

Romance Languages & Literatures Communiqué

Autumn 2014

A Seamless Transition From the Outgoing Chair and the Incoming Chair

By Flore Zéphir and Charles Presberg

By the time the newsletter is published, I will have completed my sixth year as department chair and passed the mantle of leadership to my esteemed colleague, **Charles Presberg**, associate professor of Spanish. Charles earned his PhD from Harvard University in 1994 and is an expert in Spanish Peninsular literature of the Golden Age. He joined our department in fall 1995. Thanks to his 19 years of experience at MU, he has gained a thorough knowledge of all aspects of our department and the overall functioning of our university. All of us, myself especially, are eager to see our department continue to flourish and reach greater heights under his leadership.

In August 2014, we welcomed a new assistant teaching professor of Spanish, **Luis Cuesta**, who earned his doctorate from UCLA. Luis replaced Stephen Hessel, who left us two years ago. As I prepare to go on research leave, it is a great pleasure and privilege to have a last opportunity to share with our alumni, colleagues, and friends the many accomplishments of our faculty and our students, as well as the many activities and events that we organize in the Department of Romance Languages and Literatures.

In addition to MACHL 2013 (see next page), our department sponsored the Fifth Symposium on Catalan Language, Literature and Culture in March 2014, under the leadership of Professor **Mónica Marcos-Llinás**. Professors Magdalena Gelabert-Miró from Mal-

lorca, Spain, and Alberto Villamandos from the University of Missouri–Kansas City presented papers at the event. Our Afro-Romance Institute, under the leadership of Professor **Michael**



Professor Charles Presberg playing the straight man as Professor Flore Zéphir steps off the elevator to a reception in her honor.

Ugarte, sponsored the visit of Professor Dorothy Odartey-Wellington from the University of Guelph, Canada, also in March. She delivered a lecture on the culture of Western Sahara, a former Spanish colony now part of Morocco. Our institute also sponsored,

under the leadership of Professor **Mamadou Badiane**, the visit of Professor Adriana Méndez from the University of Iowa in October 2013. She spoke on the international context of Cuban abolition.

We thank the various units that have sponsored our events and supported our students: the Office of the Provost; the Graduate School; the College of Arts and Science; the Vice Provost's Office for Undergraduate Studies; the Vice Provost's Office for International Programs; the Chancellor's Diversity Initiative; the MU Arts and Humanities Small Grants Program; the MU Lectures Committee; the Honors College; the School of Journalism; the Departments of Political Science, History, English, and Women's and Gender Studies; the Film Studies Program; and the Center for Studies in Oral Tradition. We also express our thanks to the Institute Ramon Llull in Barcelona as well as the Ragtag Cinema in Columbia for their important contributions.

We likewise thank all our donors, especially **Carrie Wilkins, Jane Marie Robert, Lucinda Bagby Marrs, Mary Gutermuth, Patrick Monahan, John and Annice Wetzel, Stacey Ellen Hoult-Saros**, and **Brant and Judy Bynum**. Their generous gifts enabled us to help many students with either their travel to conferences to present papers or their internships abroad.

Members of the Arts and Science public relations team, **Laura Lindsey, Amanda Schlink**, and **Melody Galen** deserve special recognition for

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Seamless Transition

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attending and photographing our events. We include some of their photographs in this newsletter, and we invite you to view all of them on our department's website in the photo gallery. For updating and posting materials on our website, we thank **Shao-Yuan (Eric) Chiu**. For development efforts earmarked for our department, we thank **Leigh Anne Haun**. Lastly, we extend our thanks to our staff members: **Marcia Reeves**, for taking care of all of our fiscal matters; **Brenda Klemme**, for designing all our posters and brochures and helping with travel arrangements for our guests; and to **Mary Harris**, also for helping with travel arrangements and for proofreading materials for the chair.

We renew our commitment to MU's teaching, research, and service mission, and we are grateful for all the support during the past year that allowed us to fulfill our responsibilities to our students. Just as importantly, we genuinely appreciate the support of our alumni and our friends. We hope that we can count on all of you to help us with our future activities. In particular, we ask that you contribute to our gift fund so that we can continue providing exceptional learning and research opportunities for all our students. Please visit our Web page at romancelanguages.missouri.edu, or our page on Facebook, MU Department of Romance Languages and Literatures, to learn more about us and to stay abreast of department news. And please feel free to drop Charles a note at PresbergC@missouri.edu, or to call him at 573-882-8717, to share your news and your comments, or to make a donation to the department.

MACHL 2013: Translation and Change

By Charles Presberg

The major event last year was the Mid-America Conference on Hispanic Lit-



Newly elected Chair Charles Presberg, keynote speaker David William Foster, honoree Margaret Sayers Peden, and Provost Brian Foster at the MACHL conference, November 2013.

erature (MACHL), held on campus Nov 21–Nov. 23, 2013. An annual event, MACHL is the joint undertaking of the University of Kansas, MU, the University of Nebraska–Lincoln, the University of Wisconsin at Madison and Milwaukee, and Washington University in St. Louis. For MACHL 2013, nearly 100 scholars from 40 colleges and universities throughout the nation came to MU to present scholarly papers that explored the broad theme of translation and change.

Besides the fine papers delivered during the regular sessions, the conference included two exceptional keynote addresses. First, on Thursday, **Akiko Tsuchiya**, professor of Spanish and Women, Gender, and Sexuality Studies at Washington University, delivered a lecture titled “Nineteenth-Century Spanish Women of Letters and Anti-Slavery Discourse: The Engendering of New Spaces of Sociability.” Next, on Friday, **David William Foster**, Regents Professor of Spanish, Women and Gender Studies at the University of Arizona, delivered his lecture titled “Four Founding Women of Latin American Photography.”

Beginning with its theme, MACHL 2013 drew much of its inspiration from the internationally acclaimed work of **Margaret Sayers Peden**, professor emerita of our department, honored guest of the conference, and translator of more than 60 books from Spanish into English. On behalf of both

the university and the College of Arts and Science, the organizing committee of MACHL 2013 awarded a plaque to Peden, honoring her, according to the plaque's inscription, for her “Lifetime Achievement in Literary Translation.” This surprise award was the highlight of the Friday banquet, held for all participants of the conference at the Reynolds Alumni Center, with music by the renowned Hanser-McClellan guitar duo.

As coordinator of MACHL 2013, I relied on the expert help of the conference organizing committee: Professors Mamadou Badiane, Guadalupe Pérez Anzaldo, Iván Reyna, and Mar

Soria López. The following members of the faculty also contributed to the conference by inviting our keynote speakers, organizing panels, delivering papers, or chairing sessions: Professors Demetrio Anzaldo González, Juanamaría-Cordones Cook, Mónica Marcos-Llinas, Joseph Otabela, John Zemke, and Flore Zéphir. Similar contributions came from our graduate students Danilo León, Wendy McBurney, Tomás Nicolás, and Ana Zapata Calle. Our staff members Brenda Klemme and Marcia Reeves also contributed in countless ways to make the conference a success. Generous sponsors of the conference included the Office of the Dean of the College of Arts and Science (Michael O'Brien), the Office of the Provost (Brian Foster), the Office of the Vice Provost for Graduate Studies (Leona Rubin), the Office of the Vice Provost for Undergraduate Studies (James Spain), the Office of the Vice Provost for International Programs (Handy Williamson), and our department's own Afro-Romance Institute.

Department Filmmakers

Erick Blandón had his filmmaking debut in May 2014 with the release of *Like the Mockingbirds of the Valleys*, a documentary about the music of the central highlands of Nicaragua and its northern European roots. As a result of his ethnographic research on subaltern and hegemonic cultures in Central America, he wrote the script for the documentary, which he co-produced and co-directed with Iván Argüello L. The film was released on May 29 at the Nicaraguan Institute of Hispanic Culture in Managua in front of an enthusiastic crowd of 600 people. The film received rave reviews in the Nicaraguan press for its ability to highlight the multicultural aspects of Nicaraguan identity and the different cultural aspects of both the northern and Pacific sides of Nicaragua. The documentary will be screened at MU in 2015.

Since 2006, **Juanamaría Cordones-Cook** has been producing documentary films, several exploring the African diasporic experience in Cuba. To date, she has produced 30 oral histories of prominent Afro-Latin artists and writers, and 12 documentaries of Afro-Cuban writers. In fact, in April 2014, she organized the MU premiere of her latest documentary, *Nancy Morejón, Famous Landscapes*,

which depicts the literary and artistic achievements of the most-celebrated Afro-Cuban (and Afro-Latin American) poet. Two distinguished guest speakers, Efrain Barradas, from the University of Florida, and Patricia González, from Smith College, were invited to the event to offer comments about Morejón and the documentary itself. In previous years, Cordones-Cook has screened some of her other films at MU, all of which have attracted large audiences.

