From the Department Head

Evlyn Gould, Professor of French

As I extend these newsletter greetings in the warmth of our lovely Oregon spring, it may seem a platitude to open with the idea that support for foreign language education seems more imperative today than ever. However, since September 11, 2001, and the wars in Afghanistan and Iraq, we are living in a wash of new international ambiguities. Recent reports show that record numbers of immigrants are enriching American life with their languages, their cultures, their religions, and their ethnic traditions. They create new opportunities for study and understanding. At the same time, local programs in foreign language education are being slashed in area schools, and U.S. policies such as the Patriot Act of October 2001 and the Family Educational Rights and Privacy Act are curtailing the rights of noncitizens and putting singular new pressures on foreign language professionals and international scholarship. International scholars and students are being detained at borders, tracked, reported upon, or even deported for undisclosed affiliations. One provision in the Patriot Act requires libraries and bookstores to turn over information about an individual’s book borrowing and buying if requested; disclosure of student information without the student’s consent is now mandatory; security scrutiny is making it increasingly difficult for international scholars to accept our invitations; and foreign graduate students are asked to register with authorities on the basis of their national origins alone.

We are all concerned about domestic security and we are all patriots. Yet, fundamental American ideals of cultural diversity, religious and ethnic tolerance, openness to disagreement, access to information, and the freedom of inquiry are shaken. We in the Department of Romance Languages continue nonetheless to revere and to uphold these ideals, to celebrate the capacity of foreign language learners to bridge cultural divides, and to reflect upon the ambiguities of literature as an important source of self-understanding and dialogue—and of silence in a world bombarded by screens and phones. As our most recent addition to the departmental faculty demonstrates, our scholarly and pedagogical missions seek to enhance new avenues of cultural investigation. We are delighted to be welcoming David Wacks, of UC Berkeley, to the ranks of our Spanish-language professionals in the fall. Specializing in the study of the medieval Iberian peninsula, Wacks studies the intricate interconnections of Latin, Hebrew, and Arabic languages, the overlay of Christian, Jewish, and Muslim cultures in those surprisingly relevant times. Wacks joins a rich treasure of UO scholars in medieval studies.

The arrival of David Wacks to our department represents the growth in our programs and the sustained interest of students in our fields of study. Wacks’ is a new faculty line in Romance languages, one that results from our fielding of an unprecedented number of new students in our programs. I am pleased to report that our sound management of these numbers has brought us the acclamation of the Association of Departments of Foreign Languages and that we shall be featured in the ADFL Bulletin as one of six schools in the nation identified as a “model of good practice” in the field. In recognition of our creative skills at attracting and retaining majors, we are being featured less because of the increasing numbers of students studying and majoring in Spanish, but more because of the numbers that continue to grow along side them in French and Italian. While the Romance thread that unites us in common purpose is at times fragile or frayed, it does provide an important source of scholarly and pedagogical inspiration. I salute my colleagues for their ongoing commitment to collective learning and you, our patrons, for continuing to support our shared high ideals. I also thank you warmly for your generous ongoing investment in our future.

Award Recipients

We are very proud of the number of awards received by our faculty this year. Their dedicated work has been recognized by the University of Oregon as well as by other institutions in the fields of RL languages and cultures.

Barbara Altmann (University of Oregon Summer Research Award 2003)

Jesus Diaz-Caballero (Tom and Carol Williams Fund for Teaching Innovation 2003 [with Carlos Aguirre, in history]; CAS Junior Professorship Development Award 2003)

André Dijffack (CAS Junior Professorship Development Award 2003)

Amalia Gladhart (Rippey Innovative Teaching Award [with Lise Nelson, in geography])

Gina Herrmann (CAS Junior Professorship Development Award 2003)

Nathalie Hester (CAS Junior Professorship Development Award 2003; CSWS Faculty Research Support Grant, 2004)

Evlyn Gould (University of Oregon Summer Research Award 2003; Oregon Humanities Center Ernest G. Moll Faculty Research in Literary Studies Fellowship, Spring 2004)

Massimo Lollini (Thomas F. Herman Fellowship, Spring 2004; Faculty Achievement Award for Distinguished Teaching, 2003)

Fabienne Moore (University of Oregon Summer Research Award 2003; CAS Junior Professorship Development Award 2003)

Analisa Taylor (CAS Junior Professorship Development Award 2003)
Student Scholarships

