditions under which they perform their labor. Maawad’s photos also document the impact of mining on the Mexican environment, with spectacular vistas of unearthly postindustrial landscapes.

David Maawad’s photographs on mining in Mexico will be at the Jordan Schnitzer Museum of Art and then at the historic White Stag Block in Portland this spring. The exhibit, titled David Maawad: Shining Rock/Resplandor de roca, composed of thirty-eight large-format photographs, will be shown at the museum’s Gordon Gilkey Study Center Gallery from April 3 through April 28, 2012. Afterward, the exhibit will travel to the UO’s White Stag Block in Portland, where it will be shown for six weeks (May 3–June 12, 2012).

Verano Undergraduate Advising Office Update

Christina Spencer, and undergraduate assistant Zach Lazar.

MAJORS:

<table>
<thead>
<tr>
<th>Language</th>
<th>Number</th>
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<tbody>
<tr>
<td>French</td>
<td>109</td>
</tr>
<tr>
<td>Italian</td>
<td>22</td>
</tr>
<tr>
<td>Romance Languages</td>
<td>108</td>
</tr>
<tr>
<td>Spanish</td>
<td>440</td>
</tr>
</tbody>
</table>

These numbers represent a four percent increase in majors and minors from last year at this time.

Assistant Professor: Holquin

I am thrilled to be a part of the Department of Romance Languages as an assistant professor and coordinator of the new Spanish Heritage Language Program. The warm welcome I received from members of the faculty, staff, and institution was truly exceptional. In addition to joining this wonderful faculty, I am also working closely with a team of passionate and knowledgeable instructors who are excited about the Spanish heritage program.

I would like to take this opportunity to share a little more about the development of the Spanish heritage program. Currently we are offering two courses within this program. The courses offered mainly address issues relating to Spanish in the U.S. within a sociolinguistic perspective that takes into account the political and socioeconomic elements that mark the material and psychological experiences of the Latino population in the U.S. One of these courses is Spanish 308, Cultura y lenguaje: comunicaciones bilingúes, which is taught every term, and the other is Spanish 420, Spanish Linguistics, which I will be teaching during the next spring term. I feel extremely grateful to be part of a program that is deeply committed to creating a space in the curricula where Spanish heritage learners can feel comfortable, a space where they can speak their own variety of Spanish without experiencing feelings of rejection or without being corrected when saying something not considered as the “correct” form. In this way, our heritage language students are able to learn the vocabulary and grammatical elements of the formal use of the language without giving up the use and appreciation of their own Spanish variety in order to maintain connections with their community and culture.

Both of these courses are open to any student interested in the opportunity to critically engage with many interesting topics, not only in relation to Spanish in the U.S. and around the world but specifically with the economic and political contexts that shape the way in which we perceive and experience our world.

I am pleased to announce that this winter term we have created the Spanish Heritage Committee, composed of a wonderful team of experienced professors, instructors, and two very motivated undergraduate students. I cannot be more excited to begin working with a committee that will definitely be a fundamental source of support for the future of the Spanish heritage program at the University of Oregon.

We are also very excited that next year we may be introducing Spanish 218 and 228. These new courses are designed to integrate heritage learners into the curriculum of the Spanish-language program at University of Oregon.

I am also working on two very exciting research projects. The first is a book project that focuses on emerging transnational identities and sociolinguistic practices within the U.S.-Mexico border. I am drawing from my dissertation research, an ethnographic study among bilingual youth on the U.S.-Mexico border. I mainly describe how current ways of speaking among youth can illuminate our understanding of the social changes we are experiencing not only in the U.S.-Mexico setting but globally. The other research project I am currently involved with is a very interesting collaboration on a perception study regarding sociolinguistic stereotypes among speakers of Mexican descent in the U.S. I am thrilled to be committed to this type of research that explores how social meaning of race, gender, or social class becomes attached to particular use of words and accents.

Ultimately, my goal is to create bridges between my research and practical uses for these findings. I look forward to becoming more acquainted with the university community and in the near future be part of more wonderful research and teaching collaborations.
The Tournoi describes a week of courtly festivities—jousting, feasting, music-making, and dancing—in thirteenth-century Lorraine; it reflects the entire chivalric ethos, illuminating many aspects of the medieval social order. In connection with this manuscript and the historical event it describes, music students will explore the text (a narrative studded with lyric songs), the manuscript that preserves it, the celebration it describes and its historical context, techniques of text editing and music editing, and the process of reconstructing the text for performance. The course will conclude with a student conceived or staged event of the Tournoi de Chauvency that will incorporate narrative, secular monody, and early polyphony.

