

GEORGINA J. WHITTINGHAM

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Modern Languages and Literatures
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EDUCATION

Rutgers, The State University of New Jersey, New Brunswick, New Jersey. Ph.D. Spanish
Stanford University, Stanford, California. M.A. Spanish
Queens College of the City University of New York. B.A. Spanish

Honors/Awards/Licenses/Grants (Vitality and World Awareness)

AY 2018-2019

CLAS and Department Grant to participate at UAlbany and Colgate University LELACS (**Lake Erie Latin American Cultural Studies**) colloquia. Fall 2018 and Spring 2019

Citations: The publications I have authored are frequently cited in academic journal articles, Latin American seminar bibliographies, and books. A select list of citations can be found in my CV. The following citations were published in 2018:

My work on Gilberto Owen forms part of Dr. Oscar Arango's 2018-2019 Latin American Research Seminar Bibliography at the School of Anthropological Sciences, Universidad Autónoma de Yucatan, Mx. Web
<http://www.antropologia.uady.mx/programas/pdfprogramas/2704.pdf>

Gilberto Owen y la crisis del lenguaje poético is cited in Florencia Zaldívar, José Humberto. "Márgenes y trazos. Gilberto Owen y las revistas culturales en Toluca. *Gilberto Owen en tres revistas toluqueñas*. Francisco Javier Beltrán, Coordinador. FOEM, 2018. p.70 and 93. Print

AY 2017-2018

*(\$1,500.00) CLAS and MLL travel grant to NEMLA Conference, Pittsburgh, PA and LELACS Colloquium, University of Rochester, NY

*(\$4,500) MLL, CLAS, Hart Hall, Office of International Education and Programs, IGE ARTSwego Grant for Chilean Teatro La Maria's Performance of El hotel at Tyler Hall, Feb 14, 2018.

*(\$1,500) The Dean's Office (CLAS), MLL, and Auxiliary Services Grant for **LELACS (Lake Erie Latin American Cultural Studies) Colloquium** on "Framing and Negotiating Conflict in Latin America." Sheldon Hall, SUNY Oswego, Saturday, April 7, 2018

Wrote letter (9/10/2017) upon invitation by Prof. Gustavo Nanclares, Head, Department of Literatures, Cultures, and Languages at the University of Connecticut,

to assist in evaluating the scholarship of a candidate for promotion to Full Professor.

AY 2016-2017

*(\$1,500.00) CLAS and MLL travel grant to NEMLA Conference. Baltimore, Maryland. March 2017

*(\$1,500) PRAGDA Hispanic Film Series Grant

*(\$1,500) The Dean's Office (CLAS), the Office of International Education and Programs: \$500.00 (matching grant from each office) awarded for organization of PRAGDA Hispanic Film Series in spring 2017. IST Approved

*(\$1,500) *Department of Modern Languages (accommodations and meals). Grants from CLAS, OIP and Hart Hall "Mayan Textiles, Weaving and Styles." (October 2016) **Speaker: Alida Perez, Kakchikel Maya, Founder and Director of a Textile Museum in Antigua, Guatemala: Museo Casa del Tejido Antiguo.** Alida spoke to several Spanish classes and to my students in my Capstone Seminar. IST Approved

*(963.00) 2016 DSA award

SCHOLARLY ABILITY

AY 2018-2019

Member, LELACS (**Lake Erie Latin American Cultural Studies**) Colloquium (A unique regional collaboration among Syracuse University, Cornell University, the University of Rochester, the schools of the New York Six Liberal Arts Consortium, and Le Moyne College) sponsored by the CNY Mellon Corridor Grants. I have organized a colloquium at SUNY Oswego in the past, served as respondent to a book chapter authored by the organizer at the Fall 2018 colloquium at SUNY, Albany and attended several events in the course of the last two years at Syracuse University, Ithaca College, University of Rochester and Colgate University. The upcoming fall 2019 colloquium will take place at Cornell.

October 6, 2018.--**Respondent to Carmen Serrano's "Ghosting Indigenous Cultures: Yaquis' Near Absence in Literature of the Mexican Revolution."** LELACS Colloquium *New Readings: Bodies in Latin American Visual Arts and Culture*. University at Albany, SUNY.