WINNERS, 2003–4

Thanks to our generous donors, we have been able to recognize the academic merits of some of our best students. These are the recipients of our departmental competitions:

François Calin Scholarship: Ramon Fonkoue (graduate), Daniel Worden (undergraduate), Marques Johnson (alternate)

Emmanuel Hatzantonis Scholarship: Mark Henry (undergraduate), Nathan McVeigh (graduate)

Helen Fe Jones Scholarship: Michelle Nichola (undergraduate), Ben Parrell (graduate)

Leona Kail Scholarship: Nadia Tort (undergraduate), Meghan Madden (graduate)

Perry J. Powers Scholarship: Sarah Piazza (undergraduate), Alicia Craven (alternate)

Perugia Summer Program Scholarship: Chelsea Maricle, Jill Hari, Elizabeth Johnson, Nathan McVeigh (alternate)

Stickels Scholarship: Freddy Vilches (graduate), Javier Domínguez-García (graduate), Dolores Vela-García (graduate)

Wetzel Scholarship: Enrico Vettore (graduate), Alexandra Mihailescu (graduate)

Beall Scholarship: Christina VanderVorst (graduate)

Also, three of our graduate students were awarded UO Graduate School Research Awards: Karin Almquist, Chris Picicci, and Ramon Fonkoue.

Publications, Lectures, Professional Activities

Our presence in the fields of literary and cultural studies in RL both nationally and internationally is stronger than ever. The publications, conference participation, and professional leadership of our department show the productivity and intellectual excellence of our faculty.

Barbara Altmann has recently published Christine de Pizan: A Casebook (Routledge, 2003), coedited with Professor Deborah McGrady of Tulane University. A second book, titled The Court Reconvenes: Courtly Literature across the Disciplines, coedited with Professor Carl Carroll of OSU, is in press with Boydell and Brewer and will appear later this year.


Analisa Taylor has an article coming soon in the Latin American Literary Review titled “Between Official and Extraofficial Indigenismos in Mexico (1935–1950).”

Karen McPherson has in press an article titled “Since Yesterday: Nicole Brossand’s Writing after Loss,” to be published by Guernica Editors.

David Castillo has a forthcoming essay, “Clarividencia tangencial y excentricidad en El licenciado Vidriera: Nueva interpretación de un motivo clásico,” in a volume of essays prepared by the Instituto Cervantes, and to be published this year by Castalia in Spain.

Evlyn Gould has an article forthcoming in a volume of essays appearing from Cambridge University Press titled “From Happiness to Truth: Educating Consumers in Zola’s Au Bonheur des dames and Vérité.”

Juan Armando Epple has an article, “Las transgresiones de el lugar sin límites de José Donoso,” published in the volume of essays titled Studies in Honor of Enrique Anderson-

continued on next page

Moving up, Moving On

We are proud and happy to announce that in fall 2002 Regina Psaki and Massimo Lollini were promoted to the rank of full professor and Karen McPherson and David Castillo to associate professors. These are well deserved promotions that strengthen our department.

Sadly, one of our most energetic teachers, Mónica Szurmuk, is leaving our department. She has accepted a position at the Mora Institute and the Sistema Nacional de Investigadores in Mexico City. We will miss her work and her collegiality, and we wish her the best in her new job.

Senior Instructor Doris Baker will pursue doctoral studies in the UO’s College of Education beginning fall 2003. She will leave her position as full-time instructor, but she will have a GTF in RL overseeing the successful Community Internship program (PLE). We congratulate her for her move to graduate school and a new stage in her career.

Another long-time and greatly appreciated instructor of French and Spanish, Nathalie Ricci-Whaley, is relocating to Salt Lake City with her husband, Brian Whaley, who begins a tenure-track position at the University of Utah. We wish Nathalie the best in Utah.

Amada Powell’s translation of the 16th-century Book for the Hour of Recreation by María de San José Salazar, with introductions and notes by Alison Weber, was published fall 2002 in the series “The Other Voice in Early Modern Europe” by University of Chicago Press.

Laurie de Gonzalez and Paula Ellister wrote and published an in-class communicative activities book with McGraw-Hill in fall 2002, Paso a paso, which has been used this year in our first-year classes with great success.


Evlyn Gould participated in a prestigious conference, “New Approaches to Zola,” held at Darwin College in Cambridge University, U.K., where she spoke on “Zola’s Jews and the Question of Cultural Studies” in April 2002. She was also invited to deliver a paper, “Mallarmé, Lévinas, and the Ethics of Possibilities,” at the annual 19th Century French Studies Conference in Columbus, Ohio, October 2002.

