

Editor's Message

Stacey Margarita Johnson

Vanderbilt University

I am excited to share with our readers this volume of *Spanish and Portuguese Review (SPR)*, the fifth volume overall and the first under my editorial direction. My tenure as editor follows in the footsteps of two wonderful colleagues: previous editor Cory Duclos and founding editor David Wiseman. As with our previous four volumes, this year's features a diverse collection of articles touching on a wide range of disciplines under the Spanish and Portuguese umbrella. Also consistent with previous volumes, the graduate students who have contributed to this volume as authors, reviewers, and editors have excelled both in their scholarship and their professionalism.

One of the things I love about academic journals is how they put scholars in conversation with one another. As a reader, I enjoy working my way through an entire volume of a journal and seeing how different themes, ideas, and even citations reoccur in seemingly disparate kinds of articles. That is particularly true of this volume of *Spanish and Portuguese Review* because of the diverse backgrounds of the authors.

In addition to seeing how themes reoccur across articles in a single volume of a journal, it is also interesting to see how articles in one volume refer back to ideas in the same and other journals. I find this so interesting, in fact, that when I approach an article, before I ever start reading the article itself, I first read the abstract then go straight to the references list or works cited to see who else the author or authors have brought into the conversation. You can learn a lot about an author's argument and scope by paying attention to the works cited and the works left out. On whose arguments is this author building? Whose work is relevant here? Academic publishing is a long conversation between scholars on topics of mutual expertise. With whom is this author engaged in conversation? As readers, we also have to ask: should other scholars or other works also be included in this conversation?

That last question is the one that has inspired a new emphasis in this volume of *SPR*. Our new section, called "In Response," will feature short papers that directly respond to existing scholarship. These response articles, which we hope will become a mainstay of the journal over time, will bring new perspectives and integrate new voices into the ongoing scholarly conversation. In this volume, James Coda responds to an *Hispania* article from December 2018 and argues that Queer Theory can make important contributions in 21st-century classrooms.

The articles selected for Volume 5 of *SPR* represent a wide variety of universities and disciplinary backgrounds, including several related to language and linguistics. Alberto Fernández-Diego presents data collected in an experimental study on the effects of explicit pronunciation instruction in a beginning language course. Additionally, Matthew Griffin argues a compelling case for the teaching of the subject pronoun “vos” in Spanish classes, and Stephanie Madison Schenck reviews the literature on Integrated Performance Assessments and guides teachers on their use in the classroom. Angelica Amezcua also provides readers with her study of Heritage Learners’ motivations for language maintenance by highlighting learners’ voices in this qualitative study.

On the literature and cultural studies side, we have a variety of articles that bring new insights to the ongoing scholarly conversation. Susana Costa Amaral curates a series of images that serve as entry points to Brazil’s current and historical political landscape. Angela Mooney analyzes indigenous identity construction in the book *Metade cara, metade máscara* by Eliane Potiguara. In a juxtaposition of the urban and the rural, Paula Thomas explores shared urban spaces in the short story “Santiago” by Alberto Fuguet and is followed by Fritz Culp taking us into Ernesto Cabellos’ film *Hija de la laguna* to explore resistance in rural spaces. Finally, Roxana Ambrosini takes a cognitive approach to the analysis of emotion in Cervantes’ *Rinconete y Cortadillo*.

Readers might also notice that this volume of the journal includes a section called “Notes from the Classroom.” In this section, we anticipate that graduate student scholars will report on topics of interest to teachers of Spanish and Portuguese in a way that is less dependent on existing research and more closely connected to their experiences working with students. Conversations about our classroom experiences are an important part of our shared professional development as teachers of Spanish and Portuguese.

Journals like *Spanish and Portuguese Review* and our sister journal, *Hispania*, which is also published by the American Association of Teachers of Spanish and Portuguese (AATSP), have an even broader scope than many other journals because they include scholars in literature, culture, pedagogy, linguistics, area studies, and other disciplines. We also publish in three languages: English, Spanish, and Portuguese. This interdisciplinary and multilingual approach brings *SPR* into conversation with a wide range of scholarship and allows us to publish pieces that break with traditional disciplinary boundaries. We at *SPR* are well aware of how much each of our authors’ disciplines and languages enriches our field and our journal, and we think readers will agree that the end result is a valuable extension of the scholarly conversation in our field.