

# ENLAGE *ONLINE*

The Official Newsletter of the American Association of Teachers of Spanish and Portuguese

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Editor: Mary-Anne Vetterling

## EDITOR'S MESSAGE:

Dear Colleagues:

I hope that you had a good Fall Semester in 2008 in spite of all the financial instability in our country and send you my best wishes for a happy, healthy, productive, and professionally satisfying 2009.

The newly renovated AATSP website is great and I suggest that you go there soon and often throughout 2009 and click on all the buttons! There is lots of information there for you to access. For example, you should click on the **NSE** button for information on the National Spanish Exam (NSE) (deadline for signing up your students is January 31, 2009) go to <http://www.nationalspanishexam.org/registration.htm> Or go to the **NPE** button for information on the National Portuguese Exam (contact Maria Branco [mbranco@falmouth.k12.ma.us](mailto:mbranco@falmouth.k12.ma.us) ASAP for details). Or go to the **FLES** button for the FLES Poster Contest (deadline is April 1, 2009). Information on registering for the upcoming AATSP conference and on prizes can also be found on the website during the first months of 2009.

Be sure to start planning to go to the annual meeting of the AATSP in Albuquerque, New Mexico, **July 9-12, 2009**, which promises to be another enriching, inspiring gathering with lots of sessions and workshops for your professional enrichment at an elegant hotel in downtown Albuquerque.

## AATSP 91<sup>st</sup> ANNUAL CONFERENCE

**ALBUQUERQUE, NEW MEXICO**  
**HYATT REGENCY ALBUQUERQUE**  
**JULY 9, 2009-JULY 12, 2009**



Above photo is from <http://www.albuquerque.com/>



Image: Ron Behrmann

Above photo is from <http://www.destination360.com/north-america/us/new-mexico/albuquerque.php>

I hope to see you in Albuquerque in July if not sooner at some professional event or conference. Have a great Spring Semester filled with lots of good students and many successes!

Best wishes,  
Mary-Anne Vetterling  
Professor of Spanish  
Regis College, Weston, MA

**THE PRESIDENT'S CORNER**  
**James A. Parr, President AATSP, 2008**



**September-October, 2008**

**Miguel de Cervantes Saavedra (1547-1616), Part I**

Cervantes was born in Alcalá de Henares. He was christened on 9 October 1547. Since he received the name Miguel, it is reasonable to assume that he was born on St. Michael's day, 29 September, ten days prior. He was the third child of Rodrigo de Cervantes and Leonor de Cortinas. His full name would ordinarily have been, therefore, Miguel de Cervantes Cortinas. Following his captivity in Algiers, and for reasons unknown, he took on the second surname of Saavedra—perhaps an instance of Renaissance self-fashioning. One opinion is that this surname was that of a legendary medieval warrior, someone whose exploits were recounted in ballads and with whom Miguel may have felt a bond based on some strikingly similar life experiences. He never attended university. His first literary leanings were toward poetry, for we know of some modest efforts in that genre from 1567.

In 1569, he engaged in a duel with a certain Antonio de Sigura, for uncertain reasons, wounding him in the process. This led to banishment from the realm for ten years and, had the arrest warrant been served, it would have dictated the amputation of his right, or sword, hand. Cervantes fled to Seville and from there made his way to Italy.

1570 finds him in the service of a Cardinal in Rome. In the Vatican and environs he was likely exposed, albeit unsystematically, to Renaissance painting and sculpture, and this smattering of culture may have influenced his subsequent literary production. October of 1571 will take him to the Battle of Lepanto, a momentous naval encounter between Christians and Muslims off the coast of Greece that, had the Muslims prevailed, might have guided the course of Western civilization in quite a different direction. The admiral of the Christian fleet was Don Juan de Austria, the bastard son of Carlos V and thus half-brother to the emperor, Felipe II. Here Cervantes is wounded and loses the use of his left hand—decidedly a better option than the one mentioned above—leading to the remark that this apparent personal disaster nevertheless contributed to the greater glory of his right hand, the one that would wield a pen thereafter. Cervantes remained forever proud of his involvement in this pivotal battle and of the personal sacrifice it entailed.

On route to Spain in 1575, with letters of support and recommendation from the victorious admiral, Juan de Austria, and others, Cervantes is taken captive by corsairs and will be held for ransom for five long years. The letters from important personages may have led his captors to think that he would fetch a handsome sum. He makes four unsuccessful attempts to escape, but is spared the common punishment of having a foot amputated. In 1580, on the verge of being shipped off to servitude in Constantinople, and thus into literary oblivion, he is ransomed by the Trinitarian friars. At the end of the year, he is back in Madrid. His first plays are performed there in 1582-83. Clearly, his literary inclinations are initially toward poetry and drama, both of which were considered higher forms of imaginative writing than prose.

### **Miguel de Cervantes Saavedra (1547-1616), Part II**

In 1584 Cervantes fathers a daughter by Ana Franca de Rojas but does not marry her. Instead, he takes to wife a woman eighteen years his junior named Catalina de Salazar Palacios. They are married in Esquivias, her hometown. A forebear of Catalina, whose lineage was mixed with hers on the Salazar side of the family, was a certain Alonso Quijada, who was reputed to be an assiduous reader of books of chivalry. This is one of the names proffered by the first narrator as the real name of Don Quixote. Cervantes's employment for several years will be in Andalusia, first as commissary of the royal fleet, including the armada sent against England in 1588, then as a tax collector. During this time, he is imprisoned at least twice for irregularities in his accounts. He applies unsuccessfully for a civil service position in the new world. Had he succeeded in that quest, the history of Spanish and Western prose fiction would almost certainly be quite different.