Alexandre Albert-Galtier and Leah Middlebrook participated in a panel convened by the UO’s Department of Theater Arts, “Perspectives on Molière,” on April 12, 2003. It heralds what may be a long-term collaboration with theater arts.

Juan Eppe delivered a paper on “Violeta Parra y la poesía popular chilena” in the Tercer Congreso Internacional de poesía Hispana de Europa y las Américas at the University of Pécs in Hungary in May 2002.

Amalia Gladhart presented a paper, “Television and the Representation of Revenge in Susana Torres Molina’s Una noche cualquiera,” for the Theatre of Latin America: A Festival and Symposium at the University of Kansas in April 2003.


Jesús Díaz-Caballero was invited to give talks at two universities in the Canary Islands, Spain, in March 2003. He delivered “Para una relectura de Nuestra América de Jose Martí” at the Universidad de la Laguna, Tenerife, and “Los Comentarios reales como romance fronterizo” at the Universidad de Las Palmas, Gran Canaria.

Laurie de Gonzalez and Paula Ellister attended the American Conference of Teachers of Foreign Languages conference in Salt Lake City, November 2002.

Shelley Merello presented a paper entitled “La música y poesía del Perú negro” at the Wisconsin Association of Foreign Language Teachers–Confederation in Oregon for Language Teaching conference in Tacoma, Washington, October 2002. She also attended a symposium on native language speakers at UCLA, June 2002.

Doris Baker has started a new project to link middle-school students with the university. Latino students from Kelly Middle School in Eugene visit Doris Baker’s Spanish 307 Oral Skills class twice a term. This project encourages Latino middle-school students to preserve their linguistic abilities, fosters the relationship between public schools and the Department of Romance Languages, allows middle-school students to have a college experience they might not have otherwise, and gives UO students of Spanish the opportunity to practice their language skills with native speakers in a meaningful setting. This initiative will be beneficial for all the parties involved.

Our faculty members’ contributions to the administration of the department and of the university include the following: Juan Eppe and Leonardo García-Pabón served as interim heads of the department in spring and fall 2002 respectively to substitute for Evlyn Gould, who had a leave of absence. Amalia Gladhart is serving as associate head during winter and spring, and also serves on the College of Arts and Sciences Curriculum Committee. Barbara Altmann held the position of interim director at the Oregon Humanities Center during fall 2002 and winter 2003. Jesús Díaz-Caballero was selected resident director for the Summer Spanish Program in Querétaro, Mexico, 2002. Amanda Powell taught a binational workshop on literary translation, “Mundo a Mundo,” in Mexico City during summer 2002, cosponsored by InterAmerican University Studies Institute and Fondo de Cultura Económica. She also taught as Northwest faculty member for the Northwest Council on Study Abroad program in Oviedo, Spain, fall 2002. Leonardo García-Pabón was the resident director for the study abroad program in Sevilla, Spain. He also continues to be the director of Latin American studies and of the Oregon Consortium of International Programs.
Cercle Français

Cercle français is a weekly meeting where students of any level of French and exchange students of France or francophone countries can come together and speak French. Held on Wednesday nights at Pegasus Pizza, most students stay the full two hours and speak en français to their peers. Not only does this opportunity aid those of us who wish to go to France someday and need some conversational practice, it’s also a nice break from the intense grammar of lower-level French classes, and intense literature of upper division. One can go to cercle français and talk of many things varying from what they did last weekend to French and francophone culture to French wine and food (as we know, this is a huge part of being French). But it doesn’t stop there! Any subject the heart desires has probably come up at French club, and quite often a few French exchange students or recent visitors to France are found teaching students the latest argot to aid their comprehension once they travel abroad. It is a great opportunity for those still learning to speak the language, as many GTF’s are typically present and always willing to lend a hand in homework. Cercle français is recommended for anyone who speaks French, is trying to learn, or knew it once upon a time and thinks they’ve forgotten it all. People of all levels and ages are present, and it is always an enjoyable experience for everyone.
The Success of Participatory Learning Experience

The Participatory Learning Experience (PLE) bilingual internship program in the department has been growing steadily since it started three years ago in the context of a Latino literature course at the upper-division level. The PLE internship gives students of French and Spanish two credits for working in a school or community organization in the Lane County area. The program connects the university to the community at large. By participating in the PLE, students practice their language skills, get involved with their community, and have the opportunity to explore teaching or public service as a professional possibility after graduation. The public schools also benefit from this program given their dire need for bilingual professionals.

