

DEPARTMENT
NEWSLETTER

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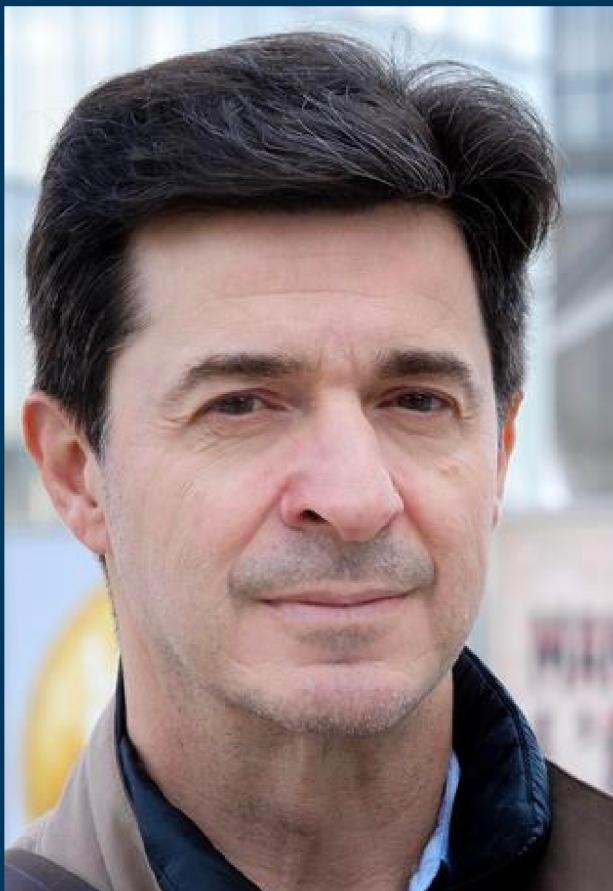
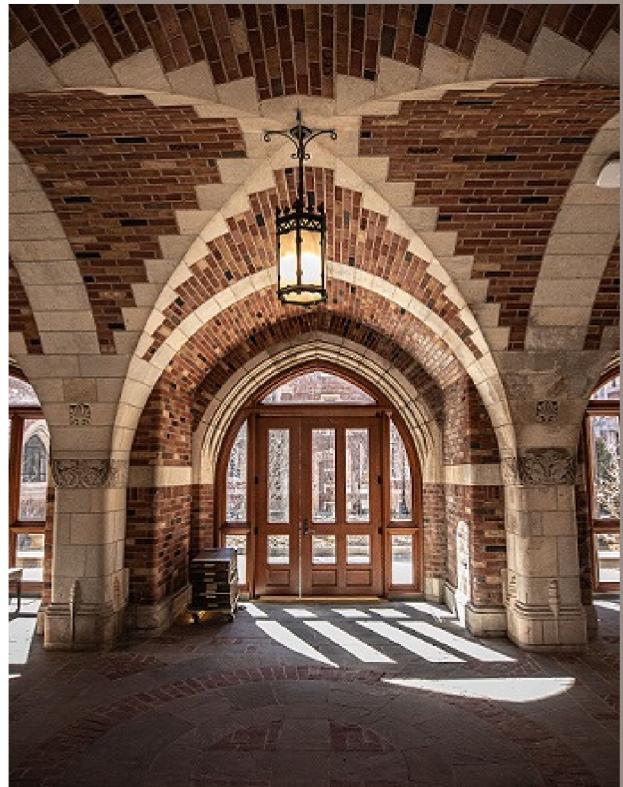
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OUR GROWING DEPARTMENT

Not all departments grow at the same pace. Ours has never stopped growing. Think of the constant work being done in the language programs, which require the work of every single one of the instructional faculty involved in the teaching of Spanish, Portuguese and —more recently—the Catalan tables. Pedagogies are changing at the rhythm society changes, at the rhythm learning changes—each of us learns things differently, as we are foci of multimodal approaches to the world we inhabit. Think of the articles and books we are publishing: they present new questions and arguments, they transform fields that address key cultural forms, both contemporary and historical, thus increasing not just the volume of knowledge, but also the perspectives we bring to its production, the dialogues that take place at the contact between what we study and how we study it (continued on p3).



FROM THE CHAIR'S DESK

This year I will be resuming my research time. This means that things are slowly coming back to normal —whatever this means, I know. At first, while we wrap up the semester, I will be preparing and planning what I plan to do in libraries and archives, mostly in Spain. Some graduate students will share part of that time with me. And I wish we had in the department some sort of collective research blog where we could exchange the daily experience of research wherever we are. I, for one, would love to know what colleagues and students do.

Research takes many forms and has different purposes: for some, research is necessary to build pedagogical materials and creating improved resources for (continued on p3)

OUR GROWING DEPARTMENT (CONTINUED)

The department also grows in many other ways. People are willing to join the department and thus create a new space of collective investigation and learning. During the academic year of 2022-2023, **NICHOLAS JONES** became our Assistant Professor in Early Modern studies, whose theoretical perspectives on the period and its sources are changing the shape and depth of the field. **LISA VOIGT** joins the department in 2023-2024 as Professor of Early Modern Colonial Studies, with an expertise that covers Spanish, Portuguese, Performance Studies, and archival research. Also in 2023-2024, **SANTIAGO ACOSTA**, a current Prodig post-doctoral fellow, will join the department as an Assistant Professor in contemporary Latin America with special interests in environmental studies and poetry. As part of our search, we will also be joined, in 2024-2025, by **OLIVIA LOTT**, after her post-doctoral fellowship at Princeton; Olivia is a specialist in contemporary hemispheric translation and translation studies. Furthermore, the Language Program has a director, **JORGE MÉNDEZ SEIJAS**, Senior Lector II, who joined the department in 2022-2023, and whose expertise in multimodal/multiliteracies is helping our programs grow in the right direction. **ALEX GIL**, a world-class specialist in Digital Humanities, joined the department in 2022-2023, as a Senior Lecturer II in Digital Humanities and Associate Director of the Creative Forum at Spanish and Portuguese. We have had the chance to be joined by new instructional faculty, including **NOELIA SÁNCHEZ WALKER, IAN RUSSELL, XIMENA GONZÁLEZ-PARADA, MARÍA JOSÉ GUTIÉRREZ BARAJAS, SARAH GLENSKI, and MAYTE LÓPEZ**. Last, but not least, is our new cohorts of graduate researchers and majors. To all of you, welcome, and thank you for being part of this growing department.