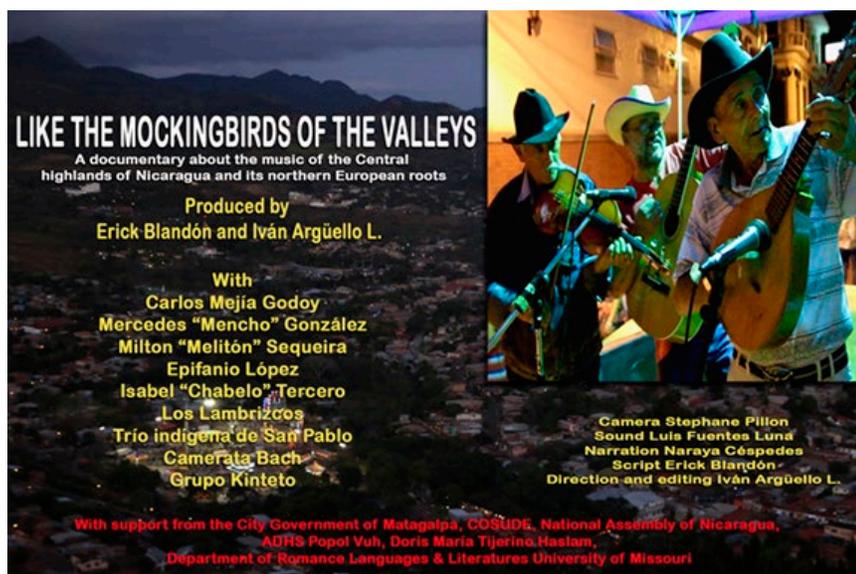
In addition to filmmakers, other colleagues within the department pursue a scholarly interest in film and, consequently, bring important filmmakers to campus. In February 2014, **Roberta Tabanelli** was the principal organizer of the visit of Afro-Italian filmmaker Fred Kuwornu, born and raised in Bologna, Italy, to a Ghanaian father and an Italian mother. Kuwornu showed two of his movies. In the first, *Inside Buffalo*, Kuwornu recounts the story of the 92nd Infantry Division of the Buffalo soldiers, who were the only African-American division actually to go into combat in Europe during World War II. The second, *18 Ius Soli* (or *The Right of Soil*) was presented at the Based on a True Story: The Intersections of Documentary Film and Journalism conference, organized by



Screenshot from the movie, *Elena*, by Brazilian filmmaker Petra Costa.

the MU School of Journalism. The *Right of Soil* is a grassroots documentary that follows the stories of 18 girls and boys born and raised in Italy. And yet, because these boys and girls are children of migrant workers, they are still not recognized as Italian citizens even though they are all 18 years old.

In April 2014, **Jack Draper** organized the visit of Brazilian filmmaker Petra Costa, who came to present a sneak preview of her acclaimed documentary *Elena* (2014). Costa's mother Li An Costa, also featured in the film, and one of the producers came to Columbia as well. The screening was held in front of a packed audience at Ragtag Cinema and was followed by an engaging Q&A session. MU was one of a very select group of institutions chosen for the film's pre-release university tour, along with Harvard, Columbia, and Stanford universities. The film itself is autobiographical, telling the fascinating story of Costa's family and especially the defining role of her sister Elena in their lives. Costa explores the possibility of transcending the tragedy of Elena's death through her loving relationship with her mother and through artistic expression that reveals the filmmaker's own impressionistic style.



A handbill from Erick Blandón's documentary.

Graduate Students

This past academic year has been particularly successful for our graduates. Twelve of them earned either their master of arts degrees or their doctorates. Collectively, they have secured good jobs and engaged in a variety of scholarly activities. Eleven new graduate students joined us in the fall.

On to a Job

Ana Zapata Calle, PhD '14, under the mentorship of Juanamaría Cordones-Cook, has accepted a visiting assistant professor's position at Indiana University–Bloomington. **Tomaz Cunningham**, PhD '14, under the mentorship of Carol Lazzaro-Weis, is in a tenure-track position as assistant professor of French at Jackson State University where he was hired last year as a lecturer. **José Carreño Medina**, PhD '14, under the mentorship of Erick Blandón, is in a tenure-track position as assistant professor of Spanish at Truman State University. He was hired last year at that institution as a visiting assistant professor. French doctoral student **Marie Line Charles** has accepted



a teaching position at Mexico High School in Missouri. French doctoral student **Scott Gossett** has accepted a position as a course-review specialist for the online program at Columbia College. **Karen Rojas**, MALT '14, has accepted a Spanish teaching position at Wright City High School near St. Louis. **Desiree Marmon**, MALT '14, has accepted an adviser position in the computer science department at Purdue University. **Shayla Morrow**, MALT '14, has accepted a Spanish teaching position at the Hot Springs School District in Arkansas. **Matthew West**, MALT '14, has accepted a French teaching position at Warrensburg High School in Missouri.

Scholarly Activities

Ana Zapata-Calle presented two papers in fall 2013: the first, "La absolución del crimen de la mujer negra cubana en 'Mi Nombre (Antielegía familiar)' de Excilia Saldaña," at the Mid-America Conference on Hispanic Literature held at MU; and the second, "La 'desincronización' de la santería cubana en *Gatos y liebres o libro de las conciliaciones* de Georgina Herrera," at the Confer-

ence of the Midwest Association for Latin American Studies held in St. Louis. Moreover, she published a book review of "El ser desplazado boricua de *En (el) imperio de (los) sentidos* de Daniel Torres," in the Puerto Rican online journal *El Post Antillano-Página O*. In summer 2014, she served as the assistant to the MU Summer Abroad Program in Oviedo, Spain.

Wendy McBurney presented two papers in fall 2013: "Art and Artifice: The Voice of the Other in the Movie, *Slum Dog Millionaire* and the Television Series, *El Clon*," at the Midwest Modern Language Association in Milwaukee; and the second, "La Malinche: la voz crítica en la conquista lingüística y militar de México," at the Mid-America Conference on Hispanic Literatures held at MU. In August 2014, she presented a third paper, "Voice and Voicelessness of the Black Female Subject in the Literature of Equatorial Guinea and Afro-Costa Rica," at the Afro-Latin/American Research Association Conference in Jamaica. In addition, she published an article titled "The Voices of Female Resistance in the Memorial Texts of the 1994 Genocide of Rwanda, *Left to Tell* Written by Immaculée Ilibagiza; *Murambi* by Boris Diop and *Shadow of Imana* by Veronique Tadjo," in the February 2014 issue of the *American International Journal of Contemporary Research*.

Helena Besovic has a paper, "La pesadilla en *El mundo de los sueños* de Ruben Darío," accepted for publication in *Céfiro*, a journal produced at Texas Tech University.

Danilo León presented three papers last academic year: the first, "¿Sujetos vulnerables?: La construcción e idealización del cuerpo femenino a partir del 'Otro' en la España contemporánea," at the Mid-America Conference on Hispanic Literature held at MU; the second, "Subjects of (un) Desire: The Immigrant Male African Body and Gender Roles in Contemporary Spanish Novel," at the Modern Language Association Conference in Chicago; and the third "Isabel de Ocampo's *Evelyn: Woman, Andean, Prostitute, and Immigrant in Spain*," at the MU Women's and Gender Studies' Graduate Student Research Conference.



Attendees of the summer 2014 Study Abroad Program in Lyon: from left, Casey Fogerty, Allyssa Morse, Prisca Rice, Jill Deutch, Meghann Black, Katelyn McConnell, Stéphanie Ruck, Savannah Viles, and Khalil Rahman.

Aliuska Molina Placeres wrote a master's thesis under the mentorship of Professor Michael Ugarte, "Un cajón vacío es imaginable. Efectos del poder y la censura en la cultura cubana del período de la Revolución."