In January of 1605, Juan de la Cuesta begins to distribute *El ingenioso hidalgo don Quixote de la Mancha* in Madrid, and the bar for Western narrative is raised exponentially and inalterably, in both its mimetic and diegetic dimensions. In 1606, Cervantes recognizes Isabel as his daughter, and she takes the last name of Saavedra. He returns to Madrid in 1607, again following the court. Here he will join a fashionable

religious brotherhood and, in short order, be invited to participate in meetings of literary salons, called *academias*. His standing in literary circles of the day will never equal that of Lope de Vega, however. His life comes full circle in 1613, when he returns to live for a time in Alcalá. He passes to his reward on 22 April 1616, just over a week after William Shakespeare. His remains are interred in a convent in Madrid, where they will rest in peace until the end of the century, at which time they are relocated and lost, apparently forever. Isabel died childless, so there is no surviving lineage. One of the ironies of history is that Cervantes's last known resting place was on what is now C/ Lope de Vega, while Lope de Vega's house is on C/ Cervantes. Since they did not hold a high opinion of each other in life, neither would have been amused by this twist of fate.

Dates of composition of Cervantes's works are virtually impossible to establish with certainty. There is much speculation about the sequence of the *novelas ejemplares* in particular and also about their arrangement in the collection, with particular reference to their thematic, generic, and ideological coherence. There are also tenuous attributions, one in particular being *Las semanas del jardín*. We do not know how or where or when he went about composing either volume of *Don Quixote*. It is likely that he wrote both *Don Quixote* and his last lengthy narrative, *Persiles y Sigismunda*, over a span of several years, quite possibly working on them at times in tandem. A traditional perspective is that he worked with manuscripts that he kept in a trunk during his travels, as time allowed. It is fair to assume that at least some of his dramatic production went astray over the years. His real talent did not lie in that area, in any event, although there is one notable exception: his one-act interludes or *entremeses* are first-rate and continue to attract readers and theater audiences alike, even though this was not the case when he was alive. A telling commentary on this fact is the title, *Ocho comedias y ocho entremeses, nunca representados* (*Eight plays and eight interludes, never staged*). Why the interludes were never produced is a mystery, for they are whimsical, often satirical, and a few are brilliant, but the case against the full-length plays is clearer. Lope de Vega had simply changed the taste and expectations of the theater-going public, so that Cervantes's work seemed pedestrian and dated by comparison.

Although he will on occasion transcend such considerations, Cervantes is very much a product of his time and place. His production draws upon the genres, conventions, and social and political concerns of the moment, generally transforming those realities through art and imagination. He also drew upon life experience in his writing but was never circumscribed by biography. Again, he invariably transformed it through imagination. His two immortal characters are Don Quixote and Sancho Panza, and *Don Quixote* remains his masterpiece (not the *Persiles*, as he himself seemed to feel). Characters like those two, who are either simple-minded, obsessed, deluded, or ride hobbyhorses will become the staple of mimetic or realistic fiction, while the polyphonic and self-conscious styles of narrating that give this work its distinctiveness on the diegetic level will inform narrative discourse from that day forward, not only on the printed page but also now on the screen, both large and small.

**November-December, 2008**



### **A Valedictory**

*Salve atque vale.* This is my final installment for the President's Page. It has been a pleasure to share some thoughts with you during 2008, and I take this opportunity to express gratitude to those of you who elected me to this high office. Let me share with you now some reminiscences on a life and a career. I do this for one primary reason, and that is the hope that my story might motivate some of your economically and culturally disadvantaged students. Nothing is more tragic, in my estimation, than the waste of human excellence. Let's do all we can to prevent that whenever possible.

I always smile silently when I hear colleagues speak of their working-class background, as though it were a badge of honor to have risen from such humble origins. Indeed it is, but when I was growing up, it would have pleased me very much to be "working-class." My working-class relatives lived in the city, where they had jobs in factories and made good wages. Their families had radios, TVs, refrigerators, telephones, indoor plumbing, carpeted floors, cars; my cousins had bicycles, erector sets, model airplanes, and nice clothes. We had none of those in my home. We eked out a living on a small farm, in the foothills of Appalachia, supplemented by my father's odd jobs and my mother's selling greeting cards door-to-door. We never made enough to have to file an income tax return. But if I ever felt deprived, all that was needed for attitude adjustment was a visit to my best friend, whose house had a dirt floor.

My father had only an eighth-grade education. He had been gassed in WWI and had lost one lung, so he was not supposed to do strenuous work, although he continued to do so. He refused to take a disability pension because he felt that others needed the money more than he. My mother read to me a great deal when I was a child and instilled in me a love of books and the stories they contained. She also taught me about the Bible, which has stood me in good stead in my literary studies.

