Robert Davis

How long have you been at the UO and what do you teach?
Since 1991 I have been responsible for the first- and second-year programs in Spanish, as well as teaching the methodology class (RL 608), which is required of all RL and German graduate teaching fellows. I also regularly teach Spanish phonetics and the history of the Spanish language. While on sabbatical in 2006, I worked on web-delivered, content-based instruction (CBI): with colleagues, I developed complete lesson plans to teach geography in Spanish, including units on immigration in Oregon, natural disasters, the history of foods, among others. In spring 2007, I am offering a seminar on comparative Romance linguistics.

You have been awarded the 2006 Williams award. What is your goal?
This award recognized the innovative work we have done on assessment in the Spanish program. The prize can bear only one name, but our accomplishments are due to the excellent team effort by Paula Ellister, Laurie de González, Sayo Murcia, and all the instructors and GTFs who have carried out work over the last few years. I plan to use the award money to continue working with Spanish GTFs and instructors on changes in proficiency assessment for the lower-division program. We will be able to offer more opportunities for staff development, computer upgrades, and invited speakers.

What have been your responsibilities outside the UO?
For seven weeks every summer since 2004, I have taught at the Middlebury College Spanish School, in Vermont. Since 2005 I have been the assistant director. This ninety-year old language school is one of nine complete immersion programs at Middlebury operating in the summer, and the invitation to help direct it is an honor of which I’m really proud. My work at Middlebury has had a major impact on how I see our programs and has helped me reflect on our departmental culture. It made me much more aware of the personal and motivational side of language learning.

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Letter from the Chair
Barbara K. Altman, Professor of French

I’ve had a little more than a year now to learn how this department works and what I can do to help. It’s been a tour of discovery and there’s always something new! One piece of information to announce is that Portuguese language classes are now available as regular courses. Along with Arabic, Korean, and Swahili, they are starting this fall as part of the World Languages Institute under the auspices of the Yamada Language Center. We hope to fold Portuguese into the department once all four years of instruction are up and running. In the meantime, if you are interested, you’ll find it listed as RL 199 until it gets its own prefix. A department initiative we want you to know about is the conference we will be holding on October 19–24. Entitled “Literature Matters,” it is the annual meeting of the Romance Studies association and we are honored to host it in Eugene. A dedicated and intrepid organizing committee has been working on this project for more than a year, and the result is a very rich program. We will have the usual academic panels, including papers by many UO and international scholars, but also a slate of wonderful cultural events, many of which will be held on the UO campus. We invite all our readers to participate in these events! The whole program is available as a link from our department website. Feel free to contact the RL office if you have questions.

As for what I’ve learned in my first year on the job, I’ve discovered that there are two constants in our programs: innovation and quality. At all levels, in all sectors, we are always searching for even better ways to teach our many students, develop professionally, and maintain our excellence as teachers and scholars. The lists of accomplishments you’ll find in this issue should be ample proof of all that hard work. And speaking of hard work, we would be very interested in hearing about the accomplishments of our graduates. If you are one of our alumni and would like to share some news about what you’ve done with your degree, please send me a quick note by e-mail to baltmann@uoregon.edu. Watch for a new section on alumni news in our next issue to show what we’ve discovered!

All good wishes as we head into the fall and another school year!

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Moving Up, Moving On
Freddy Vilches received a Ph.D. in Spanish after defending his dissertation entitled “Poesía, Y Canción Popular en Latinoamérica: La Nueva Canción Chilena.” We congratulate Freddy on his tenure-track position as assistant professor of Spanish at Lewis and Clark College in Portland, Oregon.

Marianna Shagalova received a Ph.D. in French, with a dissertation “On the French Novel at the Turn of the Century: The Pain of Existence in a World Deprived of Meaning.” Marianna is a visiting professor of French in the our department for the 2006–7 academic year.

We are proud and happy to announce that André Djiffack was promoted to the rank of associate professor in fall 2006.

A long-time and greatly appreciated instructor of Italian, Harinder Hennessy, was promoted to senior instructor fall 2006 (see A Life-Changing Experience, p. 10).

Award Recipients

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

A record number of seven junior faculty members received the 2006 CAS Junior Professorship development award: Cecilia Enjuto Rangel, Gina Hermann, Nathalie Hester, Fabienne Moore, Analisa Taylor, Tania Triana, and David Wacks. In addition, Enjuto Rangel and Triana each received a New Faculty Award.

Barbara Altman, Karen McPherson, and Malcolm Wilson (Classics) received the 2005–6 Rippey Innovative Teaching Award to put in place a Freshman Interest Group on Antiquité-Modernité.

Barbara Altman, Nathalie Hester, Karen McPherson, and Gina Psaki received the 2005 Tom and Carol Williams Fund for Undergraduate Teaching grant, to redesign first-year RL courses.

Evlyn Gould and Karen McPherson have been awarded a 2006–7 Robert F. and Evelyn Nelson Wulf Professorship in the Humanities, as well as a teaching fellowship from the Oregon Humanities Center to prepare a year-long reading course on Marcel Proust’s multivolume epic, A la Recherche du temps perdu. RL 410/510, Great Romances: The World of Proust, begins this fall.

