

DEPARTMENT OF

SPANISH AND PORTUGUESE

The Heart and Soul of Spanish and Portuguese

Chances are, if you were a student in the Department of Spanish and Portuguese in the past 26 years, you know Kathy Schilson. Kathy first started at the University of Illinois in April 1991, in what was the Language Learning Laboratory in the basement of the Foreign Languages Building. Then in 1996 she transferred to the Department of Spanish, Italian, and Portuguese, where she has been not only the face of our Department but also the heart and soul ever since.

Kathy's official title, "Office Administrator" hardly does justice to the multitude of responsibilities she takes on and the innovation she shows in her work. She is the sole support staff member for our department, the largest in the School of Literatures, Cultures, and Linguistics, with nearly two hundred undergraduate majors, sixty graduate students, and twenty-five faculty. In that role she is the image of our department and also its backbone, taking care of the "behind the scenes" logistics that are crucial to the inner workings of the department. She processes faculty and graduate student appointment paperwork, arranges the timetable (course schedule) each semester, makes travel and purchasing arrangements for the department, assists the Head with the day-to-day functioning of the department, and is the point of contact for just about anything that a faculty member or student could need in the department. On top of her responsibilities in Spanish and Portuguese, she is also the support person for two other programs as well - Second Language Acquisition and Teacher Education (SLATE), an interdisciplinary graduate concentration that spans three Colleges and eleven departments, and the University Language Academy for Children (ULAC). Kathy is detail-oriented and a consummate professional, whose work is always done to the highest standard.



Kathy Schilson

But beyond this, Kathy never acts too busy to chat, to help a new student, staff, or faculty member sort out a problem, or help orient them to the university. Very often, when we invite one of our alumni to speak and ask them whether there are any appointments they would like us to set up for them on campus, Kathy's name is the first one they mention. Nuria Sagarra (PhD, Spanish Linguistics, 2000), now an Associate Professor at Rutgers University, who came to campus, asked to set aside some time to catch up with Kathy. Unprompted, she told me, "Kathy is one of the main reasons I finished my PhD at Illinois. She kept me going." No doubt many of you reading this have similar fond memories of Kathy.

For all of these reasons, in 2015 Kathy was the recipient of the Chancellor's Distinguished Staff Award, given to just 8 staff members on the entire campus in recognition of their contributions to the university. Kathy exemplifies "service" in everything she does. In recognition of the many jobs she does so well and so efficiently that they could easily go unnoticed, we wanted to honor Kathy in our inaugural newsletter. We are proud to count Kathy among our ranks in Spanish and Portuguese. She will leave behind big shoes to fill when she retires, which we hope won't be for at least a few more years! ❖



GREETINGS FROM THE DEPARTMENT HEAD



Mariselle Meléndez

In the midst of the 150th anniversary of our institution,

our department joins the celebration with the publication of its first newsletter. In my second year as head of the department, I am delighted to share with you our mission and most recent accomplishments. I feel very fortunate to now be leading one of the most active departments at the University of Illinois. Our

department teaches thousands of students at the beginning and intermediate level, and we currently have about 132 majors and 277 minors in Spanish. We are committed to improving students' Spanish, increasing their knowledge of Hispanic cultures and preparing them to responsibly and thoughtfully engage in a changing world where Spanish is a major language. We just revamped our curriculum to offer more flexibility and allow students to choose from the many areas of study we teach including cultures, linguistics, Spanish in the community, Spanish for business, Spanish for the professions, and literatures. We are also committed to fostering study abroad opportunities for our students through four excellent programs, where students can earn course credit as if they were on our campus: Barcelona (Spain), Granada (Spain), Bilbao (Spain) and San Joaquín de Flores (Costa Rica). Our graduate program is thriving and we currently have 43 students in our MA and PhD programs conducting graduate work in either literature or linguistics. Most impressively, all of our graduate students have a 100% job placement rate in the year after graduation. Our goal as a department is to strengthen our status as one of the top ranked Spanish programs at a public research university in the United States.

Research has shown that studying Spanish has become a great asset for college students who are planning to join the workforce in areas as diverse as teaching, government, health care, law, public relations, technology, journalism, and human resources, among many others. According to the US Census Bureau, as of July 2014 the Hispanic population in the US amounts to 55 million, making people of Hispanic origin the nation's largest ethnic or racial minority. Based on these numbers, the US is the second largest Spanish speaking country by population in the world; only Mexico has more speakers.

Spanish is therefore vital in serving our country's diverse population, and students in our programs acquire valuable linguistic and inter-cultural competence, improving their communication and analytical skills, which are vital for any future career in our society today.

