

# SPANISH & PORTUGUESE STUDIES

AUTUMN 2005

## ¡SALUDOS DESDE PADELFORD!

College of Arts & Sciences

UNIVERSITY OF  
WASHINGTON

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2004-05 was a big year for Spanish and Portuguese. It began with the visit of King Juan Carlos and Queen Sofía of Spain, and ended with the closing of the deal with the Instituto Cervantes. Between these two important events we worked closely with the Seattle Art Museum on "Spain in the Age of Exploration," a major exhibit of treasures from the Spanish Royal Collection. In December we celebrated the 100<sup>th</sup> anniversary of the Chilean Nobel Laureate Pablo Neruda with a roundtable discussion, a poetry reading, and a showing of *// Postino*. At the end of winter quarter we organized "Children of War," an international symposium featuring a moving and timely exhibit of children's art from the Spanish Civil War.

A November visit from a delegation of La Junta de Castilla y León, the government of the autonomous region of the same name, resulted in the signing of an exchange accord with the Universidad de Salamanca, opening the doors of Europe's second oldest university to UW students, and making it possible for *salmantinos* to study here.

We are delighted to welcome a new colleague to the department. Leigh Mercer comes to us from the University of Utah. A specialist in late 19<sup>th</sup> and early 20<sup>th</sup> century Spanish literature, Leigh got her Ph.D. from Brown University. We are saddened by the departure of two members of the faculty. Paloma Borreguero leaves us after 15 years for the greener pastures of Lakeside School, and Marisol Barbón has accepted a position at UMass, Amherst. We shall miss them. *¡Gracias y buena suerte a las dos!*

2005-06 promises to be just as good as last year. The Spanish government will open a branch of the Instituto Cervantes in our department in winter 2006. It will be only the fourth such center in the United States, joining New York, Chicago and Albuquerque, and the first on the West Coast. The Instituto Cervantes is Spain's equivalent of the Alliance Française, the Goethe Institute, or the British Institute. Its mission is the diffusion of the Spanish language and culture of Spain and Latin America. We are very fortunate to be piloting this new program at the UW. You can read about the Instituto Cervantes at:  
<http://www.cervantes.es/>.

In October Professor Edgar O'Hara brought three distinguished visitors from Perú to discuss the work of the Peruvian *poète maudit* Luis Hernández. O'Hara has



Dr. Anthony Geist and Antonio Sanchez, assistant to the Lieutenant Governor of the State of Washington.

amassed and donated to the Baker Library Special Collections the world's most complete collection of Hernández's notebooks. These rare and unusual spiral bound notebooks hold scores of "Lucho's" unpublished poems and drawings.

2005 is the 400<sup>th</sup> birthday of *Don Quijote*. Assistant Professor Donald Gilbert-Santamaría commemorated the birth of the mad knight with a three-day symposium in early December. It featured roundtable discussions with Cervantes scholars and creative artists, student readings, and a theatrical performance by Book-It!

Finally, in May 2006 we will be honored by a visit from the Uruguayan Eduardo Galeano, who has been named Walker-Ames Lecturer. Considered one of Latin America's finest writers, Galeano is the author of *The Open Veins of Latin America*, *Memory of Fire*, *The Book of Embraces*, and other books, most of which are available in English.

I believe this is the beginning of many great things to come. As we stand at the dawning of the 21<sup>st</sup> century, the department is poised to grow and prosper. With your support and encouragement we can reach ever greater numbers of students, create future teachers and scholars, and reach out to the broader community of Seattle, Washington State, and the world. Please join us on this journey.

Un cordial saludo,  
Anthony L. Geist

### Quijote events Fall 2005

Donald Gilbert-Santamaría organized a three-day symposium with the Simpson Center for the Humanities to mark the 400<sup>th</sup> anniversary of the publication of *Don Quixote de la Mancha*. **The Living Art of Miguel de Cervantes** took place in the Simpson Center and the Ethnic Cultural Center Theater December 1-3, 2005. The symposium included student readings, a performance by Book-It Repertory of *Don Quixote de la Mancha*, and a keynote speech by Carroll B. Johnson, UCLA. Francesc de Soler's guitar recital held the audience in the HUB Auditorium in thrall.

## FACULTY NEWS

### Donald Gilbert-Santamaría

Assistant Professor Donald Gilbert-Santamaría's book *Writers on the Market: Consuming Literature in Early Seventeenth Century Spain* (Bucknell UP, 2005) came out in January 2005. The book undertakes a study of the poetics of writing for a consumer audience in Cervantes, Mateo Alemán, and Lope de Vega.

*Hispanic Review* accepted the article entitled "Historicizing Vergil: Translation and Exegesis in the *Prohemio* to Enrique de Villena's *Eneida*" for publication Autumn 2005.

Gilbert-Santamaría received the Society of Scholars award through the Simpson Center for the Humanities for the 2004-2005 academic year in support of his new book project on friendship in early modern Spain. Related to that fellowship, he is currently finishing up an article that will later become a chapter in that book. Entitled, "Love and Friendship in Montemayor's *Diana*," the article has recently been submitted for publication.

In late October 2004, Gilbert-Santamaría gave an invited lecture at the Seattle Art Museum titled "The Literary World of the Spanish Golden Age" in conjunction with the exhibit *Spain in the Age of Exploration*. In December 2004, he gave a talk at the annual conference of the *Sociedad española de literatura general y comparada* in Madrid entitled "La torre de marfil: la crisis de las humanidades en los EEUU."