FROM THE CHAIR'S DESK (CONTINUED)

their classes; for others, working through a reading list to finesse ideas that will find their way into courses – because, indeed, there is an intimate connection between research and teaching; many graduate students will do library and archival research for the first time, and some are seasoned researchers, but all of them will be working on their dissertations; books, articles, and other scholarly products depend on this specific, magical activity that I personally enjoy so much.

// BECAUSE, INDEED, THERE IS AN INTIMATE CONNECTION BETWEEN RESEARCH AND TEACHING //

Every time I am in front of a new manuscript or a set of documents (I am, after all, a medievalist), I feel the same wonder and the same anxiety, regardless of the experience I have accumulated throughout the years. This is why I would like to know about all of you, about the kind of research you do, about the questions you ask, the problems you face, the wonders and anxieties you feel, the process that leads you to find your pedagogical tools, your conceptual maps, your ideas, and, of course, the moments of wonder, those instants in which you know something new has sparked between the materials you are working with and you.

FROM THE LANGUAGE PROGRAM DIRECTOR'S DESK

The most successful language programs are never static; rather, informed by experiential and theoretical knowledge, they are always trying out new strategies to become more effective at engaging and inspiring their students. We see this commitment to success in the Spanish & Portuguese language programs at Yale: at the end of this academic year 2023-24, my first as the Language Program Director, I can say that not one day has passed by without an instructor or a graduate student knocking on my door to discuss novel and creative ways to be more effective at teaching language and cultures, to make our courses more relevant and enriching for our students, to establish assessment practices that are not only valid and reliable, but also thought-provoking and fun. This same spirit is present in our course-level and general meetings (and even in our Happy Hours!), where we all as a community of practice brainstorm ways to turn many of our ideas into action. The willingness to constantly challenge themselves and one another that I have witnessed in all the Spanish and Portuguese instructors and graduate students at Yale requires both courage and humbleness. Courage to critically analyze their own work, and humbleness to accept that their materials and instructional practices can always be better. I could not be prouder to lead this group of professionals.

Change and innovation require more than willingness and actionable ideas, though. They also rely on the availability of financial resources and institutional support. Thanks to the Poorvu Center's Rosenkranz Award, the unwavering encouragement and support from our Chair, and the expertise of the Center for Language Study (Thank you, Nelleke! We will miss you so much!), we are embarking on an exciting new journey. Starting in the fall, the Spanish program will begin collecting quantitative and qualitative data from all our courses in the L1-L4 sequence. This data collection endeavor is part of a needs-analysis that will represent the first step towards a significant curricular redesign project. Our end goal is to use actual data from our students to further improve our placement mechanisms, our instructional objectives, and our assessment practices. The results of this project will be of extraordinary benefit to our most important stakeholders: our students.

Although we have been thinking about and working towards the Spanish program of the future, all the Spanish & Portuguese lecturers have also been working endlessly to make sure that the program of the present is rich with activities, contests, and events for our students and for our faculty. The vitality of our present is evident in the Photography contest that our colleague Sebastián Díaz has once again organized so well (the winning photographs are beautiful!), or in the Multimodal contest that Luna Nájera and some of her colleagues helped launch a few weeks ago (the winning projects are so creative and well-crafted!) or in the Catalan tables that Lourdes Sabé so enthusiastically led this semester (Gràcies, Lourdes!), or in the latest edition of LIFFY that Margherita Tortora put together (Spectacular film selections!). The list goes on and on. Special thanks go to the marvelous course coordinators, María Vázquez, Pilar Asensio, Carolina Baffi, and Giseli Tordin, who do so much to run the beginning and intermediate courses.



Toward a Queer Language Pedagogy

An interview with Ian Russell by María M Vázquez

IAN RUSSELL has been a lecturer in the Spanish language department since fall 2021. He received his Ph.D. in Hispanic Studies from Brown University in 2020, specializing in Peninsular Spanish Literary and Cultural Studies. As a graduate student and Dean's Faculty Fellow at Brown University, he developed an advanced, project-based course titled *Queer Aesthetics en español*, in which students built a website charting queer forms and connections through literature and art from the Spanish-speaking world. He is currently working on a manuscript proposal that expands on his dissertation, *Temporalities of Desire: Queer Relations across the Spanish Atlantic*, which studied homoerotic and otherwise 'queer' relations of Federico García Lorca, Luis Cernuda, and María Zambrano. He has published many articles on this subject in which he combines close textual readings of poetry and prose with a nuanced theoretical approach to temporality, queer desire and affect, and exile.

María M Vázquez: Clearly, the impact of queer theory and queer perspectives has significantly changed academic programs worldwide over the last few decades. However, little is known about the implications for foreign language teaching. Before we move forward, I want to clarify some concepts and misconceptions about what queer pedagogy is all about and why it is so important to consider sexual identity in our classroom alongside considerations of race, gender, and disability.

Ian Russell: The inclusion of LGBTQ+ texts, figures, and histories in our Spanish curriculum is an important—and urgent—strategy in our efforts to diversify the kinds of knowledge that we offer at all levels of instruction. Continually expanding the roster of authors, artists, and communities will allow us to continue to bring new voices into our work while creating space for feminist and anti-racist teaching.

Queer language pedagogy could offer a structural approach to objectives, assessments, and evaluations in the classroom to assist teachers and learners in identifying the ways that language constructs and enacts

the linguistic, gender, sexual, and racialized identities that coalesce in our communication and self-expression. Furthermore, I imagine a queer language pedagogy as one that not only (1) questions the hierarchies and exclusions naturalized in the heteronormative classroom, but also (2) underscores expressive and intercultural proficiencies as occurring through social relations and (3) values the construction of such proficiencies through critical analysis, performance, and community built through shared joy.

