Application for Excellence in Teaching Award
Center for Teaching and Learning
University of Georgia

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January 18, 2018

Dear Dr. Morris,

I endorse Julia Hernández for the Excellence in Teaching Award with great enthusiasm. Julia holds an M.A. in Classics from UGA. She finished her Ph.D. coursework in Romance Languages and successfully completed her comprehensive examinations and advanced to candidacy in March of 2016. Her field of specialization is Spanish cultural history and literature of the Early Modern period, with secondary interests in the colonial Americas, historical linguistics, and U.S. Latino studies. She is brilliant scholar with an outstanding dedication to teaching. For her superior skills in the classroom she was awarded an Outstanding Teaching Assistant award in 2016-17.

As the director of Julia’s doctoral committee, I have known her well since the fall of 2013. She and I have worked together on course development for an FYOS seminar on archival research and I have observed her teaching in several contexts. So, I am familiar with the ways she has gone far beyond what is typical for a Teaching Assistant in our department. To show how Julia has expanded the scope of her activities dedicated to teaching at UGA and in the broader discipline of Hispanic Studies, I would like to focus on four examples: 1. her collaboration in course development, 2. her leadership of the Romance Languages Colloquium and professional development series, 3. her contributions to graduate student mentoring, and 4. her participation in the international UGA – University of Liverpool scholarly exchange program.

First, Julia has taught two courses per semester as instructor of record during her time as a Ph.D. student in Romance Languages. These courses have included multiple sections of the language courses SPAN 1001, SPAN 1002, SPAN 2001, and our introduction to U.S. Latino Literature in Spanish course SPAN 2550. She has also taught invited guest classes as a part of her Ph.D. training in SPAN 4040 “Medieval to Baroque Spanish Literature” and led small group sessions in my previously mentioned FYOS. When Julia led small group work on Renaissance map reading in the FYOS seminar on archival research in the Hargrett Special Collections Library, students stayed after class to chat with her excitedly. I could see how her knowledge and enthusiasm inspires students. Regarding SPAN 2550, Julia worked with experienced faculty members to develop her plans for the course. In turn she then supplied syllabi and course materials to one of the current graduate student TAs, Evelyn Autrey, to help her begin teaching the course successfully this semester. In addition, Julia shared advice and detailed descriptions of lessons, including her teaching materials for this course, with other instructors. In terms of her guest classes in SPAN 4040, students in those sessions were delighted to learn from Julia about the first Spanish grammar, published in 1492, and its relationship to Spanish colonialism—a highly specialized lesson indeed!

Secondly, Julia has worked tirelessly over the past three years creating extra-curricular academic programming for graduate students in the Department of Romance Languages through her organization of the RL Colloquium and a series of professional development workshops. The colloquium consists of weekly research talks by outside guests and members of the department. These benefit not only graduate students, who sometimes give practice research talks in this venue, but also enrich the education of undergraduate students interested in particular specialized topics. The colloquium is central to our department’s sense of intellectual community and provides a venue for faculty, graduate students, and undergraduates—including CURO students—to learn from one another. Regarding the professional development workshops, one example of an event Julia coordinated was the fall 2017 forum on issues of gender in the academic job market. This was exciting and very well attended; it brought together graduate students and faculty to discuss best practices in the profession that are not normally covered in...
the graduate classroom. In addition Julia has worked with the RSVP office to design a workshop to help TAs learn about their roles in addressing and working with students who have experienced sexual assault and harassment and strategies for preventing and educating students on campus about these issues.

Third, as head of the inaugural mentoring committee of the Romance Languages GSO for 2016-17, Julia developed a pilot mentoring program for incoming students. In this program more advanced students were paired with new arrivals in their language area in order to create an informal, more personal, more in-depth support network for incoming students to learn about their roles in the department, including the role as TAs. Julia developed the program in consultation with her peers with the goal of giving new graduate students an immediately accessible resource for learning about teaching in our department and a direct point of peer contact. Under Julia’s leadership the GSO committee matched mentors and mentees according to their personal and professional profiles and established guidelines for how the pairs could work together. This was supplemented with several structured events for all mentors and mentees in the program to come together as a group in the fall and spring semesters and has been considered very successful by faculty in the department.

Finally, I think it is important that Julia sought the opportunity provided by the UGA – Liverpool exchange program funded through Franklin College to teach a guest class at the University of Liverpool. Her proposal to work with Professor Sizen Yiacoup in Liverpool was accepted in 2016. She taught a class on Early Modern visual representations of Amerindians in Professor Yiacoup’s undergraduate module in April of that year 2016. I admire the fact that Julia’s reason for making this international trip was to learn more about the differences in teaching between our two institutions.

Again, I endorse Julia’s nomination for this award with great enthusiasm. She has a record as an accomplished teacher and scholar who works ambitiously to improve her already outstanding skills and to benefit her students, peers, and the colleagues with whom she collaborates. I hope you will agree with me that her contributions to teaching are extraordinary and are deserving of recognition.