Comments on the PLE from an Elementary school teacher

Ellen Schlotter, an elementary English Language Learners teacher

“Our school is so fortunate to have six volunteers from your PLE program . . . . We are really seeing gains in the children, and your students are such a wonderful influence on them. I had a chance to talk with Judy Tacchini, Adam Hinkle, and Ann Fillmore at the homework club today, and I can see how much they are helping the kids. The time just flies by and the students are engaged and learning the entire time. I am also very happy with the work during the day that Zacchary Te’o, Adam Crossley, and Alicia Craven are doing. Their one-on-one help is really reaching the kids. We are so lucky to have all of them. Again, I appreciate all your work in making this happen. Your program is making a difference in children’s’ lives.”

Praise from an UO student for the PLE

Jonathan Bilenki, Spanish major graduating this fall

“That which I’m doing is exciting and useful. I’m teaching an adult English as a Second Language class in Santa Clara at a St. Vinnie’s house community. I’m getting PLE credit and great experience. What’s more, I’m sort of pioneering this class. That’s to say, PLE didn’t assign [it to] me; I stumbled upon it and Doris Baker said, ‘sounds good.’ It’s a really cool internship with lots of potential.’
Wayne André Gottshall (1955–2002)

Wayne was born August 10, 1955, in San Diego, California, to William and Jeanne Behart Gottshall. His father was stationed in San Diego in the Navy JAG corps during the cold war with Russia. From there they were sent to Adak in the Aleutian Islands in summer 1956 and they stayed there for one and a half years. Then they went to Washington, D.C., where his father was assigned to the Pentagon. They lived in Arlington, Virginia. In 1960, they were sent to Camp Lejeune, North Carolina, and stayed there until July 1965. In 1965 they got orders to San Diego. His parents retired and settled there.

Wayne studied at San Diego State University for one year. In fall 1977, Wayne came to Eugene and continued his studies at the University of Oregon.

Wayne married Sayo Murcia in Spain on December 10, 1983. They had three children: Mikel, Alex, and Julian. He lived in Spain from 1980 until 1985, when he returned to Eugene. He received bachelor’s and master’s degrees from the University of Oregon in 1980 and 1988, respectively. Wayne also studied classical guitar at Lewis and Clark College for one year and was an accomplished player. In 1992 he graduated from the UO School of Law. He practiced criminal law in Eugene before he began working as a Spanish instructor for the Department of Romance Languages. His interests included teaching, music, gardening, digital photography, computers, traveling, cooking, and reading.

Wayne died July 1, 2002.

In Memoriam:

Wayne André Gottshall (1955–2002)

Robert Davis

In July 2002, the University of Oregon lost one of its most gifted and dedicated teachers, Senior Instructor Wayne Gottshall. Wayne received his B.A. in Spanish at UO in 1980 and his M.A. in Spanish in 1988. After earning a law degree in 1992, he began teaching full time in the Department of Romance Languages. He was promoted to senior instructor in 2001.

Everyone who knew Wayne as a colleague or teacher remembers his passion for the Spanish language, its dialects, and cultures. He had traveled extensively in Spain and Latin America and was a vital resource for our program. He was a tireless teacher who created original, culturally rich materials for his classes. His expertise in and fascination with Spanish made him a necessary contact for anyone with questions on grammar and usage.

In addition to his devotion to his students, Wayne was a dedicated member of the UO community at large. He served in key leadership positions, chairing committees at both the department and university levels.

Outside of his job, Wayne was an accomplished musician and avid gardener, a technological wizard and savvy consumer, a devoted husband and loving father. In everything he was an ethical and generous human being.

We will always remember his intellectual curiosity, his sense of humor, his consummate professionalism, and his constant striving for excellence. But mostly we will miss our dear colleague and friend, and his absence leaves a void that is impossible to fill.
Wayne Gottshall: The Fullness of a Loving Life

Wayne was my next door neighbor, walking partner, and the friend with whom I spent more time than with any other, and this let me enjoy and experience his presence, his way of understanding things. In rides to the store in his glorious old Ford, or out to Jerry’s in the van, in an unforgettable backpacking trip with our sons, in beer and wine (and tequila and brandy) tastings at our kitchen tables, but above all on the hundreds of walks we took together over the years, I was fortunate enough to share Wayne’s experience of the world. And what an experience! Everything that attracted Wayne’s attention attracted his full attention. He had not only a lawyer’s training but also a lawyer’s mind—analytical, thorough, penetrating, always capable of going the next step—whether it was a question of landscaping, which CD-recorder to buy, or which trail to take on a walk, Wayne threw himself into it fully, with his whole mind. It was a luxury at times just to follow his train of thought, his precision, his persistence, his irrepressible and tireless hunt for the best way to do something.