It was clear that there was only one way out of poverty, and that was education. Of the twenty-five in my graduating class, only two of us went on to college. At sixteen, I was not socially or emotionally ready to succeed in college, however. I did succeed in failing Honors English and did not do a great deal better in my other subjects, with the exception of elementary Spanish. Perhaps that was to be my niche. But I lost my scholarship, so the only recourse was to enlist in the US Army for three years in order to

get the GI Bill. After returning from 2 ½ years in France, where I acquired French, it was back to the books, with more seriousness of purpose, leading eventually to initiation into Phi Beta Kappa.

An M.A. and Ph.D. followed. My first full-time teaching position was at the University of Toledo, as Instructor. Then, in a considered gamble by the president of the institution, I moved to a full professorship and chair of department at Murray State University at age 27. There I presided over the AAUP chapter and founded a Council on the Humanities, set up M.A., M.A.T., and M.A. in Ed. programs in three languages, and directed three NDEA summer institutes for high school teachers. I have never held the rank of assistant professor.

When an opportunity arose to move to a Research I institution, the University of Southern California, I could not refuse, even though it meant stepping down to associate and giving up tenure for two years. My understanding with the dean was that I would become chair in short order, perhaps immediately, but nothing was put in writing to that effect, and when I arrived in the fall, he had been deposed. Thus began a twenty-year interlude replete with small successes, but also vicissitudes. It was my very good fortune to work with a number of outstanding students at USC, from whom I learned a great deal.

I shall likely conclude my career at the University of California, Riverside. UCR has treated me well, allowing me to rise to the top echelon on the full professor ladder and permitting me to work with other remarkable students. The MLA and the AATSP have fostered my professional development over many years. The Cervantes Society of America was extremely kind in electing me president for a three-year term. I am thankful to the Fulbright Association for the opportunity to lecture on literary theory in Uruguay and Argentina. Numerous invitations to lecture in Spain and Mexico have broadened my horizons immeasurably. It was an honor to edit the *Bulletin of the Comediantes* for 26 years and to be an associate editor of *Hispania* for 9 years.

It has been an unusual but rewarding journey, from unlikely beginnings on a hillside, up a dirt road, in West Virginia, to a comparative *cumbre de toda buena fortuna*—one markedly different from that of Lázaro de Tormes, I hasten to add. One does not reach these relative high points entirely on individual initiative or ability, however. Many people helped significantly along the way, and continue to do so, and good fortune played no small role. A good education is crucial—that is my main point—for fortune favors those who have prepared themselves for her unpredictable visits.

Season's best to one and all, and to all a happy and fulfilling 2009!

**NEW MEMBERS OF THE AATSP EXECUTIVE COUNCIL**

**Laura Sánchez**



Mayfield Senior School; Pasadena, CA  
**Vice President/President Elect (automatically President in 2010)**

**Domnita Dumitrescu**



California State University-Los Angeles; Los Angeles, CA  
**College/University Representative to the Executive Council**

**José Ortega**



Saint Mary's Hall; San Antonio, TX  
**High School (9-12) Representative to the Executive Council**

**Robert Anderson**



Winston-Salem State University; Winston-Salem, NC  
**Portuguese Representative**

A Message from the AATSP Executive Director:

Please join me in congratulating these people and wishing them well during their 2009-2011 terms on the Executive Council. The electoral process is lengthy and depends upon the good will of a number of people. In particular, I would like to extend my personal thank you to the other candidates who were so willing to stand for election and for their graciousness in accepting the election results. I would also like to thank the AATSP members who took the time to vote.

Emily Spinelli  
Executive Director, AATSP

**AATSP AWARDS**

For information on how to apply for AATSP awards go to the following site:  
[http://www.aatsp.org/awards\\_scholarship\\_stipend.php](http://www.aatsp.org/awards_scholarship_stipend.php) or to the AATSP website and click on the Awards and Scholarship link at the top. The details should be posted some time during the first part of 2009. Possible awards are for the following:

1. AATSP Outstanding Teacher of the Year Awards
  - A. Elementary Level (Grades K-8)
  - B. Secondary Level (Grades 9-12)
  - C. Two-year College Level
  - D. College or University Level
2. Robert G. Mead, Jr. Distinguished Leadership Award
3. AATSP Outstanding Service Award
4. ISE Language Matters Award
5. AATSP Chapter Incentive Award
6. Maria Isabel Abreu Award

## NSE 2008 TEACHER SCHOLARSHIP WINNER



**Stephen Klebacha**

In a note to NSE Director Keven Cessna-Buscemi Stephen Klebacha of State College, PA, writes about his wonderful month of study at the Universidad de Costa Rica. He states, *“Interacting with the Costa Rican people greatly helped my spoken Spanish. Throughout my travel in the country, I found them to be friendly people who were very willing to help me learn more about them and their country. I acquired much tangible and intangible information about Costa Rica to share with my students. One of my classes at the university taught me, in greater detail, various methods for teaching languages, both historical and current. My classmates and I had the opportunity to design lessons around these methods and teach them to the class. We shared our own practices and discussed our students’ problem areas in language learning. This coming school year I hope Costa Rica ‘comes alive’ for my students as we study its people and cultures. The experiences I had through the scholarship have prepared the way for their ‘visit’ to Costa Rica.”*

