

Editor's Message

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Every year since 2015, *Spanish and Portuguese Review (SPR)* publishes a collection of articles written, reviewed, and edited by graduate students—with contributions from a few faculty and staff like myself. The result of their collective efforts this year, I am sure you will agree, is a fascinating volume that digs into some of the most salient issues of the moment. And what a moment it is! As I write this, I am in my home office, my primary workspace since March 2020, connected to the outside world through video conferencing. I imagine many of our readers find themselves in the same situation, as do most of our authors and journal staff this year.

The COVID-19 pandemic has changed life as we know it, but the pandemic is only one of several world-shaking threads in the year 2020. This year has also given rise to widespread protests against state violence as well as other social and political movements. Institutions have changed the way they imagine on-site, hybrid, and online work. Universities, which for most graduate students are their employers in addition to their intellectual homes, have adapted as they face the events of 2020. Some universities have moved classes fully online, while others have embraced hybrid models. Some universities have expanded departments working on race and other vital issues, while many have cut programs and departments to reign in expenses as they face an uncertain future. Responses to the current challenges have not been uniform, although change and uncertainty have been universal.

Of all those who contribute to universities' academic communities, graduate students in particular find themselves in precarious positions in the past year. Graduate students who are instructors of record, as many in Spanish and Portuguese are, have faced a wide range of challenges. Some have been required to teach in person during this pandemic, navigating masks and social distancing to co-construct new ways of interacting with students in the face-to-face classroom. Other graduate students have needed to move their courses online with little notice or training in online teaching. Graduate students engaged in research, such as all of the authors in this issue of *SPR*, have persisted in their intellectual endeavors while also negotiating community participation, changing expectations, and, for those nearing the end of their programs, a dwindling academic job market. There are so many questions that graduate students must grapple with in 2020. How do researchers conduct human subject research

during a pandemic? How do our fields help make sense of current events? How do departments conduct virtual interviews for open faculty positions? How do graduate students continue this work while making room for their own experiences of illness, isolation, and/or precarity?

Issue 6 of *SPR* is a testament to the fact that graduate students in Spanish and Portuguese are not just grappling with these and many other pressing questions, they are providing the academy with a vision of our intellectual future. As you read, I know you will be impressed at how clearly these articles address the current moment and all that it entails.

This issue begins with a guest editorial from Rosie Seagraves with advice and encouragement for graduate students considering the world outside of the ivory tower. Not all is lost, colleagues. There are still opportunities for you to bring your brilliance into the world in ways that will also put food on your table.

In the first of a bounty of articles in this issue of *SPR* that weave together literature, culture, politics, and current events, Nicole Bonino explores how inhabitants of the slums of Buenos Aires are resilient in the early days of COVID-19 and issues a call to action to imagine how research and activism will benefit this and other such communities. Next, Ellen Bishell deconstructs two popular reggaetón music videos, *Calypso* (2018) and *La Gozadera* (2015), to show us how they construct and commodify “Carribeanness” through music and images as they negotiate power relationships and ideologies. Isaac Veysey-White also unpacks power and ideology in his reading of Trifonia Melibea Obono’s *La Bastarda* (2016), particularly how this Equatorial Guinean novel subverts colonial gender norms. Ignacio Arellano-Torres also analyzes gender roles, identity, and expression in the contrast of prison and liberation, this time in the Brazilian film *Madame Satã* (2002). Self-creation is similarly a core theme in Laura Mayron’s article on the book *Visión de Nueva York* (Martín Gaité 2005), a work that defies simple categorizations.

Next, Ofelia Montelongo begins her article with the question, “¿Qué nos hace querer comunicarnos con otras personas?” This question leads to an analysis of exile, nation, communication, and trauma. Linda Gruen also explores nation, specifically Colombia and the U.S. and their racial and political hierarchies, through Salvador Camacho Roldán’s 1887 travelogue. The final article, by Nuno Brito, analyzes poetry by Carlos Drummond de Andrade and brings the reader full circle back to the concept of resistance, one of the central themes of not just this issue, but of the year 2020.

On the language and linguistics side, we have several articles that shine a new light on how languages are acquired and used. Lillian Jones provides a compelling argument in favor of teaching and using texting language based on survey data. Larissa Goulart provides evidence of how formulaic sequences are acquired by learners of Portuguese at different levels, a study with immediately applicable implications for teachers of both Spanish and Portuguese. Finally,

Marc Gandarillas provides critical insights into the process of language change known as subjectification and its implications.

We also feature two reviews in this issue, one by Andrea Amado and another by Laura Colaneri.

This year has been defined by so many social and political events that have affected teachers and graduate students of Spanish and Portuguese. This journal, which is published by the American Association of Teachers of Spanish and Portuguese (AATSP), has an even broader scope than many other journals because we include scholars in literature, culture, pedagogy, linguistics, applied linguistics, area studies, and other disciplines writing in English, Spanish, and Portuguese. With such a wide range of experts working to address our most pressing questions, the future of our profession is in good hands. This issue is a testament to such resistance, self-creation, and innovation.