



NEWSLETTER

Cross-Cultural

Dialogues



*KATHRYN
MCKNIGHT:*

*MARY
QUINN:*

I have taught at UNM, now, for seven years. Mary Quinn and I have enjoyed getting to know each other's work and children; my son is almost two and as rambunctious as they come. My specialization is in Colonial Studies, though I have had to study Spanish convent literature to interpret an eighteenth-century Colombian nun's writing (*The Mystic of Tunja*, 1997) and Central African history to read the stories that Afro-Latinos tell in court cases in sixteenth-century Mexico, Colombia and Peru. I am especially interested in how Afro-Latinos assert their own vision of colonial life, in these narratives, whether informed by African history and culture or American. My research and teaching meet when I teach about Afro-Latino music and narrative.

Quinn: My field used to be called Golden Age literature, but now is often referred to as Early Modern literature. The problem with the term "Golden Age" is that it isolates a historical period and a type of cultural production; invoking classicism, but excluding other important influences.

McKnight: Yes, the term ignores many kinds of cultural production that tell us so much about Spain and Spanish America, such as medical treatises, street ballads, wills, letters, and trial records.

Quinn: Early Modernism, on the other hand, is a chronological term that implies a connection to what came before and after. It also allows us to think about literatures and cultures in other parts of Europe and the New World. As someone who works on Colonial literature, do you find a phrase like "Early Modern Studies" useful?

McKnight: Yes, I do. In my current work, it allows me to look back and forth across the Atlantic world between Africa and the Americas, to understand the stories told in the seventeenth century by people of African descent.

Quinn: The concept also allows us to study how Spanish domination of Muslims and Jews after the Reconquista affected the conquest and colonization of the Americas, as well as how these New World experiences informed a racialized culture back in Spain.

McKnight: So, I like the term "Early Modern," because it helps people like you and me talk to each other in ways that enrich our scholarship and teaching, but the term still has its problems: it seems to look at the world through European glasses. I wonder what names indigenous and Afro-Latino popular cultures use to talk about these different cultural moments.

In my current research I explore the issues of national and imperial identity, nostalgia, and the depiction of Muslims and moriscos in the Early Modern period. I am particularly interested in how these topics relate to the development of narrative. My book project explores the theme of absence (absence of the Muslim and morisco subject from Spanish shores after expulsion) as the primary factor in the development of the novel genre. My research agenda has translated well into courses here at UNM, including "Imperial and Anti-Imperial Identities" and "Muslims in Early Modern Spanish Literature."

I have a doctorate from Berkeley, where I was also born and raised. While an undergraduate I majored in music and Spanish, and have since been very involved in Spanish and Latin American Baroque music as both a translator and a singer. My life is full of things that are important to me: research, teaching, music, and a vivacious four-year-old daughter.

Yesterday... ...and Tomorrow...



Miriam Alves, Visiting Professor

Writer, researcher, and social activist Miriam Alves is teaching two courses on Afro-Brazilian literature this fall in the Department of Spanish and Portuguese at UNM. The graduate course focuses on the cultural production of Afro-Brazilian descendants while the undergraduate course focuses on Afro-Brazilian literary voices, especially black women writers. Miriam Alves received her BA from the Faculdades Metropolitanas Unidas in social service in 1978. She taught in the Departamento de Estágios Supervisionados at the same university from 1979 to 1981. Miriam Alves is a renowned writer both nationally and internationally since 1980. She formed part of the group Quilombhoje Literatura from 1980 to 1989. She also co-organized two anthologies of Afro-Brazilian women writers and has published a variety of fictional works. Miriam has delivered talks in Europe and the US at universities such as Columbia U, New York U, and Florida International U.

Portuguese Program

The Portuguese program is now offering new courses. Portuguese for Spanish speakers builds on the skills of one Romance language to learn another. The intensive course will help students develop all four skills to an advanced level in just one semester. Also new is a two semester introductory Portuguese language series designed to serve students wishing to complete the core curriculum, and if desired, take Portuguese in a less-intensive format than has traditionally been offered.

Anna Nogar

Anna Nogar is a visiting lecturer at UNM for the 2007-2008 year. She is a doctoral candidate in the Department of Spanish and Portuguese at The University of Texas at Austin. Her doctoral dissertation, on the 17th century Spanish nun Sor Maria de Agreda, combines her research interests in Mexican American cultural studies, and colonial Latin American literature. Anna will be offering courses in the Southwest Studies concentration, including Survey of Chicano Literature and La cultura de Nuevo Mexico.