## AATSP POSTER CONTEST

### The American Association of Teachers of Spanish and Portuguese 2009 Elementary / Middle School Poster Contest

**Quien habla dos lenguas vale por dos**  
**Quem fala duas línguas vale por dois**

#### Requirements:

1. Teachers may submit a total of three posters per grade category: K-3, 4-5, and 6-8.
2. Entries must be 12 X 18 inches and may be drawn in pencil, crayon, pen, ink, or markers. *This year's theme must be written on the poster.* Students may use a variety of artistic approaches to represent the theme. Any writing on the poster must be in **SPANISH and/or PORTUGUESE**. *Posters will be judged on their applicability to the theme, creativity, and uniqueness.*
3. Sponsoring teachers of students entering the contest **must be current AATSP members**.
4. Each poster must be accompanied by the AATSP *student information form* which may be duplicated (See below). Please **PRINT CLEARLY** or type and attach to the back of the entry with tape ON ALL SIDES--do not staple!
5. **Posters must be received by April 1, 2009**. Teachers of winning students will be notified by May 26 or as soon as possible. Mail posters, first class, **FLAT** (not rolled) and protected by cardboard. Mail posters to:

**Crystal Vicente**  
**AATSP FLES Poster Contest Director**  
**Athens Academy**  
**1281 Spartan Lane**  
**PO Box 6548**  
**Athens, GA 30601**

**For more information:**  
**[cvicente@athensacademy.org](mailto:cvicente@athensacademy.org)**  
**706-433-2510**

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**AATSP FLES Elementary/Middle School Poster Contest  
Student Information Form**

*\*In order to confirm names and addresses, please email an electronic copy (or as an attachment) to: [cvicente@athensacademy.org](mailto:cvicente@athensacademy.org)*

Please type or **PRINT CLEARLY** all requested information and attach form ON ALL SIDES with tape (do not staple) to back of poster:

Name of student \_\_\_\_\_ Grade \_\_\_\_\_

Name of School \_\_\_\_\_

School Address \_\_\_\_\_

\_\_\_\_\_

School Phone (\_\_\_\_) \_\_\_\_\_ Principal \_\_\_\_\_  
(first and last name)

Sponsoring Teacher's Name \_\_\_\_\_

Sponsoring Teacher's E-mail \_\_\_\_\_

Sponsoring Teacher's 6 digit AATSP Member ID Number \_\_\_\_\_

Signatures: We understand that the poster entry becomes the sole property of the AATSP and FLES Poster Committee and that it may be duplicated and/or displayed at meetings:

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Sponsoring Teacher's signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Please duplicate this form as needed.

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## **WEBSITE WITH FILM CLIPS AND LESSON PLANS**

“Cine con clase” is a site where you can access film clips and related activities for your Spanish classes. You can find filmscripts, powerpoints, grammar and vocabulary activities, related information, and much more. It was developed at the University of Virginia with a grant from the NEH in which many high school teachers participated and I suggest that you explore the website to see what you can use for your own particular classes. These clips are meant for students from middle school through college level. Go to: <http://hitchcock.itc.virginia.edu/SpanishFilm/principal.html>

## **CEMANAHUAC SUMMER WORKSHOPS**



For study opportunities in Mexico, be sure to go to the Cemanahuac website at <http://www.cemanahuac.com/> and also check out their workshops at <http://www.cemanahuac.com/workshops.html>

## **NCLRC SUMMER INSTITUTES**

Early registration deadline is April 1, 2009. For details about all the various institutes offered, go to [http://nclrc.org/profdev/nclrc\\_inst\\_pres/summer\\_inst.html](http://nclrc.org/profdev/nclrc_inst_pres/summer_inst.html)

## **Kathryn Davis Fellowships for Peace Deadline for Application: February 2, 2009.**

The Kathryn Davis fellowship is for those interested in studying Portuguese or other critical languages. For details go to: [http://www.middlebury.edu/academics/ls/fellowships\\_scholarships/kwd.htm](http://www.middlebury.edu/academics/ls/fellowships_scholarships/kwd.htm)

## NEWS FROM WASHINGTON, D. C.

### A Message from J. David Edwards, December 9, 2008:

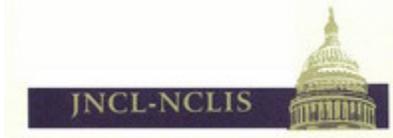
To quote that brilliant bard, Frank Sinatra, “It was a very good year.” As you can see, nationally many bills were considered and a number passed, including a new Higher Education Act, providing support for languages and language education; federal funding for Congress and international education increased in 2008; and some new and revised ideas for national language policies surfaced and were discussed.

If you would like to see more detailed information regarding legislation and appropriations, including a complete legislative summary of the 110<sup>th</sup> Congress, please visit our web site at [www.languagepolicy.org](http://www.languagepolicy.org). As to policy, we have just posted on the web site our article to appear in *The NECTFL REVIEW 63 Fall/Winter 2008/2009 pp.2-42*. We are very excited about this publication entitled “National Language Policies: Pragmatism, Process, and Products.” It is in three parts: an article discussing the federal policy process and recently created national language policies; an overview providing information on national language policies since World War II; and a bibliography of articles, hearings, reports and proceedings, inter alia, about language policies and policy studies. We sincerely hope that it will be a useful contribution to ongoing policy discussions and considerations.

