

**ONWARD:
CONGRATULATIONS
GRADS!**

SPRING 2024

ISSUE 5

FACULTY LED WORKSHOP

HEARTFELT REFLECTIONS:
RETIRING FROM UA.

HUMANIZING HEALTH
THROUGH INTERPRETATION
& MORE

Newsletter

Department of Modern Languages

Table of Contents

03

ANNOUNCEMENTS

Short and sweet semester announcements

04

FROM THE INTERIM CHAIR

A word or two from Dr. Mary Biddinger

07

GOOD LUCK GRADS!

A list of students graduating from our degree programs!

10

ON TO NEW ADVENTURES

Parting sentiments from our retiring faculty, Dr. Maria Adamowicz-Hariasz and Dr. Maria Alejandra Zanetta.

18

HUMANIZING HEALTH THROUGH MEDICAL INTERPRETATION

Department hosts Guest Speaker, Alberto Morán-Vallejo

21

FACULTY RESEARCH

Department faculty are actively engaged in publishing the results of their literary and cultural investigations.

ANNOUNCEMENTS

New! Part-Time Faculty Representative

Professor Jing-Ya Turner represents the Department of Modern Languages Part-Time Faculty in the Buchtel College of Arts & Sciences Part-Time Faculty Advisory Council.

Congratulations Jacob!

Our student assistant, Jacob Parkomaki, graduated this Spring with a BBA in Information Systems Management. We wish him all the best!

Student Evaluations: Participation is up.

Thank you to everyone who encouraged their students to complete the student evaluations this semester! We had 49% participation which is an improvement on the 46% we had in the Fall 2023.

Workday: Fall teaching and schedules.

Once you log into Workday, you should see a **Menu** option in the top left. If you do not see **Teaching** on your main menu, head to the bottom of this menu section where it says **Add Apps**. Search for **Teaching** in the Find Apps section. It will populate and then hit the little **(+)**. Now it is on your menu! Here you will find your grade rosters, schedules etc.

Want to contribute to the Newsletter?

Please send items you would like to see in the Newsletter to Theresa (tmp77@uakron.edu).

FROM THE INTERIM CHAIR

Dear Colleagues, Students, and Friends of the Department of Modern Languages,

Thank you for another wonderful academic year. I'm sure others will agree that this was one of the most beautiful springs in recent memory here on the UA campus. Even with a few unwelcome cold snaps, the flowers showed their faces and campus erupted in abundant blossoms right in time for commencement. Along with the beauty of campus came the bittersweet farewells we had to make to our colleagues Dr. Maria Alejandra Zanetta and Dr. Maria Adamowicz-Hariasz, who both retired at the end of the spring semester. I urge you to read their heartfelt contributions to this newsletter, reflecting upon their decades at the university.

I have had the honor of learning from both of these esteemed colleagues during my time at UA, both within and beyond the Department of Modern Languages. Dr. Maria Adamowicz-Hariasz has been a vital member of the University of Akron Press Editorial Board, where her feedback on book manuscripts has been invaluable. I have been grateful for her presence on that board, and she will be missed by all the staff of the Press. The English department faculty, myself included, remain grateful to Dr. Maria Alejandra Zanetta for her hard work as our Interim Chair years ago. It was always a pleasure to serve on committees with her, and I am grateful for all of her mentorship. Many thanks to Dr. Camelly Cruz-Martes and Theresa Procopio for coordinating a lovely farewell celebration to recognize our two retiring colleagues. Dean McKinney even stopped by to offer his congratulations and best wishes.

One of my favorite aspects of these two colleagues' contributions to the newsletter is the lovely photos that they each shared to accompany their words of wisdom. Please take a moment to look at these photos as you peruse this newsletter. Much gratitude—as always—to Theresa for compiling all of this good news.

Sincerely,
Mary B.

STUDENT ACCOMPLISHMENTS

HANNAH KELLY

SENIOR, BUSINESS DATA ANALYTICS & ECONOMICS

Hannah Kelly, Business Data Analytics and Economics, BBA, took the Hanyu Shuping Kaoshi (HSK) or Chinese Proficiency Test this Spring. She was enrolled in Professor Jing-Ya Turner's CHIN 202: Intermediate Chinese II and spent many hours preparing for the test with Professor Turner. She will be studying abroad in China in Fall 2024.