Robert L. Davis, associate professor of Spanish, has been named a Williams Fellow for 2006–7. This high honor recognizes outstanding teaching and commitment to undergraduate education.

Massimo Lollini has been named Hatzantonis Distinguished Professor in Italian for a second term.

Fabienne Moore received an Oregon Humanities Center Fellowship in fall 2006 to work on her manuscript Off Limits: Prose Poems of the French Enlightenment.

Regina Psaki, professor, is the recipient of the 2005–6 Herman Teaching Award, which honors senior faculty members who have achieved outstanding records as teachers. She is the fourth professor in RL to receive this prestigious award.

In 2005, Jesús Sepúlveda, instructor, received the literary fellowship “Fondo del Libro y la Lectura,” which is the Chilean equivalent of a National Endowment for the Arts award, for his now completed book Síncronia Animal.

Analisa Taylor received a 2006 Summer Research Award and also was selected as one of the two UO finalists for an NEH summer research award for 2006.

David Wacks received an Oregon Humanities Center fellowship in fall 2006 to work on his manuscript Framing Iberia: The Multicultural Narrative Tradition of Medieval Spain. He has been selected as one of the two UO finalists for an NEH summer research award for 2007.
Meet our Romance Languages Scholarship Winners!

**Olivier Clarinval**: I was born in Brussels, Belgium. I earned a B.A. in philosophy from the University of California, Santa Cruz (1991), and a M.A. in Spanish from California State University—Sacramento (2000). My areas of interest include the role of memory in Francophone literature. In particular, I interrogate the vast corpus of contemporary childhood memories and analyze them as particular approaches to the past, and as a manifestation of a larger cultural need to reconfigure the past at the end of the twentieth century. I am also interested in literary expressions of the experience of voicelessness, and how they impact autobiographical and historical representations.

**Lisa DiGiovanni**: I am from Sedona, Arizona. I received a B.A. in Spanish in 2000 from Northern Arizona University, then went on to pursue a master’s degree in Madrid, Spain, through Middlebury College. Currently I’m a doctoral candidate at the University of Oregon, where I teach 100- and 200-level Spanish language courses as well as a nineteenth- and twentieth-century Spanish peninsular literature survey course. My research and teaching interests include twentieth- and twenty-first-century Latin American and Spanish literatures with a focus on the historical novel, the detective novel, autobiography, documentary film, and postmodern irony. In my dissertation, entitled “Confrontations with Totalitarian Pasts: The New Historical Novel in Spain and Chile,” I focus on a subset of the historical novel that examines the intrigues of memory and crimes produced by the recent dictatorships. The overarching questions that I ask include: how is historical fiction in Spain and Chile involved in a struggle against the dominant forms of ideological and cultural production that marked the dictatorships? How are the novels that deal with the case of Spain in dialogue with the novels that confront the case of Chile? I suggest that this literature constitutes a reconsideration of the kind of historical memories disseminated by the regimes, while avoiding the attempt to “rewrite” history.

**Ramon Fonkoue** (see Finding a Second Home in Eugene, p. 11)

**Max Gimbel**: Originally from Philadelphia, I earned a B.A. in philosophy from Swarthmore College. I plan to graduate with an M.A. in Spanish in 2007. Prior to my studies at the University of Oregon, I lived and worked in Guatemala for nearly three years as the coordinator of a fifty-child orphanage, and as the founder and director of the small community-based organization, EntreMundos. After leaving Guatemala, I worked as the director of research and education for the Guatemalan Human Rights Commission/USA (GHRC), where I engaged in public policy work in Washington, D.C. I’m interested in the intersection between political activism and literature and I am greatly appreciative of the warm support I have received from the RL department.

**Rebecca Sutton Halonen**: I’m from Phoenix, Arizona, and currently pursuing my M.A. in Latin American and Spanish literature. My main interest is contemporary poetry.

**Stephen McCormick**: I graduated with my B.A. in French and music from the University of Redlands, in southern California, in 2000. I moved to Eugene four years ago and completed the M.A. program in RL (French and Italian). As a Ph.D student, my interests include Old French and Occitan studies, paleography and codicology, musicology, language origin theory in the seventeenth and eighteenth centuries in France and Italy, and medievalism in the nineteenth century. In 2006–7, I am attending the Centre d’Etudes Médiévales in Poitiers, France, where I will complete a master’s degree in medieval civilization. I plan to graduate from the UO with my Ph.D. and pursue a career in teaching and research.

**Italo Nocetti**: I was born in Concepción, Chile, and completed my undergraduate work at the University of Concepción. There, I also earned my Spanish teaching credentials and obtained a M.A. in hispanic literatures. During the dictatorship of Augusto Pinochet, I worked for CODEPU (Comité de Derechos del Pueblo) to bring liberty to my country. I have done translations of several poets (Allen Ginsberg, Georg Trakl, Antonin Artaud), published one book of poetry, Prisms, and received several prizes. I am currently studying for my Ph.D. in Romance languages. My focus is on the modernista movement, from the point of view of subjectivity.

