Verano steps down as Head Undergraduate Advisor

After over ten years as Head Undergraduate Advisor, Senior Instructor Luis Verano will be stepping down at the end of the 2003-2004 academic year. The strength and success of the RL Undergraduate Spanish Program has been in great part due to his tireless work, commitment, and inspiration since he took this position. He will continue teaching his highly subscribed classes on Spanish Golden Age Literature and other advanced languages topics in the department.

Originally from Colombia, Luis received both his M.A. and Ph.D. from the University of Oregon. As an RL faculty member since 1982, he has worked on countless lectures, publications, reviews, translations, video projects, and papers on a wide range of topics. From television scripts for Spanish (continued, see VERANO, page 7)

García Pabón ends term as director of L.A. Studies

The interdisciplinary Committee on Latin American Studies has been under the direction of RL Associate Professor Leonardo García Pabón since its inception in 1999. In 2004, Leonardo stepped down from this post, leaving the directorship in the capable hands of Carlos Aguirre, Assoc. Professor of History.

Under Leonardo’s leadership, LAS has established an undergraduate minor, a multidisciplinary program that allows students to understand Latin America from perspectives that include literature, (continued, see LAS, page 14)

RL picks Granada site for new study abroad in Spain

UO students can now experience the history and culture of Granada by participating in a new program offered by RL, in conjunction with AHA International, the UO’s new partner in study abroad (see related article in Study Abroad). The first incarnation of the program will run January-May, 2005.

Nestled in the Sierra Nevada mountains of southern Spain, Granada is known for the natural beauty of its geographical setting and the grandeur of its cultural heritage. The historic inhabitants of the region—Romans, Moors, Jews, Roma (Gypsies), and Christians—all contribute to a fascinating mosaic of cultures whose traces are still a part of the daily life of this vibrant 21st-century city.

Classes in the five-month spring semester are held at the Centro de Lenguas Modernas at the Universidad de Granada, housed in the ancient Santa Cruz palace. Students can take classes in language, literature, history and geography of Spain, art history, Islamic culture in Spain, Business Spanish, and Spain in the European Union. The program includes conversation exchanges, extensive opportunities for excursions, and homestays with host families.

As with our former program in Seville, Spain, an RL faculty member will accompany the group during the spring session to assist in orientation and advising. The Spring 2005 faculty director will be Senior Instructor Amanda Powell.

RL professor named first Moll research fellow

Outgoing RL chair Evlyn Gould is the first recipient of the Oregon Humanities Center’s Ernest G. Moll Faculty Research Fellowship in Literary Studies.

Her project, “Turning Around Dreyfus: Educating Citizens During the Third Republic in France,” will evolve into a book in about two years. The Dreyfus Affair at the end of the 19th century is one of the most infamous sagas in history, a dramatic unfolding of anti-Semitism that ripped France into two (continued, see GOULD, page 7)
From the department head

Juan Armando Eppie
Professor of Spanish

Romance Languages in the global era

Our department has come to be known as an institution of academic leadership in Romance Languages, and we are currently going through an exciting, vibrant process of growth and renewal. As we consolidate our vision of the humanities conceived as a dialogue among cultures—particularly those of the French, Italian, and Spanish-speaking communities in the world—we are trying to widen academic interest in the rich cultural diversity of all these traditions.

We have had the good fortune to hire and retain a dynamic group of young colleagues whose efforts add to the already significant work of our senior faculty. These new colleagues bring solid research agendas in Francophone literature, study of the Hebrew and Arabic traditions of Spain, indigenous literatures, Afro-Caribbean literature, the revaluation of women’s writing in many different historical periods, and the interface between film and text, on top of many of the vital areas of study in both Romance and World Languages.

Lenguas romances en la era global

Nuestro departamento se ha ido estableciendo como una institución de liderazgo académico y educacional en la región del noroeste, y en estos momentos vive un estímulo, un proceso de crecimiento y renovación. A la vez que consolida una visión de las humanidades entendida como una relación dialógica de las culturas—y particularmente de las tradiciones francesa, italiana e hispánicas—busca ampliar el interés académico por la rica diversidad cultural que ofrecen estas distintas trayectorias.

Confiamos en la creatividad y los logros profesionales de nuestros colegas, junto a la preocupación cultural de nuestros estudiantes, tengo la certeza de que nuestro departamento va a fortalecer aún más su papel distintivo como comunidad de estudios en los años que vienen.

Former RL Head bids adieu

Evelyn Gould, Professor of French

After a six-year term as head of Romance Languages, I am pleased to return more fully to my research, satisfied in the knowing that the Department is larger, much stronger, and more highly visible on and off campus than when I began. We are also being brimming full with a shared sense of collective enterprise and a truly collegial goodwill that makes Romance Languages at UO a good place to work.

As I look back over these years, several of our accomplishments seem particularly striking: the establishment of the Instructional Faculty Advisory Committee, charged with considering issues pertaining to non-tenured track instructional faculty, the development of RL curriculum programming as the cornerstone of our shared endeavors; the ongoing success of our community outreach in the form of Participatory Learning Experiences (PLE); the shift toward curriculum in cultural competency in all languages at the third-year level; a new undergraduate advising strategy, and greater overall attention to the professional and pedagogical needs of our graduate students. Many of these innovations are reported on elsewhere in this edition of the RL Newsletter.