He was the same way about his teaching and his service to the University of Oregon. Little did his students know how comprehensively and thoughtfully he planned his courses or how seriously he took their casual remarks or their failures. He was always searching for a better way to teach, a way to improve what was not working optimally, a way to incorporate something compelling and new that would push his students to a new level of learning Spanish. And, of course, he knew his students by name, their personalities, their strengths and weaknesses, and, on our walks, he would reflect and try out ideas about what would help specific students who were having trouble. He pressed me for help and advice on those occasions. I don’t know whether I was much help to him, but he was a great help to me. He reminded me of what I really believed about teaching, revitalized me for the task.

It was the same way with his committee work, especially the student conduct and scholarly review committees. Even walking alongside Amazon creek on a beautiful summer day (Wayne always stopping to pick and eat blackberries or the apples back behind the Pearl Buck Center), Wayne would analyze in great detail and with all his legal expertise some policy revision that was on his mind for the following year, some tweaking of a rule or process that would make university life more just for the students and more conducive to learning. I don’t know anyone else in the University who takes teaching and service as seriously as Wayne did. But not only as seriously—that makes it sound like hard burdensome work. Wayne was enthusiastic and interested in it, devoted to the task, excited about the prospect of actually solving problems and making improvements. He was fully involved in the wonder of the policy minutiae that most people cannot even understand. Wayne knew that somewhere along the line it would really make a difference, and he loved being involved in it. Even when the committees were not going forward in the right way, Wayne was.

But none of these were Wayne’s primary concerns. Way above all else and by far the most frequent topic of all our conversations were Sayo and Mikel and Alex and Julian. He loved them beyond all measure. In his talks with me—in the rain, over ice, in the happy spring, and through several gorgeous summers—Wayne was always primarily concerned with how to be a better father to his boys, how to be a better husband to Sayo. Every part of his life was aimed at this—his work, his schedule, his income; everything was aimed at what would be optimal for raising his three sons with Sayo. Helping them with school work, planning for their futures, buying clothes and bikes, helping them learn to manage their financial affairs, getting them through conflicts and disappointments. Wayne talked endlessly about his family, and he brought all his powers to bear on this. He was always full of reports of their accomplishments and their growing interests; I believe he was the most fully informed father I have ever known. In this matter, there was no holding back for Wayne. He loved them all absolutely, and he would talk for miles and miles about how he might play his role better, say things that were closer to what he really intended, help Sayo and Mikel and Alex and Julian to flourish and grow and be happy.

Here is a man for whom his family was not only first but was finally, really, everything of value in life. I will miss Wayne deeply. Over the last several years, over the hundreds and hundreds of miles of walking, we grew to know each other very well, in ways that are almost beyond language. His absence from my life will be a daily suffering for me. What hurts most is that he will not be there for his sons because I know how completely he loved them and how much he wanted to support them through whatever they had to face. And yet there is another side to this. He lived his life pretty much the way he wanted to. He found a way to be there at home for his family, often to be waiting when his sons arrived home from school. So although I can cry my eyes out about Wayne’s being gone, I can find great joy in his having been here at all. This is not a life that anyone could regret. Wayne was definitely not one of those men who looked back on his and regretted it. When he was healthy, he loved his family fully and absolutely, with nothing held back. When he was sick, he loved them fully and absolutely, with all that he had left. His life was a fullness, and I am privileged to have been able to experience some of the fullness of that loving life.
Events

An important component of our educational mission is bringing distinguished scholars, writers, and cultural representatives of French, Italian, and Spanish to our community. Every year we organize lectures, conferences, and performances with this goal in mind.

Marie-Célie Agnant

In March 2002, we had the pleasure of hosting Haitian writer Marie-Célie Agnant, who delivered a talk, “Ecrire en marge de la marge (Writing on the Margin of the Margin).” Born in Port-au-Prince, Haiti, she has lived in Montreal for the past thirty years. She has published two novels, several books for young readers, poetry, and short stories. She gave readings from these works during her visit.