**Chris Picicci**: I am a doctoral candidate and “veteran” of the RL department. I am studying to be a specialist on the epic of the late European Renaissance, and currently writing my dissertation on sixteenth-century epic literature in Spain and Italy, with a particular focus on the representation of the non-European within poetry. I also teach courses in Italian and Spanish in the RL department.
Evlyn Gould, College of Arts and Sciences Distinguished Professor

As one of the 2005–6 College of Arts and Sciences Distinguished Professors, Professor of Romance Languages Evlyn Gould presented a public lecture in March 2006. “Secularism and Tolerance in European Affairs: From Dreyfus to the Headscarf Incident” explored instances of immigrant racism in the “new” Europe and the ways in which current attitudes may be informed by past affairs. In particular, Evlyn considered the relevance of the Dreyfus Affair at the turn of the nineteenth century and compared it to the experience of Muslims in France today.

Evlyn’s first two books, on “virtual theater” and “the fate of Carmen,” established her as a pioneer in her field of French literary studies and an innovator in interdisciplinary criticism. She is noted for her influence in the enterprise currently being undertaken by historians and literary scholars alike: rethinking the concept of “Europe.” Her work is characterized by her integration of cultural studies, while still remaining grounded in historical literary studies. Her forthcoming book applies these approaches to the context and ramifications of the Dreyfus case.

Gould received her Ph.D. in French literature in 1983 from the University of California, Berkeley, and came to the UO the same year. Professor Gould was awarded the National Association of Graduate Schools Gustave O. Arlt Award in the Humanities. In addition Evlyn has been a dedicated mentor to students in the Department of Romance Languages and, for six years, served as head of the department as well.

CAS Distinguished Professorships are awarded by the Dean of CAS based upon nominations and the advice of a panel of other distinguished CAS faculty members from across the college. The lectures are an opportunity to showcase work by some of our best faculty members and to celebrate their academic excellence.

2005–6 Visiting Professors

In spring 2006, RL cohosted with the Oregon Humanities Center the ten-week residency of medieval singer and scholar Anne Azéma. Azéma lent her expertise to an interdisciplinary course on “Men, Women and Courtly Love” that explored the world of Provençal and French medieval courtly lyric, with an emphasis on the relationship between the poetic texts, their musical settings, and the manuscripts that preserve them. The course focused on the secular songs of the troubadours and trouvères, and Azéma frequently delighted her students by singing examples in class in her lovely and distinctive soprano voice as she discussed issues of interpretation and performance practice. While in residence Azéma also presented a concert entitled “Le Jeu d’Amour: Songs and Dances from 1200–1400” with multi-instrumentalist Shira Kammen. According to fellow medievalist Gina Psaki, “There is no way for the troubadour and trouvère repertoire to be studied in isolation from the music that vehicled it, and not one literary medievalist in a thousand can render these songs in the way Anne Azéma can do it—not with recordings, but with her own voice, presence, acting, and sheer charisma. The students came to the course from different departments, languages, and arts, but each one was able to contribute something irreplaceable to the group. This was a uniquely enriching opportunity for our students and faculty.” Anne also did a presentation for all the students at the French immersion school at Fox Hollow, invited by Carrie Grabowski. It was apparently a wild success, from Carrie’s feedback.

Visiting assistant professor Pedro García-Caro obtained his Ph.D. from the University of London, King’s College, in 2004 with a dissertation entitled “Dismantling the Nation: History and Satire in the Works of Carlos Fuentes and Thomas Pynchon.” He works on nationalism and national identity in the literatures of the Americas and Spain, and has previously taught at the University of Oxford and MIT. García-Caro has taught a graduate seminar on issues of identity in the literature of the U.S.-Mexican border and an undergraduate seminar on Chilean nationalism. In 2006–7 he will continue to teach at the UO where he will offer an undergraduate seminar on his current research on hispanism and two graduate courses: nationalism and the Mexican avant-garde, and the anti-imperial novel for Comparative Literature. He is also actively teaching in the undergraduate program with several survey courses on U.S. Hispanic Literatures and Contemporary Latin American Literature.

Associate professor Christopher Weimer (Oklahoma State University), a specialist in early modern Spanish theater and prose, spent the 2005–6 academic year as a visiting associate professor in the RL department. On April 20, 2006, Weimer spoke on “Unanswered Needs: East/West Migrations in Cervantes’s Don Quixote and Tony Kushner’s Homebody/Kabul.” The lecture explored the representation of encounters between the Islamic East and the Judeo-Christian West in two pivotal literary texts written over four hundred years apart: Cervantes’s novel Don Quixote and the contemporary American play Homebody/Kabul by Tony Kushner, author of the Pulitzer Prize-winning Angels in America. Weimer focused on these two works as the products of homologous historical moments of deep crisis between East and West, and as texts in which characters simultaneously articulate and seek to transcend the intercultural tensions which shape their worlds.
Romance Languages Speaker Series