The sidebar describes Gilbert-Santamaría's participation in the December 2005 symposium **The Living Art of Miguel de Cervantes**, sponsored by the Simpson Center, the Division of Spanish and Portuguese Studies, and the Center for Western European Studies, Safeco Insurance and the Embassy of Spain.

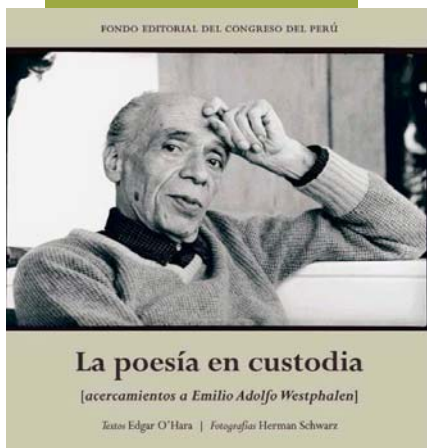
### Professor Edgar O'Hara

2005 saw the publication of the book "*La poesía en custodia. Acercamientos a Emilio Adolfo Westphalen*." Begun in 1991, the book is the fruit of a series of conversations between O'Hara and the great Peruvian poet that took place between 1991 and 1996. O'Hara examines the second stage of Westphalen's oeuvre, and suggests that the works of this period do not belong to a single genre but rather represent a type of trans-genre. The book consists of the interviews, an essay and various photographs taken by Herman Schwarz.

Another book published during the past academic year was published in-house with O'Hara as editor. Titled *Teoría y práctica del charango*, it is a compilation of poems and short stories created by the students in O'Hara's creative writing workshop class Winter quarter 2005. As a triumphant finale to the class the students read from the works that had been compiled into this volume.

Fall 2004 marked the 100<sup>th</sup> anniversary of the birth of the Chilean poet and Nobel Laureate Pablo Neruda. Prof. O'Hara designed a course on Neruda for Fall quarter 2004. At the end of the quarter there was a celebration of the poet's life. The celebration included various activities, one of which was a poetry reading in which several students from O'Hara's class read from the works of the poet.

Besides the Westphalen book, O'Hara had several articles published in the journal *Boletín Cultural y Bibliográfico de la Biblioteca Luis Angel Arango*, Bogotá. Four articles appeared in Volume XL Number 63. They were: "Aljibe para todos los servicios", about *El libro del encanto*, by Giovanni Quessep, (pp.104-107); "Frescura que se prolonga", about *Menos poemas y más besos*, by Héctor Ignacio Rodríguez (pp.107-109); "Dar el brinco y espantar al dragon", about *Salto desde el acantilado*, by Philip Potdevin (pp.109-112); and, "Bienes raíces, poesía escasa", about *Casa que respira*, by Samuel Jaramillo González. An additional six articles appeared in Volume XL number 64 of the same journal. These articles were: "Magia, sólo hay una", about *Amazonia* by Juan Carlos Galeano, (pp.55-59); "El brillo era crepuscular", about *Una luz en la colina de San Antonio*, by Henry Valencia (pp. 61-63); "El oro sueña con palabras, quién lo diría", about *Otro*, by Oscar Torres Duque (pp. 63-65); "Hay labores (editoriales) que matan", about *Sanguinas*, by Fernando Herrera Gómez (pp. 68-69); "Esa tentación, esa condena", about *La mañana del tiempo*, by Víctor Gaviria (pp. 69-72); and, "Los deseos piden puntuación, about *Summa del cuerpo*, by Harold Alvarado Tenorio, (pp. 72-76). Volume XLI number 65 of *Boletín Cultural y Bibliográfico de la Biblioteca Luis Angel Arango*, Bogotá contained an additional 3 articles. They were "El sur está siempre cerca", about *El rumor de la otra orilla. Variaciones en torno a la poesía de Aurelio Arturo*, by Julio César Goyes Narváez (pp.113-117); "Animales descuidados", about *Faunética*, an anthology prepared by Víctor Manuel Patiño, (pp.117-120); and, "La tragedia tenía sus propias calles"



### Professor Edgar O'Hara (continued)

about *Los últimos pasos del poeta Raúl Gómez Jattin*, by Vladimir Marinovich Posso, (pp.155-159). In addition to these articles in Boletín Cultural y Bibliográfico de la Biblioteca Luis Angel Arango, an article titled "El manierismo interior" about *Mecánica terrestre* by Alvaro Valverde appeared in Revista de Estudios Extremeños [Diputación de Badajoz] Volume LX, no.II, May-Aug.2004, pp. 523-528.

### Suzanne Petersen

Associate Professor Suzanne Petersen's research on the Hispanic Ballad continues unabated. She reminds those of us who don't work with oral poetry not to expect her web-based project to end any time soon: "In oral tradition, there is no end until the singers stop singing. Unless they come up with longevity pills soon, I'll be long gone before the text and music archives are truly representative of the six century long ballad tradition of some 35 countries, and before I've set up all the envisioned interactive queries to analyse the dramatic, poetic and syntactic structures of ever-changing ballad narratives." A few of the enhancements she made to the online project this year are: 1) an additional 2000 ballad versions, including the entire extant Portuguese ballad tradition (1828 to 1960), a portion of the 18<sup>th</sup> century Milà i Fontanals Catalan collection and (in response to user requests), several hundred additional ballads on the incest theme; 2) an improved Stith-Thompson-based Folk Motive Index as a ballad search tool; and 3) new Sephardic versions in the audio archive. Students in Prof. Petersen's Spanish 420 class this past year seemed to enjoy using the project web site as the sole textbook for the course. Her recent publications include—for the first time—a CD of ballad music collected in Zamora and Salamanca in 2001 and 2002.