Sincerely,

Dana Bultman
Associate Professor of Spanish
Department of Romance Languages
University of Georgia
Book Review Editor, Americas
Caliope
Candidate Statement

I am very honored to have been nominated by my department for the Excellence in Teaching award, and it is with great enthusiasm that I submit these materials for evaluation. It has been a great privilege to hone my teaching skills in the Department of Romance Languages at UGA over the course of the past seven semesters, and I believe that the following portfolio indicates my commitment to pedagogical growth over the course of that time. As I believe my evaluations show, I have always worked to connect with my students, taking into account their individual needs as learners and always making time to work with them inside and outside of the classroom so that they will achieve the highest form of success in the course. In addition to pursuing training in methodologies pertinent to Spanish-language teaching, I have worked with faculty members to gain additional skills in more specialized areas, such as the use of archival materials in undergraduate teaching and the teaching of medieval and early modern Spanish.

However, in addition to these efforts to improve my own teaching, I would also like to take this opportunity to highlight some of the contributions I have made within the ROML community of teachers in order to create professional development opportunities and to foster a support network among instructors.

In terms of creating programming related to teaching in our department, I have served as the chair of the ROML Colloquium Series, a series of public talks in which both faculty, graduate students, and instructors present their research to the department and the UGA community at large. Whereas the series had previously consisted of a monthly talk for faculty with one event reserved for graduate students at the end of the semester, when I took over as committee chair, I reorganized the structure of the events such that they occurred weekly on Fridays. The goal in expanding the series was to create more opportunities for graduate students to present their own research to a broad, interdisciplinary audience. We envisioned these new talks as a professional development opportunity for graduate students to practice communicating their research in ways that could benefit them not talking to faculty and specialists, but also to a more general audience, and in particular, to their students. I believe that there is often a disconnect between the things that graduate student instructors study in their own coursework and what they teach in the classroom, and my hope for these events has been that they will help graduate students integrate their research into their teaching by allowing them to practice these communication skills. Speakers encourage their undergraduate’s attendance, and my own students, who are frequent attendees, comment consistently on how much they benefit from these talks.

Another area of professional development for graduate students about which I feel very passionately involves the training of TAs about their status as mandatory reporters of interpersonal violence among students. During my departmental TA orientation, I did not receive sufficient training in this area, and when I learned about the campus center for Rape and Sexual Violence Prevention through a student working with the organization, I felt that I needed to educate myself and my colleagues about it in order to be a better supporter of my students. Working with the members of the ROML Graduate Student Organization’s Women’s Forum, I organized a training session about mandatory reporting with RSVP that was held this January and a second event for “watchdog training” to help instructors better identify and intervene in situations of interpersonal violence.

Finally, as head of the inaugural mentoring committee of the ROML Graduate Student organization for 2016-2017, I developed a pilot mentoring program to pair more advanced students with incoming ones. The goal was to match students studying the same languages and disciplines and to foster more informal, more personal, and more in depth support networks for incoming students. Upon polling the grad student body to learn in which areas it would have been most helpful to had additional support their first semester, it was almost unanimous the students would have liked to have had more support in teaching duties. The mentoring program was thus formulated as a way to help students adjust to their new roles as TAs and to give them an even more accessible resource for learning about teaching in our department than the formal preceptor or supervisor would be. The mentor figure thus became an immediate, direct point of contact for using our online platforms (ELC as well as our textbook platforms like Connect and MySpanishLab), for sharing classroom materials, for learning about the specific needs of UGA’s student body, and for navigating ROML’s intricate system of language teaching. Working in collaboration with the committee, I matched mentors and mentees according to their personal and professional profiles in order to foster meaningful working relationships between the two. The committee established guidelines for how the pairs could work together and a proposed a schedule for meetings and mentorship activities for the pair in order to get the relationship started, and we then supplemented this with several structured events for all mentors and mentees in the program to come together as a group in the fall and spring semesters. I participated myself as a mentor and found the experience to be a successful and rewarding one, and I am very proud of how this program has continued to develop since the pilot year.
Julia C. Hernández
Department of Romance Languages
University of Georgia

Teaching Portfolio

2018
Teaching Philosophy

As a teacher, I am committed to the core tenant of education in the humanities, which holds that, by confronting a variety of viewpoints and voices, students are challenged to evaluate their own perspectives. This confrontation teaches students not only to express more articulately the ideas they already hold, but also pushes them to expand the horizons of their worldviews to incorporate the ideas of others. Teaching in the field of Hispanic Studies, it is my great privilege and responsibility to guide students through this process of confrontation and re-evaluation by introducing them to the richness and complexity of the Spanish-speaking world, whether through examination of the Spanish language in language instruction classes or through the medium of literature in Spanish-language, literature “content” classes.