CASSIDY KUHAR

SENIOR, PSYCHOLOGY, FRENCH MINOR

Cassidy Kuhar, Psychology, BA and French Minor, received the award for Best Research Paper - Social Sciences at the Celebration of Undergraduate Research and Creativity. Her research paper highlighted "U.S. and French Collaborations in WWII to Select and Classify Aircrew Personnel." You can watch the accompanying video [here](#).

CASSIDY KUHAR

SENIOR, PSYCHOLOGY, FRENCH MINOR

MASON YURICH

SENIOR, STATISTICS- DATA SCIENCE, FRENCH MINOR

The Maison Française de Cleveland, Concours Annual, College Division

The students from the French section of the Department of Modern Languages have been participating in the competition for many years, and from 2003, our students have consistently won third, second, and grand prizes. Congratulations to our winners this year; Cassidy Kuhar (Psychology, French minor) and Mason Yurich (Statistics-Data Science, French minor).

MADELINE LLOYD

SENIOR, CHEMICAL ENGINEERING, SPANISH MINOR

ALBA MASTROMATTEO

EARLY COLLEGE HIGH SCHOOL

Madeline Lloyd and Alba Mastromatteo volunteered virtually at The Oaxaca Learning Center (TOLC) this past semester. Their dedication to helping students practice English while simultaneously improving their own Spanish skills has made a significant impact on the TOLC community. Madeline Lloyd and Alba Mastromatteo participated in TOLC's virtual tutoring program, connecting with students in Oaxaca through online sessions. This cross-cultural exchange not only enhanced the language skills of TOLC students but also provided Madeline and Alba with a unique opportunity to immerse themselves in Mexican culture and language.

NICHOLAS MICHAEL

FRESHMAN, CHEMISTRY, SPANISH MINOR

Nicholas Michael, Chemistry, BS and Spanish Minor has been accepted into NALCAP (North American Language and Culture Assistants Program), a very competitive program which "partners American college students and graduates with elementary and secondary schools in Spain to bolster language programs as language assistants (TAs) under the guidance of teachers in Spain".

GRADUATION: WHERE THE ADVENTURE BEGINS

Our students were asked to fill out a short questionnaire before graduation. One question we asked was “What advice would you give to students learning languages or pursuing a language degree path?” Here are some of the great answers we received!



ALIA BAIG, SPANISH MINOR

“I would encourage them to get to know their professors on a personal level. Everyone I have had as a teacher in the Department of Modern Languages has been absolutely wonderful and they have great stories to tell!”



BRISA LIN HANG, ADV. SPANISH CERTIFICATE

“If you’re pursuing any degree or certificate in language, I highly recommend living where that language is spoken for a minimum of three months! Take advantage of the study abroad programs and take your knowledge of that language to the next level!”



MADLINE LLOYD, SPANISH MINOR

“Immerse yourself as much as possible. Find someone you are comfortable with and talk to them to help build your confidence. Learning a new language is one of the most rewarding things you can put your time and energy into, and if you really put yourself out there, you will gain so many opportunities and new friends along the way.”

Congrats Grads!

THE FOLLOWING STUDENTS ARE MAJORS, MINORS OR CERTIFICATE STUDENTS IN OUR DEPARTMENT. HERE'S TO NEW ADVENTURES!

Students are listed alphabetically.

DAVID ANTHONY	SPANISH MINOR
ALIA BAIG	SPANISH MINOR
NATALIE BAUGHMAN	SPANISH MINOR
ANDREA CUELLAR GARCIA	ADV. SPANISH FOR THE HEALTH PROFESSIONS, CERTIFICATE
NATHAN CULMER	SPANISH MINOR
IRENE CZERNICKI	SPANISH MINOR
CHRISTINA DAGER	SPANISH MINOR
ERICA FACTOR	SPANISH MINOR
BRISA LIN HANG	ADV. SPANISH FOR THE HEALTH PROFESSIONS, CERTIFICATE
RILEY HEPLER	SPANISH MINOR
MACKENZIE KIRWAN	SPANISH MINOR
MADLINE LLOYD	SPANISH MINOR
MACIE NORRIS	SPANISH MINOR
MAYA ODUYOYE	SPANISH MINOR & ADV. SPANISH FOR THE HEALTH PROFESSIONS, CERTIFICATE
LEALER POWELL	SPANISH, BA & ADV.SPANISH FOR THE HEALTH PROFESSIONS, CERTIFICATE
SIENNA RICE	ADV. SPANISH FOR THE HEALTH PROFESSIONS, CERTIFICATE
EMILY TENNEY	SPANISH MINOR
ASHLEE TOTH	SPANISH MINOR
KAYLA WALISCH	SPANISH, BA