Students of RL and MUS 407/507 will “deliver” a medieval week in song and recited performance. The seminar will be an involving and exhilarating culmination of a major in one of the Romance languages or in music. Each spring an analogous team-taught course will bring together medievalist faculty members in RL and the School of Music and Dance; in spring 2013, the collaboration will be between Barbara Altmann (professor of French) and Lori Kruckenken (associate professor of musicology).

In addition to collaborative teaching, research, and performance, a project like this requires collaborative sponsorship as well. Azéma’s residency and team-teaching are made possible by the Tom and Carol Williams Fund for Undergraduate Education; the Robert M. Trotter Distinguished Visiting Professorship, the Oregon Humanities Center Visiting Scholar Fund, the Giustina Family Professorship of Italian Language and Literature, the Office of Academic Affairs; the College of Arts and Sciences; the Office for Research, Innovation, and Graduate Education; the voice and musicology divisions of the School of Music and Dance; and the Department of Comparative Literature.

By Anne Azéma, Eric Mentzel, and Gina Paski

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New Book Edited by Middlebrook

Petites et Modernité in the Old and New Worlds

Romance languages faculty members Leah Middlebrook, Leonardo García Pabón, Nathalie Hester, and Fabienne Moore have all contributed to a new publication from the Hispanic Issues series of Vanderbilt University Press: Petites et Modernité in the Old and New Worlds. The volume explores the changing and evolving nature of the old and new worlds, from pre-Columbian to the twenty-first century. The collection includes contributions from scholars across disciplines, offering a range of perspectives on the intersection of the old and the new. The volume is available now and can be purchased through Vanderbilt University Press.

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Middlebrook Explores Implications of ‘Early Modern’ Literature

By Pedro García-Caro

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UO-UNAM exchange program talks progress: Pumas and Ducks will meet.

As with any other university campus, you know you are in the city the moment you enter UNAM. Ciudad Universitaria, “University City”, is the right name for the university of its own. At close to 2.8 square miles, it is one of the largest public university campuses in the Western Hemisphere. To make a simple comparison with the University of Oregon, the graduate student population of UNAM alone (25,167) is larger than our whole student population. The center of activity on the campus is on the busy Avenida Universidad where I arrive on foot from neighboring Goyacocan, a bohemian and literary quarter where I am staying. As you enter, a mixture of tropical greenery, low-impact concrete buildings, and volcanic rocks immediately welcomes you and replaces high-rises, the busyness of traffic and human activity and the visual noise of stores, window-shops, advert, and car lots. The core of campus lies low for the most part and has been listed as World Heritage since 2007 by UNESCO. The World Heritage Center (whc.unesco.org) describes the space well: “a unique example of 20th-century modernism integrating urbanism, architecture, engineering, landscape design and fine arts with references to local traditions, especially to Mexico’s pre-Hispanic past. The ensemble embodies social and cultural values of universal significance and is one of the most significant icons of modernity in Latin America.”

UNAM is perhaps the most visible and lasting product of Mexico’s popular Revolution (1910). Moving away from the colonial buildings in the city center where the original university – the second oldest in the Americas, founded in September 1551 only a few months after the Universidad de San Marcos in Lima – had lingered after independence in 1821. Decidedly embracing the scientific and democratic premises of revolutionary emancipation, the campus still adheres to the principles of universal access to education and activist academic boldness.

This translates in a very socially rich, amazingly varied student population you won’t find in the more private centers of Ibero or Monterrey. UNAM has as its modern-day mascot the puma, an aggressive energetic symbol that accompanies the school’s blue and gold colors. Students are very busy everywhere and the small talk I overhear in my walks and bus rides shows they are clearly making the most of their (near) free education, the free campus transportation – the map of the Pusamius system is a good pointer to the wealth of experiences and offers – and the socially-committed learning offered throughout the spectrum.

For instance, students are very aware of the University’s symbol that accompanies the school’s blue and gold colors. Students are very busy everywhere and the small talk I overhear in my walks and bus rides shows they are clearly making the most of their (near) free education, the free campus transportation – the map of the Pusamius system is a good pointer to the wealth of experiences and offers – and the socially-committed learning offered throughout the spectrum.