As a Department of Spanish and Portuguese, we value the importance of offering students the opportunity to learn and pursue studies in Portuguese, broadening their knowledge of Latin America and the Iberian peninsula by learning the official language spoken in Brazil and Portugal. Portuguese is considered the 6th most common language spoken in the world extending to four continents. Learning Portuguese as well as Brazilian and Portuguese culture will open new professional opportunities for our students in areas as diverse as education, international business, tourism, politics, and the sciences, to name a few. With this mind, our department has also worked diligently to develop our program in Portuguese. The hiring of two new faculty members, Prof. John Karam and Prof. Glen Goodman three years ago along with a new Director of Portuguese Language, Raquel Goebel, have strengthened our ability to recruit more students at the undergraduate and graduate level. I am delighted to announce that a revision of the MA in Portuguese and the addition of a Brazilian Studies Concentration will be effective in Fall 2018. This new program will better serve students interested in pursuing a graduate degree in Portuguese, allowing them the opportunity to work in an interdisciplinary way while taking advantage of the many opportunities that the Lemann Institute for Brazilian Studies has to offer at our institution.

This past year was full of great news in terms of awards received by our faculty. Among the recognition received we find: Ann Abbott: 2016 LAS Academic Professional Award; Elena Delgado: Criticism and Interpretive Theory Senior Research Fellowship for the years 2017-19; Anna María Escobar. Finalist for the Campus Excellence in Graduate Student Mentoring Award; Raquel Goebel: 2017 AOTP (American Association of Teachers of Portuguese) award in the category Best Project/Education Initiative in the United States; Glen Goodman: DAAD (Deutscher Akademischer Austauschdienst / German Academic Exchange Service) Fellowship and 2018 Fulbright Visiting Scholar Fellowship; Javier Irigoyen García, Conrad Humanities Scholar, 2016-2021; John Karam: 2016 National Endowment for the Humanities Summer Fellowship and Conrad Humanities Scholar, 2017-2022; Eduardo Ledesma: 2017 LEAP Award



Source: Fall 2012-Spring 2017 ICES scores in Spanish and Portuguese

(Lincoln Excellence for Assistant Professors); Jonathan MacDonald: Promoted to Associate Professor with indefinite tenure; Tasha Robles, Illinois Academic Advising Committee (IlliAAC) Outstanding New Professional Award and Silvina Montrul: Center for Advanced Study Associate for the 2017-18 academic year.

We are also very proud of our students' achievements this past year which include at the undergraduate level: Madeline Decker, Joseph S. Flores Award and IPRH Prize for Undergraduate Research in the Humanities; Francesca Robinson, Álvaro Monserrat Llardén Scholarship in Catalan Studies; Itandehui Luis, Bonnie S. Jugenheimer Scholarship; Brittany Barajas, Paul W. Borgeson Study Abroad Scholarship; Maura Benson, Fulbright Scholarship to Mexico; and Monica Saavedra, Harold Colvin Award for Leadership by an Undergraduate, awarded by the University YMCA. At the graduate level our students were recipients of outstanding awards, grants, and fellowships including: Teresa Greppi, Best Graduate Paper Award; Emily DiFilippo, SLCL Dissertation Completion Fellowship and IPRH Graduate Student Fellowship for AY 2017-2018; Eider Etxebarria Zuluaga, Graduate College Conference Travel Grant; Juan Suárez Ontaneda Graduate College Conference Travel Grant and Lemann Graduate Fellowship; Sara Mason, Graduate College Conference Travel and Excellence Award Language Learning

Dissertation Grant; and Megan Gargiulo, Tinker Foundation Grant. Recipients of the 2017 Norman E. Whitten Jr. and Dorothea Scott Whitten Grant were Kara Yarrington, Paola Enríquez, Fabiola Fernández Doig and Liz Moreno-Chuquén. Begoña Arechabaleta was the recipient of the Dr. Joseph L. Love, Sr. and Virginia Ellis Love Fellowship and the Darlene Wolf Award. Several students also received the Foreign Language and Area Studies Fellowship (FLAS) among them, Leslie del Carpio, Laura Cummings and Kelsey Rademacher. Finally, Sarah West received the distinguished LAS Humanities Council Teaching Excellence Award. All of the aforementioned accomplishments attest to the active role our departmental members play in the areas of research, teaching, and service and their enormous contributions to the mission of our land-grant institution.