It takes a village to run a department, and I am grateful to my colleagues for their hard work, and commitment to our unit. During the last six years, the senior faculty in particular have taken on the many rosy tasks entailed in carrying out a great number of new hires, most recently, Geraldine Poynt (Ph.D., U. Lyon 1) and George Moore (Ph.D., Boston College). Barbara VerWest now runs the desk of the Undergraduate Secretary, and we have welcomed the hire of Tania Tríana (Ph.D., UC San Diego), who will join us in Fall 2005 after a one-year stint as a UC Davis Visiting Fellow. Tríana specializes in Cuban literature in Spanish, Cuban-American Literature in English, and in the Afro-Cuban Diaspora.

Finally, as the inaugural Ernest G. Moll in Literary Studies, I have had some time to step back from the duties of administration and to reflect upon the Department’s ongoing progress. At a recent gathering for the new Moll Fellowship, I found myself recalling a time some twenty years ago when, as a new Assistant Professor, I sat with a group of distinguished Humanists on campus to help design what would become the Oregon Humanities Center. It reminded me how important it is that we continue to articulate that we do, why we do it, why it is important and what we need to continue to do it. The more we articulate our dreams and avoid the pitfalls of cynicism, the more we are likely to garner the support of a public who believes in what we do.

The shape and the visible pertinence of our curricula, the trajectory of literary study, have shifted over the centuries, but even as critical approaches wax and wane, such statures, have always sought to discover the meaningful moment of beauty, wrenched in language, that reawakens consciousness to something it has never realized before. The work of literary studies is not the same as enjoying literature, because anything meaningful—however we currently define it—often entails breaking open preconceived contexts. In a recent event, Roland Barthes called the “pleasure of the text,” the pleasure of the reading.

Today, while funding for literary studies has all but disappeared and respect for its scholarly contributions is in the literary component of nearly every kind of writing enlivens many other disciplines. Historians question the truth of testimonials; are they history or literature? Which would make them "true"? Anthropologists interrogate subjective agency shaped by silent cultural and political imperatives. Philosophers struggle with disruptions to systems of logic by the poetry of language. Legal scholars consider problems raised by the letter of the law. Ironically, the literary component is everywhere and nowhere, as Flaubert once put it, shining up assumptions in nearly every other discipline but our own. While that may be a bit of an exaggeration, it is clear that the literary studies have been minimized on the desktops of modern American students. For this reason, I want to thank our donors for supporting our work in literary studies and for paying attention to the details of that hidden art that infuses energy into so many other disciplines. I honor you for your part in helping repair our world.

Robert L. Davis, 2004 editor
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Professional activities

RL is made up of over 100 professors, instructors, and GTFs. At any given time, teachers and scholars are working on a breathtaking array of literary and cultural studies, original literary production, action research in the classroom, curriculum development, and innovations in language assessment. The products of our labs are presented and published nationally and internationally. The lists below offer only a representative sample of activities undertaken during the 2003-2004 academic year.

Books and articles

Jesús Díaz Caballero “Nación y patria: Las lecturas de los Contaminar Guadalquivir: una revisión crítica de literatura latinoamericana.”


Amanda Powell "Oh qué diversa esta mudanzas produce, vos y yo: Multiple vocings in love poems to women by three 19th-century Spanish women poets," in: J. Oliéres (eds.), En desagravio de las damas, Perusa Press.


“A la representación journalistique de la peste de Marsella (1917),” Centre National de la recherche scientifique, France.


Robert Davis “Teaching with film: Best practices” (with K. Kerze) and “Putting Proficiency into Practice: A Success Story,” American Council on the Teaching of Foreign Languages (ACTFL), Philadelphia PA.

“Teaching culture in the digital millennium,” ARA Journal, Arizona U.

“Online second-language assessment,” Northern Arizona U.

“Online proficiency testing,” American Association of Teachers of Spanish and Português (AATSP), Chicago IL.

Javier Dominguez García “The New Andalucian Cinema of Zambrano,” VI International Latino Film Festival, Humboldt State U.

“On the road again: Self-Encounter in Fagio the Younger’s ‘Arregla el Trago,’” International Conference on Hispanic Film and Fiction Cine-Lit VI, Portland OR.

Kathleen Donahue Asociación De Escritoras de España y las Américas, 1300-1800, Houston, TX.

Juan Epple “Chilean Narrative at the End of the Century and the New Chilean Narrative by Women,” Democracy in Latin America 30 years after Chile’s 9/11, SUNY-Albany.

“Pedagogía de la minificción”, Universidad Autónoma de Querétaro, México.

“La minificción en Chile,” international congress of the Instituto de Literatura Iberoamericana, Poitiers, France.

David Wacks Wine, Women, and Song: Hebrew and Arabic Literature in Medieval Iberia, Co-edited with M.M. Hamilton (U California-Irvine) and S.J. Portnoy (U California-Berkeley), Juan de la Cuesta.


“Pedagogía de la minificción”, Universidad Autónoma de Querétaro, México.

Vanessa García Velasco “María de Zayas y el sutil femenino: Represión, rebelión, interpelación y síntoma,” Asociación De Escritoras de España y las Américas, 1300-1800, Houston, TX.

Almadi Glahrat “Elena Garro’s Los recuerdos del viejo mundo,” Western Humanities Alliance Conference, U Utah and Brigham Young U.


“The Communist Memoir in Spain,” McCl U.

Nathalie Hester “Narratives in Motion in Baroque Italian Travel Writing” Space and Place, U Washington.


Mara Olivares “Los Contaminar Guadalquivir: una revisión crítica de literatura latinoamericana. Visión en Vicerreina en Contexto,” (paper read), “La optics feminena” (session chair); “Getting Started and Getting Published: (Publishing Focus on Translations) (roundtable discussion), Asociación De Escritoras de España y las Américas, 1300-1800, Houston, TX.


“Legacies of Loss in Marie-Célie Agnant’s Le Livre d’Emma y Mayrée Conde’s Historia de la femme camballe,” Women in French Conference, Scripps College, Claremont CA.