Negotiations between the Office of International Affairs at the UO, the Latin American Studies Program, the Center for Latino/a and Latin American Studies and UNAM to start a student exchange program next year are well underway. The steering committee formed by Prof Lynn Stephen (Anthropology), Prof Carlos Aguirre (History) and myself also be able to participate in this exchange program, but the details will need to be defined in a case-by-case basis given the contractual commitments of students at UO. This exchange program will open up the international offerings and options for our students in a very fundamental way: students will now have the opportunity of experiencing higher education in Latin America directly, first-hand. They will live in one of the most thriving cities in the world, and will go to class in the “city within the city,” in the Ciudad Universitaria, one of the most active research centers in the world. Here in Eugene, our classrooms will also benefit from the new voices of the visiting Mexican students, as they will contribute to the life of the campus, and will offer them our renowned friendliness and our enthusiasm for knowledge. As these exchange students go forth and forth they will create new relationships between those two neighboring countries and will reinforce our commitments to human values and scientific innovation. But wait a minute, my pumabus is leaving, are you coming? More soon.

By Pedro García-Caro

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Spring 2012: Men, Women, and Courly Love

In spring 2012, The Department of Romance Languages will offer a new multilisted course taught by visiting professor and scholar Anne Azéma, artistic director of the Boston Camerata; Eric Mentzel, associate professor of voice, School of Music and Dance; and Gina Paski, professor, Department of Romance Languages. In spring 2006, Azéma taught a seminar, RL 407/507, that incorporated the musical dimension of medieval lyric and narrative poetry as thoroughly as possible without creating a performance. This course will bring together literary studies, Romance languages, music history, historical performance practice, and medieval studies for an interdisciplinary collaboration unprecedented in our department.

The basis of the course will be Dounce 308, an important French manuscript from c. 1310 containing the Tournoi de Chauvency (Tournament of Chauvency), housed in Oxford’s Bodleian Library. The Tournoi describes a week of courtly

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Even though the idea of establishing a graduate student organization had been entertained for some time throughout our department, the RLGSAs (Romance Languages Graduate Student Association) began materializing only in the winter of 2010. As that year’s incoming class got settled into their emerging academic community, the need for a more formal space for discussion, organization, and, quite simply, togetherness became readily apparent. A few dedicated souls began the arduous process of obtaining recognition for the organization by the ASUO (Associated Students of the University of Oregon). By engaging in constant and open dialogue, the founders also wrote a constitution envisioned organizing the association, which governs all processes and actions undertaken by the RLGSA. As co-founders also wrote a constitution in constant and open dialogue, the entire group is excited to welcome back Sarah Nagel (second-year Italian MA) as co-PR officer this term. The other elected officers include Asia Zeeveld and Luz Romero as PhD representatives, me, Sabina Carp as second-year MA representative and, as of fall 2011, Caitlin Bradley as first-year MA representative.

With the gracious support of our department and the eager participation of many students, the RLGSAs was able to successfully organize a wide range of activities during its first term in action. During Orientation Week 2011, it offered incoming as well as returning students the chance to connect and celebrate the start of a new school year at our “How to Survive Your First Year in Grad School” panel and social. The social proved to be an auspicious start to the term, as activity continued in full force with monthly open and board meetings, which remain the backbone and source of creative input for RLGSAs activities. During fall 2011, we also offered a monthly coffee hour, open to all graduate students, a place where we could all set down our academic burdens for a (free!) caffeinated drink and good conversation. Our Student Work-in-Progress (WIP) event during which students gave short presentations and allow more for debate and discussion, one of the suggestions offered in the feedback sheets distributed at the end of the event. The future holds many exciting prospects for the RLGSAs. We look forward to finishing the ASUO recognition process in order to secure official support and funding for future events, including our upcoming biannual Graduate Student Conference. With the continued guidance and encouragement of our department head, Associate Professor David Wacks, and Associate Professor Analissa Taylor, director of graduate studies, in winter 2012 the RLGSAs will organize three more events to encourage academic, professional, and personal engagement and development within the Romance Languages community. For the first time, we were delighted also to organize a Faculty Work-in-Progress event on February 10 of winter term. Following that, students will once again have a chance to present their own research projects at the second Student WIP. This term will not be all hard work and no play, though. We are also excited to host our first Romance Languages Cultural Celebration, where we can celebrate in our shared passion for all things Romance: food, music, dance, and other traditions. Finally, we will continue our “back by popular demand” Coffee Hour, this term biweekly on Thursdays at noon.