FEATURED ARTIST MARIA ALEJANDRA ZANETTA SUMMA HEALTH ART EXHIBIT



Featured artist Dr. Maria Alejandra Zanetta was on view through April 26, 2024 at Summa Health. Dr. Zanetta's artwork is held by public and private collectors in the United States, South America and Europe; including Ohio State University, The University of Akron, Columbus Metropolitan Library, Summa Health, Akron-Summit Public Library, Leadership Akron, Federal Process Corporation,

Cleveland Art Association (CARTA) and The Ortega y Gasset Foundation, among others. Dr. Zanetta was also the featured artist to design the First Night Akron 15th Anniversary Button in 2011. Artwork in the gallery exhibition is available for purchase and part of the proceeds benefit the Healing Arts Fund.

DR. ORTIZ TO LEAD VIRTUAL WORKSHOP ON LEARNING STYLES FOR OAXACA LEARNING CENTER INSTRUCTORS

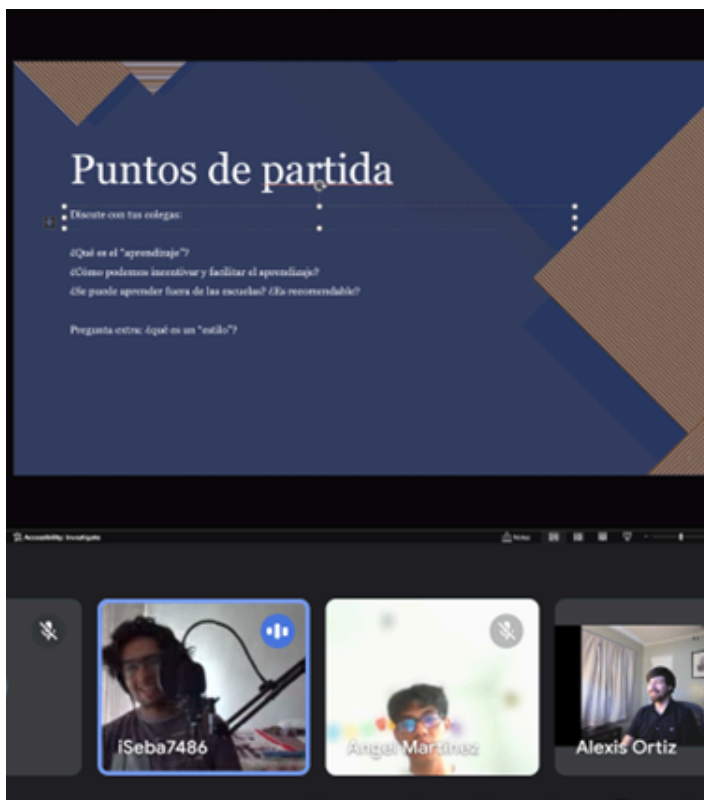
BY DR. ALEXIS ORTIZ

We are excited to announce that Dr. Alexis Ortiz will be leading a virtual workshop on learning styles for the instructors at The Oaxaca Learning Center (TOLC). The workshop began on May 18, 2024, and will hold its second session on May 25. In this workshop, Dr. Ortiz will share insights and strategies to enhance the educational experience for both students and instructors at TOLC.

The workshop aims to equip TOLC instructors with tools to address the diverse learning needs of their students. Given TOLC's mission to provide comprehensive support to low-income youth in Oaxaca, this workshop is an invaluable opportunity to further empower their dedicated team.

Dr. Ortiz's expertise in learning styles will help instructors tailor their teaching methods to better engage students, fostering an environment where every learner can thrive. This initiative underscores TOLC's commitment to continually improving the quality of education and support offered to its students.

This collaboration highlights the importance of professional development in sustaining the impactful work of organizations like TOLC. Dr. Ortiz's workshop aims to contribute significantly to the center's ongoing efforts to transform the lives of Oaxacan youth. For more information about TOLC and its programs, please visit [The Oaxaca Learning Center website](#) ([Friends of the Oaxaca Learning Center](#)).



**"OFTEN WHEN YOU THINK YOU'RE
AT THE END OF SOMETHING,
YOU'RE AT THE BEGINNING OF
SOMETHING ELSE."**

- FRED ROGERS



“RETIRING FROM THE UNIVERSITY OF AKRON AFTER 29 YEARS IS A BITTERSWEET MOMENT.”