Leah Middlebrook “Dispassionat Петрarch: Juan Boscan brings the Canovian to Spain,” Center for Medieval and Renaissance Studies, U California-Los Angeles.

“Sonnet Matters,” Meeting of the Early Modern Interdisciplinary Group, City University of New York.


“Why the Sonnet?” Sixth Biennial Meeting of the Society for Renaissance and Baroque Hispanic Poetry, Boston MA.


Oscar Gomera de Staff Defines Romanticism, or the Analogu of the Harmonica,” Pacific Ancient and Modern Language Association, Scripps College, Claremont CA.


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Javiera Vander vorst “Reading Gender in Francophone Sub Saharan Literature of War,” Center for the Study of Women in Society, UO.

“The Body as Test: Masculinity, Femininity, and Androgyny in Contemporary Sub- Saharan Literature of War,” U Northern Illinois.

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RL Scholarships

Thanks to our generous donors, we have been able to recognize the academic merits of some of our best students. Below are the recipients of our 2004 departmental awards:

\[ \text{Graduate Scholarships} \]

\[ \text{Beall Doctoral Fellowship} \]

\[ \text{Charles H. Stickels Scholarship} \]

\[ \text{Lollini receives Italian government award} \]

Massimo Lollini, Professor of Italian and RL graduate advisor, was honored this spring term with the Stella della Solidarietà Italiana, an Italian government award that acknowledges the contributions to Italian culture and society in the post-war period by Italians living abroad.

Massimo joins the ranks of some 4000 recipients since the order was created in 1947; it is the oldest of the Italian Republic. We congratulate him on this high honor and commend him for his substantial contributions to Italian culture and letters.

\[ \text{Proficiency update: Written and oral assessments on a national scale} \]

This past year, the supervisors of first-year Spanish, Senior Instructors Paula Ellister and Laurie de González, and Spanish program director Robert Davis have continued the innovations in assessment reported in last year’s RL Newsletter (2003). The first-year team, working under the premise that instruction and assessment should encourage the acquisition of authentic, real-world language, have devised an extended oral and written tests that allow students to demonstrate their level of proficiency in Spanish in relation to a nationally known scale.

This new type of assessment is for the most part unfamiliar to most teachers and students, and the successful implementation of the testing program depends crucially on the training of GTFs and instructors to carry out this type of test. Ellister and de González have worked diligently to make sure all participants in the first-year program have the training and practice necessary to guarantee that students get accurate ratings on their written and oral performances. They will present their work regionally at the 2004 annual conference of COFLT (Confederation in Oregon for Language Teaching), and their assessment formats and training suggestions will get a national audience with their publication in the testing program of the second edition of Entrevistas: An Introduction to Language and Culture (L.R. Davis, H.J. Siskin, and A. Ramos, McGraw Hill, 2004).

The new assessment program is just one step in revamping the Spanish program’s measurement of student progress. The pilot testing of new on-line proficiency tests was carried out in SPAN 103 classes in Spring term 2003 by CASLS, the Center for Applied Second Language Studies (the UO National Foreign Language Resource Center). The reading and writing tests from that pilot will be supplemented in the next year by speaking and listening comprehension so that all skill areas will be delivered over the Internet. (Visit http://casls.uoregon.edu for more information on the STAMP2 web-based tests.)

To prepare students for these challenging assessments, Jeff Magoto (Director, Yamada Language Center), in collaboration with Davis, Ellister, and de González, secured a stipend grant from the UO CAS Educational Technology fund to implement technology-enhanced, online oral practice and testing on a weekly basis in our RL Spanish program. The valid and reliable assessments developed at CASLS, along with our local expertise in curriculum and teacher training, should garner lots of national attention in the coming years. Look for a complete report of the progress of this innovative project in next year’s RL Newsletter.

continued from GOULD, front page

educational programming, to lectures on methodology, to children’s literature, his impact on second language education in Oregon has been consistent.

Luis has been the recipient of many prestigious awards, among them the Thomas Herman Faculty Achievement Award for Distinguished Teaching, in 1998. In 2000 he was inducted as a Lifetime Honorary Member of the Golden Key National Honors Society for teaching excellence. He also mentored generations of young promising national leaders.

Luis is a true leader in the field, a dedicated teacher, and a man of principle, and we all thank Luis and wish him the very best!
RL has seen unprecedented growth and changes in personnel in the last few years. This section showcases some of our new "talent" in each area of the department.

Barbara Ver West, Undergraduate Secretary/Accountant
started: Spring, 2004
Q: Where did you work before?
A: Before coming to RL at UO, I was working for the Bank of America; working as an auditor/collateral inspector for the Commercial Credit Department. Although I lived in Eugene, my job took me all over the Pacific Northwest—from Corvair d'Alene, Idaho, to Yerka, California, and all parts in between.

Q: What intrigues you about working in this department?
A: This position in the Romance Language Office offers me a wonderful opportunity to work with a great group of people! The faculty, staff, and students are very enthusiastic and interesting. They are genuinely friendly and dedicated to their endeavors.

Q: What is your impression of RL, faculty and staff so far?
A: Everyone has been great to work with, especially Linda (Lein, office manager) and Sandra (Dewart, graduate secretary), who are a wealth of knowledge in all aspects of the department's inner workings and are committed to the department's mission.

Q: What would you tell someone coming to work in RL?
A: I would tell anyone else who was coming into the Romance Language Department that they should probably never get bored and would never find a nicer group to work with.

Ver West brings a new perspective to RL Office workings and is committed to the department's mission.