Our department aims to prepare students for a global world in which linguistic and critical analytical skills are key to making a significant societal impact through leadership, cultural awareness, research innovation, and community engagement in a multi-racial, multilingual world. We are fully committed to the highest level of excellence in teaching, research, and outreach while fostering a culture of inclusiveness. I am extremely proud to lead this department and I look forward to more achievements to come. ❖



PORTUGUESE NEWS

New Faculty, New Focus in Portuguese

The last three years have brought many exciting changes to the Portuguese program at Illinois. We have increasingly oriented our research and teaching toward a multidisciplinary study of Brazil in a global context. This new emphasis reflects the growing cultural, economic, and political importance of Brazil—both inside and outside of academia. It also helps further our Department's integration into the University's long tradition of excellence in the study of Brazil, exemplified by the establishment of the interdisciplinary Lemann Institute for Brazilian Studies in 2009 (lemann.illinois.edu).

Central to this orientation has been the arrival of new faculty: Associate Professor John Karam, Assistant Professor Glen Goodman, and Director of Portuguese Language Raquel Goebel. Together we have worked to restructure the undergraduate and graduate curricula to attract students with a diverse range of scholarly and professional interests and goals. Innovative course offerings reflect this turn: while continuing to offer courses such as "Brazilian Film" and "Brazilian Music," we have added interdisciplinary options such as "Culture and



Raquel Goebel, Glen Goodman, and John Karam.

Power in Brazil," "Food, Hunger, and Agriculture in Brazil," and "Brazil as Hemispheric Power," to name just a few. Recent Portuguese students have gone on to use their linguistic and intercultural skills in a variety of fields, from agriculture to academia, business to bio-chemical research.

We encourage you to explore our website for more information

on the new ways our program fosters the study of Brazil and the Portuguese language in a global context: spanport.illinois.edu/academics/portuguese-undergraduate ❖



Raquel Goebel, Director of Portuguese Language, receives AOTP award.

Portuguese Program Receives National Award

In the Spring of 2017, U of I's Portuguese Program was awarded "best Educational project/initiative" in the teaching and promotion of Portuguese Language Studies in the United States by the Association of Teachers of Portuguese (AOTP) for the Illinois Portuguese Language Connection (IPLC) initiative. The project consists of an immersion opportunity for students, increasing their exposure to Brazilian culture. The IPLC is a collaboration between the University of Illinois at Urbana-Champaign, Northwestern, and the University of Chicago. This project, which has taken place every year since 2013, exemplifies how to raise the profile of a Portuguese Language Program in a university setting, and is a model of cooperation and innovation for other Portuguese Programs in the US. ❖

University Language Academy for Children: *¡Ven a aprender español conmigo!*

Children and teachers sit on the floor, clapping and singing a song in Spanish, then another song, and then another. They stand up and dance, moving their bodies and acting. Next, *la maestra* Severina, a native of the Dominican Republic, points to *el calendario* and has the children sing the days of the week in Spanish. The children and the teachers talk about *cómo están*, their feelings in Spanish, and then they move to the activities of the day: to make a “canasta” with fruit and vegetables. Using lots of hand gestures and simple words *la maestra* Christina shows color images of the craft project that they will now do. “*Hoy vamos a pintar el papel. Y vamos a pintar con tres colores.*” The children paint fruits and vegetables while Severina and Christina help, always speaking in Spanish to them. When they are done they sit on the floor and sing the *Adiós, hasta mañana* song.

This is the University Language Academy for Children, a self-funded program within the Department of Spanish and Portuguese and the School of Literatures Cultures and Linguistics conceived and directed by Prof. Silvina Montrul (Dept. of Spanish and Portuguese and Dept. of Linguistics, director of the Second Language Acquisition and Bilingualism lab), where young children experience and learn Spanish by playing, singing, and doing fun projects in Spanish.

The language academy connects the department with the Champaign-Urbana community by offering second language learning to children, at a time in their life when research suggests it is most beneficial for long-term acquisition and proficiency. It provides a learning site for undergraduate students to carry out observations, experimentation, or fulfill aspects of their research or teacher training. Professor Montrul with colleagues at the university and several graduate students conduct research on the psycholinguistics of language learning and pedagogical aspects of the program, to learn more on the advantages of second and third language learning at a young age. The academy provides the experience students needed to pursue their careers in second language and bilingual education.

Since September 2010, the academy has enrolled between 13-24 children a year in the 9-month academic after-school program, between 32 and 67 children in the 8-week summer camps, and an average 60 children a year in the K-5 curriculum they offer as part of the University Primary School. Their vision



*“Spanish summer camp is so fun and we learn a lot!
I love all our trips, like the one to the train station!”
—Christina (1st Grade)*

is to cover K-12, and to support teacher development and make their program accessible to low-income families.