Virginie Bléneau presented two papers in spring 2014: "Locating the Horizons of His Identity: Begag's Journey Toward Self-discovery in *Le Marteau pique-coeur*" at the Kentucky Foreign Language Conference; and the second, "Can Culture Survive Subjectivity? An Analysis of Eliette Abécassis' *Sépharade* (2009)" at the MU Women's and Gender Studies' Graduate Student Research Conference. She also published a paper, "From the Inside Out: Reversed Representation of the Outsider in Le Clézio's *Révolutions*," in the *Proceedings of the 2013 Conference of the Society for Interdisciplinary Study of Social Imagery* with Colorado State University. She has one book review accepted for publication in the October 2014 issue of the prestigious journal *French Review*, and an article in the fall issue of *Confluence: A Romance Language Journal of Saint Louis University*. Her French translation of Mark Schuller's 2012 book, *Cette charité qui tue. Haïti, l'aide internationale et les ONG*, is slated to appear later this year with Les Éditions de l'Université d'État d'Haïti in Port-au-Prince. She received a travel grant from the Graduate Professional Council. In summer 2014, she served as assistant to the MU Summer Abroad Program in Lyon.

Aurélia Mouzet, presented four papers last academic year: the first, "Littérature africaine et mythe de la Terre Promise: substrat néocolonial ou (con)quête de l'écriture" at l'Université Paris Ouest La Défense Nanterre; the second, "Humor in Janet Frame's *An Angel at My Table*" at the Northeast Modern Language Association Conference in Harrisburg, Pa.; the third, "Écritures de la traversée: miroir d'une terre promise" at Northwestern University; and the fourth, "Mythes et oralité dans *Un jour de grand soleil sur les montagnes de l'Éthiopie*" at the Colloque du Conseil International des Études Francophones in San Francisco. She is currently translating into English Ivorian dramatist Koffi Kwahulé's renowned play *Nema*, originally published in 2011. She received a Winifred Bryan Horner Scholarship for 2014–15.



Students attending the Summer 2013 Study Abroad Program in Oviedo, Spain. In front: Kristy Kilker, Meaghan Olsen, Emma Clawson, Megan Palmer, and Alexandra Yslas; in back: Ezenwany Ezekwe, Sarah Nussbaum, Zachary Wallace, Professor Madamou Badiane, Hudson Kyle, Edward Tokraks, and Charles Gutierrez.

Marie Line Charles presented a paper in spring 2014: "At the Corner of Dread and Despair: Gary Victor's *A l'Angle des rues parallèles*," at the Kentucky Foreign Language Conference. She also published a review of a book written by Haitian writer Nadève Ménard, "Écrits d'Haïti: Perspectives sur la littérature haïtienne contemporaine," in the journal *Alternative Francophone*, in January 2014.

Nabil Al-Awawdeh presented a paper in spring 2014, "L'apprentissage du français est impossible pour les Américains? Est-ce qu'il est possible de servir de leur langue maternelle?," at the Saint Louis University Graduate Students Conference.

Elisabeth Aguilar presented a paper, "Got to Be Real": Catherine de

Medici," at the MU Women's and Gender Studies Graduate Student Research Conference in March.

Alyssa Smith presented a paper, "Spatial Structures and Confinement in Ferdinand Oyono's *Une vie de boy*," at the Kentucky Foreign Language Conference in April.

Taoues Hadour presented a paper, "From Theory to Practice: How to Better Assess and Meet the Needs

of Fourth Semester French Students," at the Kentucky Foreign Language Conference in April 2014.

Emily Horn presented a paper, "La técnica cinematográfica y la deconstrucción del ideal nacional franquista en *¡Bienvenido Mister Marshall!*," at the Kentucky Foreign Language Conference in April 2014.

Elkin Pérez-

Arroyo presented a paper, "Destrucción de la nación republicana en las mujeres de *La voz dormida* de Dulce Chacón," at the Kentucky Foreign Language Conference in April 2014.

Susanna Stone presented a paper, "La narración del pasado y la nación: La Guerra Civil y la memoria en *Soldados de Salamina*," at the Kentucky Foreign Language Conference in April 2014.

Celia Alpuche May was elected president of the MU Latino Graduate and Professional Network.

Undergraduate Students

Honors student, **Sophie Ida Winter**, who is majoring in French, international studies and journalism, with a minor in German, completed an internship in Morocco in the summer through the U.S. Department of State's Bureau of African Affairs. She worked at the U.S. Embassy in Rabat. During 2014–15, she is staying in Morocco as a Boren Foun-

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Student Success Stories

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dation Scholar, and she is studying at Al Akhawayn University in Ifrane where she takes French and Arabic classes, as well as courses in Arab history, politics, and economics. In addition, thanks to **Professor Muratore's** mentoring, she is translating into English a novel by the Moroccan writer Abdelatif Laâbi and is planning to interview him. Her trip to Morocco was funded by the Jane M. and Bruce P. Robert French Study Scholarship and the School of Journalism's Duffy Fund. In spring 2014, Winter received the MU Award for Academic Distinction.

Meenakshi Dalal, a French and journalism major who graduated with honors in December, was offered a full-time position for spring 2014 at the United Nations in New York with the Alliance of Civilizations. She was accepted in the Master of Science Program in International Migration and Public Policy at the London School of Economics, where she began her studies in fall 2014.

Last academic year, a total of 63 Spanish and French majors earned their bachelor of arts degrees. In February 2014, our department nominated students for scholarships given by the College of Arts and Science; we had several winners: **Kelly Bohan**, a French and English major, received a Lonald Hambley Scholarship. **Amy Esker**, a Spanish and economics major, and **Pari Jafari**, a French, classics, and biological sciences major, received Col. Arthur Allen and Ruth Earline Taylor Allen Scholarships; and Jafari received, too, the MU Award for Academic Distinction. **Alexis Kenney**, a Spanish and international studies major, received a Ralph K. and Maxine J. Hibbs Scholarship. **Ryan Levi**, a Spanish and journalism major, received a Thomas B. Harris Scholarship. **Emily Schoesmith**, a Spanish and biological sciences major, received a Haryette J. Campbell Scholarship. Spanish and biological sciences major **Sarah Nussbaum** received a scholarship from the Arts and Science Student Council, and

Elaine Anzaldo, a Spanish student, also received a scholarship.

Six students enrolled in **Mónica Marcos-Llinás'** Catalan class presented papers at the Catalan symposium (now in its fifth year) that she organized in March 2014. Student presenters included **Robert Lawson**, **Ali Khenissi**, **Victoria Harp**, **Ashley Bushnell**, **Jessica Vogel**, and **Ryan Schuessler**.

Faculty-led programs continue to be very successful and have grown over the years. Mamadou Badiane directs the summer study-abroad program in Oviedo, which began in 2007 under the leadership of John Zemke. Carol Lazzaro-Weis and Dan Sipe alternate leading the summer study-abroad program in Lyon, which began in 2010. Béa Galimore directs the program in Rwanda, which began in 2009, and Lorna McCune directs the January intersession program in Costa Rica, which began in 2011. One real measure of the success of the study-abroad programs is the number of students who continue their language study and go back to the target-language-speaking country before or after graduation.

For example, **Ayelan Costa**, a French and Spanish major, taught last year in Toulon. **Kelsey McCleary**, a French major, is teaching this year in Aix. Two communications and journalism majors and French minors, **Tessa O'Neil** and **Megan Suddarth**, are interning around Paris this year. **Sarah Campbell**, a French major, was an intern in Brussels this summer. **Bradley O'Neil**, a Spanish student, went to Lima, Peru, from March to July 2014. **Dan Kordenbrock**, from the Law School, went back to Rwanda and did an internship on the community justice trials, also called Gacaca. **Lauren Wepprich**, a biology major, went back to Rwanda for an internship in fitness and nutrition. **Lauren Richardson**, a graduate from the School of Journalism, went back in 2013; she stayed in Rwanda and now works with a television news channel.

Personal Corner

By Flore Zéphir

Our department mourns the passing of **Gali Bhagvandoss**, known to all of us as "**Doss**." He was the coordinator of the language resource lab for more than 30 years. His passing on Aug. 9, 2014, left a void in the department and building community. Doss is survived by his wife, Nemmi, and his daughter, Nammi.

We also mourn the passing of **Daniel Gulstad**, professor emeritus of Spanish, on July 14, 2014. Dan is survived by his wife, Wilma, his son, Bill, and his daughter, Rita, who is provost at Central Methodist University.

We are saddened by the passing of Mary Jo Muratore's mother, **Grace Muratore** or Manmie Grace, as some of us called her, on July 7, 2014. Manmie Grace spent the last two of her 98 years in Columbia, under the loving care of her daughter.