Central to this approach is my belief that the study of language itself, whether of the nuts and bolts of the linguistic system or of words as arranged on a page of literature, is the most effective tool for the analytical thinking in which I hope to train my students. Traditionally, the two types of classes I offer, one consisting of training in the Spanish language, the other of analyzing works of literature in Spanish, have relied on two very different pedagogical methodologies: the former on the science of second language acquisition rooted in linguistics, the latter on literary theory and cultural studies akin to those in the fields of English and Comparative Literature. As an interdisciplinary scholar of both linguistics and literature, however, I center my teaching in these two classrooms environments in my expertise in these fields, expressing my passion for the word as the basic analytical unit for engaging with the world.

In the language-learning classroom, I follow a communicative teaching approach in which target-language input and production take center stage. I view myself as an architect whose job is to structure opportunities for students to use their communicative language skills rather than to simply teach grammar rules. However, over my years in the classroom, I have learned from my students’ feedback that, while they benefit from this communicative approach, they feel that they benefit equally from some explicit grammar instruction. In developing grammar-teaching techniques to address these concerns, I have used my knowledge of linguistics and classical languages to demystify the often intimidating and, to many students seemingly inscrutable, concept “grammar.” Following my belief that analyzing words is the most effective means of approaching problems, I help students deconstruct difficult grammatical concepts, for instance that of the “subjunctive,” simply by arming them with the etymological origins of the word, in this case “connecting under,” or “something that comes under a conjunction.” Students then know that this term simply means that these verb forms must (generally) follow a conjunction such as que and learn to structure their sentences accordingly. Typically students struggle with this concept because of the bulky apparatus of unfamiliar grammatical terms, but often, instructors choose to avoid burdening students with too much information about what these words mean. I believe, to the contrary, that by arming students with an awareness of how words work, they are able to better master them, an approach whose efficacy they have indicated in evaluations. For instance, one student comments in their evaluation that in class we “actually had in depth discussions that really helped with the understanding of the language” and another that I was able “to teach certain aspects of the grammar that really cleared things up” for them.

I also believe that by consistently demonstrating to students the history of words, they will learn to use them as powerful interpretive tools for understanding the culture of the Spanish-speaking world. For instance, in teaching vocabulary, I train students to recognize Spanish that derive from Arabic, such as azúcar (sugar), or from various Amerindian languages, such as the Nahuatl-derived tomate (tomato), and ask them reflect on how these words reflect the long history of cultural exchange between Spanish-speakers and other groups, and also of the implications of these historical moments of exchange. This approach illustrates for students that language is a system that, on its most fundamental level, encodes our histories and cultural connections in addition to the daily messages we use it to convey.

Returning to my original statement of commitment to humanities education, I would argue that it is this power of language to encode culture that makes it the ideal analytical tool for students when confronting diverse viewpoints that force them to challenge their own ideas not only about the Spanish-speaking world but also about themselves. In a traditional literary studies classroom, challenging students to confront complex and diverse views is a more straightforward process. In teaching Spanish 2550, Intro to Latino Literature, for instance, I have designed a syllabus that incorporates a variety of Latino voices, for instance those of queer and Afro Latino writers, who students are not likely to have encountered in the mainstream media.

On the other hand, in a traditional language classroom, this confronting of diverse viewpoints is considered to be a secondary goal, as something ancillary to the acquisition of the target language itself. Where I believe my teaching differs that I insist that my students use the Spanish language itself to consider the complex and at times uncomfortable issues at the heart of both the Spanish-speaking cultures we study and of the American culture which is our point of reference. For instance, in teaching students how to physically describe themselves and others, I invite them to question the problematic way in which information is presented to them in their textbooks. In order to shy away from the complicated and often controversial topic of race, both in the Spanish-speaking world and in the US, Spanish textbooks typically avoid treating the topic of racial diversity in Latin America and in doing so fail to give students a rich vocabulary to describe skin-tone or other features that students of color might use to describe themselves. I have seen first hand how challenging and frustrating it can be for students to practice using vocabulary to describe themselves and classmates when they do not have words to indicate students with a variety of skin tones or hair textures and styles. I work to correct this by providing the students with a richer vocabulary, incorporating this into a lesson on the racial diversity of the Spanish speaking world and asking them to consider the concomitant racism in both the Spanish-speaking world and the US that has shaped stereotypes of Latinos.
Courses Taught

### SPAN 2550: Latino Literature and Culture, Instructor of Record
I designed this course in its entirety, developing my own syllabus, selecting the readings, and creating the writing assignments and other evaluative materials. The goals of the course was to introduce students to the literary and cultural production of US Latino groups, including various genres such as the novel, poetry, film, documentary, memoir, and “testimonio.” Analyzing these work, students explored the history of Latino groups, their socio-cultural practices, and sociolinguistic experiences, along with questions of “race,” “ethnicity,” gender, sexuality, and cultural identity. Students received a conceptual grounding in the theoretical framework of Latino Studies as a discipline, and writing assignments and evaluations were structured to teach students analytical skills to apply these theoretical approaches to reading Latino literature and evaluating works of Latino cultural production.

