

Editor's Message

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Of all the hats I wear in my academic career, one of the most meaningful is as Editor of *Spanish and Portuguese Review* (*SPR*) supporting early career scholars as authors, reviewers, and editors in this interdisciplinary academic journal. In the academy, work is typically divided up into three big categories: teaching, research, and service. The duties of a journal editor fall under the service category, although the work also enriches my research as I encounter many fresh, creative ideas that I later reference in my own publications. I also consider the role of journal editor to have an element of teaching, as I am in a position to mentor graduate students on their journey. Like most academic work, journal editing overlaps with the other aspects of my professional life and does not confine itself neatly into the category of service, although I may categorize it as such on my CV.

I undertake this truly meaningful service at *SPR* alongside a talented and committed group of graduate student Managing Editors who do much of the work of recruiting and managing our team of associate editors and peer reviewers. This year, in addition to a variety of resources for graduate student authors, *SPR*'s website featured a series of spotlight articles on each of our Managing Editors. I encourage you to visit spanishandportuguesereview.org to learn more about the team behind this issue! I speak for all of us at *SPR* when I invite readers to consider volunteering as part of the editorial team. You can reach out to us at spr@aatsp.org or visit our website to learn more. If you want to contribute to the development of early career scholars, or want to gain experience and confidence in publishing, or want to develop the “service” and “research” category of your CV, we want to work with you!

Gaining experience and confidence in publishing and in the many other roles required of an academic is no small feat. Graduate students often juggle multiple professional demands in their academic careers: student, instructor, scholar, project manager, and member of a professional community, among others. At times, these various roles can feel like separate identities. However, I suspect that the most successful scholars are able to forge a single professional identity for themselves that encompasses the disparate threads of their research, teaching, and service work. I have often heard the advice that a Research Statement—of the sort that might appear in a tenure file or a job application—should explain all the research the scholar has done and plans to do, but more importantly, that

statement should create a cohesive narrative of a scholar's work. In other words, how are this person's interests united under a single professional identity and research trajectory? I would take this idea a step further and argue that creating a unifying statement of purpose that encompasses all of our professional activities is essential for those of us working in the evolving landscape of today's academia. Who are you as a scholar? How do your teaching and your research connect? What kinds of service are you engaged in? How does that service advance your teaching and your research? How does your research improve your community? How have the skills you have acquired in all of those roles opened new doors for you and led to new opportunities? If you work in academia in any capacity, I encourage you to spend some time thinking through your own professional identity, how your various roles and responsibilities have created the unique fingerprint that is your scholarly contribution, and how you might express that cohesive narrative in your job documents, your promotional files, and your public-facing work.

On behalf of the whole editorial team, I am proud to present to you Volume 8 of *Spanish and Portuguese Review*. In our guest editorial, Professor Linwood J. Randolph Jr. gives advice to graduate students who want to begin incorporating critical and transformative practices into their language teaching. Following the editorials, we have a collection of articles that represent the various modes of scholarship, languages, and disciplines we champion at *SPR*. First, Will Hoadley-Brill responds directly to the Real Academia Española's recent report asserting that the grammatical masculine is already inclusive even without gender-neutral or non-binary options. Hoadley-Brill presents a case for a more inclusive Spanish language and a call to action for all hispanohablantes. Next, Lizet Gonzalez analyzes how mass media and photography in particular is used to manipulate memory in the Brazilian film "O vendedor de passados" (2015). Marcela de Oliveira e Silva Lemos also examines photography, this time in the processes of narrative mediation and historical revision in Roberto Bolaño's *Estrella distante*. The next article, from Erik Garabaya Casado, analyzes the literature on the teaching of pragmatics to heritage learners to explore possibilities for research. In the section focused on classroom-based experiences, Sergio Ruíz Pérez explores orbital studies, a kind of project-based language learning, as a pedagogical option for study abroad instructors to provide students with an immersive process during their language and cultural learning experience. Finally, we have a collection of insightful reviews by Sarah Valentín-Sánchez, Omar Osorio Amoretti, Ana Ortega Pérez, Matt Coss, and Carlo Cinaglia.

In a multidisciplinary journal like *SPR*, we bring together humanists, linguists, and pedagogues in traditional research articles, response papers, classroom-based reflections, and reviews to paint a vivid picture of graduate student talent, engagement, and expertise. In this issue of *SPR*, you will find useful examples of how you might translate your own professional identity into

publications in academic journals, maybe even in a future issue of *SPR*. We seek articles from all disciplines relevant to the study and teaching of Spanish and Portuguese, written 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 2023 can be found on our website at spanishandportuguesereview.org/submit. I know I speak for the entire editorial team at *SPR* when I say that we would be honored to work with you.