We are still trying to figure out, and will be for some time, what the recent election results will mean for national language policies. The prognosis appears to be positive despite the current economic downturn. The Presidential winner (he becomes president-elect on December 15 when the Electoral College votes), Barack Obama has been cited in Education Week as saying “that every student should know two languages, and that he intends to push for more funding for foreign language programs.” The Secretary of State-designate, Hillary Rodham Clinton, has declared that “...learning a foreign language has never been so rewarding or important.” The appointee for Secretary of Commerce, Bill Richardson, speaks fluent Spanish. A number of the new Members of Congress have second language skills and international experience. And it seems possible that the reauthorization of an elementary and secondary act will be accomplished in the 111<sup>th</sup> Congress.

Consequently, let us hope for a happy new year. Please don't forget to mark your calendar for the JNCL-NCLIS Legislative Day and Delegate Assembly May 7-9, 2009. Information regarding the preliminary program registration and costs will be sent out in January.

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[info@languagepolicy.org](mailto:info@languagepolicy.org)



## **JNCL/NCLIS Executive Summary November, 2008**

- The 110<sup>th</sup> Congress considered over five dozen bills dealing with languages and international education, such as the Access to Language Education Act, the Foreign Language Education Expansion Act, the National Security Language Act, the National Security Culture and Language Training Act, and five education bills dealing with foreign language partnerships. Also, there were a number of English as the Official Language bills, offset by a number of English Plus bills.
- Two such bills are Rep. Rush Holt's International Education Leadership Act of 2008, H.R. 5179, which would "establish in the Department of Education an Assistant Secretary of International and Foreign Language Education and an Office of International and Foreign Language Education" and H.R. 2111, the Foreign Language Partnership Program Act, introduced by Rep. Holt after extensive discussions with the language community. The bill has been endorsed by over 70 international, language, and education associations.
- The President's budget request for FY2009 increases International Education and Foreign Language Studies in Higher Education from \$109 million to \$110 million. \$24 million was requested for Advancing America through Foreign Language Partnerships as part of the National Security Language Initiative. FLAP received level funding. Thirteen small programs, of which foreign languages and international education are a part, such as Civic Education, Gifted and Talented, and Magnet Schools, among others, are eliminated.
- In Congressional appropriations considerations for FY 2009, the Committees have recommended increases in SMART grants by about \$90 million to between \$301 and \$308 million. TEACH grants would increase by \$7 million to \$14 million. The House would level-fund FLAP at \$25.7 and the Senate would raise it to \$27 million. The Senate level-funds Foreign Languages and International Education in Title VI and the House would increase it to \$118.8 million. The President's request for \$24 million for Advancing America through Foreign Language Partnerships still has not garnered support in either chamber.
- The College Cost Reduction and Access Act (H.R. 2669) is now Public Law 110-84. This law will provide student loan forgiveness to borrowers who serve in "areas of national need such as early childhood educators, nurses, foreign language specialists ... and public sector employees". It establishes a TEACH Grant program providing tuition assistance to students who commit to teaching a high-need subject in a high-need school for four years.

- The 110<sup>th</sup> Congress passed and the President signed into law the America COMPETES Act (America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science Act). The law is very broad in scope and creates programs in a number of federal agencies. In the Department of Education, it will increase the number of AP and IB programs dealing with math, science, and foreign languages; develop more math, science, and critical foreign language teachers; and create a new program of articulated critical foreign languages from elementary school through postsecondary education.
- After five years of deliberations, Congress finally passed and the President signed the College Opportunity and Affordability Act reauthorizing the Higher Education Act. This 1,158 page bill creates a very broad definition of “critical foreign languages,” creates a new competitive grant program for math, science, technology, and critical foreign languages to support teachers, provides loan forgiveness for teachers in “high need areas” including foreign languages, includes foreign languages as content areas of national need, revises Title VI in order to fine-tune a number of current programs, and creates a new position of Deputy Assistant Secretary for International and Foreign Language Education.

### **Information about FLAP Programs:**

The FLAP Local Educational Agency (LEA) program 84.293B provides grants to local school districts to establish, improve and expand foreign language instruction in elementary and secondary schools.

The FLAP State Educational Agency (SEA) program 84.293C provides grants to the agency primarily responsible for the State supervision of public elementary schools and secondary schools in order to promote systemic approaches to improving foreign language learning.

**We anticipate having information on the FY 2009 new FLAP competitions posted on our website by the end of January.**

[http://www.ncela.gwu.edu/oela/OELAprograms/4\\_FLAP.htm](http://www.ncela.gwu.edu/oela/OELAprograms/4_FLAP.htm)

The 2008 FLAP LEA application is located at the website above, but please keep in mind that the 2009 application will not be identical.

**The sites below will provide you with helpful information:**

- Grants and Contracts Overview <http://www.ed.gov/fund/landing.jhtml?src=rt>
- FIND and APPLY for Federal government grants <http://www.grants.gov>
- Forecast of Funding Opportunities-The Department of Education Discretionary Grant Programs <http://www.ed.gov/fund/grant/find/edlite-forecast.html> Click on Chart 1

## CHAPTER NEWS:

Here are some homepages of AATSP Chapters that you might wish to access as you look for good ideas for your own chapters.