As Executive Director of the department's study abroad program in Cádiz, Petersen reports "our success comes with just one downside: having to turn away a good number of qualified students (at least 15 for Fall 05) because we can't accommodate more than 40 students per semester." She says the most difficult part of the director's job is coordinating student efforts to prepare all the documentation now required for securing a student visa to study in a Schengen country. The number of notarized documents increases each semester in response, it seems, to the ever more complex procedures required of those applying for US visas. The fall 2005 group wishes to extend special thanks to our friend and Spain's Honorary Vice Consul in Seattle, **Fernando Estéban**, who helped us out a lot this time around.

### George Shipley

Associate Professor Emeritus George Shipley sends us these words:

"In this year of celebration of the publication of *Don Quixote* 400 years ago (in fact 401 years ago, . . . but who's counting?), my email is overloaded with discussions, announcements, polemics, and so on, loosely related to Cervantes. I am prepared to confirm that there is a good deal to be said in favor of retirement. I continue to read studies and texts and ponder my favorite questions, which have to do centrally with *Don Quixote*, Cervantes's *Novelas ejemplares*, the anonymous "El Abencerraje," and *Lazarillo de Tormes*. A study of "El licenciado Vidriera" and Cervantes's *Persiles* will appear soon; I'm writing another, closely related. Of course one can only imagine how much I miss grading exams and annotating term papers and the occasional faculty meeting. I do visit the campus to pick up and return library books and to retrieve mail and to enjoy our lovely campus."

### Prof. Marisol Barbón moves to Amherst

María Soledad Barbón accepted a professorship in Spanish in the Department of Languages, Literatures & Cultures at the University of Massachusetts in Amherst. We wish her all the best in her new position.

### Welcome to Leigh Mercer!

The newest member of our faculty, Assistant Professor Leigh Mercer, completed her degree in Hispanic Studies at Brown University in 2004, with a dissertation on the role of public space in the development of the Spanish bourgeoisie, as seen in the nineteenth- and early-twentieth-century novel. She has published articles on the function of the museum in the production of femininity in nineteenth-century Spain, as well as on the anxiety of gender fluidity in Leopoldo Alas's *Su único hijo*. In addition to revising a book manuscript on urban space in the modern Spanish novel, Mercer is in the early stages of a project on the interplay of technology and fear in early Spanish film. Prof. Mercer teaches literature survey courses, and in winter quarter 2006 will lecture on modern theater in Spain, 1700-1900.

### catalyst learning

Catalyst provides professional development opportunities for UW faculty, teaching assistants, researchers, and staff.

Expand your technology skills by enrolling in a free workshop, or working one-on-one with consultants.

Instructional designers from Educational Outreach can help you add an online dimension to your class, design an online course, or learn online teaching strategies. Come to Odegaard Library

Room 230 during drop-in hours Tuesdays and Fridays between 2:00 - 4:00 to work one-on-one

with an instructional designer, or visit the website for workshop information:

<http://catalyst.washington.edu/learning/>.

### Resident Director of the NW Cádiz Program

**Thomas Spaccarelli**  
Thomas Spaccarelli is Professor of Spanish at Sewanee: The University of the South, a small liberal arts college in Tennessee. He has directed the Vanderbilt-in-Spain program in Madrid and founded two study abroad programs for his home university. His summer program studies pilgrimage and medieval culture, and treks 250 miles of the Road to Santiago. His research interests include the ideology of pilgrimage and Latin American poetry.

## LECTURERS

### Paloma Borreguero

Beyond her usual duties as coordinator of first year language classes, Senior Lecturer Paloma Borreguero was very involved with the development of a new web-assisted version of Spanish 103 and the renovation of the already existing Spanish 110 web-assisted course. These courses will be taught using electronic materials developed by the Spanish Instituto Cervantes. (See Developments at the First Year level).

As Co-Director of the Center for Spanish Studies she organized and participated in many of the various events surrounding the Spanish Art Museum's exhibit - Spain in the Age of Exploration - which took place during Fall quarter 2004. Of particular interest is a project she did in collaboration with the Museum and the Center for Spanish Studies - the production of a DVD containing a curriculum to be used in conjunction with the exhibit. On Teachers' Night at the SAM when teachers were hosted to a reception and private showing of the exhibit, Borreguero demonstrated the DVD; over 10,000 copies were distributed to teachers in the Pacific Northwest., and it won a national museum award.

Ms Borreguero serves as president of the local chapter of the AATSP and is that organization's representative to WAFLT.

### Joan Fox

Over the past year, lecturer Joan Fox has had the opportunity to participate in two programs to enrich the third-year level Business Spanish class she teaches every spring quarter. During July of 2004 she took part in a Faculty development program in Avila Spain. Her participation was sponsored by the University of Washington's branch of the Center for international Business Education and Research (CIBER) located in the Global Business Center. The Division of Spanish and Portuguese provided a grant toward airfare. In April, Fox attended a conference in Utah for instructors of foreign languages for business purposes. Her participation in this conference was also sponsored by CIBER. These two activities have allowed her to make several innovations to the course using various types of multi-media resources.

### María Gillman

At the end of summer 2004 Senior Lecturer María Gillman directed a program in Guatemala designed to provide continuing education and enrichment for secondary school teacher. Their experiences are further described elsewhere in the newsletter.