BY: MARIA ADAMOWICZ-HARIASZ

Bitter because the French section is no longer the thriving place where students interested in French language and culture were part of a large community of like-minded passionate Francophiles, sharing wonderful moments inside and outside of the classroom. Sweet because despite many challenges and obstacles I believe my work during all these years did make a difference in personal and professional lives of many of my students.

Together we were able to learn from each other and create memorable experiences, in Akron and in France, where I'd take a group of students to participate in the study abroad program in Le Mans. The collaboration with Le Mans University also allowed us to exchange graduate students who'd teach their respective languages and share their cultures for several years. One such grad student, Nils Dafniet, was outstanding as a teacher and “animateur” in charge of extracurricular activities-games, cooking classes, video presentations-and made the UA French section stronger than ever.



UA FRENCH QUARTER

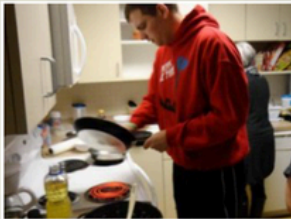
2012-2013



Coordinator—
Dr. Adamowicz-Hariasz

Associate Professor of French
Buchtel College of Arts and Sciences
Department of Modern Languages

Phone: 330-972-5871
Dept Phone: 330-972-7487
E-mail: madamow@uakron.edu



[2012-2013]

UA French Quarter

Meet Nils,

the 2012-2013 Peer Mentor
(pictured above).

"If you think that French culture is just baguette, béret and vin rouge, then come along to La Maison Française!

I'm Nils, I'm 22, I live in Le Mans and next year I will be there to introduce you to the huge variety of what makes French culture so unique! Through different activities and events, from cooking to cinema, not to mention literature and music, I will recreate a French atmosphere in La Maison Française!

Plus on est de fous, plus on rit!
Alors je vous attends nombreux! A bientôt."

A living and learning community at The University of Akron

Who?

If you are interested in mastering the French Language and learning more about France and other Franco-phone countries, this is an outstanding opportunity.

Students are eligible to participate based on a strong interest as expressed on their housing contract and final approval by the living and learning community coordinator.

What?

As a part of the community, you will have the opportunity to interact with the Peer Mentor, who is a native speaker of French, and work with other students

as part of a French milieu on the UA campus. In addition to everyday interaction in French, you will have the opportunity to engage in activities on and off campus such as attending weekly French Coffee Hours, cooking and learning about French cuisine, viewing and discussing films, attending art and museum exhibits and theater productions.

When? Fall 2012-Spring 2013

Mission— To provide students with interesting opportunities to learn more about world cultures and become engaged in the global community while developing proficiency in French and becoming more equipped to participate in the national and international job market.

A flyer for the UA French Quarter introducing students to the community of French learners on campus.



I'm very proud of many of the classes I designed. One of them was the sequence of the Intermediate French 201-202 based on authentic documents (press articles, songs, short movies), arranged in modules, and evaluated based on self-reflection and special projects submitted by the students to their individual electronic portfolios.

The class on French Gastronomy that involved a 10-day stay in Paris during the Spring Break where students were able to taste what they were reading and discussing on the UA campus is one of the most unforgettable. I'm sure the students still remember the smell of the French baguette from a bakery we toured or the visit in the French pre-school during lunch where we were able to compare the way children are fed in both countries.

I think the most memorable and enjoyable teaching experience took place in the Advanced Written and Oral Communication classes which I designed as an experiential type of learning based on the simulation game called "immeuble".

During the entire semester, under assumed French/Francophone names and identities, we'd be neighbors sharing an apartment building in one of the French cities (students would choose the city/region and learn about it). As neighbors, students would experience different events and record them in their blogs. The events would be simple, such as paying a visit and meeting a new neighbor (followed by a description of the place and the person), or more complex (having a leaky faucet?). They would also meet in the downstairs café to discuss current events. My role as a "concierge" would allow me to keep track of everything.

During these 29 years, there were certainly many changes pertaining to the teaching of foreign languages, now called world languages. I was, however, fortunate to be trained in the proficiency approach already in the graduate school at the University of Pennsylvania back in the late '80 and thus the changes introduced by each new edition of various textbooks were not that dramatic for me personally.

Thus, from the very beginning of my teaching career, intercultural communication based on authentic documents was the focus in my classes.