Every year our department invites prominent speakers working on Spanish, Italian, and French literature to share their work and ideas with our students and faculty. In 2006, the series was offered in the context of a graduate seminar on a theme that crossed the three languages: Autobiography in the Romance World (RL 623). Co-organized and team-taught by Massimo Lollini, professor of Italian, and Gina Hermann, assistant professor of Spanish, this exciting seminar featured the visits of four distinguished scholars: Alison Weber (University of Virginia), the foremost authority on Saint Teresa of Avila, delivered a lecture on “The ‘I’ and ‘Thou’ of Spiritual Autobiographies: Confession as Performance”; Ellen Burt, department chair of French and Italian at UC–Irvine, spoke on “Windows on the Other: Alterity in Baudelairean Autobiography”; in a very personal testimony, Nancy Miller, Distinguished Professor, Graduate School. Comparative Literature, English, French (The City University of New York), shared with us a work in progress, “I Killed My Grandmother: Autobiography, Photography, and the Story of the Name.” Alessandro Portelli (University of La Sapienza, Rome), Massimo Lollini, Gina Hermann, and the twenty-five graduate students registered for the class also opened the doors of their seminar to Fabienne Moore, Evlyn Gould, and Michael Hames-García who lectured on the rich and complex autobiographical projects of Rousseau and Baudelaire.

In the context of his seminar on “Writers and Painters” (fall 2005), Alexandre Albert-Galtier invited RL Ph.D. alumni (1992) Frédéric Canovas (Arizona State University). His striking visual presentation “De l’illustration à la décoration: Maurice Denis lecteur de Verlaine et Gide” led us to discover the fruitful collaboration of these great French artists. Canovas, whose dissertation had been directed by Françoise Calin, published L’Écriture rêvée in 2000 (L’Harmattan).

The European Studies Program, in conjunction with the RL department and the Department of German and Scandinavian presented a two-part event on Europe De-centered: Views from the North and South: in February 2006, Christine Ingebritsen, University of Washington—Seattle, explained “The Nordic States and European Unity,” and Roberto Dainotto, Duke University, explored “The Europeanization of Italy: A Historical Perspective on Recent Questions of Race and Migrations.”

RL faculty and European Studies committee members Evlyn Gould, Nathalie Hester, and Fabienne Moore lectured each on aspects of “The Idea of Europe” in the seminar of that title offered by Craig Parsons in the Department of Political Science. We are happy to announce that “The Idea of Europe” will return in 2007 to its original home in RL, team-taught by Evlyn Gould and Fabienne Moore. “The Idea of Europe” is a multidisciplinary course that explores the meaning(s) of Europe past and present, and the conundrum that is European identity. Guest faculty members from a variety of disciplines on campus (humanities, social sciences, and the arts) will lecture weekly on the European legacy as we explore cultural, historical, political, and social institutions that continue to inform our ideas of Europe today. While the overall framework is historical, the course is a creative investigation into different perspectives, texts, issues, and disciplinary assumptions—often incompatible or competing—that shape “Europe” as an object of study.

Robert Davis continued from page 1

Over the past two years, I have also been invited to conduct departmental program reviews for two very different institutions: a small private college, Santa Clara College in California (October 2004), and the Department of Romance Languages at SUNY, Buffalo (April 2006). I was part of a team whose job was to evaluate and provide feedback to the department. During two- to three-day intensive visits we collected information, observed classes, and conducted interviews with students and faculty members. These visits have been eye-opening, allowing me to view our UO programs through a different lens. My conclusion: we are doing a fantastic job here in the RL department!

Frequently, I conduct daylong workshops to provide professional training for teachers in school districts, community colleges, and other universities (e.g., Eugene 4J, Pikes Peak CC, [Colorado], Cornell University, Warm Springs Indian Reservation). It’s a real challenge to impact teachers’ professional practice in a single day, but I find that it is always worth it, and I learn a lot from this work “in the field.”

Can you tell us about your work on proficiency assessment?

My motto is “assessment drives instruction.” That is, the nature of the test determines what and how instruction takes place. Therefore, our goal is to improve tests so that they encourage real-world language skills, both written and oral. I began working on this topic in the 1990s, when Oregon initiated a state-wide proficiency-based assessment system. The political mandate to carry that system through has waned, but we have implemented many of its principles into our UO program, with great results.

What has changed in second-language teaching methods?

I think that a SPAN 101 class at the UO today is very different from one forty years ago, and the evolution has been interesting. Whereas before teachers led students through lots of mechanical drills, nowadays we focus on authentic language, contextualizing and personalizing it to help students use it for real-world purposes. I think also that we include more cultural material now as a crucial part of course content, not just an occasional add-on or break from language learning.
A celebration of the 400th anniversary of the publication (1605) of Don Quijote de la Mancha, by Miguel de Cervantes Saavedra

Organized fall 2005 by the students of Spanish 201 and 202 and sponsored by the University of Oregon’s Department of Romance Languages, Latin American Studies Program, and the Yamada Language Center