Ms. Gillman began the 2004-2005 academic year with a presentation at the Fall WAFLT conference. She presented as a model the project she did during the academic year 2003-2004 in which one of her Heritage speaker classes made several visits to the Federal Detention Center in Sea Tac to interview women inmates and subsequently wrote their stories and presented them in a reading. Gillman's WAFLT premise was that other educators could adapt this project to their own particular circumstances and students.

María Gillman was the recipient of two important awards this year. One was a Distinguished Contributions to Lifelong Learning Experience Award presented by the University of Washington to recognize a faculty member rendering exceptional service to continuing education.

The second award was the University of Washington's Carlson Center's Service Learning Partnership Award which was presented jointly to her and the Consulate of Mexico "for the outstanding partnership between (her ) courses and the Consulate as an organization that works with service learning students."

### Inma Raneda

On May 17, 2005, Lecturer Inma Raneda's Spanish and European Studies 360 class, Contemporary Spain, participated in a videoconference with students at Carlos III University in Madrid. The video conference dealt with some of the new cultural and social changes that are currently taking place in Spain under the new Socialist government. The title of the video conference was "The New Gay and Lesbian Marriage Law." On May 19, they participated in a second video conference with of the Euromaster program at Carlos III University in Madrid. This conference's title was "Nationalism vs Regionalism."

We are proud to announce that **Colleen Melody** has been awarded one of the top honors at the University of Washington, the Dean's Medal in Social Science. These highly competitive medals are awarded each year to only one student in each of the four divisions of the College-- Arts, Humanities, Natural Sciences and Social Science. This is a great distinction for her and for the Division. Ms. Melody earned degrees in both Spanish and Law, Societies, and Justice. She plans to pursue a career in immigration law.

## CONGRATULATIONS TO ALL OF OUR GRADUATES!

### Spanish majors who graduated With Honors

Anna Olson Autumn 2004  
 Scott Newton Winter 2005  
 Lynee Lawson Spring 2005

#### Summer 2004

Emily Burnette  
 Julio Bustamante  
 Miranda Eiseman  
 Asefeh Faraz  
 Kolbe Kegel  
 Tamara Ofner  
 Adria Orr

#### Autumn 2004

Rachel Flambures  
 Matt Hillman  
 Rachel Jeske  
 Sharilyn Lux  
 Kristen McTighe  
 Colleen Melody  
 Anna Olson  
 Leah Sullivan  
 Irene Trantham

#### Winter 2005

Valerie Bloch  
 Rachel Donnor  
 Andrew Hida  
 Judy Hui  
 Vanessa Kirn  
 Scott Newton  
 Lisa Oswald  
 Joaquin Perez  
 Aaron Rux

#### Spring 2005

Shane Anderson  
 Karli Barich  
 Paige Beckley  
 Neysa Bell  
 Nicoletta Beyer  
 Samuel Brown  
 Michael Butler  
 Kathryn Cahill  
 Michelle Chan  
 Molly Cheney  
 Heidi Clarke  
 Brendan Ebner  
 Daniel Escher  
 Brianna Failor  
 Emily Godfrey  
 Sequoya Hinman  
 Brandie Holmes  
 Melinda Hudson  
 Jenee Jahn  
 Kelly Kettleon  
 Elyse Kingdon  
 Elizabeth Lambert  
 Lynee Lawson  
 Maria Ledezma  
 Seon Lee  
 Emily Livingston  
 Nathan Lommen  
 Betty Lopez  
 Brigitta Mast  
 Kieran McCormick

#### Spring 2005

(continued)  
 Jane McGraw  
 Christine Meggitt  
 Manuel Mendoza  
 Paula Montesch  
 Edison Park  
 Elizabeth Price  
 Megan Reining  
 John Roberts  
 Deborah Schmidt  
 Laura Shapro  
 Mary Smith  
 Kyle Sommer  
 Daniel Temkin  
 Stacy Williams  
 John Wolfork  
 Angeline Yarnton  
 Rachel Zickuhr

#### Summer 2005

(anticipated)  
 Erika Ahlstrom  
 Preet Bassi  
 Daniel Brown  
 Justine Esquivel  
 Joel Hambrick  
 Lindley Leclerc  
 Miguel Petersen

#### Master of Arts Graduates

Adam Erickson Elena Peregrina Salvador  
 Autumn Knowlton Renee Such Carrie Darrow



## JUNE 2005 GRADUATION CELEBRATION

On June 10, 2005 the Spanish & Portuguese Studies' extended family gathered at the University of Washington Waterfront Activity Center to celebrate the milestones reached by our students during the academic year. Many of the graduates and their parents were present for this recognition of their accomplishments. The guest speaker was Dr. Antonio Sánchez Coordinator of Economic Development and International Relations for the Office of the Lieutenant Governor of the State of Washington. He spoke with great enthusiasm about the opportunities awaiting these bilingual young people who were going out into the world equipped with a multi-cultural world view. The Masters Degree recipients were acknowledged individually by faculty members who had worked closely with them; and the many honors received by them and the Bachelor of Arts graduates were recognized and applauded. As always this was a very happy occasion for the Division.



LOWE

## EVENTS IN 2004 - 2005

### Spain in the Age of Exploration 1492-1819

Oct 16, 2004 – Jan 2, 2005 Seattle Art Museum Special Exhibition Gallery



Diego Rodríguez de Silva y Valázquez (1599-1660): *Philip IV, King of Spain* ca. 1625-28.