By Sabina Carp,
Second-Year Romance Languages MA Representative

What our students had to say about the most useful aspects of the panel:
• Getting to hear about the panelists’ personal experiences and how they have come to utilize their languages in creative ways.
• The different careers of the three panelists gave a wide variety of options and ideas for after graduation.
• Hearing about what the panelists wished they had done more of, and in general learning about their career life after graduating with a BA in Romance languages.
• Using language applied to another major in creative ways; the fact that simply knowing an additional language allows you to think in ways others do not.

Ms. Adrienne Mitchell ’97, MA ’00: Translator and English language learners Instructor at LLCC. (BA in Spanish and sociology, minor in Italian; MA in Romance languages). Ms. Dana Raymond ’86, MA ’89, PhD ’01: Artist coordinator for the Portland Opera. (BA, MA, and PhD in Romance languages—French and Italian)

Insightful Advice from 2011 Career Panelists
Here are some useful tips for undergraduates in our department:
• Be creative and entrepreneurial with your language skills.
• Take risks. Allow yourself to fail.
• Study abroad for as long and as often as possible. This experience will show your willingness to go outside of your comfort zone and

We are currently organizing a third alumni career panel for winter term, 2013. If you are a Romance languages alum who would like to participate in a future career panel, please email rladvise@uoregon.edu.
Undergraduates Abroad

Rosario was a bustling city of nearly two million people that was nestled between the country’s largest city, Buenos Aires, and the historical capital of the country, Córdoba. With the Paraná River flowing alongside the city, there were endless things to do. Numerous parks to drink mate, a traditional Argentine drink, in, all types of museums, and countless clubs and bars to go to on weekends, Rosario never ceased to amaze me in the amount of things there were to do and see.

Fernanda was one of my good friends while I was studying. She was my secret tool to learning the culture of the college students of Rosario. With her vibrant smile and hair past her shoulder blades, she was always willing to take me out with her friends and explain phrases or words that I did not understand. On the weekends, we would go out to different bars and clubs to really get a diverse view of the different types of people that were in Rosario. After spending five hours of nonstop translating in my head, I was ready to return to my host family’s house and go to bed, but it seemed as if Fernanda was the energizer bunny, always wanting to show me more place and introduce me to new people. Without the friends that I made, my experience wouldn’t have been as meaningful.

Studying abroad isn’t an experience you can sum up in a couple paragraphs nor in an extensive thirty-page paper. It’s called an experience for a reason. Leaving my new life in Rosario was so difficult, but also an exciting time because I was looking forward to planning my trip back. Falling in love with new places, people, and cultures is an overwhelming process but changes you for the better. Now I always say I have two homes, Portland and Rosario.

By Olivia C. Stark

I have nothing but positive praise to sing for the AHA International Language Study-abroad Program. Studying in Argentina was by far the best experience of my life. It is truly a unique area of the world that has much to offer for everyone. I have many fond memories of drinking mate (which I am now hopelessly addicted to) with my professors and relaxing in the sun down by the river. The staff is extremely flexible and always willing to work with you, no matter what. There is always something to do in Rosario and opportunities are lurking around every corner for students to make local friends and to practice their Spanish. Throughout my time in Argentina I grew extremely close to the other students in my program and grew to consider them family. And speaking of family, my host family was amazing as well. My host mom was a Jewish immigrant from Syria and always invited me out to dinner with her and her family or gave me tickets to the many plays that would go on around the city. I was even lucky enough to celebrate Jewish New Year with them, Argentine style!

Argentina is an extraordinary country to live in if you want to learn Spanish. Regardless of your level of Spanish, the people are extremely patient with you and always interested in where you come from. They are willing to talk your head off at a moment’s notice. I can’t count on both hands how many times I’ve been speaking English to some friends as a local would pass us by and say, “Oh, de dónde son?” then invite us to come have a drink with them, or invite us out to dinner with them. Rosarinos are particularly nice and friendly and love chatting it up with foreigners. I spent a total of four months in Argentina and I can’t say I’ve even experienced half of what it has to offer. For those of you looking to study abroad, I highly recommend Argentina; a whole new world is out there waiting for you!

By Michael King

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2011 Spring Awards Ceremony

The 2011 Spring Awards Ceremony in May was a well-attended, wonderful celebration of our outstanding students. Congratulations to our many scholarship recipients this last year. In all, twelve graduate students and eight undergraduate students received scholarships. We would like to express our sincere thanks to all of you who have contributed to these 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.