In March 2003, in the context of his seminar “Contemporary Cuban Culture, Literature, and Film,” Jesús Díaz-Caballero hosted the distinguished Cuban scholar Román de la Campa, who gave a special class about the movie Buena Vista Social Club and a public lecture titled “Cuban Diaspora and the Exile in the United States.”

Amalia Gladhart organized the presentation by Portland’s Teatro Milagro of a play titled Alma de Cuba: A Story of Love, Revenge, and Santería in April 2003. The play reveals secrets of Santería ritual through traditional Cuban music and dance, in the story of a girl named Alma who makes the journey of initiation and fights to keep her home on the island of her dreams.

Early Modern Studies Working Group

Spearheaded by a number of faculty members in RL (Nathalie Hester, Leah Middlebrook, David Castillo, and Fabienne Moore), the UO early modern studies group has gotten underway. The group will invite speakers and organize discussions on a range of issues relevant to the incipient modernity of the fifteenth through the eighteenth centuries. Since close to twenty-five faculty members work in the early modern period here at the UO, there is enormous potential for creating a dynamic multidisciplinary group.

Speaker Series in RL

Every year, our department brings several well-known speakers from the three languages that we teach to lecture and share ideas with our students and faculty. In 2002–3 we had two cycles of conferences, one in Italian and one on the three Romance languages.

Italian Speaker Series

Organized by Massimo Lollini and Nathalie Hester

This series invited top-ranking scholars to speak about a breadth of subject matters and genres in different historical periods, from early travel writing to postcolonial fiction. It linked various fields and departments, including modern languages and literatures, history, early modern studies, Latin American studies, postcolonial studies, theater and the theater arts, Jewish studies, sociology, and philosophy. Each speaker gave a public lecture and participated in regularly scheduled Romance languages and Italian courses. The response from students and colleagues was extremely positive. Guest speakers included Grazziella Parati of Dartmouth College, a leading scholar in Italophone studies, who lectured on the subject of multiculturalism and postcolonial literature; Nicholas Patrano of Bryn Mawr University, on Primo Levi and testimonial literature (his presentation was also part of “The Essential Other,” below); Theodore Cachey of Notre Dame University, on Petrarch and early travel itineraries; and Maria Galli Stampino of the University of Miami, on early modern theater and performance.

The Essential Other: Jews, Alterity, and Modernity in the Mediterranean and Latin America

Organized by Evlyn Gould and Mónica Szurmuk, and cosponsored by Judaic studies

With her colleague in Latin American literature, Associate Professor Mónica Szurmuk, and in conjunction with the Harold Schnitzer Family Program in Judaic Studies, Evlyn Gould designed and organized the Romance Languages Spring Speaker Series, “The Essential Other: Jews, Alterity, and Modernity in the Mediterranean and Latin America,” during April and May 2003. The series was offered in the context of a graduate student seminar on the topic open to students working in all three languages and featured the visits of these distinguished scholars: Saul Sosnowski, director of Latin American studies at the University of Maryland, who gave a talk, “Latin American Jewish Literature: Addressing Communities in Crisis”; Nicholas Patrano, head of Italian at Bryn Mawr College, spoke on Primo Levi and testimonial literature; Helen Epstein of the Center for European Studies at Harvard discussed “Transforming Trauma: Writing out the Legacy of the Holocaust”; and Frances Malino, Sophia Moses Robison Professor of Jewish Studies and History at Wellesley College, presented a lecture, “Jewish Sisters in Muslim Lands: The Teachers of the Alliance Israélite Universelle.”

Alma de Cuba

a story of love, revenge, and santería

written by Dañel Malán
directed by Julie Akers
presented by Teatro Milagro bilingual touring company of Miracle Theatre

Amalia a surrealistic landscape of mythological orishas. Alma’s mother Barbara searches for her lost daughter Catalina, the daughter of the Babalawo, only to emerge for her mother’s death. Omo-osain, the Babalawo, struggles to control the destiny of his initiate. Through the eyes of Alma, the stories of Santería ritual will be revealed through traditional Cuban music and dance as the oracle journey of initiation, and fights to keep her home on the island of her dreams.

Thursday, April 24
8:00 pm
Agate Auditorium

Sponsored by Romance Languages, Latin American Studies, and Yamada Language Center
The International Side of RL

The internationalizing of our students and community is a priority of our program. Here, two of our students share their experiences studying and working abroad, and we report on a new initiative to host international internships.