Miguel de Cervantes simply could not have anticipated that 400 years after publishing the first part of his El Ingenioso Hidalgo Don Quixote de la Mancha, (The Ingenious Gentleman Don Quixote of La Mancha), people would be celebrating his literary enterprise far and wide. More than 6,000 miles away from his small native town of Alcalá, somewhere in Oregon—in a place whose name I do not care to recall—two separate festejos were held to mark this important anniversary. In the spring of 2005 our department held a conference on Don Quixote in honor of Luis Verano, whose teaching has inspired several generations of students (see Romance Languages Newsletter 2005), and in the fall our second-year students organized a birthday celebration of the Manchego Gentleman. Throughout the day, students presented selected projects previously prepared as part of their Spanish Language classes (201,202). Instructors teaching those two courses had previously asked their students to produce artworks inspired by Cervantes’s world. Instructor and organizer Sayo Murcia introduced a selection of songs, poems, paintings, and other materials that students then staged as part of a contest. Students also catwalked in period costumes and guests were treated to a selection of soft Manchego cheese and other tapas. Graduate student Paulo Henríquez opened the event with a slide show that tested the public’s perception (“are they giants or windmills?” was the recurrent theme) as well as illustrated the changing representation of Don Quijote over the centuries. Guest speaker Mash Alexander, of Oak Hill School (Eugene) offered a lecture entitled “The Influences of Don Quijote in the 21st Century.” The act closed with student awards and a hommage to Luis Verano for his stimulating teaching of the novel over the years.

Professional Activities

The Department of Romance Languages is made up of more than 100 professors, instructors, and GTFs. At any given time, teachers and scholars are working on a breathtaking variety of literary and cultural studies, original literary production, active classroom research, curriculum development, and innovations in language assessment. The products of our labors are presented and published nationally and internationally. The lists below offer only a sample of activities undertaken during 2005–6.

In December 2005, Alexandre Albert-Galtier presented a talk on “Trois rencontres avec Verlaine par André Gide” at the Modern Language Association annual convention in Washington, D.C.


Robert L. Davis presented “Models for Content-Language Collaboration: Technology to the Rescue (with Madeline Spring, UO Center for Applied Second Language Studies) at the Annual Conference of CALICO (Computer-Assisted Language Instruction Consortium), University of Hawaï in May 2006. He also led three workshops this year:

- Reactivación de destrezas en la enseñanza del léxico español para estudiantes extranjeros, nivel avanzado. Two-hour invited workshop for the Master of Formación de profesores de español como L2, Sevilla, Universidad Pablo de Olavide, February 28, 2006.
- Issues in program design: Articulation and assessment. Three-hour invited workshop presented at Oregon State University, Department of Foreign Languages, September 23, 2005.

André Djiffack has been promoted to tenured associate professor. Fifteen years in the making, his complete, three-volume edition of Mongo Beti’s nonfiction writings will be published by Gallimard in January 2007 (vol. I), October 2007 (vol. II) and January 2008 (vol. III). TitledMongo Beti le rebelle, it offers a panoramic view of the intellectual evolution, socio-political battles and literary...
MicroQuijotes: Microtakes on Don Quijote

Microtale, “microrelato” in Spanish, is an exceptionally short story; it evokes a context that has been elided, seeking to create an entire world within a nutshell. These are some of the microtales collected by Professor Juan Epple in MicroQuijotes (Thule Ediciones, 2005). Translated by Amanda Powell and her students in her workshops on translation.

ETERNAL FEMININE REALISM

Teresa Panza, the wife of Sancho Panza, was convinced that her husband was a nincompoop, because he abandoned hearth and home to chase after crazy adventures with a fellow even wackier than himself. But when (in jest, as it turned out), Sancho was made the Governor of Barataría, Mrs. Panza puffed herself up and declared: “Honor to the worthy!” Marco Denevi, “Realismo Femenino” (1984). Translated by Diane Dugaw.

THE HEART HAS ITS REASONS

Alonso Quijano, rejected by the miller-woman of the village, decided to end his days hurling himself against her windmill. On seeing him in such a sorry state, the goodhearted Sancho, who knew a thing or two about affairs of the heart, put some compresses on the tumbledown gentleman, dreamed up the adventure of the giants, and the rest is history. Juan Armando Epple, “Razones Son Amores.”

Translated by Dianne Dugaw and Graciela Lucero Hammer.

THE IDEAL WOMAN DOES NOT EXIST

Sancho Panza recited, word for word, the description of Dulcinea that he had heard from the late Don Quixote. Green with envy, Dulcinea snapped, “I am acquainted with every woman in Toboso. And I can assure you, sir, that not a single one of them even remotely resembles the one that you are talking about.” Marco Denevi, “La mujer ideal no existe.” Translated by Dianne Dugaw and Amanda Powell.

THE UNBEARABLE LASTINGNESS OF QUIXOTE

Quijano being dead, the Knight of the Pale Moon goes out chasing Avellaneda and other such deceivers, accompanied by the faithful Sancho. Once the imposter is vanguished, the two of them leave the burning of the books to the priest and the barber. In the meantime, the Duke, the Duchess, and Fernando invest in eulogies, panegyrics, translations, and new editions. Montesinos ignites in the reader the mystifications of the Baroque text. The priest makes it comprehensible to the Neoclassicists. Dulcinea turns the book Romantic; the captive, Modernist. Cide Hamete Benengeli spreads it among the Avant-Garde. Ginés de Pasamonte stages it as a Surrealist play—or perhaps Neo-Realist. Altisidora gives lectures with the title “The Quixote: Post-Modern Pastiche.” The niece, Teresa Panza, Cardenio, and the others are all waiting their turn. Ramón Vique “La insuperable levedad de Quijote.” Translated by Dianne Dugaw and Graciela Lucero Hammer.