Regardless of the contents and methods, the ever-increasing use of technology is probably the biggest pedagogical innovation in the classroom, in my opinion.

The ebooks and electronic workbooks are fantastic because we have videos, songs, animations ready to use, and we don't have to carry workbooks or pages from the workbook to grade the homework assigned (we did that!!). The negative aspects of this overuse of modern technology are well known and I'm selfishly glad I won't have to deal with the huge impact of the artificial intelligence on teaching and learning.

What will I miss? Or rather whom will I miss? I will miss my wonderful part-time faculty members without whom the French section would not have survived for so long; my brightest students, those who shone brightly at the NE Ohio language competition year after year; my non-traditional 60+ students who have been taking my upper-level classes for the last 20 something years, and their superb insights shared in classroom discussions. And, of course, I will miss our awesome Administrative Assistant, Theresa Procopio, who made the last few years of my teaching at the University of Akron so much more pleasant.

Adieu!



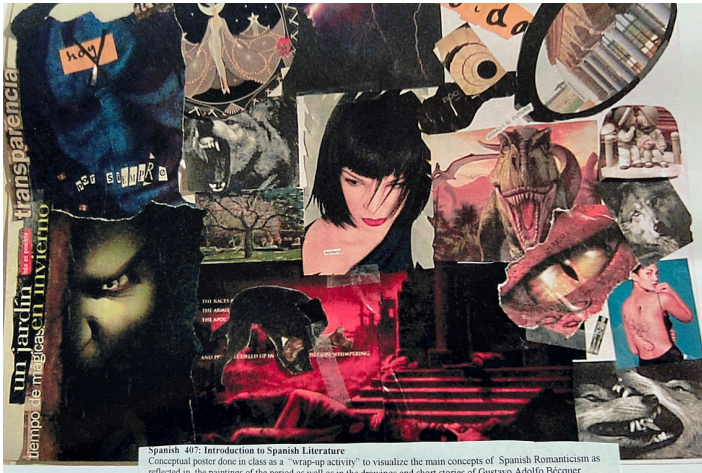


A MEMORABLE COURSE: INSPIRING REFLECTIONS ON TEACHING

BY MARIA ALEJANDRA ZANETTA

What is your most memorable teaching experience?

I have enjoyed teaching both language and culture courses at the undergraduate and graduate level. However, I remember certain courses with particular fondness because of the content being entirely focus on Spanish culture. In these seminars (both graduate and undergraduate) we covered key aspects of Spanish culture and civilization, exploring a topic from different angles. In these courses in particular, I used various ways of teaching to adapt to the different styles of learning of my students.



Spanish 407: Introduction to Spanish Literature
 Conceptual poster done in class as a "wrap-up activity" to visualize the main concepts of Spanish Romanticism as reflected in Francisco Goya's paintings and engravings as well as in Leandro Fernández de Moratín's "las niñas" (analyzed comparatively in class).

What have you noticed about pedagogy in your tenure teaching?

Because of my background in the arts and my own personal way of learning, I actively relied on the principle of creative thinking. Through this way of thinking my students were encouraged to use other forms of knowledge acquisition besides formal logic and words. These imaginative-thinking tools such as visual thinking, imaging and dramatization enabled my students to combine their personal knowledge with critical thinking and therefore, broadening the spectrum of the subject they were learning. I believe that this aspect of my teaching was what made my classes an engaging and fun experience for them and for myself.

I think the most important aspect in this profession is to love what you do. I love teaching. I believe my enthusiasm for teaching motivated my students to become more interested and engaged in whatever we were learning.

"I THINK THE MOST IMPORTANT ASPECT IN THIS PROFESSION IS TO LOVE WHAT YOU DO."