*Spain in the Age of Exploration, 1492 - 1819*  
University of Nebraska Press, 2004

With the support of the *Patrimonio Nacional* of Spain and many American sponsors, the Seattle Art Museum (SAM) organized an exhibition of art and other historical works to serve as an illustration of the impact world exploration had on four areas which the museum treated as themes: *The Image of Empire*, *Spirituality and Worldliness*, *Encounters across Cultures* and *Science and the Court*. This exhibition of 130 objects, many leaving Spain for the first time, included masterworks by artists such as Bosch, Titian, El Greco, Velázquez, and Goya. Also included are Bernini's great *Crucifix* from the Escorial, decorative arts, armor, tapestries, scientific instruments, early maps, manuscripts and books, including a rare 1494 edition of Columbus's *First Report* of his voyage to America. SAM's chief curator of European painting and sculpture, Chiyo Ishikawa, organized the show with Javier Morales Vallejo, a curator at the *Patrimonio Nacional* in Madrid.

In the 1770's, Spain initiated the exploration of the coast north of California to investigate the rumors of a northwest passage between the Atlantic and Pacific Oceans. The expedition commander, Juan Perez, left Mexico for the north Pacific in 1774, decades before Lewis and Clark. He was followed by the naturalist José Longino, who traveled from Baja California to San Diego, Santa Barbara, Monterey and San Francisco, describing the houses, customs, clothing and boats of California Indian tribes in his diaries. He sent zoological materials and medicinal plants back to Spain.

In conjunction with the exhibition the Division of Spanish and Portuguese planned many activities and also contributed a curriculum for use by K-12 classes. The K-12 curriculum was developed by Senior Lecturer Paloma Borreguero and Dra. Josefa Báez-Ramos who is the Spanish Ministry of Education's representative in Washington state. She co-directs the of the Center for Spanish Studies at the University of Washington and also works with the Washington Office of the Superintendent of Public Instruction. This curriculum was distributed on a DVD free of charge to any teacher who was interested in using the exhibition as a resource for his or her classes. Also in conjunction with this exhibition, the Center for Spanish co-sponsored a teacher development workshop with the Center for West European Studies In the Division of Spanish and Portuguese the syllabus for 300-level language classes was adjusted to be able to take advantage of this rich cultural treasure.

The events in which members or associates of the Division participated included a lecture by Donald Gilbert-Santamaría, Associate Professor of Spanish and Portuguese Studies, University of Washington, on how the impact of the voyages of discovery on the Spanish psyche is reflected in the literature of Spain. Also, Stephen Metzler, a member of the SPS Advisory Board and an accomplished pianist presented a piano recital of Music by Isaac Albéniz, Frederic Chopin and Franz Liszt.

### A Royal Visit

King Juan Carlos and Queen Sofía of Spain made an unofficial visit to Seattle in late November on the occasion of the opening of the Seattle Art Museum exhibition. They held a reception for Spanish subjects and other guests. Members of the Division were honored to be included in that group. Edgar O'Hara wrote a poem for the occasion which Geist presented in a hand-lettered and framed format to a very receptive and interested King. By all accounts the monarchs were delighted with their visit and intend to return.



King Juan Carlos and Queen Sofía in Seattle

## EVENTS (CONTINUED)

### Alturas de Pablo Neruda

On December 3<sup>rd</sup> and 4<sup>th</sup>, 2004 a colloquium honoring the centenary of the birth of Chilean and world poet Pablo Neruda was co-sponsored by the Division of Spanish and Portuguese, the Simpson Center for the Humanities, and the Office of Minority Affairs at the University of Washington. This event was very well attended by members of the University community as well as many people from the wider Seattle Community. A very honored guest was the Chilean Honorary Consul Jorge Gilbert.

The first day featured a late afternoon roundtable discussion of Neruda's life and works. The distinguished participants were: Lauro Flores (UW) Moderator, Jaime Concha (UCSD), Anthony L. Geist (UW), Edgar O'Hara (UW), and William O'Daly (translator of Neruda, from California). The evening saw a Poetry Reading in Honor of Pablo Neruda with participants reading from their own works and Neruda's: Richard Kenney, Edgar O'Hara, Colleen McElroy, Heather McHugh, and William O'Daly reading his translations of Pablo Neruda. The reading was capped off by a special performance of two poems from *Canto General* by Seattle Peace Chorus.

On the second day, there was a showing of *Il Postino* (1995, dir. Michael Radford). The film, a fictionalized account of a period Neruda spent in exile in an Italian village, was introduced by Albert Sbragia (UW). A reception followed with refreshments provided by Osteria La Spiga / Wines by Elliott Bay Distributing and Chosen Grapes.

### El Polifemo de Oro concert

On October 19, 2004, in what has become a much-anticipated annual event for the Division, Spanish classical guitarist Francesc Soler presented a concert of pieces that ranged from traditional classical compositions to variations of contemporary music written for other instruments. In the first part of the recital, the audience enjoyed classical guitar music from Spain and Latin America, including "Drume Negrita" by Eliseo Grenet from Cuba, "Seis por derrecho" by Antonio Lauro from Venezuela, and "Batucada" by Isaías Savio from Uruguay. After intermission, the artist presented composers of contemporary music for the guitar, among them Villa-Lobos, John Duarte and Benjamin Britten.

The Division is pleased to report that during late fall quarter 2005 Maestro Soler will present a program that will be tied in with the 400<sup>th</sup> anniversary of the publication of the Quijote.