MV: Can you give us some examples of how sexual orientation or gender identity and expression are currently addressed in our language courses?
 (continued on p5)



Toward Queer Language Pedagogy (continued)

IR: As you already know, María, you've designed a wonderful opportunity for Spanish 110 students to reflect on their introduction to grammatical gender with a homework assignment that considers a podcast about different queer Spanish-speaking communities' search for a non-binary gender endings, such as -e or -x. This conversation not only engages students with current dialogues happening among Spanish speakers, but also creates meta-linguistic retention for the gendered agreement studied in class. These types of lessons can be integrated throughout the language curriculum. In Spanish 130, with the help of **Carolina Baffi**, I developed a short unit on contemporary Puerto Rican artist and poet Xavier Valcárcel's chronicle of his time in New York after Hurricane María. Through reading comprehension, multi-modal tasks, and re-design assignments, this unit asked students to create connections between the linguistic construction of the text's narrative and how the author and our society discursively and physically produce his varied, but intersecting, identities: poet, son, migrant, gay man, colonial subject, climate disaster survivor.

MV: What else can we do?

IR: At all levels we can start by being mindful of what kind of images we're showing and look for opportunities to bring in materials that can lead students to bigger questions of ethics, politics, or community solidarity (many of which they are studying in their other courses!). This can be as simple as discussing the diversity of families that students come from. We can also build reflection and critical analysis into assignments and ask students to think about how power, discourse, or the simple repetition of certain inclusions or exclusions create and solidify meaning.

MV: I understand you are working on a proposal for an L5 Spanish language course that brings queer histories and stories to the forefront. Could you please tell us more about it?

IR: In last year's Poorvu Center Course (Re)Design Institute, I began planning out course objectives for a queer Spanish class and, in the future, I do hope to

propose an L5 course. Such a course would use formative assessment to highlight queer histories and stories as well as to help students understand, produce, and negotiate meaning around queer communities. Students would analyze and interpret poetry, visual and performance artwork, and short stories from around the Spanish-speaking world. This course would serve both Yale's heritage and second language students as its focus on 'queerness' inherently valorizes all modes of self-expression and linguistic variety. We would attend to the ways that the word "queer" itself is misplaced when discussing the specificity of historically mediated identities from the Spanish-speaking world, which developed and thrived outside of Anglo- and USA-centric vocabularies. In the meantime, to keep developing and diversifying potential class material, I am working with graduate student **Alan Mendoza** to organize a queer Latin American and Iberian Reading group during the academic year 2023-2024. Ultimately, I hope queer content and queer language pedagogy will show our students how identity is constructed through language and will highlight for them the intertwined nature of language acquisition, social practice, and a pedagogy always focused on social justice.

MV: I hope we can offer this course to our students in the near future. Thank you, Ian, for all your excellent work and for sharing your insight and expertise on this subject with us. We appreciate having you and the unique perspective you bring to our program as we aim to establish a Spanish language program that values and supports all students regardless of their sexual orientation or gender identity. §

QUEER LANGUAGE PEDAGOGY COULD OFFER A STRUCTURAL APPROACH TO OBJECTIVES, ASSESSMENTS, AND EVALUATIONS IN THE CLASSROOM TO ASSIST TEACHERS AND LEARNERS IN IDENTIFYING THE WAYS THAT LANGUAGE CONSTRUCTS AND ENACTS THE LINGUISTIC, GENDER, SEXUAL, AND RACIALIZED IDENTITIES THAT COALESCE IN OUR COMMUNICATION AND SELF-EXPRESSION.

Noël Valis received the Association of American Publishers's PROSE award in the category of Literature for her book *Lorca After Life* (Yale University Press, 2022). ¡Felicitades, Noël!

Alan Mendoza Sosa received a FLAGS Award from the LGBTQ Studies Center to create a digital library and archive of Luis Zapata. He'll be working on this project this summer. Godspeed in Mexico, Alan!

We are very excited for Maripaz García, awarded a Professional Development Leave for the fall of 2023. She will be working on redesigning the intensive intermediate Spanish language course.

Charlie Mayock-Bradley received a Fulbright ETA Award with placement in Madrid, Spain, during AY 2023-24. We wish you well in all your endeavors, Charlie!

Parabéns!

Jorge Méndez-Seijas received this year's Rosenkranz Award from the Poorvu Center at Yale University to "support(s) significant teaching interventions that enhance student learning." ¡Eso!

Henry Large will start a 2-year MPhil degree in Latin American Studies at Oxford University next Fall thanks to a Rhodes Scholarship. We are proud of you for this achievement, Henry!

Enhorabuena to Lourdes Sabé and Rosamaría León whose proposals were accepted for the CLS's Instructional Innovation Workshop (IIW) May 15-19, 2023.

Professional Interventions

Our department has been busy this Spring semester producing and sharing our knowledge with our colleagues and students at Yale and elsewhere. We're proud to share a sampling with you.

Alan Mendoza Sosa • presented "Sounding the Earth: Ariel Guzik's Decolonial Acoustemology" at Brown University's conference "A Laboratory of Worlds: Ruptures, Futures Possibilities"; and "Libraries as Vital to Queer Heritage: The Latinx Origins of Mexican Queer Literature" at the Harvard-Yale-Brown Book History Conference: Textual Relations.

Alex Gil • offered the opening keynote at the "International Conference on Social and Climate Justice" at Fordham University in NYC; and offered guest lectures in Italy, South Korea, Germany and the United States on various subjects, ranging from translation of Caribbean poetry to machine learning.

Aníbal González-Pérez • organized and presented at the workshop "New Worlds in the 'New World': Science Fiction, Fantasy, and Horror in Contemporary Latin American Literature & Culture"; and he offered guest lectures on science fiction in Latin America at Mexico's national university (UNAM) and El Colegio de México.