April 6, 2019-- Collaborator, **LELACS Colloquium**: "Performance, Decoloniality, and Translation in Latin American Cultural Production" at Colgate University

April 8, 2019—I was invited to collaborate with Cornell University faculty organizers on a workshop titled **Ecologies/Environment and Cultures at International Borders** to be held in April 2020 and sponsored by a CNY Mellon Corridor Grant Application. Cornell Organizers: Anindita Banerjee, Comparative Literature and Debra Castillo, Comparative Literature and Latinx Studies. I have been doing quite a bit of reading on protecting biodiversity in the U.S.-Mexico border environment. It is proving to be an eye-opening and fascinating experience!

May 29, 2019. I participated and was informally invited by the organizer, Prof. Gail Bulman, to collaborate in **"Language Matters," a brand-new, CUSE grant-funded research initiative**, which aims to make language-based research at Syracuse University more interdisciplinary, innovative and visible. (Peter Graham Scholarly Commons at Bird Library on SU campus). The inspiration and motivation behind the SU project were the two guest speakers: Dr. Catherine Boyle and Dr. Sophie Stevens, the PI and Co-PI, respectively, on the United Kingdom's £4,000,000 Humanities-funded project "Language Acts and Worldmaking."

AY 2017-2018

Article:“Lucha interior/ imagen exterior: Escindido discurso teatral feminista en *La colección de relojes* de René Ferrer y *Casa de muñecas* de Henrik Johan Ibsen”. Vol. 51, No.1. *Latin American Theatre Review* (Fall 2017).

Chilean Teatro La María’s “El hotel” Performance. Co-organized (with Prof. Gail Bulman (Syracuse University) and Prof. Milton Loayza (SUNY, Oswego) the staging of Chilean Teatro La María’s “El hotel”. Feb. 14, 2018. Prepared study-guide for all my classes to help students understand the play and the performance of “El hotel” in preparation for a written analysis of the script and the performance.

Organized **LELACS (Lake Erie Latin American Cultural Studies) Colloquium** on "Framing and Negotiating Conflict in Latin America." SUNY Oswego, Saturday, April 7, 2018. LELACS is a network of scholars who specialize in the area of Latin American Studies at universities throughout New York State. Speakers included Margarita Vargas from the University of Buffalo, Tracy Lewis from SUNY, Oswego, Gonzalo Aguiar Malosetti from SUNY, Oswego and Luisa-María Rojas-Rimachi from the University of Rochester. Participants in attendance came from many Central, Western, and Eastern Universities in New York State--UAlbany, University at Buffalo, Colgate University, Cornell University, Elmira College, University of Rochester, Siena College, Syracuse University and SUNY Oswego. Whittingham worked jointly with LELACS members from the Central New York Humanities Corridor, a unique regional collaboration among Syracuse University, Cornell University, the University of Rochester, the schools of the New York Six Liberal Arts Consortium, and Le Moyne College. The event was co-sponsored by the Department of Modern Languages and Literatures, the School of Liberal Arts and Sciences, and SUNY, Oswego Auxiliary Services Program Fund.

“*El amor en los tiempos de la Nueva España en La fiesta del mulato* de Luisa Josefina Hernández”. Session: Is Love a Battlefield in Latin American Theatre and Performance? **NeMLA: 49th Annual Convention.** Omni Hotel. Pittsburgh, Pennsylvania. Friday, April 13, 2018. 8:30-9:45.

(Im)migration: Relocated Narratives in Hispanic Letters, Film and Historiography (Roundtable) Session co-chaired with Susana Maiztegui (East Stroudsburg Univ.). **NeMLA: 49th Annual Convention.** Omni Hotel. Pittsburgh, Pennsylvania. Friday, April 13, 2018. 1:15-2:45.