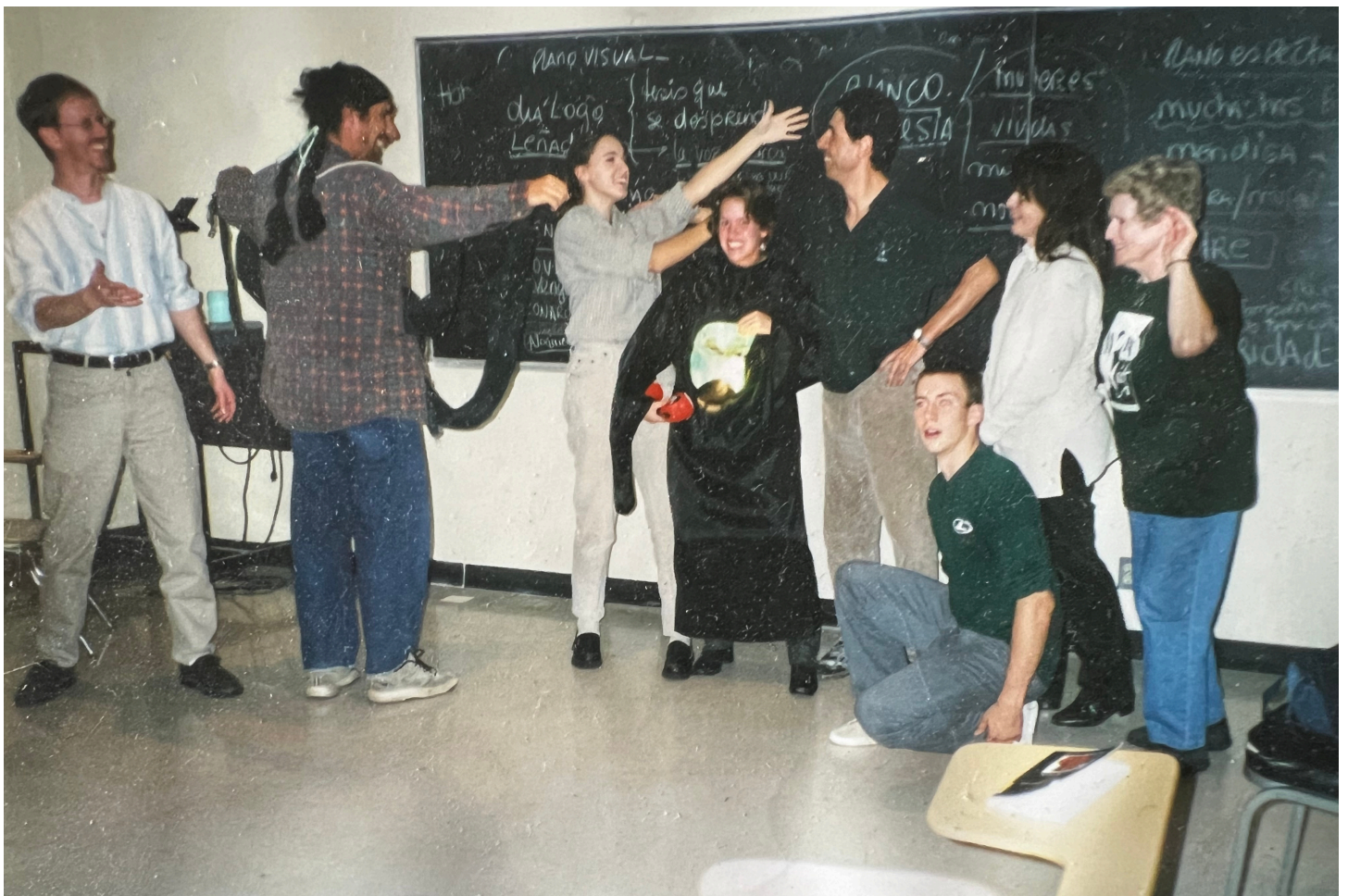
As I mentioned before, using different methodologies to adapt to different types of learning is also very important to make sure you reach everyone in the classroom. Making sure to actively involve every student in class activities and discussions is also extremely important so each student feels like an active contributor instead of a passive learner.

In language classes, I believe it is especially important to assume the role of facilitator and design an interactive and communicative oriented curriculum in which the students use the language constantly and in real life situations (role plays, interviews, personal presentations, etc.)

A student-centered classroom in which the speaking is done primarily by the students is, in my view, the most effective way to make sure students gain the speaking and cultural proficiency they need.

What do you think you will miss?

I will definitely miss the interaction with my students and the company of some dear colleagues who, with their commitment and dedication to our students and their inspiring work ethic have made working in the department and at the University an engaging, collaborative, and professionally rewarding experience.



HUMANIZING HEALTH THROUGH MEDICAL INTERPRETATION

BY CAMELLY CRUZ-MARTES





April was a Minority Health Month and in order to raise awareness, the Department of Modern Languages invited Mr. Alberto Morán-Vallejo, a doctoral student from the Translation Studies program at Kent State University, to discuss the need to humanize health through medical interpretation. Mr. Morán-Vallejo visited Dr. Camelly Cruz-Martes' SPAN 307: Spanish Conversation: Health Professions on April 17, 2024. During his visit, he not only shared his expertise but also encouraged students to actively participate in the discussion.