Ilianna Vasquez • presented "Recreando a la Magdalena: Maritornes como modelo de vida y revolución" at the Renaissance Society of America (RSA).

Jesús Velasco • presented "On Dialogue" at the Cardozo School of Law, "The Antichrist" at the Renaissance Society of America, and "Idiotas Políticos: Sobre Derecho y Filología" at the Universidad de Salamanca; and published "Soul" Daniela Gandorfer, Peter Goodrich, and Cecilia Gebruers, eds. *Research Handbook on Law and Literature*. (Edward Elgar, 2022)

Jorge Méndez Seijas • presented "Critically-oriented written corrective feedback for heritage Spanish speakers: Triggers for feedback as triggers for opportunity." (w/ J. & Spino, L.) at the American Association of Applied Linguistics; "Towards critically-informed pedagogical practices: the case of written 'corrective' Language Study; and "Content-driven Language Instruction: Reflecting Upon Sustainability Challenges in a Beginning Spanish Class" at Harvard University.

K. David Jackson • published "O eco no oco: o não da poesia concreta" in *Palavras para Walnice. Antônio Dimas, Ligia Chiappini*, eds. (SESC, 2023); and presented "Da taça ao vinho: a linhagem literária de Machado de Assis" at the Colóquio Instituto Rouanet e Unicamp, Universidade Estadual de Campinas.

Lourdes Sabé • was invited to a group discussion at Saint Thomas Aquinas College in NY; and presented "Culture Draw: A Language Table that Welcomes Non-Speakers of the Target Language" at the CLS Sharing Group.

Luna Nájera • published "Redesigning Advanced Language Pedagogy for the Twenty-First Century" in *Advancing Language Studies in the 21st Century*, ed. Mary Jo Lubrano. (Cambridge Scholars Publishing, 2023); presented "A Grammar of Becoming: Teaching Care in the Making and Understanding of Meaning" at the Forum on Reading in the L2 Classroom at the CLS Sharing Group; in collaboration with the Poorvu Center, Nájera designed the new course, "Reading Environments: Nature, Culture, and Agency," cross-listed with Environmental Studies, in addition to ER&M, a first for an L5 course.

María José Gutiérrez • published "El hábito de la ciencia ficción," the foreword to *La isla de los pájaros extintos y otros relatos futuristas*, ed. Iván Jiménez Molina (Editorial Costa Rica, 2022); and will present "Biopolítica, neoindigenismo y modernidad estéril en Inti Huamán o Eva again de Efraim Castillo" at the 2023 Latin American Studies Association conference in Vancouver.

RECOGNITIONS

Mercedes Carreras • became an active reviewer for the journal *Medical Education* (Wiley).

Noël Valis • offered the Directed Studies Lecture on "Don Quixote: Part I" at the Yale Humanities Program; presented "Lorca, Gay Icon" at Southern Illinois University; "Lorca, icono gay" at the University of North Carolina-Chapel Hill; edited *El vicio color de rosa*, by Alvaro Retana (Renacimiento, 2023); wrote "Who Was Lloyd Mallan?" for *The Volunteer*; and made a guest appearance on the Front Row Center podcast, with host Mike Bolton, to discuss "Golijov's Ainadamar."

Noelia Sánchez Walker • presented "Fostering sociocultural awareness in the Spanish language classroom" at the CLS Heritage Interest Group/Brown Bag at Yale University; with Claudia Holguín Mendoza, presented "Sociocultural awareness and literacy in the Spanish language classroom: A preliminary study" at the American Association of Applied Linguistics annual conference (AAAL2023), and "Implementing Antiracist Pedagogies in the Spanish Language Classroom, Visibilizing raciolinguistic ideologies across cultures, languages, and systems" at UC Berkeley.

Orit Gugenheim Katz • presented "A Case of Transmediation: The Publication History of Margo Glantz's Las genealogías" at the Harvard-Yale-Brown Book History Conference: Textual Relations; and, "Jewish-Female Corpography in Las genealogías, by Margo Glantz" at the LAILAC Graduate Student Conference, "En trance: Corpografías, cosmopolíticas y geopoéticas."

Pilar Asensio • was invited to present at the Fundamentals Workshops organized by Yale CLS for graduate students on how to teach culture in language classes.

Sarah Glenski • with Chandler Abshire Calderon, published "Peer-Led Professional Development for Graduate Student Language Teachers: An Example from a Center for Language Study" in *Advancing Language Learning in the 21st Century*, ed. Mary Jo DiBiase-Lubrano (Cambridge Scholars, 2023); and presented "Translating Literacy- and Genre-Based Approaches into Translation Practices in the Classroom" and "Peace, Social Justice, and the Natural World in the Spanish Language Classroom." Northeast Modern Language Association (NeMLA) Convention in Niagara Falls.

Sebastián Díaz • was in the Scientific Committee of the XI Jornadas de Iniciación a la Investigación en Lengua y Literatura Hispánicas (Complutense University); and helped judge Connecticut Council of Language Teachers (COLT) Poetry Recitation Contest for the 9th consecutive year.

Sybil Alexandrov • presented "¿Chinolatinos en la clase de lengua heredada? Recursos para enseñar la diáspora asiática en Hispanoamérica" with Alejandro Lee and "Crowdsourcing to Inform HL Education" with María Carreira and Lee at the 10th National Symposium on Spanish as a Heritage Language, Harvard University.