We were shocked by the death of **Rui Ren**, who was enrolled in our master's program in French. Rui was a native of China who came to MU in fall 2011, after having received her bachelor of arts in French from Southwest Jiaotong University in June 2010. As a graduate student, she was well liked by all her professors, who unanimously agree that she was a very conscientious student who applied herself at all times and excelled. As a graduate instructor, she was equally liked by her students who always offered rave comments about her. Her passing in July 2013 left a void in our department and in the MU community. She is sorely missed.

We welcome the birth of the newest members of our department. Frances Ugarte, born on March 3, 2014, is the granddaughter of Spanish professor **Michael Ugarte**. Lexi Abigail Klemme, born on Oct. 17, 2013, is the granddaughter of our administrative assistant **Brenda Blemme**. Gemma Anwyn Webster Smallheer, born on June 24, 2014, is the daughter of French doctoral student **Courtney Webster** and Jason Smallheer.

French graduate student **Matthew West** married Krysta Palafax in November 2013.

By Flore Zéphir

We enjoy hearing from our alumni, and it is a real pleasure when they contact us to share their successes, or when we read about their accomplishments in the print media. In future newsletters, we will feature other alumni.

Kimberly Marshall, BA '07 Spanish and English, has been named U.S. consul in Palma de Mallorca, Spain. As stated in the U.S. Embassy press release, she assumed her responsibilities in January. She previously served as the U.S. consular assistant for the Consular Agency in Palma de Mallorca for the last three years. Before her employment there, she worked in the private sector both in Spain and the U.S. For over 13 years, she was a consultant and grant writer for American companies and organizations in a variety of fields. During her employment with private companies in Mallorca, she gained important experience collaborating with Spanish businesses, government agencies, and regional authorities.

Rita Gulstad, PhD '05 Spanish, has been named the first-ever provost at Central Methodist University in Fayette, Mo., appointed in February 2014. She first went to CMU in 1991 as the public services/systems librarian. She then moved from the library staff into the position of dean of extended studies and learning resources in 2001. By 2006 she was appointed vice president and dean of the university. She is credited for having increased enrollments and expanded academic programs at CMU.

Antonio Tillis, PhD '00 Spanish, professor of Spanish, has been named the new dean of the School of Languages, Cultures, and World Affairs at the College of Charleston. He began his new position in July. Prior to joining the College of Charleston, he served as chair of the American studies department at Dartmouth College from 2009 to 2014; he also taught at Purdue University from 2000 to 2009, and served there as the inaugural director of the Latin American and Latino Studies Program. He has also held visiting appointments

Alumni Spotlights

at the University of the West Indies in Mona, Jamaica, and at the Federal University of Minas Gerais in Brazil, where he was also a Fulbright scholar. An expert in Afro-Hispanic studies, he has written or co-edited five books. One important book, *Manuel Zapata Olivella and the "Darkening" of Latin American Literature*, originally published in 2005 by the University of Missouri Press, has been translated into Portuguese. In addition, he has published over 20 scholarly articles and numerous review essays; he has also presented countless papers at national and international conferences.

Dorothy Mosby, PhD '01 Spanish, associate professor of Spanish, is chair of the Department of Spanish, Latino/a, and Latin American Studies at Mount Holyoke College, where she has been teaching since 2003. Previously, she chaired the African-American and African Studies Program in 2009. Prior to joining Mount Holyoke, she was a graduate fellow at Trinity College from 2000 to 2001, and she taught at The Ohio State University from 2001 to 2003. She also holds a courtesy appointment at the Universidad de Costa Rica and has directed a number of study-abroad programs in Costa Rica. She is an expert on Afro-Cost Rican literature and has published a great deal on the subject. In fact, her latest book, *Quince Duncan: Writing Afro-Cost Rican and Caribbean Identity*, was just released by the University of Alabama Press in the spring.

Sheridan Wigginton, PhD '01 foreign language education, associate professor of Spanish, is chair of the Department of Languages and Cultures at California Lutheran University in Thousand Oaks, Calif. Before moving to California, she was the chair of the Spanish

program at Briar Cliff University in Iowa from 2009 to 2011, and the director of the foreign language teacher certification program at the University of Missouri–St. Louis from 2002 to 2009. She also had a one-year visiting teaching position at Guilford College in North Carolina in 2001. She has written several scholarly articles and presented papers on the theme of cultural and racial identity in the Dominican Republic and how this identity is reflected in the educational system. She is completing a book manuscript titled *Learning to Be Dominican: Nation, Identity, and the Haitian Other in Dominican Schoolbooks*.



French graduate students Scott Gossett, Elisabeth Aguilar, and Taoues Hadour at Flore Zéphir's reception.

Cecilia Saenz-Roby, PhD '08 Spanish, assistant professor of Spanish, has been teaching at Oakland University since fall 2008. Her book, *El irreverente discurso fundacional de Juana Manuela Gorriti*, was published in 2013 by Editorial Corregidor in Argentina.

Elisa Rizo, PhD '02 Spanish, is an associate professor of Hispanic studies in the Department of World Languages and Cultures at Iowa State University, where she has been since 2007. Previously, she taught at Westminster College in Fulton, Mo., from 2002 to 2007. Her research and publications focus on the literatures and cultures of Equatorial Guinea and the African diaspora in Latin America. Additionally, she

Asier Alcázar, associate professor of Spanish, has published his second monograph, *The Syntax of Imperatives*, a joint work with Mario Saltarelli, in the Cambridge University Press series *Studies in Linguistics*, in January. He participated in a Festschrift and has contributed to the *Encyclopedia of Hispanic Linguistics* produced by Routledge. He is now working on his third book, *Belling the Cat: Writing Argumentative Essays*, a writing manual currently under review.

Demetrio Anzaldo-González, associate teaching professor of Spanish, presented scholarly papers on Latin American women writers and Latin American cinema and literature at eight professional conferences including the Latin American Studies Association in Chicago, the Southwest Council of Latin American Studies in San Diego, the Rocky Mountain Modern Language Association in Vancouver, Wash., and the State of Iberoamerican Studies at the University of Minnesota, among others. He published five literary essays in various journals. He gave several presentations on campus on Latin American culture, and offered a Spanish course for medical students

Demetrio Anzaldo receiving a Blue Chalk Award for advising.



Faculty in Action

interested in global health issues within the Spanish-speaking communities. He continues to serve as a reviewer for the *Rocky Mountain Review*, and in June, he served as a reader for the advanced placement exam in Spanish literature.

Mamadou Badiane, associate professor of Spanish, published an article titled “Caribbean Cultural Conflicts: Négritude, Antillanité, and Créole,” in *The Middle Atlantic Writers Association’s* publication. He used his research leave to work on a book project, *The Return of the Rhythm: The Fusion of Transatlantic Rhythms*, in which he examines the profound effect American musical influences have had on Senegalese liberation movements and the quest for democratization. He presented a paper, “Representación de las ansiedades culturales en la poesía afro-caribeña,” at the Afro-Latin/American Research Association’s conference in Kingston, Jamaica, in August.

Erick Blandón, associate professor of Spanish, spent most of 2013–14 on research leave in Latin America working as a researcher, critic, creative writer, and filmmaker in both of his fields of interest, namely subaltern cultural studies and literary criticism. Although he stayed mostly in Nicaragua, he also went to Costa Rica and Chile. He participated in various academic activities, ranging from lectures, conference presentations, keynote addresses, and workshops, to a television show focusing on the work of Ruben Dario as a journalist in Europe and the Americas at the turn of the 20th century. In October 2013, he published an essay in *La Revista de la Academia de Geografía e Historia de Nicaragua*; and another, in *Ediciones del Festival Internacional de Poesía de Granada*. He was one of the poets invited to give a reading at the 2014 International Poetry Festival in Granada, Nicaragua. He collaborated with filmmaker Iván Argüello L. on

the editing of a documentary about the modernization of the system of justice in Nicaragua, and participated in a panel on the literary generation of the 1970s. Moreover, he lectured at the First Congress of the Greater Cultural Area of Ulúa-Matagalpa on the difficult relations between the Matagalpa Indians and the Spanish conquerors and the seduction of the indigenous community by the Catholic actions of the 20th century.

Rita Caviglioli, professor of Italian, was on research leave in Italy during 2013–14, where she spent most of her time on various research projects dealing primarily with the theme of cultural age studies. She is working on a book titled *Memory, Identity and Creativity: Reflections from Creative Writing Workshops for Mature Adults Across Italy and the United States*. In addition, she is working on another project that focuses on the theme of female mobility as portrayed in early 20th-century Italian children’s literature. This work investigates the ways in which writers explore and nourish young women’s imaginations.