<table>
<thead>
<tr>
<th>Spring 2017</th>
<th>Fall 2017</th>
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</thead>
<tbody>
<tr>
<td>Section 1</td>
<td>Section 2</td>
</tr>
<tr>
<td>18 Students</td>
<td>16 Students</td>
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### SPAN 2001: Intermediate Spanish I
In this hybrid course using the “flipped classroom” model, I followed a departmental-designed syllabus but created my own teaching materials for each class. At this level I emphasized conversational skills among students with an emphasis on activities that presented complex cultural issues and sparked thoughtful conversation for communicative practice. I developed evaluation materials—oral exams, monthly quizzes, and final exam—in conjunction with fellow TAs for use across all course sections.

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<tr>
<th>Fall 2016</th>
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<tr>
<td>Section 1</td>
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<tr>
<td>26 Students</td>
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### SPAN 1002: Introductory Spanish II
In this hybrid course using the “flipped classroom” model, I followed a departmental-designed syllabus but created my own teaching materials for each class. At this level I encouraged students to use their burgeoning linguistic knowledge to communicate more fully about their own lives and connect their experiences to Spanish-language materials studied in class. I developed evaluation materials—oral exams, monthly quizzes, and final exam—in conjunction with fellow TAs for use across all course sections.

<table>
<thead>
<tr>
<th>Fall 2015</th>
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<tbody>
<tr>
<td>Section 1</td>
</tr>
<tr>
<td>24 Students</td>
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### SPAN 1001: Introductory Spanish I
In this hybrid course using the “flipped classroom” model, I followed a departmental-designed syllabus but created my own teaching materials for each class. At this level I encouraged students to “break the ice” with Spanish by balancing a high-level of linguistic input in Spanish with creative, dynamic opportunities for students to explore language production in low-stress environment. I developed evaluation materials—oral exams, monthly quizzes, and final exam—in conjunction with fellow TAs for use across all course sections.

<table>
<thead>
<tr>
<th>Spring 2016</th>
<th>Spring 2015</th>
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<tbody>
<tr>
<td>Section 1</td>
<td>Section 2</td>
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<tr>
<td>28 Students</td>
<td>25 Students</td>
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<td></td>
<td>29 Students</td>
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### SPAN 3030: Introduction to Spanish Linguistics, Teaching Assistant
Serving as TA to Margaret Quesada, I attended to administrative duties in keeping track of attendance and in administering and grading quizzes and exams. Additionally, I helped Dr. Quesada oversee group work in the large class, managing student discussion activities and monitoring students to ensure that they were continually using Spanish in completing their group work.

<table>
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<th>Fall 2014</th>
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<tbody>
<tr>
<td>30 Students</td>
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### FYOS: Working with Documents, Teaching Assistant
Working with Dr. Dana Bultman and Anne Divine Meyers, special collections librarian, I served as TA for this freshman seminar whose goal was to teach students about the vast range of archival holdings of the Hargrett Rare Book & Manuscript Library. Students learned techniques of hands-on archival research and methodologies, using books, maps, photographs and other rare documents from the collection. My role in the class, in addition to supporting Dr. Bultman and Ms. Meyers in classroom management, was to conduct a multi-week teaching module on my research speciality, archival research in early modern geographic resources.

<table>
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<tr>
<th>Fall 2015</th>
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<tr>
<td>15 Students</td>
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**Spanish 1001**  
*Practice with *Gustar*

**Lesson Objectives**
- Practice oral production of *gustar* for first person singular speaker with singular and plural nouns
- Introduce students to a variety of traditional Cuban music, increase awareness of afro-Cuban musical heritage in popular international Latin musical genres such as *salsa*

**Activity**
After a brief vocabulary introduction of Cuban musical terms, students listened to clips of 5 different Cuban songs, each accompanied by slides reiterating vocabulary and with artist information and genre information. After playing each clip, I led students in a discussion in which each indicated which song they liked best, indicating why with the appropriate form of “me gusta/an” and words from their vocabulary or from the list provided. Students then listened to the clips a second time and used the given musical vocabulary to create a short description of each genre based on what elements they could identify in the songs.

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**Spanish 1002**  
*Practice with Imperatives*

**Lesson Objectives**
- Practice forming imperatives in the 2nd person singular
- Practice listening comprehension skills with input from Youtube cooking tutorial: [https://www.youtube.com/watch?v=ohkBxeQj7cA](https://www.youtube.com/watch?v=ohkBxeQj7cA)

**Activity**

**Part 1**
Students watched the video, once simply listening for comprehension, the second time, making a list of ingredients and utensils used and of verbs indicating the steps of the recipe. I then led the class in a group activity where we worked together to write out a version of the recipe on the board, indicating the steps with verbs in the “tú” imperative form, and watch the video a final time to confirm that the steps were correct.