Jean-Eudes Biem, GTF in French
arrived: September 2003
Q: Where are you from originally, and how did you come to UO?
A: I am from Cameroon, West Africa. I was raised in Yaounde, Cameroon, and even learned my first French, and had a BA at the University of Yaounde in French and English languages and literatures. So, I knew I wanted to go for a Ph.D. in Francophone postcolonial studies. I knew the best place for this was the US, where postcolonial studies developed. So, I came to UO in 2002. I was delighted to know they offered the kind of program I wanted. I think the presence of some Cameroonians at UO in 2002. I was delighted to know they offered the kind of program I wanted. I think the presence of some Cameroonians among the reasons I chose to come to UO?

Q: What is your impression of UO students in general?
A: In general, UO students are very free, as compared to Africans, who still suffer the stefent consequences of colonization. American students in general learn to play by the rules, try to keep an eye on the policy and requirements on both sides, thes and the teachers, especially in the role to be evaluated, something else that is unthinkable in Francophone Africa. However, something I am still striving to understand is that students assume that only because they have registered for a class and have been doing the minimum required of them, they are to finally be good students, although their work might be poor. Anyway, this is part of their freedom, which is something irreproachable. I enjoy teaching here very much, and it is something else. I was looking for: relations of collaboration rather than authority between students and teachers.

Q: A GTF has to balance the roles of teacher and graduate student. How do you personally manage this task?
A: At first it was really difficult, and I felt the solution was to sleep as little as possible! This is a true test of the student's collegiality and sincerity of a medium-sized liberal arts college. It is a test of whether or not they are able to get along with another language and culture starting early on.

Q: What else should the RL community know about you personally or your job?
A: Well, I am really interested in linguistics, that has to do with both personally and my job. I love to collect as much information as possible. It shows that sixty years before probably read it, the Don Yllán story from El Conde Lucanor. It turns

Amada Filloy, Instructor of Spanish
started: September 2003
Q: How long have you worked at UO?
A: Since Fall 2000, I have been a GTA, a Resident Director for the UO/SUSI Queertaro program, and currently I'm an instructor. I also work at the Center for Applied Second Language Studies (CALS) as Spanish Assessment Coordinator.

Q: Where did you study Spanish?
A: At the UO and the University of Barcelona. I went to high school for a while in Costa Rica, I suppose that counts as professional development, but I didn't do a lot of "studying" per se [laughs].

Q: What is your impression of UO students in general?
A: I genuinely enjoy all my students. I think the undergraduates students here overall tend to be less fanatical about grades and academic work than at some other universities, which keeps the UO group pretty relaxed and well-rounded, it's fun.

Q: What about your colleagues in RL?
A: Well, we're all fabulous of course! I appreciate the diversity of the group. Also, RL has a real feeling of community. We're all friends—graduate students, undergraduates, we're getting to be a bigger and bigger department, and it's hard to get to know everyone!

Q: What is it like to work here as an instructor? How do you fit into the "big picture" of the department's mission?
A: I love the teaching, I really do. Also the exchange of ideas among colleagues, everyone gets to participate in building the different courses we offer. I'm not sure how I fit into the "big picture" of the department's mission. I guess I'd have to say that the instructors make up such a large part of the teaching faculty that it's up to us to set standards and raise student interest for study abroad and RL majors. I think that's why we all try to hold good to go above and beyond the minimum and help their students form that personal connection with another language and culture starting early on.

Q: What do you like most about teaching? What do you like least?
A: I like the interaction, the variety, and watching student progress. The most. It's so great to have a job that is a little different every day, every class. I guess the thing I like least is the grading.

Q: What else should the RL community know about you personally or your job?
A: Mostly there are benefits, for the first time in your adult life you have a paycheck that covers your rent and expenses, your own office, good health insurance, and a modicum of respect. The main challenge for me, as a teacher of medieval culture, is to make medieval literature relevant to today's students. I have to be able to bring medieval literature from that of medieval Europe that it is often difficult for them to relate to the material. In striving to lead them to meaningful readings, I have had many productive re-readings myself.

Q: What do you think of life in Eugene?
A: The U of O is an extremely pleasant environment in so many ways. It has the intellectual intensity of a large research university with the intimate collegiality and intimacy of a medium-sized liberal arts college. The students are almost universally pleasant to deal with and respond very well to a reasonable challenge.

Q: What do you think of life in Eugene?
A: I admit I came here with a bit of trepidation. We moved up from Los Angeles and suffered some severe initial culture shock. But after a few months, everything I first perceived as a drawback (small city, no off-campus activities) I have come to love and enjoy as a gift. L.A. has a huge, public green space, it's impossible to ride a bicycle anywhere without jeopardizing your life, and forget about fishing in the Los Angeles river ever unless you're going after discarded refrigerators.

Q: What about your colleagues in RL?
A: Preparing and delivering to be in Eugene, polyglot! Makes us think about medieval cultures of Spain accessible to RL students

Amanda Filloy, Instructor of Spanish
started: September 2003
Q: What are the main challenges and/or benefits of being a new professor?
A: Mostly there are benefits, for the first time in your adult life you have a paycheck that covers your rent and expenses, your own office, good health insurance, and a modicum of respect. The main challenge for me, as a teacher of medieval culture, is to make medieval literature relevant to today's students. I have to be able to bring medieval literature from that of medieval Europe that it is often difficult for them to relate to the material. In striving to lead them to meaningful readings, I have had many productive re-readings myself.

Q: What is your impression of UO and its students/faculty so far?
A: The U of O is an extremely pleasant environment in so many ways. It has the intellectual intensity of a large research university with the intimate collegiality and intimacy of a medium-sized liberal arts college. The students are almost universally pleasant to deal with and respond very well to a reasonable challenge.