Juanamaría Cordones-Cook, professor of Spanish, continues to research the Havana Black Renaissance and the Afro-Cuban Intelligentsia. Her research has been supported by the Mizzou Advantage program, the MU Research Council, and the Fundación Caguayo in Santiago de Cuba. In 2014, she completed two documentaries: *Rogelio Martínez Furé: Un griot cubano*, and *Choco*. She also published two books: the first, *NM–RB: Dos mujeres, una isla / NM–RB: Two Women, One Island*, by El Fortín; the second, a revised edition of an earlier work, *Soltando amarras y memorias: Mundo y poesía de Nancy Morejón*, published in 2014 by Ediciones Sur, Instituto Cubano del Libro. She contributed several articles to the special issue of the *Afro-Hispanic Review* devoted to the works of Afro-Cuban artist Rolando Estévez, and Afro-Cuban writer Nancy Morejón. In addition, she gave several featured presentations and keynote addresses. Her documentaries continue to be shown at various film festivals and institutions in the U.S., and in Colombia, South America.



Catalan students with guest speaker Magdalena Gelabert-Miró. Front: Victoria Harp, Mónica Marcos-Llinás, Jessica Vogel, and Gelabert-Miro. Back: Ashley Bucknell, Ryan Schuessler, Robert Lanson, and Ali Khenessi.

Jack Draper, associate professor of Portuguese, was on research leave in 2013–14, working primarily on his second book, *Saudade in Brazilian Cinema: The History of an Emotion on Film*. This book traces the cinematic representation and expression of a quintessential Brazilian emotion from the 1950s to the present and is forthcoming with Intellect Books in 2015. Draper was also awarded an MU Research Council grant in 2014 to help fund the translation and Brazilian edition of his first book, *Forró and Redemptive Regionalism from the Brazilian Northeast* (Peter Lang, 2010). The work is being translated into Brazilian Portuguese and is forthcoming in November 2014 from Intermeios.

Béa Gallimore, associate professor of French, was on research leave in 2013–14, in Kigali, Rwanda, where she served as a researcher in residence and special adviser to the executive secretary at the National Commission for the Fight against Genocide (CNLG). In that capacity, she served on the CNLG scientific committee and the steering committee for the commemoration of the 20th anniversary of the genocide against the Tutsi in Rwanda. Furthermore, she was a participant at How Academics

Can Influence Policies, a forum in which she focused on the importance of a Genocide Independent Research Institute, which can reinforce partnerships between Rwandan and international academic researchers and policymakers in genocide studies. She presented a paper, “Music and Violence and the Genocide Against the Tutsi,” at a conference organized by the

French Institute and l’École des Hautes Études en Sciences Sociales in Kigali in October 2013. Earlier that year, in May, she delivered a presentation, “We Are All Rwandans! From Division to Homogeneity in the Post-genocide Rwanda,” at Metropolitan Community College, in Kansas City. In fall 2013, the *International Journal of Conflict Resolution*, produced at MU, published selected papers from the 2012 symposium on the Rwandan genocide that she had organized. She wrote the introductory essay to the volume.

Assistant Teaching Professor **Dawn Heston** taught the honors Spanish 1200 course, and she took her students to a combined movie viewing (with Honors 1100 & 2100) to see *Como agua para chocolate*, an award-winning movie based upon the novel by Mexican writer Laura Esquivel. She participated in the MU May Celebration of Teaching conference as presenter on the use of VoiceThread.

Valerie Kaussen, an associate professor of French who also teaches film studies, took a group of students to Accra, Ghana, during the January 2014 intersession. There she taught a course titled “Video and Advocacy in Ghana.”

She also has two articles about to be published. The first analyzes the theme of home in the work of Haitian-American writer Edwidge Danticat and will be published in a Routledge Press volume on American ethnic literatures. The second, “The Labor of Giving,” analyzes, through a new-media studies frame, the phenomenon of digital donations as a response to the 2010 earthquake in Haiti; it is slated to appear this fall in the journal *FrancoSphères*.

Carol Lazzaro-Weis, professor of French and Italian, serves as the president of the American Association for Italian Studies, having been re-elected for a third term. In May, she organized the meeting of the association, which was held at the University of Zurich, in Switzerland; she also presented a paper at that meeting. Under her leadership, the scholarly journal of the association, *Italian Culture*, received a great deal of visibility, as it was named journal of the month in April 2013 by Maney Publishers. This past year, she published two book reviews. During her research leave in fall 2013, she worked on her monograph, *In Search of History: Women Writers and the Historical Novel*, and on a compilation of a series of essays, *Translation in Italy*. In March, during Canada Days, she was asked by the Canadian Studies Program to introduce the movie *Orderers*, a historical drama from Quebec about the incarceration of innocent civilians during the 1970 October Crises and the War Measures Act enacted by the Canadian government of Pierre Trudeau. She also co-hosted the visit of Eric Marquis, the Quebec government representative in Chicago, who came to discuss Quebec exchanges with U.S. universities. This past spring, she served as outside member of the master’s thesis committee of Danielle Gibbons, a student in the art history department, who wrote on the theme of 18th-century French portraiture. She was also invited to be the external member of the dissertation committee of Veerendra Kumar Mishra, a doctoral student from the Department of Humanities and Social Science at the Indian Institute of Technology in Rourkee, India, who successfully defended his dissertation in April 2014.

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Faculty in Action

Continued from previous page

Marvin Lewis, professor emeritus of Spanish, published his latest book *Adalberto Ortiz: From Margin to Center*



Professor Béa Gallimore and Tim Gallimore working at the Nsanga Center in Kigali, Rwanda. May 2014.

in early 2014 with Lehigh University Press. He also spent time in Uruguay as a Fulbright specialist giving seminars and presentations and developing courses on the African diaspora in the Americas.

Mónica Marcos-Llinás, associate teaching professor of Spanish and Catalan, translated into Spanish a book on immigration in Europe, *Africanos en Europa: La cultura del exilio y la emigración de Guinea Ecuatorial a España*, written originally in English by Michael Ugarte. She also translated an article by Professor Anny Curtius of the University of Iowa, “De cuerpos desnudos pintados y de estatuas decapitadas: La historia interpretativa de Fort-de-France,” published in *Revista de Crítica Literaria Latinoamericana* in 2014.

Megan Moore, assistant professor of French, continues to work on gender in the medieval Mediterranean, and her book, *Exchanges in Exoticism: Cross-cultural Marriage and the Mak-*

ing of the Mediterranean in Old French Romance, published by the University of Toronto Press in February, explores how medieval literature imagines noble women as integral to exchanging and expanding the Mediterranean empire. She also attended several conferences specializing in Mediterranean studies. Most recently, she presented a paper on women’s work in medieval translations in Marbella, Spain, in May. She continues to be an active member of the Medieval and Renaissance Studies Committee. She is on research leave during academic year 2014–15 to work on her second book, tentatively titled *Good Grief: Gender and Emotion in the Medieval Mediterranean*.

Edward Mullen, professor emeritus of Spanish, reviewed an article for the *Revista Canadiense de Estudios Hispánicos* to appear in November 2014. He also published a review of the English translation of Nelson Etupiñan Bass’ work *Al norte de dios (The Other Side of God)*, by Henry J. Richards, in *The Afro-Hispanic Review* in spring 2013. A second edition of his work, *The Life and Poems of a Cuban Slave*, has been accepted for publication by Palgrave Macmillan in their new series *Afro-Latino Diasporas*, to be released in 2015.

Mary Jo Muratore, professor of French, published an article “The Poetics of Indeterminacy: Corneille’s *Le Cid*,” in *Romance Quarterly*. A second work, “Covert Conundrums: Chaos Unvoiced in Assia Djébar’s *Les Enfants du nouveau monde*” has been accepted for publication in *Studi Francesi*. She has recently reviewed and edited a number of scholarly manuscripts for *Neohelicon: Acta Comparationis Litterarum Universarum*. Her work with graduate students in a seminar offered this past fall, Scholarly Publications: Theory and Practice of Professional Writing, resulted in notable successes. Students were exposed to a variety of publishing strat-

egies and opportunities ranging from articles; reviews; presentations; translations; commentaries; and compilation of, and contributions to, literary compendia and anthologies; to the multifocal process of arranging and actualizing interviews with writers. As part of the course requirements, students were to write and submit a conference presentation, write and submit a critical review of a scholarly work, and write and submit an article for publication to a reputable journal. Each student had a paper accepted and presented at a national conference. While she and her students await feedback relative to the placement of reviews and articles, two have received notice of book review acceptances. Another student has been granted permission by contemporary Ivorian dramatist Koffi Kwahulé to translate his play *Nema*, a project that is well underway at this time, and that, upon completion, will constitute the first edition of the work accessible to Anglophone readers. Appointed by Faculty Council to chair the campus promotion and tenure committee, she was also invited to lead workshops on essential keys to the preparation and presentation of candidacy documents for tenure and promotion.