After attending the concert, a student in a first-year class wrote the following poem.

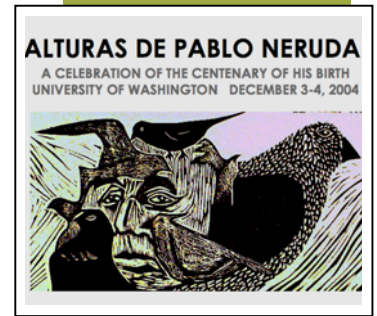
asistí al concierto de guitarra clásica  
la guitarra fue una harpa  
la guitarra fue un tambor  
no sabía que una banda  
podían existir en una guitarra

el guitarrista no necesitó sus gafas  
sus ojos estaban cerrados  
y solo sus dedos podían ver  
como una araña absorta en su hilado

la audiencia estaba un animal cauto  
elevó barba  
resplandeció ojos  
desesperado por coger el perfume  
de las notas

el guitarrista solo existía  
en su mundo umbroso  
en el momento en que  
la guitarra solo existía  
en el mundo iluminado  
del guitarrista

Kara McLean





## EVENTS (CONTINUED)

### THEY STILL DRAW PICTURES

During the month of March 2005 the Jacob Lawrence Gallery was the site of the exhibition "They Still Draw Pictures: Children's Art in Wartime from the Spanish Civil War to Kosovo," curated by Prof. Anthony Geist. This is a collection of 100 children's drawings from the children's refugee camps -- "Colonias Infantiles"-- of the Spanish Civil War (1936-1939) and subsequent conflicts, from the Holocaust to Kosovo.

In conjunction with this exhibit the Division of Spanish and Portuguese, the Simpson Center for the Humanities and the Associate Dean for the Humanities sponsored a symposium titled "Children of War." This exploration of the transformation of trauma and memory in art and expression was richly informed by the perspectives of the diverse participants – veterans and survivors of the Spanish Civil War, psychologists, artists, literary scholars, archivists, and children's rights activists.

In January and February, leading up to this exhibit, a weekly film series featured Spanish films that dealt with the lives of children during the Spanish Civil War. The seven films that made up this series represent only a portion of the Spanish films concerned with this reality that was lived by many of the film makers themselves.

For more information on this exhibit, the films, and symposium, visit:  
[http://depts.washington.edu/uwch/projects\\_exhibitions\\_ojo0405.htm](http://depts.washington.edu/uwch/projects_exhibitions_ojo0405.htm)



## CURRICULUM DEVELOPMENT

### The 100 Level

During Spring quarter 2005, one of the web-assisted 110 sections piloted the use of an electronic manual for daily homework. The decision was made to adopt this format for the academic year 2005-2006 for the majority of 100 level courses.

### The 300 Level

Spanish 314 began in 2001 as a single one-quarter course for Heritage speakers of Spanish. It has now grown into a complete third-year language series with 2 sections of 314, two of 315 and one 316 offered the last academic year. During Winter Quarter a group of students from the Spanish 315 classes collaborated in the presentation of the short play *El Viz mexicano y el Border Patrol* as one of the activities for World Languages day. (photos?)

The curriculum in Spanish 301 and 302 Fall and Winter quarters 2004-2005 was linked to the Seattle Art Museum's exhibition - Spain in the Age of Exploration.

Throughout the academic year students in Spanish 301 and 302 had the opportunity to participate in service learning activities in local Spanish-speaking environments as diverse as the Mexican Consulate, Casa Latina, the UW-based Center for Spanish Studies and other community organizations.

### Computer Assisted Learning

For several years students starting Spanish classes the University of Washington after having taken Spanish in high school have had the option of taking a review course, Spanish 110, which covers Spanish 101 and 102 materials in one quarter. In the web-assisted version of this course, students work independently on-line three days a week using material from the textbook that was adapted to the computer by staff of the Division of Spanish and Portuguese. This year an electronic workbook available from the textbook publisher was piloted by one of the 110 sections and will probably be adopted next year for most classes at the 100 level. The Division has made the decision to offer a pilot web-assisted version of Spanish 103 Fall quarter 2005 with the idea that students can cover the less-challenging material on their own on-line and thus be able to spend class time on more challenging activities.

In a further developments, Lecturer Jorge González and Lecturer Kristee Boehm are designing Spanish 310 and 210, respectively. These courses will be intensive 10 credit courses intended for particularly able students and they will include web-assisted elements. In contrast to the computer material for Spanish 110 developed in house, these courses will be taking advantage of an already existing program developed by the Instituto Cervantes of Spain. It is called el Aula Virtual de Español (the virtual Spanish classroom). These classes will be piloted and evaluated during the 2005-2006 academic year.

## STUDY ABROAD

### Writing in Oaxaca

Written by Donally Kennedy

Resident Director/Oaxaca 2004

Linguist and animal trainer Vickie Hearn says that she knows her methods are working when the animal becomes more beautiful in the process of training, i.e., its eyes become brighter and its coat glistens more. One of the great pleasures of directing the Oaxaca program during fall quarter, 2005 was that I got to watch my twelve students, eleven *chicas* and one *chico*, (albeit unusually attractive even before the quarter started), become even more "tall and tan and young and lovely" as they relaxed into the language and the city. Many factors contributed: the sudden hard rainstorms in the afternoons, the sun all the rest of the day, the healthy flavorful food, the kindness of the *oaxaqueños* who housed, fed, taught and befriended us, the beauty of the city and the hills surrounding us, the group dynamic, and not having to juggle competing demands of classes and work, i.e., the restfulness of working hard on the single goal of immersing ourselves linguistically and culturally in Oaxaca.