**Part 2**
Students worked individually to write down the steps and ingredients of a recipe which could use the assortment of cooking utensils I had brought to class. Students indicated the steps by producing the verbs in the “tú” imperative form. Each student then chose a partner, and while they read their recipe (without indicating the final product) the partner selected utensils and acted out the verbs they heard. The class then guessed what the recipe produced.
Lesson Objectives

• Review and practice using preterite and imperfect tenses to create narratives

Activity

After briefly reviewing the aspectual contrast between the preterite and imperfect tenses (slide to left), students visited an online slideshow of odd images captured by the Google Streetview Car. Each group selected an image from the list and created a narrative to explain the picture using 4 verbs in the preterite and 4 verbs in the imperfect. The students then read their narratives aloud to the class, and their classmates provided feedback as to whether they had correctly selected for preterit/imperfect for the context.

Spanish 2550: Latino Studies

DACA and Freedom University

Lesson Objectives: In this lesson, students used statistics and fact-based evidence to evaluate the impact of DACA in Georgia, the state of the undocumented immigrants in our state and local communities, and explore ways to that Georgians are working to support these communities.

Activity: Students worked in groups and each group was given a theme to explore in more depth, using discussion questions and links shared on ELC (represented here) to present factually-based information from reliable online sources to the class. Students considered the history of the DREAM Act and DACA, immigration statistics in Georgia, Freedom University and Board of Regents’ enrollment policies, and local immigrant support networks in Athens.
In this multi-step composition assignment, the class conducted an interview with a Spanish guest to the class and, with the information gathered in the interview, each student wrote his biography, comparing and contrasting his life in Barcelona and in Georgia. Students prepared for the interview in groups, investigating the Spanish university education system and the region of Cataluña in order to compose thoughtful to collect details for their final assignment. In selecting a guest for my students to interview, I chose a Catalán speaker in order that my students be exposed to the cultural, regional, and linguistic diversity of Spain and to connect directly with current events in Spain by directly addressing their questions about Cataluña to a native of the region. In essay below, the students reflect on what they learned about Cataluña, the Catalan language, and the Spanish university system. The words in red reflect the peer review process, in which students worked in pairs and suggested edits to each other’s drafts.

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**Spanish 1001**

In groups, students selected a famous dog from the slide (right) and on the worksheet (below), created a lost dog flyer describing the dog without giving its name. The group then read the flyer to the class, which, based on the description, guessed which of the dogs was lost.

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**Spanish 2550**

In groups, students drew diagrams of the narrative structures on the classroom white board the four Chicano novels read for class. Students were asked to be creative in determining how to visually depict the complexities of these narratives, to explain how these structures express central themes of the work, and to indicate the emotional effects these techniques have on the reader.
The presenter reflected on this meme’s goal of pointing out that most Americans do not take into consideration the origins of their food and the conditions under which those who produce it work. However, the student also reflected on the fact that, despite its good intentions, this meme nevertheless perpetuates the stereotype that all Latinos are migrant workers and that all migrant workers are Latino.

This presenter commented on the complexity of this meme, which is based on the stereotype that holds that “all Latinos have big families.” The student tied this stereotype to a second stereotype regarding Latinos and Catholicism and connected this to a long-standing anti-Catholic sentiment in anti-immigrant rhetoric over the course of US history. However, of particular interest to this student was the fact that, based on the hashtag “GrowingUpHispanic,” this meme likely reflects content made by Latinos for a Latino audience, suggesting the complex and relative nature of stereotypes.

In this “taller de estereotipos,” or “Stereotype Workshop,” the students compiled memes reflecting stereotypes of Latinos — both those held by the dominant culture and by Latinos themselves — or that sought to use humor to problematize them. Each student presented their meme in front of the class and led the class in discussing the stereotype in question and connecting it to course themes and content. Presenters then shared their reflections on the problematic nature of racial and ethnic stereotypes in various forms and contexts.
Innovative Teaching Activities

SPAN 2001: Video “Tertulia” and Reading Comprehension

Overview: Students practiced reading-comprehension skills, conversational skills, and past-tense narration (preterite/imperfect) by watching and discussing the award-winning Quechua-language short film *Abuela Grillo*, which depicts the events of the Bolivian Water Wars from an indigenous perspective. The lesson introduced students to Andean indigenous cultures, including their linguistic heritage and continued political struggles.

Part 1: After watching the Quechua-language film, students compared the lyrics of the main character’s song in Quechua to a Spanish translation (left), and using this as a clue, worked in 4 groups to reconstruct sections of the narrative using preterite and imperfect. They then presented their narrative to the class, which worked to reach a consensus about the film’s events.