But it is all worth it! Everyone who learned a second language as an adult understands how hard it can be to feel part of a new linguistic community. For children, it feels more natural, like fun and play: “I just love learning. Sometimes people tell you that they are fluent in French or Hindi or any other language, then you can tell them you also speak Spanish and you won’t feel left out. Now, when I go to El Oasis (traditional Mexican ice cream shop in Urbana) I order in Spanish. The lime ice cream is my favorite!” —Joan (3rd Grade)

For more information about our programs and how to help visit languageacademy.illinois.edu ❖

ALUMNI NEWS



Stephen Bardo, BA, '14, Spanish

What do language learners and performing artists have in common? They both use words to connect with those around them, they pay attention to the rhythm and accent of what they say, and they overcome their fears of performing in front of others. Perhaps his talent for languages is part of Stephen Bardo's success as a hip-hop artist. In fact, the title of his latest album, *Gringo*, reflects his relationship with cultures and languages—he speaks both Spanish and Portuguese. He plays with language in his lyrics, forging clever and surprising rhymes and telling fresh stories about relationships, music and daily life. In the song “Longboard,” Stephen sings in Spanish accompanied by a former Illinois Spanish classmate, Emily Otnes (performing as Emily Blu).

Looking back on his decision to study Spanish and Portuguese in college, Stephen notes his family connections to Puerto Rico and Cape Verde and a combination of almost intuitive decisions: “It was almost as soon as I entered the department however, that the mild interest transformed into an intense love and obsession for both languages, cultures, and languages overall through amazing professors who taught us about more than just the mechanics of language, social activities outside of the classroom where I was able to put what I was learning into practice, and friendships with fellow students that are still very much alive and well today. Anyone that knows me well will tell you that I can talk about Spanish, Portuguese and Latin America alllllll day every day.”

Like many Spanish and Portuguese alumni, Stephen's love of languages and cultures lives within him still. “Since graduating,” he explains, “I have traveled to Brazil, Spain and the Caribbean and connected with the people and the cultures in a profound way that would be impossible without the skills that I acquired in college. My music has also gone to a completely new level, as my studies led me to deeply study genres like samba, salsa, reggaeton, flamenco and more, and incorporate elements of them into my own music, in addition to gaining the ability to rap and sing in both Spanish in Portuguese. My goals for not only my career, but my life have taken on a much more international approach, with a strong Latin American focus. Foreign language study, especially the study of the mother tongue of our southern neighbors is

embarrassingly underappreciated in our country and I thank the U of I and the Department of Spanish and Portuguese for pulling me out of the matrix and opening my eyes to how rich a multilingual life can be. I really hope to pass the blessing along.”

To discover Stephen's music, you can download *Gringo* from iTunes, find “Bardo” on SoundCloud or simply search online for “Bardo,” “Gringo” and “Chicago hip-hop.” ❖

Ashely Nagele, BA, '16, Portuguese

Before coming to Illinois to pursue a bachelor's degree in Animal Science, Ashley grew up on a cattle, grain, and wind farm in Iroquois County, about 75 miles northeast of Urbana-Champaign. During her sophomore year she became interested in Brazil due to the country's central role in global agricultural production. “Brazil is home to the world's largest commercial cattle herd, which grew pertinent to me while doing research in embryology and later an internship with Brazilian-owned Born Animal Biotechnology,” she said. This led her to pursue a dual degree in Portuguese, including a semester abroad at the University of São Paulo's Pirassununga campus and a prestigious Foreign Languages and Area Studies (FLAS) fellowship through the U.S. Department of Education.

Currently, Ashley is a project coordinator at the Archer Daniels Midland (ADM) Institute for the Prevention of Postharvest Loss, in the College of ACES Office of Research. Asked about her degree's role in her trajectory, she remarked “my specific knowledge of Brazil and command of Portuguese, coupled with my cross-cultural awareness and international focus, certainly gave me an edge as an applicant for my position.” At the ADM Institute, Ashley uses her linguistic and cultural skills working with India and Brazil. Currently she oversees the implementation of small-scale infrastructure and trainings associated with grain handling and marketing in rural India, but looks forward to putting her Portuguese degree to practical application in future projects. ❖



Iker González Allende, MA, '07, Spanish; PhD, '07, Spanish Literatures and Cultures

Dr. González Allende was a graduate of the University of Deusto (Basque Country, Spain) when he applied to the Spanish literature program (MA) in 2002. He received a recruitment fellowship from the Graduate College that allowed him to complete his MA degree in one year with a perfect 4/4 GPA; he would maintain the same average throughout his doctorate studies. His outstanding academic performance led to a pre-doctoral grant and later, in 2006, to the prestigious and competitive Graduate College Dissertation Completion fellowship. He was able to complete his PhD in a record time of 4 years. Iker successfully defended his dissertation, *Gender and Nation in Basque Narrative during the Spanish Civil War (1936-1939)* in 2007, and that same year he was hired at the University of Nebraska (Lincoln) as Assistant Professor of Spanish. His book, *Líneas de fuego: Género y nación en la narrativa española durante la Guerra Civil (1936-1939)* was published in 2011. Since then, he has published another monograph, three edited volumes, 23 articles in peer-reviewed journals, 13 chapters in books and a number of reviews: an extraordinary record, even for senior scholars. It is therefore no surprise that he received early tenure and has now been recognized as one of his institution's most productive researchers in the Humanities.