Third Colloquium on Hispanic Literature and Culture SUNY, Oswego
Session organized:

11:20 a.m. – 12:10 p.m. El español como lengua literaria y médica / Literature and Medicine in Spanish

Introductory Remarks by Dr. Georgina Whittingham and Dr. Gonzalo Aguiar

KEVIN SHAW

De la crónica al romanticismo: *Historia de las Indias* de Bartolomé de las Casas y *Enriquillo* de Manuel de Jesús Galván

SHARY WALTERS

La violencia del machismo y la fuerza de los débiles: *Enriquillo* y Sor Juana

Collaborations with other Universities and Programs

LELCAS (Lake Erie Latin American Cultural Studies consortium, consisting of Latin Americanists from universities across New York State)—Invited to Collaborate with Faculty from surrounding Universities: Cornell University, University of Buffalo, University at Albany Binghamton University, University of Rochester, Colgate University, Nazareth College.

(By invitation) Attended LELACS Colloquium “Figuring Disability in Latin America.” Humanities Center Conference Room, Rush Rhees Library, University of Rochester, October 21, 2017.

AY 2016-2017

Article (forthcoming) in a special issue of LATR (Latin American Theatre Review) titled *Gender Politics and Cultural Memory in Latin American Theatre* in honor of Sandra M. Cypess. An abbreviated version of the article was presented at the Kentucky Foreign Language Conference in April 2015. I worked on this article in the summer of 2016 using Binghamton University Bartle Library’s resources and revising it for publication in spring 2017

NeMLA Roundtables and Sessions organized:

Staging Latin America I: Villains, Heroes, and the Common People (Roundtable)
Friday Mar 24, 2017 8:30-9:45 (Roundtable)

Staging Latin America II: Villains, Heroes, and the Common People (Roundtable) Friday Mar. 24, 2017 10:00-11:30 (Roundtable)

Third Colloquium on Hispanic Literature and Culture SUNY, Oswego

Session organized:

Monday, April 17, 2017 11:30-12:25

114 Campus Center

Harry Thompson. Crisis de identidad e influencia de la historia en *La invención del amor* de José Ovejero

Rebeca Mendoza. Las adversidades que enfrentan las mujeres

Nicole Black. La identidad en el amor

Elyssa Stallcup. La ridícula idea de los papeles de género y su formación

Collaborations with other Universities and Programs

LELCAS Lake Erie Latin American Cultural Studies Consortium, consisting of Latin Americanists from Syracuse, Cornell, Rochester, Buffalo, and Binghamton Universities)—Invited to Collaborate with Faculty from surrounding Universities: Cornell University, University of Buffalo, Binghamton University, University of Rochester, Colgate University, Nazareth College.

2017 LELACS SPRING COLLOQUIUM: 9:30-4:30, Saturday, April 1, 2017. “Speculation in Latin America. “ Demotte Conference Room, Campus Center. Ithaca College. Talks by Sebastian Antezana, Alicia Ríos, and Naief Yehya.

Effectiveness In Teaching: COURSE AND PROGRAM DEVELOPMENT.
(World Awareness, Solutions and Intellectual Rigor)

PRAGDA Film Festival

Obtained grants and screened six films on campus from PRAGDA from September through May 2017. Created attractive film flyers and disseminated them via email to departments, programs, students and colleagues. The flyers contained links to each film’s official trailer. Attendance to screening ranged from 80-100 students.

PRAGDA is a distributor of Iberoamerican films and specializes in the educational market as well as organizes public exhibitions in cinematheques, museums, and local theaters. Many top universities in the United States have screened contemporary films distributed by PRAGDA. PRAGDA, offers grants twice a year to help high schools and universities bring the very best in contemporary Spanish and Latin American cinema to campuses with the aim of introducing students to the language and cultures of these territories. More than 100 schools have participated in the program so far." <https://pragda.com/spanish-film-club/what-is-sfc/>

Effectiveness in Teaching: COURSE AND PROGRAM DEVELOPMENT.
(World Awareness, Solutions and Intellectual Rigor)

AY 2018-2019

March 27, 2019—**Fifth Colloquium on Hispanic Literature and Culture** My students presented their research on past and present history of events in El Salvador that have resulted in the present-day crisis at the Mexican/U.S border. Adam Choquette “La generación perdida de El Salvador” and Aron Lane “Los agentes de la violencia en la película *Voces inocentes* de Luis Mandoki y en Los niños perdidos de Valeria Luiselli”

Fall 2018 Course Design and Development

Luiselli, Valeria. *Niños perdidos. Un ensayo en cuarenta preguntas*. 2014. Editorial Sexto Piso, S.A. de C.V., 2017 (*Trans. Tell me How it Ends: An Essay in Forty Questions*) constituted the centerpiece of my advanced SPA 302 class. The book was the Oswego Reading Initiative (ORI) 2018 selection. The course design was intended to gain understanding and critically appraise the historical events that led to the present-day crisis in Central American countries. The children in these war-torn nations flee corruption, gang violence, persecution, and poverty. Their parents invest their life’s savings and pay smugglers (coyotes) to take their children on a dangerous journey to seek asylum in the United States. Luiselli spoke at SUNY Oswego and students had the opportunity to attend her talk and pose questions.