Part 2: Students read a passage giving the historical details of the Bolivian Water Wars (below), and then, continuing in group discussion, connected these historical facts to the short film to better understand its narrative. They also reflected on an article (bottom left) about solidarity between Quechua communities and US indigenous groups’ struggles for water rights.

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SPAN 2550: Latino Studies

Final Comprehensive Oral Exam

Overview: Based my goal for Latino Studies class that my students be able to leave the class and enter the world armed to have an insightful, meaningful dialogue about the issues facing the Latino community, and that they be able to express their views (whatever views they might hold) backing up their positions with facts and evidence from examples of Latino cultural production we had studied, I designed this final exam to reflect the oral comprehensive exams that PhD students take in literature. That is to say, I gave them the opportunity to answer questions orally, drawing on a broad range of knowledge they had acquired to form cogent, insightful responses on the spot in a conversational setting.

Activity: Each student selected their favorite work from the class and scheduled a 10-minute exam “appointment” with me within our regularly scheduled exam period. Students were given a rubric (right) with my expectations for their oral responses very clearly stated and defined according to five axes of evaluation: identification and discussion of the work’s genre, its formalistic elements, the cultural themes it explored, the historical context for the Latino community it depicted, and comparisons with other works read in class treating similar themes and communities. During the exam appointment, I asked students to give an overview of why the work was meaningful to them personally, and then proceeded to ask them questions tailored to the work they had selected and based on the criteria for evaluation. Students reported that they felt that this exam experience had required them to engage with class material in a more meaningful and lasting way than they often found to be the case with traditional written exams.
FYOS: Rare Books and Manuscripts
Exploring Early Modern Maps and Geography

Overview: In this hands-on activity, freshmen learned about early modern books and maps by handling a 16th-century work from UGA’s Hargrett Library. As they worked in groups of 5 over the course of 2 classes, I guided their investigation by sharing the expertise I had gained conducting archival research with similar materials in Spain.

Day 1: I instructed students in the proper handling of the book, and while they examined and explored its physical aspects, I led them in a discussion of early modern printing. Students next completed the hand-out (below). After working together to select a map to explore in more depth, each student chose an aspect that interested them personally, and I guided each in locating proper academic resources to use in investigating their topic to prepare a short presentation.

Day 2: Students took turns giving their presentations and I guided them in tying the various elements of the map together to develop a broader picture of its historical context and cultural import.

SPAN 4040: Medieval + Golden Age Spain
Oral Tradition in the Genre of Romance

Overview: This compare/contrast activity illuminated the process of oral transmission for the Spanish romance genre, which may be said to “remix” the elements of a story in new and different ways with each telling. Students also reflected on the impact of the writing process in “fossilizing” these oral poems.

Part 1: As homework before the class, students read a romance about an episode in the narrative of medieval hero “El Cid.” In class, they worked in 4 groups to complete #1-6 on the handout (right), considering the formal aspects the poem (e.g., its use of repetition and archaizing language) and its emphasis on the material culture of the era depicted (e.g., weaponry and clothing)

Part 2: Each group then received a second handout (below), each with an alternate medieval version of the same story. Each group read its new text, identifying the details in the second version that differed from the first. They then presented their findings to the class, commenting on how the differences indicated the poem’s history of oral transmission. Finally, the class considered the case of a scribe copying one version of the story that knew an alternate version and drew pictures of the details that differed in the margins of his text.

Overview: This compare/contrast activity illuminated the process of oral transmission for the Spanish romance genre, which may be said to “remix” the elements of a story in new and different ways with each telling. Students also reflected on the impact of the writing process in “fossilizing” these oral poems.
## Professional Teaching and Training Activities

### Departmental Activities Related to Teaching

<table>
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<tbody>
<tr>
<td>Chair, ROML Colloquium Planning Committee</td>
<td>August 2015–Present</td>
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<tr>
<td>Organization of weekly interdisciplinary presentations of faculty and graduate student research</td>
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<tr>
<td>Co-founder and Organizer, ROML Graduate Student Women’s Forum</td>
<td>August 2017–Present</td>
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<tr>
<td>Planning of professional development events for women TAs with campus groups such as RSVP</td>
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<tr>
<td>President, ROML Graduate Student Organization</td>
<td>August 2016–May 2017</td>
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<tr>
<td>Leadership of the department’s interdisciplinary community dedicated to training and service</td>
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<tr>
<td>Participant, Spanish Teaching Circle</td>
<td>August, 2014-December, 2016</td>
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<tr>
<td>Attendance at monthly TA gatherings to develop teaching resources, strategies, and materials</td>
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<tr>
<td>Chair, Graduate Student Peer Mentoring Program</td>
<td>August, 2014-December, 2016</td>
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<tr>
<td>Development and implementation of peer-to-peer support program for incoming TAs</td>
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### Pedagogical Methodologies Training