Dr. González-Allende has been named Leland J. and Dorothy H. Olson Professors in Modern Languages at the University of Nebraska. This prestigious professorship is awarded competitively to top mid-career scholars by the College of Arts and Sciences at the University of Nebraska-Lincoln. According to Dr. Patricia A. Simpson, Chairperson of the University of Nebraska Department of Modern Languages and Literatures, it is a recognition of Iker's outstanding research output and his accomplishments in his field of expertise, but also, more broadly, of his contributions to UNL. Iker has also been acknowledged as a great teacher. He received a Distinguished Teaching Award from the College of Liberal Arts and Sciences, and a Certificate of Contribution to Students by the Parents Association and Teaching Council. In their nomination letters, the undergraduate students mentioned Iker's encouragement to study abroad, to build their critical skills and "think beyond the box."

Iker's story is representative of his own personal focus, dedication, and great talent, but also of how a supportive environment—both financially and academically—contributes to

the success of graduate students. He maintains that his years at the University of Illinois were crucial for his scholarly development and acknowledges that his progression was aided by the fellowships he received, which gave him released time from teaching and allowed him to concentrate on his research. He further states: "At Illinois, I learned not only about major works, trends, theories, research approaches and publication venues in my field, but also fundamental aspects of the academic profession: the importance of critical and theoretical thinking, as well as good writing and careful editing, among other things. I was exposed to an interdisciplinarity that has enriched my research and professional interactions. I also became a better teacher in an institutional context with very high pedagogical standards. I am grateful to my advisor, Professor Delgado, and to the other faculty members of the Department of Spanish and Portuguese, for their guidance, as well as to the Graduate College for its support. The Spanish department at U of I gave me the skills necessary to be successful as a professor of Hispanic Studies, skills that I now share with my own students."

We are very proud of Iker's success, a great example of the professional trajectories of our outstanding graduate students, who enrich our academic community in so many ways. ❖

Pamela Cappas-Toro, PhD, '13, Spanish Literatures and Cultures



Dr. Cappas-Toro is an Assistant Professor in the World Languages and Cultures Department at Stetson University in central Florida. After earning a PhD from the University of Illinois in 2013, she has dedicated herself to developing *La Casa Cultural Latina*, a cultural center that provides free English as a Second Language (ESL) courses for community members, serves as a satellite space for local non-profit organizations, and engages Stetson students in community-based learning and internship opportunities. *La Casa* bridges the divide between the university and the local community by building trust through multi-directional dialogue and by bringing the community into the university.

Her commitment to underserved populations is also evident through her efforts in founding and co-directing the Community Education Project (CEP). Inspired by teaching experiences as a graduate student in the Education Justice Project at the University of Illinois, she began collaborating with two Stetson professors to develop a higher education in prison program at the Tomoka Correctional Institution. Florida currently has the nation's third largest prison population with more than 100,000 people behind

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bars, and yet CEP is the only liberal arts higher education project of its kind in the state. Since 2014, Stetson professors have been offering between six and nine hours of instruction at this maximum security facility, offering non-credit courses, workshops, and guest lectures. In total, CEP has welcomed more than twenty-five professors to the program, providing incarcerated students with instruction in Spanish, Communication, History, and Philosophy, among other subjects. In 2017, CEP was awarded a \$9,000 grant from the Nina B. Hollis Institute for Educational Reform to hire instructors to teach foundational college courses. These classes are part of an ongoing effort to make CEP a credit-bearing college in prison program.



Pamela has also worked with CEP incarcerated students on opportunities to share their scholarship at regional and national academic conferences. In 2016, she presented at academic conferences with CEP students and she recently co-facilitated a Spanish and Latin American studies course with two incarcerated student-instructors. These teaching experiences are now part of a long-term collaborative research project in which the three of them are questioning how “explicit knowledge” such as curriculum and content development training in Spanish is created, shaped, and negotiated in a maximum security prison. The research explores the potential for instruction in Spanish and Latin American Studies in prison to disrupt the racial, gender, sexual, and religious norms, and hierarchies, and of the U.S. prison system. In recognition for her work, Pamela was selected as one of three national finalists for the Lynton Award sponsored by Brown University. This distinction recognizes faculty members who, early in their career, connect their teaching and research to community service and engagement.