Revitalization of Traditional New Mexican Spanish

The Southwest Spanish Heritage Language Consortium, (New Mexico Highlands University, Santa Fe Community College, New Mexico Western University, Adams State College, Colorado, and Pan American University of Texas) directed by Dr. María Dolores Gonzales, organized the *Politics of Language Cross-Disciplinary Symposium and Workshops, The Invisible Majority of the Southwest, Learners of Spanish as a Heritage Language* conference, which was held October 19-21, 2006 at the University of New Mexico. This was the first time a conference of this kind has



been convened in New Mexico. It brought together scholars, state representatives, teachers, students and community members and provided a space to have dialogues regarding the status, the revitalization and preservation of Traditional New Mexican Spanish. Various other issues regarding No Child Left Behind, immigration, the politics of language and the language of politics were presented in a broad array of workshops, roundtables and academic research. The turn out of more than 300 attendees verified the need to connect and discuss the issues facing the status of Spanish in this country, as well as the needs of our heritage language learners in the new millennium. Sponsors of this Conference included, the Sabine Ulibarri Spanish as a Heritage Language Program, McGraw Hill Publishing Company, the Department of Spanish and Portuguese, Instituto Cervantes, Dr. Eliseo Torres Vice President of Students Affairs, Dr. Diana Rebolledo, ENLACE and the Spanish Resource Center. As an outcome of this conference, the Southwest Spanish Heritage Language Consortium (SSHLC) was established and will be organizing future workshops for Spanish Heritage Language Teachers in the region.



CAMINITO study abroad in Argentina program

Caminito is an intensive immersion experience, introducing students to the flavors of Argentine culture, while continuing and furthering their Spanish-speaking capabilities. Alejandra Balestra, Director of CAMINITO, along with the Department of Spanish and Portuguese invites all UNM students to consider this exciting opportunity for the summer of 2008. CAMINITO program will have two groups of students, the first group is going to Argentina from May 20 through June 20, and the second group will be from June 18 through July 18, 2008. Information regarding the program can be accessed at

<http://www.unm.edu/~spanport/caminito/>.

Sabine Ulibarrí Spanish as a Heritage Language Program – Study Abroad

Dr. María Dolores Gonzales —Ten students from the Spanish 212 class and two Teaching Assistants from the Sabine Ulibarrí Spanish as a Heritage Language Program (SUSHL) participated in a nine-day immersion program in Cuernavaca, México from May 19, through May 28, 2007. Orientation sessions were carried out throughout the semester preparing students on travel etiquette. The program provided students the opportunity to travel throughout the interior of Mexico and acquaint themselves with the country's culture and its people while practicing their linguistic skills on a daily basis. In addition, pre-program activities prepared the students to gather cultural and historical information in order to compare the similarities and differences between Mexico and New Mexico. The students will share their experiences with other SUSHL students by offering a presentation on their experiences during the fall semester. As Coordinator of the SUSHL program, Professor Gonzales believes that this type of experience enhances the student's knowledge beyond the classroom and helps in building self-confidence, not only in their language use but also in their identity. On the return trip many students commented that they were already planning on spending a semester or a whole year in another Spanish-speaking country.



España Literaria

Anthony J. Cárdenas —España Literaria is a program whose inception began in Berceo, Spain. It was there that Professor Cárdenas realized that Berceo's introduction to his *Milagros de Nuestra Señora* was not something he invented but actually lived. On this same trip, driving over a hill from Santillana, on to another no doubt lovely place in Spain, the road sign "Bores" brought to mind the Marqués de Santillana's serranilla about the "Mozuela de Bores." Although

no lass was visible from the road, it occurred to him that when a Spanish author's surname is de Úbeda, de Cartagena, de Córdoba, de Toledo, etc. it probably refers to the locale from which the author hailed. Because of the relative proximity of New Mexico to Mexico and all of South America (i.e., this entire continent is much more accessible to our students than is Spain) it became incumbent upon him to offer our students the trip of a lifetime at a price that they can afford, since Professor Cárdenas teaches the literature of Spain. Thus in two weeks the group covered the Iberian Peninsula from Tarifa to Burgos, from Salamanca to Zaragoza visiting more than 20 different places noted for the role they play in early Spanish literature.

Acequia Culture and Landscapes of New Mexico

In June Professor Enrique Lamadrid led 6 graduate students, 12 undergraduates and 3 professors on a fieldwork expedition titled Acequia Culture and Landscapes of New Mexico. Students worked in Atrisco, Los Gallegos, La Ciénega, Santa Fe, Española, Embudo, with a whole week in Chacón in the beautiful Mora Valley. The folkways associated with traditional water management and agriculture were documented to achieve an understanding of the ecology, history, ethnography, and sustainable systems of the region. The cultural mapping, digital photos, video, and audio are being submitted to UNESCO (United Nations Educational, Scientific and Cultural Organization) for a world cultural heritage nomination. Students will present their work in a multi-media symposium in September.



Recent Faculty Publications

Alejandra Balestra:

—"Women writers: Linguistic and discourse features of letters written by women in New Mexico and California, Nineteenth Century," *Hispanic Issues Series. Special Issue "Language and Empire. Spanish in a Multilingual and Multicultural Contexts."* Recovering the U.S. Hispanic Literary Heritage, Volume 7.

Maria Dolores Gonzales:

—"Todavía Decimos "Nosotros {Los} Mexicanos": Construction of Identity Labels Among Nuevomexicanos, *Southwest Journal of Linguistics*. June, 2007

Enrique Lamadrid:

—"El Río." Smithsonian Center for Folklife and Cultural Heritage. UNM Maxwell Museum, April 2006-January 2007. (Guest Curator).