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El Conde Lucanor
Events
UO hosts international conference on Chile

On November 5–7, 2003, the Latin American Studies Committee, the Wayne Morse Center for Law and Politics, RL, and other UO units sponsored the international conference Democracy and Human Rights in Latin America: Lessons from the Past and Prospects for the Future (Thirty years after September 11, 1973). The conference included panels on the legacy of the Pinochet era in Chile, authoritarian traditions and insurgency politics in Latin America, socialism and democracy in Latin America: the specter of militarism, Chilean literature, human rights in Latin America, and activism in the global village.

Peter Kornbluh (National Security Archive) gave a keynote address entitled “The Pinochet File: A Declassified Dossier on Atrocity and Accountability.”

Several cultural activities were organized around the conference, including a mural and altar event. The social event coordinated by Jesús Díaz-Caballero and Bryan Moore that featured Chilean artists Ivo Vergara and Francisco Letelier, a special screening of the documentary “Estadio Nacional,” a poetry reading coordinated by Amanda Powell, and a Latin American peña (an artistic and social event), featuring the local Latin music group Lo Nuestro.

Participants were all moved and inspired by the panels, presentations, and extra-curricular events. The success of the conference was due to thoughtful and competent planning by the RL faculty, the event organizers, Leonardo García Pabón, and Juan Epple, along with Stephanie Wood (CSWS) and Carlos Aguirre (History). Numerous other RL and campus faculty and students contributed to make this event a thought-provoking and moving memorial to the “other” September 11 (1973), date of the coup in which Gen. Augusto Pinochet overthrew the democratically elected government of Salvador Allende.

RL Screeners at the University of Oregon

Assistant Professor Analisa Taylor organized a Winter 2003 film series Mexico: The Urban and Its Other, which culminated in a public screening of the 2000 documentary Knocking Fires. Maureen Gosling, director of the film, led a discussion after viewing the film of the independence, progressive politics and grassroots organization of the Zapotecan and matriarchal utopian community of Juchitán, Oaxaca, Mexico.

The event was sponsored by RL, the College of Arts and Sciences, the Office of the Vice President for Academic Affairs, the Office of Research and Faculty Development, the Office of International Programs, the Department of Anthropology, the Program in Latin American Studies, the Department of Ethnic Studies, the International Studies Program, the Feminist Humanities Project and the CSWS.

Director screens documentary at UO

Spanish GTF Roberto Arroyo and Second-year supervisor Sayo Murcia finalize arrangements for the presentation of awards.

SPAN 203 students celebrate centennial of Chilean poet Neruda

Students at the University of Oregon recently paid homage to the great original ode went to Joanna Hurlburt for her “Oda al bolígrafo,” second prize went to Abigail Jorgensen for “Oda a los besos.” Jacob O’Brien took first prize for design with his “Oda al tiempo,” and Susan Woodward earned a honorable mention for her “Oda al chicle.”

The first prize winners were awarded 100 dollars each, and second prizes carried an award of 50 dollars. The jury was made up of Spanish teachers, who also give Special Recognition certificates to Cassie Pruett, Tess McBride, Nick Tahran, and Rachael Sutta for their odes and artwork.

Students had once before put similar works on display in 1999 under the direction of RL senior instructors Doris Baker and Ellen McQuilken, and Shelley Merello. Given the success of this previous exhibition and the importance of the centennial, senior instructor Sayo Murcia and the teachers of SPAN 203 decided to organize this large-scale event.

The homage was an enjoyable learning experience for students as well as professors. Neruda himself would have appreciated the wide array of poems and the wonderful artwork produced by students. It was a fitting remembrance of one of the simplest yet most profound poets of the twentieth century.

First prize winner Joanna Hurlburt, with her “Oda al bolígrafo.”

Student Activity

Several events have been organized to mark this anniversary. In the fall, the renowned Italian vocal ensemble La Venexiana returned to Eugene to sing musical settings of Petrarch’s odes and poems, and Giuseppe Mazzotta, the Sterling Professor of the Humanities for Italian at Yale University, spent a week in residence lecturing on Petrarch, Vico, and medieval poetry. This spring, Massimo Lollini has taught a course entitled Petrarchisms, with guest speakers from the UO and elsewhere. Prof. Timothy Hampton of UC-Berkeley, Prof. Robert Durling of UC-Santa Cruz, and Prof. Alicia Mongioi of SUNY-Albany will lecture on the course and a wider audience.

On April 9th, the Italian sector organized an Open House for a standing-room-only crowd in Knight Library. The highlight of the event was the presentation of the Stella Award to Professor Massimo Lollini. The event also featured a reading of Petrarch and Petrarchism by poetry by UO faculty and students, in Italian, French, Spanish, German, Russian, and English. Kudos to Nicole Campbell, Anna Giannetti, Rebecca Starkey, Ryan Wilson, and Nobuko Wingard, juniors and seniors in Italian who read Petrarch sonnets for the event. The afternoon also included Italian cello music, and the Italian sector set up tables of information on our language program, study abroad programs, extra-curricular activities, advanced research, and other events.

One of the last outcomes of this year’s events is a web-based collaborative project, The Petrarchan Web Seminar, which will grow gradually into a powerful tool for research and teaching, making full use of the flexible technological capacities of the web. Visit the UO Petrarch site at https://darkwing.uoregon.edu/~maxioll/pages/Petrarcha_Site/web-content/index.html.

Spanish GTF Roberto Arroyo and Second-year supervisor Sayo Murcia finalize arrangements for the presentation of awards.