Professional Activities continued

passions of one of Cameroun’s most prolific and influential authors-activists. In spring 2001, we were fortunate to welcome Mongo Beti (1932–2001) as a keynote speaker at the UO for what turned out to be his last trip abroad.

Cecilia Enjuto Rangel published “Citties in Ruins: The Recuperation of the Baroque in T.S. Eliot and Octavio Paz,” in How Far is America From Here? Paul Giles, Theo D’Haen, Djelal Kadir, and Lois Parkinon Zamora, eds. (New York: Rodopi Publishers, 2005). In April, Enjuto Rangel gave a talk on “Las ruinas de la guerra civil española en la poesía de Neruda y Alberti” in the III Congreso Transatlántico, at Brown University. In May, she was invited to give a lecture, “Las huellas del exilio español en Puerto Rico,” at the Université de Picardie, in Amiens, France. And in late May, she presented a paper on “La guerra civil española y la poesía trasatlántica” at the 4th Congress of the Hispanic Poetry of Europe and the Americas, at the University of British Columbia, Vancouver. She was invited to lecture on the topic of ruins in Baudelaire and Cernuda at the University of Puerto Rico, Río Piedras, August 2006.

Juan Armando Epple’s latest anthology was the subject of a lengthy critical essay entitled “Around the Microquixotes edited by Juan Armando Epple: a shared reading experience,” by Luis Correa Díaz, Taller de letras, 37 (2005): 77–102. An adaptation of his Microquixotes was staged at the Conference “El Quijote habla de Nuevo” organized by Our Lady of the Lake University (OLLU) and the Instituto de México en San Antonio (Texas) as part of the celebration of the 400th anniversary of the publication of Don Quijote in the fall of 2005. He was included as a short story writer in two anthologies published in Spain: Con otra Mira da. Cuentos hispalenses de los Estados Unidos, edited by Gabriela Baexa (Madrid: Editorial Popular, 2005) and Relatos de Quimera, edited by Fernando Valls (Madrid: Montesinos, 2006). Professor Epple has been invited to give a keynote address at the IV Congreso Internacional de Minificción at the University of Neuchatel, Switzerland, November 2006.

University of Ottawa, August 2005) and attended the XI Congreso de Literatura Mexicana Contemporánea at El Paso (UTEP) where he gave a paper on Carlos Fuentes and Luis Humberto Crosthwaite and the U.S.-Mexican border. He was invited to participate in the spring lecture series at the University of Illinois at Chicago with a lecture in Mexico City, Carlos Fuentes, and the film Caifanes (1968), and was asked to contribute a paper on embattled versions of Hispanism at a seminar on the Spanish exiles of the Civil War at the University of Picardie, France.

Amalia Gladhart published The Potbelled Virgin, a translation of a novel by prominent Ecuadorian writer Alicia Yáñez Cossío (University of Texas Press, 2006). She published an article, “Representaciones del espacio en la obra de Estela Leñero” in Drama­turgias femeninas en la segunda mitad del siglo XX: Espacio y tiempo, edited by José Romera Castillo (Madrid: Visor, 2005). In July, she presented a paper at the 14th conference of the Asociación de Ecuatorianistas, “¿Cómo llevar la Virgen Pipona al extranjero? Teoría y práctica de una traducción.” She was the accompanying faculty member for the second group of students participating in the RL department’s overseas study program in Granada, Spain, during winter quarter.

Evlyn Gould was invited to present a paper, “Levinas, Mallarmé and the Ethics of ‘swarming possibles,’” at an international colloquium held March 1–3 in Mexico City. Called Lecturas levis­niansas, this colloquium focused on the legacy of the late French philosopher, Emmanuel Levinas, and gathered scholars from France, Mexico, and one from the U.S. Her paper will be published in Spanish translation. Named College of Arts and Science Distinguished Professor in the Humanities, Gould delivered a UO address in March titled, “Secularism and Tolerance in European Affairs: From Dreyfus to the Headscarf Incident.” A shorter version of this paper will be featured at the Western Jewish Studies Association Conference in California later in the year. Gould’s co-edited volume, Engaging Europe: Rethinking a Changing Continent (Rowman and Littlefield, 2006), will be reissued in paperback this spring.

Nathalie Hester was elected delegate for the Medieval and Renaissance Italian Literature Division of the Modern Language Association. She published an essay entitled “Unreasonable Travels? The Place of Europe in Francesco Negri’s Viaggio settentrionale” in Reason and Its Others: Italy, Spain, and the New World, edited by David R. Castillo and Massimo Lollini (Vanderbilt University Press, 2006), and another essay, “Taking after Tarabotti? 17th-century Siene Discorso,” in Arc­canga Tarabotti, a Literary Nun in Baroque Venice (Longo Editore, 2006). She has been invited to speak on a panel on Italian travelers sponsored by the SIHS (Society for Italian Historical Studies) at the American Historical Association in January 2007.