- ◆ Alabama Chapter  
<http://www.aatsp-al.org/>
- ◆ Arizona Chapter:  
<http://w3.coh.arizona.edu/pal/aatsp/>
- ◆ Florida Chapter:  
<http://www.faatsp.com/>
- ◆ Georgia Chapter:  
<http://www.aatsp-ga.org/>  
<http://aatsp-ga.org/index.html>
- ◆ Illinois, Chicago Area Chapter:  
<http://www.chicagoaatsp.org/>
- ◆ Indiana Chapter  
<http://www.iaatsp.org/>
- ◆ Kansas Chapter (Girasol)  
<http://www.389ks.org/Jr-SrHighSchool/clubs/ForeignLanguage/aatsp/becas.html>
- ◆ Massachusetts: Mass Bay Chapter  
<http://aatsp-massbay.tripod.com/>
- ◆ Minnesota Chapter  
<http://www.mn-aatsp.org/index.html>
- ◆ Nebraska / Omaha Chapter  
<http://www.nde.state.ne.us/FORLG/NATSP/NATSP.html>
- ◆ New Jersey Chapter:  
<http://www.njaatsp.org/>
- ◆ New York: Long Island Chapter  
<http://www.aatsp.longisland.20m.com/Main.htm>  
<http://aatsplongisland.edublogs.org/>
- ◆ New York: Metropolitan New York Chapter:  
<http://www.aatspmetny.org>
- ◆ North Carolina Chapter:  
<http://www.aatsp-nc.org/portal/>
- ◆ North Dakota Chapter  
<http://bis.midco.net/jmcrow/ndaatsp/index.htm>
- ◆ Virginia Chapter:  
[http://www.longwood.edu/aatsp\\_va/MembInfo.html](http://www.longwood.edu/aatsp_va/MembInfo.html)
- ◆ Washington State Chapter:  
<http://www.juandefucaaatsp.org/Board-A.html>
- ◆ Wisconsin Chapter:  
<http://www.aatsp-wi.org>

## **LINKS TO IMPORTANT AFFILIATED SERVICES OF THE AATSP:**

**Chapters** <https://www.aatsp.org/scriptcontent/custom/chapters/chapterlookup.cfm>

**NSE** <http://www.nationalspanishexam.org/>

**SHH** [www.sociedadhonorariahispanica.org](http://www.sociedadhonorariahispanica.org)

**SHA** <http://www.sociedadhonorariahispanica.org/sociedad-honoraria-de-amistad/>

**HISPANIA** <http://www.hispaniajournal.org/>

## **OTHER LINKS OF INTEREST**

Best Spanish Websites: <http://www.uni.edu/beckerspanish3.html>

CARLA: <http://www.carla.umn.edu/>

Cemanahuac: <http://www.cemanahuac.com/>

Embajada de España: <http://www.mec.es/sgci/usa/es/home/index.shtml>

JNCL/NCLIS: <http://www.languagepolicy.org/>

Middlebury Language Schools: <http://www.middlebury.edu/academics/ls>

Middlebury at Mills College: <http://www.middlebury.edu/academics/ls/mills/>

NCLRC: <http://www.nclrc.org/newsletter.html>

NNELL: <http://nnell.org/>

Quia Games in Spanish <http://www.quia.com/shared/spanish/>

Sigma Delta Pi <http://www.sigmadeltapi.org/>

## **FOR YOUR CALENDAR:**

- CLTA, February 26-March 1, 2009, Sacramento, CA. <http://www.clta.net/>
- Spanish in the United States & Spanish in Contact with Other Languages Conference, February 19-21, 2009, Miami, FL. <http://www.cal.org/heritage/involved/upcoming.html>
- SCOLT Conference March 5-7, 2009: Atlanta, GA. <http://www.scolt.org/>
- Central States: March 19-21, 2009, Chicago, IL. <http://www.csctfl.org/>
- Southeast Coastal Conference on Languages and Literatures, Statesboro, GA 30460 <http://ceps.georgiasouthern.edu/conted/seccll.html>
- TFLA March 27-28, 2009, Waco, TX. <http://www.tfla.info>
- SWCOLT, Apr 2-4, 2009, Norman, OK. <http://www.swcolt.org/>
- Northeast Conference April 16-18, 2009, New York Marriott Marquis, New York City. <http://www.dickinson.edu/nectfl>
- The Canadian Association of Second Language Teachers: Languages Without Borders, May 21-23, 2009, Edmonton, Alberta, Canada <http://www.caslt.org/> or [http://www.caslt.org/conferenceinfo\\_en.php](http://www.caslt.org/conferenceinfo_en.php)
- National Capital Language Resource Center Conference, Washington, D.C. May 28-30, 2009 <http://nclrc.org/lte2009>
- International Journal of Humanistic Studies and Literature (CIEHL) *Special Call for Papers*: "Growth and Transformation of Hispanic Studies in the United States/Desarrollo y transformación de los estudios hispánicos en EE.UU" Special Monographic Issue. Deadline for submissions is May 30, 2009. <http://www1.uprh.edu/ciehl/callforpapers.htm>
- AATSP, July 9-12, 2009, Albuquerque, New Mexico. <http://www.aatsp.org>
- ACTFL, November 20 - 22, 2009, San Diego, CA. <http://www.actfl.org>
- MLA, December 27-30, 2009, Philadelphia, PA. <http://www.mla.org>