He discussed the need for professional medical interpreting for the well-being of millions of Limited Proficiency Patients (LEP) in the United States, showed the different modalities of interpreting, and practiced strategies for effective medical interpreting with students.



At the end of the presentation, students had the opportunity to engage with Mr. Morán-Vallejo, discussing the practicality and benefits of learning Spanish for their future healthcare careers. Such interactive sessions reinforce the professional aspects of language learning that the DML wants to highlight.

For more information, please contact Dr. Cruz-Martes for a video copy of the presentation.

SHOWCASE OF ACADEMIC EXCELLENCE AT PRESIDENTIAL RECEPTION

HOSTED
BY
PRESIDENT
GARY MILLER

APRIL 30, 2024

The Department of Modern Languages participated in the Buchtel College of Arts & Science Reception hosted by President Miller on April 30th.

Professor Polen de Campi, Dr. Camelly Cruz-Martes, and students, Callie Lewis (Spanish minor), Cassidy Kuhar (French minor), and Alexis Mackey (Spanish major and Student Ambassador), represented the Department in this special event.

Students and professors showcased departmental programs and activities, student and faculty research, and study abroad programs, among other departmental milestones and achievements this academic year.

The Administrative Assistant, Theresa Procopio, created an extensive booklet about the Department and Dr. Cruz-Martes created a promotional video as well.

The table displayed objects and symbols representing our department's languages and cultures. The Board of Trustees, donors, alumni, and friends of the University of Akron attended this event. Guests, faculty, staff, and students enjoyed the presentations and camaraderie while learning about all BCAS departments and programs.

A LITERARY & CULTURAL LEGACY

BY DR. ALEXIS ORTIZ



“Obrero sin segundo, constructor del espíritu del hombre”. Colección: Investigaciones Número V. (n.d.).

In his recent article entitled “Gregorio Torres Quintero y su obra narrativa: hacia la construcción del Heimat literario colimense” (2023), Dr. Alexis Ortiz has delved into the fascinating literary and cultural contributions of Gregorio Torres Quintero, focusing on how his work helped shape the narrative and metalinguistic identity of Colima. In a recent study, Ortiz examines how Torres Quintero's literary endeavors and political engagement crafted a body of work that amplifies the unique qualities and attributes of the Colima region.

Torres Quintero's approach went beyond mere regional pride. His work established Colima as a culturally autonomous region within the broader national context, reflecting key processes of formation during the 19th and early 20th centuries. Ortiz's research highlights the significance of the term "Heimat," rooted in German romantic historiography, as a lens through which Torres Quintero's poetry, short stories, and novels can be understood.

Ortiz argues that Torres Quintero's use of Heimat set the parameters for creating Colima as both a literary and historical entity. In his work, the histories of Mexico and the world intersect in a unique literary and geopolitical sphere. This intersection showcases a singular self-awareness shaped by geographical isolation and a 19th-century scholarly discourse in conflict with these attributes. Finally, Ortiz posits that Torres Quintero's literature presents a paradoxical proposition: regionalism as universalism. This concept, central to the nation's identity, aligns with Ignacio Altamirano's vision of "national literature" and the romantic genealogy to which Torres Quintero's work belongs. Through this exploration, Alexis Ortiz provides valuable insights into how Gregorio Torres Quintero's literary legacy continues to resonate, establishing Colima's unique place in the cultural and historical tapestry of Mexico.

Dr. Ortiz's article can be found here:

<https://www.revistarelaciones.com/index.php/relaciones/article/view/992>

GREGORIO TORRES QUINTERO'S CONTRIBUTION TO MEXICAN NATIONAL LITERATURE

BY DR. ALEXIS ORTIZ

In the recently published book *Obrero sin segundo, constructor del espíritu del hombre: Estudios críticos sobre la trayectoria intelectual y literaria de Gregorio Torres Quintero*, Dr. Alexis Ortiz, alongside his co-author Dr. Emilio Manzo-Lozano, presents an insightful essay titled "*Entre el terruño y la nación: Gregorio Torres Quintero y el paisaje de la literatura nacional mexicana.*"

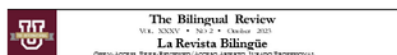
In his essay, Dr. Ortiz examines the significant yet underexplored literary contributions of Gregorio Torres Quintero, a prominent intellectual and educator from the late 19th and early 20th centuries. Despite being a direct disciple of Ignacio Altamirano and a contemporary of many influential educators and scholars, Torres Quintero's literary works have not received the attention they deserve.

