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Editor's Message

***Hispania's* Short-form Article Section: An Invitation to Broaden the Conversation**

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Editor's Message



Hispania's Short-form Article Section: An Invitation to Broaden the Conversation

This issue's editorial message takes the form of a challenge. I ask readers and contributors to think differently about *Hispania's* role as the flagship scholarly journal of the American Association of Teachers of Spanish and Portuguese. One way of explaining what I mean is to turn to practical questions I have been considering since submitting materials to be considered for the role of Editor-in-Chief. How can we bring more K–12 readers and contributors to the journal? And what would it mean to be successful at that endeavor? There are indeed indications that *Hispania* can do more to involve and engage the full constituency of the AATSP. These indications have been on my mind, and I believe strongly that finding a way to address this situation is of value to everyone and, moreover, possible.

In addressing this situation, I wanted to think through a range of possible responses and consider the broader context carefully. Over time, and after having consulted with the editorial team and the journal's Associate Editors gathered in Salamanca for the 2018 AATSP conference, I came to certain conclusions: the solution identified should not duplicate the efforts of other AATSP publications, nor should it merely be an attempt to copy the format, scope, or mission of the publications and journals associated with other language organizations. I accepted from the outset that any action taken should be reevaluated over time, and I suspect that down the road we will build on or modify this attempt. Perhaps we will even be able to translate its general spirit to fit emerging publishing modalities or interactive forms of scholarly discussion.

A two-pronged response has already been announced: members of the association should have seen 1) a call for a K–12 Associate Editor of the journal; and 2) a call for short-form article submissions, these being editorially reviewed rather than peer-reviewed, and somewhat more brief at 1,500–3,000 words. The K–12 Associate Editor call deadline has passed and this question is quite close to a resolution, one which we hope to announce in *Hispania's* June 2019 issue. The short-form articles are being debuted in this March 2019 issue, and more are already being considered for future issues. Our hope is that the topical range and professional impact expressed through these short-form articles will only diversify and increase over time.

While the creation of the K–12 Associate Editor position is a clear mechanism for more concertedly reacting to the needs of all of our association's members, I have come to realize, however, that the short-form article section is not solely a K–12 initiative. Instead it is designed to appeal to all members of the AATSP wherever it is that we live and work. Our hope in this editorially reviewed section is to reshape the scholarly dialogue that *Hispania* offers so that it speaks more effectively to all members of the association at once.

The rigorously peer-reviewed and newly relabeled 'research articles' section will still be the hallmark of our association's flagship journal. Yet the 'short-form articles' section promises to open and expand our conversations on the profession. How far this conversation can go depends on the readers and contributors to *Hispania*. This new section, and the openness of the possible topics that might find their way to publication in it, I believe, is a way of reaffirming the importance of our journal's expansive scope. This section makes it possible to share perspectives on emerging technologies, curricular debates, pedagogical experiments, and more in a way that

the traditional research article may not. Thus, we invite presenters from the 2019 AATSP in San Diego to submit their topics for consideration. We invite point-counterpoint dialogues on a range of issues. This is, in truth, a K-20 section and we hope in due course to attract well-conceived and written short-form articles or short-form article sections on a full range of topics.

It is worth stating that the short-form article section and the research article section affirm equally the expansive scope of our journal.

- It is not a journal catering to a narrow specialization. We propose no restrictions of content, theme, time period, geographical region, or methodology.
- We do not intend to embrace one single idea whose acceptance is on the rise, whose time has come or been long promised, but instead to progressively expand the range and depth of knowledge relevant to every corner of our profession.
- It is not a requirement that the research *Hispania* publishes be explicitly positioned or even instrumentalized in order to suit the needs of a specific level, classroom or type of learner. Neither is published research restricted from being explicitly pedagogical in nature.
- Though it is the flagship research journal of an association whose shared history goes back over one hundred years, we do not hold to any dogmatic understanding of our origins. Instead—as can be seen in the Centenary Issue content and organization—we remain continually open to new perspectives, new directions and a plurality of approaches.

This issue begins with a special note by Mark P. Del Mastro on the history of AATSP's collaborations with Sigma Delta Pi.

The Short-form Articles section inaugurates a tradition that we hope will be enriched by future contributors, beginning with Sebastiaan Faber's "The United States and World Fascism: Teaching Human Rights through the Spanish Civil War" and Lorena Albert Ferrando's "Brevísima relación de la fundación de la American Association of Teachers of Spanish (1915–17) y su revista *Hispania* (1917)." Joan L. Brown debuts the first short-form article edited section titled "Recuerdos de Salamanca: La ciudad en la literatura de Carmen Martín Gaité," which features multiple short-form contributions: "La Salamanca de los años cuarenta en los poemas de primera juventud de Carmen Martín Gaité" by José Jurado Morales, "La Salamanca censurada de la novela *Entre visillos*" by María Luisa Guardiola, "Secretos de Salamanca en *El cuarto de atrás*" by Brown herself, and "La Salamanca posmoderna de la última novela completa de Carmen Martín Gaité: *Irse de casa*" by Nuria Cruz-Cámara.

The Research Articles section features a splendid mix of topics. Rose Marie Brougham's "Olga Orozco's *Elegy: A Performance of Healing*" offers an intriguing exploration of poetry and grief. Danielle Daidone's "Preterite and Imperfect in Spanish Instructor Oral Input and Spanish Language Corpora" analyzes the distribution of past tense forms in instructor input. Esther Fernández's "From the Cross to the Stage: Divine Puppets and Spectacular Saints in Spanish Culture" traces the role of puppets from thirteenth-century liturgical ceremonies to present-day performance. Aarnes Gudmestad and Rebecca Clay's "Prepositions in Contexts of Coordination: The Developmental Trajectory and Language Variation" examines prepositional duplication within an SLA framework. James F. Lee's "The Second Language Processing of Passives, Object Pronouns and Null Subjects: Processing Instruction Compared to Language Experience" focuses on learner processing of three linguistic structures among Spanish majors. Marta Del Pozo Ortea's "La imagen corática en los documentales *Aita y Bendito Simulacro*" explores images through their ecological and posthumanist definition. María Alejandra Zambrano's "Poesía como pretexto: Servicio-aprendizaje y arte comunitario en Quito" asserts the important role of art in youth service learning.

By way of conclusion, I personally invite all members of the association to submit short-form articles to me at bfraser@aatsp.org or even to suggest topics you would like to see covered in our pages. The more we hear from you the more we will be able to craft *Hispania* as a space for both intense specialist research and accessible professional and scholarly dialogue.

Benjamin Fraser
Editor of *Hispania*