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Study Abroad

UO acquires study abroad non-profit

AHA International, a Portland-based, nonprofit organization providing language experiences and programs for students, merged with the University of Oregon in June, 2003, effectively expanding study-abroad options for UO students.

Eighteen program sites in fourteen countries are offered by AHA, an academic program of the university. They are located in Rosario, Argentina; Vienna, Austria; Valdivia, Chile; London, England; Angers, France; Accra, Ghana; Athens, Greece; Dublin, Ireland; Morelia, Mexico; Dunedin, New Zealand; Perth and Canberra, Australia; Macerata and Siena, Italy; Cologne, Germany; Granada, Oviedo and Segovia, Spain. More than 47,000 students have benefited from AHA International’s programs since 1957, enhancing understanding of their own cultures and increasing their knowledge about other cultures.

“We’re excited about new strengths that this merger will bring to UO and enhanced opportunities that it will create for our students,” says Robert Selby, executive director of AHA. The new relationship between AHA and UO has already borne fruit in the startup of a new RL program in Granada, Spain, which will replace the longstanding RL program in Seville (see related story on this section).

AHA now exists as an academic program of UO. The AHA office will remain in Portland and continue to serve the Northwest Council on Study Abroad (NCSA) and other university consortia. It also will continue to provide its wide range of academic programs and maintain partnerships with a long and prestigious list of overseas universities.

The university will continue to maintain its own Office of International Programs (OIP), which offers 61 programs in more than 50 countries worldwide.

RL in Segovia, Spain (Winter-Spring 2004)

Sixteen UO students of Spanish spent winter and spring quarters in Segovia, Spain, in this year’s study abroad program. After the cancellation of the longstanding RL program in Seville, AHA International offered to host our group while we searched for a new site in Spain (see related story on new Granada program).

Sixty miles north of Madrid, Segovia has been designated a site of global significance by UNESCO. Its most famous monuments are the 2000-year-old Roman Aqueduct, the Alcázar, an 11th-century castle rebuilt in the 19th c., and the Cathedral, the last major Gothic edifice constructed in Spain. The city is also one of the European centers of Romanesque architecture, with over forty churches built during the Middle Ages.

The Segovia program has been in operation since 1969 and is currently housed in a historic building located within the old city walls. Students took classes in language, literature, art history, Spanish civilization, and the European Union. Homestays offered students an up-close look at the way Spanish people live in the 21st century.

The group was accompanied by faculty director Robert Davis, Emeritus Professor of Spanish.

Information on all UO study abroad programs is available at the Office of International Programs:
541/346-3209  http://studyabroad.uoregon.edu

(continued from PLE, page 17)

French programs at Jefferson and Roosevelt Middle Schools and Churchill High School help classroom instruction by working individually with students, assisting in translation and interpretation, and facilitating small group activities. Participants must produce a final paper or creative project to receive UO credit. Many participants stay on after their official internship is over and continue to work with students or clients they have met, thus strengthening contacts between the UO and the Lane County community.

Doris Baker, RL, PLE coordinator for Spanish, has been recording information on students’ work since the program began and has identified the following outcomes. Participants have been able to (1) solidify their professional goals and objectives, (2) build on what they learned in the UO classroom, (3) improve their skills of observation and analysis, and (4) develop cultural awareness. In Baker’s judgment, the most important outcome is that participants leave the program with a heightened sense of what they can contribute to their community. Since its inception, RL PLE students have logged a total of 8250 hours of local service, so we can indeed be proud of our students’ efforts in this area.

For more information on PLEs, go to http://iocareer.uoregon.edu/ple.

New Advising Structure for RL Undergrads

Luis Verano, Senior Instructor of Spanish, is stepping down as Head Undergraduate Advisor after more than ten years of service in that position. Most RL majors and minors have met with Luis at least once in their undergraduate careers, and countless students each year turn to him to resolve thorny issues in their major and minor requirements.

Luis has proposed a new advising structure for the department that will create a clear itinerary for students as they pursue their degrees. On declaring their majors or minors, students will meet once with either Amalia Gladhart (Spanish) or Gina Psaki (French, Italian, and Romance Languages) to go over their degree requirements. Other than that, they will meet with one of three Overseas Advisors to see where the courses they take abroad will fit in their degree programs, a process that is currently happening with their majors.

The new Overseas Advisors are: Melanie Williams (for programs in France and Italy), Kevin Leonard-Hovarth, and Andy Rothgery (Spain and Latin America). Upon their return, students will meet again with their major advisor to review what major requirements are still to be done.

No one doubts that Luis will be a hard act to follow, but he has seen to it that our new personnel and advising structure will provide students with the same care and expert advice that he has been so appreciated for giving.

Italy number one choice of UO students studying abroad

UO sends more students to Italy than to any other country: A larger number of students go to Spanish-speaking countries, but they are spread out all over Europe; in Latin America, and Mexico, giving Italy the highest single-country totals.

RL students study language, culture, and literature in Perugia, Siena, Macerata, and Pavia, and other UO units have programs in business, fine arts, historic preservation, and architecture elsewhere in the peninsula.

The two-month RL summer program in Perugia, in operation for over forty years, is considered a cornerstone of the UO. The Università Italiana per Stranieri in the 18th-century Palazzo Galgella hosts its intensive immersion program. Perugia is a hill city about the size of Eugene-Springfield in the heart of Umbria, east of Tuscany; and offers easy access to frescoed ceilings and views of Assisi.

RL students are also regulars in two semester-long programs. In Siena (Tuscany), students take courses in Italian language and advanced topics. Macerata, in the Marche east of Umbria, has a similar program, but students have the advantage of encountering very few other speakers of English—a boon for their study of Italian.