Fall 2018 and Spring 2019--As a certified **Oral Proficiency Interviewer** (OPI) through the American Council of the Teaching of Foreign Languages (ACTFL), I evaluate the Spanish oral proficiency of students who wish to prepare for the OPI required for teacher certification. I conducted practice interviews for Liam Krug and Alexandra Gonzalez.

I engage all my students in **Extracurricular Cultural Activities**— which provide topics for oral interviews and extra credit essay questions on exams: 2018-19--**Hispanic Film Series and Coffee Hours.**

April 16, 2019---Students attended **Haley Uitvlugt's study abroad presentation at Hart Hall** on her experiences in Madrid, Spain.

April 3, 2019-- **Quest Language Honor Societies' induction ceremonies and study abroad presentations.** April 29, 2019-- I organized a unique dialogue between my students and Maria Celia Esara from **Equatorial Guinea**, the only Spanish speaking country in **West Africa**. May-August 2019: At the request of the Associate Dean of CLAS, I have been conducting a **SPA 101 Independent Study course.**

AY 2017-2018

I have had an excellent year at all levels of instruction. I have infused more critical thinking throughout the semester. I agree with research that advocates the importance of developing classroom techniques to engage intermediate and advanced students in interpretive skills of literature to broaden their intercultural understanding and their critical thinking abilities.

Survey of Latin American Literature B: SPA 353

Critical Thinking Assignments and Assessment

Students in advanced courses are required to write an exam and a critical diary (min. 5 pages) with the following sections: 1. Brief plot summary 2. Character descriptions 3. Description of the social, historical, cultural, and aesthetic context of the texts analyzed 4. Analysis of a work based on development and defense of a strong thesis statement 5. At least one scholarly article is required to support opinion and/or provide counter arguments needs to be incorporated into the critical diary. There is no limit to sections 3 and 4. Sections 1 and 2 should not exceed one page. Grade is based on the following criteria: 1. Content and originality 2. Organization 3. Grammar and vocabulary 4. Style 5. MLA documentation

Other Critical Thinking Activities

Students present their thesis statement for their final paper orally to the class after submitting a one- paragraph abstract to Blackboard for instructor approval. A brief handout on crafting a strong thesis statement is uploaded to Blackboard and discussed throughout the semester. Selected papers are then presented at the Hispanic Colloquium in the spring semester.

Collaboration with Ulises Mejia's IGE Programs

12:40 PM - 1:35 PM: Survey of Latin American Literature, Georgina Whittingham, MCC 256 (in Spanish) Guest Lecture.

Description of the program:

Eduardo Garcia is an activist and photojournalist born in Mexico City. His work has been focused primarily on the struggles of indigenous peoples in Mexico, Central

American migration, forced disappearance and social movements in Latin America. His work as a researcher and photographer has gotten him involved with the Undocumented Migration Project of the University of Michigan. Eduardo is also co-founder of the Michigan Solidarity Network with Mexico and co-founder of the Militarization in the Americas Research Collective. Lalo, as he is known, began working with SOAW as a research consultant and then he helped organizing the first SOA Watch Border Convergence. Today, Eduardo is SOA Watch's Media and Communications coordinator and co-coordinator of the US chapter of the People's Human Rights Observatory.

AY 2016-2017

Capstone Seminar SPA 480 (Conflict in the Hispanic Novel) and SPA 353 (Survey Latin American Literature B).