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<tr>
<th>Title</th>
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<tr>
<td>Online Spanish Teaching Methodologies</td>
<td>January 2018–May, 2018</td>
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<tr>
<td>Annie Wendell, UGA</td>
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<tr>
<td>Practicum: Teaching Medieval and Golden Age Spanish (Spanish 4040)</td>
<td>Fall 2015, 2016, and 2017</td>
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<tr>
<td>Drs. Dana Bultman and Elizabeth Wright, UGA</td>
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<tr>
<td>Spanish 7750, College Spanish Teaching Methodologies</td>
<td>August, 2013-December, 2013</td>
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<td>Dr. Teresa Pérez Gamboa, UGA</td>
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<tr>
<td>Latin 7770, Latin Teaching Methodologies Apprenticeship</td>
<td>January, 2009-December, 2010</td>
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<td>Dr. Richard LaFleur University of Georgia</td>
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<tr>
<td>&quot;Reacting To The Past&quot; Historical Teaching Methodology Regional Training Conference</td>
<td>April, 2010</td>
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<td>Hosted by the Departments of History and Classics, UGA</td>
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<tr>
<td>&quot;Charleston Latin&quot; Methodology Teaching Internship</td>
<td>August, 2004-May, 2005</td>
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<td>Dr. Frank Morris, College of Charleston</td>
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### Additional Teaching Experience

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<tr>
<td>Spanish Instructor, Workplace Spanish for Public Safety and Central Services</td>
<td>Unified Government of Athens-Clarke County August-December 2015</td>
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<tr>
<td>Greek and Latin Tutor, Departmental Tutoring Lab</td>
<td>Department of Classics, UGA August, 2009-December 2009</td>
</tr>
<tr>
<td>Graduate Teaching Assistant to Dr. Kim Shelton, UC Berkeley Archaeological Field School</td>
<td>Museum of Ancient Nemea, Greece June, 2006-July, 2006</td>
</tr>
<tr>
<td>Greek and Latin Tutor, Center for Student Learning</td>
<td>College of Charleston August, 2004-May, 2005</td>
</tr>
<tr>
<td>Teaching Assistant to Dr. Noelle Zeiner, Classics 103: Classical Mythology</td>
<td>College of Charleston January, 2004-May, 2004</td>
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## Teaching Evaluations

### Spanish 2550: US Latino Literature and Culture, Fall and Spring 2017

Outstanding course, it pushed me to learn more about my heritage, and truly understand more my identity. The instructor was very passionate about this course, and she implemented new scholarly vocabulary in every lesson. In addition, the instructor did an outstanding job providing a solid background for every novel; it made novels more interesting.

I enjoyed discussing the readings in class because it showed me other ways to think of the topics and also it helped me learn about my culture which I loved.

I think I improved my ability to speak and think in Spanish. I also became better at being more aware about cultural and race issues in the US.

The readings were very interesting and relevant to course topics and content, was easy to engage in the reading and in class discussions due to the variety of opinions as well as teacher's openness to new ideas and different perspectives.

I believe that the analysis of the literature gave me a deeper understanding of the conditions that the people by whom they were written undergo.

I appreciated that we looked at the history of each cultural group of Latinos that we studied in this course. It helped to draw connections between the history and the literature. I also liked how we had a variety of types of assignments--some papers, some readings, some watching something. And I think the quizzes were generally very reasonable considering the homework we had done.

I believe the professor displayed a vast knowledge for the literature we were exposed to and it is clear that she had a great passion for the class.

Julia did a really good job of writing a very thoughtful course plan. She covered many areas of Latin America and clearly knew what she was talking about when it came to the reading. The assignments were challenging, but not too challenging. She gave us ample opportunity to get a good grade.

I think that the discussions were a great opportunity for me to synthesize the materials that we had read into broad topics. I also think that it was nice to discuss with classmates about each others thoughts on the reading materials.

She was very knowledgeable in all the texts and was able to analyze deeply. She helped us think outside the box.

### Spanish 20001, Fall 2016

She was able to teach certain aspects of the grammar that really cleared things up for me. Always made sure that everyone understood the content and she really wanted us to succeed.

The professor is what made this course go so well! For the first time in a language class, I wasn't just listening to the professor read straight from the book. We actually had in depth discussions that really helped with the understanding of the language. The professor also always listened to us and took the time to help explain topics that may have been unclear to the class. She always wanted to work with us in making this class more fun but still educational. It was way better than the typical language course.

The professor actively encouraged speaking Spanish while in the classroom and was very willing to answer any questions the students had.

This was the first Spanish course I took where I felt as if I was actually learning the language. Julia made me feel as if I was not drowning in a misunderstanding of Spanish. She helped me to recover, want to learn, and feel like it was possible for me to not only pass, but potentially end up with an A.
There were a lot of activities in the class/course that helped with understanding and learning the information and material. Videos provided also helped further my learning and academic development.