Senior (Graduates June 2012)
Majors: Journalism and French
Study-abroad experience: Tunisia

As I flew into Tunis in September 2011, I couldn’t help but feel frightened. I had never been gone from home for such an extended period of time, and I was scared to live with a host family for almost three months. But as I looked out the window, I had to smile. The beautiful turquoise Mediterranean Sea sparkled, and a small blue mountain jutted out right next to the coastline. The scenery was much prettier than I had remembered from pictures. As the tires of the airplane hit the runway, I knew I would have to conquer my fears.

I was in a group with four other girls, and we quickly became very close. We all arrived with the same fears of language, being in a foreign place, and not knowing anyone. We became a support group for each other, and we had so much fun together! Our program directors took us on a five-day road trip throughout Tunisia, and we saw beaches, deserts, Roman ruins, beautiful mosques, and areas that were filmed in Gladiator and Star Wars. Going to Tunisia was one of the best decisions I have ever made, and I cannot wait to return.

While studying French in Tunisia, I lived with a host family. Because multiple languages are spoken in Tunisia, the program directors placed me with a family who spoke more French in the household than Arabic. I could not have asked for a better family. I had a younger host sister, Yasmine, who was fifteen years old. My host brother, Soufane, was twelve. My host parents and siblings were always extremely patient with me as I struggled with my French—they were always very understanding if it took me several minutes just to express a single sentence. I am also vegetarian—a concept almost unheard of in Tunisia. However, my host family was very understanding of my special diet, and they made sure that there was always plenty of extra

meatless food available for me. Our “villa” was just outside of downtown, and I was easily able to get to school by taxi. Our yard was protected by a beautiful wall covered in flowers. Within the wall of the property, two pet turtles spent their time roaming around. My host family also had a yellow canary, and a cat, Caramel. I plan on keeping in touch with my host family forever. They became my real family—my host mother Sonia made sure to tell everyone that I was really her daughter.

Left: Graduate scholarship recipient Ana Maria M’Einaoui (right) and her sister, Flavia Samandia (left).
Top Right: Los Huandinos (Roberto Arroyo, Selene Jaramillo, Rafael Arias, Nathan Whalen). Bottom Right: Undergraduate scholarship recipient Joe Piccolotto with a family member.

Student Profile: Rhoda Krause

By Olivia G. Stark
Students in Rosario with site director María Nélida de Juano.

Pedro García Caro
My first publication on my ongoing project on literature and mining in the Americas has just appeared in Spanish in a refereed journal, “Las minas del Rey Fernando: plata, oro, y la barbarie española en la retórica independentista hispanoamericana.” Anales de Literatura Hispanoamericana, No. 40 (Fall 2011), 39–59. It is accessible online at revistas.uchicago.edu/index.php/ALIHU/article/view/37311/36125.

Gina Herrmann
Gina Herrmann (Spanish) has been working on Holocaust memories in the Romance world. She won a development grant from the program of Judaic studies at the University of Oregon to create a new course on the life and work of Spanish Holocaust survivor, author, and political activist Jorge Semprún (1923–2011). Semprún, a novelist, autobiographer, screenwriter, playwright, and essayist, ranks with Elie Wiesel, Primo Levi, and Charlotte Delbo as one of the most brilliant and prolific memoirists of the Holocaust, having published almost thirty works of fiction, testimony, and autobiography in French, Spanish, and German. As renowned French philosopher Bernard-Henri Lévy claims, Semprún is a major Holocaust witness, with a capital W. “For no one has taken as far as he both the exigencies of testimony as well as the reflection on the principles, the risks, and, naturally, the limits of such testimony.” (El País online, June 9, 2011).

The collection is poignant and timely, as Semprún’s corpus is a reflection on the ethical repercussions of many of the major political and cultural upheavals of the West in the twentieth and twenty-first centuries.

Amalia Gladhart

She also gave two invited lectures: The first was “Más allá de la palabra conocida: Reflexiones a lo leído se traducir la obra de Alicia Vásquez Cossío.” Feria Internacional del Libro, Guayaquil, Ecuador, October 28, 2011.

Her second lecture was “Los retos de la traducción intercultural.” Facultad de Derecho, Universidad Nacional de Rosario, Rosario, Argentina, October 5, 2011.

