

Sabbatical Report
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I would like to thank Sonoma State University for granting me a one-semester sabbatical in Spring 2017, which enabled me to continue my research agenda and several professional projects. I was also able to spend time with my newborn baby, which, at the time I applied for sabbatical was an unforeseen life change. Despite having a newborn at home (along with a two-year old), I am pleased that during my semester-long sabbatical I was able to accomplish the following research-related endeavors along with several professional development activities.

Research papers

- I wrote a new article “**Digital Spanish Literature: Women, Rupture and Community**” based on previous research and new research done during the sabbatical. The paper focuses on two up-and-coming digital poets and cyber-feminists in Spain who employ digital technologies for literary production and community building. The research I did at the Center for Technology, Society and Policy at UC Berkeley was especially helpful and while there, I discovered the Townsend Center for Humanities which houses a working group of faculty and researchers at various UCs in the Digital Humanities. I shared my work with this group and I am pleased to say that since then I have been invited to give a guest lecture at UCSB on digital poetry. Also, this article was accepted for publication in *Women and Science in Spanish Literature*, edited by Victoria Ketz and Dawn-Smith Sherwood.
- I wrote and presented “Digital Iberian Literature: Gaming and Resisting” for the Iberianists Symposium in May 2017 at UC Irvine. This paper discusses the various types of literary word-games that have been developed by Spanish authors since 2010. Beyond the literary analysis that these games offer, some of the projects also have latent social and political interpretations that I discuss in this paper.
- As a continuation of the paper above, I wrote: "Digital Spanish Literature: From Word games & Virtual Realities to Online Communities," which I will present at the session on *Visual Iberia* at the 2017 PAMLA conference.
- “Centuries of Góngora: From the Golden Age to the Digital World” is a paper I wrote to be presented as a guest lecture (mentioned above) at UCSB this October. The paper discusses the renowned poet of Spain’s Baroque period and how various poets appropriate and transform his work throughout the 19th, 20th and 21st centuries.

Professional Development Activities

- I wrote a grant for the SSU project “**Multi-Cultural and Multi-Lingual California**” and submitted it to the CA Humanities Quick Grants on March 1. This project is envisioned to create dialogue among faculty, staff, students and the surrounding community (local high schools, community centers) about California’s linguistic and cultural identities and the history and politics that influence our realities through a series of interactive workshops, lectures and exhibits—including music, visual arts and story-sharing. Discussing linguistic and cultural diversity is important since nearly half of Californians speak a language other than English in the home. Spanish is the second most-spoken language in the state and other languages with a significant presence include Chinese, Tagalog, Korean and Vietnamese, as well as Arabic, Farsi and Armenian. This tapestry goes beyond lexicons and grammars to the heart of what it means to be a member of a community, to be a Californian, and to how individuals, families, and institutions come together, intersect, and influence each other. There are three broad objectives to the dialogue series and cultural programs: increasing awareness, creating closer connections, and building networks for future engagements. Unfortunately the quick grants this year were extremely competitive and I was not awarded the grant. However, I am confident this is project that can be funded in the near future.
- I participated in the two-day workshop on **Online and Blended Teaching and Learning** offered by the Faculty Center. This was a very informative series of workshops in January that taught me how to further develop two courses I plan to teach online. I was able to use the information I learned in January to better design and fine-tune these courses (SPAN 301 & SPAN 305) throughout the sabbatical and I offered SPAN 301 online in the summer. I am pleased to say that it went very well and I look forward to teaching SPAN 305 online for the first time this Fall.
- I participated in the **Open Education Resources Institute** offered by the Faculty Center in early May. This was an excellent daylong institute that helped me learn how to find educational resources online. After attending this institute I was able to modify the two online courses I designed to eliminate the textbook while still maintaining quality educational texts. I was shocked to find that many of the readings that I use in my courses (or similar ones) were available online. I’ve now made these available on Moodle and my students no longer have to spend big money on textbooks. Had I not been on sabbatical I would not have been able to spend the time to significantly re-design these two (required) courses for the benefit of our students.

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