According to Pamela, “Earning a PhD in Latin American Literatures and Cultures has afforded me an opportunity to imagine and implement a diverse set of learning opportunities in Central Florida. My training prepared me to integrate research with service and community-based teaching, lifelong lessons that make me forever grateful to the professors and mentors at the University of Illinois.” She also adds, “My teaching opportunities at U of I helped me to think critically about the importance

of a rigorous curriculum that demands students connect their community based learning to the systemic issues marginalized communities confront in the United States... While compassion is a critical component of all service work, demanding intellectual inquiry is essential, especially when students are asked to think about social justice issues at the level of policy making.” ❖

Amy Firestone, MA, '06, Latin American Studies; PhD, '12, Spanish Linguistics

Dr. Firestone is a Program Analyst in the Office of Apprenticeship at the U.S. Department of Labor (USDOL) where she leads the private sector, education institutions, and workforce in creating youth and postsecondary apprenticeship programs. Dr. Firestone also manages the USDOL and U.S. Department of Education's Registered Apprenticeship College Consortium (RACC), a national network of over 300 colleges that allow apprentice graduates to accelerate completion of their postsecondary degrees at member colleges.

Her professional and academic career has focused on sociolinguistics, youth, and education in the United States and Latin America. Dr. Firestone was a 2012 Presidential Management Fellow at USDOL where she led a variety of domestic and international labor initiatives pertaining to the Latin American community, such as occupational safety and health for Hispanic workers and child labor and human trafficking in Latin America.

She obtained her doctoral degree in Spanish Sociolinguistics and Master of Arts Degree in Latin American Studies from the University of Illinois at Urbana-Champaign, and has a Bachelor of Arts degree in Hispanic Studies from the College of William and Mary. Dr. Firestone has received numerous fellowships to support her graduate fieldwork in the Andes and Quechua and Aymara language studies. She also received the 2009 Inter-American Foundation Grassroots Development Fellowship to support her doctoral fieldwork on bilingual (Quechua/Spanish) youth in Ayacucho and Arequipa, Peru.

Dr. Firestone's first book, “We Combine Quechua”: Urban Youth's Language and Identity in Peru, was published by the Institute of Peruvian Studies in September 2017. Dr. Firestone is bilingual in Spanish, and has also studied Arabic, Aymara, Chinese, French, German, Portuguese, Quechua, and Russian.

With regard to how her doctoral degree in Spanish Linguistics has been very beneficial to her, Amy states, “In my current position in the Office of Apprenticeship, my portfolio covers youth apprenticeship and expanding postsecondary pathways through the apprenticeship program. The deep research, writing, and public engagement experience I gained as a U of I doctoral student, teacher's assistant, and researcher have helped me advance

my career. My current work portfolio requires advanced skills in project management, public speaking, research, and writing.”

Dr. Firestone also adds, “My experience as a doctoral ethnographer in Peru has also been very beneficial to building multi-layered partnerships. For my doctoral research in Peru, I had to quickly develop and maintain relationships with many different types of organizations and communities to carry out complex sociolinguistic research. In my current work, I build partnerships with foreign, domestic, education partners, teachers, and students on complex education programs to serve underrepresented youth.” ❖



Dr. Firestone provides remarks on the growth of apprenticeship programs on behalf of the U.S. Department of Labor on panel with Harvard and Cornell professors (June 8, 2017)

DOCTORAL DEGREES 2012-2017

Congratulations to the following alumni, who earned PhD degrees in our department in the last five years! Alumni are listed in alphabetical order by last name, along with their degree date and job placement.

Lisa Burner, (2015) Assistant Professor,
Sewanee: The University of the South

Munia Cabal, (2013) Assistant Professor,
Western Illinois University, Macomb

Pamela Cappas-Toro, (2013) Assistant Professor,
Stetson College

Claudia Crespo, (2014) Researcher,
Pontificia Universidad Católica del Perú

Justin Davidson, (2015) Assistant Professor,
University of California at Berkeley

Christopher D. Eager, (2017) Analytics Consultant,
CNA Financial Corporation, Chicago

Amy Firestone, (2012) Department of Labor,
Office of International Affairs, with focus on Latin America

Florencia Henshaw, (2013) Director of Advanced Spanish,
University of Illinois at Urbana-Champaign

Megan Kelly, (2012) Assistant Professor,
Susquehanna University

Ji Young Kim, (2016) Assistant Professor, UCLA

Lily Martínez, (2012) Assistant Professor,
Universidade de Brasília

Alyssa Martoccio, (2012) Assistant Professor,
University of Colorado-Denver

Kristina Medina Vilarino, (2012) Assistant Professor,
St. Olaf College, MN

Alexandra Morales Reyes, (2014) Assistant Professor,
Universidad de Puerto Rico-Mayagüez