Where the World Ends

Tanya L. Flores

Thanks to the Stickels Scholarship awarded each year by the Department of Romance Languages, I was able to visit Chile last September. My purpose was to gather as much information and material as possible in three weeks for two research projects. The first was a sociolinguistics project to profile the “voseo” (use of the pronoun vos [you]) of Chile in the media, and the second was to learn about the mythology of Chiloé, a fairly isolated island off the coast of southern Chile.

Much of my time was spent gathering and recording evidence of “voseo” verb forms in formal settings, including various types of media sources, which I would later compare to other findings by linguists throughout the last twenty years. Though the trip was very busy, I managed some time for the must-see tourist attractions. During the first week, I toured Santiago, including La Moneda, Cerro San Cristobal, Museo de Bellas Artes and Museo de Arte Precolombino, one of Pablo Neruda’s homes, Palacio Cousiño, and Los Dominicos market.

Quite by accident, I met a middle-aged man who had been imprisoned and tortured by Pinochet’s government. He was gracious enough to allow me to record our conversations about his experience—which made for a most interesting two hours interview. September 11, 2002, commemorated the 29th anniversary of Pinochet’s military takeover. It was interesting to remember two tragic events in world history on the same day, especially as an American in Chile.

During the second weekend, after my visit to Viña del Mar and Valparaiso, I took an eighteen-hour bus ride to Puerto Montt, where I saw my first active volcano. A ferry dropped me off on the island of Chiloé, located about eighteen hours north of Antarctica. Along with acquiring mythology books and data files from Chiloé’s culture center, I also interviewed the director of the center on the island’s long history. I was invited to join cinematographers from Santiago scoping sites all over the island for an upcoming film. I returned to Santiago just in time to conclude my trip with Chile’s fiestas patrias, the celebration of Independence Day and military glory day.

From García Márquez’s Novels to Human Rights in Colombia

Annalise Romoser

Apparently, struggling through those Gabriel García Márquez passages stirred something inside me . . . and now I am here trying to settle it. Thank you for the inspiration and patience—a true teacher.

(A note from Annalise Romoser to one of our faculty members)

A graduate from our department, Annalise Romoser, has been working for human rights in Colombia for some time now. Currently, she is working with the only permanent policy-focused U.S. NGO (nongovernmental organization) in Colombia, Witness for Peace (WFP). Based in Bogota, WFP monitors the effects of U.S. policy, particularly Plan Colombia,

continued on next page
and U.S. corporate practice as it relates to the state of human rights, environmental damage, security, and peace processes. WFP writes congressional reports outlining the effects of Plan Colombia on specific regions and populations, and makes recommendations for shifts in spending, such as increased human rights protection. WFP also publishes frequent articles about the current Colombian conflict and U.S. policy, and organizes educational speaker tours throughout the U.S. As a member of WFP, Annalise helps to organize and lead educational delegations to Colombia, delegations developed to teach U.S. citizens about their role in policy design and peaceful political solutions to present policy in Colombia and Latin America.

Annalise writes from Colombia: "At this time, especially, I feel privileged to have the opportunity to work for sustainable, peaceful policy and, to some extent, internationally represent the vast numbers of U.S. citizens opposed to war and injustice. I encourage people to participate in a WFP delegation to Colombia and to contact me with any questions they may have concerning U.S.-Colombia relations. It is a pleasure to live and work in this fascinating and beautiful country. Between the rain, mountains, wonderful people, and greenness, it is difficult to get homesick! Los espero aquí!"

The WFP website is <www.witnessforpeace.org>.

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**Hosting Interns: A New Project**

In winter and spring 2003, our department hosted an intern from Angers, France. Thomas Sorin spent nearly three months with us as part of his graduate work on the teaching of French as a second language, a degree he is completing at the Université Catholique de l’Ouest. Students in his program are required to spend time in a country where French is taught as a foreign language. While here, Thomas attended a variety of French courses at UO, helped teach a few of them, met weekly with a faculty mentor, participated in the cercle français, and spent a good deal of time working with teacher Colette Richardson at Roosevelt Middle School, where he did research on errors in producing and recognizing French sounds. In his free time, Thomas went mountain biking, tried winter camping, and explored up and down the west coast. His visit was such a success that the department will continue to host interns in the future.