For more information about events of interest, please consult the calendar link at the AATSP Website at <http://www.aatsp.org/calendar.php>

**Conference in Cadiz, Spain, March 9-12, 2009**

**Proposal Deadline: Jan 20, 2009**

**Quinto Congreso Internacional Doceañista:  
*Liberty, Liberté, Libertad: De Filadelfia a Cádiz,*  
el mundo hispánico en la era de las revoluciones occidentales**

**Cádiz, 9 al 12 de marzo de 2009**

**Facultad de Filosofía y Letras. Universidad de Cádiz**

#### PRIMERA CIRCULAR

La Constitución de Cádiz de 1812 no es un hecho aislado en el panorama internacional, sino la manifestación hispánica de las transformaciones políticas, ideológicas y jurídicas que sacuden un amplio y convulso periodo de cambios en todo el mundo occidental. Debe considerarse como un hito histórico en la misma medida que la Declaración de Independencia de los Estados Unidos, la Constitución de Filadelfia de 1787, la obra legislativa de la primera Asamblea Constituyente en Francia o la Constitución de 1791, en el marco de las sucesivas etapas de la Revolución Francesa. La ruptura española de 1808, con sus semejanzas y sus diferencias al resto de revoluciones, daría como fruto, por un lado, el liberalismo doceañista con su emblemático texto constitucional, y, por otro, abriría la puerta a las independencias de las Repúblicas Iberoamericanas.

El objetivo de este Congreso Internacional es establecer las claves de dicho itinerario hacia la pretendida consecución de la Libertad –nueva bandera para los nuevos tiempos–, explicando los acontecimientos gaditanos en el marco de esta auténtica *Era de las Revoluciones*, que dio lugar a modelos y contramodelos que determinaron, por imitación o por contraste, por influencia externa o por evolución interior, por acción, por omisión o por reacción, una vía hispánica propia en la crisis del Antiguo Régimen. Entre los extremos señalados por un comparativismo que reduce todo análisis histórico del caso español a su grado de semejanza respecto a un presunto modelo estándar de revolución y un esencialismo que eleva sus diferencias y peculiaridades hasta difuminar cualquier elemento común de la dinámica revolucionaria occidental, este Congreso aspira a investigar la naturaleza de las revoluciones hispánicas en el contexto mundial en que nacieron, sin prejuzgar su carácter mimético o fallido, su proximidad o su lejanía a otros modelos.

Para ello reuniremos un grupo de expertos e investigadores de diferentes países, con el objetivo de avanzar tanto en el proceso de investigación histórica y cultural como consolidar sus resultados frente al público internacional. Será materia del Congreso:

- \* el estudio de la Constitución de 1812, y de su entorno cultural, filosófico, político, literario, social o artístico, en comparación o en contraste con los otros procesos internacionales de su época;

- \* la consideración de las influencias de los demás países occidentales en el desarrollo de los acontecimientos revolucionarios o antirrevolucionarios en España e Hispanoamérica;

- \* el flujo de ideas, discursos, personas, bienes, textos y conceptos entre unos países y otros;

- \* las relaciones geoestratégicas y la política exterior como uno de los factores determinantes del curso de los acontecimientos gaditanos;

- \* la dialéctica entre nacionalismo e internacionalismo, entre lo castizo y lo cosmopolita, entre el individuo y la identidad colectiva, como parte de la crisis de la modernidad que representan las revoluciones occidentales.

Dentro de ese amplio marco, como es norma en los Congresos Doceañistas, se primará la interdisciplinariedad, invitando a ponentes y comunicantes a presentar aportaciones sobre diferentes áreas de conocimiento: historia, pensamiento, literatura, arte, teoría política y constitucional... Para ello se establecen las siguientes líneas de trabajo, en las que se encuadrarán los trabajos del Congreso:

- 1) Revolución francesa vs. revolución afrancesada.** La invasión francesa en 1808 es a la vez una invasión de la revolución y de la contrarrevolución, la imposición de un modelo de transformación política que fue asumido como nacional por una parte sustancial de las élites españolas y rechazado como antiespañol por otra. En esta línea pretendemos analizar la compleja dialéctica entre la herencia de la revolución de 1789, el orden napoleónico, el nacionalismo liberal gaditano y la contrarrevolución absolutista.
- 2) Revolución hispánica vs. revoluciones atlánticas.** En este punto querríamos insistir en el debate teórico sobre los modelos de revolución, la forma de estudiarlos globalmente y los ejes de semejanza y de contraste entre los diferentes casos, un punto sobre el que las diferentes escuelas historiográficas han escrito mucho. El análisis conjunto o separado de los casos nacionales puede dar lugar a explicaciones muy diversas sobre los grados de consecución y las formas de desarrollo del proceso encarnado en la constitución de Cádiz.
- 3) Mercantilismo vs. Liberalismo: del proteccionismo estatal a la libertad de empresa.** Las revoluciones implican también –y a la vez son su consecuencia– una transformación de las estructuras económicas y de las ideas sobre el dinero, el comercio, la fiscalidad y la riqueza. Por otra parte, las relaciones comerciales, los subsidios y empréstitos entre aliados, la recaudación de impuestos ocupan un lugar central en la economía de guerra de España, en las reformas económicas impulsadas por el liberalismo, en las relaciones entre Iglesia y Estado, entre la metrópoli y América, entre España y sus aliados.