Marianna Nadeu, (2013) Initial placement:
Assistant Professor, Pennsylvania State University

Wanda Ocasio Rivera, (2015) Assistant Professor,
Merrimack College

Antonio Pérez Núñez, (2015) Assistant Professor,
College of Charleston

Sally Perret, (2012) Assistant Professor,
Salisbury University

Itxaso Rodríguez, (2016) Assistant Professor,
Southern Illinois University

Daniela Raducanu, (2015) Postdoctoral Scholar,
Utah State University

Hélade Santos, (2013) Lecturer, Center for Languages
and Intercultural Communication, Rice University

Luján Stasevicius, (2016) Lecturer, Rice University

Clara Valdano, (2012), Adjunct Professor,
Chabot College, CA

Sarah West, (2017), Visiting Instructor,
University of Puget Sound ❖

FACULTY BIOS



Ann Abbott recently began a project, supported by our campus CIO, to build an app for local Spanish speakers.

Students will help build the app, giving them valuable technological experience and highlighting the invaluable role of the humanities in technological projects. After thirteen years, Ann's students still volunteer and learn from the local Latino community in places like the Refugee Center, SOAR and bilingual classrooms.



Severina Adames-Cox is a Spanish instructor at the University Language Academy for Children.



Melissa Bowles is currently Associate Head in the Department of Spanish and Portuguese. Her main research

interests are classroom second and heritage language acquisition and the ways in which instruction differentially affects the two learner groups. Her current book project is titled *Instructed Heritage Language Acquisition* (Oxford University Press). She also consults regularly for the U.S. Department of Education on issues related to language assessment.



Brenden Carollo serves as Director of Fourth Semester Spanish courses and supervises TAs teaching those

courses. He is engaged in the intersection of language and content and the use of technology to support hybrid language courses. He is interested in Brazilian culture and participates in cultural activities outside of class for students of Portuguese at Illinois.



Christina De'Angelo is an instructor of Spanish and an instructor at the University Language Academy for Children.



L. Elena Delgado continues with her research on the role of emotions and affects in the public sphere,

with emphasis on political emotions, for which she has received an Illinois Program for Research in the Humanities Fellowship (2016-17) and a Unit for Criticism and Interpretive Theory Senior fellowship (2017-19). A Spanish translation of her co-edited book *Engaging the Emotions in Spanish History and Culture* is forthcoming in 2018.



Anna María Escobar continues her book project on the emergence and diffusion of *Andean Spanish*, the most spoken

Spanish contact dialect. She is co-editing the Cambridge *Handbook of Language Contact* with Salikoko Mufwene (University of Chicago), and leads the *CLoTILdE Project*, which includes colleagues in the U.S. and South America, on uncovering semantic trajectories of linguistic change from Quechua to Spanish. She also directs the Center for Latin American and Caribbean Studies.



Raquel Goebel, Director of the Portuguese Language Program, serves on the Language Evaluation

Committee conducting proficiency interviews for prestigious fellowships like FLAS and Fulbright. She developed the first online course in Portuguese and a summer program for high school students and also collaborates with numerous campus departments promoting Brazilian culture and the teaching of Portuguese. She provides translation services to the local community.



Dara Goldman is working on a book that examines how recent Cuban literature, film, and music highlight the

challenges of the island's evolving status in the global system. This coming year, she will be on sabbatical, conducting additional

fieldwork in Cuba and completing the book manuscript. She is also working on Jewish literatures and cultures in Cuba and directs a campus-wide initiative on Global Diasporas and Migration.



Mariana González-Boluda is a Spanish Instructor. She is currently finishing her thesis focused on the

Development of Writing Skills through the use of Social Media. She feels very passionate about teaching and learning online. She has developed and taught Spanish courses online for Beginners and is also working on how to improve students' speaking skills and motivation in online environments.



Glen Goodman's research looks at the intersection of migration, ethnicity, and national identity in

Brazil. His current book project deals with constructions of German identity in 20th century Brazil. In the classroom, he teaches courses on national identity, racial thought, film, and migration in both Portuguese and Spanish. In Spring semester 2018, he will be a Fulbright visiting professor at the Federal University of Rio Grande do Sul, Brazil.



Florencia Henshaw is the Director of Advanced Spanish and the new Interim Director of the Center

for Language Instruction and Coordination. She recently obtained Full Certification as an ACTFL Oral Proficiency Interview tester in Spanish. She is currently working with Prof. Silvina Montrul on developing a fully online version of SPAN 307, Bilingualism.