I think my teacher was exceptionally good at caring for her students' individual needs. She was willing to meet with her students after class as well to make sure they understood the material.

**Spanish 1001 Spring 2015 and Spring 2016**

Although it was an 8 AM class, I believe Professor Hernandez did a great job at keeping the class alert and involved. Due to most of the course being taught to us in Spanish, I feel as if I learned how to comprehend what was being said which is a big part of learning a new language.

Ms. Hernandez was always very upbeat and positive, even for an 8am. I needed to rearrange my schedule in the beginning of the semester, though pushed to keep this course with her as my teacher because I loved her so much. She always showed enthusiasm for the material and wanted all of us to understand the concepts fully. I could not have asked for a better teacher!!

I love the passion of the professor and how thoroughly she explained the material. Her powerpoints were also very well organized and helpful.

Professor Hernandez did an excellent job of challenging us to participate in class activities. She was great at balancing the amount of Spanish she speaks with enough English instruction so that we could understand new ideas while also expanding our Spanish base.

The instructor was very accommodating for all types of learning and I felt that the quizzes and compositions adequately tested my knowledge and helped me to improve and see exactly what I needed to work on.

Ms. Hernandez taught in an effective manner. She engaged students and brought an entertaining teaching style to the subject that made information more memorable. She also readily made accommodations for DRC testing and was understanding towards premedical students whose curriculum (prioritizing stem classes) caused severe sleep deprivation. She also attempted to answer all student questions regarding the Spanish language by pulling information from other fields and subjects, such as epistemology, existentialism and world history, in displaying a well-rounded approach towards both teaching and the humanities.

**Spanish 1002, Fall 2015**

My professor for this course was very enthusiastic and eager to teach. This made class interesting and easier to learn. Also, I really felt that my professor genuinely cared about our learning experience and wanted to do everything she could to help us get a better grade, and I really admired this about the class.

I wasn't doing well at the beginning of this course due to personal problems, but Profesora Hernandez was very willing to work with me outside of class on anything that I needed extra help on. I was intimidated at first that she rarely spoke English in the classroom, but my conversational comprehension has greatly improved because of it. Overall, this was a challenging course made easier by a professor who truly cared about her students' success.

Professor Hernandez is extremely helpful in my experience of learning Spanish. She makes the learning environment in the classroom fun to be in and interactive for all students. This is my second time having this professor for Spanish and each time I have succeeded because of her.

Professor Hernandez came to class everyday willing to help out her students and to provide them with a structured lesson. I always knew it was going to be helpful to show up to class and to learn from her and not try to do everything on my own.
Julia Hernández
2016 Spanish Teaching Assistant Annual Evaluation

Department of Romance Languages
University of Georgia
Dr. Catherine Simpson
Supervisor of Spanish Teaching Assistants

May 12, 2017

Julia is an advanced PhD student who has taught both language courses and Latino Literature. She is bubbly and enthusiastic about all she does, and her passion for teaching is clear. I have had the opportunity to observe her teach both SPAN 2001 and SPAN 2550, and both classes I visited demonstrated diligent, creative planning and preparation of original activities. Julia is committed to use of the target language, and employs a variety of strategies to avoid speaking in English. Students were very actively engaged in the classes I observed, and Julia called on specific students to encourage participation of all. In the Latino Literature course, she was quite knowledgeable, and very skilled at helping her students develop their analytical skills in relation to the material. My suggestion for her is the same for both the language and literature course: reduce the amount of overall input to allow for slower, more in-depth discussion of each item. In the language course, she had designed an excellent activity on Andean music that involved listening to quite a few musical clips. She could have reduced the number of clips and allowed students to reflect on each on and practice conversation, even reinforcing the week’s grammar points with questions like “¿Qué instrumentos se escuchan?” An activity in her Latino Literature course about representations of Latinos in U.S. television similarly included many clips in succession that were ripe for commentary, each one of which could have allowed for ten minutes or more of class discussion. This is an excellent problem to have! By reducing overall input, Julia will open up more space for students to develop their own ideas and take some of the burden off herself to account for all of class time.

Student evaluations of Julia emphasize her upbeat approach and her energy and enthusiasm even during 8AM classes. They say she is supportive and always willing to help. Some students expressed a wish that graded assignments be returned more quickly, which is a common request for many instructors.

In conclusion, Julia is an ambitious, enthusiastic instructor who is eager to share as much as she can with her students and who constantly strives to improve her teaching. She is an asset to the Department and I look forward to working with her in the future.

Catherine Simpson
Supervisor of Spanish Teaching Assistants

Teaching Assistant’s Response

I have had the opportunity to read this evaluation, to discuss it with the Spanish supervisor, and to respond to it.

Teaching Assistant’s Signature: [Signature]