With gratitude for one another

The root of our achievements grows in the soil we till with those little or big things we do for each other, this or that committee work, writing emails, advising students, showing up. We see each other, and are grateful to be in this team together. Our par-non administrative staff, **CHRISTINE MULLEN**, **JULIA DIVINCENZO**, **SUZANNE McDERMOTT**, and **PAMELA VENTURA**, we see you. Our tireless and brilliant chair, **JESÚS VELASCO**, giving all you have every day to lift us and bring us closer together. We see you. We see you, **NOELIA SÁNCHEZ WALKER** organizing, reviewing, and showing up for the community. **MARGHERITA TORTORA** has dazzled us again with another spectacular LIFFY. We see **GISELI TORDIN** and **NOËL VALIS** directing our undergraduate programs. **CAROLINA BAFFI**, **MARÍA VÁZQUEZ**, and **PILAR ASENSIO** are never far behind, advising, teaching and shaping those starting their journey. **SARAH GLENSKI** taking us outdoors to talk and breathe. We see you. We see **JORGE MÉNDEZ-SEIJAS** contributing to so many committees at Yale we can't list them here, including the one that produces *Acentos* with Marfa and **ALEX GIL**. We see all of you who organized our wondrous activities, events, tables, who ran the awards and helped select this year's winners. Don't miss our Department Awards or Events page below to see their work bear fruit. We see **SYBIL ALEXANDROV** serving on the FAS-SEAS Senate Executive Council, doing the important work of representing the interests of instructors. We see our graduate researchers achieving a major victory for each other at the beginning of the year. We thank you all.

2023 DEPARTMENTAL AWARDS

The 2023 Bildner Prizes in Latin American Languages & Literatures

In honor of Professor José Juan Arrom. For an outstanding essay written in Spanish on any subject in Latin American Literature and/or Culture, the award goes to...

HENRY LARGE

for "¿Un saqueador despiadado o un académico estimado?: la opinión peruana de Hiram Bingham III"

In memory of Patricia Bildner. For an outstanding essay written in Portuguese on any subject in Brazilian Literature, the award goes to...

MICHAELA BAUMAN

for "O teatro brasileiro como forma de protesto contra as injustiças da ditadura militar."

To that graduating senior who has achieved a high academic average in Spanish courses, and has demonstrated the greatest development in his or her knowledge of the Spanish language and Hispanic literature, the award goes to...

STEPHAN BILLINGSLEA

In honor of Professor K. David Jackson. To that graduating senior who has achieved a high academic average in Portuguese courses, and has demonstrated the greatest development in his or her knowledge of the Portuguese language and Luso-Brazilian literature, the award goes to...

SHI WEN YEO

The Albert Bildner Travel Prize. For a rising senior to travel to Latin America and conduct research in the field, the award goes to...

RICHARD CARDOSO

The Christopher Jadwin Ballantyne Brazil Travel Prize

In honor of Christopher Ballantyne ('82), an artist, musician, and world traveler who spent his early years in Rio de Janeiro. For an undergraduate or graduate research project including literature or linguistics, to be conducted in Brazil during a summer or a semester study abroad, the award goes to...

DANIELA JARA RODRÍGUEZ

RECOGNITIONS

1st Annual Creative Multimodal Project Contest

In recognition of the range of skills our students bring to intermediate and advanced language courses, including students who excel in visual, digital or audio media. The Creative Multimodal Project Contest valorizes forms of knowledge production that fall outside the boundaries of argumentative essays. In the category of Advanced-level Spanish & Portuguese...

1st place goes to **LUCIANO ROMERO** for "El Ciberespacio"

2nd place goes to **SOPHIE FOSTER** for "Las esferas y el útero-social"

3rd place goes to **SHI WEN YEO** for "Feijoada Completa"

In the category of Intermediate Spanish & Portuguese...

1st place goes to **JAMIE NICOLAS** for "O queerness du bacurau"

2nd place goes to **RON CHENG, THISBE WU** and **EILEEN CHUA**
for "Exhibición de los artefactos robados"

3rd place goes to **OLIVIA CEVASCO, PEREGRINE TODD** and
LEANDRA DOS SANTOS for "Julie Le Brun tomando un selfie"

2nd Annual Photography Contest

The Department of Spanish & Portuguese's Second Annual Photography Contest 2023 was held between March 1 to April 12, and was open to all current undergraduate and graduate students of Spanish & Portuguese. Our goal is to elicit a variety of cultural perspectives from the Hispanic or Luso/Brazilian community at Yale or the Greater New Haven area through photography. In the category of "Diversity"...

1st place goes to **JAKE BERNSTEIN** for "Dawns"

2nd place goes to **ADRIAN MARTINEZ** for "Monte Alban"

3rd place goes to **THEO KUBOVY-WEISS** for "Photographization"

In the category of "A Face among the Crowd"...

1st place goes to **ADRIAN MARTINEZ** for "Plaza Mexico"

2nd place goes to **ABBY SCOTT** for "Faces in the Sun"

Third Place: **SIONA TAGARE** for "Untitled 2"

In the category of "Sunday Morning"...

1st place goes to **THEO KUBOVY-WEISS** for "Flame"

2nd place goes to **ADRIAN MARTINEZ** for "Abu y Sal"

3rd place goes to **ELIJAH HONG** for "Picnic on the Lawn"

RECOGNITIONS



Left column, top to bottom: Adrian Martinez, "Monte Alban"; Theo Kubovy-Weiss, "Photographization"; Abby Scott, "Faces in the Sun"; Siona Tagare, "Untitled 2." Right column, top to bottom: Jake Bernstein, "Dawns"; Adrian Martinez, "Plaza Mexico."

RECOGNITIONS



Clockwise from top left: Theo Kubovy-Weiss, "Flame"; Adrian Martinez, "Abu y Sal"; Elijah Hong, "Picnic on the Lawn."

To all recipients of this year's awards,
¡Enhорабуена! Parabéns!

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Interview with Karla Perdomo Núñez

by Alexis Doran



This issue's Student Perspectives features an edited and abridged transcription of a student-led interview. Intermediate Spanish student Alexis Doran interviews Karla Perdomo Núñez, an advanced Spanish student who studies politics and law. Perdomo Núñez shares her understanding of key concepts in critical theory and explains their import to the issues she cares about.

Alexis Doran: Estamos aquí con Karla, una estudiante de Yale que fue contratada recientemente por la Organización de Servicios Legales del Yale Law School. Así que Karla, preséntate y cuéntanos más sobre este nuevo trabajo.