Before we left and while we were there, I emphasized writing. I wanted the students to use writing as a means to stay awake, to keep track of the changes they saw in themselves, to honor their joyful experiences, and to not close or numb themselves from what might cause them pain. During our last week in Oaxaca, the students collected their favorite essays in a literary magazine, as a souvenir for themselves, as well as a parting gift for the staff and teachers at the Instituto Cultural Oaxaca. The following are some of the issues the students chose to treat in their essays and in the formal conversations they were assigned to facilitate during the quarter. I gave them no prompting on the topics they chose, asking only that they work on what mattered to them. I think these themes reveal how rich, complicated and rewarding study abroad in Oaxaca can be:

- How have your perspectives on race, politics, government and life changed since you have been in Oaxaca?
- How do you feel when you see evidence of other cultures, especially United States commercial culture, in Oaxaca?
- Is the United States to blame for Mexico still being a third-world country? Is Vicente Fox just a Mexican version of George W. Bush?
- Do European tourists have the right to call us gringos?
- What have you learned about yourselves in the process of confronting barriers of language, nationality and culture?
- If you regard Día de Muertos as a window, what do you see as differences between our two cultures in our thoughts about death and life?
- Relationships between young Oaxacan males and young Seattle females: problems of stereotyping and being stereotyped
- Differences between how Oaxacan and Seattle women view fashion
- Strategies for improving your command of Spanish
- The joys and difficulties of living with host families
- Pride at being the only gringos at a hiphop concert in Oaxaca
- What happens when your friends at home are in crisis and your aren't there to lend support?
- The experience of being illegal in Mexico: what happens when you go to extend your tourist card and discover you haven't got one?
- Oaxacan immigration to the United States: can the U.S. offer Oaxacans a better life? Do you think you could spend the rest of your life in Oaxaca?
- Mexican Catholicism versus U.S. fundamentalist Christianity
- The dangers of crossing the street in Oaxaca
- Police corruption in Oaxaca
- What does it mean to be "*chido*", i.e., cool, in Oaxaca?
- How Oaxaca can teach you to honor your indigenous roots
- The differences between the homeless on the streets of Oaxaca versus the homeless in Seattle

Here is an essay by Allison Kincaid on the last topic which we included in *Collibri*. As you read it, we hope you will remember that Allison was only in her fourth quarter of Spanish study when she wrote it.

TIENE SIETE AÑOS PERO PARECE QUE VA A CUMPLIR DIECISIETE

A veces, cuando mi vida parece demasiado difícil de manejar, quisiera tener seis años sin ninguna preocupación en el mundo. Cuando uno tiene seis años, el mundo parece ser un lugar perfecto. Se tiene una mente fresca e inocente. Se juegan juegos todos los días. No se puede estar en un aprieto porque no



Allison Kincaid essay (continued)

se sabe mejor. Uno es ciego al mundo real. El mundo es suyo...por lo menos para los niños en los Estados Unidos. La vida para los niños en Oaxaca es una historia totalmente diferente.

Soy niñera en Seattle para un niño que se llama Eli que tiene seis años. Estoy acostumbrada a los niños. Observo a muchos niños pobres en las calles de Oaxaca. Ellos me dan una perspectiva completamente diferente sobre lo que llamamos la niñez. Cuando cuido de Eli, yo lo llevo a la escuela y al fútbol o a una casa de sus amigos a jugar. Le cocino buenas comidas. Eli y yo jugamos todo el día con sus centenares de juguetes. Vamos al parque, miramos las películas de su gran colección, jugamos juegos, hacemos rompecabezas, etc., etc. En conclusión, él tiene una vida fácil sin responsabilidades. Si no recibe lo que él quiere, él grita.

Según mis observaciones, cuando un niño de Oaxaca tiene seis años, un niño ha experimentado mucho más. Un niño tiene una vida mucho más difícil y sabe como funciona el mundo verdadero. La vida se enfoca menos en la diversión y los juegos, y más en la supervivencia.

Mis amigas y yo conocimos a Romero nuestra primera noche in Oaxaca en el zócalo. El era un niño pequeño y encantador. Tiene siete años (más o menos) y vendía dulces en las calles. Él nos convenció de comprar más dulces de los que queríamos. Seguimos viéndolo más de una vez por semana, generalmente tarde por la noche. A veces él está feliz pero usualmente él parece rendido y triste. Una noche lo vimos y él estaba vendiendo dulces a medianoche. Tenía agujeros en su camisa. Le preguntamos por qué él no estaba en su casa. Él nos dijo que no le permiten que él vuelva a casa hasta que él vende todos los dulces.

Si yo le diera a Eli una caja de dulces y le dijera "véndelos" y "no regreses a casa hasta que vendas todos ellos," él se sentaría en la calle y los comería. Él no tendría las habilidades de persuasión para convencer a la gente de comprarlos y no podría contar el cambio. Si sus padres o yo lo dejáramos solo, él lanzaría una rabieta.

Cada vez que yo paso a un niño joven en las calles de Oaxaca, pienso en Eli y que él es muy afortunado de ser inocente y poder gozar de su niñez sin preocupaciones. En comparación con Romero, Eli parece ser un mocoso malcriado, pero él es solamente un niño típico de los Estados Unidos. Sus padres no son ricos, ellos son una familia típica de la clase media norteamericana. Para un niño oaxaqueño como Romero, la vida de Eli sería más que "un sueño hecho verdad."