- 4) **Nuevo orden internacional: revolución y política exterior.** Las revoluciones de este periodo justifican a la vez un auge del internacionalismo revolucionario y un despertar del nacionalismo en cada país. Se cuestiona el orden colonial y el reparto geoestratégico del mundo, se altera la jerarquía de las potencias y se cuestionan las fronteras y las unidades políticas preexistentes, así como se alteran las alianzas internacionales y aparecen nuevos actores y nuevas fuerzas en el tablero de las naciones.
- 5) **Del saqueo del patrimonio al patrimonio nacional.** Las guerras y revoluciones de este periodo han tenido un papel esencial no sólo en la destrucción del patrimonio artístico, sino también en su conocimiento público, en su internacionalización y en el surgimiento de una red de colecciones, museos y flujos de intercambio entre países que está en la base de la transformación estructural de la función y del disfrute del arte en la Europa Moderna. Desde los saqueos de los ejércitos franceses a la exlaustración y la desamortización, pasando por la transformación de las colecciones regias en patrimonios nacionales y el auge del coleccionismo público y privado, el primer tercio del siglo XIX coloca a España en un lugar diferente en el panorama del arte europeo.
- 6) **Casticismo vs. Cosmopolitismo: la revolución de la vida cotidiana.** La crisis del Antiguo Régimen es también una crisis de hábitos, usos y costumbres, de la forma de vestir, de los signos del estatus social, etc. El abandono de casacas o pelucas en favor de los fraques y las corbatas, la creación de nuevas formas de sociabilidad, el cambio en los patrones de consumo o una distinta concepción del tiempo y del ocio, de los placeres o del espacio público, fueron varios de los efectos de la revolución, que viene a acelerar y a someter a crisis todo el proceso de cambio de costumbres del siglo XVIII que tan bien se refleja, por ejemplo, en la literatura satírica sobre majos y petimetres. Es también uno de los puntos en que se manifiesta la dicotomía entre lo propio y lo ajeno, entre el nacionalismo y el cosmopolitismo, que acompaña las conflictivas relaciones entre diferentes culturas y países.
- 7) **Palimpsestos para una literatura sin patria:** Una parte importante de la interrelación entre los diferentes procesos nacionales tiene que ver con el flujo de textos que enlaza la transmisión de las ideas y los discursos entre un país y otro mediante traducciones, trasvases, parodias, *contrafacta*, imitaciones... Es el síntoma más evidente que se ha tomado para rastrear las huellas de unas revoluciones sobre otras. Con esta línea queremos replantear el eco sobre Cádiz de los textos y discursos europeos, como parte de la construcción de la revolución española, pero también los ecos de los textos gaditanos sobre otros países europeos y sobre Hispanoamérica.

## Comunicaciones

En el marco de cada ponencia se aceptarán un máximo de SEIS comunicaciones que tratarán necesariamente la línea temática establecida en cada caso, seleccionadas por el comité científico y asesor.

La propuesta de comunicación se presentará en una hoja Din-A4, a un solo espacio y con una extensión mínima de 2.800 caracteres, en hoja aparte se debe incluir un mínimo de siete de referencias bibliográficas, y todo ello deberá ir acompañado de una hoja en la que conste el título, nombre del autor o autores, dirección, teléfono, población y correo electrónico, así como su situación académica o profesional, nombre de la institución a la que pertenece y un breve currículum.

El plazo para enviar la propuesta de comunicación, que se podrá hacer por correo electrónico, finaliza el 20 de enero de 2009.

La Comisión Científica del Congreso seleccionará las comunicaciones que considere de mayor calidad y que mejor se ajusten a las líneas temáticas de la Convocatoria, respondiendo mediante correo electrónico antes del 30 de enero. **Los comunicantes están exentos del pago de la cuota de inscripción.**

Las propuestas de comunicación deberán enviarse a las siguientes direcciones electrónicas: [alberto.ramos@uca.es](mailto:alberto.ramos@uca.es); [alberto.romero@uca.es](mailto:alberto.romero@uca.es)

Se informa que **toda la correspondencia entre la organización del Congreso y los comunicantes se hará mediante correo electrónico.**

Organiza:

**Universidad de Cádiz. Vicerrectorado de Extensión Universitaria**

Patrocinan:

**Consorcio 1812-2012**

**Ayuntamiento de Cádiz**

**Diputación Provincial de Cádiz**

Colaboran:

**Ayuntamiento de San Fernando**

**Fundación Centro de Estudios Constitucionales 1812**

### **JOBS:**

If you are looking for a new job, be sure to check out the AATSP website either via the scroll-down menu at the top of the AATSP homepage or at

<http://www.aatsp.org/joblistings.php>

and also go to <http://www.LatPro.com>

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Please note the following stipulations regarding submitting materials: 1. Submissions may be written in Spanish, Portuguese or English. 2. Submissions should be made electronically in Word for Windows and submitted either via email or snail mail (CD). 3. Photographs or art work may be in color or black and white. 4. All submissions are subject to editorial review. Deadlines: Fall—August 1; Winter—January 1; Spring—March 1.