Karla Perdomo Núñez: Hola a todos, estoy muy agradecida de estar aquí conversando con todos ustedes hoy. Soy una estudiante universitaria de primera generación en los Estados Unidos de Jersey City, NJ. Inmigré a los Estados Unidos con mi familia cuando tenía sólo 4 años y he vivido en Nueva Jersey la mayor parte de mi vida. Soy una estudiante de Ciencia Política con la esperanza de perseguir una carrera en leyes de inmigración. Esto es lo que me lleva a trabajar para la facultad de derecho.

AD: Parece que tu infancia y el entorno en el que te criaron afectaron tus años formativos. ¿Cómo sientes que tus experiencias de vida te han preparado o te han impactado en esta posición?

KPN: Habiendo emigrado a los Estados Unidos, fui testigo de primera mano de la hospitalidad de los Estados Unidos, o mejor dicho de la ausencia de ella. Aparte de que el español es mi primera lengua y de tener que interpretar conversaciones para mis padres cuando era niña, vi el valor del bilingüismo en una nación que no cambiaba para los demás, sino que esperaba que los demás cambiaran para ella. Mi experiencia infantil fue creada por diferentes climas sociales dentro de los Estados Unidos. Vi cómo el sistema legal no cambió para inmigrantes y cómo simplemente quedan desatendidos por nuestro sistema legal y partí de mi ciudad natal con el objetivo de cambiar el sistema.

Interview with Karla Perdomo Núñez (continued)

AD: Gracias por compartir esta historia con nosotros, Karla. ¿Cómo evitas caer en la trampa, como tantos otros, de echarle la culpa de todo al sistema y solo decidir que el problema es irreparable?

KPN: Creo que una gran parte de esto es mi educación. Al aprender lo que he aprendido sobre la inmigración y las leyes que la rodean, no lo veo como un conflicto sin solución, porque aunque lo parezca, estos casos son de personas reales con vidas y problemas y familias reales y culpar al sistema legal no resolverá sus casos. No hay mejor sentimiento que servir a las personas, por lo que no puedo imaginarme nada más que trabajar en el servicio público.

AD: Necesitamos más personas como tú en el mundo. Muchos de nuestros lectores son padres de adolescentes o adolescentes que están pasando por el proceso universitario ahora y espero que queden impresionados con que vas a Yale. ¿Puedes contarnos más sobre la educación que mencionaste aquí en alguna de esas clases de Yale?

KPN: Jajaja. Gracias por tus sinceros elogios. Sí, la mayor parte de lo que me refiero son clases en Yale. La mayoría de estas clases han contribuido a mi compromiso con la interpretación oral en Yale. En el primer semestre de mi primer año, tomé un seminario de primer año sobre etnicidad, raza y migración, Latinx Activism in the US, que fue increíblemente revelador. Aprendí sobre la movilización política en los EE.UU. y los orígenes del activismo y escribí un artículo de investigación sobre Dolores Huerta, la heroína anónima del Movimiento de Trabajadores Agrícolas Unidos. También trabajé para una organización sin fines de lucro "Comunidades Unidas" en Utah que trabajaba para defender los derechos de los inmigrantes. [...] Otra clase que ha contribuido en gran medida a mi motivación para seguir la ley de inmigración es Borders and Globalization in Hispanophone Cultures. En esta clase aprendí sobre el clima y la hospitalidad.

AD: Pues ya me tienes enganchado, vamos paso a paso ¿Quéquieres decir con los climas y cómo impactará tu nueva posición?

KPN: Bruno Latour, un historiador de la ciencia, establece que el clima no solamente se relaciona con las condiciones climáticas y de temperatura, sino que es, en términos generales, la relación entre los seres humanos y las condiciones materiales de sus vidas. Un ejemplo de cómo se crean los climas es nuestra respuesta a la crisis migratoria y las muchas razones por las que la gente migra. Las personas y comunidades crean climas. [U]na de las razones principales de la migración es la

corrupción y la violencia del narcotráfico, que crean climas dentro de las comunidades. En el otro lado de la frontera entre los Estados Unidos y México, hay una realidad muy diferente de la que vivimos. Bandoleros y narcotraficantes tienen el poder en los pueblos, y los gobiernos no se oponen por varias razones, principalmente por razones económicas egoísticas y, en segundo lugar, porque la policía nacional no tiene chance contra las pandillas. En los Estados Unidos ni siquiera consideramos los factores que crean estos tipos de climas en los países latinoamericanos. Cada vez que vemos una noticia aquí, ni siquiera se mencionan las razones o condiciones que pueden haber llevado a las personas a emigrar.

Las personas y comunidades crean climas //

AD: Si estoy entendiendo correctamente, este historiador, Latour, define los climas como algo que no solo tiene que ver con los aspectos físicos o materiales de nuestro entorno, como la temperatura o los patrones climáticos.

KPN: Tienes razón. Además de esto dio a luz esta idea de un nuevo régimen climático. Es una nueva forma negacionista de pensar en la crisis climática—una manera de crear políticas gubernamentales que sólo ve el problema de la situación climática como un simple problema de polución, negando todas las otras maneras en las que los climas son influidos, especialmente por los humanos. Ve los problemas aisladamente, no como un problema grave. Latour desacredita el nuevo régimen climático. El demostró que el problema real es que hay varias demandas sobre la tierra en la que vivimos, entonces tenemos que decidir qué partes de la tierra son habitables y cómo compartirlas.

AD: Está bien, estoy entendiendo. Pasemos a la siguiente pregunta. Cuéntame sobre la hospitalidad y cómo ves que crea una parte de tu forma de pensar en este trabajo.