In addition Gladhart attended a conference on Latin American theater in Montevideo, Uruguay, and gave the following paper: “Traducción, adaptación y memorias en La razón híbrida:” VII Coloquio Internacional de Teatro: Territorios de la Memoria. Universidad de la República, Montevideo, October 13–15, 2011.

During fall term, Gladhart taught in Rosario, Argentina, with the Northwest Council on Study Abroad–AHA International study-abroad program. While there, I taught a class titled Translating Argentina; the course invited students to use ideas of translation—as well as translation exercises—to think about their own intercultural experience and about the ways Argentine culture has been translated or interpreted for English speakers.

Massimo Lollini
Massimo Lollini developed significantly his research on eighteenth-century Italian philosopher Giambattista Vico. He produced two new articles (“Vico’s More Than Human Understanding” in Annali d’Italisticà, Vol. 29, 2011, 381–400; “Vico’s Wilderness and the Places of Humanity” in Romance Studies, No. 2, April 2011, 119–131) and presented a paper, “Natura, ragione e modernità nella Scienza nuova di Giambattista Vico,” at the International Conference on Razionalità e modernità in Vico, in Milan, Italy, in June 2011. He was invited to give two keynote addresses at graduate student conferences—the “Myth of the Human in Vico’s New Science,” graduate student symposium “Science and Myth,” Indiana University, March 2011; and “The Daimon, the Wisdom, and the Pielas: Giambattista Vico’s Paths to a More Than Human Humanism,” Yale University, March 2012. Moreover, Lollini continued his work as principle investigator of the Oregon Petrarch Open Book Project (OPB). The new site was unveiled in October 2011 at petrarch.uoregon.edu. Finally, he presented the OPB at the 2012 conferences of the Modern Language Association and the American Association of Italian Studies in Seattle and Charleston, respectively.

Cecilia Enjuto Rangel
Cecilia Enjuto Rangel received the Oregon Humanities Center Teaching Fellowship and the Sheri K. Coleman and Margaret E. Guttiouso Professorship in the Humanities for her course on contemporary poetics in Spain and Latin America, taught in fall 2011. As part of the events organized for the course, she invited four poets to come to campus (Urayoán Noél, Ana Rossetti, Bricieida Cuevas Cob, and Rosa Chávez); she received financial support for these poetry readings from the Americas in a Globalized World initiative (The Indigenous Peoples in the Americas), the Spanish Ministry of Culture, and the Women of Color project—a Center for the Study of Women in Society (CSWS) program. This winter she is enjoying a maternity leave, and in spring term she will focus on her research, as she received a CSWS research grant to finish an article on Galician poet Rosalía de Castro and Puerto Rican poet Julia de Burgos.

In 2011, she published “Gongora, Unamuno y el 27 en clave transatlántica,” an essay in Reyes, Burgos, Ramón: La vida literaria en Madrid de los años 20, and “Tres generaciones del exilio: la memoria guardada” in Lexis español dans les Amériques.

David Wacks
Associate professor of Spanish David Wacks published an article titled “Literature, Hebrew: Medieval Spain” in The Cambridge Dictionary of Judaism and Jewish Culture (Cambridge University Press, 2011). In winter term 2011, he was Ernest G. Moll Faculty Research Professor of Literary Studies at the Oregon Humanities Center. He delivered invited lectures at the Vancouver School of Theology, Cornell University, and Stanford University. In addition, he presented conference papers at the Mid-American Medieval Association and the winter 2011 workshop of the University of California Mediterranean Seminar. He blogs on his current research at davidwacks.uoregon.edu.

Linder Legacy
2012 marks the twenty-fifth anniversary of the death of Ben Linder, a Portland engineer who went to Nicaragua in 1983 to work on hydroelectric projects that today provide energy to the community, schools, clinics, and campesinos. On April 28, 1987, while working on a small dam, Ben and two Nicaraguans were killed by U.S.-backed Contras.

This past December, senior Spanish instructor Bryan Moute led an artist delegation to San José de Bocay, Nicaragua, to paint murals on El Central Mini-hidroeléctrica Benjamin Linder, a hydroelectric plant that was built by his family with international solidarity support.

This April, the Department of Romance Languages will help sponsor a commemorative event that will celebrate the life and mission of Ben Linder.

Faculty and Student Achievements
Please Consider Making a Gift to Romance Languages!

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We invite you to browse the website for the College of Arts and Sciences (cas.uoregon.edu) and the Romance language website (rl.uoregon.edu).

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