Gina Hermann is completing her manuscript on Communist Memoir in Spain as well as writing a chapter on Spain’s wartime Communist Party for a collection of essays on European Communist Parties (forthcoming with Palgrave). In fall 2006, Herman will deliver two lectures on how documentary film contributes to disseminating memorial accounts of the Franco dictatorship in Spain and its crimes against humanity (the first will be at New York University, the second at this year’s MLA annual convention). Herman will be teaching a new graduate course on the cinema of Luis Bunuel in Spring 2007 and is a member of the organizing committee of the RL colloquium Literature Matters.


Massimo Lollini, in collaboration with David Castillo, has published Reason and Its Others in Italy, Spain, and the New World (Vanderbilt University Press, 2006) a collection of essays on Mediterranean culture in early modernity. In collaboration with Norma Bouchard, he published Reading and Writing the Medi­terranean. Essays by Vincenzo Consolo (Toronto University Press, 2006)—the first English edited and annotated translation of a corpus of essays, reportage, and fictions by one of the most important writers of Italian and world literature, Vincenzo Consolo. He also published “L’antico mare perduto di Umberto Saba” an article on Italian Jewish poet Umberto Saba.


Professional Activities continued

which proposes a new reading of a mock epic poem in prose from 1799 featuring a crocodile as an allegory of evil and obtuse academia. She also gave a lecture on the birth of the prose poem in eighteenth-century France at the Oregon Humanities Center in the spring 2006, and presented papers on Enlightenment-era poets at the annual conventions of the Modern Language Association, the American Association of Eighteenth-Century Studies, and the Pacific Ancient and Modern Language Association.


Regina Psaki published a translation and study of the Tristano Riccardiano, the earliest Italian Tristan romance (1280); a volume of essays entitled Boccaccio and Feminist Criticism, co-edited with Thomas C. Stillinger (University of Utah); and an article co-authored with Barbara Altman entitled “Considering Holy War in the Charroi de Nîmes” (Medium Aevum, LXXV.2, Fall 2006).

In November 2005, Feral House (Los Angeles) released the English translation of Jesús Sepúlveda’s book The Garden of Peculiarities, and in 2006, Cuarto Propio publishing house (Santiago) released a second edition of his book of poetry Hotel Marconi in a bilingual version to be distributed in the U.S.


Spanish Poet Visits University of Oregon by Cecilia Enjuto Rangel

This spring we hosted Vicente Cervera Salinas, Spanish poet and professor of Latin American literature at the University of Murcia, Spain. Cervera has published numerous books of literary criticism, among them La poesía de Jorge Luis Borges (1992), La poesía del logos (1992), La palabra en el espejo (1996), and La poesía y la Idea (2001). This year he will publish El síndrome de Beatriz en la literatura hispanoamericana. On May 30, 2006, he gave a poetry reading from his three books, De Aurigas inmortales (1993), La Partitura (2001), and El alma oblicua, (Verbhum, 2003). Cervera’s poetic work evades catalogues and generalizations; he’s not part of a generation of poets nor does he subscribe to a particular aesthetic trend. His poems provoke and evoke philosophical and existential questions, and they establish a dialogue with both Spanish and Latin American literary traditions. After his reading, students and faculty members were able to ask him questions about his work, and a vibrant conversation about poetry emerged, full of intense comments, in a very relaxed environment. Cervera also gave a seminar about his work on May 31 in which graduate and advanced undergraduate students who had read his poems, had the opportunity to ask him all sorts of questions that made him rethink his own work. Cervera was very impressed with our students and their level of sophisticated analysis. This was a very fruitful experience for all of us who were able to participate in this “poetic trip.”
A Life-Changing Experience

by Harinder Kaur Khalsa Hennesy, July 15, 2006, Perugia, Italy

I am back to where it all started: Perugia, Italy. It was exactly fourteen years ago, I had received my B.A. in Italian from the University of Istanbul and as I was about to finish my studies in Perugia for teaching Italian as a foreign language, I met a man. He was studying Italian with the University of Oregon Study Abroad Program in Perugia. Six months later that wonderful man became my husband and now I am one of the directors of that very program teaching Italian at the University of Oregon as a full-time senior instructor.

People make decisions that open wonderful and completely unexpected doors in their lives. Learning foreign languages was certainly one of those decisions I will never regret. I know, every time my students walk in my class, they leave having learned something new about themselves, a new way of expression, a new way of looking at the world that will expand their horizons and will give them a chance to grow not only as individuals but also as global citizens. This is one of the many reasons why I love teaching Italian.

I have a passion for teaching. I remember vividly the very first day I walked into my classroom (225 Friendly), as an Italian graduate teaching fellow in the Department of Romance Languages at eight in the morning. My heart was pounding like crazy. I had written out every single word I was supposed to say in class. It was such an important day in my life, almost a sacred mission that I certainly did not want to mess up under any circumstances. . . . After the first few minutes, everything started to flow and I knew that I was in the right place, doing what I love to do.