KPN: Hay dos tipos de hospitalidad: la hospitalidad condicionada y la absoluta. El problema es que la figura del huésped como extranjero en el hogar del anfitrión puede presentar un reto a la cultura dentro del hogar del anfitrión. Esto se puede aplicar a los extranjeros que cruzan las fronteras y que buscan asilo en el país anfitrión. La hospitalidad se auto-limita para mantener la distancia entre el huésped y el anfitrión. Si la

Interview with Karla Perdomo Núñez (continued)

hospitalidad no se limita, se cree que la cultura del país anfitrión puede perder control sobre su hogar y su identidad. Típicamente cuando alguien invita a sus amigos o sus familiares a su casa piensa en cómo hacerlos sentir bienvenidos, pero a la vez recordarles que el huésped solo está en el hogar del anfitrión temporalmente y que el anfitrión es dueño del espacio. Esto crea una tensión entre la figura del anfitrión y el huésped. Esta tensión está caracterizada por una dinámica de poder entre el anfitrión y el huésped en la cual la relación se puede convertir hostil rápidamente, y casi siempre es una relación transaccional. Esto refleja la imposibilidad de la hospitalidad al frente de una dinámica de poder asimétrica. Esta dinámica también se ve en el trato de personas migrantes. Por ejemplo, hay una expectativa de que los inmigrantes se asimilen a la cultura, la lengua, y que trabajen y contribuyan a la sociedad. Esto deja que el anfitrión explote esta dinámica de poder porque los huéspedes se sienten endeudados al país anfitrión por su hospitalidad, en este caso los Estados Unidos. El problema al que nos enfrentamos es cómo encontrar un equilibrio entre ser hospitalarios y mantener el estándar estadounidense de dar la bienvenida a los inmigrantes, y al mismo tiempo asegurarnos de que todos convivan. Los estadounidenses tienen miedo de perder su hogar, entonces crean climas hostiles e inhóspitos porque luchan por mantener su tierra ante este nuevo régimen climático.

AD: Nunca había pensado en la hospitalidad de esa manera. Tiendo a decir siempre: Siéntete como en casa, sin ni siquiera pensar dos veces sobre cómo eso puede ser algo diferente a lo que quiero decir. Esto me lleva a preguntarte dos cosas. ¿Cómo ves la dicotomía de estos dos tipos de hospitalidad en nuestro mundo actual, o a lo largo de la historia?

KPN: Todo comenzó con la hospitalidad en el mundo colonial. Los mismos sentimientos de pérdida que los colonizadores alguna vez impusieron a los pueblos indígenas cuando les quitaron sus tierras ahora se vuelven hacia los mismos colonizadores. Antes, los indígenas estaban sujetos a lidiar con las secuelas de los

Todo comenzó con la hospitalidad en el mundo colonial. Los mismos sentimientos de pérdida que los colonizadores alguna vez impusieron a los pueblos indígenas cuando les quitaron sus tierras ahora se vuelven hacia los mismos colonizadores.

"descubrimientos" de personas como Colón, Cortés y otros conquistadores. Ahora el problema es que los descendientes de los colonizadores o los miembros de naciones que se comportan como colonizadores sienten que la tierra cede bajo de sus pies y corren el riesgo de perder sus posesiones. La hospitalidad tendrá que desempeñar un papel en esta nueva era de la modernidad. [...] Nuestras políticas predicen esta innegable hospitalidad y actitud de bienvenida hacia los inmigrantes, pero la verdad es que simplemente no es la realidad, especialmente frente a este nuevo régimen climático. La gente está estresada por lo que sucederá cuando nuestra tierra se vuelva inhabitable y sobre cómo nuestra hospitalidad ha impactado a cuántas personas traten de reclamar tierras habitables.

AD: Si surge del miedo a que las fronteras sean demasiado abiertas y amenace nuestra identidad nacional y el miedo a no tener un lugar en el cual vivir debido a la cantidad de personas con las que necesitamos compartirlas, ¿cómo crees que podemos resolver este miedo? Este miedo que parece basado en ideologías nativistas y que es casi inconsolable.

KPN: No sé si hay una solución porque el reto es darlo todo. La hospitalidad incondicional es imposible, porque consistiría en compartir nuestra vivienda, escuelas y otros lugares en los que se hace la vida, darlo todo sin hacerlo como amenaza, sin pensar en cómo la identidad estaría en peligro. Creo que todavía existe una manera de poder expresar una hospitalidad absoluta, pero tendríamos que cambiar nuestra manera de pensar. Hoy en día, el pensamiento occidental se caracteriza por un miedo de perder la identidad, de no dejarse ser influido por las identidades de los demás. Pero si consideramos la perspectiva amerindia nos damos cuenta que al abandonar este miedo de perder este inidentificable centro esencial de nuestra identidad, podríamos crear una identidad transformada e influída por una mezcla de identidades. Entonces la hospitalidad absoluta se hace posible. Y si las experiencias de mi vida y los cursos aquí en Yale me han enseñado algo, es no perder la esperanza y permanecer firme en mis metas. Yo creo que puedo lograr esta hospitalidad absoluta por lo menos en mi vida y entre las personas de mi comunidad.

AD: Eres una luz muy necesaria en nuestra comunidad, Karla. Te deseo lo mejor en tu nueva posición y en los próximos años en Yale. Gracias por la entrevista.

KPN: Por supuesto, gracias por hablar conmigo. Siempre me encanta compartir mis pensamientos sobre Yale y lo que he aprendido de mis clases aquí. ¡Adiós! §

We are a Three-Language-Table Department!

by Lourdes Sabé

Aquest semestre el Departament ha ofert Taules d'idiomes en tres llengües: espanyol, portuguès i català. Aquesta és la segona vegada que s'ofereixen les Taules de Llengua i Cultura Catalanes a la residència Jonathan Edwards. Amb una mitjana de 12 assistents, les Taules han gaudit de la participació d'estudiants subgraduats i graduats, professors i col·legues, antics alumnes i visitants de fora de la universitat. Aquesta diversitat ha estat clau a l'hora de fer que les Taules hagin estat una experiència molt enriquidora a nivell lingüístic i cultural.

L'entusiasme dels assistents, sovint parlants o coneixedors d'altres llengües llatines diferents del català, feu que les Taules es convertissin en oportunitats per contrastar llengües romàniques i alhora fer noves coneixences. Quedo molt agraïda al Departament pel seu generós suport, a JE per acollir-nos, i a tots els assistents per fer d'aquestes trobades un espai per celebrar la llengua i cultura catalanes a Yale.