Finally, each year UO sends one advanced student on a direct exchange to the venerable residential Collegio Ghislieri in Pavia. This student takes regular courses at the Università degli Studi and is fully integrated into Italian university life without the buffering structure of an American program, director, or classmates—a once-in-a-lifetime opportunity. The 2004-5 Pavia student will be Sarah Countryman.

French study-abroad news

RL sends students to three sponsored programs in France this year. Two are located in conjunction with OUS and Angers (with the Northwest Consortium for Study Abroad, NCSA)—and all three are going strong. OUS reports record numbers in Lyon and Poitier next year.

A third program, UO-Sorbonne: Aprogram of study in French, was added this year. Sixteen students have visited Eugene over the last couple of terms, on their way to OUS meetings. RL ishosting an internship from Angers last year (Winter 2003), Thomas Sorin, from a program that trains teachers of French as a second language. He attended classes and tutored language students at UO and sat in on French immersion classes at Roosevelt Middle School under the supervision of teacher Colette Richardson. Word has it that he viewed himself into Oregon activities during his stay, including snow camping and mountain biking.

Barbara Altmann has been selected to accompany the NCSA group to Angers in April. Many participants stay on after their official internship is over and continue to work with students or clients they have met, thus strengthening contacts between the UO and the Lane County community.

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For more information on PLEs, go to http://iocareer.uoregon.edu/ple.
Related Programs

Early Modern Studies Group

The UO Early Modern Studies Group (EMODS) completed a second, highly successful year of in-progress talks with visiting faculty in 16th-, 17th-, and 18th-century studies. This year’s guests were Richard Halpern (English, Johns Hopkins), Carina Johnson (History, Pitzer College), and William Egginton (Spanish, SUNY Buffalo). EMODS is an interdisciplinary and interdepartmental group, founded by R.L. members Nathalie Hester (Italian and French) and Leah Middlebrook (Spanish and Comp. Lit.), with Lisa Freinkel, Assoc. Professor of English. RL EMODS members include David Castillo (Assoc. Professor, Spanish), Fabienne Moore (Asst. Professor, French), and Amanda Powell (Senior Instructor, Spanish). Other EMODS participants include Dan Rosenberger (History/Honors College), David Leubke (History), and Dianne Dugan (English).

In fall 2003, LAS organized a conference commemorating the 30th anniversary of the military coup in Chile (see related article in Events section). The conference succeeded in drawing in Italian-speaking members of the community. The Italian department’s weekly conversation group has become a testing ground for students interested in developing their Spanish and French language skills.

PLEs create strong ties between the UO and the community

Participatory Learning Experience (PLE) and internship programs provide opportunities for students to gain academic credit while exploring vocational and avocational careers. The PLE program in Romance Languages began four years ago and enrolled 28 Latin American literature class taught by former R.L. Professor Mónica Szumuk (see report in RL 2003 Newsletter). Now, students in both Spanish and French can participate in community organizations and schools for credit. The PLE provides support for the growing Latino population and for students interested in developing their Spanish and French language skills.

Recent projects have sent our students to Birth to Three, Amigos de los Sobrevivientes, Volunteers in Medicine Clinic (VIM), and Environmental Law and Interpretation Services for Latino patients and clients. School projects include English as a Second Language programs at Moffitt and Centennial Elementary Schools, Kelly Middle School, and Springfield High School; and Spanish and French conversational skills. In this ongoing program, students receive academic credit for their service.

European Studies Committee

RL faculty members play a large and active role on the European Studies Committee, which includes Evelyn Gould, founding member of the European Studies Program, David Castillo, Fabienne Moore, and Nathalie Hester. The committee offers a certificate to undergraduate students; it also has the SLAT (Second Language Assessment Test) as a component to take courses in French and/or Spanish, and offers two core courses each year: The Geography of Europe (GEOG 210), and the Idea of Europe (HIST 420). The Program also sponsors lectures and colloquia on European culture, history, geography, politics, and economics. On May 15, in light of the May 1st addition of ten new members to the European Union, the European Studies Committee organized a colloquium entitled “Enlarging the European Union: How Will We Pay for It?” with panelists: Professor Walter Weissinger of the UO Graduate School, with Suzanne Clark (English) as respondent. A Graduate Working Group Forum was made up of Tom Dolack, Rose Seifert, Ursula Lindqvist, Nanindhi Dhar, Dakton Smith, Andrea Akopsian, and to moderator, Elena Villa, Serenity Joo, Emily Taylor, Kom Kunoyuing, Hong Mei Yu, Blair Orfalt, Clint Smith, Jeremy Gregerson, Megan Dixon. Many of these Comp Lit students work on Romance language texts and also hold Graduate Teaching Fellowships in RL at some point in their UO careers. The students and faculty of Comparative Literature would come to thank their colleagues in Romance Languages for their participation and support of both the “Subjects and Objects” year and the May 11 Symposium.

The symposium was organized by Leah Middlebrook (point person for the RL and Comparative Literature) and Lisa Freinkel, the new program head. Visit the symposium’s homepage at http://babe.uoregon.edu/complit/symposium.html.

GTFs, Instructors, and students of Spanish converse in the weekly Tertulia.

RL Language Tables

Le Cercle Français

The Cercle Français is the UO French language conversation table. It met weekly this year at Traktown Pizza. The Cercle is not limited to student members; French speakers from the community are strongly encouraged. Two French GTFs make table language skills and make new friends while enjoying good food. During winter term 2004, between twenty and eighty students and community members showed up regularly for meetings. The most popular soirée was the annual Crêpe Night, in which members enjoyed the delicious French treat. The most popular soirée was the annual Crêpe Night, in which members enjoyed the delicious French treat.