Ortiz's essay delves into Torres Quintero's alignment with the nationalistic literary project championed by the 19th-century intelligentsia, known as *literatura nacional*. Focusing on *Cuentos colimotes* (1931), Ortiz analyzes how this work was written to support Altamirano's nationalist literary vision. Through this analysis, Ortiz highlights the impact of Torres Quintero's literary contributions within the broader context of Altamirano's nationalist project and their significance to early 20th-century Mexican literature.

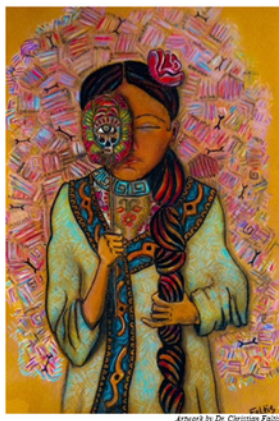
Dr. Ortiz's article can be found here:

<https://sites.google.com/camzac.edu.mx/publicaciones/p%C3%A1gina-principal/libros?authuser=0>

FACULTY RESEARCH



Teaching en y a Través de Dos Idiomas:
Strategies in Bilingual Education



Artist by Dr. Christian Fajó

[Text can be found here](#)

Camelly Cruz-Martes, Ph.D.
University of Akron
Kelly Washbourne, Ph.D.
Kent State University

Bilingual Review (Revista Bilingüe)
Vol. 35 No. 2 (2023): TEACHING EN Y A
TRAVÉS DE DOS IDIOMAS: STRATEGIES
IN BILINGUAL EDUCATION.

This study considers a genre of Latinx children’s literature in light of a complex of contextual factors, including its norms of production and reception, ideology, format, and literary bilingualism. As picture books, our focus here, are low status in the literary hierarchy, we present many factors and variables involved in the production of texts for, by, and about Latinx. While some issues are not unique to this genre of books for children, in some cases problems are particularly relevant, such as format, skopos and correctness—debates surrounding whether these books should be descriptive or prescriptive in home language use, and what dialect should prevail; the issue of multilingual source texts, code-switching, and coinage; the problem of what should be translated and for what audience(s); and the use of paratextual elements such as notes and glossaries.

Alexis Ortiz, Ph.D.
University of Akron

Dr. Alexis Ortiz contributed a compelling essay to the book *El canto del zenzontle. Aproximaciones críticas a la obra de Dolores Castro* (2023). In his essay, Dr. Ortiz focuses on Castro's sole novel, *La ciudad y el viento* (1962).

[Continued on next page]



[Text can be found here](#)

FACULTY RESEARCH [CONT'D]

This work stands out amidst her poetic oeuvre for its rich exploration of pivotal historical themes in Mexican historiography, such as liberalism and the intersection of religion and state. Ortiz delves into the novel's profound reflections on the human and national condition of Mexico, addressing its relatively modest body of existing studies. He emphasizes the concept of historical memory as crucial to interpreting the novel and understanding its critical reception at the time of its publication, as well as the importance of Classical Liberalism and religion in the process of shaping modern, post-revolutionary Mexico.



[Text can be found here](#)

Maria Alejandra Zanetta, Ph.D.
University of Akron

**Confluencia: Revista Hispánica de
Cultura y Literatura
Vol. 39 No. 2 (2024)**

Carmen Conde (1907–1996) is one of the most prominent figures of the first generation of postwar Spanish poets. In the poems of *While Men Die* (1938–1939), the female poetic voice expresses both a gynocentric vision of the world and a critique of the androcentric and anthropocentric value system.

Like Conde, Raquel Forner (1902–1988), a renowned Argentine avant-garde painter, in the series of paintings dedicated to the Spanish Civil War, denounces the devastating effects of a patriarchal order founded on the principle of domination and control. Forner's painful and hopeless allegories allude, like Conde's poems, "to a world shaken by the forces uncontrolled by the man who has unleashed them" (Fèvre 51). This work will analyze the use of the maternal figure in the collection of poems titled *While Men Die* (1938–1939) and in the paintings of the *De España* series (1937–1939).



SEE YOU IN THE FALL!

**FALL
2024**

**BEGINS ON
AUGUST 26,
2024!**

**HAVE A GREAT
SUMMER!**