Joseph Otabela-Mewolo, associate teaching professor of Spanish, published a paper, “Trajectoires croisées de quelques écrivains francophones et hispanophones d’Afrique noire et des Caraïbes,” in a collection of essays, *Francomanie, francophilie, francophobie: Atouts et enjeux de la francophonie littéraire en Afrique*. The collection was edited by Richard Laurent Omgba, Raymond Mbassi Ateba, and Claude Abada Medjo and published by Éditions des Archives Contemporaines in fall 2013.

Guadalupe Pérez-Anzaldo, assistant professor of Spanish, completed her second book, titled *El espectáculo de la violencia en el cine mexicano del siglo XXI*. The book is slated to be published by Ediciones Eón this fall. She also published two book chapters: The first, “Espectulares identidades enmascaradas en el cuento ‘Bien Pretty’ de Sandra Cisneros,” was published in a volume titled *Máscaras, disfraces y travestismos en la*

narrativa corta latinoamericana, published in San José, Costa Rica. The second, “(Re)elaboración y resignificación del signo madre en tres cuentos mexicanos contemporáneos: ‘Mentira piadosa’ de Silvia Molina, ‘Tomate’ de Sabina Berman y ‘De generación en generación’ de Martha Cerda,” appeared in *Prototipos, cuerpo, género y escritura*, a volume published by Universidad Michoacana de San Nicolás de Hidalgo in Mexico. In addition, she presented scholarly papers at six professional conferences, including the Latin American Studies Association in Chicago, the Southwest Council of Latin American Studies in San Diego, and the Rocky Mountain Modern Language Association in Vancouver, Wash., among others.

Iván Reyna, associate professor of Spanish, is working on two book manuscripts. First, he is finishing the revisions of his annotated edition of the *Verdadera Relación de la Conquista del Perú* by Francisco de Jerez, originally published in 1534. Second, he is in the process of collecting information for another annotated edition, that of José Torres Larás *La trinidad del indio*, first published in 1885. Reyna will be on leave during 2014–15, hoping to finish and publish both manuscripts. He also plans to work on his next project, tentatively titled *The Evil of the Conquest*.

Dan Sipe, associate professor of French, is awaiting the publication of his article, “Teaching Victor Hugo’s Utopianism,” slated to be published in the Modern Language Association’s book series *Approaches to Teaching World Literature*. He took a group of students to Lyon in summer 2014. He will be on leave during calendar year 2015, working on his second book, tentatively titled *Slackers, Deadbeats, and Dandies*.

Mar Soria, assistant professor of Spanish, organized keynote speaker Akiko Tsuchiya’s visit to the Mid-America Conference on Hispanic Literatures held at MU last November. She also gave paper presentations at different conferences such as the Midwest Modern Language Association in Milwaukee last November, and the Northeast Modern Language Association conference in Harrisburg, Pa., in April. She

was invited to give a talk titled “Patriotic *Chulo/as*, American Villains, and Emasculated Catalans: Imagining the Ideal Francoist Nation in *Viejo Cine Español*” at the University of Missouri–Kansas City. She also organized and chaired a panel, Narrating the Nation on Contemporary Spanish Culture, at the Kentucky Foreign Language Conference in Lexington this past April, on which three Spanish graduate students from our department presented their research papers. Two of her articles have been accepted for publication in *Anales de la literatura española contemporánea* and *Revista de estudios hispánicos*.

Roberta Tabanelli, associate professor of Italian, is working on a composition textbook for intermediate and advanced Italian language courses, which is under contract with Edizioni Fari-nelli in New York. In December 2013, she was invited to be one of three keynote speakers at the European Studies Conference, Bridging European Divides, at the University of Iowa, where she delivered a paper titled “Transnational Cinema and the Italian Migrant Film.” In April 2014, she gave another talk at the Fifth Annual Film Symposium on New Trends in Modern and Contemporary Italian Cinema held at Indiana University in Bloomington. She continues to work with the Freshmen Interest Group and facilitates the Film Studies Group. In April 2014, she introduced a group of engineering students to basic Italian words, phrases, and Italian culture in preparation for travel to a summer program in Italy. She is on the editorial board of the *Journal of Urban Cultural Studies*, for which she serves as a peer reviewer. She is on leave during academic year 2014–15, working on a book manuscript titled *Beyond Cinema: Italian Transnational Cinema 1990–2015*. Her research has been supported by a faculty incentive grant from the Arts and Science Alumni Association and by the MU Research Council.

Michael Ugarte, professor of Spanish, is on leave funded by the MU Research Council during 2014–15. He is working on his book manuscript titled *The Subaltern Dares Speak: Africans Writing in Spanish*. He is spending part of the time

in Spain conducting interviews with Africans from both northern and central-west Africa now living in Spain.

Juan Wang, assistant teaching professor of French, participated in the Chinese translation for the Pathways Project for the Center for Studies in Oral Traditions, directed by Professor John Zemke. She was also involved in research on the Languages Across the Curriculum Project in the provost’s office and attended the Languages Across the Curriculum Conference in Richmond, Va., in September 2013. In addition to teaching French language and literature classes in our department, she teaches small classes in the Hon-



French undergraduate student Sophie Ida Winter.

ors College on such themes as global perspectives on current affairs and appreciation of Francophone cultures. In spring 2014, she mentored honors student Catalina Costa in an introductory class on French literary analysis, thus allowing Costa to complete the course through the Honors Learning-by-Contract program.

John Zemke, professor of Spanish, continues to serve as editor of *Oral Tradition* and director of the Center for Studies in Oral Traditions. He delivered two plenary addresses: the first, “Bible Translation Pathways: Oral Tradition and New Media,” was presented to the Biblical Nida Institute’s Third Annual Seminar on Intersemiotic Translation, held at Concordia Semi-

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Academics with a Conscience

By Flore Zéphir

Besides their traditional roles as academics, several members of our department devote their time, energy, and talent to humanitarian work, pursuing social justice beyond the university and beyond national borders.

Béa Gallimore's most recent area of teaching, research, and service is genocide studies with an emphasis on women and violence. She endeavors to be a forceful voice for victims of genocide, particularly the victims of the Rwandan genocide, during which thousands of women were raped. These women have had to overcome countless psychological traumas as they rebuild their lives. To help them, Béa founded in 2005 an organization called Step Up! American Association for Rwandan Women. The primary goal of Step Up! is to provide training in peer trauma counseling, to all Rwandans, men as well as women. The second goal, she says, is "to build a counseling center for survivors

of gender-based violence that occurred during and after the genocide, and for all women victims of any type of violence." Step Up! also undertakes other projects, such as income-generating activities and

Spanish doctoral students Ana Zapata Calle and José Carreño Medina on graduation day, May 2014.

micro-finance projects to fulfill critical needs presented by Rwandan women who have regrouped themselves under the name Abasa, which means,

"We share the same fate." Step Up! has supported counseling sessions for women and children and has offered training to mental health providers in Rwanda.

In July 2013, Step Up! received a grant of \$15,000 from the Roros Foundation, a private U.S. concern based in Nashville, Tenn. The same summer, board members and friends of Step Up! pledged money toward a goal of \$35,000 to purchase a building that would house the counseling center in Kigali. Reaching that goal, Step Up! was able to purchase a three-bedroom house in December 2013. Renovations are underway, and an opening date for the center is set for late summer 2014. This new location will bear the name Nsanga Center, after Béa's mother, who was brutally murdered during the 1994 genocide.

Moreover, Béa has encouraged students to establish a Step Up! chapter at MU and another one at Marquette University. She serves as adviser to both chapters. She also organizes study-abroad programs in Rwanda. Students participating in these programs engage in service projects that enhance their social conscience. In fact, students from Step Up! Mizzou were involved with the MU visit of Rwandan genocide survivor, Emmanuel Habimama, who delivered a talk, "Healing: Rwanda 20 Years Later," jointly organized by our Afro-Romance Institute and Step Up!, under the leadership of Step Up!'s Vice President **Tola Pearce**, in April 2014. Like 16th-century French humanist François Rabelais, Béa believes that "*Science sans conscience n'est que ruine de l'âme*" ("Science without conscience is but the ruin of the soul").