Soon I discovered I was a natural teacher because I truly enjoy sharing my knowledge creatively with others. I go into class with a positive attitude and with the intention that what students receive from me brings them growth and makes their lives better in one way or another. I have been teaching first-, second-, and third-year language classes at the UO since 1999. Evolving as a teacher I came to develop a personal style, mainly based on the communicative method. As much as possible, I encourage students to discover on their own how the language works. I teach just enough to give them the power to learn and make what they learn their own personal experience in a way that they remember it better. When I work with them my relation goes beyond just Italian. I try to get to know them personally, understanding what they respond to so that I can guide them appropriately in their learning experience. After all, I strongly believe this is what they are here for: to have a complete learning experience in all areas of life in terms of knowledge and experience. Together we create a safe, respectful environment, where everyone can feel comfortable with their level of skill, encouraging each other to grow and learn more.

Now, here I am in Perugia with a group of twenty-five brilliant students watching and supporting them as they go through everyday life in Italian, taking classes at the University for Foreigners, discovering strengths that they never thought they had before. One may wonder what I get out of all this. To tell the truth it isn’t something that can be expressed by a numeric value. It is pure joy!
Finding a Second Home in Eugene

by Ramon A. Fonkoue

I was born in Cameroon, where I received my M.A. in arts and letters and a D.E.A. in French literature, from the University of Yaounde before coming to the United States. I enrolled at the University of Oregon in fall 2002 and was admitted to the Ph.D. program in spring 2003. As a doctoral degree candidate, I’m currently working under the supervision of professor Karen McPherson. For my dissertation, I focus on agency, aesthetics, and ethics in relation to minorities’ issues and identity formation. My fields of interest and research include contemporary French and francophone literatures of Africa and the Americas. As a GTF, I teach beginning and intermediate French classes.

Four years ago, I started an exciting adventure in Eugene, living, attending classes, and working in a supportive environment with amazing people. Looking back, it’s certain that I have come a long way. Today, I am an Eugenian, fully integrated and totally part of the community. I owe this to the university and mainly to the Department of Romance Languages. I would like to pay tribute to the wonderful job done to welcome and help adjust those who come from remote and different places. Thanks to the staff, the professors, the classmates I met, and the people in the community, Eugene has now become a home for me. As an international student, the most touching part of my experience has been to be mentored and guided by our staff and faculty and to see my work recognized and awarded several distinctions at the university.

I spent the 2004–5 academic year in France as the assistant director for the Lyons study abroad program. I worked with the resident director to help Oregon students adjust to French culture; I assisted them in choosing their classes and counseled them throughout the year. While in France, I participated in an international symposium in Aix-en-Provence. I also attended the Institut d’Études Politiques and received a certificate in political sciences. Overall, I had a gratifying experience. Beside the professional skills, my stay helped me gain a deeper understanding of France and its rich culture. In summer 2006, I participated in the annual conference of the International Council for Francophone Studies held in Romania. I was awarded the prize of the best student’s presentation for my paper entitled “Écriture féminine et visages du mâle en littérature francophone: Nicole Brossard et Maryse Condé.” These achievements are made possible thanks to many people, and I am happy to have this opportunity to express my gratitude to our school and to all those who help us with their critical support for our studies.

Teaching is my main career objective, and to this end, my professors’ dynamism and creativity have oriented me towards an approach of teaching that challenges students, develops their critical skills, and opens them to exciting perspectives. In my free time, I do creative writing; I also love to play soccer, go to the movies, ride my bike, and have friends come over to hang out.

Latin American Film Series

The Latin American Studies Program organized a film series in spring 2006 to showcase some recent cinematic productions around the title “Dreams and Nightmares: Latin America in the 21st Century.” Films were introduced by area specialists and followed by a Q&A session, showing not only the creative energy and the diverse filmic approaches coming out of Latin America, but also the immense interest in the region on campus. The Latin American Studies Program draws on university-wide research and teaching, from a variety of departments such as history, ethnic studies, journalism, or Romance languages and the series illustrated how different approaches to film provide a comparative framework and a stage for interdisciplinary dialogue and lively discussion outside the classroom. Films from Mexico, Cuba, Spain, Argentina, Brazil, Chile, and Perú introduced students and faculty members to new artistic takes on the many social and political crises of the turn of the century. The seven films ranged from a nostalgic and critical revision of childhood at the time of the Pinochet coup in Chile (Machuca, 2004), police corruption in Mexico (Gimme Power, 1999), love and deception in Brazil (The Man Who Copied, 2003) a farce about small time crooks in Buenos Aires (Nine Queens, 2000), Bolivian immigrants lost in a world of bigotry and abuse in Argentina (Bolivia, 2001), post-traumatic stress syndrome in a Peruvian soldier’s life (Days of Santiago, 2004), and young Cuban musicians abused by Spanish and American neocolonial trade practices (Habana Blues, 2004). It is hoped that this successful inroad into contemporary film from Latin America will become a permanent entry in our schedules this coming year.

DVD cover for the Chilean film Machuca
Please Consider Making a Gift to Romance Languages!

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

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

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

If you have questions or would like more information about any of our programs, feel free to contact Barbara Altmann at (541) 346-0950 (baltmann@uoregon.edu) or Heidi Shuler, director of development for humanities, at (541) 346-0044 (hshuler@cas.uoregon.edu).