Tertulia

Every week during the school year, students of Spanish meet in a restaurant or campus to practice their emerging Spanish conversational skills. In this tertulia, gatherings are informal for conversation and food. There are no lectures or presentations; each week nearly 25 students speak in small groups, eager to improve their ability to communicate. This group has gotten to know each other as friends, sharing information about their families and their lives here at the university. There is one rule: No hables inglés—English is not spoken here! (Submitted by Bruce Ungar)

Tortellina

This year the serata continued the musical tradition begun during the last year by coordinators Enrico Vettore and Chris Piccillo. Events held at Café Perugia in downtown Eugene featured the talents of Italian students Nobuko Wingard and Walter Weissinger, classical guitarist Vettoreti, and cellist Prof. Marc Vanscheeuwijck of the UO Department of Music. A mask competition accompanied by jazz and a duet by Wingard and Joey Helms was held to celebrate Carnevale during Winter term, and during the Spring of 2003. Prof. Nathalie Hester’s Italian Renaissance theater class put on a final theatrical evening with a production of Machiavelli’s “Il Principe,” with musical interludes by Wingard, Vettore, Jamie Weaver, and Weissinger. We hope to continue this musical tradition in the coming year. Submitted by Sarah Countryman.

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SLAT certificate demonstrates interest in second-language teaching

UO now offers an interdisciplinary certificate in Second Language Acquisition and Teaching (SLAT), available in English/ESL, Spanish, Japanese, German, and Russian. The SLAT documents that a student has solid grounding in second language acquisition and teaching and is easily added to any major.

While the SLAT itself does not constitute certification for public schools, it does allow the holder to teach in private schools, language institutes, and community language programs, in the U.S. and overseas, and is an excellent credential for those who are pursuing certification in state, local, and federal positions. Certification is based on the SLAT requirements and is usually the highest for L2 teaching certificates.

About twenty UO students per year obtain the certificate, mostly in English/ESL, with Japanese and Spanish in second place. For more information, contact R.L. SLAT advisor Robert Davis, or visit the SLAT website at http://slat.uoregon.edu.

For more information, visit the European Studies web site at http://darkwing.uoregon.edu/~europe.

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COMP LIT holds graduatesymposium

The faculty and students of the program in Comparative Literature held a one-day symposium entitled “Objects of Comparison” on May 15, 2004. The event culminated a year-long project that was carried out by Comparative Literature graduate students and faculty (“Subjects and Objects” year) in response to the question “what do we compare?” It was as a jumping-off point for an examination of the status of Comparative Literature as a discipline today. This work was carried out via graduate seminars, student reading groups, and a speakers’ series. On May 17, guest speakers, UO faculty, and graduate student working groups tackled the nature of the “object,” or the material, of comparative study. Activities included three keynote addresses by Judith Butler (U. California-Berkeley), Christopher Beauder (U. Colorado), and Ken Aptekar (artist, New York and Paris). A symposium was organized by John Lyvaker (Philosophy), Dan Rosenberg (History/ Honors College), Carol Silverman (Art/Anthropology), David Castillo (Assoc. Professor, Spanish), Leah Middlebrook (Spanish), Lebanon Swift (Physics/Art), with Suzanne Clark (English) as respondent. A Graduate Working Group Forum was made up of Tom Dolack, Rose Seifert, Ursula Lindqvist, Nanindhi Dhar, Dakton Smith, Andrea Akopsian, and to moderator, Elena Villa, Serenity Joo, Emily Taylor, Kom Kunoyuing, Hong Mei Yu, Blair Orfalt, Clint Smith, Jeremy Gregerson, Megan Dixon. Many of these Comp Lit students work on Romance language texts and also hold Graduate Teaching Fellowships in RL at some point in their UO careers. The students and faculty of Comparative Literature would like to thank their colleagues in Romance Languages for their participation and support of both the “Subjects and Objects” year and the May 11 Symposium.

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For more information, contact R.L. SLAT advisor Robert Davis, or visit the SLAT website at http://slat.uoregon.edu.
FLIS: A long-standing UO tradition continues

On April 30, 2004, the UO campus was energized by the presence of 1700 excited high school students, who came to explore language and culture in a hands-on way. Since 1978, Foreign Language and International Studies Day (FLIS) has allowed UO faculty and staff to share their areas of expertise or interest with campus visitors, reminding everyone of the power of language teaching and learning. And, it never seems to rain.

As always, Romance Languages faculty and GTFs were a big part of the day’s success. The representative list of RL sessions below shows that we covered nearly all corners of the Spanish-, French-, and Italian-speaking worlds.

Karin Almquist Discovering Martinique • Sarah Countryman, Alessio Tognetti Carnevale in Italia • Robert Davis Keynote for Teachers: Lessons from Study Abroad • Laurie de González, Paula Ellister Making Spanish Fun! • Kate Donahue The Life, Love, and Art ff Frida And Diego • Alan Earhart Italian Comic Books • Amanda Filloy, Heather Quarles Regionalismos: Variation in Spanish Slang • Hilary Fisher Love and Romance, French Style • Vanesa García Velasco La influencia lingüística de árabe en español • Monica Olivera Folkloric Dance from Mexico • Amanda Powell Renaissance Woman of the “New World” Sor Juana Inés de la Cruz • Bruce Ungar, Sandra Terra Dichos, adivinanzas y trabalenguas • Freddy Vilches Lo Nuestro: Music of Latin America • Catherine Wiebe iMovie Projects for Language Classes

FLIS is hosted by the Yamada Center, http://babel.uoregon.edu.

(contributed by Jeff Magoto, Director, Yamada Language Center)