Michael Ugarte has long been involved in issues of social justice, particularly immigration issues. He went twice to the US-Mexico border town of Douglas, Ariz., and the adjacent town of Agua Prieta in Sonora, Mexico, to do volunteer work, helping Mexicans who have tried unsuccessfully to cross the border. He helped,

along with other volunteers, to provide food and water to them. In addition, he was able to provide information to them in Spanish and acted as a linguistic and cultural broker. Michael became particularly involved with the work of a coffee cooperative in Chiapas, Mexico, headed by a Presbyterian pastor, Mark Adams. The story of this cooperative is well described in a book titled, *Just Coffee: Caffeine with a Conscience*, written by Mark Adams and Thomas Bassett III. Michael was asked to translate the book into Spanish; all proceeds go toward helping the border communities of Mexico overcome poverty, thus lessening the need to cross the border illegally, often at the risk of death. Under Michael's leadership, *Café Justo: Cafeína con conciencia* came to fruition. In addition to Michael, several members of our department (current and former) helped with the translation: Charles Presberg, Rosa Morales, Danilo León, Hilda Fennell, Tomás Nicolás, Blanca Kely, Lorena Medrano, and Toshiya Kamei.

Since 2008, **Valerie Kausen** has been traveling to Haiti to work with a group of small community schools in some of the poorer neighborhoods in Port-au-Prince. She has worked with the schools' founders by finding donated materials (computers and books), organizing fundraising drives, and helping them both identify and write grants for their operating costs as well as for their specific projects. One of these schools, The Solino Neighborhood Association School, helped her by giving her formal Haitian Kreyòl lessons in summer 2010. She was in Port-au-Prince when the massive earthquake struck in January 2010. Returning to Haiti several times over the next two years, she switched her research focus from Haitian literature to the visual culture of humanitarianism, crisis, and aid delivery. She is now in the final stages of completing a book manuscript on the ways that humanitarian organizations use new media (SMS technology, websites, satellite maps) to represent the Haitian population and to reach out to global publics. For this

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Reflections on Online Teaching

Spanish Literature of the Civil War

By Michael Ugarte



Virtual assignments, virtual lectures, virtual discussion, virtual students. Perhaps that last category

is not apt. The 10 students I had in Spanish 2320 in the winter/spring of 2014 (on the Spanish Civil War, cross-listed with Peace Studies) were real; it's just that I only met two of them face to face. One of these dropped the class; the other was thoroughly engaged, a pleasure to have as a student. But is that not the way it is in most classes? "Hay de todo," as we say in Spanish, or "it takes all kinds."

The question I have after having taught my first online class is: what exactly are the differences between an online class and a face-to-face class? For those of my generation, the answers are obvious, but the question is really not easy to brush aside. Most of the people directly involved in online learning (the tech people) argue that you can do just about everything online that you do in a "real" classroom, maybe even more. And I found this is partially true; it's just that the execution of everything—lectures, discussion, writing, grading—was different.

Just one example: the discussions were much more self-conscious. Students responding to my prompts on discussion board wrote formal answers with a few opinions, some personal remarks, some coherent, others not, but the point is they were writing, not just speaking off the cuff. So was this better? In a way yes, but in another way, no. I didn't see body language, facial expression, or other physical markers of learning. I can already hear the tech people saying, "But if you had your discussions on Skype, or if you used VoiceThread you could get

all that." Ok, maybe. I think the verdict is still out on all this.

But one thing I do know: I've never worked harder on a class in 30+ years of teaching, mainly because I always seemed to be "cyber-frustrated." If it were not for the help of educational technologist Catt Friel, Tomás Nicolás (ABD in Spanish), and the encouragement of Clarence Lo (in Peace Studies), I would never have gotten through this. Some other time, some other course? Maybe.

Teaching Spanish 1200

By Dawn Heston



The online courses are intended to provide an opportunity to take a language course to students

who would otherwise be unable to do so. The most important difference between the two course formats is the level of personal responsibility required for the student. Students who take online courses may originally believe that an online course may be easier—there are not the same demands for attendance. However, students soon discover that not meeting face to face can have its disadvantages. While meeting in person, students are reminded of upcoming quizzes in person. Based upon my experiences, it is more memorable to have a teacher reminding you in class of an upcoming quiz, than a printed calendar and Blackboard announcements. Also, what would be covered in class time is now shifted to the student alone—watching video-type presentations and pre-recorded images. Then, the homework is on top of this. So, the student should be, in essence, spending the amount of time they would spend in class (five hours per week) plus the approximately five hours per week that would be expected for homework in a course of this

type. Therefore, the commitment for studying, reading, viewing and doing homework should be approximately 10 hours per week. This is emphasized in the syllabus and course postings at the beginning of the class. The failure rate thus far for online courses is higher than in a face-to-face course, mostly due to students who simply do not complete the assigned tasks.

In the course design, we have been able to integrate the extensive use of VoiceThread (www.voicethread.com) for presentations by the teacher and interaction and recorded voice postings by the students. To this point, these have been asynchronous. However, we anticipate that in future semesters we will have synchronous chat (meaning the students will be able to actively speak to one another and have their conversation in Spanish recorded) similar to the way Skype functions (but with the ability to accept or reject recording). The technological tools are what will make the courses more personalized and more closely approximate what we are able to do in a face-to-face class. Certainly, a face-to-face class for languages is far superior, as the nuances of interpersonal communication are lost in cyberspace. For example, while a teacher presents new information to a class in person, one can see widening of the eyes or looks of confusion, or hear incorrect responses to questions and immediately respond to those signals. However, a pre-recorded presentation cannot do this. It is then up to the student to view the presentation, detect which portion is presenting problems, and then e-mail or do an online chat with the teacher to explain where the confusion lies and ask questions. Students are often reluctant to point out when they are uncertain, and the number of steps between being confused and receiving an answer to the questions presents a wider gulf to bridge online. Also, speaking in person with peers in class is an essential part of the experience

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Reflections on Online Teaching

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in developing language skills at the elementary level. We try to imitate this experience with technologies, but it is still not the same. Technology cannot capture the dynamic energy created by a classroom of 23 speakers in discussion. However, the online course is certainly a wonderful alternative for those who would otherwise not be able to take Spanish here at MU, those who work full-time, live in another community, or otherwise cannot come to campus five days per week. For those students, the online course has potential for great benefit.

Spanish American Civilization

By Lornaida McCune



In fall 2013 I taught an online course for the first time titled Spanish 2330–Latin American Civilization.

Reflecting on the development and execution of the course, I can say that it was a surprisingly rewarding experience overall. Surprisingly because one never can truly know what to expect when developing a course entirely online, and rewarding because what the students produced in the course far surpassed my expectations.

The development of the course was a challenge, to say the least. Although this is my area of expertise, and I was beyond excited to share my studies with the students, the technical aspects of the course were extremely frustrating at times. All my ideas were time consuming to translate into the course, mostly because of problems or conflicts with the platform used to deploy it. I spent close to a year developing the course, which included time researching outside materials to incorporate, reformatting videos, recording presentations, looking for images to convey topics, creating PowerPoint presentations that then had to be exported into another program. I even

learned basic HTML code to be able to bypass some of the issues I was having with the platform. Nonetheless, after all the work, I am extremely pleased and proud of the course, of how it presents the information to the students in a relatable and interesting way, and of how the students responded to the entire course.

Teaching a class online is challenging on many levels, not only for the instructor but also for the student. Teaching a survey class such as this one, that has the potential to be overwhelming for students due to the sheer time span of events covered, while focusing beyond the historical accounts with an emphasis on the social aspects of the times, was an exciting undertaking. For me, as an instructor, finding creative ways to engage students that I probably will never see was a great motivator to explore different means of interaction with the students. Through the use of VoiceThread (an interactive tool that enables the instructor and the student to comment on presentations or videos), I was able to recreate the lecture environment of a regular face-to-face class while also incorporating a lot of supporting material. Within this program, students were able to ask questions on anything they wondered and completed weekly assignments such as recording themselves reflecting

on material from the course. Also, within Blackboard, students were asked to leave written replies weekly to questions that incorporated the material and their opinions on specific historical or social issues being studied. Through assignments such as these, I was able to actively en-

gage with the students and see and access how they were processing the material from the course, and I was pleased beyond belief. Not only did the students far surpass my expectations, but also I could see how they were really thinking about what we were studying and critically thinking about the material. It was refreshing on so many instances to hear them responding to questions with statements like “I had never thought about it that way” or “Comparing it to what we had studied before...” Grading their assignments and listening to their analyses and opinions actually helped me think of the material in ways that I never had considered before.

