

Editor's Message

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This seventh volume of *Spanish and Portuguese Review* (*SPR*) is the work of many hands. Although much of the work of researching, writing, reviewing, and editing academic articles feels like it takes place in isolation, from my bird's eye view as editor, this volume has only been possible because of collective care for each other and for the work we do together. The *SPR* team includes the Senior Managing Editor, Laura Colaneri, who has been with the journal in some capacity since its beginning; four tireless managing editors who each oversee key aspects of the journal pipeline including Peer Review, Copy Editing, Communications, and Book and Tool Reviews; as well as a brilliant group of peer reviewers and associate editors, all of whom are listed in the front matter of this issue. Publishing *SPR* is the work of a community all committed to one goal.

In 2021, *SPR* editors and reviewers faced an unprecedented number of challenges. Yet, at every step of the way, our team banded together to care for each other and to continue with the mission of the journal. And what is that mission? Our work is publishing articles written by graduate students on culture, film, linguistics, literature, pedagogy, second language acquisition, translation, and other areas related to the study or teaching of Hispanic and Luso-Brazilian languages and cultures. However, that alone is not the *mission* of the journal. The *mission* of *SPR* is to give graduate students an opportunity to develop professionally as they participate in the publication process as authors, reviewers, and editors. Graduate students who submit their articles to *SPR* can trust that we will seek out multiple reviewers, both faculty experts and graduate student peers, who will provide constructive feedback intended to allow the work to shine. Whether an article is accepted for publication or not, our goal is for graduate students to have the tools they need to increase their future opportunities for publication and for professional advancement. Over the last several years, we have been improving the support we offer graduate student peer reviewers and editors as well. Moving forward, we will be able to offer more training and development opportunities, more mentoring, and an even more effective community of care for the graduate students who work with us.

Readers will notice that all of the articles in this volume are written by single authors. In fact, *SPR* has only ever published single-author articles despite the fact that the journal is open to collaborative article submissions! With most of

our authors coming from departments situated in the humanities, the lack of articles by multiple authors likely reflects the traditional norms of the humanities where collaborative scholarship is less common than in the sciences and education. It is also possible that this single-author publication monopoly represents the isolation that many graduate students experience in their roles as scholars, teachers, and university employees navigating systems and cultures. As someone who often collaborates with others in my scholarship, I am convinced that we are stronger together, and I look forward to publishing *SPR*'s first article by multiple authors in the near future. Will that article be yours? I hope so!

Reinforcing the centrality of collaboration, this issue's guest editorial is an overview of mentorship for early career academics. Professor Yuly Asención-Delaney shows us that mentorship is key to success in academia and provides an overview of how to seek out a mentor and ensure the success of that relationship. Following the editorials, we have a collection of articles that represent the wide range of languages, cultures, and disciplines of graduate students in Spanish and Portuguese, and all of which, in addition to other core ideas, contain threads of the same themes of community and isolation. First, Bruno Nowendsztern explores the construction of Chicano identity through the work *Puppet: A Chicano Novella* (Cota-Cárdenas 1985). Next, Matilde Barrote Silva analyzes the role of music as a tool for social and cultural change in Portugal focusing on two in particular: "Tourada" (Santos 1973) and "A Cantiga é uma Arma" (Vieira 2014). The next article is an empirical study of secondary teachers of Spanish and their perspectives on heritage learners and the AP Spanish Literature Exam in which author Anna Marrero-Rivera identifies clear implications for language teacher training. Then, Anna Torres Mallma considers the novel *Jinete a pie* (2018) and explores issues of fear, urban dystopia, and community. Morgan Schneider continues the exploration of individual identity within a community with an analysis of *Reyita, sencillamente: Testimonio de una negra cubana nonagenaria* (1996). Contradictions in the text provide a jumping-off point for an exploration of what it means to be an Afro-Cuban woman. Jacqueline Shea then guides the reader through a study of the Spanish pronoun "vos" through the lens of historical and variational pragmatics. Armando Guerrero Estrada applies religious, philosophical, and literary perspectives to his analysis of works by Albert Camus and Gabriel García Márquez. Leslie Del Carpio presents her empirical study of heritage Spanish learners' attitudes towards unfamiliar varieties of the language. And finally, Czarina Lagarda Lopez examines el bufón and the role of laughter in the 17th Century. We are also proud to feature three reviews this year by Jessica Rodrigues Poletti, Dustin Hemsath, and Ryan Pinchot.

As we move forward into 2022, I encourage graduate students reading this volume to consider how their work might form part of the next volume of *Spanish and Portuguese Review* as a reviewer, editor, or author. We seek articles from all disciplines relevant to the study and teaching of Spanish and Portuguese, writ-

ten in English, Portuguese, or Spanish, from diverse authors and co-authors. In addition to research articles, we also seek scholars to write book and tool reviews as well as response articles that directly address previously published work, particularly work from *SPR* or AATSP's flagship journal, *Hispania*. Graduate students who teach Spanish and Portuguese might also consider submitting a short article reflecting on classroom practices for our Notes from the Classroom section. The Call for Submissions for 2022 can be found on our website at spanishandportuguesereview.org/submit. Here at *SPR*, we know that our success is collective, our efforts are interdependent, and the work of the journal depends on the community of care we build together. We hope you will join us in the coming year.