Allison Kincaid  
15 de noviembre de 2004  
Oaxaca, México

The students named their literary magazine *Colibrí* because, as we learned during our excursion to Mitla, according to Zapotec cosmology, warriors who died in battle were reincarnated as *colibrís*, or hummingbirds, a wonderful metaphor for the life-affirming transformation that Oaxaca had been for us. We discovered so much about ourselves and the world in Oaxaca. It was a gift and an honor to spend fall 2004 in Oaxaca.



## STUDY ABROAD (CONTINUED)

### Ecuador: The Meeting of Cultures

The Summer C-term Ecuador program, created by Jorge Gonzalez at the request of Dean Halleran, is intended to be a continuation of Summer Spanish language courses. This program combines academic work with cultural activities and trips to the interior of the country. Participants earn a total of five (5) credits enrolled in conversational Spanish classes as well as in workshops in Salsa dancing, weaving, and cooking, among others. Activities include weekly lectures on Ecuador which focus on the *mestizo* nature of this country. Through participation in this program, students are exposed to three of the four main ecological areas of Ecuador: the central Andean mountains, the Amazonian Jungle, and the coast. Students learn that Ecuador is the result of the mixing of the European and indigenous races, cultures, languages, religions, cuisine, and music.

This summer it is expected there will be 15 participants. Last summer there were twelve. They visited many places of interest in Quito where they were doing language studies, as well as such places as the Amazon jungle, the city of Cuenca, the archeological zone of Ingapirca, the Middle of the World – where the equator passes through.

The minimum level of Spanish required is 103 or 134. Even though this program is geared mainly towards summer students, it is open to all interested students who fulfill our Spanish language requirement. We ask our colleagues to refer interested students either to Maria Gillman (mgill@u), Resident Director in 2005, or to Jorge Gonzalez (panta@u), who will be leading the group in 2006. The program cost will be \$1,725, which includes everything except airfare and concurrent enrollment fee (\$200).

### Program in Cádiz, Spain 2004-2005

Frances Gilroy, Resident Director of the NW Cádiz program for this academic year, sent the following letter at the end of Fall semester.

"It hardly seems possible that the semester is coming to an end. To begin with, when I think about the fact that the end is just about here, I ask myself where these months have gone, it seems like it was yesterday when I was at the airport waiting for the young people, but I just need a moment to remember all the things we have done and the unforgettable experiences we have lived. I try to forget the endless hours we spent in the hospital or the waiting room of the health clinic. I resist remembering the little white faces, white in part from fear and partly from illness, that appeared at my office door looking for help.

But quickly the ability to adapt and the flexibility of youth took over and little by little they synchronized with the rhythm of life in Cádiz. They began to discover and enjoy its culture with all its differences and attractions. Cádiz, in its own particular way, attracts and enchants anyone who is willing to dedicate a little time and attention to it. According to those who know, it is the oldest city in Europe. Reading the texts of geographers and writers it can be deduced that Cádiz was founded by the Phoenicians around 1100BC, a period when these navigators had arrived at the maximum moment of their continuous expansion after conquering and dominating the Mediterranean. With its temperate and restful climate, this millennial city, has the appearance of a wise old woman who waits patiently gazing out over the sea.

During the first days of the session the sun and the beach served as a welcome. The young people swiftly discovered La Caleta, siestas under the sun and the spectacular red-sky sunsets, enjoying and taking advantage of every moment. We had the welcoming reception in the patio of the San Francisco Convent and the excursion to the beach at Bolonia with a visit to the Roman ruins of Baelo Claudia. All this with wonderful weather as the tail end of a warm summer continued up to November.

In October we began the series of excursions and the first was a trip to Cáceres, Trujillo and Salamanca. Salamanca was the most spectacular stop on this route; its university, founded in 1218, is considered the oldest of existing Hispanic Universities. Accompanied by a guide, we admired its architecture and learned something of its history. Later, in November, we visited Córdoba and Granada, and, finally, in December

We spent four days in Madrid and Toledo before the departure of those who were returning to Seattle. In their faces you can see that they had had experiences they will never forget, that they made friendships that will endure a long time, and that even before leaving they want to return. Everyone sheds a least a tear or two, some trying to cover it up and others sobbing openly. Those who are staying show the confidence and self assurance that comes from the experiences they have had, and they receive the new students who have arrived to replace the others, assuring them that the adventure will be worth the effort. There are also one or two who leave a bit of their hearts behind, or someone who will cause them to return, if not to continue, at least to relive the moments that will never leave their memories

Oh yes, I forgot, they've also have classes and studied a lot!."



Frances Gilroy and the UW students in the Program



La Plaza de San Antonio in Cádiz

**A message  
from the Chair on  
the "Gary Schmechel  
Memorial Fund"**

We mourn the loss of Gary Schmechel to cancer. He joined our MA program after a long hiatus from school. A talented and sensitive translator of Spanish poetry, Gary was in the first year of the Masters. His family and friends have initiated a scholarship fund in his name, to aid future graduate students with translation projects. Donations may be sent to the department with the memo line "Gary Schmechel Memorial Fund."

At the University of Washington, students discover as much about themselves as they do about their fields of interest. Their education is enriched by the generosity of alumni, parents, friends, corporate partners, and foundations. Here are some ways you can support your Division of Spanish & Portuguese Studies:

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