In the end, I feel that the students learned more than they would have in a regular face-to-face class or lecture class due to the constant responses they were required to provide every week. I could track their progress more effectively through the use of this technology, and the students appeared to thrive and prosper in this environment. One of my students summarized it best when he/she wrote on the course evaluation “I measure the success of a class on how much information one might retain after finishing the class. There is a lot here that I believe will stick with me. Had a much more personal feel, which was unexpected from a class that I never had a regular campus meeting and which I never met the teacher face to face.”



Graduate students Evelyn Yamoah and David Anzaldo, and faculty members Joseph Otabela, Michael Ugarte, and Iván Reyna at the 2013 MACHL conference.

Special Accolades

Béa Gallimore, Step Up! founder and president, received the 2013 Humanitarian Award from the International Center for Psychosocial Trauma in recognition of her significant contributions to the welfare of Rwandan women and children.

Juanamaría Cordones-Cook has been named the Catherine Paine Middlebush Professor of Romance Languages. She will hold this prestigious chair from August 2014 until August 2017. In addition, one of her latest books, *Del palenque a las tablas: Antología crítica de teatro afro-latinoamericano* (Universidad Nacional Press, 2012), was selected by the minister of culture of Colombia to be distributed in all the schools, public libraries, and municipalities of the nation. The book will be re-edited in Cuba by the Instituto Cubano del Libro.

In December 2013, **Erick Blandón** received an award from the alumni of the Instituto Nacional del Norte “Eliseo Picado” de Matagalpa in recognition of his accomplishments as a cre-

ative writer, scholar, and teacher. On Feb. 14, 2014, he was named Distinguished Citizen of Matagalpa (Nicaragua) by the City Council.

Mary Jo Muratore received a 2014 Writing Intensive Teaching Excellence Award from the Campus Writing Program in recognition of her significant contributions to writing intensive courses for more than 20 years.

Mar Soria received a 2014 Faculty Achievement in Diversity Award from the MU Office of Student Affairs.

Demetrio Anzaldo received the 2014 Blue Chalk Advising Award from the College of Arts and Science Student Council.

Mónica Marcos-Llinás, Iván Reyna, Roberta Tabanelli, Carol Lazzaro-Weis, and **Juanamaría Cordones-Cook** were recognized at a May 2014 reception honoring campus authors.

Annicc Wetzel and **Lorna McCune** had their titles changed from instructor to assistant teaching professor, in recognition of their outstanding contributions to the teaching mission of our department.

Academics with a Conscience

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project, Valerie conducted research on several international organizations and interviewed their officers. These organizations include the International Organization for Migration, the International Red Cross, World Vision, and J/P HRO.

Demetrio Anzaldo believes that “as an inhabitant of our multi-cultural diverse, migrant and different society, [it is fundamental] to address the importance of truth, justice, freedom, and fraternity among all people, nationally and internationally.” To that end, he chooses to attend conferences that focus particularly on human rights issues. In March, he was invited to participate in an important conference at the University of Minnesota—The State of Iberoamerican Studies Series: Human Rights Across Disciplines. This particular conference had a profound impact on him, as there were important panel discussions about Latin American human rights matters that are critical to him, such as immigration and legal issues, racial prejudice, and women’s equal rights, among others. As an academic with a “conscience,” he endeavors to add his voice to those of others in the world community who wish to contribute to the betterment of the human condition. In his own words, “Adelante sigamos defendiendo lo mejor de la vida, no se pierdan...” (Onward, defending the best things in life, don’t miss it...)

Since his days as a master’s student at the University of Arkansas, **Elkin Pérez Arroyo**, now a Spanish doctoral student in our department, has been spending two weeks every summer in Bolivia with an organization called Chi Alpha. He volunteers his time at an orphanage in Sucre in order to make a difference in the lives of these children.

Alumni Spotlights

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has edited three literary anthologies of Equatorial Guinean literature: *Caminos y veredas: narrativas de Guinea Ecuatorial* (UNAM 2011); *Letras Transversales: obras escogidas de Juan Tomás Avila Laurel* (Verbum 2012); and *Crónicas de lágrimas anuladas: poesía y teatro de Recaredo Silebó Boturu* (forthcoming from Verbum).

Debbie Lee-DiStefano, PhD ’01 Spanish, teaches Spanish at Southeast Missouri State University, achieving the rank of professor in 2012. She has published one book and several articles on the Asian diaspora in Latin America. She has received several grants to conduct research in Cuba and Peru. In 2012, she organized the first Asians in the Americas symposium. The success of the symposium inspired others to

do the same at Pepperdine in 2013 and this year at Rutgers. She is working on a book proposal regarding the idea of “place,” questioning the terms Asia and America, as they influence disseminated knowledge in a global era. She was very active in the Missouri Course Redesign Initiative, and the commissioner for higher education selected her to be a “scholar” in recognition of her work with the Missouri Learning Commons, the consortium that oversees the course-redesign initiative.

Nicole Price, PhD ’05 Spanish, was promoted to associate professor with tenure at Northern Arizona University, where she has been teaching for several years. She is also the head of the Spanish section of the department called Global Languages and Cultures.

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Editorial Office

Romance Languages and Literatures
143 Arts & Science Building
Columbia, MO 65211
Phone: 573-882-4874

E-mail: romancelanguages@missouri.edu
Web site: romancelanguages.missouri.edu

Editorial Board

Mary Jo Muratore
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Melody Galen

The department appreciates hearing from alumni and friends. Send announcements or milestones to the address listed above.

Faculty in Action

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nary in St. Louis in October 2013. The second address was to the Fifth Institute of Ethnic Literatures International Seminar on Epic Studies and Oral Tradition in Beijing, in November 2013. He spoke, too, in Villabona, Guipuzcoa, Spain, about oral tradition and Bertsolaritza to the Basque cultural organization Bertsozale Elkarte. In June 2014, he was selected to participate in the MU Global Scholars Program held in Turkey and sponsored by the MU Council on International Initiatives. He published four articles last academic year. The first, "Creating the Future Out of the Past: Samuel G. Armistead (1927–2013), In Memoriam," appeared in *Medieval Encounters*. The second, "Is *convivencia* operative in the medieval *fueros*?" appeared in *Revisiting Convivencia*, an edited volume produced by the renowned publisher Juan de la Cuesta in 2014. The third, "John Miles Foley's Pathways Project, Oral Tradition and the Internet: An Introduction," was published in *Taiwan-Fujian Folk Drama*

International Symposium. The fourth, "Súplica matrimonial: un poema medieval judeoespañol desconocido (Vaticana Ebraici 377)," appeared in an edited volume titled *Aljamías: In Memoriam Álvaro Galmés Fuentes y Jacob M. Hassán*, published by the Universidad de Oviedo. In addition, he published a review article of Jesús Antonio Cid's book titled *El romancero asturiano de Juan Menéndez Pidal: Nuevas encuestas de Juan y Ramón Menéndez Pidal, 1885–1910*, published in Oviedo, Spain, by the Fundación Menéndez Pidal in 2010. The review appeared in *La Corónica* 41(2): 245–49, 2013.

Flore Zéphir, professor of French, was invited to give a keynote address on the influences of the home and external environment on the ethnic identity choices of second-generation immigrants at the third annual conference, Haitian Mental Health, organized by the Massachusetts School of Professional Psychology in May 2014. In addition, she presented a paper on color

and race ideology in well-known francophone Caribbean writer Maryse Condé's latest novel *La vie sans fards*, at the Afro-Latin/American Research Association's conference in Kingston, Jamaica, in August 2014. She also published a review of *Crossing the Water and Keeping the Faith: Haitian Religion in Miami*, a book written by Terry Rey and Alex Stepick, in the *Sociology of Religion: A Quarterly Review*. She is awaiting the publication of her article, "Challenges and Opportunities for Haitian Creole in the Educational System of Post-earthquake Haiti," to appear in the *International Journal of the Sociology of Language*, the special issue on the transnational politics of language in Haiti/Hispaniola. Having completed a six-year term as department chair, she is on leave during 2014–15, working on several research projects.