Critical Thinking Assignments and Assessment

Students in advanced courses are required to write an exam and a critical diary (min. 5 pages) with the following sections: 1. Brief plot summary 2. Character descriptions 3. Description of the social, historical, cultural, and aesthetic context of the texts analyzed 4. Comparative analysis of two works based on development and defense of a strong thesis statement 5. At least one scholarly article used to support opinion and/or provide counter arguments needs to be incorporated into the critical diary

There is no limit to sections 3 and 4. Sections 1 and 2 should not exceed one page.

Grade is based on the following criteria: 1. Content and originality 2. Organization 3. Grammar and vocabulary 4. Style 5. MLA documentation

Other Critical Thinking Activities

Students present their thesis statement for their final paper orally to the class and a one-paragraph abstract is submitted to Blackboard for instructor approval. A brief handout on crafting a strong thesis statement is uploaded to Blackboard and discussed throughout the semester.

Students are asked to identify and evaluate the thesis statement in assigned readings, public lectures, scholarly articles and opinion pieces and provide a couple of justifications the speaker/writer uses to support point of view.

We devote a couple of class periods to discussing each student's thesis statement for the final essay and recommending ways to strengthen and provide justification to support the position statement under discussion.

Four students from the Capstone Seminar presented their research papers at the **Third Colloquium on Hispanic Literature and Culture.**

An essay was recommended for the **Dean's Writing Award.** I will nominate another one for the award.

“Mayan Textiles, Weaving and Styles.” Speaker: Alida Perez, Kakchikel Maya, Founder and Director of a Textile Museum in Antigua, Guatemala: Museo Casa del Tejido Antiguo. The program complemented upper division courses taught in the Spanish Program as well as my intermediate classes.

Collaboration with Ulises Mejia’s IGE Programs

[IGE] Concert: Songs of Migration

Wednesday March 1, 2017

12:40 - 1:35 pm

Marano Campus Center Food Court (Ground Level) attended by SPA 353 class

3:00 - 3:55 pm

Natalia Serna’s Visit to Spanish 201 class

Marano 255

Description of the program:

Natalia Serna, AKA La Muna, is a Colombian-American musician and sociologist who moved to the border city of Nogales to work as a volunteer at a soup kitchen. Her album, *Corazón Norte* (www.corazonnorte.com), is a record made up of songs and interviews that seek to incarnate, through art, the stories of migrants. The work hopes to offer the audience a richer understanding of migration by exploring individual stories that embody the complexity, horrors, and human depth of migration. It’s ultimate goal is to light a passion for the dignity of each person regardless of which side on any line he or she stands. *Corazón Norte* has been presented at migrant soup kitchens, detention centers, universities and theaters across Mexico, Guatemala and the U.S.

[IGE] Beyond the Revolution: Visting Cuban Artists - March 3

Miguel Coyula is an independent filmmaker from Cuba, whose work has been recognized at festivals throughout Latin America and the US. **Lynn Cruz** is an award-winning actress who has worked on numerous films and plays.

Events included screenings of Coyula's *Nadie* (2017) a documentary about the history of the Cuban Revolution through the personal experiences of writer Rafael Alcides; and *Memorias del Desarrollo* (2010), a narrative film about an intellectual who leaves the Cuban revolution only to find himself at odds with the ambiguities of his new life in the 'developed' world (the film premiered at Sundance Film Festival). Lynn Cruz visited the following class.

Friday, March 3, 2017

3:00 - 3:55 pm

Talk: Working in Theatre and Film, with Lynn Cruz (SPANISH ONLY)

Marano 242 (part of profs. Salcedo and Whittingham's classes)

4:00 - 6:45 pm

Attended screening and discussion: *Memorias del Desarrollo* (Miguel Coyula, 2010)

Park 315 Note:

Events were co-sponsored by IGE, ARTSwego, CLAS, SCMA, OIEP, Cinema and Screen

Studies and Modern Languages

Advisement: Advised more than 30 Spanish majors, minors and teaching concentrates. Advised students regarding study abroad and wrote recommendation letters.

C. COMMENTS:

My participation at conferences has helped me research and integrate new ideas in my classes. Responses to my courses are always positive, but I consider it important to infuse more critical thinking throughout the semester as students find it difficult to determine what constitutes a strong thesis and to craft strong arguments. I have done research on this topic for my discussion with the Gen Ed council regarding writing across the curriculum and the importance of helping students apply knowledge to new situations effectively through writing (more info. available upon request). I have developed new strategies to help students develop a strong thesis, support opinions and identify arguments in reading assignments, public lectures, scholarly articles and opinion pieces.