This semester, the Department has offered language Tables in three languages: Spanish, Portuguese and Catalan. This is the second time that the Catalan Language and Culture Tables were run at JE college. With an average turnout of about 12 attendees, the Tables have welcomed undergraduate and graduate students, faculty and colleagues, alumni, and visitors outside of Yale. This diversity has been key to its success, making the Tables an enriching linguistic and cultural experience. The enthusiasm of the attendees, most of them speakers or with knowledge of Romance languages other than Catalan, turned the Tables into opportunities to contrast these languages, while making new acquaintances. I am grateful to the Department for its generous support, to JE for welcoming us, and especially to all attendees for transforming these gatherings into opportunities to celebrate Catalan language and culture at Yale.



EVENTS SPOTLIGHT

(yeah, we were a little busy)

NOVAS DIRETRIZES EM TEMPOS DE PAZ

A play from 2001 by Ruy Braga about a teacher who must decide whether to keep his job or his principles.

TUESDAY APRIL 25TH

CF

Building on Learners' Strategies to Maximize Learning for L2 and HL learners in Mixed Classes

Melissa Bowles
Professor of Spanish Linguistics and Educational Psychology at the University of Illinois Urbana-Champaign & Co-Director of the National Heritage Language Resource Center (UCLA)

Screening of *Azul Azul* and Q&A with the director, protagonist and president of Fundación Naturaleza y Hombre

Tuesday, May 2, 2023
Luce Hall Auditorium
7 PM - 9 PM

Yale Spanish & Portuguese
YALE SCHOOL OF THE ENVIRONMENT

Iberian Connections
MEDIEVAL AND EARLY MODERN STUDIES

Yale Spanish & Portuguese
YALE UNIVERSITY

Out of Practice: Early Modern Iberia's Unprinted Cultures

Professor Heather Bamford
George Washington University

April 11, 2:30pm • HQ 134
Reception to follow

Students of Portuguese present a theatrical reading of *NOVAS DIRETRIZES EM TEMPOS DE PAZ*

Early Modern Studies, Medieval Studies, Everett Collection, The Getty Foundation, & The Department of Spanish & Portuguese Present

If you speak and practice to start pra

Come to Sachem's Wood for contemplation and discussion of nature

Yale Spanish & Portuguese presents
A Conversation with Josiah Blackmore

Tuesday, April 4
HQ 134 & Zoom
Lunch provided at 12:00
Talk begins at 12:30
Reception to follow in HQ 134.

Yale Spanish & Portuguese and Early Modern Studies Presents
A Conversation with Josiah Blackmore

Tuesday, April 4
HQ 134 & Zoom
Lunch provided at 12:00
Talk begins at 12:30
Reception to follow in HQ 134.

Yale Spanish & Portuguese presents
Law as Performance

Emanuelle Conte
University of Roma Tre and Ecole des Hautes Etudes en Sciences Sociales in Paris

Julie Stone Peters
Columbia University

Lindsay Stern
Yale University

Santiago Acosta
SUNY Old Westbury

Yale Spanish & Portuguese Presents
Cultures of Geopower

Kinetic Art, the Guri Dam, and the Ecology of Abstraction in Venezuela

Yale Spanish & Portuguese
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Yale Spanish & Portuguese
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Law and Cultures in Norman Sicily

Chronicles and Documents

Beatrice Pasciuta
Università degli studi di Palermo

Yale Spanish & Portuguese Students Interview Latin American and Iberian Women Authors

Jorge Perugorría

IS A REWONDED LEONIN ACTOR AND DIRECTOR
JOIN US FOR A 3 DAY RETROSPECTIVE
AND TRIBUTE TO JORGE

Yale Spanish & Portuguese Presents
FRESH Y CHOCOLATE

TIME CARD OF THE FILM FOLLOWED BY A PANEL DISCUSSION WITH JORGE PERUGORRÍA,
RECEPTION HOSTED BY CIBANAGUA AT THE LUCE HALL COMMON ROOM, 34 HILHOUSE AVE, SECOND FLOOR

FILM SCREENING:
LOS JARDINES DE LA REINA

TIME CARD OF THE FILM FOLLOWED BY A PANEL DISCUSSION WITH JORGE PERUGORRÍA,
RECEPTION HOSTED BY CIBANAGUA AT THE LUCE HALL COMMON ROOM, 34 HILHOUSE AVE, SECOND FLOOR

FILM SCREENING:
FATIMA O

FILM SCREENING:
LOS JARDINES DE LA REINA

FILM SCREENING:
FATIMA O

Yale Spanish & Portuguese Presents
Transhemispheric Translation

Scenes from Latin American Poetics

Olivia Lott
Comparative Latin Americanist scholar of the 1960s and 1970s, poetry and poetics, avant-gardes, and translation.

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TRAVEL LANGUAGE
A POETRY SHOWCASE

ALAN MENDOZA SOSA
CASANDRA GARZA RESENDEZ
DANIELA JARA RODRIGUEZ
ILIANNA VASQUEZ
INÉS FORJAZ DE LACERDA

KATHERINA FRANGI
SHI WEN YEO
THAIS VIANNA
YUING ZHANG

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**IMPERATIVA
ENSAÍSTICA
DIABÓLICA**

INFRAREADINGS OF EXPANDED BRAZILIAN POETRY

A CONFERENCE BY PATRÍCIA LINO

Spring 2023

GATALAN LANGUAGE + CULTURE TABLE

In the Jonathan Edwards Dining Hall
No experience or prior language knowledge necessary!
Open to all!

Fri Jan 27
Fri Feb 24
Fri March 31
Fri April 28

Scan to learn more about Catalan!
Email Lourdes Sobe (lourdes.sobe@yale.edu) with any questions!

Yale Spanish & Portuguese
YALE UNIVERSITY

IN THE WORKS

Department website redesign

The Creative Forum website

An Events Calendar

A Graduate-run Instagram account

Iberian Nights

An undergraduate literary magazine

Collective research sprints

and

that blog Jesús was dreaming of.