José Ignacio Hualde's research is mostly in the areas of phonology and historical linguistics, with a focus

on Basque, Spanish, and the other Romance languages. He teaches courses on the history of the Spanish language, Spanish phonology

and Romance linguistics, in addition to more basic courses on the structure of Spanish. He also has an appointment in the Linguistics Department and for the last couple of years he has been teaching an introductory course on language history for undergraduate students.



Javier Irigoyen-García has recently published his second book, *“Moors Dressed as Moors”: Clothing, Social Distinction, and Ethnicity in Early Modern Iberia* (University of Toronto Press, 2017), which explores the production, circulation, and consumption of Moorish clothing among both Old Christians and Moriscos. His current project, *Utopies of Infamy*, deals with the political value of insults as a source of collective identity in early modern Spanish imaginary.



Jill Jegerski's recent publications include two journal articles and a book chapter on relative clause attachment preferences in heritage Spanish, plus an article that examines the processing of the “personal *a*” in the same population. A current project, funded by the Campus Research Board, uses eyetracking to investigate how non-native sentence processing might differ according to the methodology of an experiment, such as the instructions given to participants. She is teaching Introduction to Hispanic Linguistics and Spanish in the U.S. to undergraduates this year and a graduate seminar on second language processing.



John T. Karam was recently chosen to serve as the Associate Director of the Lemann Institute for Brazilian Studies at Illinois. He made progress on his current book project, “Manifold Destiny: An Arab Crossroads of the Americas,” which explores how Arabs at the border between Brazil, Paraguay, and Argentina straddle multiple hemispheric powers. His co-edited volume, *Crescent Over Another Horizon: Islam in Latin America, the Caribbean, and Latino USA* was released as a paperback by the

University of Texas Press in 2016.



Eduardo Ledesma is Assistant Professor of Spanish and specializes in contemporary Latin American and Iberian literature, film and new media. He published his book *Radical Poetry* (SUNY Press) in November 2016 and is currently completing a book on Latin American documentary and experimental film. Eduardo is also working on a disability studies project investigating how blind filmmakers use digital technology to make films.



Pilar Martínez-Quiroga teaches undergraduate courses in Spanish Literature and Culture, with a special focus on issues of migration, community, and gender in Spain. She is currently working on a book project dealing with how female political activists reflect on the interrelation between feminism and nationalism in Spain.



Jonathan McDonald has a split appointment between the Department of Linguistics and the Department of Spanish & Portuguese. He approaches theoretical syntax from a Generative perspective and focuses on those aspects of language that are universal and those that are variant. Some recent work in this vein analyzes the differences among Romance *se* constructions, both synchronically and diachronically.



Mariselle Meléndez's research focuses on issues of race and gender in colonial Spanish America with special interest in the eighteenth century, the cultural phenomenon of the Enlightenment, notions of spatiality, as well as visual culture. She is the author of *Deviant and Useful Citizens: The Cultural Production of the Female Body in Eighteenth-Century Peru* (2011), *Raza, género e hibridez en El lazarrillo de ciegos caminantes* (1999), and is currently working on a book manuscript entitled,

The Cultural Geography of Spanish American Ports in the Age of the Enlightenment.



Silvina Montrul is writing a book on heritage languages and language change. She is also leading an exciting project with Steve LaValle (Computer Science), Robb Lindgren (Curriculum and Instruction), Nancy Wesselmann (St. Louis, MO public schools) and graduate students from Spanish and Portuguese, Linguistics, and Computer Science. The team is creating pedagogically sound immersive activities to learn Spanish with the latest virtual reality technology.



Joyce Tolliver directs the Center for Translation Studies and oversees the online and campus-based MA program in Translation and Interpreting, as well as the Undergraduate and Graduate Certificates in Translation Studies. She is working on a book on the colonial metaphor of family in the Spanish Philippines and is beginning a new project on realism and reality.



Tasha Robles is the Spanish Undergraduate Advisor and an alumna of the University of Illinois. As an academic advisor, she helps students to navigate and balance all that is expected of them, guiding them through their college career, while helping them achieve their academic and Spanish goals.



Melanie Waters is the Director of the Introductory Spanish Program. Twenty years ago she was involved in the initial design of the flipped/hybrid classes for Elementary and Intermediate Spanish and is currently revising these courses to include different technologies. She is working toward the Master of Online Teaching Certificate through the ION program at Illinois. ❖

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Regina Hinders



"Most of my Spanish studies were completed during the year I spent studying abroad. It was in Barcelona that I started painting daily, keeping a sketchbook with me wherever I went. This, in addition to my studies, helped me improve my Spanish drastically, as curious passersby would come and strike up conversations with me."

—Regina Hinders, BA, '14, Spanish, and recipient of the Álvaro Monserrat Llardén Scholarship 2011-12.

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