—"El Camino Real de Tierra Adentro." New Mexico State Monuments. Socorro, New Mexico. (Guest Curator), continuing programming.

—*El Camino Real de Tierra Adentro*. Santa Fe: New Mexico Department of Cultural Affairs, 2005. (Co-authored with Jack Loeffler and Tomás Martínez.)

Leila Lehnen:

—"Entre ángeles y demonios: La fragmentación de la subjetividad contemporánea en *Diablo guardián* de Xavier Velasco." *Letras Hispana. Revista de Literatura y Cultura* 3:2 Spring 2007.

—"La autopista de los no-sueños: Viaje y nostalgia en *Rainbows at Seven Eleven* de Luis Arturo Ramos." *INTERLetras* 2:4 January-June 2006.

—"Os não-espaços da metrópole: Espaço urbano e violência em *Eles eram muitos cavalos*, de Luiz Ruffato." In: *Uma cidade em camadas*, ed. Marguerite Harrison, São Paulo: Editora Horizonte, 2007.

Miguel López:

—*Utopian Dreams, Apocalyptic Nightmares: Globalization in Recent Mexican and Chicano Narrative*. West Lafayette, Purdue University Press. Forthcoming, 2008.

Judy Maloof:

—"The Chicana Detective as Clairvoyant in Lucha Corpi's *Eulogy for a Brown Angel* (1992), *Cactus Blood* (1996), and *Black Widow's Wardrobe* (1999)." *Cyberletras, Journal of Literary Criticism and Culture*, Number 15 (July 2006).

Margo Milleret:

—"Teaching Speech Acts" *Journal of the Council of Less Commonly Taught Languages* Vol. 5, Spring 2006.

Tey Diana Rebolledo:

—*The Chronicles of Panchita Villa and Other Guerilleras. Essays on Chicana/Latina Literature & Criticism*. Austin: The University of Texas Press, 2005.

Eleuterio Santiago-Díaz:

—*Escritura afropuertorriqueña y modernidad*. Pittsburgh: Instituto Internacional de Literatura Iberoamericana, 2007.

Rena Torres Cacoullos:

—"Sustantivos de origen inglés en discurso español: ¿cuál es su gramática?" *Rio Bravo. A Journal of the Borderlands* (Special editor: Glenn Martínez) 2.1: 69-84. 2006 [2003]. (Co-authored with Neddy Vigil.)

Catherine Travis:

—"Dizque: A Colombian evidentiality strategy." *Linguistics* 44(6): 1269-1297. 2006.

—"Genre effects on subject expression in Spanish: Priming in narrative and conversation." *Language Variation and Change* 19(2):1-35. 2007.

—"Natural Semantic Metalanguage exponents and universal grammar in Romance: Evaluators and descriptors; mental predicates." In Bert Peeters (ed), *Semantic primes and universal grammar: Empirical evidence from the Romance languages*, 79-109. Amsterdam: John Benjamins. 2006. (Co-authored with: Peeters, Bert, Marie Odile Junker, Patrick Farrell, Pedro Perini-Santos & Brigid Maher).

—"Natural Semantic Metalanguage exponents and universal grammar in Romance: Substantives; determiners; quantifiers." In Bert Peeters (ed), *Semantic primes and universal grammar: Empirical evidence from the Romance languages*, 41-77. Amsterdam: John Benjamins. 2006. (Co-authored with: Peeters, Bert, Marie Odile Junker, Patrick Farrell, Pedro Perini-Santos & Brigid Maher).

—*Discourse markers in Colombian Spanish: A study in polysemy* (Cognitive Linguistics Research Series). Berlin: Mouton de Gruyter. 2005.

In Memoriam

Dr. John Joseph Bergen, (1939-2007) died in Albuquerque on May 21, 2007 following a six-month illness. Dr. Bergen, Professor Emeritus, joined the faculty at UNM in 1969. He received his BA (summa cum laude) from St. Bonaventure University, his MA from Cornell University and his PhD from the University of California at Los Angeles. John retired from teaching in May 1999. He had a distinguished academic career, publishing numerous scholarly articles in the area of Spanish linguistics and sociolinguistics, editing books, and presenting professional papers. He also served on many university committees. He was an outstanding teacher, universally admired for his courses on the history of the Spanish language and the grammatical structure of Spanish. His many doctoral students are now professionals at universities across the United States. He was a cheerful and caring colleague, and he will be greatly missed.



A word from the chair...

Welcome to our newsletter. We hope to open up communication with our colleagues, students, and alumni. We want you to know what is happening in the Department of Spanish and Portuguese and we also want to know any news you might like to share. In this first issue we feature a conversation between a recently arrived professor, Dr. Mary Quinn, and Dr. Katherine McKnight on possible interconnections in their fields. We will continue the conversation with other faculty members. Let us know your thoughts on the newsletter, which will be featured on our web page and also mailed electronically (if we have your address). Please communicate with us. We want to hear from you.

Best regards,

Dr. Tey Diana Rebolledo, Chair.