III. Service

DEPARTMENT/COLLEGE/UNIVERSITY
(Engagement)

AY 2017-2018

Chair, MLL **Personnel Committee:** Wrote a letter of recommendation and supervised the timely organization of materials for Prof. Gonzalo Aguiar's Reappointment. I was re-elected in April to serve as chair of the committee.

Dr. Giukin and I met with the Dean of CLAS, Dr. Patricia Clark, to state the urgency of **Tenure Track positions in Spanish** in light of Spanish faculty retirements.

AY 2018-2019--**Fulbright Committee.** As member of the committee I conduct Spanish and Portuguese Interviews, write letters of recommendations, and perform interviews and evaluations in English. I also announce deadlines and Fulbright fellowship, requirements, and mentor students who are planning to apply. I am currently advising a student who plans to apply for a Fulbright at the principality of Andorra, Europe.

April 5, 2019--Naomi Rodriguez Jose (whom I interviewed in Portuguese and English) received a **U.S. Student Fulbright Award to teach English in Brazil.**

Member, **Prior Learning Assessment Ad Hoc Task Force**

I drafted LTI (Language Testing International) score equivalencies for various levels of the written (WPT) and the Oral proficiency (OPI or OPIc) exams in Modern Languages, corresponded with the office of Extended Learning and with Greg Ketcham to help with the draft of the resolution to be sent to

the FA vote needed to include the information in the college catalog. Tests will now be available through Extended Learning

Member, **PAG Committee** (Participated in Spanish Education program revisions to add SPA 352 and SPA 353 as core options, and participated in the discussions on Study Abroad requirement for majors.

November, 2018 Conducted **Authentic Literature Assessment for SPA 302** to determine the cultural, interpretive and linguistic proficiency of Spanish Secondary Education candidates.

The MLL department adopted the **Authentic Literature Analysis Assessment Rubric I** prepared to evaluate the content knowledge of Adolescence Modern Language Education majors. It is specifically an assessment of ACTFL Standards demonstrating 1. Language Proficiency; 2. Cultural Understandings; and 3. Understanding of Literary and Cultural Texts and Traditions.

Chair, **Spanish Textbook Selection and Adoption**. Negotiated with Vistas Higher Learning an affordable price for the latest edition print and online Supersite components for use in Beginning and Intermediate Spanish courses.

AY 2017-2018

Conducted Spanish evaluation and participated in the interview process for the 2016-2108 U.S. Student Fulbright Program at SUNY, Oswego.

2016-2018 Member, **Fulbright Program** at SUNY, Oswego

Member, **Prior Learning Assessment Ad Hoc Committee (PLA)**

Worked with colleagues from MLL major programs to determine required scores in LTI (Language Testing International) oral and written exams for foreign nationals who wish to obtain credit in General Education language courses and/or credit in MLL 201 and 202 courses in languages not taught at SUNY, Oswego.

MLL Personnel Committee and Sub-divisional Representative

On-site visits to Mexico Academy offering college-level instruction in Spanish.

Academic Mentor to Dr. Milton Loayza. Set up opportunities for Dr. Loayza to attend colleagues' classes and met with Dr. Loayza for informal discussions.

Attended all departmental meetings and salons AY 2016-2017

AY 2016-2017

MLL Representative at the **General Education Assessment Retreat on Critical Thinking**

Conducted Spanish evaluation and participated in the interview process for the 2016-2107 U.S.

Student Fulbright Program at SUNY, Oswego.

2016-2017 Member, **Fulbright Program** at SUNY, Oswego

Member, **Prior Learning Assessment Ad Hoc Committee (PLA)**

MLL Personnel Committee

Prepared and submitted **Academic Affairs Annual Report 2016-2017**

On-site visits to programs at Baldwinsville High School offering college-level instruction in Spanish.

Academic Mentor to Dr. Milton Loayza. Set up opportunities for Dr. Loayza to attend colleagues' classes and met with Dr. Loayza for informal discussions on teaching.

Attended all departmental meetings and salons AY 2016